Feasibility Study of Integrated Arabic Bilingual Book at Islamic Elementary School

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Abstract

The book *"I Love Arabic"* is a learning resource used in Arabic lessons for Class IV Dâr El-Iman Islamic Elementary School in Padang. This book is based on a bilingual system, namely by presenting Arabic and English study materials. This bilingual Arabic book is still a new category, so the content and presentation of the material need to be analyzed for its feasibility and suitability aspects with the character of bilingual books and the demands of the applicable curriculum. This study aims to analyze the bilingual book from the perspective of the feasibility of its content and presentation. This library research used a qualitative approach with secondary data. The main reference used the Bilingual Book *"I Love Arabic & English"* Class IV Dâr El-Iman Padang textbooks and other relevant additional references. Data was collected through recording documentation in observation and content analysis. The data analysis technique used follows Miles and Huberman. The results identified: *First*, the content qualifications of the bilingual book *"I Love Arabic & English"* Class IV published by Dâr el-Iman are in the very proper category with a score of 75%. *Second*, the presentation of the material is in a feasible category with a percentage score of 65%. This book still needs to be refined to suit the character of a bilingual-based textbook.

Keywords: *bilingual books, Arabic lessons, feasibility*

Introduction

The need for mastery of foreign languages in education today is very high, such as English. Yaccob & Yunus (2019) in their research said that the acquisition and

competence of English has become the priority language of education in today's global society, so it is important to develop awareness of the need to learn a second language and be sensitive to learning World developments education and advances in communication technology, demanding and guiding students to master several foreign languages in order to gain knowledge and be able to communicate with the outside world in various fields (Al-Qatawneh et al., 2021). So the world of education and teaching must develop learning in bilingual forms, such as bilingual classes and bilingual-based textbooks.

Arabic as a foreign language has also become a priority language that must be mastered, especially for students at the Islamic religious education level in Indonesia. This need has an impact on the necessity of compiling Arabic language textbooks. Learning innovations have developed using foreign languages as an introduction (Pratiwi et al., 2021). In foreign language learning, sometimes comparisons are made with other foreign languages, even foreign language lessons are coupled with other foreign languages, such as Arabic and English lessons. In general, textbooks must meet the characteristics include aspects of teaching materials that are *student- centered* so that interactions occur in learning (Baig et al., 2021; Ulla & Perales, 2021). So, textbooks can allow students to discuss with their groups, find solutions to problems and master the material presented (Istiqomah & Al-Badrani, 2020).

Preparing textbooks at the school level must refer to the curriculum that applies in Indonesia, namely the 2013 Curriculum with a scientific approach. The contents of the book used by the Education Unit are required to fulfill several aspects, namely material aspects, linguistic aspects, aspects of material presentation and graphical aspects (article 3 paragraph 5 of the Minister of Education and Culture RI No. 8 of 2016). These four aspects are used as the eligibility standard of a textbook. The material aspect is the main part of the contents of a book which must meet the standard indicators of eligibility. And in the presentation of the material must lead to the development of aspects of knowledge, skills and attitudes (spiritual and social).

The development of bilingual-based textbooks already exists but there are still relatively few Arabic textbooks. The term Bilingualism is defined as the ability of a speaker to use two languages to communicate (Shiryaeva et al., 2021). The term bilingual is a person who masters two or more languages like a native speaker (Bloomfield , 1993: 125 in (Rusuly, 2021). Baker suggests that the term bilingualism is usually used to describe two individual languages (Farahsani & Harmanto, 2021).

Furthermore, Baker's statement of Astipina (2019) also explained that bilingual learning is learning that uses and develops two languages. According to Birner bilingualism is not just for two languages but multilingual (Betty, 2011). Bilingual books are written in two languages by presenting two identical texts, such as one language on the left page and another on the right page, or in one text format with the language above and one below. In more detail, Tiarani revealed that bilingual learning is learning to use two languages starting from the concepts, curriculum, syllabus, and materials

taught (Adawiyah, 2015). Bilingualism teaching materials have a good impact on students' cognitive and affective development as well as their psychomotor aspects, namely language skills.

