



Analysis of Arabic Teaching Books Class X with Praxeology Approach

Shofa Musthofa Khalid¹, Hikmah Maulani², Nalahuddin Saleh³, Muhammad Faris Imaduddin⁴, Eneng Komariyah Maimun RNM⁵, Ijlal Haziel Taufik⁶

^{1 2 3 4 5} *Indonesia University of Education, Indonesia*

⁶ *Islamic University of Madinah, Saudi Arabia*

Corresponding E-mail: farismuhammad@upi.edu

Abstract

This study aims to determine whether the material for specialization Arabic textbooks published by the Directorate KSKK the Ministry of Religion Affairs is interactive and can be used for high school level students and their relevance to student abilities. The research method used in this research is a qualitative-descriptive method with a literature study design. There is two technique collection; primary sources in the form of Arabic textbooks for class X published by the Directorate KSKK the Ministry of Religion Affairs, and secondary sources in the form of books and journals relevant to related topics. From the results of the analysis carried out, it was concluded that this book was not deemed feasible and suitable for use by students as teaching materials that could support the achievement of the objectives of learning Arabic, both in terms of theory and practice. So it is necessary to make improvements, in terms of content. Hopefully, these findings can become a reference and have positive implications in correcting existing deficiencies.

Keywords: *textbook, Arabic specialization, praxeology*

Introduction

The interrelationships between components are important to achieve learning objectives in the learning process. The essence of learning is designing a design to teach students, where in the process it is not only the interaction between educators and students. However, interactions with all learning components are teaching resources to achieve goals, including teaching materials or textbooks (Barsuni et al., 2022; Djamaluddin & Wardana, 2019). According to Abusyairi in Ramah & Rohman (2018) textbooks in English are called textbooks and in Arabic, they are called *Kitáb al-Madrasas* which means books whose contents are subject matter arranged in such a way that

students can easily understand the material under guidance. a teacher in the learning process.

According camel in Ainiy & Isnainiyah (2021) textbooks are books that contain information to achieve the desired educational goals both in terms of cognitive, affective, and psychomotor and are presented systematically, to teach certain subjects within a certain period (Rizqa et al., 2020). Quality textbooks are very important to support student success in learning Arabic, therefore educators must know the quality of textbooks and their suitability with the competence of students so they can obtain quality education (Nurrosyid et al., 2022). Textbooks are closely related to the applicable curriculum program. A good textbook must be relevant and support the implementation of the curriculum (Hidayah, 2022).

Teaching materials can be said to be a set of knowledge, skills, attitudes, ideas, beliefs, and values that must be conveyed by students to students in order to facilitate the learning process. This explains that teaching materials should not only focus on cognitive knowledge, but are also designed to be able to facilitate, hone, and improve skills, attitudes, and can provide positive values to learners (Awolaju, 2016).

The urgency of textbooks in learning is contained in the Regulation of the Minister of Education and Culture of Indonesia No. 8 of 2016 article 1 regarding books used in educational units which reads "Textbooks are the main source of learning to achieve basic competencies and core competencies which are declared appropriate by KEMENDIKBUD for use in educational units." (Azhari, 2018). In addition, textbooks play an important and very dominant role in the learning process because textbooks contain materials that will be discussed in teaching and learning activities (Faoziyah & Izzah, 2021; Rosyadi, 2021).

Schools/madrasas that have not implemented the Free Learning Curriculum still use the 2013 Curriculum system, namely having three specialization programs, namely Natural Sciences, Social Sciences and Religion/Language (Kholipah, 2021). One of them is that in the religious program there are special subjects related to religious studies and Arabic language such as *Tafsîr*, *Hadîts*, *Ushûl Fiqh* and Arabic Specialization. Specialization Arabic is a subject that is only studied by students who enter religious programs. So, for this religious program, two subjects of Arabic are studied, namely compulsory Arabic in general and Specialization Arabic which is specifically studied in religious programs. In connection with the explanation above, it is stated that textbooks are the main source for achieving a competency, including textbooks on Specialization Arabic subjects which were compiled directly by the Directorate of KSKK Madrasas of the Ministry of Religion Affairs of the Republic of Indonesia. The book is a teaching material for students who sit at the Madrasah Aliyah level and take religious specialization programs. However, not all textbooks used in an educational institution are considered appropriate and relevant. There are still many textbooks that students find difficult to digest in terms of material, presentation, and visuals of textbooks. Therefore, a good textbook must be by what is stipulated by the government in the Minister of Education and Culture of the Republic of Indonesia No. 8 of 2016 that books that can be used as teaching materials must fulfill material aspects, linguistic

aspects, aspects of material presentation, and graphical aspects (Muhtarom et al., 2022) and have practical functions that can be used in everyday life.

