



Analysis of The Method of Teaching Structures in The Arabic Language Teaching Book of The Ministry of Religious Affairs

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Abstract:

Indonesia's Ministry of Religious Affairs has issued a new book on Arabic language teaching, as well as implementing a new educational curriculum. The purpose of this study is in two important respects: First, the analysis of the curriculum for the teaching of at-tarakib an-nahwiyah in the Arabic textbook for the first upper middle class of the Ministry of Religious Affairs of the Republic of Indonesia in 2020. And secondly, the evaluation is in accordance with the guidelines of the idoat book for Arabic teachers for non-native speakers. This research uses qualitative and quantitative analysis methods using the formula $N = \frac{fx}{nx} \times 100\%$, and the Huberman and Miles method. The results of this study are in two respects: 1). It is focused and completed on the four elements of the Arabic curriculum after observation and tracking. 2) That studying the structures present in it, after being evaluated in the idoat book, is very suitable for teaching, since the standard percentage in the idoat book is 87%, meaning that it is very appropriate and the curriculum is appropriate for teaching in the classroom, after analysis and observation.

Keywords: Educational curriculum, Tarokib Nahwiyah, Arabic language teaching

Abstrak:

Kementerian Agama Indonesia telah menerbitkan buku baru tentang pengajaran bahasa Arab, serta menerapkan kurikulum pendidikan baru. Tujuan dari penelitian ini ada dalam dua hal penting: Pertama, analisis kurikulum pengajaran at-tarakib an-nahwiyah dalam buku ajar bahasa Arab kelas menengah atas pertama Kementerian Agama Republik Indonesia tahun 2020. Dan kedua, evaluasi tersebut sesuai dengan pedoman buku berdoat untuk guru bahasa Arab untuk penutur non-pribumi. Penelitian ini menggunakan metode analisis kualitatif dan kuantitatif menggunakan rumus $N = \frac{fx}{nx} \times 100\%$, dan metode Huberman dan Miles. Hasil penelitian ini dalam dua hal: 1). Difokuskan dan diselesaikan pada empat elemen kurikulum bahasa Arab setelah observasi dan pelacakan. 2) Bahwa mempelajari struktur yang ada di dalamnya, setelah dievaluasi dalam buku berhala, sangat cocok untuk pengajaran, karena persentase standar dalam buku berhala adalah 87%, artinya sangat tepat dan kurikulumnya sesuai untuk mengajar di kelas, setelah analisis dan pengamatan.

Kata Kunci: Kurikulum pendidikan, Tarokib Nahwiyah, pengajaran bahasa Arab

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INTRODUCTION / المقدمة

Language is the primary means of human communication. As defined by Ibn Jinni, language is “a set of sounds through which each community expresses its intentions” (جني, 1998).

1318). Humans inherently need to convey ideas and purposes to one another, making communication an indispensable aspect of their social existence. Among the world's languages, Arabic holds a prominent position due to its historical depth and significant role in human civilization. The earliest known Arabic linguistic artifacts date back to around the 5th century CE, and the language continues to be used today across the Arab world and beyond, especially in literary, scholarly, and formal contexts (وافى, 2004). Accordingly, Arabic is taught in many educational institutions worldwide, including in Indonesia. Arabic was ranked sixth among the most spoken languages globally in 2020, emphasizing its relevance in global communication and cultural exchange (White, 2021).

Grammar instruction represents one of the most critical components in Arabic language education (Wahba, 2022). Grammar serves not only as a foundational element of linguistic structure but also as a tool that facilitates effective language acquisition (Marsden & Slabakova, 2019). However, grammar remains one of the most challenging and complex aspects of language learning for both native and non-native speakers (Mohammed, 2018). Consequently, careful attention must be paid to its teaching and learning processes (Hoveid, Hoveid, Hoveid, & Hoveid, 2019).

