

Analysis of Arabic Textbooks in Character Education Curriculum Framework K13

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Article History	ABSTRACT
Received 31-07-2023: Accepted: 29-08-2023: Published: 02-12-2023:	<p>Background: Textbooks are books that contain knowledge that is the result of an analysis of the curriculum in written form to achieve the desired learning objectives. However, in several textbooks, problems were found that the contents of the books were not following the curriculum content standards and textbook standards. Therefore, it is necessary to analyze the contents of Arabic textbooks.</p> <p>Purpose: This research is to analyze the Arabic language textbooks of Madrasah Aliyah based on the K13 character education framework.</p> <p>Method: The method used in this study is a literature study. As for data analysis, the authors used content analysis techniques based on the realm of spiritual attitudes, the realm of social attitudes, the realm of knowledge, and the realm of skills as stated in the 2013 curriculum.</p> <p>Results and Discussion: The results of the analysis of the qira'ah material Chapter II Arabic language textbooks for class XI Madrasah Aliyah in odd semesters show that in the material entitled <i>al hayah as shihyiyah</i> there is knowledge value in the form of scientific integration. Skill value, students have skills in combining knowledge between health sciences and Islamic religious knowledge. The value of a spiritual attitude, namely being good at being grateful, and a social attitude, namely by maintaining, setting an example, and inviting others to always apply a healthy lifestyle in life.</p> <p>Conclusions and Implications: Arabic textbook by H.D. Hidayat class XI is following the Core Competencies and Basic Competencies formulated in the 2013 General Curriculum. The implications of the results of this analysis are in the form of interpretations that can be used as additional explanations in learning Arabic.</p>
Keywords:	<i>Textbooks; Arabic; Content analysis; Curriculum 2013</i>
	ABSTRAK
	<p>Latar Belakang: Buku teks adalah buku yang berisi ilmu pengetahuan yang merupakan hasil analisis terhadap kurikulum dalam bentuk tertulis untuk mencapai tujuan pembelajaran yang diinginkan. Akan tetapi dalam beberapa buku teks ditemukan masalah isi buku yang tidak sesuai dengan standar isi kurikulum dan standar buku teks. Oleh karena itu diperlukan analisis terhadap isi buku teks bahasa Arab.</p> <p>Tujuan: Penelitian ini untuk menganalisis buku teks bahasa Arab Madrasah Aliyah berdasarkan kerangka pendidikan karakter K13.</p> <p>Metode: Metode yang digunakan dalam kajian ini adalah studi literatur. Adapun dalam analisis data, penulis menggunakan teknik analisis isi berdasarkan ranah sikap spiritual,</p>

ranah sikap sosial, ranah pengetahuan, dan ranah keterampilan sebagaimana yang tercantum dalam kurikulum 2013.

Hasil dan Pembahasan: Hasil analisis terhadap materi qira'ah Bab II buku ajar bahasa Arab Madrasah Aliyah kelas XI semester ganjil menunjukkan bahwa pada materi yang berjudul al hayah as shihiyah terdapat nilai pengetahuan berupa integrasikan keilmuan. Nilai keterampilan, peserta didik memiliki keterampilan dalam menggabungkan keilmuan antara ilmu kesehatan dengan ilmu agama Islam. Nilai sikap spiritual, yaitu pandai bersyukur dan sikap sosial yaitu dengan menjaga, mencontohkan, dan mengajak orang lain agar selalu menerapkan pola hidup sehat dalam kehidupan.

Kesimpulan dan Implikasi : Buku teks bahasa Arab karangan H.D. Hidayat kelas XI telah sesuai dengan Kompetensi Inti dan Kompetensi Dasar yang dirumuskan dalam Kurikulum 2013. Implikasi dari hasil analisis ini adalah berupa interpretasi yang dapat dijadikan sebagai penjelasan tambahan dalam pembelajaran bahasa Arab.

