

Analysis of the Appropriateness of Grammatical Rules in the Seventh-Grade Arabic Language Textbook of Junior High School Based on the Independent Curriculum

Nifa Mahfudotun Solehah¹

Moh Aman²

Lukmanul Hakim³

nifamahfudotun@gmail.com

aman@gmail.com

hamik@gmail.com

Abstract: Teachers, as classroom role models, are required to demonstrate competence and creativity to foster effective interaction and support students' understanding during the learning process. In the Merdeka Belajar curriculum, textbooks serve as key learning media, including Arabic-language textbooks that cover linguistic rules. However, the unsystematic arrangement of these rules often limits students' ability to comprehend the intended grammatical concepts. This study aims to analyze the presentation of linguistic rules in a seventh-grade Arabic textbook and to evaluate their conformity to *nahwu* and *sharf*. Using a descriptive qualitative method supported by observation, analysis, and documentation, the study finds that the textbook's linguistic components are generally appropriate with respect to learning outcomes and content scope. Nevertheless, their alignment with classical Arabic grammatical principles is considered inadequate because the rules are presented in an unsystematic sequence.

Keywords: Textbook, Linguistic Rules, Curriculum.

Abstract: Teachers, as classroom role models, are required to demonstrate competence and creativity to foster effective interaction and support students' understanding during the learning process. In the Merdeka Belajar curriculum, textbooks serve as key learning media, including Arabic-language textbooks that cover linguistic rules. However, the unsystematic arrangement of these rules often limits students' ability to comprehend the intended grammatical concepts. This study aims to analyze the presentation of linguistic rules in a seventh-grade Arabic textbook and to evaluate their conformity to *nahwu* and *sharf*. Using a descriptive qualitative method supported by observation, analysis, and documentation, the study finds that the textbook's linguistic components are generally appropriate with respect to learning outcomes and content scope. Nevertheless, their alignment with classical Arabic grammatical principles is considered inadequate because the rules are presented in an unsystematic sequence.

Keywords: Textbook, Linguistic Rules, Curriculum.

¹ Universitas Muhammadiyah Tangerang

² Universitas Muhammadiyah Tangerang

³ Universitas Muhammadiyah Tangerang

Introduction

Arabic is among the most widely used languages worldwide, with many people speaking it. Arabic is now a globally recognized and international language. Therefore, it is essential to promote the study of Arabic. However, learning Arabic is not easy because a person will definitely have difficulties in learning a foreign language (Arabic), because Arabic is not the usual language spoken or used in daily life, and it is very different from the Indonesian language that is frequently used. Therefore, this does not exclude the emergence of many problems in learning Arabic. Conditions present in Arabic itself (language problems), such as phonetic, writing, morphology, grammar/grammar, and semantics, as well as non-linguistic problems such as social, cultural, and historical issues, and problems that arise in teachers or students themselves when they learn Arabic, may all cause difficulties in learning Arabic. (humairah, 2025).

Language problems can be summarized as challenges related to the language itself, whereas non-linguistic problems affect the implementation of a learning program and may hinder its success but are not directly related to the language. Teachers and students need comprehensive textbooks in all respects, including the title, setting out the basic criteria, sub-criteria, and indicators to be achieved, as well as study materials, exercises, and assessments. Textbooks should be easy for pupils to understand and appropriate for the age group of students to enable them to make the most of the learning process. New and exciting textbooks contribute to providing an enjoyable experience for students during the reading process. (Sakdiyah, 2023).

When selecting textbooks, it is necessary to adopt a selective approach informed by general and specific criteria to ensure the successful attainment of learning objectives. The choice of quality textbooks can be achieved by understanding the factors and stages in the selection of textbooks.

The selection of good books is often based on evaluations of textbooks distributed in educational units. Book evaluation is the process of gathering information about a book's content for analysis, with the aim of reaching a conclusion about the book's quality. Experts in the field of education have come up with multiple concepts for textbook evaluation. For example, evaluating books using the concept of curriculum compatibility is used.

A textbook is a book that a teacher uses as a reference while teaching students in class, and it can facilitate the learning process more effectively and achieve the desired goals. Having a textbook can enable a teacher to perform their role as a teacher more effectively and can maximize students' understanding.

Some of the barriers that you should know regarding the existence of Arabic textbooks for non-Arabic speaking students that may hinder the achievement of the desired goals include the following:

1. Difficulty in identifying learning goals and motivations to be achieved.
2. Many books have been found that miss the target and lead to students losing their interest and mindset.
3. Difficulty in choosing subjects, with overlap in writing textbooks for Arab and non-Arab students.
4. The lack of clarity on the scientific framework on which the book relies.
5. The writer places great emphasis on linguistic subjects and forgets other aspects, such as psychology and education.
6. Language materials that are beyond the learning abilities of the participants, and are not suitable for them.
7. Misuse of Arabic language varieties.
8. Lack of other supporting materials.
9. The disproportion of the final form, which includes design and deployment.

The curriculum is a plan designed to assist the learning and teaching processes under the supervision and responsibility of educational institutions and their teaching staff. The independent curriculum is also known as the model curriculum. This curriculum is flexible. In addition, this curriculum also focuses on core subjects and the development of students' personality and competencies.

Textbooks that are used as teaching materials for teachers and students must fit into the curriculum applied. The Arabic textbook has a significant impact on the continuity of its learning. However, there are many students who find it difficult to understand grammar in textbooks because they are not organized in the book. As a result, language material learned in a particular class may be repeated after a chapter or two.

Based on the problematic background that has been clarified, the researcher feels that he wishes to conduct the research entitled: Analysis of the Compatibility of

Linguistic Grammar in the Arabic Language Book for Chapter Seven in Middle School on the Independent Education Curriculum.

