

# 5. Quality Management of Teaching Materials at Atsaamenah Lil Arabiyyah Course Institute.docx

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## Quality Management of Teaching Materials at Atsaamenah Lil Arabiyyah Course Institute

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| Article History   | ABSTRACT   |
|---|--|
| Received<br>30-06-2025<br>Accepted:<br>09-07-2025<br>Published:<br>05-08-2025 | <p><b>Background:</b> This study was motivated by the importance of teaching material quality management to ensure that the material complies with the quality, content standards, and competencies set out in the National Education Standards (SNP). However, the teaching materials used in a number of course institutions do not yet fully comply with these standards, so further study is needed. Based on interviews with the director of one of the course institutions, it was found that the teaching materials used were considered effective in supporting the achievement of student competencies, as evidenced by the improvement in their language skills. Therefore, this study aims to examine the suitability of the teaching materials used with the applicable standards.</p> <p><b>Purpose:</b> The purpose of this study is to analyze teaching materials and describe the quality management of teaching materials at the Atsaamenah Lil Arabiyyah course institution, particularly in terms of their compliance with National Education Standards.</p> <p><b>Method:</b> The method used in this study is a descriptive qualitative type, with data collection in the form of interviews and documentation. Data analysis was conducted in several stages, namely data condensation, data presentation, and data verification.</p> <p><b>Results and Discussion:</b> The research results indicate that the Al-'Arabiyyah Baina Yadayk Volume 1 textbook at the Atsaamenah Lil Arabiyyah Course Institution meets the four aspects of instructional material quality according to the BSNP and its management aligns with National Education Standards. However, the low pass rate (33–40%) suggests that quality management implementation is not yet optimal due to a gap between competency standards and learning outcomes.</p> <p><b>Conclusions and Implications:</b> In conclusion, the quality of the Al-'Arabiyyah Baina Yadayk Volume 1 teaching materials and the quality management at the Atsaamenah Lil Arabiyyah Language Course Institute are in line with the National Education Standards. However, the low graduation rate of participants (33–40%) indicates that its implementation is not yet optimal. The implication is that continuous evaluation of the application of competency standards is needed so that quality</p> |
| <b>Keywords:</b>  | <i>Atsaamenah Lil Arabiyyah; Course Institution; Management; Teaching Material Quality.</i>  |
|   | <b>ABSTRAK</b>   |

**Latar Belakang:** Penelitian ini dilatarbelakangi oleh pentingnya manajemen mutu bahan ajar untuk memastikan kesesuaian materi dengan kualitas, standar isi, dan kompetensi dalam Standar Nasional Pendidikan (SNP). Namun, bahan ajar yang digunakan di sejumlah lembaga kursus masih belum sepenuhnya mengacu pada standar tersebut, sehingga perlu dilakukan kajian lebih lanjut. Berdasarkan hasil wawancara dengan direktur salah satu lembaga kursus menunjukkan bahwa bahan ajar yang digunakan dinilai efektif dalam mendukung pencapaian kompetensi peserta didik, terbukti dari meningkatnya kemampuan berbahasa mereka. Oleh karena itu, penelitian ini bertujuan untuk mengkaji kesesuaian bahan ajar yang digunakan dengan standar yang berlaku.

**Tujuan:** Tujuan Penelitian ini yaitu untuk menganalisis bahan ajar dan mendeskripsikan manajemen mutu bahan ajar di lembaga kursus Atsaamenah Lil Arabiyyah khususnya dalam hal kesesuaiannya dengan Standar Nasional Pendidikan..

**Metode:** Metode yang digunakan dalam penelitian ini adalah jenis kualitatif deskriptif. Dengan pengumpulan data berupa wawancara dan dokumentasi. Analisis data dilakukan dengan beberapa tahapan yaitu kondensasi data, penyajian data dan verifikasi data.

**Hasil dan Pembahasan:** Hasil penelitian menunjukkan bahwa buku Al-'Arabiyyah Baina Yadayk jilid 1 di Lembaga Kursus Atsaamenah Lil Arabiyyah telah memenuhi empat aspek mutu bahan ajar menurut BSNP dan manajemennya sesuai dengan Standar Nasional Pendidikan. Namun, tingkat kelulusan yang rendah (33–40%) menunjukkan implementasi manajemen mutu belum optimal karena adanya kesenjangan antara standar kompetensi dan hasil belajar.

**Kesimpulan dan Implikasi:** Kesimpulannya, mutu bahan ajar Al-'Arabiyyah Baina Yadayk jilid 1 dan manajemen mutunya di Lembaga Kursus Atsaamenah Lil Arabiyyah telah sesuai dengan Standar Nasional Pendidikan. Namun, rendahnya tingkat kelulusan peserta (33–40%) menunjukkan implementasinya belum optimal. Implikasinya, diperlukan evaluasi berkelanjutan terhadap penerapan standar kompetensi agar manajemen mutu tidak hanya terpenuhi secara administratif, tetapi juga berdampak nyata pada pencapaian hasil belajar peserta kursus.

**Kata Kunci** Atsaamenah Lil Arabiyyah; Lembaga Kursus; Manajemen; Mutu Bahan Ajar.

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## INTRODUCTION

Quality management is an approach used to ensure that quality is achieved in a systematic and planned manner.[1] In the world of education, including not only formal education such as Arabic language courses, quality management plays an important role as a tool for controlling, ensuring, and improving the quality of learning, services, and educational outcomes. Efforts to implement quality management are typically carried out through a structured and sustainable approach to ensure that all processes align with established standards and address the needs of learners. In line with this [2] state that quality management is an approach designed to ensure that services provided meet predetermined standards and are continuously improved to meet user expectations. In the context of non-formal education, such as training institutions, this means that institutions need to manage the learning process in a measurable, consistent, and sustainable manner to achieve learning objectives optimally and in line with the needs of course participants.

One important aspect in the implementation of quality management in educational institutions is the management of teaching materials. Teaching materials are an important aspect of the education system that must be maintained and developed continuously. Additionally, instructional materials play a significant role in supporting the sustainability of educational activities.[3] In the context of non-formal education, quality management of instructional materials

is a crucial factor that greatly determines the success of the learning process. Instructional materials designed based on quality principles will be more responsive to the contextual and effective learning needs of students. Dimou & Kameas who developed a quality assurance model for digital teaching materials, state that learning materials in non-formal education must be developed with an integrated quality assurance mechanism, focusing on learners' needs, content relevance, and evaluation procedures.[4]

Meanwhile, teaching materials are widely used in various educational institutions as a means of supporting the success of the learning process, both in formal, informal, and non-formal education. Language courses are a form of training that falls under the category of non-formal education. Language courses also serve as a means of language learning that aims to help the community learn and improve their language skills.[5] As in the National Education System Law Chapter VI article 26 paragraph (4): "Non-formal education units consist of course institutions, training institutions, study groups, community activity centers, and assemblies of taklim, as well as similar education units". [6]

The existence of teaching materials in course institutions is no less important and indispensable in the learning process. These teaching materials must have good quality in order to support the learning process effectively. One solution that can be applied to ensure this quality is to make the National Education Standards (SNP) the main reference,[7] in order to ensure the suitability of the material to the learning process. learners' needs so that learning objectives can be achieved originally. National Education Standards are a minimum reference that must be met in organizing the education system in all jurisdictions of the Unitary State of the Republic of Indonesia.[8] Therefore, efforts to improve the quality of teaching materials are a must so that the education process runs effectively and in accordance with applicable standards.