In Indonesia, the preparation of textbooks based on bilingualism has penetrated several levels of elementary, middle and high school education, even at the kindergarten level. There are bilingual textbooks, such as math, science and English, Korean, Chinese, Arabic. Generally, bilingual books developed in Indonesia use English as a second language. One of the schools that already uses bilingual textbooks is the Dâr El-Iman Integrated Islamic Elementary School in the city of Padang. This school is an integrated Islamic-based private formal education level using the national curriculum and local curriculum. Arabic subjects at SDIT use the local curriculum. This school is the only SDIT in the city of Padang which has compiled and used a bilingual-based Arabic textbook entitled I Love Language for Class IV *Al-'Arabiyah* & English.

A team of Arabic and English teachers compiled this book. This book is relatively new and has been used only in the school itself since 2020. The bilingual book I Love Language is interesting to study because the preparation of the material integrates Islamic values. The material presented in the book seems to have used two versions, namely Arabic and English. However, the presentation of the material has not used the same material/content and seems to be separated between Arabic and English materials. The teaching materials presented include vocabulary (*mufradât*), dialogue (*hiwâr*), reading (*qirâ'ah*) and writing (*kitâbah*).

The Content Standards in textbooks that refer to the 2013 Curriculum must contain spiritual values to increase faith in God Almighty, attitudes, knowledge and skills. All of these domains must exist because they are aspects that will be used as a reference in assessing student learning outcomes educate. According to Al-Qashiri, the teaching material in the book must be adapted to the characteristics of the language of the material itself, socio-cultural aspects, geography, psychology of students (Abdullah & Ghani, 1991); (Ramah & Rohman, 2018). The ither statement explained that among the psychological aspects that must be considered in compiling Arabic textbooks is material that can and must be able to motivate students to apply Arabic naturally (Ferry & Aninditia, 2020).

The results show that some books meet the BSNP standards and others do not. Like Rini Dwi S's research, he stated that the materials in MI High Class Arabic textbooks are following the curriculum content standards, which include *istimâ', kalâm, qirâ'ah* and *kitâbah* skills, and the standards for presenting material for each subject are also appropriate because they are in accordance with the applicable curriculum (Dwi, 2016). Azhari (2018) in an analysis of Toha's MI class VI Arabic textbooks published by Toha stated that the book was in accordance with the BSNP and met the quality of textbooks from the aspects of selection, gradation, presentation and repetition. Nurul Hadi's research said that the content of Arabic textbooks for Madrasah Ibtidaiyah was relevant and in accordance with PMA RI no 0912 of 2013 so that it could be used by

MI students such as core competencies and basic competencies (Hadi, 2018a); (Fauziyah & Izzah, 2021).

Meanwhile, Adawiyah (2015) has also developed a bilingual biology book for class XI semester I high school level and the results show that the book is valid and students' interest in it is in the good category. Then research on developing pictorial bilingual modules based on quantum learning it was found that the module results were very good and received very good responses from students and teachers (Sandiyanti & Rakhmawati, 2018). The development results show that the bilingual storybook is valid and feasible in terms of content, media and display or presentation (Adityas, 2019). Pathiyah (2019) in her analysis of the level of Accuracy of Bilingual Biology Book Concepts results that the concept of biology textbooks can be used in the learning process and can function as an appropriate bilingual biology text because it is sufficient following the demands of indicators. Ridwan (2021) in his development research, namely the Development of a Bilingual (Indonesian-Arabic) Mathematical Module on Building Spatial Materials Using the Amaliyah Tadris Model (*Ala Gontor*) in modern Islamic boarding schools revealed that learning using the bilingual (Indonesian-Arabic) module developed is feasible to use.

The studies above show that whether or not a bilingual or non-bilingual based book is appropriate, compiled and developed requires a standardized assessment. This is useful as a measuring tool and forms the basis for its use as a learning resource. So based on the background above, the researcher sees that the Bilingual book I Love Arabic for class IV at the Dâr El-Iman Integrated Islamic Elementary School also needs to be analyzed for its feasibility even though this book has been used in the last two years. This study aimed to analyze the feasibility of the content and presentation of the book Bilingual *I Love Al-'Arabiyah & English* Class IV SDIT Dâr El-Iman Padang City.