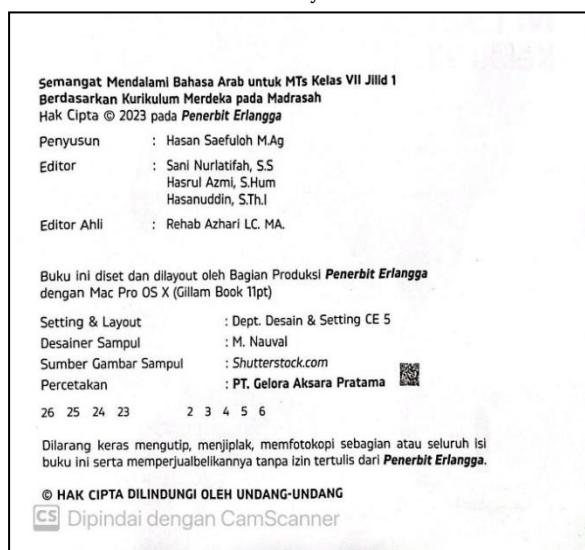
Research Methods

The methodology used in this research is the qualitative method. Qualitative research is a research method based on post-positivist philosophy, used to study natural organisms. Qualitative research is also interpreted as data manifested in the form of a condition or an attribute. From some of the definitions above, it can be concluded that the data that will be collected will be primarily words or images. This data is collected through observations, interviews, and documentation obtained during the analysis process. The type of research used in this research is descriptive research. Descriptive research attempts to search for an accurate and detailed description of all organisms, activities, processes, and humans. This method aims to make the data more detailed and accurate in the analysis of the relevance of grammar in the Arabic language textbook for the seventh semester of the middle school to the independent education curriculum.

Research and Discussion Results

This book of learning Arabic was prepared by Hassan Seifallah, Master of Arts, with three editors, namely Sani Nurlatifeh, Bachelor of Literature, Hasrul Azmi, Bachelor of Humanities, and Hassan Eddin, Bachelor of Islamic Sharia. The book was published by the production department of Erlanga Publishing House, the cover was designed by M. Noval, and printed at the PT. Gelora Aksara Pratama Press, E. Bap Ping Raya No. 100, Syracas, Jakarta 13740, ISBN 978-623-180-100-5.

Picture 1. Subjective book



Analysis Result

Based on the results of the analysis, the research tools consist of grammar suitability criteria in the Arabic language learning textbook for the seventh grade according to the independent education curriculum from the components of the scope of the subject, types of grammar, and grammar presentations, as shown in the table below:

The learning objectives listed on the first page of the book before the first discussion are found on pages (vi-vii) and contain the elements and tools related to the learning objectives as follows:

Table 1. Learning Objectives in the Arabic Language Learning Book

Element/Skill	Learning Objective
Listening (Al-Istima')	Students are able to explore information they hear regarding topics such as introductions, school facilities, school equipment, addresses, home, family, and daily activities, using the following grammatical structures: <i>Mubtada' + Khabar</i> , Numbers, <i>Khabar Muqaddam + Mubtada' Muakhkhar</i> , and <i>Tasrif Fi'il Mudhari'</i> to understand explicit and implicit information in heard texts.
Speaking (Al-Kalam)	Students are able to build interactions regarding topics such as introductions, school facilities, school equipment, addresses, home, family, and daily activities using the following grammatical structures: <i>Mubtada' + Khabar</i> , Numbers, <i>Khabar Muqaddam + Mubtada' Muakhkhar</i> , and <i>Tasrif Fi'il Mudhari'</i> as tools for global communication.
Reading (Al-Qira'ah)	Students are able to understand and reflect on various types of visual or multimodal texts regarding introductions, school facilities, school equipment, addresses, home, family, and daily activities using the grammatical structures: <i>Mubtada' + Khabar</i> , Numbers, <i>Khabar Muqaddam + Mubtada' Muakhkhar</i> ,

	and <i>Tasrif Fi'il Mudhari'</i> to understand explicit and implicit information from various text types.
Writing	Students can connect and present sentences in simple paragraphs of different types of text, and logically organize information about acquaintances, school facilities, study tools, addresses, homes, families, and daily activities using grammar: beginner + news, numbers, introduced news + late beginner, present tense conjugation to express ideas according to the structure of texts in writing and orally.

and statements are generally acceptable. In addition, illustrations and relevant references are used that can be relied upon.

1. Explanation of grammar

Linguistic Grammar in the First Chapter (Acquaintance)

Learning Objectives: Beginner (Single Pronouns) + News

Rules start by writing the composition:

What? (+) Yes.....

What? (-) No.....

This is then followed by examples of sentences according to the structures of the said rules. Examples include masculine and feminine sentence types. Before discussing the beginner and the story, the rules for the title question (from where?) are introduced. Examples of sentences are then provided according to the structures of the said grammar, including masculine and feminine sentences. Before discussing the beginner and the story, the rules for the title question are introduced. The beginner is presented in the form of a separate pronoun without addressing any topic related to the previous pronoun, while the news is presented in the form of a subject noun

Image 3. Submission of Rules for Part One

ب - التراكيب

..... (+) نَعَمْ ؟ هل
..... (-) لَا ؟ هل

Pertanyaan dengan jawaban negatif	Pertanyaan dengan jawaban positif	Contoh Kalimat	رقم
هل أَنْتَ مُدَرِّسٌ؟ لَا، أَنَا طَالِبٌ	هل أَنْتَ طَالِبٌ؟ نَعَمْ، أَنَا طَالِبٌ	أَنَا طَالِبٌ	١
هل أَنْتَ مُدَرِّسٌ؟ لَا، هُوَ طَالِبٌ	هل أَنْتَ طَالِبٌ؟ نَعَمْ، أَنَا طَالِبٌ	أَنَا طَالِبٌ	٢

Dipindai dengan CamScanner

الْمُبْتَدأُ (ضَمَائِرُ مُفَرَّدةٌ) + الْحَبْرُ	الْمُبْتَدأُ (ضَمَائِرُ مُفَرَّدةٌ)	رُتُمٌ
الْحَبْرُ	أَنَا	١
طَالِبٌ / طَالِيَةٌ	أَنْتَ	٢
طَالِبٌ	أَنْتِ	٣
طَالِيَةٌ	هُوَ	٤
طَالِيَةٌ	هُوَ	٥

