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Evaluation Of The Arabic Language Textbook of The Ministry of Religion Of The Republic Of Indonesia For Class X of Madrasah Aliyah Based On Brian Tomlinson's Perspective

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Abstrak

This study aims to evaluate the quality of the Indonesian Ministry of Religious Affairs' Arabic language textbooks for grade X using Brian Tomlinson's criteria. The instruments used include interview guidelines, questionnaires, and documentation. Primary data comes from textbook analysis, teacher interviews, and student questionnaires at State Islamic Senior High School 1 of Malang. Secondary data is sourced from related books and journals. Data analysis follows the Miles and Huberman model: data collection, reduction, and presentation. This book attracts students' attention and increases interest in learning through illustrations, stories, and contextual dialogues. The communicative approach applied is effective in developing language skills. The overall evaluation shows that this book is very worthy of use, with a satisfaction rate of 95%.

Keywords: Analys, Textbook, Arabic, Criteria, Islamic Senior High School, Brian Tomlinson

A. INTRODUCTION

Textbooks are the main source used by teachers and students in teaching and learning activities.(Mursida, 2019) Therefore, the quality of textbooks greatly determines the success of the educational process. Good books not only provide precise and accurate information, but are also able to motivate students to learn and develop a deep understanding of the material being studied.

According to Ibrahim Fawzan, good teaching materials must meet several important criteria, including relevance to the curriculum, readability, attractiveness, ease of use, and suitability to student needs.(Fawzan, 2015) According to Ibrahim Fawzan, good teaching materials must meet several important criteria, including relevance to the curriculum, readability, attractiveness, ease of use, and suitability to student needs.(Syaifullah & Izzah, 2019)This is a challenge in itself in learning Arabic, because inappropriate books can hinder students' understanding and motivation.

The importance of textbooks in learning Arabic requires teachers to be careful in choosing textbooks that suit their students' needs.(Rahma & Suwandi, 2021) Therefore, conducting a textbook evaluation is important to assess the quality of the book. A comprehensive assessment of the teaching materials includes various forms of evaluation and aims to ensure that the selected materials are in accordance with the abilities and needs of students.(Solihati et al., 2023) Through research on Arabic language textbooks, it is hoped that it can help as a consideration in selecting appropriate textbooks for use.(Suryarini, 2020) One theory that can be used to evaluate textbooks is the theory put forward by Brian Tomlinson.

According to (Tomlinson, 2011) the development of learning materials emphasizes several important aspects such as the relevance of the content, the attractiveness of the material, and ease of understanding for students. Tomlinson suggests that materials developers should focus on three key questions: when to create content instruction, what should be presented to language learners, how it should be presented, and how it can be used to enhance language learning.

The Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) annually publishes Arabic language textbooks used in madrasahs under its auspices. These books are designed to meet national education standards and help students achieve the expected competencies. (Jumhana, 2021) The Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) annually publishes Arabic language textbooks used in madrasahs under its auspices. These books are designed to meet national education standards and help students achieve the expected competencies.

This book consists of 3 volumes for grades X-XII, compiled based on the Thirteen Curriculum (K13) Graduate Competency Standards and Content Standards 2019. In the foreword, the publisher states that the presentation of the material in this book follows a popular methodology including: al-Istima'wal al-Kalam, al-qirā'ah wal al-Kitābah and an emphasis on vocabulary mastery. (Brown, 2004) Thus, it is hoped that students will be able to communicate actively according to the rules, both verbally and in writing, appreciate and enjoy learning Arabic and understand Arabic and use it actively. (Sayyidaturrohimah et al., 2023)

Research on the analysis of teaching materials has been reviewed from several research focuses including; (Syahid et al., 2024) stated that analysis is important to gain insight into the selection of teaching materials that are in accordance with the pedagogical framework so that the goal of improving student learning outcomes can be met. The textbooks in Abdul Syahid's research meet 15 of the 16 criteria for effective teaching materials according to Tomlinson, except for the criteria for facilitating student self-investment. Abdul Syahid also suggested improving the physical design to increase the appeal of the book.

In another study by (Sugirma et al., 2023) with results showing that "Kitābu at-Ṭālib al-Lughah al-'Arabiyyah" is in accordance with the 5 standards set by Rushdi Ahamad Thu'aimah, including the validity standard referring to KMA number 183 of 2019, the urgent standard includes cognitive, affective and psychomotor stages, interest and talent standards with fun image and game stimuli, learning ability standards ranging from simple to difficult stages, and nature standards, the material presented contains ecoliteracy and contemporary values that are in line with students' lives.