Atsaamenah Lil Arabiyyah is an online and offline-based Arabic language course institution that aims to help students master Arabic language skills actively. In the learning process, this institution utilizes teaching materials as the main means to support the effectiveness of material delivery by tutors. Based on the interview results, the teaching materials used have proven to be able to support the achievement of learners' competencies, which can be seen from the improvement of their language skills after attending the course. However, the teaching materials have not gone through a systematic analysis process to measure their suitability with the quality indicators of teaching materials that refer to the National Education Standards (SNP).

Research on quality management in non-formal educational institutions has been widely conducted, including the first study by (Ardiansyah et al) titled "Quality Management Analysis in Non-Formal Arabic Language Educational Institutions Based on National Education Standards." [5] This study discusses the implementation of national education standards in Arabic language course institutions, but it remains limited to administrative aspects and does not delve deeply into teaching practices. The second study by (Ghufron & Mufidah) titled "Total Quality Management with Juran's Tripartite Theory at The Center for Arabic Language Courses and Training" [9] highlights the application of Juran's theory in quality management at language course institutions. The focus is more on institutional management and services, but it does not delve into detail on how learning quality, particularly instructional materials, is designed and evaluated. The third study by (Azhari et al) titled "Improving the Quality of Arabic Language Learning in the Kallimni Online Program at the Al-Azhar Pare Language Institute" [10] focuses on strategies for improving quality through digital media in online learning and is based on real-world practices in non-formal institutions. However, it still focuses on teaching methods and media use rather than systematic development of learning materials.

The similarity between this study and previous studies lies in the similarity of the object of study, namely quality management in Arabic language learning in non-formal educational

institutions. All three also emphasize the importance of improving the quality of Arabic language learning and structured management in the context of language courses or training. In addition, the approaches used in these studies show concern for the quality of the learning process tailored to the needs of learners outside formal education. The difference in this study lies in its specific focus on examining quality management of teaching materials in Arabic language course institutions, with an emphasis on analyzing teaching materials and describing their quality management based on their alignment with National Education Standards.

The novelty of this study lies in its specific focus on the management of teaching materials and its analysis of whether the teaching materials used meet the quality criteria set out in the National Education Standards, in the context of course institutions as non-formal educational institutions. Meanwhile, studies on the quality management of teaching materials in the field of non-formal education, especially in Arabic language courses, are still very limited and rarely found in previous literature. However, in recent years, public enthusiasm for learning Arabic has continued to increase significantly, in line with the important role of Arabic in the fields of religion, economics, and international diplomacy. According to data from the Language Training Center, the number of participants enrolling in Arabic language courses has increased by approximately 25% annually. [11] Unfortunately, this increase in the number of participants has not been matched by the availability of structured and high-quality teaching materials, necessitating a thorough study on teaching material management to ensure the quality of learning in language courses.

Therefore, the purpose of this study is to analyze the teaching materials used in the Atsaamenah Lil Arabiyyah course and to describe the quality management of teaching materials in the institution, particularly in terms of their compliance with National Education Standards. With this discussion, it is hoped that it can make a real contribution to the development of quality management of teaching materials, especially as a reference for course institutions in considering and selecting teaching materials to be used. The selection is ideally based on a quality analysis of teaching materials that refers to the provisions of the National Education Standards, so that the material presented is not only relevant to the needs of students, but also able to support the achievement of competencies optimally and measurably.

## LITERATURE REVIEW



### Quality Management

Management is a science and art to manage resources through an activity carried out by a group of people or individuals in order to later achieve the desired goals of the organization or the

agency itself. And quality is quality is the degree / level of characteristics inherent in products that meet the requirements or desires. and while education quality management is the science and art to manage resources through an activity that is done to obtain a degree of excellence in a product or work result that can be seen or that cannot be seen but can be felt which shows its ability to satisfy the needs that expected.

Integrated Quality Management in education tries to maximize the competitiveness of educational organizations through continuous improvement, inputs, processes, outputs, services, people, and the environment that has the main principles of staying focused on learners, obsession with quality, scientific approach, long-term commitment, teamwork. Continuous system improvement, training and development, controlled freedom and a unity of purpose carried out in a systematic process through the PDCA pattern consisting of planning steps, implementing the plan, checking the results of the implementation of the plan and taking corrective action against the results obtained.

Meanwhile, good quality education has standards. Therefore, nationally enacted educational quality standards, which are called National Education Standards (SNP). Article 2 paragraph 1 of Government Regulation No. 19 of 2005 states that the scope of SNP includes: (1) content standards; (2) process standards; (3) graduate competency standards; (4) educator and education personnel standards; (5) facilities and infrastructure standards; (6) school management standards; (7) financing standards, and (8) education assessment standards.[12]

## Teaching materials

Teaching materials are materials or learning resources that are compiled completely and systematically based on learning principles used by teachers and students in the learning process. In addition, teaching materials are also unique and specific. [13]

Teaching materials according to Pannen are a set of materials that are prepared and arranged objectively and systematically used by both teachers and students in an effort to carry out an effective learning process. Meanwhile, Sadjati said that teaching materials are unique and specific which are only used for students in the classroom and outside the classroom which aims to achieve learning objectives. On the one hand, specific means that the preparation of teaching materials must be detailed and relevant for the purpose of achieving these goals.[14]

Arabic teaching materials are Arabic language subject matter which is a combination of knowledge, skills, and attitudes, which are systematically arranged so that teachers and students can use them in the Arabic language learning process. Thus, not all books contained in various literatures are called teaching materials.

Based on this, teaching books can be printed or non-printed, visual or audio materials that contain teaching materials that are functioned to support the learning process which are systematically arranged for teaching and learning purposes. Books that are not prepared by containing material that students must master cannot be said to be teaching materials. Likewise, books in which there is material to be mastered but not written in a systematic procedure involving the main components of learning, support, and evaluation even though they are books by previous scholars that are widely studied cannot also be said to be teaching materials.[15]

Teaching materials have an important role in supporting the learning process, serving as guidelines for both students and teachers. For teachers, teaching materials contribute to saving teaching time, encouraging shift in role from simply delivering material to becoming a learning facilitator, and increasing the effectiveness and interactivity of the teaching-learning process.[13]

## Course and training institution



<sup>12</sup> Course and Training Institutions are <sup>10</sup> form of non-formal educational unit organized for people who need to be provided with knowledge, skills, life skills, and attitudes for self-development, professional development, work readiness, entrepreneurship, and/or continuing their education to a higher level. [16] Non-formal education is a form of educational activity carried out outside the formal education system, which includes a structured and directed communication process. Through this education, individuals or groups can obtain information, training, and assistance that is tailored to their age and life needs. The main objective of non-formal education is to develop knowledge, skills, attitudes, and values that support a person's active role in the family, the world of work, society, and national life efficiently and effectively. [17]

<sup>7</sup> In the explanation of paragraph 26 section 5 of Law Number 20 of 2003, it is explained that: "Courses and training are a form of continuing education to develop students' abilities with an emphasis on mastery of skills, competency standards, and development of professional personality". [6]

<sup>27</sup> According to Kaswan training is a process that aims to improve the knowledge and skills of individuals, especially employees. Training can also include changes in the participants. In general, training is directed to achieve mastery or improvement of certain abilities. This process is guided by someone who has expertise in the field being trained, or by an expert who guides participants through a structured learning experience. [18]

It can be concluded that course and training institutions are non-formal educational units that act as a place for continuing education for the community in order to improve knowledge, skills, and life skills, with an emphasis on mastering certain competencies and developing self-professionalism. This institution is designed to support work readiness, entrepreneurship, professional development, and/or continuing studies, through a structured learning process guided by experts in their fields.

