Review of Arabic Language Books Independent Curriculum in Madrasah Ibtidaiyah: Materials, Methods, Advantages, and Disadvantages

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Abstract

This research aims to analyze the content, methods, and advantages and disadvantages of the Independent Curriculum Arabic language book for class IV Madarasah Ibtidaiyah written by Agus Wahyudi. This research is library research with data analysis using content analysis, namely Arabic language books for class IV Madarasah Ibtidaiyah. The research results show that the Arabic textbook by Agus Wahyudi presents various materials with topics that are relevant to students' daily lives by emphasizing increasing competence and skills which is the application of the independent curriculum. Learning methods that can be used in using this book are singing methods, game methods, contextual learning methods, and audio-visual methods. This book has advantages in terms of method, presentation and material. This book also contains shortcomings in terms of question difficulty and errors in the writing aspect.

Keywords: Arabic language, books, independent curriculum, methods, materials

Abstrak

Penelitian ini bertujuan untuk menganalisis isi, metode, serta kelebihan dan kekurangan dari buku Bahasa Arab Kurikulum Merdeka kelas IV Madarasah Ibtidaiyah karangan Agus Wahyudi. Penelitian ini merupakan penelitian kepustakaan dengan analisis data menggunakan analisis konten yaitu buku Bahasa Arab kelas IV Madarasah Ibtidaiyah. Hasil Penelitian menunjukkan bahwa buku teks bahasa Arab karya Agus Wahyudi menyajikan berbagai materi dengan topik yang relevan dengan kehidupan siswa sehari-hari dengan menekankan pada peningkatan kompetensi dan keterampilan yang merupakan penerapan kurikulum merdeka. Metode pembelajaran yang dapat digunakan dalam penggunaan buku ini adalah metode bernyanyi, metode permainan, metode pembelajaran kontekstual, dan metode audio visual. Buku ini mempunyai kelebihan dari segi metode, penyajian, dan materi. Buku ini juga mengandung kekurangan dalam hal kesulitan soal dan kesalahan pada aspek penulisan.

Kata kunci: *Bahasa Arab, buku, kurikulum merdeka, metode, materi*

INTRODUCTION

In teaching and learning interactions not only teachers and students are needed but also teaching tools. One of them is a textbook or textbook. Books are an important component as a learning tool. With textbooks, teachers and students will be helped in the teaching and learning process. Textbooks are reference books that must be used in schools which contain educational material.

This is in accordance with the Minister of National Education Regulation concerning Books Number 2 of 2008 Article 1 Paragraph 3, namely: Primary, secondary and higher education textbooks, hereinafter referred to as textbooks, are

references that must be used in education. primary and secondary education units or tertiary institutions that contain educational material in the context of increasing faith and piety, noble morals, character, mastery of science and technology, increasing sensitivity and aesthetic abilities, improving movement composition abilities and health which are prepared on the basis of educational principles. National Education Standards Agency (BSNP).[1]

Textbooks as teaching materials are one of the important and useful things in the teaching and learning process, especially in schools. In this regard, Andi Prastowo explained that educational materials are all materials (information, tools and texts) that are arranged systematically. He emphasized that this book presents a complete list of competencies that students will master and use in the learning process with the aim of planning and reviewing the implementation of learning.[2]

Textbooks have an important function in the process of teaching and learning activities so that they become an important part of the education system. At the planning stage, the teacher first prepares learning tools starting from the syllabus, learning implementation plan, and supporting media for daily material.[3] This book is a tool that can influence the quality and smoothness of the teaching and learning process, both for teachers and students. To improve the quality of education in Indonesia, it is necessary to improve the quality of books, especially textbooks that should be used in the learning process.

Textbooks are all forms of materials used to assist teachers/trainers in carrying out teaching and learning activities in the classroom. Not all schools have the opportunity to have sufficient textbooks, both in terms of quality and quantity. Purchasing textbooks in schools is still limited to funding allocations, and teachers mostly use ready-made textbooks. In fact, teachers can take advantage of this opportunity to develop their creativity in using natural materials around them to make teaching materials. Teachers must have or use textbooks that suit the curriculum, target characteristics, and guidelines for solving learning problems.[4]

In learning Arabic at the elementary school level, subject preparation must be comprehensive in exploring Arabic language proficiency in four language skills, namely reading, speaking, listening and writing skills. Even though it must cover four language skills in basic education, as a start to learning Arabic at the basic level, learning Arabic at the basic level prioritizes first focusing on simple listening and speaking skills as the basis for learning Arabic in this region. To get used to it, you need to understand it and learn how to speak it first, because when studying Arabic it is best to start from the basics first for elementary school students. To Practice speaking requires practice

