Balancing Global and Local Standards: A Study of *Al-'Arabiyyah Baina Yadaik* in the Context of Indonesian Islamic Education

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Abstract

This study evaluates the suitability of the textbook *Al-'Arabiyah Baina Yadaik* based on Amani and Awatif's criteria and the Directorate General of Islamic Education Decree (KEPDIRJENPENDIS) No. 3302 of 2024. It examines: (1) the textbook's quality per Amani and Awatif's standards, (2) its alignment with KEPDIRJENPENDIS policy, and (3) its strengths and weaknesses. Using qualitative library research and content analysis, data were collected through documentation and analyzed descriptively. The results show that the textbook meets Amani and Awatif's standards, though it lacks a reference list and does not adequately address individual learner differences. According to KEPDIRJENPENDIS, it is suitable for grades 7–9 students. Strengths include QR-code features for interactive learning, the four Arabic language skills development, and integration of Arab-Islamic cultural values. In conclusion, *Al-'Arabiyah Baina Yadaik* is useful for Arabic language education and aligns with current educational standards and policies.

Keywords: *Al-'Arabiyah Baina Yadaik, Amani-Awatif, Arabic Education Policy*

Introduction

The textbook plays an important role in teaching and learning as a primary tool that provides structure and continuity to the learning process. As a guide for students and teachers, the textbook systematically presents subject materials and helps students understand and master various concepts. In language learning, the textbook plays a role beyond merely conveying theoretical information; it also helps students develop the practical skills needed to use the language in daily life (Muflihah & Baihaqi, 2022).

Learning will be effective if the teaching and learning process is supported by

appropriate learning tools, especially the availability of good textbooks. Teachers must be aware of selecting suitable learning materials for students. Adjusting the material according to students' abilities positively impacts learning, enabling them to later acquire the four skills—listening, speaking, reading, and writing—according to the teacher's expectations (Huda & Hanifah, 2023).

Most Arabic language teachers prefer using the Student Worksheet as the main teaching resource instead of textbooks (Ani Haryani, 2012). This is because Student Worksheet aligns well with the curriculum and students' needs, making it easier for teachers to deliver lessons more organized and effectively. Additionally, worksheets allow students to practice and complete exercises related to the learning material, enhancing focus and interaction in the learning process. However, the quality of textbooks has not yet been fully explored, indicating a lack of sufficient evaluation to determine their alignment with learning standards (Fadilah et al., 2023). Therefore, it is essential to conduct a comprehensive analysis to ensure that the textbooks used are truly effective in supporting the learning process and meeting students' needs (Sabri et al., 2023).

Textbooks are one of the key factors influencing students' success in learning the Arabic language (Bahy & Taufiq, 2021). A textbook serves as a teacher's guide, a learning resource for students, an assessment tool, and a reference for curriculum development (Syaifullah & Izzah, 2019). Specifically, it plays a strategic role in Arabic language learning by providing instructional materials that develop learners' linguistic competence and equip them with the necessary language skills and practices, allowing them to recognize and become accustomed to speaking Arabic (Mahfud et al., 2023). Therefore, textbooks must align with usability standards and the core standards outlined in the curriculum. They should be systematically and methodically structured, cited with accurate and reliable sources, equipped with high-quality exercises and questions, and regularly updated (Nashrullah & Taufiq, 2021). This ensures the quality of learning and compliance with established standards.

According to the evaluation standards of the *The Agency for Education Standards, Curriculum, and Assessment* (BSKAP), the selection of textbooks must include four key elements: content suitability, presentation, design, and graphics (Amalia et al., 2024). An Arabic language textbook must meet the established standards to be considered good and accurate, such as being easy to understand, comprehensive, and systematic (Siregar et al., 2022). It is essential to analyze the Arabic language textbooks used in education. Inaccuracies may occur in both the teacher's and student's books. A textbook that has not been properly analyzed may ultimately harm students. Several issues may arise; for instance, a textbook that does not meet quality standards may fail to engage students effectively, affecting their motivation and academic performance (Jalaludin et al., 2022). Therefore, the content of textbooks must be appropriate for students' proficiency levels. However, a common problem is that many of the textbooks used are difficult for students to understand.