Kata Kunci

Buku Ajar; Bahasa Arab; Analisis Isi; Kurikulum 2013



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INTRODUCTION

The challenge faced in the world of education in the current era is that education should be able to produce outputs that have complete competence, which includes knowledge, skills, and attitude competencies. One of the educational curricula that can accommodate the achievement of these competencies is the 2013 curriculum (K13). It is a competency-based curriculum by strengthening the process of teaching and learning activities and authentic assessments[1] to fully achieve the three competencies above.

The learning objectives in the 2013 curriculum (K13) are to produce creative, productive, innovative, and effective people through strengthening attitudes, skills, and knowledge. [2] So the approach used in the learning process is to use a scientific approach, namely learning that encourages students to be capable of observation, reasoning, testing, communication, and data collection. [3] This is based on the awareness that the development of science and life in the present century has experienced a shifting paradigm compared to the previous era, which was the age of information, communication, competition, and computing. [4]

In secondary education, the 2013 curriculum structure consists of compulsory subjects and elective subjects. Compulsory subjects are subjects that must be taken by all students at the senior high school level. Meanwhile, the elective subjects for Senior High Schools and Madrasah Aliyah are different from the elective subjects for Vocational High Schools. For Senior High Schools and Madrasah Aliyah the elective subjects are academic, while for Vocational High Schools the elective subjects are academic and vocational. [5]

Referring to the structure of the 2013 curriculum (K13), Arabic is positioned as an elective subject for Madrasah Aliyah. To achieve the goals of learning Arabic, textbooks are needed. Because he plays an important role in learning in the classroom. In that process, textbooks are very strategic material for students to learn so that the curriculum's instructional objectives are achieved.

In the teaching and learning process, there can be direct learning interactions, where the interactions are carried out in class by students with students and students with teachers. In addition, there is also indirect learning interaction between learning subjects, and can be done anywhere as long as students want to do it. In the learning model without direct interaction with the teacher, the role of textbooks becomes very important and primary as a source and media in

conveying material and knowledge in textbooks. Textbooks play a quite vital and substantial role in the achievement of learning objectives.

Textbooks within the framework of achieving curriculum targets can be categorized as second teachers for students. Due to their strategic role in achieving the curriculum, textbooks must be prepared systematically and integrated with the curriculum development, planning, and evaluation process. The suitability of textbooks with the curriculum implemented in schools is an obligation that must be fulfilled in making textbooks.

However, in the circulating news there were findings of textbooks that were not following the curriculum content standards and textbook standards. Starting from the level of readability of textbooks, the proportion of writing, graphic design, and images to the findings of textbooks that are suspected of containing negative content that is contrary to religious and moral norms, such as the case of textbooks that contain radicalism, pornographic elements, and radical content and have not following the rules and standards of curriculum content. The problems that arise are related to character education so it is implicitly necessary to have an analytical study that can unravel these problems. Meanwhile, the curriculum that integrates character education is the 2013 curriculum.

Based on the above background, the writer is interested in conducting a content analysis study by choosing the XI Class XI Madrasah Aliyah Arabic textbook as the object of her research and the 2013 curriculum as a reference for her analysis. The hope is to find out material content that is not appropriate and needs to be revised and can be input for book writers and publishers to publish textbooks that are good, proper, quality, and following the 2013 curriculum.

In this study, the authors focus on examining aspects of the content (content analysis) of the Arabic language textbooks of Class XI Madrasah Aliyah in terms of the four core competencies of the 2013 curriculum, which include spiritual attitudes, social attitudes, knowledge, and skills. This content analysis method is used by the author to explore and analyze the contents of the first-semester qira'ah in the textbook.