Based on previous findings, problems were found that occurred in specialization Arabic learning where students found it difficult to understand the material from the subject. One factor that influences this is textbooks that are considered less relevant for the Madrasah Aliyah level and the content of the material is difficult for students to understand.

Departing from the problem gap between the problems that occur in learning Arabic specializing in textbooks as an important component as an intermediary for educators to convey material to students in order to achieve learning objectives. However, the textbook was the other way around, namely it was felt difficult for the participants.

In Arabic textbooks there are at least several material components that must be included, among others: 1) Readings (*Nash Arabiyah/al-Muthâla'ah*) about life to be more communicative; 2) *Qawâ'id al-Lughah al-Arabiyyah*; 3) *At-tadribât* both orally and in writing; 4) The stages of presenting teaching materials must be considered; 5) a short dictionary with word meanings and translations to make it easier for students; 6) Other supporting materials (Azhari, 2018). In addition, the quality of teaching materials also needs to be considered, William Francis Mackey said that the quality of language teaching materials in textbooks includes; aspects of selection, gradation, presentation and repetition. Arabic textbooks can be said to be good or not, they must meet the aspects initiated by the BSNP, namely aspects of content, presentation, language and graphics (Ramah & Rohman, 2018). Besides that, textbooks, whether Arabic or not, must have Basic Competence (KD), Core Competence (KI), Competency Standards (SK), and Basic Competence (KD) (Zusrika, 2021).

The specialization Arabic textbooks published by the Directorate of KSKK Madrasahs of the Ministry of Religion Affairs of the Republic of Indonesia were selected by researchers. For the reason that besides the students saying the material was difficult to understand, in this book it was also found that the material used was Arabic, there was no syakal, there was no translation, there was no small dictionary in each chapter and some vocabularies which were rarely found in other Arabic textbooks, so that this book is considered less relevant for students and less interactive because it focuses on the language rules of nahwu and sharf. In addition, some of the material in the Arabic textbook specializing in class X is the division of sentences - *Mudzakkar* and *Muannats*, *Ism Mufrad Tasniyah* and *jama' - Fiil mâdhi*, *Mudhâri Amr*, *Dhamîr - Bina fi'il shabih* and *Mu'tall* and others which are part one and two of each chapter there are several that are not suitable when put together in the same chapter (Permatasari & Aliyah, 2021).

Furthermore, in dealing with these problems related to the irrelevance of specialization Arabic textbooks, researchers will use a praxeology approach in order to be able to analyze and state whether the textbook is really irrelevant or just a presumption. Praxeology means activities or human activities carried out intentionally (Boudad et al., 2018; Cavalcante & Huang, 2022). Chevallard in Cavalcante & Huang (2022) states that basically no human action exists without clarity or justification, partly or wholly made to be understood and accounted for, including specialization Arabic

textbooks. Practical matters such as the use of these textbooks are relevant or not in everyday life, especially in education, requires a logos or knowledge to support this praxis (Putra et al., 2021).

Because the true world of education develops according to the needs of the times and the material taught in a textbook. So that in essence the linkage of adjustment between knowledge (as contained in textbooks) and the practice of its use in life will continue to develop, this is related to judgment or evaluation (Biesta, 2015). In this study, a praxeology approach was needed in Arabic specialization textbooks published by the Directorate of KSKK Madrasas of the Ministry of Religion Affairs of the Republic of Indonesia, which the students considered this book to be too difficult and deemed irrelevant. The researcher uses a praxeology approach to assess this so that it is not just a presumption. This praxeology approach is used by researchers with the consideration that in the praxeology concept this practice and theory must be related not something independent so that the analysis carried out is not only one-sided and the results are objective (Kholipah, 2021).

