

Analysis of the Textbook "*Al-'Arabiyyah Baina Yadai Aulaadina*" From the Perspective of W.F. Mackey's Theory

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ARTICLE INFO	ABSTRACT
Keywords: Textbook; Arabic Language; <i>Al-'Arabiyyah Baina Yadai Aulaadina</i> , W.F. Mackey	Textbooks are one of the elements that play a central role in the language learning process, not only as a source of material but also as a guide that shapes the learning experience of students. To be able to compile an ideal textbook requires several structured components that are adapted to the characteristics of students. <i>Al-'Arabiyyah Baina Yadai Aulaadina</i> is an Arabic language learning textbook compiled for learners starting from preschool children. This study aims to analyse the textbook <i>Al-'Arabiyyah Baina Yadai Aulaadina</i> Volumes 1 and 2 based on W.F. Mackey's theory. This study is a type of library research using a qualitative approach. Data collection and processing were carried out using content analysis techniques. The results of the study indicate that the Arabic language learning materials in the book <i>Al-'Arabiyyah Baina Yadai Aulaadina</i> Volumes 1 and 2 are compiled by paying attention to the concepts of selection, gradation, presentation, and repetition. Apart from that, this concept is also applied to the selection of teaching materials from book volume 1 to volume 2 with various variations.
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INTRODUCTION

A textbook is a type of instructional material used in the learning process. Specifically, it is a resource systematically organized around constituent components. Developing a textbook is a challenging task, as it requires careful attention to various aspects to ensure the material effectively supports learning. Kosasih cite that Tarigan defines a textbook as a standard resource intended for students at a specific educational level and subject area; it is compiled by experts in their respective fields, written for specific instructional purposes, equipped with teaching aids, and designed to support an instructional program.¹

¹ E. Kosasih, *Pengembangan Bahan Ajar* (Jakarta: Bumi Aksara, 2020), 10

Textbooks are also a crucial learning resource, serving as a guide for both teachers and students to support the learning process.² Among the functions of textbooks for teachers outlined by Sari & Reigeluth (1982: 56–57) are the following: first, the availability of textbooks enables teachers to interact with students on an individual basis or in small groups. Second, teachers can focus their attention on efforts to stimulate student interest. Third, students can use textbooks prior to class, allowing class time to be utilized for reinforcing memory and understanding, or even for further knowledge development.³

Akhmad Sudrajat (2008) outlines several principles to consider when developing a good textbook: the principles of relevance, consistency, and adequacy. The principle of relevance refers to connectedness; learning materials should be relevant—or linked—to the achievement of competency standards and basic competencies. The principle of consistency refers to uniformity; if students are required to master four types of basic competencies, the learning materials must also cover those four types. The principle of adequacy means that the material taught should be sufficient to help students master the basic competencies; the content should be neither too scant nor excessive.⁴

From another perspective, the National Education Standards Agency (BSNP) has developed instruments for the development of instructional materials or textbooks. According to the BSNP, high-quality instructional materials or textbooks must meet four criteria of suitability: content suitability, presentation suitability, linguistic suitability, and graphic suitability. Rahmawati and Umbar (2025) state that the quality of material presentation in instructional materials significantly determines learning effectiveness, encompassing the appropriateness of material selection, the sequence of presentation, and the exercises provided to learners.⁵

In Arabic language instruction, the primary subject matter is the language itself. To understand the language and use it for oral or written communication, learners must be taught—and must master—specific linguistic elements and skills. Hamid (2020) identifies the elements of the Arabic language as *ashwat*, *mufradat* (vocabulary), and *tarakib* (sentence structures), while the language skills comprise *istima'* (listening), *kalam* (speaking), *qiro'ah* (reading), and *kitabah* (writing).⁶

Teaching the various elements and skills of the Arabic language mentioned above—and ensuring students achieve proficiency—requires a significant amount of time. Arabic language instruction is structured into specific proficiency levels: *mubtadi'* (beginner), *mutawassith* (intermediate), and *mutaqaddim* (advanced). Within these levels, the curriculum is divided into specific material components that students must master. For instance, there are established expectations regarding the vocabulary students should acquire at the beginner, intermediate, and advanced stages. The same applies to the content regarding listening (*istima'*), speaking (*kalam*), reading (*qiro'ah*), and writing (*kitabah*) skills at each respective level.⁷