Next, research by (Taufiq et al., 2023) concluded that the Arabic language textbook Al-Arabiyyah Li al-Najah has good eligibility. This is proven by the results of the analysis which state that the textbook has met the aspects of eligibility according to William Frances Mackey which include the aspects of Selection, Gradation, Presentation, and Repetition aspects.

Meanwhile, Sajed's research (Zare & Jamshidi, 2020) stated that the analyzed book had the desired appeal in terms of cover design, font type, and images displayed in it, and there was diversity in the presentation of content that was in accordance with learning objectives. Each part of this book is in harmony with each other, but it does not help students develop the four language skills they have, so it does not help them develop their level of self-confidence at a good and desired level.

The similarity between this study and previous studies lies in the analysis of the quality of Arabic language teaching materials at elementary to tertiary levels in formal education, covering various elements and language skills. The difference lies in the basic theory used to analyze the quality and focus of the teaching materials. This study uses Tomlinson's perspective evaluation approach which emphasizes the selection of teaching materials according to the pedagogical framework to improve student learning outcomes which will eventually marry theoretical analysis of textbooks and results based on the perspectives of both students and teachers.

So based on the description above, this study limits the evaluation of Arabic language textbooks to the material of Class X State Islamic Senior High School 1 of Malang by trying to

answer the following questions: 1) how interesting is the book and what is its role in developing students' interests, 2) how relevant is the book for the age of the students, 3) to what extent does the content of the book align with the objectives of the book, 4) to what extent does the content of the book contribute to developing students' four language skills, 5) to what extent is this book able to develop students' self-confidence.

B. METHODS

Based on the focus of the problem in this study, the researcher applies a qualitative approach with a descriptive method and type of field research. This study uses Tomlinson's Theory as an instrument, with several questions answered by teachers and students according to the researcher's instructions. The purpose of this study is to evaluate the quality of the Arabic language textbook of the Ministry of Religion of the Republic of Indonesia class X based on the evaluation criteria from Brian Tomlinson. Data collection techniques involve interviews, questionnaires, and documentation.

Data sources are divided into two categories, namely primary and secondary. Primary data was obtained through the analysis of Arabic textbook documents of the Ministry of Religion of the Republic of Indonesia in 2019, interviews with Arabic teachers at State Islamic Senior High school 1 of Malang, and questionnaires given to students in grades X-I State Islamic Senior High school 1 of Malang book users. Secondary data includes book "Materials Development For Language Learning", documentation, other books, and relevant journals. The data analysis was based on the evaluation criteria of teaching materials presented by Brian Tomlinson, including aspects such as content relevance, material appeal, and ease of understanding. The data analysis technique follows the Miles and Huberman model which consists of three stages: (1) data collection; (2) data reduction; and (3) presentation of data and concluding. (Miles, Matthew. B. Huberman & Saldana, 1994).

C. RESULT & DISCUSSION

Results

Short Profile of Arabic Textbook of the Ministry of Religion of the Republic of Indonesia Class X Islamic Senior High school

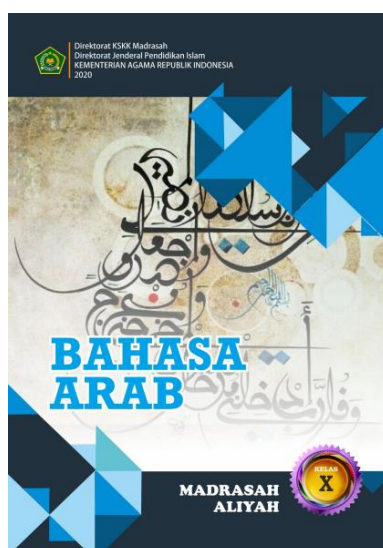


Figure 1. Student Book Cover

The Directorate of Madrasah KSKK under the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia has published the book "Bahasa Arab MA Kelas X" for class X Islamic Senior High school. This book is compiled based on KMA Number 183 of 2019 which regulates Religion (Pendidikan Agama Islam in Indonesian) curriculum and Arabic language curriculum in Islamic Senior High school. The preparation of this book involves

various parties under the coordination of the Ministry of Religious Affairs, with Moh Ilyas as the author and Ahmad Mubaligh as the editor.(Ilyas, 2020) This book is the first print in 2020, and the copyright is protected by the Ministry of Religion of the Republic of Indonesia, owned by the State, and not sold.