As for some previous studies related to the analysis of Arabic language textbooks and the praxeology approach that the researchers used as references were; First, research conducted by Maelyastuti et al. in 2021 entitled "Analysis of Mathematical Text Books on Set Material Using Praxeological Models" (Rizqi et al., 2021). Second, research conducted by Helga Regita Safira in 2022 with the title "Analysis of Arabic Language Textbooks (Nahwu and Saraf) Madrasah Aliyah Religious Specialization Class X Published by the Ministry of Religion Affairs (A Study of Book Content Analysis Based on Mackey Theory) (Safira, 2021). Third, research was conducted by Anna Pansel and Lisa Bjorklund in 2018 with the title "Mathematics Teachers' Teaching Practices about Textbooks: Exploring Plaxeologies" (Pansell & Boistrup, 2018). Fourth, research was conducted by Agus Hendriyanto et.al in 2023 with the title "Praxeology Review: Comparing Singaporean and Indonesian Textbooks in Introducing the Concept of Sets" (Hendriyanto et al., 2023). Fifth, research conducted by Muhammad Alfarobi et.al in 2022 with the title "Analysis of Grade 10 Arabic Books Curriculum Directorate of Institutional and Student Facilities (KSKK) Content Review Based on Mackey Theory" (Al Farobi et al., 2022).

Based on the background above, the researcher intends to apply the praxeology component as an approach to analyzing textbooks with its four components, namely Type of Ask and Technique as part of praxis and Technology and Theory as part of logos. It aims to clarify how to inform and shape practical research and how to integrate the results as Radford said in Kholipah (2021). This approach is described through various aspects that are the focus of the problem and includes the objectives of the four components above, namely 1) Practical aspects of the use of specialization Arabic textbooks published by the Directorate of KSKK Madrasah Ministry of Religion Affairs of the Republic of Indonesia in daily life 2) Interaction of specialization Arabic textbooks and teachers with students in class, 3) Analysis of the material or content contained in the Specialization Arabic textbook. 4) Reinforcing Theory from the analysis results found in the Specialization Arabic textbook.

Method

The research method used in this research is a qualitative-descriptive method with a literature study design. According to musthafa dan Hermawan in Imadddin, et al. (2022), the descriptive qualitative method is a method that is carried out by disclosing an empirical fact that exists objectively and scientifically based on logic and scientific procedures supported by strong methodology and theory following the disciplines occupied. Library review research or what is often referred to as Mulyadi also describes literature study in Maimun, et al. (2022) as a result of analysis through various theoretical and conceptual information as well as existing data from various sources such as journal articles and books.

Through content analysis allows researchers to examine theoretical issues to reach an understanding of a data. It is possible to distill words into groups of content-related categories through content analysis. It is understood that when words, phrases, and categories will have the same meaning. Content analysis used a praxeology approach to examine trends and categories in the literature (Nurochim & Ngaisah, 2021).

This research produces and processes descriptive data. As for what is meant by descriptive research is research that only describes a variable concerning one problem being studied without paying attention to the interrelationships between variables and is used to research in a natural condition not artificial (Raham et al., 2015). The purpose of this study was to describe the results of the analysis of the Arabic language coursebook for specialization in high school after using the praxeology approach.

The data collection technique in this study was to use existing data sources, namely primary data sources and secondary data sources. This study's primary data source was an Arabic textbook for Class X written by Imam Bashori and published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion Affairs of the Republic of Indonesia. The secondary data sources are various books and journals relevant to related topics.

Result and Discussion

Essential teaching materials should help learners avoid excessive emphasis on reading and memorizing, which can easily dominate the learning process. Instructional materials should enable learners to have practical experiences that help them develop concepts and skills that can be used to work in various ways (Salim & Saputra, 2019).

After analyzing the Arabic specialization textbook for Class X written by Imam Bashori and published by the Directorate of KSKK Madrasah Directorate General of Islamic Education, Ministry of Religion Affairs of the Republic of Indonesia, through a praxeology approach, the following findings are found. As Charles said in Wijayanti & Winslow (2017), the praxeology approach is a combination of praxis and logos or more clearly an approach that assesses everything from a practical and knowledge point of view.

Textbooks published by the Directorate of KSKK Madrasah Directorate of Islamic Education, Ministry of Religion Affairs of the Republic of Indonesia, are textbooks used in the madrasah scope of work under the Ministry of Religion Affairs of the Republic of Indonesia. In order to implement KMA Number 183 of 2019

concerning PAI Curriculum and Arabic Language in Madrasas, the government through the Directorate of KSKK compiled and published this book. The entire material consists of 8 chapters with 4 chapters of discussion in each semester. There are 4 activities in each chapter consisting of Text Presentation (القراءة), Understanding Text (فهم المقروء), Grammar (القواعد), and Exercises (التمرينات). There are also end-of-semester and year-end assessment questions that are in the section after chapter 4 and chapter 8 or the last chapter in each semester.