The Directorate General of Islamic Education's Decision No. 3302 of 2024 is an important regulation concerning the implementation of learning for Islamic Education and the Arabic Language within the independent curriculum in Islamic

schools. In the context of analyzing the book *Al-'Arabiyyah Baina Yadaik* based on the Amani and Awatif standards and the Decision of the Directorate General of Islamic Education in Indonesia, this decision serves as a reference for teaching Arabic in a relevant and appropriate manner (Hanip & Alim, 2023).

Through the specified educational standards, teachers are expected to design Arabic language lessons in alignment with international standards set by Amani, Awatif, and the Directorate General of Islamic Education in Indonesia. Consequently, Arabic language teaching is not solely focused on linguistic proficiency but also encompasses broader educational aspects, such as communication skill development, cultural understanding, and the integration of language with Islamic values. This decision contributes to enhancing students' comprehensive skill development in accordance with the approaches introduced by these theories (Taufiq, 2022).

Al-'Arabiyyah Baina Yadaik is an essential textbook for learning Arabic, especially for non-native speakers. It provides materials suitable for different proficiency levels, from beginners to advanced learners, and integrates grammar, vocabulary, and cultural aspects. To be effective, it must engage students and motivate them to learn actively (Abdul-Jabbar, 2024). The book should be evaluated based on its content, structure, and approach to meet educational standards. Amani and Awatif's evaluation theory, which includes general appearance, book introduction, content, assessment methods, and activities, serves as a standard for selecting high-quality textbooks (Alden, 2024).

The Decision of the Directorate General of Islamic Education in Indonesia emphasized the need for textbooks to follow an effective educational approach. Textbooks should facilitate interaction between teachers and students, helping teachers deliver materials effectively and encouraging student participation. According to the Directorate General's criteria, textbooks should be evaluated based on the selection, classification, arrangement, presentation, and repetition of educational materials, ensuring they align with the educational goals and promote active learning (Hidayanti & Taufiq, 2023).

Method

This study is a descriptive research using the content analysis method, where all data are derived from texts. Content analysis involves breaking down the material into smaller parts, turning general information into more specific details to facilitate understanding of the analyzed content. The researcher applies one or more criteria so that the analysis goes beyond description and includes evaluation (Bengtsson, 2016). Descriptive content analysis is used to observe and examine the content of a specific book or document, aiming to identify its characteristics and details comprehensively and provide a structured and accurate description (Emma Rumahlewang, 2024).

This exploratory study aims to investigate topics that have not been comprehensively examined (Moleong, 1989). It is categorized as library research, focusing on analyzing books and related materials. A linguistic approach is applied to examine the first volume of the Arabic textbook *Al-'Arabiyyah Baina Yadaik* based on

Amani and Awatif's standards and the Decision of the Directorate General of Islamic Education in Indonesia. The analysis includes linguistic, communicative, and cultural competence criteria to evaluate the textbook's effectiveness in supporting Arabic language learning (Hidayatullah, 2023).

The content analysis follows the criteria outlined in the Decision of the Directorate General of Islamic Education No. 3302 of 2024. Additionally, the researcher evaluates the strengths and weaknesses of the textbook, including its overall quality, introduction, content, assessment methods, learning activities, and teaching aids.

Result and Discussion

The study reached conclusions based on the observations conducted by the researcher, revealing that the first volume of the textbook *Al-'Arabiyyah Baina Yadaik* contains educational materials designed for non-native Arabic speakers. It covers four essential Arabic language skills: listening, speaking, reading, and writing. Regarding the importance of evaluating Arabic language textbooks, Amani and Awatif developed a theory for textbook evaluation, aiming to establish a standard that helps in selecting and determining suitable and high-quality textbooks. According to their theory, a good textbook should include five key elements: book introduction, overall quality of the format, book content, activities and educational tools, and effectiveness of assessment methods. Based on the mentioned data, the researcher concluded that the first volume of *Al-'Arabiyyah Baina Yadaik* meets the following evaluation criteria.