In this regard, textbooks serve a crucial role. As a primary medium of instruction, textbooks provide systematically organized knowledge aimed at achieving specific educational objectives (Roldán Vera, 2018). They are indispensable tools in the teaching and learning process, offering guidance and structure for both teachers and students.

Numerous studies have previously examined Arabic language textbooks in Indonesia, particularly in terms of their pedagogical quality. These include analyses based on the 2013 curriculum (Hidayanti, Taufiq, & Maturedy, 2021), studies on grammatical errors in textbook content (Amrullah, 2017), comparative evaluations of textbook quality at the secondary level (Ma'arif & Ma'arif, 2015), and assessments of Arabic instructional materials in elementary schools (Susanti, 2016). The results of these studies generally highlight several deficiencies in Arabic textbooks used in schools. Common issues include inconsistencies in grammar content, misalignment with educational standards, and unattractive book designs that fail to engage learners effectively.

In response to these concerns, the Indonesian Ministry of Religious Affairs has enacted significant policy changes. The previous curriculum framework regulated by KMA No. 165 of 2014 was replaced by KMA No. 183 of 2019, which establishes the current curriculum for Islamic and Arabic language education in schools. This new regulation is complemented by KMA No. 184 of 2019, which outlines the implementation system for the curriculum. According to Dr. Qamaruddin, Director of Islamic Education at the Ministry, KMA No. 183 of 2019 is not a complete departure from the previous framework but rather a refinement. It addresses several gaps in core and basic competencies identified through internal research, particularly regarding inconsistencies and content dispersion across different educational stages.

RESEARCH METHOD / المنهجية

This study centers on the analysis and evaluation of the grammatical structures teaching method in the *Arabic Language Teaching Book for Grade 10*, published by the Indonesian Ministry of Religious Affairs in 2020. The rationale behind selecting this topic lies in two main considerations: the importance of understanding and analyzing the newly adopted curriculum introduced in 2020 by the Ministry, and the need to assess the curriculum in light of the *Idha'at* handbook, which is recognized as a pedagogical

reference for teaching Arabic to non-native speakers.

The study aims to explore how the concept of grammatical structures is presented in the textbook and to assess its alignment with recognized teaching principles, particularly those outlined in *Idha'aat li Mu'allimi al-Lughah al-'Arabiyyah li Ghayri al-Natiqina Biha*.

This research adopts a qualitative and quantitative descriptive approach. The qualitative dimension is employed to interpret educational practices and phenomena as understood by the researcher through observation and analysis, drawing insights into their meanings and connections. The quantitative component is used to measure the suitability of the grammar teaching method based on a predefined rubric.

For data analysis, the researcher applies the Miles and Huberman interactive model, which consists of three interrelated stages. In the data reduction stage, the researcher gathers relevant information, filters it to retain only the core data aligned with the research focus, and eliminates extraneous content. This process requires careful selection and verification to ensure the accuracy and relevance of the data.

In the data display stage, the researcher organizes the filtered data into a coherent structure, either in narrative form or using visual aids such as charts or tables. This structured presentation is intended to enhance the clarity and accessibility of the information for both the researcher and the reader.

The final stage involves drawing conclusions and verifying findings. The researcher synthesizes the displayed data to clarify ambiguities, uncover patterns, and identify new insights that emerge from the analysis.

To support the quantitative assessment, a simple percentage formula is used:

$$N = (F_x / n) \times 100\%$$

Where:

- **N** represents the percentage score,
- **F_x** refers to the number of positive indicators found,
- **n** indicates the total number of evaluation items.