LITERATURE REVIEW

1. Analysis of Arabic Textbooks

The analysis is comparing two things or variable values intending to know the ratio or difference, describing or solving a whole, into smaller parts or components so that conclusions can be drawn. [6]

In the Big Indonesian Dictionary, analysis is defined as the breakdown of a subject into its various parts and the study of the parts themselves and the relationships between the parts to obtain a proper understanding and understanding of the meaning of the whole. [7]

Analysis can also be defined as the decomposition of a complete information system into its parts to identify and evaluate problems, obstacles, and opportunities that occur as well as the desired needs so that improvements can be proposed. Whereas in linguistics, analysis is the study of language to examine the structure of a language in depth. [8]-[9]

Books as teaching materials (teaching books) are books that contain knowledge that is the result of an analysis of the curriculum in written form. [10] Textbooks are written using simple, interesting language, accompanied by descriptions, pictures, book contents, and bibliography. It is also called a textbook which contains descriptions of subject matter which are arranged systematically and have been selected based on learning orientation, student development, and specific goals. This book is very helpful for learning subjects in deepening knowledge according to the field of study studied.

Textbooks will be born from a lesson plan made by the teacher. In principle, all books can be used as textbooks for students, it's just that what distinguishes textbooks from other books is the way they are arranged because they are based on the learning needs that students want and have not been mastered by students properly. Its development is also based on the concept of learning design which is based on a competency or to achieve learning objectives. Even in writing textbooks, teachers need many sources such as reference books, newspapers, magazines, and also the results of discussions in seminars. The ability to write and develop main ideas from a textbook will train teachers to think comprehensively about what students want to achieve. [11]

Based on the above definition, the authors conclude that textbooks are books that contain knowledge or a set of material that is arranged systematically referring to the curriculum used to meet student learning needs and is developed based on competence to achieve the desired learning goals.

Talking about textbooks cannot be separated from the concept of teaching materials, because it is one type of teaching material. Teaching materials are a set of materials that are arranged systematically both written and unwritten teaching materials to create an atmosphere that allows students to learn. [12]-[13]

Essentially textbooks occupy an important position in the learning process for both teachers and students. Because the teacher will have difficulty increasing the effectiveness of learning without teaching materials. Likewise, students will encounter obstacles without textbooks. So we need the scope or scope of textbooks that can facilitate teachers and students in learning.

So that what is meant by the analysis of Arabic textbooks in this study is the analysis and study of the parts contained in the Arabic textbooks for class XI Madrasah Aliyah published by the Ministry of Religion. To identify, evaluate, and demonstrate the relationship between the textbook and the 2013 curriculum.

2. Curriculum 2013

A curriculum is a plan that guides the process of learning activities. According to Law Number 20 of 2003 concerning the National Education System, curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. [14] Referring to this understanding, there are two dimensions of the curriculum. The first is the plan and arrangement regarding objectives, content, and learning materials. The second is the method used for learning activities.

Meanwhile, the 2013 Curriculum (K13) is a curriculum that integrates skills, themes, concepts, and topics both in the form within single disciplines, across several disciplines, and within and across learners. [15] In another editorial, it is an integrated curriculum is a concept that can be said as a learning system and approach that involves several disciplines or subjects to provide meaningful and broad experiences to students. This curriculum is used as a reference for all subjects including learning Arabic.

The essence of the 2013 Curriculum (K13) is an effort to simplify and have thematic and integrative characteristics. [16] It is intended that students have better abilities in observing, reasoning, interviewing, and communicating what they get after receiving the subject matter.

Curriculum 2013 (K13) aims to produce Indonesian people who are productive, creative, innovative, and effective, through strengthening integrated attitudes, skills, and knowledge. [17] In this case, curriculum development is focused on building the competence and character of students, in the form of guides to knowledge, skills, and attitudes that students can demonstrate as a form of understanding of the concepts they learn contextually. [18] In other words, the goal of developing the 2013 curriculum (K13) is to produce Indonesian people who are competent in any

way, be it creative, effective, productive, knowledgeable and the most prominent in developing the 2013 curriculum is in terms of attitude or character.

METHOD

The approach used in this study is a qualitative approach to the type of literature research. According to Zet, the literature study method is a series of activities related to methods of collecting library data, reading, taking notes, and managing research materials. [19]-[20] Meanwhile, in the data collection process, the writer uses the documentation method. This method is used to find data about things or variables in the form of notes, books, transcripts, magazines, newspapers, and so on. [21] As for data analysis, the author uses content analysis techniques to explore qira'ah Chapter II about al hayah as shihiyah in odd semester XI Arabic textbooks published by the Ministry of Religion based on the realm of spiritual attitudes, the realm of social attitudes, the realm of knowledge, and the realm of skills as stated in curriculum 2013.