Table 1. Evaluation Results of the *Al-'Arabiyyah Baina Yadaik* Book
Based on Amani and Awatif Standards

No.	Evaluation Elements	Average Score
1	Overall Appearance Quality	3.6
2	Book Introduction	3.4
3	Book Content	3.5
4	Quality of Assessment Methods	3.5
5	Learning Activities and Media	2.8

Based on the evaluation in Table 1, the *Al-'Arabiyyah Baina Yadaik* book shows moderate overall quality according to Amani and Awatif standards. The highest score is in the " Overall Appearance Quality" score of 3.6, indicating good structural presentation. "Book Content" and "Assessment Methods" scored 3.5, reflecting acceptable material and evaluation design quality. The "Book Introduction" received a slightly lower score of 3.4. However, "Learning Activities and Media" scored the lowest at 2.8, suggesting limited interactivity and multimedia support. Therefore, while generally adequate, the book needs improvement in engaging learning activities. These results cover five aspects of textbook evaluation developed by Amani and Awatif, as follows:

Evaluation of the Overall Appearance Quality

Front Design   Back Design   Side Design

Figure 1. Design of the *Al-'Arabiyyah Baina Yadaik* Textbook

Based on the evaluation results of the general quality of the *al-'Arabiyyah Baina Yadaik* book, it can be concluded that overall the book has a fairly good quality, with a total score of 58 and an average of 3.6, which falls under the "moderate" category. Most indicators, such as print clarity, paper quality, organization of main and subheadings, and the relevance of images to the lesson content, received high marks and were classified as "high." This indicates that the book is visually and structurally appealing and supports the teaching and learning process, particularly in terms of cover appeal, content neatness, and visual arrangement. These findings are in line with (Cunningsworth, 1995), who emphasizes that effective language textbooks must provide clarity, engagement, and structural coherence to enhance learner motivation and comprehension.

However, there are some aspects that need more attention. For example, the absence of a reference list, which received the lowest score (1), is a significant weakness in terms of the book's academic and referential value. Additionally, some elements such as the attractiveness of the cover and the organization of the book's content were only rated as "moderate" (score of 3), indicating room for improvement. According to (B. Tomlinson, 2012), the inclusion of references and academic backing in textbooks enhances their credibility and supports learner autonomy. Thus, while the book meets many criteria for good physical and visual quality, improvements in academic elements and content structure would make the book more comprehensive and of higher quality.

Evaluation of the Book's Introduction

Based on the evaluation results of the book's introduction, the overall score is 34 out of a possible 40, with an average score of 3.4, placing it in the "moderate" category. The introduction successfully outlines the book's objectives, thoroughly explains the subject matter, and clearly presents the educational principles considered in its development—all of which received high scores. It also effectively guides learners in utilizing educational tools, activities, and assessments, demonstrates the methodology of the book, and highlights its alignment with the curriculum document and supplementary materials. These findings are consistent with those of (Yarsela et al., 2021), who emphasized that content completeness and methodological clarity are

key strengths in Arabic language textbooks, though areas such as visual presentation and user guidance often require improvement. Similar results were found by (Anjarwati et al., 2024), who revealed that the 4th-grade Arabic textbook for *Madrasah Ibtidaiyah* generally meets the quality standards set by KMA, with well-structured material, relevant illustrations, and varied exercises. Furthermore, (Wachdah, 2020) concluded that the Arabic textbook for 10th-grade Madrasah Aliyah was systematically and coherently organized, although it still lacked supporting features such as a complete bibliography and showed some errors in the use of Arabic script. These studies collectively underscore the importance of a well-structured, clear, and curriculum-aligned introduction in Arabic textbooks to support effective teaching and learning.