Catatan:
• Contoh-contoh kalimat di atas merupakan contoh kalimat sederhana dengan pola *mubtada'* + *habr*.
• *Mubtada'* adalah pokok kalimat (subjek).
• *Habr* adalah yang menyempurnakan makna *mubtada'*.
• Yang menduduki *mubtada'* pada contoh-contoh di atas adalah *isim dhamir* (kata ganti) *mufrad* (kolom 2), maka *habarnya* juga *isim mufrad* (kolom 3).
• Antara *mubtada'* dan *habar* harus sesuai dari sisi jenis kata (*mudzakar* dan *mu'annatnya*) dan dari sisi *'adad/bilangan* (*mufrad*, *mu'tsanna*, dan *jama'nya*)
1. أَنَا (Saya) adalah kata ganti orang pertama tunggal untuk *mudzakar* dan *mu'annat*.
2. أَنْتَ (Kamu) adalah kata ganti orang kedua tunggal untuk *mudzakar* (L).
3. أَنْتِ (Kamu) adalah kata ganti orang kedua tunggal untuk *mu'annat* (P).
4. هُوَ (Dia) adalah kata ganti orang pertama tunggal untuk *mudzakar* (L).
5. هُوَ (Dia) adalah kata ganti orang pertama tunggal untuk *mu'annat* (P).
L = Laki-laki P = Perempuan

Dipindai dengan CamScanner

مِنْ أَنِّيَ	؟
هل فَرِيدٌ طَالِبٌ؟ لَا، هُوَ طَالِبٌ	هل فَرِيدٌ طَالِبٌ؟ نَعَمْ، هُوَ طَالِبٌ
هل فَرِيدٌ طَالِيَةٌ؟ لَا، هِيَ طَالِيَةٌ	هل فَرِيدٌ طَالِيَةٌ؟ نَعَمْ، هِيَ طَالِيَةٌ

Catatan:
• Kata tanya (هل) digunakan untuk menanyakan sesuatu yang membutuhkan jawaban ya (نعم) atau tidak/bukan (لَا).

رُتُمٌ	فَرِيدٌ طَالِبٌ	فَرِيدٌ طَالِيَةٌ
٣	هل فَرِيدٌ طَالِبٌ؟ لَا، هُوَ طَالِبٌ	هل فَرِيدٌ طَالِيَةٌ؟ لَا، هِيَ طَالِيَةٌ
٤	هل فَرِيدٌ طَالِبٌ؟ نَعَمْ، هُوَ طَالِبٌ	هل فَرِيدٌ طَالِيَةٌ؟ نَعَمْ، هِيَ طَالِيَةٌ

Catatan:
• Kata tanya (من) digunakan untuk menanyakan asal tempat/daerah.

2. Language Grammar in Chapter Two (School Facilities)

Learning Objectives: Beginner (Sign) + News (Adjective + Adverb of Place)

The composition begins with examples, where the beginner in this chapter is presented in the form of a sign, while the news is followed by an adjective. In the Notes section, the discussion is summarized in a few points with examples. The second composition of the adverb (adjective + adverb place). The examples are presented in the same way, but the adverb is in the form of an adverb and is not followed by an adjective.

Image 4. Submission of the Rules for Part Two

• **هذا** adalah isim isyarah (kata ganti tunjuk tunggal) untuk benda mudzakar dekat.

• **ذلك** adalah isim isyarah (kata ganti tunjuk tunggal) untuk benda mudzakar jauh.

• **هذا** adalah isim isyarah (kata ganti tunjuk tunggal) untuk benda mu'annas dekat.

• **ذلك** adalah isim isyarah (kata ganti tunjuk tunggal) untuk benda mu'annas jauh.

• Kata-kata **صغيرٌ**, **كبيرٌ**, **واسعةٌ**, **ضيقٌ** adalah kata sifat (نعتٌ).

• **نا**'at adalah kata yang menunjukkan sifat pada kata yang ada sebelumnya. Kata yang terletak setelah **نا**'at disebut **مانع** yaitu kata yang disifati. Pada contoh di atas, yang berposisi sebagai **مانع** adalah **مُحَمَّلٌ مُنْكَبَةٌ سَاحِخٌ**.

• Pola atau susunan kalimat seperti ini, biasanya merupakan jawaban dari kata tanya (؟) seperti:

ما **هذا** ؟ **هذا** **صغيرٌ**.
ما **هذا** ؟ **هذا** **كبيرٌ**.
ما **ذلك** ؟ **ذلك** **صغيرٌ**.
ما **ذلك** ؟ **ذلك** **سَاحِخٌ**.

• **نا**'at pada contoh-contoh kalimat di atas, harus sesuai atau mengikuti **مانع**nya, baik dari sisi mudzakar-mu'annasnya, maupun dari sisi **ما**'nah-mu'nahnya.

• Jika diterjemahkan ke dalam Bahasa Indonesia, terjemahan **نا**'at biasanya disertai kata "yang", misal:

Musala yang bersih	=	مُصْلَى صَافِيٌّ
Halaman yang luas	=	سَاحِخٌ وَاسِعٌ
Itu (adalah) musala yang bersih	=	ذَلِكَ مُصْلَى صَافِيٌّ

CS (cetak) (sudah) (lamaran yang) (dipindai dengan CamScanner)

بـ. التراكيب

المُبَشَّةُ (الإِنْسَانُ) + المُبَشَّةُ (نَعْتٌ + ظَرْفُ الْمَكَانِ)

Perhatikan contoh-contoh kalimat berikut:

رَمْمُ	الْمَكَانُ	الْمُبَشَّةُ (الإِنْسَانُ)	الْمُبَشَّةُ (نَعْتٌ + ظَرْفُ الْمَكَانِ)
١	هَذَا	مُكْبَثٌ مُعْبُرٌ	هَذَا + نَعْتٌ
٢	ذَلِكَ	مُصْلَى صَافِيٌّ	ذَلِكَ + نَعْتٌ
٣	هُنُوْءٌ	مُكْبَثٌ بِهِنْوَاءٍ	هُنُوْءٌ + ظَرْفُ الْمَكَانِ
٤	تِلْكَ	سَاحِخٌ رَابِعَةٌ	تِلْكَ + نَعْتٌ

Catatan:

- Contoh-contoh kalimat di atas merupakan contoh kalimat sederhana dengan pola **مبتدأ** dan **خبر**.
- Yang mendukung jabatan **مبتدأ** pada contoh-contoh di atas adalah **isim isyarah mufrad** (kata ganti tunjuk tunggal, yaitu (ihat kolom 2), maka khabarnya juga harus terdiri atas **isim mufrad**, yaitu **سَاحِخٌ** (ihat kolom 3)).