### <sup>35</sup> METHOD

This research uses a qualitative approach with a descriptive case study design. The qualitative approach was chosen because it aims to deeply understand the phenomenon of quality management of teaching materials at Atsaamenah Lil Arabiyyah Course Institution, which cannot be measured numerically but through the meaning of experiences, policies, and practices carried out by research subjects. [19] The case study design was used because this research wanted to intensively explore the quality management practices of teaching materials at one particular institution as a case unit that was studied in depth and contextually. [20]

<sup>1</sup> Data were collected through in-depth interviews and documentation. The main informant in this study is the director and tutor at Atsaamenah Lil Arabiyyah Course Institute. The selection of informants was done purposively with the following criteria: 1). Has a strategic position in making teaching policies, 2). Directly involved in the process of preparing and using teaching materials, 3). Have at least 3 years of teaching experience in the institution. The number of informants in this study is one key person who is considered representative because he acts as a designer, implementer, and evaluator of the quality of teaching materials at the institution. The documentation reviewed includes textbooks, syllabus, and course curriculum used, in order to strengthen the interview data. [21]

To ensure data credibility and validity, this study used source triangulation and member checking techniques. [22] Triangulation was done by comparing the results of interviews with documentation of teaching materials and curriculum. While member checking is done by confirming the results of transcripts and interpretations to informants to avoid misinterpretation.

Data analysis was carried out in several stages [23] namely: 1). Data Condensation. This process involves filtering data from interviews and documentation. For example, from the interviews, quotes such as: "Every semester we always review teaching materials to suit the needs of students", which is then categorized as part of evaluating the quality of teaching materials. 2). Data Presentation. Data that has been condensed is organized in narrative form and subtheme matrix. For example, subthemes such as planning teaching materials, curriculum implementation, and quality assurance emerged from the results of interviews and documents analyzed. 3). Verification and Conclusion Drawing. The data presented were then analyzed to find patterns or relationships that answer the problem formulation. This step helps answer research questions, such as: "How are teaching materials quality management practices carried out at this institution?" and "What are the quality indicators applied?". With this approach, the research aims to provide a complete picture of the implementation of quality management of teaching materials, as well as how the process is designed, run, and evaluated in the context of Arabic language learning course institutions.

## RESULT AND DISCUSSION

### Quality Analysis of Teaching Materials at Atsaamenah Lil Arabiyyah Course Institution

From the results of an interview with the director and tutor at the Atsaamenah Lil'Arabiyyah course institution, he said that the institution uses the book Al-'Arabiyyah Bayna Yadayk Volume 1 as the core teaching material as well as supporting teaching materials. This discussion aims to examine whether the teaching materials used by the institution have met the quality standards of teaching materials as set by the National Education Standards Agency (BSNP).

BSNP has compiled an assessment instrument to assess the quality of textbooks. Referring to the opinion of BSNP cited by (Muslich), [24] a quality textbook must fulfill four aspects of eligibility, namely: (1) content eligibility, (2) presentation eligibility, (3) linguistic eligibility, and (4) graphic eligibility.

#### A. Content Eligibility

The BSNP instrument (2021) states that content feasibility includes three indicators: "(1) the suitability of the material description with the Competency Standards (SK)/Basic Competencies (KD); (2) the accuracy of the material; and (3) learning support material". Each of these indicators is described in the form of more detailed assessment items. [24]

First, the suitability of the material description with the Competency Standards (SK) and Basic Competencies (KD), Al-'Arabiyyah Bayna Yadayk Volume 1 contains competency standards and basic competencies designed for beginners. The material presented in this book has covered the entire content in accordance with the Basic Competencies (KD) of basic level Arabic language learning. The themes contained in the book include: Introductions (Tahiyah wa Ta'aruf), Family (Al-Ussrah), Residence (As-Sakan), Daily Life (Al-Hayah Al-Yaumiyyah), Food and Drink (At-Ta'am wa Asy-Syarab), Prayer (As-Salah), Education (Ad-Dirasah), Work (Al-'Amal). These topics are very relevant to learners' daily lives, making it easier for them to understand and apply Arabic in real contexts.



Picture 1 : Materials of the book Al-'Arabiyyah Bayna Yadayk Volume 1



Secondly, the accuracy of the material in this book is also guaranteed because the presentation is in accordance with the rules of Arabic science, such as nahwu, şarf, and balaghah. In addition, the selection of vocabulary has been adjusted to the context of the theme as well as the competency level of the learners, which is the beginner level.



**Picture 2:** Material According to the rules of Arabic language science

Third, in terms of providing supporting materials, this book has been equipped with various complementary resources, including: special dictionaries compiled separately for each volume, exercise books, muthala'ah books, and audio and visual-based learning media.



**Picture 3:** Supporting materials

Thus, it can be concluded that from the aspect of content feasibility, the book Al-'Arabiyah Bayna Yadayk Volume 1 has met the indicators set by the National Education Standards Agency (BSNP), including the suitability of the material with the basic competencies, the accuracy of the content, and the usefulness of the learning material.

Based on the fulfillment of these indicators, this book can substantially be categorized as suitable for use as Arabic teaching materials, including in non-formal education environments such as course institutions. In addition, the existence of this book which has been widely used in various formal educational institutions in Indonesia also indicates the level of acceptance and practicality of its implementation in the Arabic language learning process.

## B. Presentation Feasibility

Aspects of Presentation in Al-'Arabiyah Bayna Yadayk Volume 1 Referring to the standards by BSNP as cited by Muslich,<sup>[24]</sup> the presentation aspect in textbooks includes three main indicators, namely: (1) presentation techniques, (2) presentation support, and (3) presentation of learning and its completeness. (3) presentation of learning and its completeness.

First, the presentation technique. Al-'Arabiyah Bayna Yadayk Volume 1 shows a systematic and structured presentation technique. The material is organized in a tiered and integrated manner, starting from topics that are simple towards more complex material. For example as shown in Picture 1 above, the presentation begins with the theme of introduction (tahiyyah wa ta'aruf), then continues with the theme of family (al-usrah), residence (al-maskan), to work (al-'amal). The

connection between chapters and subchapters shows the continuity of material that supports each other and strengthens students' understanding. In addition, this book consistently uses fusha Arabic in the presentation of content, and maintains consistency in the use of grammatical terms and structures, such as the use of *ism fa'il* (verb) to express verbs and *ism* for nouns. This consistency is also reflected in the use of grammatical symbols and punctuation marks (*harakat*) that are uniformly applied to each text, dialog, and practice question to make it easier for learners to read and understand the material.