Prof. Muhammad Ali Ramdhani, Director General of Islamic Education, said that this book aims to provide students with a comprehensive and moderate understanding of religion and help internalize religious values. It is hoped that this book will guide students in thinking, behaving, and acting, which can be applied in daily life and contribute to the social life of the community and in the context of the nation and state.

This book uses Arabic transliteration guidelines following the Joint Decree of the Minister of Religion and the Minister of Education and Culture Number 158 of 1987 and Number 0543/b/u/1987, which includes rules regarding single consonants, double consonants, tā' marbūṭah, short and long vowels, double vowels, and the use of alif + lam. Consisting of 124 pages, this book contains 6 main themes: at-tahiyah wat-ta'aruf, al-usrah wal baiti, al-madrasah wal biah al-muhith biha, al-hayah al-yaumiyah, al-hiwayah, and ath-tha'am wasy-syarab. After the first three themes, there are exercises to test mastery of the initial material, and after the last three themes, there are similar exercises. The book is also equipped with 61 pictures that support learning.

Evaluation of Arabic Language Textbook of the Ministry of Religion of the Republic of Indonesia Class X Islamic Senior High School Based on Brian Tomlinson's Perspective

The standards or criteria for evaluating teaching materials as stated by Brian Tomlinson (2011) consist of five important categories: the attractiveness of books and the development of student interests, the relevance of books to the age of students, the suitability of the content of the books with the purpose of the books, the standards for language skill development, and the standards for developing students' confidence.

Book Analysis Results

Based on this, the researcher conducted a series of evaluations through the analysis of books that have been carried out. This analysis aims to assess the aspects of attractiveness, development of students' interests, relevance of books to students' ages, suitability of books to learning goals, development of language skills, and development of students' confidence according to Brian Tomlinson's theory. From the results of the analysis that has been carried out, several important findings have been obtained, including:

Book Appeal and Student Interest Development

المواد للاستماع	
التعاريف	الترتيب الأول
استمع إلى القرآن يا ربك	أمين
استمع إلى القرآن يا ربك	ربيع
هل تعرف هذا القرآن؟	أمين
لا، لم أقرأه، هل هو تعليمي جديد؟	ربيع
نعم هو تعليمي جديد، انشأه ليحفظ	أمين
ألا وبلا يا محمد	ربيع
ألا وبلا يا عبد الله العزير	محمد
على جئت إلى مدرستنا؟	ربيع
جئت إلى هذه المدرسة قبل أنشأه	محمد
على فكرة، فوطني الفراءة، هل نحن لمان الفراءة؟	أمين
نعم، أنا من مؤيدي الفراءة	ربيع ومحمد
التمارين	
التمارين الأولى	تمية
والمعلمين السلام	محمودة
التمارين الأولى، وماذا تعلم يا أخي؟	تمية
التمارين الأولى	محمودة
ألا وبلا يا أخي محمودة	تمية
ألا وبلا يا أخي تمية، أنا سمعته يفتك	محمودة
ألا سمعته يفتك	تمية
من أين أنت الفراءة؟	محمودة
أنا الفراءة من برنامج تعليمي الفراءة، وأنت؟	تمية
أنا الفراءة من برنامج تعليمي الفراءة، وأنت؟	محمودة
التمارين الأولى	تمية
التمارين الأولى	محمودة
إلى الله	تمية
مع الشاهة	محمودة

Figure 2. Dialogue on the Theme of "Ta'aruf" in Student Books

Tomlinson emphasized the importance of engaging and relevant teaching materials to develop students' interests. The book uses interesting illustrations, drawings, and diagrams to

help visualize concepts. For example, on page 5 some illustrations and pictures attract students' attention, so that it helps in understanding the concepts taught. The book also provides different types of activities such as listening, reading, writing, and speaking that are varied and interesting for students. The use of stories and dialogues in Arabic can attract students' interest in learning the language in a real context. On page 98, there are stories and dialogues in Arabic that are contextual and relevant to students' daily lives.

The picture contains a dialogue with the theme of introduction (*ta'aruf*) and is presented in the form of a dialogue so that students are more interested, avoiding boredom that may arise from the presentation of descriptive texts only. This helps students interact more actively and understand the material more enjoyably.