Al-'Arabiyyah Baina Yadai Aulaadina is an Arabic language textbook series comprising 12 volumes, designed for learners ranging from the preparatory stage—or early childhood—

² Ina Magdalena et al., “Analisis Modul Ajar,” *Jurnal Pendidikan Dan Ilmu Sosial* 2, no. 2 (2020): 311–26, <https://ejournal.stitpn.ac.id/index.php/nusantara>.

³ E. Kosasih, *Pengembangan Bahan Ajar*, 13.

⁴ Magdalena et al., “Analisis Modul Ajar.”

⁵ William F Mackey et al., “Analisis Buku Ajar Bahasa Arab Kelas XII MA Karya Alfiatus Syarofah Dan Muhammad Yasin Fatchul Barry Dalam Perspektif Pembelajaran Bahasa Arab Di Madrasah Aliyah Memerlukan” 1, no. November (2025): 14–23.

⁶ Rusydi Ahmad Thu'aimah, *Ta'lim Al-Arabiyyah Li Ghairi Nathiqin Biha Manahijuhu wa Asalibuhu* (Mesir: Jami'ah Al-Manshurah, 1989), 15.

⁷ Rusydi Ahmad Thu'aimah, *Ta'lim Al-Arabiyyah Li Ghairi Nathiqin Biha Manahijuhu wa Asalibuhu*, 48.

through to subsequent levels. A notable feature of this series is its use in Arabic language instruction starting at the early childhood level.

Mellanie (2019) reveals that the differences in learning styles and learning outcomes between adult learners and young learners do not focus solely on linguistic development but also take into account developmental milestones, including: (1) religious and moral values, (2) cognitive development, (3) language, (4) physical/motor skills, (5) arts, and (6) social-emotional development, as outlined in the Standards for Child Development Achievement Levels (STPPA) set forth in the Ministry of Education and Culture Regulation No. 137 of 2014.⁸

Research on the book *Al-'Arabiyyah Baina Yadai Aulaadina* has also been conducted by previous researchers, including Nurlaila Safitri and Sakholid Nasution, in a study titled "*Textbook Analysis of Al-'Arabiyyah Baina Yadai Aulaadina Vol. 1 from the Perspective of Rusydi Ahmad Thuaimah*." Their findings indicate the following levels of alignment with Rusydi Ahmad Thuaimah's perspective on Arabic textbook development: 1) 72% regarding publication and book design; 2) 73% regarding language and instruction; 3) 60% regarding culture and instruction; 4) 83% regarding exercises and evaluation; and 5) 95% regarding supplementary materials. Thus, the book demonstrates a satisfactory level of alignment with the criteria based on Thuaimah's perspective.⁹

Another study conducted by Ainun Sapitri and Raden Muhammad indicates that the book *Al-'Arabiyyah Baina Yadai Aulaadina* addresses all the competencies and linguistic elements required to master Arabic in alignment with students' developmental stages; consequently, the use of Arabic as the medium of instruction does not hinder the transmission of information, provided the instructor adapts their communication with the learners accordingly.¹⁰

Accordingly, the researcher aims to analyze the book *Al-'Arabiyyah Baina Yadai Aulaadina* from a different perspective—specifically, by applying William Francis Mackey's theory, which encompasses the aspects of selection, gradation, presentation, and repetition. The study focuses on Volumes 1 and 2, aiming to examine how these four aspects were addressed in the compilation of the book. This research seeks to build upon previous studies, utilizing a research design that relies on literature as the primary data source. It is hoped that this study will make a practical scholarly contribution to the selection or development of Arabic language teaching materials.