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[1] Permendiknas Peraturan Menteri Pendidikan Nasional tentang Buku, Nomor 2 Tahun 2008, Pasal 1 Ayat 3

[2] Andi Prastowo, Panduan Kreatif Pembuatan Bahan Ajar yang Inovatif: Menciptakan Metode Pengajaran yang Menyenangkan dan Menyenangkan. (Yogyakarta: Deva Press, 2012), hal. 31

[3] Indra, R., Ritonga, M., Kustati, M., Rini, R., Zulmuqim, Iswanto, R., & Gheisari, A. (2022). High school education in a variety of regional autonomy: Paradigm and challenges. *Education Research International*, *2022*(1), 9887162.

[4] Aris Dwicahyono, Pengembangan Perangkat Pembelajaran (Kurikulum, RPP, PHB, Bahan Ajar), (Yogyakarta: Java Media, 2014), hal. 171.

in language environment.[5] The language environment is important for mastering a foreign/Arabic language.[6]

This is necessary so that in the future secondary level school education, Tsanawiyah, and so on will be symmetrical and pioneering, which will be taught in the fourth language skills at this advanced level as a whole without focusing on basic skills at the previous level. level, making students able to understand how to listen more carefully, know how to speak Arabic well and correctly, know how to read and write Arabic well. Then focus on advanced reading and writing skills at a higher level after that, so that you can access a variety of references ranging from bibliographies, literature, or other literature by students at the college level and beyond.[7]

As a resource that can be used by students, textbooks should contain a form or presentation that attracts students' attention to use and study it. Textbooks are not just the appearance or outer cover, because the layout of the material contained is also something that will increase the reader's interest or even make the material easier to understand. If quality material is presented in an unattractive format, it can reduce readers' interest in studying it, especially at the elementary school student level.

Therefore, in making Arabic textbooks, special attention must be paid to the basis or principles of their preparation, and this is important so that the resulting textbook can become reference material that is appropriate to the situation and conditions of the students who use it. The principles that must be considered in making Arabic language textbooks as mentioned by Al-Jali quoted from Arabic language learning books are as follows: (1) Social and cultural principles. If we talk about social and cultural aspects as one of the principles for making Arabic textbooks, then the important points that become the topic include: understanding culture in general and Islamic culture in particular, cultural characteristics, and the relationship between culture and educational development. (Arab). (2) Psychological principles. Students are an important part of the teaching and learning process. This is because students are the targets of learning objectives, apart from being subjects and objects of learning. Almost all education experts agree that student motivation is an important factor in the success of teaching and learning. The higher the motivation, the higher the success, and conversely, the lower the student's motivation, the lower the level of success. (3) Principles of language and education. What is meant by linguistic principles in developing Arabic textbooks is paying attention to the language that must be taught to students, including linguistic elements (sounds, vocabulary, collocations) and linguistic skills (listening, speaking, reading, writing), so that the material presented is appropriate. with predetermined goals. Meanwhile, educational principles are things related to educational theory in developing textbooks, for example subjects starting from the easy to the most complex, from concrete to abstract, from detail to concept, or vice versa from concept to detail, moving from the most detailed to the most complicated. the beginning of the process of arriving at a conclusion, starting from

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[5] Kasmantoni Kasmantoni, Noza Aflisia, and Isma Muhammad 'Atiyah, "Arabic Practice in the Language Environment l Mumarasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 470–85, https://doi.org/10.24042/albayan.v14i2.12514.

[6] Widiya Yul and Noza Aflisia, "Takwin Al-Biah Al-Lughawiyyah Fi Ma'had Nurul Haq Semurup Kerinci," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 1 (January 1, 2022): 28–44, https://doi.org/10.30821/IHYA.V8I1.12236.

[7] Azkiya Muhtaram Al-Bantani, "Pembelajaran Bahasa Arab di Sekolah Dasar: Sebuah Ide yang Berkembang" 3 (2018): 14.p.161

material that is already known and gradually moving on to new material and so on in accordance with educational principles in developing educational materials.[8]