However, there are still some aspects that need further attention. Elements such as instructions on how to use the book for both teachers and students, the emphasis on the importance of Arabic, and the ability to stimulate student motivation were rated as only "moderate." This indicates that, although the introduction covers many essential functions, it lacks in engaging students and instilling a strong sense of purpose. Hedge highlights the importance of using engaging instructional strategies that incorporate visual and contextual elements to enhance students' motivation and interest in language learning (Hedge, 2000).

Dörnyei also emphasizes that motivational strategies, such as providing a sense of purpose and relevance to the learning material, are crucial for fostering long-term engagement (Dörnyei, 2001). Furthermore, Schunk stresses that the design and structure of educational materials significantly impact learners' motivation and ability to take ownership of their learning (Schunk, 2010). Therefore, future editions of the book would benefit from a more inspiring tone and clearer usage instructions to make the introduction more effective and engaging.

Evaluation of the Book's Content

Based on the analysis, it can be concluded that overall, the content quality has a relatively high availability level, with a total score of 73 and an average of 3.5, which falls into the "moderate" category. Most of the indicators in this assessment received high scores (4) with a "large" availability level, indicating that the content generally meets good quality standards in terms of its relevance to the book's objectives, linguistic clarity, and fulfillment of students' needs and learning experiences. Additionally, aspects such as the presentation of new concepts, alignment with social and religious values, and the development of both individual and group skills also received high scores. These findings are in line with Marouane, Sefri, and Rhihil (Saadia Marouane, 2023), who emphasized that educational materials with clear structure and strong alignment to pedagogical goals significantly contribute to learning effectiveness. (Al-Madani, 2020) also highlighted that the relevance of content and alignment with social values greatly impact students' academic performance.

Furthermore, (Sadallah, 2024) suggested that reengineering content based on learner interaction and feedback can improve comprehension and the overall quality {Citation} several aspects that still need improvement, particularly those that received scores of 3 (moderate) or lower. For example, the availability of a reference framework,

coverage of cognitive, affective, and psychomotor domains, and alignment with contemporary knowledge development are still in the moderate category. This indicates a need for enhancement in providing additional resources and adapting the content to current academic trends. (Handayani et al., 2018) found that many educators struggle to effectively integrate these three domains into lesson planning, often due to limited training and time constraints. Furthermore, the weakest aspect in this assessment is "considering individual differences among learners," which only received a score of 1 (not available). This suggests that the material is not sufficiently adaptive to different student ability levels, highlighting the need for a more differentiated approach in content delivery. (Smale-Jacobse et al., 2019) supports the effectiveness of differentiated instruction in addressing diverse student needs, emphasizing the importance of tailoring educational materials to accommodate varying abilities and learning styles.

Overall, the content has met many quality aspects with a high level of achievement. However, to enhance learning effectiveness, certain areas such as adaptation to individual differences, enrichment of references, and alignment with modern knowledge development still require improvement. The content can become more comprehensive and relevant in meeting broader educational needs by addressing these areas.

Evaluation of the Quality of Assessment Methods

Based on the evaluation of the assessment methods in the book, the total score obtained is 80 with an average of 3.5, which falls into the "moderate" category. Most of the indicators in this evaluation received high scores (4) with a "large" availability level, indicating that the assessment methods in the book are well-designed in several key aspects. The aspects that received high ratings include the alignment of assessment methods with the book's content and objectives, their appropriate distribution across different sections, as well as the clarity and accuracy of the evaluation methods. Additionally, the assessment methods are considered highly effective in adapting to students' comprehension levels and age, and they comprehensively cover cognitive, skill-based, and affective aspects of assessment.