The following scale is applied to interpret the results:

Percentage (%)	Evaluation Result
81 – 100	Highly Appropriate
61 – 80	Appropriate
41 – 60	Acceptable
21 – 40	Inadequate
0 – 20	Inappropriate

Based on the results derived from this framework, the study seeks to provide a comprehensive conclusion on the quality and effectiveness of the grammatical structures teaching method in the 2020 Arabic language textbook for grade 10, as issued by the Indonesian Ministry of Religious Affairs.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Curriculum for teaching grammar structure in the first grade Arabic teaching book of the Ministry of Religion of the Republic of Indonesia in 2020

This study found that the *Manhaj Ta'lim at-Tarākīb an-Naḥwiyyah* (Methodology for Teaching Grammatical Structures) in the *Kitāb Ta'lim al-Lughah al-'Arabiyyah liṣ-Ṣaff al-Awwal ats-Tsānawī*, published by the Indonesian Ministry of Religious Affairs in 2020, is systematically designed based on the four main elements of curriculum development:

learning objectives, content, teaching methods, and evaluation.

In terms of learning objectives, the curriculum aims to develop students' linguistic competence both in spoken and written forms across the four basic language skills: listening, speaking, reading, and writing. Moreover, it seeks to instill an awareness of the importance of Arabic as a tool for Islamic studies and global communication, while also broadening students' understanding of the relationship between language and culture.

Regarding the instructional content, the teaching of grammar (*tarākīb an-naḥwiyyah*) is structured progressively across six lessons, covering fundamental topics such as types of words, verb classifications by tense and form, the use of *ḍamīr* (pronouns), plural forms, interrogative tools (*adawāt al-istifhām*), and the use of temporal and spatial adverbs (*ẓarf az-zamān* and *ẓarf al-makān*). The presentation of these materials demonstrates coherence and logical connection between topics, with an emphasis on contextual grammatical understanding.

In terms of teaching methodology, it was found that the textbook adopts the *qawā'id wa tarjamah* approach (grammar-translation method), combined with two material presentation strategies: the *istiqrā'iyyah* (inductive) method and the *qiyāsiyyah* (deductive) method. The inductive method is predominantly used in five out of the six grammar lessons, wherein students are first exposed to language patterns through examples before being guided to formulate grammatical rules (Haight, 2008). Conversely, in the fifth lesson, which discusses *adawāt al-istifhām*, the deductive method is employed—starting with an explanation of new rules followed by examples of their application. Both methods are supported by the use of bilingual instruction (Arabic and Indonesian), which serves as a bridge for non-native learners to grasp Arabic grammatical concepts more effectively.

Another prominent aspect of the teaching method is the use of *al-lughah al-wasīṭah* (intermediary language), specifically Indonesian, both for vocabulary explanation and instructional purposes. This approach is deemed helpful, especially for beginner-level learners. In addition, the textbook consistently applies *ḍabṭ al-mufradāt* (diacritical markings) throughout the instructional material, although in sections involving repetition, the markings are occasionally omitted.

From the perspective of learning evaluation, the assessment format used is limited to multiple-choice questions, both in the lesson exercises and end-of-semester exams. While this model offers advantages such as high objectivity, efficiency in scoring, and the ability to measure various levels of learning outcomes, it also presents limitations, such as restricted assessment of students' expressive skills and challenges in designing valid and reliable test items.

The final findings indicate that the curriculum design for Arabic grammar instruction in this textbook aligns well with the fundamental principles of foreign language material development, particularly for non-native speakers. However, to better achieve communicative and integrative goals in language learning, it is recommended that the textbook incorporate a greater variety of assessment forms and more explicitly integrate real-life contexts into the instructional content.

Curriculum standards, grammatical structure of instruction in the book *Illumination for Arabic Teachers for Non-Native Speakers*

This study focused on evaluating the methodology for teaching grammatical structures as presented in the Arabic language textbook "*Idha'at li Mu'allimi al-Lughah al-*

'Arabiyyah li Ghayr al-Nathiqin biha'", using the criteria established by Dr. Abdulrahman bin Ibrahim Al-Fawzan. These criteria serve as benchmarks for assessing the appropriateness, sequencing, and pedagogical functionality of grammar instruction for non-native Arabic learners. The textbook published by the Indonesian Ministry of Religious Affairs in 2020 is analyzed through this framework.