Several researchers have previously studied Arabic books, such as research conducted by Martatik, which found facts in the field, there are still many errors in Arabic books used in Madrasas, both in terms of technique and substance of the books, and various improvements are needed to make them into textbooks.[9] The results of other research show that the 5th grade Arabic textbook published by the Ministry of Religion of the Republic of Indonesia is of good quality. However, there are still several aspects in this book that need improvement and need to be improved. Such as the completeness of writing the muqaddimah of the book and the need to maximize aspects of activities and development of Arabic language learning media for grade 5 students at Madrasah Ibtidaiyah.[10] Meanwhile, in other 2013 curriculum Arabic books, it was found that the material content (hiwar and qira'ah) was in accordance with the 2013 curriculum Content Standards (KI). From the research findings, the domain of Social Attitudes (KI 2) in this book was very minimal. Aspects of diversity, tolerance, pluralism and multiculturalism are not found in the book material.[11] From this research, the textbooks studied were textbooks based on the 2013 Curriculum. Meanwhile, the books studied by researchers were textbooks based on the Independent Curriculum which will be implemented in 2024. Apart from that, previous research focused on the appropriateness and suitability of textbooks to student needs, whereas The research conducted by researchers focused on the general content of the books studied.

This research focuses on the Independent Curriculum Arabic language textbook for class IV Madrasah Ibtidaiyah written by Agus Wahyudi. This book was published by PT Tiga Serangkai Independent Library in 2023. This book is used in one of the schools, namely Madrasah Ibtidaiyah Darussalam in Kepahiang Regency, Bengkulu Province. The reason the researcher chose this book as research material is because this book is considered to fulfill the principles in selecting educational materials which include socio-cultural principles, psychological principles, linguistic principles and educational principles.

This research aims to analyze the contents of the book, identify teaching methods that can be used in Arabic language books, and analyze the advantages and disadvantages of the Arabic Language Book for Class IV Independent Curriculum written by Agus Wahyudi. It is hoped that this research can provide information regarding the Independent Curriculum Arabic language book. Apart from that, it can also be used as a reference in selecting books for independent curriculum material in learning Arabic.

Judging from its type, this research is library research, including the type of library research. Library research is research in which data collection is carried out by collecting data from various literature. The literature studied is not only limited to

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[8] Abdul Hamid, Uril Baharudin dan Bisri Mustafa, Belajar Bahasa Arab (Pendekatan, Metode, Strategi, Materi dan Media) Percetakan UIN-Malang , 2008, hal.96

[9] Martatik, M. (2018). Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, *6*(1), 104-121.

[10] Bahy, M. B., & Taufiq, M. (2022). Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani dan Awatif. *Taqdir*, *7*(2), 245-256. https://doi.org/https://doi.org/10.19109/taqdir.v7i2.10175

[11] Ramah, S., & Rohman, M. (2018). Analisis buku ajar bahasa Arab Madrasah Aliyah kurikulum 2013. *Arabiyatuna: Jurnal Bahasa Arab*, *2*(2), 141-160.

books, but can also include documentary materials, journals, magazines and newspapers.

This research is a type of literature research. with the object of his research being the Arabic book of independent curriculum class IV Madarasah Ibtidaiyah written by Agus Wahyudi. Library study is a technique of collecting data and information by reading literature or written sources such as books, previous research, papers, journals, articles, reports and journals related to research. The literature study aims to find various theories that are relevant to the problem being studied as a reference in discussing the research results. The data analysis technique used in this research is content analysis.

The flow used in data analysis is: (1) Data reduction. In the process of reducing or summarizing the data, notes are made and then summarized by taking important things that can reveal the topic of the problem. Then the notes obtained in the field are described, and the results of the construction are arranged in the form of reflection. Or the data obtained is written down in the field in the form of a description. This report will continue to develop and will definitely become more difficult if it is not immediately analyzed first. Reports should be reduced, summarized, separated into the main things, focused on the important things, and looked for themes or patterns. (2) Data display. Presenting data means grouping units of analysis based on focus and aspects of the problem being studied, or data that is too dense and reports are thick, making it difficult to see the whole picture to draw correct conclusions. (3) Drawing conclusions. The final step is to extract data that allows the validity of the research results to be obtained. From the start, researchers must try to find meaning in the data they collect. From the data obtained, researchers try to draw conclusions which are usually still vague and doubtful, but as the data increases, these conclusions will become clearer. Therefore, conclusions must always be verified during research.

RESULTS AND DISCUSSION

Learning Materials in the Independent Curriculum Arabic Language Book for class IV Madrasah Ibtidaiyah.

To achieve the goals that have been formulated, efforts are needed to select the material to be used and design the gradation of delivery logically and rationally.[12] For this reason, material is very important in an independent curriculum. The Independent Curriculum Arabic Language Book for Class IV Madrasah Ibtidaiyah written by Agus Wahyudi has a variety of material.

The first lesson of this book is entitled "Address". In this lesson, material related to pronouns is discussed. Then there is vocabulary, story texts, conversations and exercises with the 'title' theme which supports student learning.