However, some aspects of the book still require improvement, particularly those that received 3 (moderate) or lower scores. These include the alignment of assessment methods with the book's objectives, their effectiveness in enhancing students' writing skills, and the provision of both explicit and implicit feedback. A significant weakness lies in the lack of focus on speaking skills, which received a score of only 1 (not available), indicating that the book does not sufficiently support students in developing their verbal expression through assessments. Overall, while the assessment methods meet many essential aspects with a reasonably good level of effectiveness, enhancements are needed to improve balance in evaluation, clarity of feedback, and the development of speaking skills. Addressing these areas will help ensure the assessment methods better support the learning process and provide a more holistic measure of student progress.

Evaluation of the Learning Activities and Media

Based on the analysis of the "Learning Activities and Media" table, it is evident that most aspects of learning activities and media have a high level of availability. Out of the 20 evaluated indicators, 13 received a score of 4, categorized as "high," indicating that aspects such as alignment with learning objectives, fostering collaboration, creativity, and critical thinking are well accommodated. Additionally, the diversity and accuracy of learning media are rated very well, effectively supporting the learning process. These findings align with the conclusions of (Mishra & Koehler, 2006), who emphasized the significance of integrating technology, pedagogy, and content knowledge (TPACK) to ensure meaningful and engaging learning experiences. Furthermore, (Bell, 2010) highlighted that well-designed instructional activities that incorporate collaborative and creative tasks enhance student motivation and deeper learning outcomes.

However, some aspects are still unavailable or have a low level of availability. Five indicators, including activity variation to accommodate individual differences, alignment with students' interests, and the ability of students to create their own learning media, received a score of 1, categorized as "not available." This indicates a limitation in adapting learning activities to students' diverse needs and characteristics. Furthermore, the feasibility of activities within the learning environment also needs improvement to ensure better applicability. These findings are in line with (C. A. Tomlinson, 2014), who emphasizes the importance of differentiated instruction in addressing individual learner differences to improve engagement and outcomes. In addition, (Conradty & Bogner, 2016) argues that providing opportunities for students to create learning materials enhances ownership, motivation, and deeper understanding. The lack of these elements may hinder developing student-centered learning environments catering to varied learning styles and interests.

The total score obtained is 55, with an average of 2.8, categorized as "low." Although many aspects have developed well, this result highlights deficiencies in essential elements supporting effective and inclusive learning. Therefore, improvements are needed, particularly in developing more varied activities and providing opportunities for students to actively participate in the learning process through exploration and the creation of their own learning media.

The Quality of the Arabic Language Textbook Al-'Arabiyyah Baina Yadaik Based on Standards and the Decision of the Directorate General of Islamic Education in Indonesia

The Decision of the Directorate General of Islamic Education No. 3302 of 2024 concerning Academic Achievement in Islamic Religious Education and Arabic Language in Independent School Curricula includes three competencies in learning the Arabic language: linguistic competence, communicative competence, and cultural competence. Further details will be explained in the following description:

Linguistic Competence

Linguistic proficiency in the Decision of the Directorate General of Islamic Education No. 3302 of 2024 refers to the mastery of the basic language, which consists

of four main skills: listening, speaking, reading, and writing. These skills are integrated to achieve comprehensive linguistic competence. The following are the aspects of linguistic competence:

1) Listening Skill

Listening skill is one of the fundamental skills in learning the Arabic language, serving as the main foundation for acquiring and understanding the language. This skill helps learners to properly receive auditory information, comprehend its content, and interact with it effectively. The importance of listening lies in its role as a primary means of communication, as it precedes speaking, reading, and writing skills in the learning process. Through this skill, learners can distinguish between different sounds, understand the meanings of words and sentences within their contexts, and enhance their ability to interact effectively in Arabic.

The following table illustrates the focus on listening skills in the book *Al-'Arabiyyah Baina Yadaik* based on the suitability indicator with learning standards:

Table 2. Listening Skill of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*

Appropriate	Inappropriate	Statement	Indicator
✅		The book focuses on enabling students to analyze and explore auditory information	Selective Listening

The table shows that the listening skill in the book *Al-'Arabiyyah Baina Yadaik.* focuses on developing students' ability to analyse and explore auditory information. This is evident through the selective listening indicator, enabling students to filter important information from the audio material. The book aims to train students to understand information details, evaluate meanings, and connect the content to a broader context through this approach. Such an approach supports the development of listening skills that are not merely passive but also critical and analytical, helping students achieve effective listening competence.