The praxeology approach demands harmony between practice and theory. The material for the contents of the book which is presented in 8 chapters with each having a different topic is aligned with the applicable curriculum with overall supporting material, there is also an elaboration of learning objectives and assessment instruments in each chapter. However, a number of things are lacking in terms of content and material consistency, as well as supporting discussions. This results in not fulfilling the understanding of the theory given and the practice that should result from learning.

Chapter 1 المؤنث و المذكر – تفسيم الكلمة (Word division – masculine and feminine)

In this chapter the material taught is related to *taqsim al-ism muḥakkar muannas*. Which is divided into two parts, the first part discusses the discourse text with the title “عام جديد” which tells about Karrim wandering in Jakarta and his daily life as a student in the new school year and the vocabulary used in academic matters, including in the new vocabulary column. While the new term relates to the term nahwu chapter division of words. Then discuss the meaning of *ism, fi’il, harf* along with examples.

The second part of this section's material is devoted to discussing *mudḥakkar-muannats*. And the discourse text is about "Hunters and Mice" so that the new vocabulary is related to the terms in the fable story. For new terms related to *mudḥakkar muannats* rules such as "*ta marbūthab, alif maqshūrah*". The discussion of the Rules includes the definition of *mudḥakkar-muannats*, examples and characteristics of *muannats*.

This material is less interactive because it focuses on *qirā’ah* and its understanding and rules, there is no *istimā’* or *takallum* which trains students to be interactive and speak Arabic.

Chapter 2 المفرد والمثنى و الجمع – الفعل الماضى و المضارع والأمر (singular, dual and plural – past tense, present tense and imperative)

In this chapter the material taught is related to *mufrad*, plural *mutsanna-Fi’il Mādhi, mudbāri’* and *amr*. Which is divided into two parts, the first part discusses *Mufrad*, plural *musanna* with discourse text with title “رحلة بالقطار” which tells that Umar was traveling with his father by train, and Umar did a number of things so that his father rebuked him and advised him. The vocabulary used is related to traveling and trains, such as *جلس, سافر, المفعد* and others, included in the new vocabulary column. Meanwhile, the new term refers to the characteristics of *mutsanna*. Then sample sentences in the table and determine which includes *mufrad, mutsanna* and plural along with the reasons. The discussion is discussed below. To deepen the material discussed in the rule sub-chapter, the meaning of *mufrad*, plural *mutsanna*, is explained along with its characteristics and examples.

The second part of this section's material is devoted to the discussion of *fi'il mādhi*, *mudhāri'*, and *amr*. Moreover, the text of the discourse about “معلم السباحة” where Hasan stopped in front of the river with his friend and ordered them to get down, but his friend refused and told Hasan to swim, when he entered the river Hasan had difficulty because he didn't know how to swim. This text has nothing to do with swimming training, as in the title. The new vocabulary is related to the term swimming sport. For new terms related to *fi'il mādhi*, *mudhāri'* and *amr* rules. The discussion of the rules includes starting with tables, then discussed below and the material is discussed in the rules sub-chapter. However, the material does not explain the meaning of *fi'il mādhi*, *mudhāri'*, and *amr*, only how to change *mudhāri'* to *amr*.

Chapter 3 الجملة الفعلية – الفعل المبني للمعلوم و الفعل المبني للمجهول (The phrasal verb – the accusative verb and the passive verb)

In this chapter the material taught is related to the number of *fi'liyyah* and *fi'il mabnî ma'lûm* and *majbûl*. Which is divided into two parts, the first part discusses the number of *fi'liyyah* with discourse texts with titles “الازهار” which tells that God created various kinds of plants, among which there are various flowers and the benefits of these flowers. The vocabulary used is related to flowers such as *الانواع*, *روائحها* and others, including in the new vocabulary column some colors can be found in flowers. While the new term relates to the number of *fi'liyyah*. Then example sentences in the table and determine the number of *ismiyah* or *fi'liyyah* and why. The discussion of the table is discussed below. In order to deepen the material discussed in the rule sub-chapter, there is an explanation of the meaning of Amount and its distribution, namely *ismiyah* and *fi'liyyah* from understanding to examples. The vocabulary used in the examples is still often found.

The second part of this section's material is devoted to the discussion of *fi'il mabnî ma'lûm* and *majbûl*. And the text of the discourse about “من نوادر حجا” which tells about anecdotes to entertain people associated with *juha*. This text has a lot of vocabulary that is less familiar to students because it relates to the anecdotal prose in it. The new vocabulary relates to the discourse text below it. There is only one new term, namely *nâib al-fâ'il*. The discussion of the Rules includes starting with tables, then discussed below and the material is discussed in the rule sub-chapter, namely about *fi'il mabnî majbûl* and *ma'lûm* and how to change *ma'lûm* to *majbûl* which is explained in the discussion and rules section. However, the material does not explain the meaning of *fi'il mabnî ma'lûm* and *majbûl*.