CS Dipindai dengan CamScanner

Sekarang, coba perhatikan contoh-contoh kalimat berikut:

رَمْمُ	الْمَكَانُ	الْمُبَشَّةُ (الإِنْسَانُ)
١	زَوْدَةُ النَّصْلِ	الْمُنْتَهَى (الْمَنْتَهَى)
٢	الْمَنْتَهَى	أَمَانَةُ النَّصْلِ
٣	عِبَارَةُ مَعْنَى الْلُّغَةِ	الْمُنْتَهَى
٤	الْمَانِهَةُ	أَمَانَةُ الْمَانِهَةِ

Kata-kata pada kolom 2 (berkedudukan sebagai **مُبَشَّة**). Sedangkan kata pada kolom 3, adalah kata terjemahan tempat (**ظَرْفُ الْمَكَانِ**) yang berkedudukan sebagai **habar**.

- Contoh-contoh kalimat seperti ini, biasanya merupakan jawaban dari kata tanya (؟) (أَيْنَ). seperti:
 - أَيْنَ النَّصْلُ ؟ **النَّصْلُ** زَوْدَةُ النَّصْلِ.
 - أَيْنَ النَّصْلُ ؟ **النَّصْلُ** أَمَانَةُ النَّصْلِ.
 - أَيْنَ الْمَكَانُ ؟ **الْمَكَانُ** عِبَارَةُ مَعْنَى الْلُّغَةِ.
 - أَيْنَ السَّاحِخُ ؟ **السَّاحِخُ** أَمَانَةُ الْمَانِهَةِ.
- Selain **ظَرْفُ الْمَكَانِ** yang termasuk adalah:

حَلْقَةٌ =	زَوْدَةٌ =
di belakang =	di atas =
جَانِبٌ =	جَانِبٌ =
di samping =	جَانِبٌ =
di sebelah kanan =	عَلَيْهِ =
di sebelah kiri =	عَلَيْهِ =
di atas =	فَوْقَ =
di bawah =	نَحْتَ =

CS Dipindai dengan CamScanner

3. Language Grammar in Chapter Three (School Tools)

Learning Objectives: Connected Pronoun, Colors. The structure begins with writing the types of separate pronouns with examples of their use, then mentions the types of colors in the masculine and feminine, and then presents the writing of the beginner and the news in the form of separate pronouns and colors.

4. Grammar in Chapter Four (Title)

Learning Objectives: Numbers 1-100, Questioning

202

Volume 15 Number 01 March 2024

Submitted: 19-12-2023 Accepted: 05-02-2024 Approved: 10-02-2024 Published: 30-03-2024

The rule presented in this section is numerical vocabulary from 1 to 100, as well as interrogation formulas (ma-km) and examples of their use, without a detailed explanation of the meaning of the interrogation

Image 5 Submission of Rules for Title IV

؟..... الإجابة	السؤال	؟..... الإجابة	السؤال
١) في الأمسية سبعة أيام	كم يوماً	١) شارع نهاد رفعت	ما نهاداً؟
٢) في الأمسية سبعاء أيام	كم يوماً	٢) عشرين، شرين	ما عشرين؟
٣) في السنة إنما تغير شهرها	كم شهراً	٣) تغيرون	ما تغيراً؟
٤) في الشهر إنما يغيرون يوماً	كم يوماً	٤) عاشرم خاتيق	ما عاشرم؟

شَيْءَةٌ وَّتَمَلُّونَ	٧٥	٧٥
شَيْءَةٌ وَّتَمَلُّونَ	٧٦	٧٦
شَيْءَةٌ وَّتَمَلُّونَ	٧٧	٧٧
شَيْءَةٌ وَّتَمَلُّونَ	٧٨	٧٨
شَيْءَةٌ وَّتَمَلُّونَ	٧٩	٧٩
شَيْءَةٌ وَّتَمَلُّونَ	٨٠	٨٠
واجْدٌ وَّتَسْمُونَ	٨١	٨١
إِنْثَانٌ وَّتَسْمُونَ	٨٢	٨٢
لَالَّهُ وَّتَسْمُونَ	٨٣	٨٣
أَرْبَعَةٌ وَّتَسْمُونَ	٨٤	٨٤
خَسْنَةٌ وَّتَسْمُونَ	٨٥	٨٥
سِيَّةٌ وَّتَسْمُونَ	٨٦	٨٦
سَبْعَةٌ وَّتَسْمُونَ	٨٧	٨٧
شَمَائِيلٌ وَّتَسْمُونَ	٨٨	٨٨
شَمَائِيلٌ وَّتَسْمُونَ	٨٩	٨٩
شَمَائِيلٌ وَّتَسْمُونَ	٩٠	٩٠
شَمَائِيلٌ وَّتَسْمُونَ	٩١	٩١
شَمَائِيلٌ وَّتَسْمُونَ	٩٢	٩٢
شَمَائِيلٌ وَّتَسْمُونَ	٩٣	٩٣
شَمَائِيلٌ وَّتَسْمُونَ	٩٤	٩٤
شَمَائِيلٌ وَّتَسْمُونَ	٩٥	٩٥
شَمَائِيلٌ وَّتَسْمُونَ	٩٦	٩٦
شَمَائِيلٌ وَّتَسْمُونَ	٩٧	٩٧
شَمَائِيلٌ وَّتَسْمُونَ	٩٨	٩٨
شَمَائِيلٌ وَّتَسْمُونَ	٩٩	٩٩
شَمَائِيلٌ وَّتَسْمُونَ	١٠٠	١٠٠
بِالْمُهَمَّةِ		