Relevance of Books to Student Age

According to Tomlinson, teaching materials must be relevant to the age and interests of students. This book uses contexts that are relevant to students' daily lives, such as family life, school, and the surrounding environment. Indonesian culture can be seen through the use of fruits such as avocados, pineapples, and bananas, as well as typical foods such as fried bananas and fried foods. The name of the city of Jombang and the use of the rupiah currency also reflect the richness of local culture.



Figure 3. Maharah Qiraah Text Theme "Al-Ath'imah Wal Masyrubat"

The picture contains a text with the theme foods and drinks (*al-ath'imah wal masyrubat*) which displays elements of Indonesian culture. This can be seen in typical foods such as rice, fish, and fruits such as apples. This material is tailored to the age of the student to make it more relevant and engaging, helping them understand healthy food in their own culture.

The language used is adjusted to the level of understanding of class X students, not too complex but still challenging. This book teaches the contemporary standard Arabic (*al-fushā al-mu'ashirah*), which is used in Arab countries today as a medium of communication, writing, information media, public lectures, and official meetings, both in government institutions and schools, as a language of culture and education. In terms of accuracy, the language in this book is generally correct according to the rules of *nahwu* and *sharaf*, with very few errors.

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schools, as a language of culture and education. In terms of accuracy, the language in this book is generally correct according to the rules of nahwu and sharaf, with very few errors.

Suitability of the content of the book with the purpose of the book

Teaching materials must be under the learning objectives that have been set. Each chapter begins with an explanation of the learning objectives to be achieved. As on pages 1-2, the picture explains the competencies that students must achieve in each chapter. This book emphasizes mastering basic competencies in Arabic such as text comprehension, speaking, writing, and listening skills.

Language Skills Development

This book uses a communicative approach that encourages students to actively speak and interact in Arabic through various dialogues and conversation exercises. Each chapter is equipped with structured exercises to hone listening, reading, writing, and speaking skills. There is an integration between listening, speaking, reading, and writing skills in each activity presented. The author of this book also presents language skills, the first of which is taught is listening skills (al-istima') in the form of texts that will be heard by the teacher, direct vocabulary recognition (al-mufradat) in the form of perfect sentence recognition in conversational texts. And the speaking skills in this book are directly in the form of vocabulary in the kalam lesson. Meanwhile, reading skills (al-qiraah) in the form of reading texts are in the form of descriptive texts. In addition, writing skills (al-kitabah) have been taught by making simple descriptive texts.

Student Confidence Development

Tomlinson emphasized that teaching materials should help students develop confidence in using the language they are learning. The book provides challenging tasks but is still within the range of students' abilities, so they feel challenged and motivated such as conversation exercises and descriptive text creation. Some activities encourage cooperation between students, which can help them build confidence through peer support. In terms of types of training, this book consists of several models of language training:

Table 1. Language Training Model

No	Question
1	اسْتَمِعْ إِلَى الْجَوَارِ ، ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ !
2	اقرأ العبارات الآتية، واكتب (ص) إن كانت العبارة صحيحة، أو (خ) إن كانت العبارة خاطئة، ثم صحح الخطأ.
3	أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ وَفَقًا لِلنَّصِّ السَّابِقِ
4	عَيِّنْ أَقْسَامَ الْكَلِمَاتِ فِي الْعِبَارَاتِ الْآتِيَةِ
5	إِمْلَأِ الْفُرَاقَ فِي الْعِبَارَاتِ الْآتِيَةِ بِالْأَسْمَاءِ/بِالْأَفْعَالِ/بِالْحُرُوفِ الْمُنَاسِبَةِ.
6	إِمْلَأِ الْفُرَاقَ فِي الصُّنْدُوقِ بِالْجَانِبِ الْأَيْمَنِ ثُمَّ تَبَادَلِ الْأَسْئَلَةَ وَالْأَجُوبَةَ مَعَ زَمِيلِكَ.
7	تَبَادَلِ الْأَسْئَلَةَ وَالْأَجُوبَةَ مَعَ زَمِيلِكَ كَمَا فِي الْمَثَالِ.
8	رَتِّبْ الْكَلِمَاتِ لِتُصْبِحَ جُمْلًا مُفِيدَةً، اِبْتِدَاءً مِنَ الْكَلِمَةِ الْمَكُونَةِ.
9	عَرَفَ بِنَفْسِكَ أَنْتَ بِإِمْلَاءِ الْإِسْتِمَارَةِ الْآتِيَةِ.
10	ضَعِ الْكَلِمَاتِ الْآتِيَةَ فِي جُمْلٍ مُفِيدَةٍ.
11	اكْتُبْ نَصًّا وَصَفِيًّا عَنْ "البيانات الشخصية".