The book also does not mix transliteration symbols from foreign languages, but consistently maintains the authenticity of Arabic writing with *harakat*. In the context of learning in non-Arabic classrooms, transliteration is usually delivered orally by the teacher as an accompaniment, not as part of the book content. This approach aims to familiarize learners with reading Arabic texts authentically and practicing pronunciation according to the correct Arabic phonetic rules.



**Picture 4:** systematic and structured book presentation technique

Second, presentation support. This book also includes visual elements to support the presentation, such as illustrations of pictures and tables that are relevant to the learning context. For example, in the chapter that discusses the theme of family, the vocabulary list (*mufradat*) is accompanied by illustrations of family members such as father, mother, and children. This makes it easier for learners to recognize and remember vocabulary through visual linkages. In addition, the use of tables in the explanation of *qawa'id an-nahwiyyah* (grammar Arabic) is also very helpful. The tables present grammatical patterns in a concise and systematic manner, thus facilitating students' understanding of language structures. The visual media used are not merely decorative, but are designed to fulfill a pedagogical function, which is to provide educational value, aid understanding, and make learning more interesting and interactive. Consistency and clarity in the use of visual elements support students' involvement in the learning process.



**Picture 5:** presentation support

Third, Presentation of learning and completeness. The presentation of material in this book has met the standard of learning completeness, which includes learning objectives, introduction, core content, summary, practice questions, and evaluation. At the beginning of the book, an introduction is included that explains the objectives and basic competencies to be achieved.

Furthermore, each chapter presents material in specific themes that are suitable for beginner levels. Each chapter is equipped with practice questions and a summary of qawa'id an-nahwiyah material, which aims to strengthen students' understanding of the material that has been learned. At the end of the book, an evaluation section is presented which includes questions and an overall assessment of the eight chapters of learning. This structure shows that this book has been designed comprehensively and systematically in accordance with the principles of competency-based learning.



Picture 6: Presentation of learning and completeness

From the results of the above analysis, it can be concluded that the Al-'Arabiyyah Bayna Yadayk Volume 1 Book has met the presentation standards according to BSNP which includes presentation techniques, presentation support, and presentation of learning and its completeness. The material is arranged systematically and tiered from simple to complex themes, equipped with relevant visuals and exercises that support the achievement of competencies. The chapter structure that includes objectives, content, exercises, and evaluation shows that the book is designed thoroughly and consistently. This presentation technique helps learners understand the material gradually and deeply, without overloading their cognitive capacity.

The presentation in this book is also in line with recent learning theories, such as the Cognitive Theory of Multimedia Learning by Mayer & Fiorella (2022) [25], which emphasizes the importance of segmentation and coherence in the presentation of material. The visual elements used are not only aesthetically appealing, but also support the learning process according to the principles of Emotional Design. [26] In addition, the presentation structure of this book also reflects modern instructional design approaches such as the ARCHED model [27] which emphasizes the preparation of explicit and competency-oriented materials. Thus, this book is suitable for use as Arabic teaching materials, both in formal and non-formal educational institutions.

### C. Language Eligibility

According to Muslich, [24] which refers to the standards of the National Education Standards Agency (BSNP), aspects of linguistic feasibility in textbooks include four main elements, namely: (1) conformity with language rules, (2) suitability to the level of development of students, (3) communicative nature, and (4) consistency in the use of terms.

First, in terms of conformity with language rules, the book al-'Arabiyyah Bayna Yadayk uses language in accordance with the rules of standard Arabic, both in the aspects of nahwu (grammar) and sharaf (morphology) because its main purpose is to teach Arabic to non-Arabic speakers. One example is found in Chapter 1 with the theme of introductions, namely the sentence "الأجانب في طلب أنا" The sentence is a form of sum ismiyyah composed of mubtada' and khabar, and is supported by the correct prepositional structure in the form of harf jar (في) followed by ism majrur (الجامعة). In addition, the choice of vocabulary in this sentence reflects the use of standard Arabic (al-fusha) and does not contain elements of local dialect ('amiyyah).



**Picture 7:** Terms of conformity with language rules

Secondly, in terms of suitability to the developmental level of learners, the language used in this book has been adapted to the <sup>93</sup> ability, and competence of students. This can be seen in the first volume which uses simple sentence structures and vocabulary, which are suitable for beginner learners, as found in the context of the Atsaamenah lil Arabiyyah course where the majority of participants are elementary level students.



**Picture 8:** Terms of suitability to the developmental level of learners

Third, in terms of communicative nature, the language in this book is organized in a clear and direct manner. The material and exercise instructions are presented without long-winded sentences, this style of presentation is very effective in facilitating learners' understanding, especially for beginner learners, because they can grasp the meaning and carry out the instructions correctly without experiencing confusion. For example, in the exercises in Chapter 1 on the theme of introductions, learners are directed with the instructions "وأعدوا استمع أنظر" (look, listen and repeat). These sentences are only short, but also directly direct the action to be taken, without the need for additional interpretation, which shows a strong communicative character in the preparation of learning materials.



**Picture 9:** the language in this book is communicative nature

Fourth, in terms of consistency in the use of terms, this book shows consistency in the use of key terms, such as *wahdah* (units), *mufradat* (vocabulary), and *tadrib* (exercises), which are used uniformly from the beginning to the end of the book. This consistency is important to avoid confusing learners with unnecessary changes in terms. Thus, it can be concluded that the book *al-'Arabiyyah Bayna Yadayk* has met the criteria for linguistic feasibility according to BSNP standards as described by Muslich.[24]

| Unit | Arabic                        | English                              |
|------|-------------------------------|--------------------------------------|
| 1    | أنا، أنت، هو، هي، نحن، هم، هي | I, you, he, she, we, they            |
| 2    | هذا، ذلك، هؤلاء               | This, that, those                    |
| 3    | من، من أين، من أين أنت؟       | Who, from where, where are you from? |
| 4    | أين، أين أنت؟                 | Where, where are you?                |
| 5    | أين، أين أنت؟                 | Where, where are you?                |
| 6    | أين، أين أنت؟                 | Where, where are you?                |
| 7    | أين، أين أنت؟                 | Where, where are you?                |
| 8    | أين، أين أنت؟                 | Where, where are you?                |
| 9    | أين، أين أنت؟                 | Where, where are you?                |
| 10   | أين، أين أنت؟                 | Where, where are you?                |
| 11   | أين، أين أنت؟                 | Where, where are you?                |
| 12   | أين، أين أنت؟                 | Where, where are you?                |
| 13   | أين، أين أنت؟                 | Where, where are you?                |
| 14   | أين، أين أنت؟                 | Where, where are you?                |
| 15   | أين، أين أنت؟                 | Where, where are you?                |
| 16   | أين، أين أنت؟                 | Where, where are you?                |
| 17   | أين، أين أنت؟                 | Where, where are you?                |
| 18   | أين، أين أنت؟                 | Where, where are you?                |
| 19   | أين، أين أنت؟                 | Where, where are you?                |
| 20   | أين، أين أنت؟                 | Where, where are you?                |
| 21   | أين، أين أنت؟                 | Where, where are you?                |
| 22   | أين، أين أنت؟                 | Where, where are you?                |
| 23   | أين، أين أنت؟                 | Where, where are you?                |
| 24   | أين، أين أنت؟                 | Where, where are you?                |
| 25   | أين، أين أنت؟                 | Where, where are you?                |
| 26   | أين، أين أنت؟                 | Where, where are you?                |
| 27   | أين، أين أنت؟                 | Where, where are you?                |
| 28   | أين، أين أنت؟                 | Where, where are you?                |
| 29   | أين، أين أنت؟                 | Where, where are you?                |
| 30   | أين، أين أنت؟                 | Where, where are you?                |