نَامٌ : [مَا - كَمْ]

Perhatikan contoh-contoh kalimat berikut:

رقم	ما.....؟	السؤال	الإجابة	السؤال	الإجابة	ما.....؟	رقم
١	ما هذا / ذلك ؟	هذا / ذلك ؟	ما هذا / ذلك ؟	ما هذا / ذلك ؟	هذا / ذلك ؟	ما هذا / ذلك ؟	٢
٢	ما هذه / تلك ؟	هذه / تلك مدرسة	ما هذه / تلك ؟	هذه / تلك كاتباً	ما هذه / تلك ؟	هذه / تلك عينداً	٣

5. Linguistic Grammar in Chapter Five (The House)

Learning Objectives: Introduction, News + Recent Beginner
 The ranking begins by showing and illustrating examples of the news presented and the inferior prefix + adjective. In addition, the rule introduced in this section includes the novice + adjective and adjective, which comes in the form of drag/adverb + noun.

Image 7
 Submission of Rules for Title V

Perhatikan juga contoh-contoh berikut:

Contoh susunan *mutbada' + khabar*:

رَوْمٌ	مُبْتَدأً (+ نَفْتٌ)	خَبَرٌ (أَذْوَاثُ الْجَنَّةِ/كَلْبُ + إِسْمٌ)
١	الْيَنْضَدَةُ الْقَصِيرَةُ	فِي غَرْفَةِ الْجَنَّةِ
٢	الْأَسْنَادُ الْتَّاهِرُ	أَنَامُ الْفَضْلِ
٣	الْزَّهْرَيَّةُ الْجَنِيَّةُ	عَلَى الْيَنْضَدَةِ
٤	الْحَدِيدَةُ الْجَنِيَّةُ	وَرَاءُ الْأَبْيَتِ

- Contoh-contoh kalimat ini merupakan kebalikan dari contoh-contoh kalimat sebelumnya. Jika pada contoh sebelumnya *mutbada'* diletakkan di akhir kalimat, sehingga disebut *mutbada' mu'akhkhar*, sedangkan *khabar* berada di awal kalimat, dan disebut *khabar muqaddam*. Maka pada contoh kedua, posisi atau susunannya dibalik, *mutbada'* nya di awal, dan *khabarnya* di akhir.
- Kata yang berposisi sebagai *mutbada'* (seperti pada contoh-contoh kedua) harus diawali "al", jika bukan nama orang, nama kota atau *isim alam* lainnya. Namun, jika posisi atau letaknya dibalik menjadi *mutbada' mu'akhkhar*, maka kata tersebut tidak diberi "al" (seperti pada contoh-contoh di atas).
- Dua pola susunan kalimat di atas (*mutbada' + khabar* dan *khabar muqaddam+mutbada' mu'akhkhar*), yang dalam hal ini *khabarnya* terdiri dari *syibul jumlah* (*dzaraff/harf jar + isim majur*), berpengaruh pada makna kalimat tersebut. Susunan *mutbada' + khabar* memberikan penekanan pada *mutbada'*, sedangkan susunan *khabar muqaddam+mutbada' mu'akhkhar* memberikan tekanan pada *khabar*.
- Pertanyaan komunikatif untuk susunan *mutbada' + khabar syibul jumlah* (*dzaraff/harf jar + isim majur*) adalah أَنِّي أَنْتَ؟ Seperi:

الْيَنْضَدَةُ الْقَصِيرَةُ فِي غَرْفَةِ الْجَنَّةِ.

Maka pertanyaannya adalah:

أَنِّي الْيَنْضَدَةُ الْقَصِيرَةُ؟

- Sedangkan pertanyaan komunikatif untuk susunan *khabar muqaddam+mutbada' muakhkhar* adalah مَمَّا لَمْ يَرَى لِمَنْ يَرَى بَرَكَةً. Seperi:

CS Dipindai dengan CamScanner

ب- الْمَرَكِبُونَ

خَبَرٌ مُقَدَّمٌ + مُبْتَدأً مُؤَخَّرٌ

Perhatikan contoh-contoh berikut:

رَوْمٌ	خَبَرٌ مُقَدَّمٌ	مُبْتَدأً مُؤَخَّرٌ + نَفْتٌ
١	فِي غَرْفَةِ الْجَنَّةِ	أَذْوَاثُ الْجَنَّةِ + إِسْمٌ
٢	أَسْنَادُ الْمَاهِرِ	الْيَنْضَدَةُ الْقَصِيرَةُ
٣	رَهْرَيَّةُ الْجَنِيَّةِ	عَلَى الْيَنْضَدَةِ
٤	وَرَاءُ الْأَبْيَتِ	الْحَدِيدَةُ الْجَنِيَّةُ
٥	فَوقُ الْيَنْضَدَةِ	مِضَاحُ الْجَنِيَّةِ

Catatan:

- Struktur kalimat pola "jumlah ismiyyah" adalah struktur kalimat yang terdiri dari *mutbada'* dan *khabar*.
- Pada dasarnya letak *mutbada'* berada di awal kalimat, dan letak *khabar* berada di akhir kalimat atau setelah *mutbada'*.
- Namun, ada kalanya *mutbada'* diletakkan di akhir kalimat, begitu juga *khabar* diletakkan di awal kalimat. Pola kalimat seperti itu disebut pola *khabar muqaddam + mutbada' mu'akhkhar*.
- Jadi, *mutbada' mu'akhkhar* adalah *mutbada'* yang letaknya di akhir kalimat, dan *khabar muqaddam* adalah *khabar* yang letaknya di awal kalimat.
- *Khabar muqaddam* terbentuk dari *syibul jumlah* (susunan yang terdiri dari *huruf jar + isim majur*, atau *dzaraf + isim majur*).
- Contoh-contoh kalimat di atas merupakan contoh *khabar muqaddam + mutbada' mu'akhkhar*.