Based on the above analysis, the book "Arabic Class X" published by the Ministry of Religion can be said to meet the criteria set by Brian Tomlinson's theory in terms of attractiveness, relevance, suitability for learning objectives, language skill development, and

student confidence development. This book is well structured to support effective and enjoyable learning of Arabic for grade X students.

Interview Results

Next, the researcher conducted an interview with a teacher of State Islamic Senior Highschool 1 of Malang. There were several questions asked, and from the interview the results of the interview were obtained from the Arabic X-I teacher, as follows:

Tabel 2. Interview Results With Arabic Language Teachers

No	Criteria	Interview Result
1	Attraction and Development of Student Interest	The book is supported by illustrations, which help in understanding the existing <i>mufradat</i> (vocabulary). Students match the appropriate vocabulary with the corresponding images.
2	Relevance of Books to Student Age	The content is thematic; Chapters 1, 2, and 3 follow the KMA (Decree of the Minister of Religious Affairs) guidelines and have become the standard textbook throughout Indonesia. Topics such as <i>at-tasawwuq</i> (shopping) are presented thematically, ensuring they remain relevant to the students' age and daily lives.
3	Suitability of Books to Learning Objectives	Each chapter is structured systematically, beginning with the <i>mufradat</i> as the main theme, followed by the core and basic competencies to be addressed in that specific chapter.
4	Language Skills Development	Everything is well-organized in every chapter, starting from <i>istima'</i> (listening), <i>kalam</i> (speaking), and <i>kitabah</i> (writing), down to <i>qawaid</i> (grammar). Regarding <i>kalam</i> , students practice by imitating (<i>taqlid</i>) the teacher's pronunciation. The process starts with a reading for the listening section; students listen and then proceed to answer questions based on what they have heard.
5	Self-confidence development	In my opinion, this approach helps students become more confident in their Arabic language skills. I teach using a 50-50 ratio of Arabic and Indonesian to habituate the students, while in grades 11 and 12, the use of Arabic is increased. Modifying the learning process with digital media, such as using TikTok for vocabulary presentations, makes students more interested and boosts their confidence in learning.

The results of interviews with State Islamic Senior High School 1 of Malang teachers show that the book "Arabic Class X" published by the Ministry of Religion has met various important criteria in learning. This book is considered interesting because it is equipped with pictures that

help understand mufradat, and thematic according to KMA standards that are relevant to the age and daily life of students. The learning objectives are clearly presented in each chapter, starting with mufradat, core and basic competencies, to well-structured istima', kalam, and kitabah exercises. This book also succeeded in developing students' confidence in Arabic through activities that encourage active participation and the use of digital media. Overall, this book is considered effective in developing students' Arabic language skills and is in accordance with the recommended learning methods.

Online Questionnaire Results

The results of this analysis and interview were then corroborated by student responses based on a questionnaire that had been distributed to students in class X-I State Islamic Senior High School 1 of Malang.

Tabel 3. Student Questionnaire Response Results

No	Name	Percentage
1	Book Appeal and Student Interest Development	19%
2	Relevance of Books to Student Age	19%
3	Suitability of Books to Learning Objectives	19%
4	Language Skills Development	28%
5	Self-confidence development	10%
Total		95%
Criteria		Excellent

From the questionnaire, showing a result of 95%, students rated the Arabic Language Textbook of the Ministry of Religion of the Republic of Indonesia for class X Madrasah Aliyah as the category of "Excellent" and in accordance with Brian Tomlinson's evaluation criteria. The details of the category of suitability measures based on the percentage of questionnaire results are as follows: Book Attractiveness and Student Interest Development (19%), Relevance of Books to Student Age (19%), Suitability of Book Content with Book Objectives (19%), Language Skills Development (19%), and Self-Confidence Development were obtained as a result of (10%).