RESEARCH METHOD

This study employs a qualitative approach using a library research model, aiming to interpret meanings and provide in-depth descriptions based on documentary sources—with the researcher serving as the key instrument—rather than testing variables statistically.¹¹ Data collection for this study employed observation and documentation techniques focused on primary research data sources. The primary data source was the book *Al-'Arabiyyah Baina*

⁸ Ainun Safitri dan Raden Muhammad Arie Andiko, "Pembelajaran Bahasa Arab Menggunakan Buku Al-Arabiyyatu Bayna Yadai Aulaadina dalam Perspektif Perkembangan Anak" *Jurnal Pendidikan dan Konseling* no. 06 (2022), 9413-13, <https://scholar.ui.ac.id/en/publications/pembelajaran-bahasa-arab-menggunakan-buku-al-arabiyyatu-bayna-yad/>

⁹ Nurlaila Sapitri, Sakholid Nasution, and Topan Iskandar, "Textbook Analysis of Al-'Arabiyyah Baina Yadai Aulādinā Vol 1 in The Rusydi Ahmad Thuaimah's Perspective," *Asalibuna*, 2023, <https://doi.org/10.30762/asalibuna.v7i01.1053>.

¹⁰ Ainun Safitri dan Raden Muhammad Arie Andiko, "Pembelajaran Bahasa Arab Menggunakan Buku Al-Arabiyyatu Bayna Yadai Aulaadina dalam Perspektif Perkembangan Anak",

¹¹ Zuchri Abdussamad. *Metode Penelitian Kualitatif*. (Makassar: Syakir Media Press, 2021), 80

Yadai Aulaadina, supplemented by a literature review drawing on other sources, such as recent journal articles.

The data analysis technique employed is content analysis. Content analysis is a research method that deeply examines subjects found in mass media or documents to identify descriptions of signs and their associated meanings. According to Lexy J. Moleong (2014), data analysis in qualitative research involves three main stages: 1) data reduction—selecting and simplifying data; 2) data display—presenting data in an organized format; and 3) data verification—testing the credibility and trustworthiness of the data. The research findings are presented through descriptive analysis, emphasizing meaning rather than generalization.¹²

RESULT and DISCUSSION

Al-‘Arabiyyah Baina Yadai Aulaadina is an Arabic language learning series specifically designed for non-native speakers, catering to the age range of 5 to 18 years (starting from preschool). The series features a unique layout, structure, content, and teaching methodology that employs Classical Arabic directly, without relying on an intermediary language—such as Indonesian—as a medium of instruction.

This book integrates the four language skills: listening, speaking, reading, and writing. Each book features simple themes relevant to a child's world—such as basic question forms used in daily life, simple introductions, and numbers¹³, introductions, question words, family, vocabulary related to the daily lives of children or learners, and days of the week¹⁴, Features functional illustrations and a wide variety of linguistic activities; covers all Arabic letter sounds and includes supporting audio; provides audio playback tools for lesson review and QR codes for accessing listening exercises featuring authentic Arabic accents.

The following are illustrations of content for Volumes 1 and 2 of the book *Al-‘Arabiyyah Baina Yadai Aulaadina*. Based on Mackey’s theoretical perspective—which emphasizes the aspects of selection, gradation, presentation, and repetition in the development of textbooks—the following is a detailed illustration of the *Al-‘Arabiyyah Baina Yadai Aulaadina* textbook, analyzed according to those four criteria:

Aspect	Definition
Selection	Selection of materials that are relevant, aligned with learning objectives, and capable of meeting students' needs
Gradation	Sequencing of material from simple/easy to complex/difficult, and from frequently used to rarely used
Presentation	The presentation of material employs engaging and representative supporting media (tables, illustrations, and color)
Repetition	Reinforcement of material through productive and applied exercises to achieve learning objectives

¹² Universitas Islam Negeri et al., “Pendekatan Penelitian Kuantitatif Dan Kualitatif Serta Tahapan Penelitian” 15, no. 1 (2024): 82–92.
¹³ Abdurrahman bin Ibrahim Al-Fauzan dan Muhammad bin Abdul Rahman Alu Sheikh, *Al-‘Arabiyyah Baina Yadai Aulaadina, Jilid: 1* (Riyadh: Arabic For All, 2025, edisi ke-7), hal: *at.all*
¹⁴ Abdurrahman bin Ibrahim Al-Fauzan dan Muhammad bin Abdul Rahman Alu Sheikh, *Al-‘Arabiyyah Baina Yadai Aulaadina, Jilid: 2* (Riyadh: Arabic For All, 2025, edisi ke-7), hal: *at.all*