CS Dipindai dengan CamScanner

6. Grammar in Chapter Six (The Family)

أهداف التعلم: خبر مقدم + مبتدأ مؤخر، تصريف المضارع للمفرد

The rule that has been introduced in this chapter is more than in the previous one. The introduction of the rule begins with examples and an explanation of the late beginning and the news presented, followed by examples and an explanation of the conjugation of the present tense of the singular.

Image 8
Submission of Rules for Title VI

ب- الْعَرَكِيْبُ		
١. خَبْرٌ مُقَدَّمٌ + مُبْتَدَأٌ مُؤَخَّرٌ		
٢. حَرْفٌ جَرٌّ + إِسْمٌ مَجْرُورٌ / ظَرْفٌ + إِسْمٌ مَجْرُورٌ		
Perhatikan contoh-contoh berikut:		
مُبْتَدَأٌ مُؤَخَّرٌ	خَبْرٌ مُقَدَّمٌ	رَقْمٌ
عَرْقَةُ الصُّبُوْبِ	فِي الْبَيْتِ	١
٢. في عَرْقَةِ الصُّبُوْبِ		

أ. تصريف المضارع المُسْمَى						
Perhatikan contoh-contoh berikut:						
(١)	(١)	(١)	(١)	(١)	(١)	(١)
خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)	خَبْرٌ مُجْمَلٌ وَغَيْرِهُ (فعل مضارع)
١. أَنَّيْ (هُوَ) يَسْكُنُ الْمَدِيْنَةَ	١. أَنَّيْ (هُوَ) يَقْرَأُ الْمَجْرِيْدَةَ					
٢. أَنَّيْ (هُيَ) يَسْكُنُ الْمَدِيْنَةَ	٢. أَنَّيْ (هُيَ) يَقْرَأُ الْمَجْرِيْدَةَ					
٣. أَنَّيْ (هُنَّا) يَسْكُنُ الْمَدِيْنَةَ	٣. أَنَّيْ (هُنَّا) يَقْرَأُ الْمَجْرِيْدَةَ					
٤. أَنَّيْ (هُنُّا) يَسْكُنُ الْمَدِيْنَةَ	٤. أَنَّيْ (هُنُّا) يَقْرَأُ الْمَجْرِيْدَةَ					
٥. أَنَّيْ (هُنُّا) يَسْكُنُ الْمَدِيْنَةَ	٥. أَنَّيْ (هُنُّا) يَقْرَأُ الْمَجْرِيْدَةَ					
Catatan:						
• Contoh-contoh kalimat di atas merupakan contoh pola <i>khabar muqaddam + mutabda' mu'akhkhar</i> .						
• <i>Khabar muqaddam</i> adalah <i>khabar</i> yang letaknya di awal kalimat dan terbentuk dari sylbul jumlah (susunan yang terdiri dari <i>huruf Jar + isim majrur</i> , atau <i>dzaraf + isim majrur</i>).						
• <i>Mutabda' mu'akhkhar</i> adalah <i>mutabda</i> yang letaknya di akhir kalimat.						
• Nomor 1 s/d nomor 7 di atas merupakan contoh susunan <i>khabar muqaddam + mutabda muakhkhar</i> , yang <i>khabar muqaddamnya</i> terdiri dari <i>huruf jar + isim majrur</i> .						
• Nomor 8 s/d nomor 10 di atas merupakan contoh susunan <i>khabar muqaddam + mutabda mu'akhkhar</i> , yang <i>khabar muqaddamnya</i> terdiri dari <i>dzaraf + isim majrur</i> .						
• في الْبَيْتِ عَرْقَةُ الصُّبُوْبِ / في عَرْقَةِ الصُّبُوْبِ وَمَسْجِدٌ						
• Nomor 8 s/d nomor 10 di atas merupakan contoh susunan <i>khabar muqaddam + mutabda mu'akhkhar</i> , yang <i>khabar muqaddamnya</i> terdiri dari <i>dzaraf + isim majrur</i> .						
أَمَامُ الْبَيْتِ شَارِعٌ / وَرَاءُ الْبَيْتِ حَدِيْدَةٌ / بَيْوَارُ الْبَيْتِ مَسْجِدٌ						

عَلَى الْمَيْضَدَةِ	
٤. في الْبَيْتِ	٤.
٥. في عَرْقَةِ الصُّبُوْبِ	٥.
٦. مَطْبِعٌ	٦.
٧. أَنَّيْ وَأَنْجَيْ	٧.
٨. شَارِعٌ	٨.
٩. وَرَاءُ الْبَيْتِ	٩.
١٠. مَسْجِدٌ	١٠.

The depth of grammar is demonstrated across the article's sections, which discuss each rule individually. However, the introduction to the regulations contains some foreign terms that have not been defined or discussed, which can cause confusion for learners and require lengthy explanation and clarification. For example, like the rule mentioned in the scope of Article 2, it contains some terms (in the explanation) that have not been studied in the previous domains, such as prepositions, interrogations, masculine, and feminine.