The second lesson is entitled "Professions". This chapter discusses various professions in Arabic. Then there is a discussion regarding professional expressions using pronouns or demonstrative nouns in the demonstrative noun/pronoun+occupation pattern.

The third lesson is entitled "My Dreams". In this lesson, it is explained how to express ideals that are still related to the topic in the second material. This lesson is

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[12] Hasan Saefuloh and Noza Aflisia, "Konvergensi Separated Dan All in One System Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren Al-Muqaddas Cirebon," *Arabia: Jurnal Pendidikan Bahasa Arab* 14, no. 1 (July 14, 2022): 17–38, https://doi.org/10.21043/ARABIA.V14I1.13581.

about learning. Present tense verbs and imperative verbs. Present tense is a verb that indicates an action performed in the present or future. Meanwhile, imperative verbs are imperative actions carried out by the speaker towards the person he is speaking to.

This book also contains practice questions to measure student learning achievement after carrying out learning activities for one semester. Followed by remedial which contains questions used as learning assessments in the first semester.

Chapter Four is entitled "Family Members." This chapter explains the names of family members in Arabic. There is a discussion about Demonstrative nouns. To ask using Demonstrative nouns, we can use (what+ demonstrative? or who+ demonstrative?)

Chapter Five is entitled "At Home." This chapter explains the names of various objects and rooms in the house. Apart from that, there was also discussion regarding interrogatives and khar letters. Meanwhile, lesson 6 is entitled "I Love Indonesia." This chapter introduces different vocabulary related to the subject. Apart from that, there are practice questions related to the material.

The final evaluation section contains practice questions to measure student learning achievement after carrying out learning activities in the second semester. Likewise, the remedial contains questions that are used as learning assessments in the second semester.

This grade IV Arabic language book based on the independent curriculum also contains AKMI questions in the form of core competency assessments to measure literacy as a result of students' cognitive learning, Projects to improve the image of Pancasila students and Rahma Al-Alamin students such as Sustainable living, which invites students to recognize the impact of human activities, both short and long term, on the environment and survival around them. Followed by local wisdom, it is hoped that this topic will be able to prevent the loss of local culture and wisdom in society. Apart from that, it is hoped that this topic can increase students' curiosity about their own culture. Then Bhinneka Tunggal Ika invites students to be able to appreciate the diversity of the archipelago. This topic also encourages students to think critically about negative stereotypes related to groups. Apart from that, it awakens the body and soul, it is hoped that this topic will be able to increase students' awareness in maintaining the physical and mental health of themselves and those around them, Pancasila democracy, it is hoped that this course will be able to increase the spirit of democracy in each individual student, engineering and technology for the development of the Republic of Indonesia. Indonesia which aims to hone students' critical, creative and innovative thinking. The ultimate goal is to create something that will benefit himself and the people around him.

Entrepreneurship, this topic, invites students to identify various economic potentials that exist in the surrounding area. Then there is work to prepare students before entering the world of work. Through this topic, they can learn everything about recruitment, job opportunities, and job readiness. Finally, the reviewer contains sources that are useful or used in preparing this textbook, as well as being the closing page.

It can be concluded that this book discusses various topics, including addresses, careers, dreams, family members, home, and love for Indonesia. This book then discusses rules such as pronouns, demonstrative pronouns, demonstrative nouns, present tense, imperative verbs, question words, and prepositions. This material is useful for students to be able to understand sentences and their structures in Arabic

properly and correctly, both through speech and writing. Then each chapter in this book presents different vocabulary about the subjects studied. The available vocabulary is useful for enriching students' knowledge so that students can more easily understand the material and help students in working on practice questions.

This book offers various activities and practice questions such as conversations in Arabic which can practice students' speaking skills, then there are narrative texts which can be used to practice students' listening and reading skills, apart from that there are also practice questions which can train students' writing skills. Skills are no less important than other Arabic language skills.[13] Writing is expressing the words of spoken language in the form of writing on paper with several letter forms that are related to each other systematically (regularly), where these letter forms are a form of spoken language.[14] This book is also equipped with illustrations that can help students understand the material and aims to attract students' interest in learning.

From the contents of the book that has been explained, the Arabic language textbook by Agus Wahyudi based on an independent curriculum presents various topics that are relevant to students' daily lives by emphasizing increasing competence in aspects of knowledge, skills and attitudes and is an application of an independent curriculum that is more focused on competency and skills based learning.

The Arabic language textbook resulting from this research gives teachers the freedom to develop innovative teaching methods and strategies according to student needs and class conditions, and places students at the center of learning. Apart from that, in this book there is an assessment process that is carried out continuously during the learning process to monitor student progress and provide useful input for improvement. This is in accordance with the principles of an independent curriculum.