Method

This research is a literature study using a qualitative approach. The data used is secondary data with the main reference to the Bilingual book I Love Language Class IV Arabic-English Dâr El-Iman Padang Integrated Islamic Elementary School and other relevant additional reference books. The data was collected through recording documentation and content analysis. According to Miles and Hubberman (2014), the data analysis technique consists of several stages, namely collecting, condensing, displaying, and drawing and verifying conclusions. The approach used in analyzing is inductive, in which conclusions are drawn from the data and verified based on existing theory (Saroso, 2021). This study used an analysis of material or book content with the standard Decree of the Minister of Religion (KMA) RI No. 183 of 2019 concerning PAI and Madrasah Curriculum: no. Graduate Competency Standards and Content Standards for PAI and Arabic in MI, MTs, MA, and No. 5 Core Competence (KI) and Basic Competence (KD) for PAI and Arabic. The score guidelines for assessing eligibility are:

Table 1. Guidelines for the Eligibility Assessment score

Score	Criteria
4	Very good
3	Good
2	Not good
1	Not good

Then the calculation is done using the formula:

$$P = \frac{\sum x}{\text{skor maksimal}} \times 100\%$$

Furthermore, the acquisition results are concluded using the qualification range table below:

Table 2. Percentage Range and Qualifications

Percentage Score	Criteria
$75\% \leq p \leq 100\%$	Very good/very decent
$50\% \leq p < 75\%$	Pretty good/decent
$25\% \leq p < 50\%$	Not good/less worthy
$0 \geq p\,25 < 25\%$	Very Not good/inappropriate

Result and Discussion

The bilingual book *"I Love Arabic & English"* for fourth grade at SDIT Dâr el-Iman Padang has been used since 2020. This book was printed in two editions in 2020, the first and the second in 2021. This book has not been registered on an ISBN and is still in the catalog in the issue. The cover appearance of this book is colored and the components of this book look complete because in general it contains prefaces, biographies of reviewers and authors, acknowledgments, table of contents, materials, oral and written exercises, practice, post-tests, bibliography. The publication of this bilingual book is still local (private), namely by the Dâr El Iman Foundation. Based on article 4 paragraph 1 of the 2016 Permendikbud 2016, six reviewers and editors reviewed this class IV Arabic bilingual book at the local school level, but there were no consultants and reviewers. Judging from the layout, this book is quite good, but do not / do not yet have instructions for use for students and teachers.

The purpose of compiling this bilingual book in the preface is to minimize the use of mother tongue, accelerate students' understanding, and speak Arabic and English quickly and easily. This book is not distinguished between teacher books and student books. The teaching material presented in this bilingual book consists of 10 title units for two semesters. The titles of materials in Arabic-English bilingual books are in the following table:

Table 3. Bilingual Book Teaching Materials for class IV SDIT Dâr El-Iman Padang

Semester	Material
Semester I	1. *ta'âruf* (introduction 2. *al-hiwâyah* (hobby), 3. *al-maqshaf* (canteen), 4. *al-musâ'adah* (help) 5. *al-ansyitah fi al-bait* (activity in the house
Semester II	1. *al-a'mâl al-yaumiyah* (daily activities) 2. *Kaifiyat al-wudhû'* (taking ablution) 3. *Halat jismi al-insân* (physical appearance) 4. *Shifât al-insân* (human nature) 5. *al-mawâd al-dirâsiyyah* (subject matter)

Referring to (Keputusan Menteri Agama Tentang Kurikulum PAI dan Bahasa Arab pada Madrasah, 2019) that the scope of class IV Arabic subject matter consists of spoken and written themes in the form of simple dialogues about self-identity, life, madrasah, family life, religion and the environment. Based on the KMA, it is known that the materials presented in the bilingual book *I Love Arabic-English* for fourth grade generally refer to and are appropriate to the theme, although there is one theme "*Madrasah*" which has not been presented. The study results on the theme of life and the environment are contained in "*Wihdah Maqshaf, al-musâ'adah* and *al-a'mâl al-yaumiyah*". Particularly in the teaching material in the second semester, there are two materials that are integrated with religion, namely the titles "*Kaifiyat al-wudhû'* and *Shifât al-insân*". On the other hand, even though the theme already refers to the 2019 KMA, based on an analysis of the titles of the 2013 curriculum materials, there are three materials presented that are not following the class level, namely the material "*maqshaf*" should be taught in fifth grade (V), "*al-ansithah fi al-bait*", and *al-a'mâl al-yaumiyyah* for grade six (VI).

The objectives of learning Arabic in the bilingual book "*I Love Arabic-English*" Class IV at the Integrated Islamic School Dâr El-Iman Padang already include four skills and refer to the objectives of MI learning according to KMA. However, the lessons in this book are more emphasized on listening and speaking skills, because the material presented in the book is in the form of short dialogues. Reading skills does not present any special material, whereas writing skills is presented only in the form of writing exercises/writing practice. Although in the introduction to the book it is written that the book has combined four skills This is understandable because reading foreign language skills for the elementary school level are carried out implicitly in the process of learning vocabulary, listening and speaking.