According to the Directorate General of Islamic Education Decree No. 3302 of 2024, at stage (D), one of the expected learning outcomes is selective listening: students are able to explore the information they hear. Referring to the learning achievements mentioned in the decree and the listening skill learning in *Al-'Arabiyyah Baina Yadaik.* There is a clear alignment, as students are trained to explore the information they have listened to through various practice questions provided in *Al-'Arabiyyah Baina Yadaik.*

2) Speaking Skill

Speaking skill is considered one of the essential skills in learning the Arabic language, as it reflects the learner's ability to express their thoughts and feelings clearly and understandably. This skill is of great importance in enhancing effective communication, as it enables the learner to participate in dialogues, engage in discussions, and interact with others in Arabic. Furthermore, speaking skills boost the learner's self-confidence by allowing them to use the vocabulary and linguistic

structures they have learned in various contexts. Therefore, developing this skill requires intensive and varied exercises, including conversations, answering questions, and accurately describing events and situations.The following table illustrates the focus on speaking skills in *Al-'Arabiyyah Baina Yadaik* based on the suitability indicators aligned with learning standards:

Table 3. Speaking Skill of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*

Appropriate	Inappropriate	Statement	Indicator
✅		The book focuses on enabling students to build interaction with simple texts as a tool for global communication.	Interactive Speaking

The table shows that the speaking skill in the book *Al-'Arabiyyah Baina Yadaik* focuses on developing students' ability to build interaction using simple texts as tools for global communication. This is achieved through interactive training methods that engage students in dialogues, discussions, and oral expression on various topics, effectively enhancing their speaking abilities and preparing them for real-world communication in Arabic. According to the Decree of the Directorate General of Islamic Education No. 3302 of 2024, the learning outcome for speaking skills in stage (D) is the ability to interact using simple texts for global communication purposes. The exercises found in *Al-'Arabiyyah Baina Yadaik* align with this objective, indicating that the book provides a solid and practical foundation for developing speaking skills as outlined in the decree.

3) Reading Skill

Reading is considered one of the essential skills in learning the Arabic language, as it contributes to developing the learner's ability to understand written texts, comprehend their meanings, and analyze their content. This skill serves as an important means for acquiring knowledge and culture, enabling learners to interact with various types of texts, whether educational, literary, or cultural. In addition, reading helps learners enrich their linguistic repertoire and expand their vocabulary, which enhances their ability to express themselves both orally and in writing. Therefore, teaching reading requires focusing on text comprehension, analyzing ideas, and connecting them to the general context to achieve full understanding. The following table illustrates the focus on reading skills in the book *Al-'Arabiyyah Baina Yadaik* based on the suitability indicator with the learning standards:

Table 4. Reading Skill of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*

Appropriate	Inappropriate	Statement	Indicator
✅		The book focuses on enabling students to interactively understand and reflect on the content of certain paragraphs in written or visual texts.	Interactive Reading and Viewing

The reading skill in *Al-Arabiyyah Baina Yadaik* emphasizes developing students' ability to understand written texts and interactively reflect on their content. It includes exercises that feature both written and visual texts relevant to students' daily experiences, encouraging them to read, answer questions, complete sentences, and draw conclusions based on their understanding. The integration of visual materials, such as images and illustrations, further supports comprehension by providing clear context. This approach strengthens reading skills and enhances students' analytical abilities, contributing to a more effective and comprehensive learning process. Referring to the learning outcomes outlined in the Directorate General of Islamic Education's Decree No. 3302 of 2024, which states that level D students should be able to understand and reflect on several paragraphs in written or visual texts interactively, it is evident that this book aligns well with those standards through its various reading exercises.