RESULT AND DISCUSSION

1. Arabic in the Framework of Character Education K13

The basic framework of the Madrasah curriculum is a philosophical, sociological, psychopedagogical, and juridical foundation that serves as a reference for the development of curriculum structures, including the 2013 curriculum (K13). Whereas the structure of the Madrasah curriculum is the organization of core competencies, subjects, learning load, and basic competencies in each Madrasah.

In line with the philosophy of educational progressivism, Core Competency is like a ladder that students must climb to arrive at graduate competence. Core Competency increases with the increasing age of students which is expressed by increasing grades.

Core Competencies are not to be taught but to be formed through learning various basic competencies from several subjects. [22] In this case, the subject is positioned as a source of competence. Whatever is taught in certain subjects at certain grade levels, the result is the Core Competencies that must be possessed by students at related grade levels. Subjects must comply with the Core Competencies that have been compiled. Therefore, all subjects taught in that class must contribute to the formation of Core Competency.

Core Competencies will charge each subject what it can provide in forming the competencies possessed by students. [23] Core Competency is analogous to binding various basic competencies that must be produced by studying each subject and functions as a horizontal integrator between subjects. In this context, core competencies are independent of subjects because they do not represent specific subjects. Core competencies function as basic competency-organizing elements. [24] As an organizing element, Core Competency is a tie between vertical organization and horizontal organization of basic competencies.

The vertical organization of basic competencies is the relationship between the basic competencies of one class and the class above so that it fulfills the learning principle, namely that there is a continuous accumulation of competencies learned by students. The horizontal organization is the link between the basic competencies of one subject and the basic competencies of different subjects in the same class so that a mutually reinforcing process occurs. The structure of the 2013 curriculum (K13) for Arabic subjects that will be achieved by students at the Madrasah Aliyah level in class XI in the odd semester is contained in the Core Competencies and Basic Competencies listed in the following table.

Table 1. Arabic Core Competencies and Basic Competencies

Class XI Odd Semester Madrasah Aliyah

Core Competencies	Basic Competencies
1. Live and practice the teachings of the religion they adhere to	1.1 Grateful for the opportunity to learn Arabic as the language of international communication which is embodied in the spirit of learning
1. Living and practicing honest, disciplined, responsible, caring (cooperation, cooperation, tolerance, peace) behavior that is polite, responsive, and proactive and shows attitude as part of the solution to various problems in interacting effectively, socially, and naturally and in placing oneself as a reflection of the nation in the association of the world	1.1 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends 1.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends 1.3 Demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication
2. Understand, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems	3.1 Identify the sounds of Arabic words, phrases, and sentences related to: آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام both orally and in writing 3.2. Pronounce Arabic words, phrases and sentences related to : آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام 3.3 Finding meanings or ideas from utterances of Arabic words, phrases, and sentences related to: آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام both orally and in writing 3.4 Make a simple analysis of linguistic elements, text structure, and cultural elements of the text related to the topic: آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام appropriate to the context of the use
3. Processing, reasoning, presenting, and creating in the realm of concrete and abstract realms related to the development of what one learns at school independently, and acts effectively and creatively, and can use methods according to scientific principles	4.1 Carry out simple dialogues in context appropriately and fluently on the following topics: آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام by paying attention to linguistic elements, text structure, and cultural elements correctly and in context