Based on Al-Fawzan's framework, it was found that grammatical structures should be selected and presented based on their frequency and communicative relevance. Structures commonly used in everyday language are prioritized, as these are more likely to support learners in actual language use (الفوزان, 1431). For instance, basic declarative sentences using active voice are introduced before more complex or literary constructions involving passive forms or advanced syntactic features.

The textbook is expected to introduce only a limited number of new structures in each lesson to prevent cognitive overload among learners. This gradual progression allows students to internalize grammatical rules incrementally. Alongside this principle, new grammatical structures should be presented using vocabulary that has already been taught in previous lessons. This ensures that learners are not simultaneously challenged by unfamiliar grammar and unfamiliar vocabulary, which could hinder their understanding.

Repetition also plays a vital role in effective grammar instruction. The study confirms that sufficient repetition of grammatical structures—both within the lesson in which they are introduced and in subsequent lessons—is essential for reinforcing learner retention and mastery. Additionally, the sequencing of grammatical content must follow a pedagogical logic that introduces simpler or more basic structures before more complex ones. For example, masculine singular forms should be taught prior to feminine, dual, or plural forms, and basic sentence structures should precede compound or embedded constructions.

Another key finding highlights the importance of introducing grammatical patterns through word forms that retain their base root consistently when affixes or modifications are added. This consistency aids learners in identifying morphological patterns and forming rules more intuitively. Finally, when multiple structures exist to convey the same meaning, only the most common or pedagogically accessible form should be introduced at the beginner level. This approach avoids unnecessary complexity and focuses on functional communicative competence.

Altogether, these findings support the principle that grammatical instruction should serve the practical goal of language acquisition rather than become an end in itself. The textbook's effectiveness, therefore, depends on how well it aligns with these learner-centered, usage-based, and systematically scaffolded criteria.

Evaluation of the teaching curriculum of grammar structure in the first grade Arabic textbook of the Ministry of Religion of the Republic of Indonesia in 2020

In light of the evaluative criteria proposed by *Idha'at li Mu'allimi al-Lughah al-'Arabiyyah li Ghayr al-Nathiqin Biha*, this study assessed the grammar instruction methodology presented in the Arabic language textbook for first-year senior high school students, published by the Indonesian Ministry of Religious Affairs in 2020. The researcher systematically analyzed the content and structure of the grammatical lessons, as well as their sequencing and instructional methods, comparing them against Al-Fawzan's framework.

The evaluation revealed that the textbook presents grammatical structures in

alignment with the principle of frequency. Frequently used structures are prioritized in early instruction, ensuring learners are equipped with forms that have high utility in daily communication. The number of new grammatical structures introduced in each lesson is generally appropriate and manageable for learners, supporting cognitive assimilation without overburdening the learning process.

Moreover, the sequencing of the grammatical material follows a logical and pedagogically sound progression, moving from simpler to more complex structures. Learners are provided with sufficient training and reinforcement of the grammatical structures introduced, particularly through repetitive practice that is essential for internalization. The textbook also demonstrates care in presenting new structures using vocabulary that students have previously encountered, thereby minimizing the introduction of multiple new elements simultaneously.

The textbook strengthens previously introduced structures through adequate review and integration in subsequent lessons, contributing to long-term retention. Functional use of grammar is evident, especially in the early lessons, where learners engage with grammatical forms in meaningful and communicative contexts. Furthermore, theoretical grammatical explanations are introduced at appropriate stages of learning, preventing premature abstraction and promoting gradual conceptual understanding.

The book also succeeds in delivering essential grammatical rules and structures that match the learners' proficiency level. According to the cumulative evaluation using Al-Fawzan's criteria, the overall score reached 47 out of a maximum of 54, equivalent to an 87% conformity rate. This high percentage indicates that the textbook aligns very well with the established pedagogical standards and is therefore highly suitable for grammar instruction at the secondary education level.