4) Writing Skill

Writing skill is one of the most essential aspects in learning the Arabic language, as it allows learners to comprehend written texts, analyze their content, and extract key ideas. Beyond simply acquiring information, writing serves as a tool for developing critical thinking and expanding cultural and intellectual perspectives. This skill enables learners to engage with various types of texts—educational, literary, and religious—enhancing their ability to understand deeper meanings and make connections within broader contexts. Therefore, developing writing skills necessitates using diverse texts and practical exercises that encourage deep and comprehensive interaction. The following table highlights how the *Al-'Arabiyyah Baina Yadayk* book addresses writing skills, based on indicators aligned with established learning standards.

Table 5. Writing Skill of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*

Appropriate	Inappropriate	Statement	Indicator
✅		- The book focuses on enabling students to connect sentences and present them in a paragraph within a limited text.	Writing and Presenting Responsively
✅		- The book focuses on enabling students to create a logically connected sequence of two or three paragraphs.	

The attached table shows that the writing skill in the book *Al-Arabiyyah Baina Yadaik* focuses on two main aspects. The first is guiding students to link separate sentences into coherent and well-structured paragraphs through logical and systematic sentence construction, enabling them to produce clear and contextually appropriate texts. The second aspect involves training students to compose texts consisting of two or three logically connected paragraphs, following a structured format that includes an introduction, discussion, and conclusion. This approach reinforces foundational writing skills and supports the development of more advanced and meaningful written expression, making the book a valuable resource for academic and real-life

communication.

Communicative Competence

According to the Decree of the Directorate General of Islamic Education No. 3302 of 2024, the characteristics of Arabic language materials are communicative competence, which consists of the phonological system, vocabulary, and grammar. To be more concise, this will be explained in the following table:

Table 6. Language Elements

Data Analysis	Indicator	Statement	Suitable	Not Suitable
Language Elements	Phonological System	The book focuses on enabling students through sounds		✅
	Vocabulary	The book focuses on enabling students through vocabulary	✅	
	Grammar	The book focuses on enabling students through grammar	✅	

Here is Analysis of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*:

1) Phonological System

The analysis of *Al-'Arabiyyah Baina Yadaik* shows that the book does not provide specific instruction on Arabic phonology. Although phonology is mentioned in the introduction, the book assumes learners already know Arabic letters, starting directly with words and sentences. Exercises also expect reading proficiency. This finding is important for developers of Arabic learning materials, as it highlights the need for phonological instruction, especially for beginners.

2) Vocabulary

As for grammar, after analysis and comparison with the Decision of the Directorate General of Islamic Education No. 3302 of 2024, the researcher found several alignments, particularly in the rules of "*Kâna* and its subject", verb conjugation, and diptotes (*mamnû' min ash-sharf*). The grammar learning outcomes in this decision are divided into stages (A) to (F), and the researcher found that the book aligns with stage (D), intended for grades seven to nine. Stage (D) includes topics such as nominal and verbal sentences, numbers, verb conjugation, imperative verbs, certain particles with present tense verbs, verbal nouns, past tense verbs, augmented verbs, relative pronouns, and comparatives. However, the analysis also revealed several inconsistencies with the outlined curriculum in the decision.

3) Grammar

When aligned with the Directorate General's Decree No. 3302 of 2024, the *Al-'Arabiyyah Baina Yadaik* book is more appropriate for stage (D), aimed at grades seven to nine. It includes vocabulary related to worship, nature, tourism, the Day of Judgment, and creation, which aligns with themes like school, home, and Islamic

holidays. While it demonstrates adequacy in linguistic elements, it still shows notable differences from the expected learning outcomes. Therefore, although useful, the book is better suited as a reference in developing Arabic learning materials rather than being used as the primary instructional material in schools.