The feasibility analysis of the contents of this bilingual book is seen from the aspect of suitability of the material description with the Core Competencies and Basic

Competencies, the accuracy of the material and the up-to-date material. While the presentation is seen in three indicators, namely the presentation technique, the presentation of learning, and the completeness of the presentation.

Content Eligibility

The content feasibility analysis was carried out by looking at three aspects: the suitability of the material description with the Core Competency (KI) and Basic Competency (KD), the accuracy and up-to-date material. The results of the feasibility analysis can be seen in the table below:

Table 4. Analysis of Conformity of Material Description with Core Competencies and Basic Competencies

No	Indicator	Description	score 1-4
1	Completeness	implicitly contains teaching materials that support the achievement of the complete minimum KI-KD.	3
2	Breadth	The material presented describes a description that supports the realization of all Basic Competencies (listening, speaking, reading, writing skills) and is suitable for the level of students.	2
3	Depth	descriptions that support the achievement of KD minimum competencies and following the level of education. The material provides learning completeness according to the level of education, KI and KD, the level of difficulty of the concept according to the child's development, and pays attention to the structure of language and cultural elements according to the context of use.	3
	Total Scores:		8

The table above shows that the acquisition score: 8/12x100 = 66 ,6 . These results indicate that the aspect of suitability of the description of the material with KI and KD is included in the appropriate category. The indicator for the completeness of the materials in this book is in the complete category even though there is material presented outside of the KMA, namely "*al-musâ'adah, kaifiyatul wadhu', shifât al-insân*". Each lesson does not explicitly contain KI (Core Competences). The ten material units in the bilingual book are classified as having supported the achievement of basic competencies and formulated learning objectives. The Basic Competencies (KD) presented only cover knowledge and skills, while spiritual and social KD don't yet exist. On the other hand, the basic competencies formulated in the book are not comprehensive because they only contain knowing, memorizing and writing vocabulary and conversations. In the BC formulation there are no explicit listening and speaking

skills. Listening skills are integrated into dialogue material (hiwar) through commands to listen, repeat then memorize.

The objectives formulated are not systematic according to the child's language acquisition stage. The breadth of material described in this bilingual book explicitly covers the three language skills listening, speaking and writing skills and begins with the presentation of vocabulary and short expressions (*ta'bîrât*). This means that there is material that has not been developed proportionally following an expanding spiral that includes all elements of language and culture. The materials already support the realization of Basic Competence and follow the level of students, even though reading skills are implicit. On the material depth indicator (Arabic-English) not all material has descriptions that support KD achievements, it does not yet cover all material structures (facts, principles, concepts, procedural). This book only contains principle material and is presented after the presentation of English dialogue material only.

The materials are in accordance with child development and the language structure is appropriate to the context of their use. The preparation of teaching materials is based on a functionalist point of view with a communicative school which demands more language practice following the 2019 KMA has not been fulfilled, because the purpose of the formulation is that there is no language practice and seems to place more emphasis on on reciting, memorizing and writing vocabulary. The researcher identified that the principle material was not complete because it was only in the English section. The procedural material includes listening, repeating or imitating, writing, memorizing, while there are no practical activities. In addition, this book only presents KD and objectives. The formulation of objectives includes the dimensions of the audience, only behavior, while conditions and degrees do not exist.

Table 5. Material Accuracy of Bilingual Book "I Love Arabic and English "
Class IV SDIT Dâr el Iman

No	Indicator	Descriptor	score 1-4
1	Grammatical Accuracy	Applying grammatical concepts (phonology, morphology, syntax, semantics, lexicon) by understanding, reasoning, presenting in concrete and abstract realms, using methods according to the rules of language grammar, according to the subject matter and presented in standard language	3
2	Accuracy of terms and diction	The terms and diction used are according to the language (Arabic-English), according to the subject matter	4
3	Accuracy of pictures and illustrations	Pictures, photos, and illustrations according to the theme of the subject that is easy for students to understand	2

Total Score   9

Based on the score table above, the results of the accuracy of the material are known: 9/12x100=75. This acquisition shows that from the aspect of the accuracy of the material, it is categorized as very appropriate/accurate.