These findings affirm the effectiveness of the textbook's grammar teaching methodology, suggesting that it meets the practical and cognitive needs of learners at this stage of language acquisition. Accordingly, it can be recommended for widespread use in similar instructional contexts.

Discussion

The methodology for teaching Arabic grammatical structures in the *Kitāb Ta'lim al-Lughah al-'Arabiyyah liṣ-Ṣaff al-Awwal ats-Tsānawī*, published by the Indonesian Ministry of Religious Affairs in 2020, consists of four main components:

First, **learning objectives**, which encompass three main aspects: developing linguistic competence in both oral and written forms through the four core language skills (listening, speaking, reading, and writing); fostering an awareness of the importance of Arabic as a medium for academic study—especially Islamic studies—and as a tool for global communication; and expanding students' understanding of the relationship between language and culture.

Second, **instructional content**, which is organized into six lessons, each focusing on a specific grammatical topic.

Third, **teaching methods** used in the lessons include both the deductive (rule-based) and inductive (example-based) approaches. All lessons also utilize an intermediary language (Bahasa Indonesia) to some extent and include full *ḥarakāt* (vowel markings) for the vocabulary presented.

Fourth, **assessment methods** are categorized into two types: the first includes exercises on grammatical structures provided in each lesson; the second consists of multiple-choice exams—35 questions for the first semester exam and 50 questions for the

second semester exam.

Furthermore, the results of the evaluation based on the criteria outlined in the book *Idā'āt li-Mu'allimī al-Lughah al-'Arabiyyah li-Ghayr an-Nāṭiqīn Bihā* show that the grammar teaching methodology in the textbook received an overall score of **87%**, indicating a **very appropriate level** for instructional use.

The key takeaway from this study is that designing a grammar curriculum in light of the *Idā'āt* standards requires attention to the following points: presenting structures based on frequency of use, maintaining an appropriate number of new structures per lesson, ensuring a logical progression of grammatical content, providing sufficient practice for each structure, introducing new structures using familiar vocabulary, reinforcing previously learned structures adequately, emphasizing functional practice in the early stages, introducing theoretical grammar at an appropriate time, and ensuring the textbook delivers core grammatical structures suitable for the students' level.

The findings also reveal that the methodology employed in the textbook is generally very suitable for teaching grammatical structures, **with one exception**: the use of an intermediary language. According to the *Idā'āt* guidelines, the use of a non-target language (i.e., Bahasa Indonesia) in teaching Arabic constitutes a deficiency.

Based on these findings, it is recommended that the use of intermediary language be reduced in Arabic textbooks for non-native speakers. The goal of teaching Arabic as a communicative language necessitates that students be immersed in the target language (Arabic) across all four language skills.

CONCLUSION / الخلاصة

Based on the data, analysis, and previous discussion, this study concludes that the grammatical instruction methodology in the *Kitāb Ta'lim al-Lughah al-'Arabiyyah li-Ṣaff al-Awwal ats-Tsānawī* published by the Indonesian Ministry of Religious Affairs in 2020 reveals two key findings. First, it is centered on and structured around the four core elements of Arabic language curriculum design. Second, after careful observation and evaluation using the *Idā'āt* criteria, the grammatical instruction in the textbook is found to be highly appropriate for classroom use, achieving a score of **87%** in alignment with those standards. This indicates that the curriculum is very suitable for teaching grammatical structures at the designated educational level.

The focus of this study was on analyzing and evaluating the grammatical instruction approach in the aforementioned textbook. Future researchers are encouraged to explore other related topics that can contribute to expanding and enhancing the Arabic language curriculum issued by the Ministry of Religious Affairs. Such topics may include examining the strengths and weaknesses of the grammar instruction approach in this textbook, as well as analyzing and evaluating the teaching of the four language skills (listening, speaking, reading, and writing) within the same textbook. These investigations will be valuable in advancing the effectiveness of Arabic language education in the curriculum developed by the Indonesian Ministry of Religious Affairs.

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