Cultural Competence

According to the Directorate General of Islamic Education Decision No. 3302 of 2024, one of the characteristics of Arabic language materials is the theme, which consists of Islamic Arab culture, local culture, and global culture. To be more concise, this will be explained in the following table:

Table 7. The topic of the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik*:

Data Analysis	Indicators	Statement	Suitable	Not Suitable
Topic	Religious Culture	The book focuses on topics from religious culture	☑	
	Local Culture	The book focuses on topics from local culture	☑	
	Global Culture	The book focuses on topics from global culture	☑	

Based on the analysis presented in Table 7, it can be concluded that the Arabic Language Textbook *Al-'Arabiyyah Baina Yadaik* is suitable in terms of topic selection, as it successfully incorporates elements from religious culture, local culture, and global culture. This indicates that the textbook provides a culturally diverse content framework, which can enhance students' understanding and appreciation of various cultural perspectives. Below is a detailed analysis of the cultural competencies present in the educational aspect.

Table 8. Cultural Competence of the Arabic Language Textbook
Al-'Arabiyyah Baina Yadaik:

Lesson	Topic	Religious Culture	Local Culture	Global Culture
Unit 1	The Eternal Miracle	☑		
Unit 2	A Day in the Life of a Young Man		☑	☑
Unit 3	Our Minority in the World	☑		☑
Unit 4	The Prophetic Sunnah	☑		
Unit 5	Children and Reading		☑	☑
Unit 6	Brain Drain			☑
Unit 7	Good Sleep...Good Day		☑	☑
Unit 8	Anecdotes and Jokes	☑	☑	☑

Based on the analysis presented in Table 8, the *Al-'Arabiyyah Baina Yadaik* textbook demonstrates a balanced integration of cultural competence across religious, local, and global dimensions. Several units, such as Unit 3, Unit 5, and Unit 8, reflect a combination of these cultural aspects, while Units 1 and 4 emphasize religious culture,

and others highlight global and local perspectives. This variety indicates that the textbook provides diverse cultural content that can enhance students' intercultural understanding and awareness.

The Advantages and Shortcomings of the Book Al-Arabiyyah Baina Yadaik

Based on the analysis using Amani and Awatif's standards, the *Al-'Arabiyyah Baina Yadaik* textbook demonstrates several notable advantages, including its attractive and organized appearance, a clear and goal-oriented introduction, well-aligned and structured content, effective assessment methods, and supportive learning activities. However, the textbook also presents some drawbacks, such as the absence of a reference list, limited elaboration on the importance of Arabic, a lack of attention to individual learner differences, limited assessment of oral expression, and insufficient variation in activities to meet diverse learners' needs.

In the other hand, based on the standards set by the Directorate General of Islamic Education No. 3302 of 2024, the *Al-'Arabiyyah Baina Yadaik* textbook offers several strengths, such as support for listening, reading, and writing skills, the inclusion of grammar and vocabulary, and the integration of culturally rich and globally relevant topics. However, the book also shows weaknesses, including limited speaking practice, lack of specific phonology instruction, incomplete curriculum alignment, and an imbalance in topic distribution. Additionally, there is minimal connection to local Indonesian culture and insufficient depth in global cultural discussions.

Conclusion

The book *Al-'Arabiyyah Baina Yadaik* is considered a good educational resource based on Amani and Awatif's evaluation criteria, receiving favorable scores in aspects such as physical appearance, introduction, content, assessment methods, and learning activities. It effectively supports language skills—listening, reading, writing, and speaking—and incorporates Arab-Islamic cultural elements. However, it has notable weaknesses, including the absence of a bibliography and limited attention to individual learner differences. According to the standards of the Directorate General of Islamic Education Decision No. 3302 of 2024, the book is best suited for stage (D), targeting junior secondary school students, and while it aligns partially with the required competencies, it still shows discrepancies in fully meeting the specified learning outcomes. Despite these limitations, the book offers valuable material for Arabic language development and promotes cultural understanding, making it more appropriate as a reference for curriculum development rather than direct classroom use.

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