The Arabic textbook studied includes learning objectives that are aligned with the learning outcomes listed in the curriculum. This book contains subject content, exercises and activities that cover aspects that students must master such as vocabulary, sentence structure, and speaking, reading and writing skills in Arabic.

This book is presented in simple and communicative language. The presentation in this book consists of four main components, namely listening, speaking, reading and writing. Apart from the main components, vocabulary and grammar are also presented which help students in the process of learning Arabic. For this reason, it is hoped that this book can be used as material for consideration in selecting teaching materials in elementary schools.

Teaching Methods That Can Be Used in Class IV Arabic Books

Methods in a learning process have a very important role in achieving learning outcomes and objectives.[15] Before discussing Arabic language learning methods, it is necessary to first pay attention to several things in using this learning method, namely as follows: (1) The method used must be appropriate to the student's personality, level of intellectual development, and the social conditions surrounding his life. (2) Teachers

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[13] Noza Aflisia, Kasmantoni, and Yunika Febri Yanti, "Writing Errors: A Study of Students Linguistic Errors in Insya Muwajjah Learning," *An Nabighoh* 26, no. 1 (June 14, 2024): 79–96, https://doi.org/10.32332/ANNABIGHOH.V26I1.79-96.

[14] Rini and Tri Hayatika, "Pembelajaran Kemahiran Menulis Bahasa Arab Aplikatif," *Al-Muktamar As-Sanawi Li Al-Lughah Al-Arabiyyah (MUSLA)* | 1, no. 1 (2020): 18–43, http://202.162.210.185/index.php/musla/article/view/6.

[15] Mustofa, M. A & Alifia, S ,.الصناعي في عصر ووسائله الحديثة العربية اللغة تعليم أساليب .(٢٠٢٠) . *Al-Muktamar As-Sanawi li Al-Lughah Al-'Arabiyyah (MUSLA)*, ١ (١), ٥٧-٨٠.الرابع.

pay attention to general rules in presenting lessons, such as gradual rules from easy to difficult, from simple to complex, from clear to demanding explanations, and from concrete to abstract. (3) Pay attention to differences in students' abilities in cognitive, instrumental and psychomotor aspects. (4) This can create a favorable situation for students throughout the learning stages, if it can involve students in asking questions and providing answers, expressing previous thoughts and experiences, and keeping away things that can make students stay away from the lesson and cause boredom. (5) Increase students' concentration and motivation and generate creative attitudes. (6) The method used can make learning like a fun game and a useful activity. (7) The method must adhere to the basics of learning, such as giving rewards and punishments, practice, happiness, and being able to do something.[16]

Based on the research carried out, the results show that the method that can be applied using the independent curriculum textbook for class IV Madrasah Ibtidaiyah by Agus Wahyudi is as follows:.

1) Singing method

Until now, Arabic is actually less popular with Indonesian people in general than other languages. This is because Arabic is little known or unfamiliar in everyday life, and especially difficult to understand. Therefore, there must be something new that can increase the enthusiasm and interest of each student so that there is a desire among students to learn Arabic. One fun method that can be used is singing.

Singing is an activity that is very popular with most people, especially children. Students will more easily capture and remember a lesson in a fun and entertaining process, rather than listening to a serious lecture. So the singing method is also a method that can attract students' interest in studying Arabic subjects.[17]

With this method students' interest in learning will increase. Positive emotions that arise can speed up the learning process and achieve learning outcomes, while negative emotions slow down learning or even stop it altogether.[18]

The singing method is used to attract students' interest in learning Arabic, considering that Arabic language lessons are considered difficult and boring. Especially for children who are new to Arabic. Singing is a fun activity for children and will further refresh the learning atmosphere. The aim of using the singing method is so that students who are afraid, lazy and don't like Arabic become interested and enjoy learning. This method can provide a new color in learning Arabic, through singing students can express everything that is fun and interesting and will be easier to remember in their minds.