Judging from the accuracy of the material in the application of grammatical concepts, it includes phonology, morphology, syntax, lexicon. However, applying concepts in the concrete realm does not include the activities of reasoning, parsing, modifying, and making/presenting them completely. In the realm of abstract Arabic material does not contain reading and writing skills. The method used is following grammatical rules and discussion material, such as in listening using audiolingual, repetition and memorization methods, as well as training methods, but no method leads to practice.

The terms and diction used follow both languages (Arabic-English) and already refers to the subject matter in each lesson unit. This Arabic bilingual book contains material per unit complete with 117 relevant illustrations. There are 20.5% pictures that are abstract and not easy for children to understand directly and even lead to other interpretations. This is because the vocabulary material in several lesson units is meaningful (abstract). Another appearance of this book is to present an illustration of a human face in a *blurry* manner even though it is a cartoon image. This picture cannot help students understand words that require facial expressions like happy and sad.

Table 6. Updating Bilingual Book Material "*I Love Arabic and English*"
Class IV SDIT Dâr el Iman

No	Indicator	Descriptor	score 1-4
1	Material suitability with language development	The material presented follows the development of Arabic-English	4
2	Accurate examples and cases	The terms and diction used are according to the language (Arabic-English), the subject matter	4
3	Actual pictures and illustrations	Pictures, photos, and illustrations according to the theme of the subject that is easy for students to understand	2
4	Using Indonesian and Arabic-English examples and cases	The examples and cases presented follow Indonesian culture and the correct Arabic-English culture	3
5	Library Update	The literature which is used as a reference for presenting the material reflects relevant and up-to-date literature by taking into account the appropriateness of the linguistic elements needed to support book references	3
	Total Score		16

The Score table above shows the results: 16/20x100=80. This acquisition shows that from the aspect of updating the material is in the very proper category. The material presented follows the development of the Arabic-English language and the terms and diction used in the subject matter. As for the pictures and illustrations, not all are actual and there are abstract pictures, so students do not easily understand them. The materials already contain examples that are appropriate to Indonesian and Arabic culture, such as how to dress.

Judging from the references, they are not categorized as up-to-date, although they are quite relevant and support the presentation of the material. Based on the analysis from a bilingual point of view, the researcher sees inconsistencies and uniformity between Arabic and English materials. Bilingual book characters usually present material directly in two languages (mother tongue and foreign language, even multilingual). However, the material presented in this book is separated, does not directly use both languages in one material, except at the beginning of the material there are *al-'ardh*/special *mufradât/vocabulary presentations* and short expressions.

Eligibility of Presentation

Research on the feasibility of presentation was carried out by looking at presentation techniques, presentation of learning and its completeness. The feasibility of presenting this book is intended to determine the suitability and effectiveness of bilingual books in the learning process. Hendrawanto 2017 in Wardhani et al., 2022 states that presentation is an aspect that needs attention in compiling a textbook both in terms of presenting goals, sequences, attractiveness, and assessments that contain questions.

Table 7. General Description of Book Presentation

Initial Section	Fill	Final Section

Cover
Catalog
Foreword (Head of Foundation and Principal)
Author's Foreword
Biography of Reviewers and Publishers
Thank-you note
List of contents
	Semester I: 5 units (*alwihdah*) consisting of 8 subs:
	  a. Basic Competency and Goals
	  b. Presentation (Arabic-English vocabulary)
	  c. Vocabulary Memorizing Column (Arabic-English)
	  d. *al-Hiwâr* (Arabic-English on a separate page)
	  e. Material concepts/principles (English)
	  f. Exercises (Arabic and English)
	  g. Post Test (English)
	  h. *Mufradât Idhâfiyyah* (Arabic)
		Bibliography

	Semester II: 5 units (*al-wihdah*) also includes 8 sub-descriptions	

Number of book pages 1 7 8
Paper size 4A, blue and white binding
Full color image

The table above shows that in general the class IV bilingual Arabic books used at SDIT Dâr El Iman already fulfill the elements of a textbook. Books are presented for one year of study. The material in one semester consists of five units. Each lesson unit begins with a presentation of basic competencies (KD) and learning objectives that follow the subject unit title. Each unit consists of topics, namely: first, *mufradât* elements which Arabic and English complement vocabulary memorization assessment columns, second, *hiwâr* /dialogue but the material is presented separately between Arabic and English. Dialogue materials are complemented by exercises (*tadrîbât*), third, Arabic enrichment material in the form of vocabulary about units, tens, tens and hundreds (*mufradât idhâfiyyah),* while there is no enrichment in English. in this grade IV bilingual book only contains vocabularies and short dialogues. The presentation of the material is complemented by fact material in the form of full color and varied pictures. The principle material is found in several dialogue materials in English only.