**Picture 10:** Terms of consistency in the use of terms

From the analysis above, it can be concluded that *al-'Arabiyyah Bayna Yadayk* Volume 1 is considered to have met the linguistic feasibility standards according to BSNP, as explained by.[24] In terms of language rules, this book uses the correct *nahwu* and *sharaf* structures, reflecting the use of standard Arabic (*al-fuṣṣḥa*). This is in line with the results of research.[28] which emphasizes the importance of proper syntactic structure in second language learning. The language used is also developmentally appropriate for learners, especially beginners, with simple sentences that are easy to understand. This supports the theory of scaffolding in teaching materials, as explained [29], that language simplification is important to facilitate students' understanding gradually.

From the communicative aspect, the instructions in this book are delivered directly and clearly, such as the command “انظر واستمع وأعد”، which is effective for beginners. This style is in accordance with instructional design principles according to [25] which emphasize the importance of explicit language in multimedia learning. In addition, key terms such as *wahdah*, *mufradat*, and *tadrib* are used consistently throughout the book, thus facilitating the retention of terms by learners. This consistency is in accordance with the findings [30] that the use of uniform terms in language teaching materials supports the formation of stable learning patterns. Thus, the book is linguistically appropriate, both according to national standards and modern learning theories.

#### D. Feasibility of Graphic Display

First, the book cover design. In the aspect of graphic feasibility, book cover design includes several important components, namely cover layout, typography, illustrations, and color composition. Based on the assessment indicators, the cover layout element consists of three main aspects:

In terms of appearance, the layout on the front, back, and sides of the book must have harmony and suitability so as to create an aesthetic impression. The book *Arabiyyah Bayna Yadayk* has met this criterion. The layout is neatly arranged, both on the front that displays the title and main visual elements, the back that lists the publisher's information systematically, and the sides publisher's information systematically, as well as the sides that contain the volume information vertically. The overall layout presents a harmonious, functional and aesthetic appearance.



**Picture 11:** Terms of appearance, the layout on the front, back, and sides of the book

Furthermore, the composition of the elements in the layout, such as the location of the title, author's name, logo, and illustrations, are presented in a proportional and informative manner. The front cover of the book features a title with distinctive Arabic typography that is clear and visually appealing. The author's name is clearly stated, along with the publisher's logo and edition information. Inside the book, the illustrations are quite varied and relevant to the learning theme, such as pictures of people shaking hands in the introduction material, illustrations of families (mothers, fathers, and children) on the theme of al-usrah, as well as professions such as teachers and doctors in the al-'amal material and also apply to other materials.

The cover of this book pays attention to a clear point of view or center of view. The main title written in Arabic calligraphy takes center stage on the front cover, supported by a symmetrical layout that is free of elements that distract from the visual focus. The placement of these elements results in an informative and attractive look, giving potential readers a strong and professional first impression.

Second, the content design of the book. The book content design includes several important aspects, namely content layout, typography, illustrations, font variations, and text organization. Based on the observation of the book Al-'Arabiyyah Bayna Yadayk Volume 1, these aspects have been implemented well.

From the content layout, this book is organized in a structured and systematic manner, starting from the introduction, table of contents, to the presentation of material based on certain themes in each chapter. Each chapter consists of the main dialog (hiwar), followed by a list of vocabulary (mufradat), practice questions, and an explanation of qawa'id (language structure). The placement of titles, subtitles, dialogs, exercises, and illustrations are arranged consistently and visually distinguishable, thus supporting readability and learning flow. In terms of typography, the book uses standard Arabic letters (naskh) that are clear and easy to read. The font size is quite large, especially in the dialog and mufradat sections, making it suitable for beginner-level learners. There is no mixture of fonts that could potentially cause confusion. The choice of black color on a white background also increases the readability of the text significantly.



**Picture 12:** The content layout, this book is organized in a structured and systematic manner



In terms of illustrations, each chapter is equipped with illustrative pictures that are relevant to the theme being discussed, such as the theme of family, home, and food. These illustrations not only serve as a visual complement but also act as an educational medium. strengthen learners' understanding of vocabulary and concepts. Thus, the function of illustrations in this book meets the criteria of pedagogical function, which is educational, clear, and in context. As for the aspect of font variation, there is the use of bold to mark important words such as new vocabulary or terms that need attention. Chapter titles are printed with a larger font size or presented in a framed box, thus visually distinguishing them from other content and making it easier to navigate the contents of the book.

Finally, in terms of text organization, the presentation of the material is arranged from right to left, in accordance with the rules of Arabic writing. The text is presented with enough space between lines (leading), so that it does not appear dense and remains comfortable to read. The exercises are arranged in a variety of ways, ranging from open questions, multiple choice, sentence completion, to word matching, each of which is given a proportional distance between questions.



**Picture 13:** Documentation of the Explanation above

Third, book size design. The feasibility of book graphics is also influenced by the selection of book sizes that are in accordance with international standards. The book size used in the preparation of teaching materials ideally refers to ISO provisions, with the general sizes used being A4 (210 x 297 mm), A5 (148 x 210 mm), and B5 (176 x 250 mm). The Arabiyyah Bayna Yadayk book uses the B5 size, which is 176 x 250 mm, which the selection of this book size is in accordance with the applicable provisions and supports the aspects of graphic feasibility according to the established standards.



**Picture 13:** Book size design

From the analysis above, Al-'Arabiyyah Bayna Yadayk Volume 1 shows decent graphic quality in terms of cover design, content, and size. The front, back, and side cover layouts are harmoniously and proportionally arranged, displaying visual elements such as the title, author's name, and publisher's logo with a clear center of view. The title in calligraphic Arabic typography creates visual appeal as well as the book's identity. The content design is also neatly organized, starting from the introduction, table of contents, dialog, mufradat, to exercises. Standard Arabic (naskh) typography is used with sizes suitable for beginners, plus visual variations such as bold for

important terms. Illustrations are presented thematically and educationally, reinforcing students' understanding of vocabulary and context, in line with Mayer dan Fiorella (2022) [25] that appropriate verbal and visual combinations in textbooks enhance information absorption and long-term understanding.