This method has many advantages, including awakening students' imagination, triggering creativity, and providing very strong motivation to the brain so that it can encourage students' intelligence very quickly. The singing method has the advantage of being an additional learning resource for teachers and students, involving the participation of all students and the opportunity to improve their ability to work together, learning will be more interesting and concrete, students can express themselves completely, very suitable for use in small classes, increasing enthusiasm

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[16] Bisri Mustafa, *Pembelajaran Bahasa Arab (Pendekatan, Metode, Strategi, Materi dan Media)*, 2008

[17] Ahmad Muhtadi Anshor, *Pengajaran Media Arab dan Metodenya*, (Yogyakarta: Terras, 2009), hal. 179

[18] Zuhdiyah et al., "The Variousity of Happiness Perspective and Its Implementation in Learning Process," *Psikis: Jurnal Psikologi Islami* 6, no. 1 (2020): 102–15, https://doi.org/https://doi.org/10.19109/psikis.v6i1.4692.

learning is caused by a lively and enjoyable classroom atmosphere, helps teachers in developing character education, namely the value of a friendly/communicative personality due to good interaction between class members, empowers teacher class mastery, and the lyrics can be used repeatedly even in different categories but with the same material.[19]

Meanwhile, the weakness of this singing method is that it is difficult to use for large classes, the results are less effective for students who don't like singing, it takes a lot of time, the class atmosphere will be busy and can overlap with other classes.

The singing method in learning Arabic is a technique that uses songs and music as a means to improve language skills. Songs in Arabic often contain vocabulary used in everyday life. Through song lyrics, learners can expand their vocabulary and understand their use in natural contexts.

The singing method can also improve listening skills in a fun way. Through melody and rhythm, students can understand correct intonation and pronunciation more easily. Singing along with songs helps practice Arabic pronunciation and intonation. Students can imitate the way singers pronounce words and phrases, thereby improving their speaking skills. Speaking skills in general aim to ensure students are able to communicate verbally well and correctly.[20] Through song lyrics, students can practice reading and understanding Arabic texts. Singing also improves speaking skills by introducing students to pronouncing sentences in Arabic correctly. This method combines language learning with entertainment, making the learning process more fun and effective.

2) Quiz/Game Mode

Games are one of the new strategies applied in the Arabic language learning process, and the results of their application have a very positive influence on the mastery of language skills, because basically the process of learning a foreign language requires a pleasant situation. The potential that exists in students can be maximally explored in a language learning class, because in students (especially beginners) the spirit of competition and competitiveness is still embedded.

Learning a language requires serious effort, and this effort is to form a new habit for the learner. To acquire a good habit, it must be practiced continuously, and this process often makes students bored more quickly so that students often experience failure. Therefore, games are one of the most effective strategies that can help students achieve the desired goals.

Things that need to be considered when using language game techniques include that the nature of language games is an aid in teaching, not a "goal", many people think that language games are only suitable for children, even though there are several language games that are suitable for older people and children. young people, eliminating boredom is not only the goal of language games, but the ability to further improve the language material being taught, in choosing and defining language games, you should first pay attention to the language terms being taught, and the procedures for implementing them either in groups, in pairs , individually or in groups. So by paying attention to the things mentioned above, the language game process will not

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[19] Imam Musbikin, *Mengajari Anak Kreatif Gaya Einstein* (Yogyakarta:PT Mitra Pustaka , 2007), hal. 238

[20] Abdul Muid et al., "Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (November 25, 2020): 140–51, https://doi.org/10.31538/alsuna.v3i2.822.

lose enthusiasm in the process of achieving learning goals which will later influence language learning to be enjoyable.

Apart from that, we must also be able to pay attention to the instructions for implementing language games, including: (1) The teacher must be able to provide clear boundaries, so that the choice of games must be clear. (2) attention should be paid to the level of instruction, student ability, and time available. (3) Pay attention to language skills, linguistic elements and language models so that the implementation of learning using "games" is perfect. (4) If special preparation is required, it must be prepared first before playing the game. (5) It must be believed that students have understood the procedures for implementing the game.

Of course, the use of language games as an active learning strategy in the Arabic language learning process is not intended to measure or evaluate student learning outcomes, but is used as an approach to learning so that learning can run well. Arabic at various stages of educational units through the application of different language games becomes more lively and full of joy.

The quiz/game method in learning Arabic is an approach that uses interactive activities and games to improve language skills. Quizzes and games stimulate critical and creative thinking processes, helping students solve problems and make decisions in Arabic. Strengthen understanding of grammar, vocabulary and sentence structure. By using word cards, puzzles, or role-playing games, students can learn new vocabulary and grammar rules in a more effective and fun way. The mufradat element is the most important part that must be mastered before practicing kalam. Because the number of mufradat that are mastered will determine the number of sentences expressed in the kalam even though the mastery of qawaid is not very good.[21] These activities often involve repetition which helps retain information. Games and quizzes create a more dynamic and fun atmosphere, thereby increasing students' motivation to participate actively in class. Healthy competition and elements of entertainment make learning more interesting. This method provides students with the opportunity to use Arabic in practical and relevant situations. For example, role-playing or simulating realistic situations helps students practice language in a more contextual context. Quizzes allow teachers to assess student understanding directly and provide quick feedback. This helps in identifying areas that need improvement and planning follow-up in teaching. Test and game methods in learning Arabic make the learning process more active, interactive and fun, supporting the development of comprehensive language skills.