1. Selection aspect

W.F. Mackey categorizes selection principles into five criteria: teaching objectives, student capacity standards, study duration, language type, and learnability. Regarding teaching objectives, the *Al-'Arabiyyah Baina Yada'i Aulaadina* series outlines its goals in the introduction to Volume 1, stating that the material is designed for non-native Arabic learners—specifically children at the tamhidy level (*preschool*). In this regard, the book *Al-'Arabiyyah Baina Yada'i Aulaadina* presents material designed to hone basic speaking, listening, reading, and writing skills, while introducing Arabic vocabulary and expressions used in daily life through progressive exercises. Regarding student capacity standards, the book takes into account the scope of material appropriate for preschool-aged children; for instance, in listening and speaking exercises, children are first trained to distinguish between Arabic letter sounds—both in terms of recognizing the differences between the letters and in pronouncing them. Similarly, in reading and writing activities, the learning objectives focus on recognizing the Arabic letters.

The following are some illustrations of the content from *Al-'Arabiyyah Baina Yada'i Aulaadina* (Volumes 1 and 2), depicting learning materials tailored to the books' educational objectives and student activities:



(a)
Distinguishing the
pronunciation of letters
(volume 1)



(b)
Distinguishing between
Arabic letters with similar
pronunciations
(volume 1)



(c)
Writing Arabic letters
(Hijaiyah)
(volume 1)



(a)



(b)



(c)

Distinguishing the
pronunciation of letters
(volume 2)

Distinguishing between
Arabic letters with similar
pronunciations
(volume 2)

Writing Arabic letters
(*Hijaiyah*)
(volume 2)

Furthermore, this book covers additional material for practicing speaking skills, such as simple conversations on greetings, stating one's name in Arabic, asking how a friend is doing (with forms for both males and females), counting, and so on. Regarding listening skills, children can practice by listening to audio either independently or with a teacher's assistance. This audio is accessible via a QR code in the book, making access easier and more flexible.

Regarding duration, the book *Al-‘Arabiyyah Baina Yadai Aulaadina* also provides a detailed breakdown of the timeframes for studying the material. It outlines various options and time estimates for covering the content of both Volume 1 and Volume 2. Factors to consider include the number of hours dedicated to study per week and the total number of weeks required to complete the material in this book. For example, if one studies this book for 25 hours a week, it would take approximately 31 weeks to finish the content, and so on. Regarding the language style, the material employs formal language accompanied by audio from native Arabic speakers.

2. Gradation aspect

Regarding the aspect of gradation, the book *Al-‘Arabiyyah Baina Yadai Aulaadina* organizes its material based on uniformity, contrast, and parallelism. The aspect of uniformity is evident in the fact that every unit comprises five types of material with consistent components; for instance, each unit begins with a simple conversation section featuring vocabulary and illustrations, followed by listening, pronunciation, reading, and writing exercises. Both Volume 1 and Volume 2 consist of eight units each.

Regarding the aspect of contrast, this book highlights differences by selecting materials that feature opposing forms—such as how to ask about someone's well-being depending on whether the person is male or female, how boys and girls state their own names, how to distinguish between masculine and feminine number forms, and how to differentiate between cardinal and ordinal numbers. The aim is to enable students to clearly distinguish between these contrasting elements. Notably, the material is presented through simple conversations set in contexts familiar to the students' own lives.

Regarding the aspect of parallelism, the patterns are repeated from one chapter to the next in a nearly identical manner. The material is also presented sequentially, rather than through repetition within each chapter.