Core Competencies	Basic Competencies
	<p>4.2 Convey simple verbal information about:</p> <p style="text-align: center;">آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام</p> <p>by paying attention to linguistic elements, text structure, and cultural elements correctly and in context</p> <p>4.3 Compile simple spoken and written texts to reveal information related to the topic:</p> <p style="text-align: center;">آمال المراهقين والصحة: الرعاية الصحية؛ النظافة في الإسلام</p> <p>by paying attention to linguistic elements, text structure and cultural elements correctly and in context</p>
Grammar:	<p style="text-align: center;">أن و الفعل الفاعل والمفعول به؛ النعت المفرد والإضافة المعنوية والمقارنة بين التركيبين</p>

2. Anatomical Structure of Madrasah Aliyah Arabic Language Textbooks

The Arabic language coursebook for Madrasah Aliyah published by the Ministry of Religion has the full title Arabic Language Scientific Approach to the 2013 Curriculum. This textbook was compiled by Devi Afriyanto, Masrukin, and H.D. Hidayat. This book was published in 2015 by the Directorate of Madrasah Education, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. [25]

The anatomical structure of this textbook published by the Ministry of Religion consists of chapters that discuss themes taken from the 2013 Curriculum. It begins by including core competencies, basic competencies, indicators, learning objectives, and learning processes. In the learning process, it is preceded by conveying al-mufradat and al-af'al, after which only then enter into the discussion of the material al-istima', al-hiwar, at-tarakib, al-qiraah, and al-kitabah which is equipped with visualization of images relating to the material.

In addition to the material related to language competence above, there is also enrichment material (durus idhafiyah) to enrich students' understanding of Arabic. As for the practice questions (assessment) can be seen after the material of al-istima', al-hiwar, at-tarakib, al-qiraah, and al-kitabah.

Judging from the anatomical structure above, this Arabic textbook published by the Ministry of Religion can be said to be ideal because it was made systematically by experts in their fields, including Core Competencies, Basic Competencies, and Indicators according to a predetermined curriculum (K13). It also contains Arabic language material which is presented in four language competencies, by adjusting the theory of language acquisition starting from listening, speaking, reading, and writing competencies. [26] In addition, it is also equipped with a discussion of language elements. So that all competencies can be taught comprehensively.

In general, this textbook is also following the quality standard requirements developed by the National Education Standards Agency which include the appropriateness of the content of the

material, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphics. [27] This can be seen from the inclusion of textbook identity, objectives, study guides, and exercises, as well as the use of easy language and pictures that are relevant to the material.

The anatomical structure of the Madrasah Aliyah class XI Arabic textbook published by the Ministry of Religion consists of the book title, author's name, publisher, place and year of publication, preface, table of contents, introduction, and instructions for using the book. Meanwhile, the new subject matter is listed on pages 3 to 101. This book ends with the inclusion of a list of libraries used in the book. The book to be analyzed in this study is an odd semester XI Arabic textbook for Madrasah Aliyah, specifically the qira'ah material about al hayah as Shihiyah.

3. Analysis of the 2013 Curriculum on qira'ah al hayah as Shihiyah

a. The editorial of qira'ah al hayah as Shihiyah

The editorial qira'ah in Chapter II is shown in the following **Picture**. [28]



Picture 1. The editorial of qira'ah al hayah as Shihiyah

b. The Meaning of Qira'ah al Hayah as Shihiyah

“Healthy life”

A

For our bodies to be healthy, we should get used to the following:

1. We eat nutritious food
2. We get used to physical exercise
3. We get enough rest

We eat nutritious food because food is the main source that should be used for work. And nutritious food is food that contains important elements for health such as protein and vitamins.

B

We get used to exercise because exercise will help the growth of muscles and the body will work calmly. The doctor advised us to get used to physical exercise at the right time. Of the various kinds of sports, the most important are: running, swimming, and playing football.