3) Contextual teaching method

The contextual teaching method is an approach that connects lesson material with real-world contexts or situations that are relevant to students' lives. The aim is to make learning more meaningful and easy to understand by showing how the concepts taught can be applied in everyday life.

The main principles in contextual teaching are as follows: (1) Connect with real life. This method attempts to connect topics with real situations faced by students. (2) Active student participation. Students participate actively in the learning process through relevant and contextual activities. This can include projects, case studies, or simulations that reflect real-world problems. (3) cooperation. This method often

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[21] Noza Aflisia et al., "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17, http://prosiding.iaincurup.ac.id/index.php/musla/article/view/8.

involves students working together in groups or teams to complete assignments or projects that simulate real-world situations. (4) Think and apply. Students are encouraged to reflect on what they have learned and how they can apply it in the context of their own lives. This helps students understand the importance of the topic and improves their problem solving skills.[22]

Contextual teaching methods have many benefits, making it easier for students to understand and remember lesson material applied in contexts that are relevant to their lives. Students can also learn how to use academic concepts in real practice, helping them apply that knowledge in everyday life. In addition, contextual learning is often more interesting and motivating for students because they see the relevance of the material in their own lives. With contextual teaching methods, students not only learn theory, but also how to apply it in real life situations, thereby increasing their understanding and educational relevance.

Contextual teaching is an approach that emphasizes teaching linguistics subjects in contexts that are relevant to students' daily lives. In its application, this method uses scenarios or simulations of situations that students might encounter in everyday life, such as shopping, going to the doctor, or talking to friends. Students practice language in contexts that they consider important. This method is useful for helping students see how language is used in real situations, making learning more relevant and interesting. Apart from that, this method can increase student motivation because the material studied is related to their lives. This method also makes it easier for students to understand and remember vocabulary and sentence structures because it connects them with their experiences.

4) Metode audio visual

The audio-visual method is an approach to the teaching process that uses several tools and media that combine audio (audio) and visual (image) elements to convey lesson material. This method is designed to improve understanding and retention of information by using a combination of various forms of media that can stimulate many of the student's senses at the same time. Because there are those who think that the media in learning Arabic is still limited.[23] Even though the use of media is important to help facilitate understanding of lesson material.[24] Media innovation is very necessary today.[25]

This method can be done by showing video clips introducing new vocabulary accompanied by pictures, text and clear pronunciation. For example, a video shows various objects around the house with names in Arabic. You can also use videos that show everyday dialogue between native speakers or animations that show conversational situations, such as the market, school, or when you got to know them.

The following are some of the advantages of the audio visual method, namely combining audio and visual elements helps explain complex concepts more clearly to

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[22] Abdul Wahab Rosyadi, Media Pembelajaran Bahasa Arab, (Malang: Awin Malang Press, 2009

[23] Rini, Hazuar, and Shanti Novita, "Arabic Learning Media Design Based on the MIT App Inventor Application," *Lughawiyyat : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (April 25, 2024): 18–35, https://doi.org/10.38073/LUGHAWIYYAT.V7I1.1488.

[24] R Rini, M Mustofa, and K Kurnia, "Using the Plotagon Application On Arabic Language Learning Media Design," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 637–54, https://doi.org/10.29240/jba.v7i2.8446.

[25] Rini Rini, Arif Mustofa, and Rahadian Kurniawan, "Transformation Of Arabic Learning From Classical Model To Digital Model," *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 892–902, https://doi.org/10.18860/ijazarabi.v5i3.17409.

improve understanding of the material, strengthens memory and understanding, dynamic and interesting media makes learning more fun and motivates students, simplifies complex information, visualization helps breaking down and explaining complex information in a way that is easy to understand, and analyzing audio-visual material encourages students to think more deeply and critically about information.

The audio-visual method is a teaching approach that uses a combination of audio and visual elements (images, videos or graphics) to assist the learning process. This method is designed to facilitate comprehension and retention of material through the simultaneous use of audio and visual channels. In the context of learning Arabic, audio-visual methods can be applied through: Videos that show everyday conversations or relevant situations, Use pictures to help understand new vocabulary or phrases, Listen to dialogues or narratives to improve listening and pronunciation skills, and Audio-visual methods effectively makes learning more interactive and fun, and helps students understand and remember the material better.