Chapter 4 بناء الفعل الصحيح و الفعل المعتل (Pronoun – Constructing the correct verb and the intransitive verb)

In this chapter the material taught is related to *dhamîr* and its use. Although the same as the previous chapter there are two subs, the material explained is only about *dhamîr* which is discussed as a whole from example sentences, determining *dhamîr* and its types and uses. *Dhamîr* is divided into three, namely *mutakalim*, *mukhâthab* and *ghâib*. with the text of the discourse with the title “فى الحديقة المنزل” which tells of a family talking in the garden of their house, about education, work, friends and other daily life. This text is longer than the text in the previous chapter. The vocabulary used is related

to the text of the discourse. While the new term is only *mabnî* and *syakal*. Then example sentences in the table and determine the *dhamîr* in the sentence, its type and use. The discussion of the table is discussed below. To deepen the material discussed in the rule sub-chapter, there is an explanation of the meaning of *dhamîr* and its division, namely *matukallim*, *mukbâthab* and *ghâib* as well as *dhamîr mufrad*, *mutsanna* and plural. The vocabulary used in the example is still familiar, such as the word *جلس*, *تحدث*, *الزملاء* etc.

Chapter 5 الفعل الصحيح الآخر والمعتل الآخر – تصريف الفعل الماضى اللغوي (The other correct verb and the other accusative – the past participle of the linguistic verb)

In this chapter the material being taught is related to verbs (fi'il) and their changes. This chapter is divided into two parts,

The first part discusses fi'il which is the final *shabih* and *fi'il* which is the final *mu'tall* with a discourse text entitled “موسى عليه السلام” which tells the story of Prophet Musa and Pharaoh. The text of the discourse includes material in accordance with the discussion of the sub-chapters. Both in terms of final *shabih fi'il* or final *mu'tall fi'il*. However, the discourse text given is considered burdensome for students because no vowel can help students read and understand the text. Placing a discussion of the rules at the end can confuse student understanding. The vocabulary given is quite a lot, but it feels foreign because it is not vocabulary that is close to everyday life. The discussion regarding the rules is also considered very minimal, so it is limited. However, the exercises provided are considered sufficient to support learning.

The second part discusses *tashrif fi'il mâdhi* in a *lughawî* way. With the text of the discourse entitled “الاستعداد للرحلة” which contains simple conversation content and is close to student life. However, the discourse text is considered too long and does not describe the need for the existing discussion. On the other hand, the discussion of rules that are too minimal and brief makes it difficult to draw conclusions for the expected learning objectives. The exercises presented require students to explore more deeply regarding the existing discussion. And make it the best way out to provide understanding to students.

Chapter 6 تصريف الفعل المضارع اللغوي – الاسم النكرة والاسم المعرفة (Present tense verb conjugation – the indefinite noun and the known noun)

In this chapter the material taught is related to word changes in Arabic and types of ism. This chapter is divided into two parts,

The first part discusses *tashrif fi'il mudhâri'* in a *lughawî* way with a discourse text entitled “رسالة الابن إلى الأب” which contains a letter from a child who is studying with his father. The text of the discourse includes material in accordance with the discussion of the sub-chapters. However, the discourse text given is considered burdensome for students because no vowel can help students read and understand the text. Minimal discussion of rules will also lead to confusion in student understanding. Discussions that are not comprehensive raise questions that may not make students develop. The vocabulary given tends to be small, and does not describe the entire discourse text. Even the exercises given are still lacking to make students understand the existing discussion.

The second part discusses *ism nakirah* and *ma'rifat*. With the text of the discourse entitled “أكبر جراح في الإسلام” which contains content about Islamic scientists. The discourse text provided is interesting, but difficult to understand and read because the words and sentences used are very foreign. Even so, the vocabulary provided is deemed sufficient to support learning. In discussing the rules, there is an imbalance in the discussion between *ism nakirah* and *ma'rifat*. The discussion regarding *ism nakirah* is more extensive and thorough while *ma'rifat* is limited and less comprehensive. The exercises presented require students to explore more deeply regarding the existing discussion. And make it the best way out to provide understanding to students.