And you should also pay attention to spiritual and mental sports, such as reading the

Koran, humming prayers, and reciting dhikr. And prayer can also revitalize the body and evoke comfort in humans. And the Prophet peace be upon him by praying and said to Bilal: (Yaa Bilal, be calm in praying). HR. Ahmad

C

And you should also pay attention to rest, so rest is very important for health, like food and drink. And making sleep more important as a rest for humans and from useful habits, namely humans going to sleep at the beginning of time and getting up at the beginning of time. Health is a great blessing given by Allah swt. to humans, so take care of it. Khalim said: (health is the crown for every healthy human who is not affected by the disease).

c. Analysis Based on The Realm of Knowledge

Qira'ah about a healthy life explains the concept of health in general (health science) with the concept of health in Islam. The concept of maintaining health according to health science is to consume good food (hygienic and nutritious), exercise, and adequate rest. While the concept of maintaining health according to Islam is by رياضة الروح والنفس such as reading the Koran, praying, and dhikr.

The realm of knowledge that will be built in this reading is the balance of knowledge between general knowledge (health science) and Islamic religious knowledge. Moreover, this reading material is taught at Madrasah Aliyah, whose curriculum integrates the general curriculum and the religious curriculum. So that this framework makes it easier for students to integrate knowledge.

d. Analysis Based on Skill Domain

The skill that can be taken from reading about الحياة الصحية (Healthy life) is having skills in combining knowledge between health sciences and Islamic religious knowledge in maintaining a healthy lifestyle. Students are skilled in managing their diet properly, getting used to physical and spiritual sports, and implementing adequate rest referring to the principles of health science in general and Islamic religious teachings both based on the Koran, hadith, and a healthy lifestyle which was directly exemplified by the Prophet saw.

e. Analysis Based on The Realm of Spiritual Attitudes

The qira'ah material in Chapter II is entitled الحياة الصحية (Healthy life). The author of the book in his explanation writes that الصحة نعمة عظيمة أنعم الله بها على الانسان This sentence implicitly instructs us to always be grateful for the blessings of Allah SWT. One of them is good health by maintaining health.

The character the spiritual attitude that you want to instill in students referring to this title is good at being grateful, both gratitude with the heart, tongue, and with deeds. Gratitude with the heart shows an inner satisfaction for grace. Second, thanksgiving with the tongue is by acknowledging the grace and praising the giver. Third, gratitude with deeds, namely by utilizing the gifts obtained following the purpose of the award. [29]

In the context of this qiraah about health, students should be able to be grateful for the gift of health by maintaining and using it for positive, productive, and useful things.

f. Analysis Based on The Realm of Social Attitudes

In this reading about الحياة الصحية (Healthy life), there is a character of social attitude that requires students to take care of, set an example for, and invite others to always adopt a healthy lifestyle in life. This is in line with the nature of the concept of health promotion

which seeks to convey health messages to communities, groups, and individuals [30] to change behavior or innovation following health principles.

In practice, it is hoped that students will be called by their social soul to be active and involved in the activities of the Healthy Living Community Movement which has been launched by the government in a systematic and planned manner to improve the quality of life.

The results of the analysis based on the four domains in the 2013 curriculum above have relevance and contribution to learning Arabic, especially in providing explanations for teachers in learning by integrating interpretations based on the realm of knowledge, the realm of skills, the realm of spiritual attitudes, and the realm of social attitudes.

CONCLUSION AND IMPLICATIONS

From the discussion above, it can be concluded that the Arabic textbook written by H.D. Hidayat has been prepared based on the 2013 Curriculum framework. This is reflected in the materials contained in it which have adapted to the Core Competencies and Basic Competencies formulated in the 2013 Curriculum.

The results of the analysis of the qira'ah material Chapter II Arabic language textbooks for class XI Madrasah Aliyah in odd semesters show that in the qira'ah material entitled *الحياة الصحية* there is the value of knowledge, skills, spiritual attitudes, and social attitudes, which are taught in learning. The first is the value of knowledge, namely integrating knowledge between general science (health science) and Islamic religious knowledge. Both skills, students have skills in combining knowledge between health sciences and Islamic religious knowledge in maintaining a healthy lifestyle. The third is the value of a spiritual attitude, which is in the form of being grateful for health favors. The four social attitudes, namely by maintaining, exemplifying, and inviting others to always apply a healthy lifestyle in life. There are implications of the results of this analysis in the form of interpretations that can be used as additional explanations in learning Arabic.

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