Advantages and Disadvantages of Grade IV Arabic Books

From the results of research conducted by researchers, the following are the advantages of the fourth grade Arabic language book written by Agus and Heidi based on the independent curriculum:

1. In terms of curriculum analysis, the fourth grade Arabic language book by Agus Wahyudi based on the Merdeka Curriculum meets the standards and competencies set by the Merdeka Curriculum. This book has four main components consisting of listening, speaking, reading and writing skills. This is included in the learning outcomes of stage B (grades III and IV elementary school).
2. In terms of appearance quality, this book is printed with an attractive appearance, in accordance with the characteristics of children. The chapter cover is presented with attractive illustrations, in the form of letters to motivate students to study hard and encourage students to be creative. Apart from that, learning outcomes are also displayed so that students and teachers can know the goals they want to achieve in the learning process.
3. In terms of material, this book is presented with:
    a. The material is presented coherently and does not overlap
    b. The material contains questions with varying levels of difficulty (graded) and is not excessively repetitive
    c. The material provides tasks or activities that encourage students to communicate their ideas in various forms, both written and oral (individual, pairs, groups).
    d. The material contains tasks that encourage students to search for and obtain information through oral and written ideas
    e. This material contains assignments but does not invite students to seek further information from various other sources such as the internet, books, articles, etc.
    f. The material contains teaching tasks that encourage students to analyze texts actively and critically.

Some of the shortcomings that researchers found in the class IV Arabic book by Agus Wahyudi are as follows:

1. The independent curriculum emphasizes the importance of subject matter questions and exercises that are tailored to students' needs. In each chapter of this

book there are exercises to hone writing skills, one of which is giving movements to Arabic sentences. However, in these exercises, the researcher saw that the section was not appropriate to the level of understanding of fourth grade elementary school students.

2. In terms of punctuation and spelling accuracy, there are mistakes on the writing side.

The textbooks studied are designed to meet independent curriculum standards and demonstrate excellence in the quality of presentation and material. This book is designed according to the principles of the Independent Curriculum which emphasizes flexibility and the importance of learning. Compliance with these standards makes it easier for teachers to implement the curriculum and provide relevant learning experiences for students.

The quality of presentation can be seen from an attractive visual design with an organized layout and effective use of color. This quality of presentation improves student understanding and ease of use of the book, as well as increasing readability and engagement. Meanwhile, the material is presented in an organized and relevant manner, and is accompanied by supporting examples. Good presentation of material will make it easier for students to understand and contribute to effective learning.

This textbook is effective in meeting independent curriculum standards and demonstrates good quality presentation and presentation of the material. It is recommended to use this book as the main reference in teaching and consider suggestions for further improvement.

Then there is a lack of types of questions in textbooks that direct students to give vowels in Arabic sentences. This assessment is based on the needs and abilities of class IV students. The textbooks studied often contain questions that ask students to give vowels in Arabic sentences. Harakat is an important punctuation mark in Arabic to indicate the vowels and correct meaning of words. This type of question always appears in every chapter of the textbook.

Giving vowels to a sentence requires a deep understanding of word structure and vowels in Arabic. These skills are usually taught at a higher level, and may be too complex for fourth graders in elementary school. Fourth grade students in elementary school are generally still in the early stages of learning Arabic and may not yet have enough skills to handle this kind of assignment consistently. Even at the college level, executing the move correctly can be a challenge.

Ideally, this textbook adjusts the types of questions according to the student's level of understanding. A more appropriate task might involve recognizing basic vowels without having students provide vowels throughout the sentence.

Overall, textbook modifications are needed to ensure that the practice questions are aligned with the abilities of Madrasah Ibtidaiyah fourth grade students and effectively support the learning process. As for the deficiencies in the aspects of textbook writing studied, these deficiencies are relatively small and can be corrected during the teaching process.

CONCLUSION

The Arabic language book for the fourth grade Madarasah Ibtidaiyah independent curriculum written by Agus Wahyudi includes four main components,

namely listening, speaking, reading and writing skills. This book contains many activities and practice questions that can hone students' skills. Apart from that, this book is also equipped with profiles of Pancasila students and the best Rahmatan students as an independent curriculum feature in schools. The use of teaching methods that can be used include singing methods, quiz/game methods, contextual teaching methods, and audio-visual methods. Learning methods adapt to class conditions and student needs. This book has visible advantages in terms of curriculum, presentation quality and material that can help achieve learning objectives. This book also contains shortcomings in terms of method and writing aspects. The results of this research provide an opportunity for future researchers to look further into the Independent Curriculum Arabic language book, such as its implementation in the classroom as well as its effectiveness. In this way, readers will gain more in-depth and comprehensive knowledge and information.

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