In terms of size, the book uses the B5 format (176 × 250 mm), which complies with ISO standards and is ideal for use in teaching materials because it is portable and comfortable to read. This size also supports readability and learning functions. Graphic design principles according to [31] emphasize the importance of compatibility between visual form, function, and user perception [89] the quality of textbooks. Research [32] also shows that the cover design and the right book size can increase students' interest in reading and trust in the content of the book. And emphasize that illustrations in textbooks must have an educational function, not just aesthetics. Thus, it can be concluded that the book *Al-'Arabiyyah* Bayna Yadayk has met the overall grammatical feasibility, both in terms of aesthetics, structure, and contribution to the learning process.

#### Quality Management of Teaching Materials at Atsaamenah Lil Arabiyyah Course Institute

One important aspect in ensuring the quality of the learning process in course institutions is the quality management of teaching materials that are aligned with content standards. Januar, [33] states that the standard reference for course and training institutions is guided by the National Education Standards (SNP) which have been regulated in Government Regulation of the Republic of Indonesia Number 32 of 2013 as an amendment to PP Number 19 of 2005. The National Education Standards consist of eight main components, namely content standards, graduate competency standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. all eight standards must be met in the implementation of education in each educational unit.

Content standards serve as a frame of reference in determining the basic competencies, subject matter, and scope of learning that must be delivered to students. Content standards is one of the important components in organizing education in courses and training institutions, which consists of the scope of learning materials and the level of competence that must be achieved. Therefore, teaching materials developed in course institutions must meet these standards so that the learning process runs effectively and efficiently.

The following aspects contained in the content standards refer to the National Education Standards (SNP):

##### A. Scope of Material

There are several aspects that must be met by course and training institutions in the scope of the material:

First, "Courses and training programs should have core learning materials and supporting materials".

Based on interviews with the course director, the following data was obtained:

Data: "Yes, there is core material and supporting material. The core material comes from the main source of teaching materials used in the course, namely the book *Al-'Arabiyyah bayna yadayk*, and there is also supporting material. The core material covers the development of four language skills: listening, speaking, reading, and writing. There are also linguistic elements such as vocabulary (mufradat), grammatical structures (at-tarakib an-naḥwiyyah), and assessments in the form of competency tests for each skill. The supplementary materials include a specialized dictionary compiled separately for

each volume, an exercise book, a reading book, and audio and visual learning media.” (Fakhri, 2025)

The teaching material used in the Atsaamenah Lil Arabiyyah course is the book *Al-'Arabiyyah baina yadaik*. This book has become one of the main references in teaching Arabic in various educational institutions in Indonesia, given its high level of popularity and systematic arrangement of material for foreign speakers. In this course, the book *Al-'Arabiyyah Baina Yadayk* is used as the main source (core material) as well as supplemented with supporting material. This book is the work of Dr. Abdurrahman bin Ibrahim al-Fuzan, Ustadz Mukhtar ath-Thohir Hussein, and Ustadz Muhammad Abdul Khaliq Muhammad Fadl. The structure of the book is divided into four levels with a total of eight volumes.[34]

The core material in this book includes the development of four language skills (al-mahārāt al-lughawīyyah), namely: *istimā'* (listening), *hiwar* (dialoguing), *qira'ah* (reading), and *kitābah* (writing). In addition, there are also linguistic elements such as *mufradāt* (vocabulary), *at-tarākīb an-nahwiyyah* (grammatical structure), and *ikhtibārāt* (evaluation in the form of competency tests for each skill). Meanwhile, the supporting materials that accompany this book include specialized dictionaries compiled separately for each volume, exercise books, *dhālā'ah* books, as well as audio and visual learning media. This material preparation structure is in line with the theory put forward by Al-Qasimi, which states that Arabic textbooks are not enough to contain only the main material, but also need to be accompanied by various additional components in the form of supporting materials and other thematic materials that can enrich the learning process.[34]

As revealed by Eddy Wibowo in Rini Dwi Sutis (2013), a good textbook ideally fulfills a number of important criteria, including the aspects of the content of the learning material, the method of presentation, the use of language and the level of readability, and the graphical elements. In this context, the book *Al-'Arabiyyah Bayna Yadayk* is considered to have met these criteria. As explained in the article (Prananingrum & Nurhuda),[35] the *Al-'Arabiyyah Bayna Yadayk* book is in accordance with the standards of a good textbook, in terms of material, learning objectives, themes presented, delivery strategies, and language suitability with the ability level of students. In fact, this book has also met the CEFR (Common European Framework of Reference for Languages) standards at the B1 and B2 levels, which shows the suitability of the content to the intermediate level of foreign language competence. In line with that, the results of research in the study (Pahlefi)[36] show that from the aspect of writing and material structure, this book meets the criteria as an Arabic textbook that is suitable for non-Arabic speakers. Based on Ali Al-Qasimi's theory, this book as a whole has covered the basic material components completely, and most of the supporting material has also been fulfilled.

This assessment is further strengthened by the findings in a study (Auliya Arden & Febri Priyoyudanto)[37] which states that the book *Al-'Arabiyyah Bayna Yadayk* is a comprehensive guide to learning Arabic. The book is designed to be used by various groups, ranging from basic to advanced levels, and covers four main skills in Arabic: *istimā'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitābah* (writing). The advantages of this book can be seen in three main aspects: the completeness of the material, the active role of the teacher, and the participation of students in the learning process.

Based on the description above that refers to various findings and analysis, the book *Al-'Arabiyyah Bayna Yadayk* can be categorized as teaching material that is suitable for use in various educational institutions, including the Atsaamenah Lil Arabiyyah Course Institute, which has implemented it as core material as well as supporting material in the Arabic language learning process.

Second, "Courses and training programs must have a curriculum structure and its determination".

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Based on the results of interviews with the course director, the following data was obtained:

Data: "Has a curriculum structure and its implementation, and the curriculum refers to the Arrayah curriculum. The curriculum structure of this course consists of: first, the type of program, this course is an online and offline course with 200 online participants and 50 offline participants, and the main focus of this course is on achieving mastery of maharah kalam. Second, the course is divided into two levels: Level 1 and Level 2. Before participants are placed in a specific level, they take a placement test to assess their initial abilities. Level 1 is designed for beginners, covering material from the book Wahdah 1 Volume 1 up to the final exam, while Level 2 is intended for participants who have passed Level 1, covering material from Wahdah 5 to Wahdah 8. The three competency standards and basic competencies in this course refer to the learning materials from the Al-'Arabiyyah Bayna Yadayk textbook. The total weight and learning hours for this course are one month per batch, with a total of 12 sessions. Classes are held four times a week, from Monday to Thursday at 8:00–9:00 PM WIB. In the fourth week, an exam is conducted to evaluate participants' progress and eligibility over the course of one learning cycle." (Fakhri, 2025)

The curriculum structure consists of several elements, namely:

1. Type of Program. Atsaamenah Lil Arabiyyah is an Arabic language course program organized through online and offline learning systems. Currently, the program has 200 online participants and 50 offline participants. The curriculum used refers to the Ar-Rayyah curriculum with the main focus on the achievement of speaking skills (maharah kalam). However, other skills such as listening (istima'), reading (qira'ah), and writing (kitabah) are also taught as part of comprehensive learning.
2. Levels. This program is divided into two levels, namely Level 1 and Level 2. Before placing participants at a certain level, a placement test is held to measure the initial ability of participants and determine the appropriate level.
  - Level 1 is intended for beginner participants (from zero), with learning targets using Wahdah 1 Volume 1 books until the implementation of the final exam.
  - Level 2 is intended for participants with higher abilities, after passing the exam from Level 1, with teaching materials from Wahdah 5 to Wahdah 8.
3. Competency Standards and Basic Competencies Reference sources and learning materials. The teaching material used is the book Al-'Arabiyyah Bayna Yadayk, which has been described previously as one of the comprehensive and appropriate textbooks for non-Arabic speakers.