7. Compatibility of linguistic grammar with grammatical and morphological rules

Textbooks that study grammar and morphology, for example, include al-Ajurumiya's text, examples of conjugation, explanations of morphological concepts, the immortal, the millennium text of Ibn Malik, and clear grammar. Some of the books listed above systematically discuss the rules of grammar and morphology. Examples of materials include the following :

Table 3
Examples Of Material In The Book "Al-Jurumiyyah"

No	Chapter (Bab)	Material Description
1	Introduction	Speech (Kalam), Noun (Isim), Verb (Fi'il), Particle (Huruf), and their signs.
2	Chapter of I'rab	Knowing <i>I'rab</i> (inflection) and its types.
3	Chapter on Knowing Signs of I'rab	Signs of <i>I'rab</i> for every type of inflection.
4	Al-Mu'rabat	Classification of words that are inflected (Mu'rabat) and their explanations.
5	Chapter of Af'al (Verbs)	Types of <i>Fi'il</i> (Verbs) and their explanations.
6	Chapter of Marfu'at al-Asma'	Types of <i>Isim</i> (Nouns) that are in the nominative case (Marfu').
7	Chapter of Fa'il	Knowing <i>Fa'il</i> (Subject/Doer) and its examples.
8	Chapter of Maf'ul whose fa'il is not mentioned	<i>Fi'il Ma'lum</i> and <i>Majhul</i> (Active and Passive Voice).
9	Chapter of Mubtada' and Khabar	Definition, explanation, and examples.
10	Chapter of Na'at	<i>Na'at</i> (Adjective), <i>Man'ut</i> (Noun described), <i>Ma'rifat</i> (Definite), and <i>Nakirah</i> (Indefinite).

No	Chapter (Bab)	Material Description
11	Chapter of Taukid (Emphasis)	Definition, explanation, and examples.
12	Chapter of Badal (Substitute)	Definition, explanation, examples, and procedures.
13	Chapter of Manshubat al-Asma'	Types of <i>Isim</i> (Nouns) that are in the accusative case (Manshub).
14	Chapter of Maf'ul Bih	Definition, explanation, examples, as well as connected (<i>muttashil</i>) and detached (<i>munfashil</i>) pronouns.
15	Chapter of Mashdar	Definition, explanation, and examples.
16	Chapter of Zharaf Zaman and Zharaf Makan	Definition, explanation, examples, and their positions (Adverbs of Time and Place).
17	Chapter of Hal (Condition)	Definition, explanation, and examples.
18	Chapter of Tamyiz	Definition, explanation, and examples.
19	Chapter of Istitsna' (Exception)	Definition, particles, and examples.
20	Chapter of La (Negation)	Explanation and usage methods.
21	Chapter of Munada (Vocative/Call)	Definition, particles, and examples.
22	Chapter of Maf'ul Li Ajlih	Definition and examples.
23	Chapter of Maf'ul Ma'ah	Definition and examples.
24	Chapter of Makhshushat al-Asma'	Nouns specified for certain <i>I'rab</i> .

From the Table above, it is evident that the writing and discussion of materials are conducted systematically, gradually, and in an interconnected manner. As in the example on point 9, the subject of the noun and the noun were not discussed at the

beginning of the scope of the articles, because the definition of the noun is a noun that comes at the start of the sentence, as the definition of the noun and the noun are discussed in the preliminary and introductory articles. If the beginner and the news are discussed at the beginning of the courses, students will ask, 'What is the name? What is the raised?', which requires a long time to explain due to the lack of grammar methodology. While the ChemdePod's methods in the independent curriculum focus on core subjects and on developing students' competencies at their stage, allowing students to learn more deeply, more meaningfully, and more enjoyably.

Table 4
Presentation of League Rules in "learning Arabic Book

No	Material	Type of Rule	Presentation of Rule
1	Introduction (At-Ta'aruf)	<i>Mubtada'</i> (singular pronoun) + <i>Khabar</i>	Language rules are presented by writing example words and then explaining the rule (Inductive Method). Evaluation is presented in the form of vocabulary and sentence structure exercises.
2	School Facilities	<i>Mubtada'</i> (Demonstrati ve Noun) + <i>Khabar</i> (<i>Na'at</i> + Adverb of Place)	Language rules are presented by writing example words and then explaining the rule (Inductive Method). Presents several terms (in explanation) not previously learned, such as: <i>Huruf Jar</i> (Prepositions), <i>Istifham</i> (Interrogatives), <i>Mudzakkar</i> (Masculine), <i>Muannats</i> (Feminine). Evaluation is presented in the form of vocabulary and sentence structure exercises.
3	School Equipment	<i>Dhamir</i> <i>Muttashil</i> (Attached Pronoun), Colors	Language rules are presented by writing example words and then explaining the rule (Inductive Method). Evaluation is presented in the form of vocabulary and sentence structure exercises.
4	Address	Numbers 1- 100, <i>Istifham</i> (Interrogativ es)	Rules are presented by writing example words and numbers from 1 to 100, then explaining the rule (Inductive Method). Evaluation is presented in the form of vocabulary

No	Material	Type of Rule	Presentation of Rule
			and sentence structure exercises.
5	House (Al-Bait)	<i>Khabar</i> <i>Muqaddam + Mubtada'</i> <i>Muakhkhar</i>	Language rules are presented by writing example words and then explaining the rule (Inductive Method). Evaluation is presented in the form of vocabulary and sentence structure exercises.
6	Family (Al-Usrah)	<i>Khabar</i> <i>Muqaddam + Mubtada'</i> <i>Muakhkhar,</i> Singular <i>Tasrif</i> <i>Mudhari'</i>	Language rules are presented by writing example words and then explaining the rule (Inductive Method). Presents several terms (in explanation) not previously learned, such as: <i>Fi'il</i> (Verb), <i>Mufrad</i> (Singular), <i>Mutsanna</i> (Dual), <i>Jamak</i> (Plural), <i>Isim Zhahir</i> (Explicit Noun), <i>Isim Dhamir</i> (Pronoun). Evaluation is presented in the form of vocabulary and sentence structure exercises.

Conclusion

Based on the results of the qualitative analysis using observation, analysis, and data reduction techniques derived from the Arabic language textbooks for the seventh grade based on the independent curriculum, the following conclusions can be drawn, which are presented as follows: 1) The analysis of the grammar appropriateness in the Arabic language teaching book for the seventh grade in Islamic middle schools, which is based on the independent curriculum, aims to find out the compatibility of the content of the grammar with the fundamental grammar and morphological rules, and helps facilitate students' understanding of grammar in the book of teaching Arabic for the seventh grade in Islamic middle schools, so that it is not only learned in school, but also applied in understanding the Holy Quran and the Sunnah of the Prophet as principles of life. 2) By reviewing and analyzing the learning objectives that are written down in the education textbook, the grammar provided in each range of Arabic textbooks for the seventh grade in Islamic middle schools, based on the independent curriculum, is correct and compliant. By analyzing the textbook, collecting data, and comparing it with grammar books (grammar and morphology), it is found that the grammar in the Arabic language textbook for the seventh grade in Islamic middle

schools, based on the independent curriculum, was not compatible due to the lack of methodology for the order of the subjects.