The results of the presentation feasibility analysis include presentation techniques, presentation of learning and presentation completeness.

Table 8. Analysis of the feasibility of presenting Bilingual books

No	Indicator	Descriptor	score 1-4
1	Serving Technique	a. Systematic	2
		b. Mindset,	3
		c. Balance between chapters	2
		d. the dish is identical	1
2	Presentation of Learning	a. Learning,	4
		b. Develop process skills,	4
		c. Pay attention to the safety of children's activities	4
3	Presentation Completeness	a. Introduction,	4
		b. Part of the content: pictures according to the material, varied text (dialogues, reading texts,	2
		c. Closing	3
	Total Score		26

The table above shows the score obtained from the presentation feasibility analysis: 26/40x 100=65. These results indicate that the aspects of the presentation of the bilingual book I Love Arabic and English for class IV SDIT Dâr El-Iman are categorized as feasible because they are in the 50-75 interval.

The presentation technique for class IV bilingual Arabic books is systematically composed of units starting from units one to ten. Each unit begins with a description of Basic Competencies and learning objectives. The contents section provides presentation material (*al-'ardh*) related to bilingual vocabulary (Arabic-English) with pictures matching the title. Prior to the presentation of the Dialogue material, there is a special column for memorizing vocabulary and short expressions of both languages. At the end of the material page there are exercises and vocabulary enrichment sheets. Enrichment is only on Arabic language material. The study results of the sequence of presentation of material from unit to unit already illustrate the presentation of concepts from the concrete to the abstract, from easy to difficult. And the sequence of concepts can be seen in learning activities starting from reciting vocabulary and short phrases, memorizing, listening to dialogues, repeating then memorizing dialogues.

The exercises are presented in writing, including listening skills training in objective listening comprehension questions, connecting meaning with Arabic, writing, answering questions, and drawing. While the balance between units is not the same because the number of pages for one unit varies. Unit one contains 20 pages, units two, four and eight contain 18 pages, unit three contains 19 pages, unit six contains 16 pages, units five and seven contain 15 pages, and unit ten contains 17 pages. 5 dialogue materials are not yet synonymous with Arabic-English, namely *al-maqshaf/canteen, al-ansithah fi al bait/activities in the house, al-musâ'adah/helping, hâlat jism al-insân/physical appearances, shifât al-insân/human nature*. Dialogue materials are presented separately between Arabic and English dialog texts on different pages.

The aspect of presenting learning has been student-centered because students carry out more activities, such as listening, repeating, memorizing, writing and drawing. The teacher's role in learning as a mediator is to listen to the pronunciation of the material with the command "*istami*". The presentation and discussion in the book emphasizes the development of thinking process skills and Arabic-English dialogue skills with regard to the safety of students. However, the presentation of the content section still needs to be supplemented with images that follow the material, because there are less relevant images. Dialogue texts have varied, but several Arabic-English texts differ explicitly.

Conclusion

The results of the research on the feasibility analysis of the contents of the bilingual book Aku Cinta Bahasa Grade IV SDIT Dâr el-Iman as a whole obtained a score of 33/44 with a score of 75. The content of this bilingual book is categorized as very feasible. Furthermore, the presentation is in the proper category because it gets a score of 26/40 with a score of 65. The preparation of this book follows the BSNP although there are still aspects that need to be completed and adjusted. KD is compiled and some materials are not based on the curriculum. This book has a special feature: several materials are integrated with Islamic values. The four language skills already exist

either explicitly or implicitly. Emphasis on mastery of *mufradât* material and simple daily dialogues that suit the needs of students. All material is consistent in its presentation even though the bilingual material is partial, only in *mufaradât* presentation. The researcher saw that in general the eligibility aspect of the book had been fulfilled. However, from a bilingual perspective it could not be categorized as a bilingual book in general. This research still has limitations because it has not analyzed in detail all aspects of the assessment according to the book preparation standards (BSNP) from a bilingual perspective, this book needs to be better structured and developed concerning the character of bilingual books. This opens up opportunities for researchers to continue further research.

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