#### a) Level 1

Tabel 1. Competency Standards

| Skills   | Basic Competencies   |
|----------|--|
| Mufradat | 1. Students can read Mufrodat well.<br>2. Students can understand Mufrodat well. Mufradat Hiwar<br>3. Students know Murodif, Jamak, Dhiddu on each Mufrodat.<br>4. Students memorize Mufrodat Jadidah. |
| Hiwar    | 1. Students can read hiwar well.<br>2. Students can understand hiwar well.<br>1. Students memorize hiwar memorization.   |

|                        |  |
|------------------------|--|
| Qawaid (Uslubul Kalam) | <ol style="list-style-type: none"> <li>1. Students can understand uslub well.</li> <li>2. Students can practice the qowaid by making it on the number of mufidah.</li> </ol> |
| Evaluation             | <ol style="list-style-type: none"> <li>1. Students can complete all the exercises in the module with tutor guidance.</li> </ol>  |

#### b) Level 2

**Tabel 2.** Basic Competencies

|                    |  |
|--------------------|--|
| Basic Competencies | <ol style="list-style-type: none"> <li>1.1 Students can pronounce conversations and vocabulary related to the THEME correctly.</li> <li>1.2 Students can memorize the given vocabulary related to the THEME. (at least 50% of the total mufrodah).</li> <li>1.3 Students can recall the material from the hiwar that has been learned. (answer the questions in each hiwar)</li> <li>1.4 Students can match the questions and answers in each exercise.</li> <li>1.5 Students can have a basic understanding of the number of ismiyah.</li> <li>2.1 students can repeat the conversations and vocabulary read by the teacher with good and correct pronunciation</li> <li>2.2 Students can recreate the taroqib of the sum based on the examples provided.</li> <li>2.3 Students can apply the given mufrodah to a new mufidah numeral independently.</li> <li>2.4 Students can make ismiyah sums related to the THEME.</li> </ol> |
|--------------------|--|

4. Total weight and learning hours. Each batch lasts for one month and consists of 12 meetings. Meetings are scheduled four times a week (Monday to Thursday) at 20.00-21.00 WIB. In the fourth week, an exam is conducted to evaluate the participants' eligibility and progress during the learning cycle.

Based on the explanation above, the curriculum structure implemented by Atsaamenah Lil Arabiyyah course institution has been aligned with the provisions of the National Education Standards (SNP) listed in Government Regulation of the Republic of Indonesia Number 32 of 2013 as an amendment to Government Regulation Number 19 of 2005.<sup>[38]</sup> This is mainly related to the fulfillment of components in the Content Standards, which include program planning, learning levels, learning resources, and student learning loads.

#### B. Competency Level

There are several aspects that must be fulfilled by course and training institutions within the scope of competency levels:

First, "Courses and Training programs should have documents or <sup>27</sup>data on the achievement of learner competencies, the achievement of Learner competencies, pass the competency test 90%-100%".

Based on the results of interviews with the course director, the following data was obtained:



Data: "Data on student competency achievement is presented in the form of certificates. Each batch has an average of 15 participants, and only 5 to 6 participants graduate at the end." (Fakhri, 2025)

In the Atsaamenah Lil Arabiyyah course, the competency achievement data document is realized in the form of a syahadah or certificate, the syahadah contains information about the final score, the competency achievements of the participants during one training period, and includes the predicate of graduation and a description of passing or not passing as a form of final evaluation of the learning process. Evaluation is an important process to determine the extent to which learning objectives have been achieved. One of the tangible forms of the evaluation process is the existence of learning documents or competency achievements such as shahadah or graduation certificates. This is in line with the opinion Tyler [39] which states that "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction", according to Tyler, the shahadah is not only administrative, but has a pedagogical function as a formal representation of the results of the evaluation of the achievement of educational goals. Based on interview data from a total of 15 course participants, only 5 and 6 people passed until the end, this shows that the graduation rate of participants only reached around 33-40%, indicating that the Atsaamenah Lil Arabiyyah course has not met the ideal standard of competency achievement or far below the ideal standard set participants declared passed the competency test. These which is 90-100% shows that in the aspect of quality results, the institution has not met the maximum competency target. This low pass rate indicates that the course implementation has not fully met quality standards, particularly in terms of learning outcomes. Several key factors contributing to the low pass rate include a mismatch between participants' learning styles and the teaching approach used, participants' cognitive maturity levels that do not yet support optimal mastery of the material, and limited learning time allocation. These findings indicate gaps in achieving maximum competency targets, which need to be addressed immediately through a comprehensive evaluation and improvements to teaching strategies and quality management of instructional materials at the institution.

Secondly, "Courses and Training programs should apply tiered competency qualifications in every learning that is carried out".

Based on interviews with the course director, the following data was obtained:

Data: "This course consists of two levels, namely Level 1 and Level 2. Level 1 starts from scratch (beginner) with basic material covered in Wahdah 1-4, followed by an exam. Level 2 is the advanced level that follows after passing the exam, covering material from Wahdah 5-8. Following that, students will study Nahwu Shorrof. If they master both aspects well and are deemed qualified, participants will also be guided to learn to read the Quran fluently." (Fakhri, 2025)

In the Atsaamenah Lil Arabiyyah course, competency qualifications are divided into two levels, namely level 1 and level 2. Level 1 is the basic or beginner level, which focuses on introducing basic Arabic language skills, with material coverage from units 1 to 4 in the book Arabiyyah bayna Yadayk. Level 2 is the advanced level, covering more complex learning materials, including Units 5 to 8, as well as the study of grammar rules (nahwu), morphology (sharaf), and the enhancement of Quranic reading skills in greater depth. This level division indicates that the Atsaamenah Lil Arabiyyah course has adopted a tiered approach to learning, tailored to the competency achievements of the students. This approach aligns with the perspective Sadat that emphasizes that curriculum content formulation must consider the students' ability levels and educational stages, both in terms of scientific knowledge and learning experiences. [40]



Third, "Courses and Training programs must have a clear percentage ratio of the proportion of theory and practice, the proportion of theory and practice: 70%-90% practice, 10%-30% theory".