REFERENCES

الجارم، علي، ومصطفى أمين، النحو الواضح الجزء الأول (الناشر: دار المعارف).

Al Ghali, Abdullah dan Abdul Hamid Adbdullah, *Menyusun Buku Ajar Bahasa Arab*, terj. Sudi Yahya Husein, Sahrani, Syamiah, (Padang: Akademia Permata, 2012).

Al-Taftazani. "Jurnal SALMAN." *Kaidah-Kaidah Kebahasaan (Al Qawa'id Al Lughawiyyah)* 2, no. 1 (1996).

Aslan, Aslan. "Kurikulum Pendidikan Vs Kurikulum Sinetron." *Khazanah: Jurnal Studi Islam dan Humaniora* 14, no. 2 (2016).

Asri, M. "Dinamika Kurikulum Di Indonesia." *Modelling: Jurnal Program Studi PGMI* 4, no. 2 (2017).

Asrory, Ahmad Fahmi, Athira Fakhriatuz Zamani, dan Slamet Daroini. "Studi Kelayakan Buku Ajar Bahasa Arab Berdasarkan Standar BSNP." *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 7, no. 2 (2022).

Aziz, Abd, dan Saihu Saihu. "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019).

Azroi, M H, dan Z Lubis. "Analisis Isi Buku Ajar Bahasa Arab Terhadap Peningkatan Minat Belajar Bahasa Arab Siswa Kelas X Mas Ppm Al-Yusriyah." *EDUKASIA: Jurnal Pendidikan dan ...* 4 (2023).

Bahri, Syamsul. "Pengembangan Kurikulum Berbasis Multikulturalisme di Indonesia (Landasan Filosofis dan Psikologis Pengembangan Kurikulum Berbasis Multikulturalisme)." *Jurnal Ilmiah DIDAKTIKA* 19, no. 1 (2018).

Bahy, Moh. Buny Andaru, dan Mirwan Ahmad Taufiq. "Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani dan Awatif." *Taqdir* 7, no. 2 (2022).

Cholilah, Mulik, Anggi Gratia Putri Tatuwo, Komariah, dan Shinta Prima Rosdiana. "Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21." *Sanskara Pendidikan dan Pengajaran* 1, no. 02 (2023).

Fajri, Khaerul, dan Taufiqurrahman Taufiqurrahman. "Pengembangan Buku Ajar Menggunakan Model 4D dalam Peningkatan Keberhasilan Pembelajaran Pendidikan Agama Islam." *Jurnal Pendidikan Islam* 2, no. 1 (2017).

Hamzah, Amir. "Kaidah-Kaidah Kebahasaan Sebuah Upaya dalam Memahami AlQur'an." *Al-Qalam Jurnal Kajian Islam* 7, no. 1 (2015).

Saefuloh, Hasan, *Semangat Mendalami Bahasa Arab untuk MTS Kelas VII*, (Jakarta: Penerbit Erlangga, 2023).

Lestari, Diah, Masduki Asbari, dan Eka Erma Yani. "Kurikulum Merdeka: Hakikat kurikulum dalam pendidikan." *Journal of Information Systems and Management (JISMA)* 2, no. 6 (2023).

Ma'arif, M Syamsul. "Perbandingan Kualitas Buku Teks Bahasa Arab Tingkat Madrasah Tsanawiyah." *Jurnal Pendidikan Islam* 4, no. 1 (2015).

Maburroosi, Maburroosi. "Analisis Buku Ajar Bahasa Arab Karya Dr. D. Hidayat." *Al-Irfan : Journal of Arabic Literature and Islamic Studies* 3, no. 2 (2020).

Mashuri, Imam, dan Afifah. "Analisis Kesalahan Bahasa Buku Ajara Bahasa Arab Madrasah Ibtidaiyyah Kleas IV." *Pengaruh Penggunaan Metode Totally Physical Responce (Tpr) Terhadap Keterampilan Berbicara Mata Pelajaran Bahasa Arab Mi Miftahur Rahman Benowo Surabaya* 03, no. 01 (2022).

Muttaqin, Jahid, Muh Fajar Shodiq, dan Muhammad Nanang Qosim. "Metodologi Pengajaran Kaidah Bahasa Arab : Implementasi Metode Induktif dan Deduktif di MTs Negeri 1 Sragen." *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 4 (2023).

Nazilah, A, dan D Afia. "Analisis buku ajar bahasa Arab kelas XII madrasah aliyah berdasarkan KMA 183 tahun 2019." *Rausyan Fikri: Journal of Islamic ...* 3, no. 1 (2023).

Rahmadyanti, Dewi, dan Agung Hartoyo. "Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar." *Journal Basicedu* 6, no. 4 (2022).

Ramah, Sutri, dan Miftahur Rohman. "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013." *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 2 (2018).

Sakdiah, Nikmatus, dan Fahrurrozi Sihombing. "Problematika Pembelajaran Bahasa Arab." *Journal Sathar* 1, no. 1 (2023).

Sudarti, Ni Wayan. "Analisis Struktur dan Kaidah Kebahasaan Teks Cerita Ulang Biografi Karya Mahasiswa Program Studi Bimbingan Konseling IKIP PGRI Bali."

Journal of Chemical Information and Modeling 53, no. 9 (2013).

Zarkasyi, Ahmad Hidayatullah, Zain Irsyad Gandhi, dan Rahmad Maulana Tazali.

“Pembelajaran Bahasa Arab Menggunakan Metode Qawwaid dan Tarjamah pada Era Modern.” *INNOVATIVE: Journal Of Social Science Research* 3, no. 4 (2023).