Chapter 7 العرب من الأسماء والأفعال والمبني من الأسماء والأفعال – علامات الإعراب (The syntax of nouns and verbs, and the syntax of nouns and verbs – the signs of syntax)

In this chapter the material being taught is related to changes in the final vowel of *ism* and *fi'il*, or what is called *ism mu'rab* and *fi'il mu'rab*. This chapter is divided into two parts,

The first part discusses the *mu'rab* and *mabnî ism* and *fi'il*. With the text of the discourse entitled “جوهرة ثمينة” which contains reflections on the events experienced by the three children of an old grandfather. It is unfortunate that the text of the discourse does not include material in accordance with the discussion of the sub-chapters. The existing discussion does not use discourse text as a reference for learning examples. Minimal discussion of rules will also lead to confusion in student understanding. Discussions that are not comprehensive and thorough raise questions that may not make students develop. The vocabulary given tends to be small, and does not describe the entire discourse text. The absence of practice makes students unable to explore further about the existing discussion.

The second part discusses the signs of *i'râb* from *ism* and *fi'il*. With the text of the discourse entitled “فوائد العسل الصحية” which contains content about the use or benefits of honey for health. The discourse text provided is interesting, but difficult to understand and read because the words and sentences used are very foreign. Moreover, the given discourse text is monologue in nature, thereby limiting students' interaction with existing discourse. The discussion presented has also made the existing discourse texts a reference in taking examples. However, it is unfortunate that new vocabulary is not provided to support learning. There is also no discussion of rules, making it difficult for students to understand the existing discussion. The exercises presented also do not represent the discussion in that section as a whole.

Chapter 8 مرفوعات الأسماء – الجملة الاسمية (المبتدأ والخبر) (Prepositions of nouns – the nominative sentence (the subject and the predicate))

In this chapter the material being taught is related to nouns (*al-asmâ'*) which are *rafa'* (*al-marfî'ât*). This chapter only consists of one part, namely the isim form which is read *rafa'*. With the text of the discourse entitled “البطتان والسلحفاة” which contains the story of a bird and a turtle. The text of the discourse includes material in accordance with the discussion of the sub-chapters. The discourse text provided is interesting, but difficult to understand and read because the words and sentences used are very foreign.

Moreover, the given discourse text is monologue in nature, there by limiting students' interaction with existing discourse. The discussion presented has also made the existing discourse texts a reference in taking examples. Discussion of the rules that are considered sufficient but not comprehensive. The vocabulary provided is sufficient, although it does not describe the entire discourse text. The exercises provided are considered sufficient to make students understand the existing discussion. In this one section, two related materials are directly discussed but each has its own corridor, so that it is felt to be less effective for learning.

After an analysis of the content and material presented in the textbook, the following is the conclusion of the analysis carried out by looking at several aspects, including:

Learning objectives must be related to praxis or real-life situations involving the use of Arabic. Good goals can prepare students to deal with these situations in everyday life. On paper, this book has a purpose orientated real-life situation. In the form of theories that give birth to practices as well as references for ways of thinking, behaving and acting in everyday life, which can then be transformed into social-society life in the context of the nation and state.

Learning materials should cover a variety of real-life situations involving the use of Arabic. The material must be well organized and according to students' difficulty level. Good material must be relevant to the learning objectives and can help students understand and master Arabic better. But in reality, the material presented is less relevant to everyday life. It could even be considered a burden on students and teachers. The material presented is not well structured, so there is no harmony or connection between one chapter and another.

Learning methods must be following the objectives and learning materials. Learning methods must involve students actively in Arabic practice and provide direct experience in real life situations. Good learning methods can help students understand and master Arabic better. In practice, this book does not facilitate overall student involvement, because the material does not direct students to be active in practice.

The last is the evaluation of learning which must be following the objectives, materials, and learning methods. Learning evaluation should measure students' ability to use Arabic in real life situations. A good evaluation can provide useful feedback to improve students' ability to use Arabic.

Conclusion

From the results of an analysis of the Class X Teaching Arabic Language Textbook published by the Directorate of KSKK Madrasah of the Ministry of Religion Affairs of the Republic of Indonesia in 2020 with this praxeology approach, the researcher has concluded that this book has not been said to be feasible and suitable for use by students as teaching material that can support the achievement of goals learning Arabic, both in terms of theory and practice. Difficult to understand material, minimal discussion, and less attractive design make this book less relevant to students and less interactive. From some of the findings that are lacking in this book, this book should be developed and redesigned to be neater and more attractive, so that students can be

motivated to learn using this book. It is hoped that the findings of this research can become a reference and have positive implications for the authorities, so that the textbooks used can be more valuable and exciting.

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