Discussion

Based on the main findings of the analysis of Arabic language textbooks for grade X students, this book shows the use of illustrations, pictures, and diagrams that help visualize concepts and various activities such as listening, reading, writing, and speaking. This is in line with the multimodality theory proposed by (Kress & Leeuwen, 2001) and multimedia learning theory by (Mayer, 2009), which states that a combination of various communication modes can improve students' understanding and retention of information. This theory is also supported by (Tomlinson, 2011) which emphasizes that teaching materials must be interesting and varied to meet the various learning styles of students.

Learning materials that are relevant to students' daily lives and local contexts, such as family, school, neighborhood, local food, and rupiah currency, increase students' learning motivation. The relevance theory by (Sperber & Wilson, 1986) and the opinion by (Anderson, 1990) support that information that is relevant to students' experiences and interests is easier to process and remember. This relevance theory is also supported by (Zuchdi, 2008) who states that learning materials that are close to students' daily lives can increase their involvement and motivation.

The use of language that is adapted to the level of understanding of class X students, which is not too complex but remains challenging, in accordance with the theory of the zone of proximal development (ZPD) by (Vygotsky, 1978). This theory states that effective learning occurs when students are challenged beyond their current abilities but still within their reach with assistance. Opinion by (Lightbown & Spada, 1999) also emphasizes the importance of

comprehensible input for effective second language learning. In Indonesia, (Supriyadi, 2011) supports this theory by stating that learning materials must be appropriate to students' ability levels in order to facilitate their development.

The communicative approach in this book, which emphasizes mastery of basic competencies and active interaction, is in line with the communicative language learning theory (CLT) popularized by (Canale & Swain, 1980). CLT encourages the use of language for real communication and involves students in activities that require authentic use of language. Opinion by (Savignon, 2002) shows that the communicative approach can improve students' language skills significantly compared to traditional teaching methods. In Indonesia, this theory is supported by (Nurhadi, 2004) which emphasizes the importance of a communicative approach in language learning to improve students' communication skills.

Developing students' self-confidence through challenging but within-their-ability tasks and activities that encourage collaboration supports the self-determination theory by (Cassidy et al., 1985). This theory states that a sense of competence and positive social relationships can increase intrinsic motivation. Research by (Dörnyei, 2001) also emphasized that self-confidence in language skills can influence learning motivation and overall learning outcomes. (Suyanto, 2013) also emphasizes the importance of developing students' self-confidence through activities that support cooperation and positive interactions between students.

The results of interviews with teachers and positive student responses strengthen the findings of this analysis. Teachers and students rated this book very well in terms of appeal, relevance, suitability to learning objectives, and development of language skills. This is in line with the evaluation criteria for textbooks by (Tomlinson, 2011) which states that effective textbooks must be interesting, relevant, in accordance with learning objectives, and support the development of students' skills and self-confidence. In Indonesia, this criterion is also supported by (Gafur, 2012) which states that good textbooks must be able to attract students' interest, be relevant to their context, and help them achieve the learning objectives that have been set.

(Richards, 2001) stated that a good textbook should meet the needs and interests of students and support active learning. This book has met these criteria, showing that the use of a structured and relevant approach can produce effective and interesting teaching materials for students. This opinion is also supported by (Mulyasa, 2013) which emphasizes the importance of textbooks designed according to student characteristics and needs to support an effective learning process.

D. CONCLUSION

Based on the analysis and evaluation carried out on the Arabic Language Textbook of the Ministry of Religion of the Republic of Indonesia for class X Madrasah Aliyah, it can be concluded that this book meets the evaluation standards of teaching materials according to Brian Tomlinson. This book captures students' attention and develops an interest in learning through the use of contextual illustrations, stories, and dialogues. The content of the books is relevant to the age and daily life of the students, using language that suits their level of understanding. Each chapter of the book is arranged in harmony with the learning objectives, covering the basic competencies required in learning Arabic. The communicative approach used is effective in developing listening, speaking, reading, and writing skills.

In addition, this book manages to increase students' confidence by providing challenging but according to their abilities. The results of interviews with teachers and questionnaires distributed to students show that this book is rated very well and is very suitable for use in learning Arabic. The overall evaluation percentage reached 95%, indicating that this book is very in accordance with the criteria that have been set. Further research is recommended regarding the evaluation of textbooks, it is recommended to conduct a comparative study between textbooks from different publishers or different classes. Additionally, a more in-depth analysis of the effectiveness of teaching materials in digital and interactive contexts can provide additional insights. The research could also explore how feedback from students and teachers can be used to further improve the quality of textbooks.

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