Based on interviews with the course director, the following data was obtained:

Data: "The ratio used in this course is 70% practice and 30% theory." (Fakhri, 2025)

In the Atsaamenah Lil Arabiyyah course, the learning proportion is divided into 30% theory and 70% practice. The Atsaamenah Lil Arabiyyah course emphasizes hands-on learning such as conversation practice (hiwar), listening practice, and everyday oral communication. This approach indicates that the Atsaamenah Lil Arabiyyah course places greater emphasis on developing participants' practical competencies, not merely passive knowledge acquisition, but the ability to actively and communicatively use the Arabic language in real-world contexts. This finding aligns with the results of a study Ahmad that examined the vocational education system in Jakarta through the implementation of a dual system a learning model that integrates education in educational institutions with practical, hands-on learning in the workplace. In this approach, the ideal learning composition is 30% theory in the classroom and 70% practice in a real work environment. Ahmad emphasizes that this proportion is effective in developing functional skills and character in students, as they not only understand the material conceptually but also apply it in concrete situations that require adaptive, collaborative, and problem-solving skills.[41]

Thus, the 70% proportion of practice in this course is not merely a methodological strategy, but also a concrete application of competency-based education theory that emphasizes learning outcomes that are applicable and relevant to the needs of participants. This approach also reflects the institution's response to the characteristics of course participants, the majority of whom are non-formal learners who need contextual learning that is quickly felt and can be directly applied in everyday life.

Fourth, "Course and training programs should have a course and training calendar. It has a course and training program calendar equipped with a Decree (SK) signed by the Head of the Institution".

Based on the results of an interview with the course director, the following data was obtained:

Data: "Yes, there is an academic calendar that is used to organize the learning schedule." (Fakhri, 2025)

The Atsaamenah Lil Arabiyyah course has a course and training calendar, which serves as a structured guideline that regulates the schedule of learning activities so that the learning process becomes more focused and efficient in accordance with the available time allocation. This aligns with the view Karri that a well-structured curriculum provides a clear learning pathway for students, guiding them through logical development of knowledge and skills.[42] This curriculum outlines the sequence of topics, concepts, and activities that students need to master, ensuring a comprehensive and systematic approach to learning. This structured curriculum can be realized in the form of a systematic course calendar.

In the Atsaamenah Lil Arabiyyah course, the course calendar reflects the direct implementation of Karri's structured curriculum principles. This calendar maps out in detail when specific material is taught, how long each topic is discussed, when evaluations are conducted, and when additional training is provided. Thus, the course calendar is not merely an administrative document but a tangible manifestation of a well-planned and quality-oriented curriculum. This calendar supports the creation of a structured and consistent learning environment and ensures that each participant can develop their competencies optimally through a well-designed learning pathway.

Fifth, "The Course and Training Program should socialize the course and training calendar".

Based on interviews with the course director, the following data was obtained:

Data: "Yes, this course includes socialization activities for the education calendar, which are disseminated through the Instagram platform." (Fakhri, 2025)

The Atsaamenah Lil Arabiyyah Course conducted a socialization of the course calendar using electronic media, specifically through Instagram. The selection of Instagram as the medium for disseminating the course calendar was based on considerations of accessibility and the wide reach of information, enabling effective outreach to participants and potential participants from various backgrounds. This aligns with the view (Hidayat et al) that policy dissemination in the field of education serves as a means to inform the general public about the content of policies, which can be implemented through print or electronic media to reach a wide and effective audience. Instagram is one of the most popular social media platforms widely used by various segments of society, particularly the younger generation. By utilizing Instagram, information about course schedules can be communicated visually, attractively, and easily accessible at any time by both participants and potential participants of the course.

This not only increases audience engagement, but also strengthens the effectiveness of institutional policy communication. The strategy of promoting the course calendar through Instagram at Atsaamenah Lil Arabiyyah is not merely a form of modernizing communication media but also a concrete implementation of the principles of inclusive, adaptive, and effectiveness-oriented policy communication, as emphasized by (Hidayat et al). This approach strengthens institutional information management and fosters transparency and accountability in the overall implementation of the course program.

**Tabel 3.** Comparison table between SNP indicators and field data results at Atsaamenah lil arabiyyah institution

| SNP Indicators (Gov. Regulation No. 32/2013)  |   | Field Findings at Atsaamenah   | Compliance Status |
|---|---|--|-------------------|
| Availability of core and supplementary teaching materials                             | ✓ | Uses Al-'Arabiyyah Bayna Yadayk books + separate dictionaries, exercise books, muṭāla'ah books, and audio-visual media | Compliant         |
| Curriculum structure includes program, level, competency standards, and learning load | ✓ | Offers both online and offline programs; two levels; refers to Ar-Rayyah curriculum; structured class hours            | Compliant         |
| Achievement documentation showing 90–100% learner graduation                          | X | Certificates available, but only 33–40% graduation rate  | Non-Compliant     |
| Application of tiered competency qualifications                                       | ✓ | Two levels (beginner and advanced); placement based on initial test  | Compliant         |
| Theory to practice ratio of 10–30% : 70–90%   | ✓ | Ratio implemented is 30% theory : 70% practice   | Compliant         |
| Availability of official training and course calendar (SK)                            | ✓ | Structured training calendar is available  | Compliant         |

|  |                                  |           |
|--|----------------------------------|-----------|
| Dissemination of training calendar through media | ✓ Disseminated through Instagram | Compliant |
|--|----------------------------------|-----------|

## CONCLUSION AND IMPLICATIONS

The main teaching material used at Atsaamenah Lil Arabiyyah Course Institution, namely the book *Al-'Arabiyyah Baina Yadayk* volume 1, has met the quality standards of teaching materials based on four aspects of assessment from the National Education Standards Agency, namely the feasibility of content, presentation, language, and graphic appearance. In terms of content, the material in this book is relevant to the needs of beginner learners, covers practical daily themes, and is supported by supporting materials such as dictionaries, practice questions, and audio-visual media. The presentation of the material is organized systematically and gradually, with consistency in structure and support for educational illustrations. Linguistically, this book uses fluent Arabic that is in accordance with the rules of *nahwu* and *sharaf*, communicative, and in accordance with the developmental level of the participants. Meanwhile, from graphical side, this book has a neat visual appearance, easy-to-read typography, and illustrations that function as support for understanding, not just decoration.

In addition to meeting the eligibility of textbooks, this institution has also fulfilled the aspects of teaching material quality management in accordance with the Content Standards in the National Education Standards (SNP) as stated in Government Regulation of the Republic of Indonesia Number 32 of 2013, which is an amendment to PP Number 19 of 2005, which includes the scope of material that includes core and supporting material, as well as management of tiered levels of competence. The curriculum is organized based on the level of learning, with a proportional distribution of theory and practice time and an evaluation system and certification of competency achievements. However, in terms of quality results, there are still significant weaknesses as indicated by the low pass rate of participants, which only reaches 33-40%, far below the ideal standard of 90-100%. This indicates that although the quality management of teaching materials has been designed according to standards, its implementation has not been fully optimized. This research makes a new contribution to the study of the quality of non-formal education, especially in the aspect of teaching materials, and recommends further evaluation of the effectiveness of teaching materials in improving the learning outcomes of course participants.

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