(a)



(b)



(c)

Chapter 1 conversation
illustration
(volume 1)



(a)

Chapter 2 conversation
illustration
(volume 1)



(b)

Chapter 3 conversation
illustration
(volume 1)



(c)

Chapter 1 conversation
illustration
(volume 2)

Chapter 2 conversation
illustration
(volume 2)

Chapter 3 conversation
illustration
(volume 2)

Another criterion is that the material in the *Al-'Arabiyyah Baina Yadai Aulaadina* book is sequenced from the general to the specific and from concise forms to more extended ones—such as in the *hiwar* (conversations). The progression from general to specific is evident in the majority of the book's units through the way vocabulary is presented following the dialogues, complemented by exercises designed to enhance the children's understanding.

3. Presentation aspect

Regarding its presentation, the book *Al-'Arabiyyah Baina Yadai Aulaadina* does not employ a differential approach; instead, it conveys all material in the target language rather than using Indonesian as the medium of instruction. To explain vocabulary meanings, the book utilizes various methods, such as using real objects to clarify the meaning of images, performing actions to demonstrate the meaning of verbs, and employing visual illustrations or real-life scenarios to depict the meaning of specific words or expressions. The *Al-'Arabiyyah Baina Yadai Aulaadina* book features engaging visuals, including full-color illustrations and images that reflect Islamic culture and the Arabic language. It incorporates modern elements—such as QR codes that allow teachers and students to easily access listening materials—and offers language exercises tailored to children's ages and interests to ensure the learning process remains dynamic rather than monotonous. The exercises, particularly in Volume 1, include activities such as coloring, singing, matching identical letters, and solving puzzles

4. Repetition aspect

Regarding the aspect of repetition, Mackey aligns the material to be internalized with the four language skills: listening, speaking, reading, and writing. The textbook *Al-'Arabiyyah Baina Yadai Aulaadina* addresses all four of these skill areas, employing a unique delivery style tailored to children. Repetition is also a feature across the chapters; for instance, both Volume 1 and Volume 2 consist of eight chapters each. The material is presented using a repetitive pattern that incorporates the structure of the four skills alongside a variety of exercises. To maximize student memory retention, the repetition of material avoids monotony by utilizing a diverse range of exercises.

The following is an overview of the book *Al-'Arabiyyah Baina Yadai Aulaadina* according to W.F. Mackey:

Criteria	Analysis Results
Learning objectives	The text book has included learning objectives or targets
Alignment of proficiency levels	The material is suitable for beginners, covering vocabulary and language skill structures
Practical relevance	Vocabulary applicable to real life and practically relevant for students
Vocabulary size	A fairly extensive vocabulary

(a) Selection aspect

Criteria	Analysis Results
Sequencing of material	The material is presented in a progression from simple, frequently used concepts to more challenging ones
Gradation pattern	Using a linear progression, moving sequentially from introduction to application
Stages	Prioritize simple patterns that are easy for elementary or preschool level learning

(b) Gradation aspect

Criteria	Analysis Results
Supporting media	Presented with tables, illustrations, and attractive colors
Visualization	More visual and contextual, making it easier for students to understand the material in a concrete way
Figures & tables	Includes images and tables to facilitate the learning process
Language of instruction	Using Arabic as a whole as the language of instruction

(c) Presentation aspect

Criteria	Analysis Results
Exercise	There are productive and practical exercises that support the learning objectives

Criteria	Analysis Results
Vocabulary repetition	There are 4–6 repetitions of vocabulary in each chapter
Availability of training	Lots of exercises in each chapter and final exercises at the end of the book
Emphasis	Emphasizing active language activities and the practice of language production, whether spoken or written

(d) Repetition aspect

Through this research, the researcher hopes to enrich the body of literature regarding the development or selection of Arabic language textbooks for young children.

CONCLUSION

The research findings indicate that the Arabic language learning materials in the books *Al-'Arabiyyah Baina Yadai Aulaadina* (Volumes 1 and 2) satisfy the aspects of selection, gradation, presentation, and repetition. Specifically, the material selection aspect encompasses learning objectives, student competency standards, instructional duration, the type of language employed, and the feasibility of the material being learned. However, regarding the linguistic aspect, the book *Al-'Arabiyyah Baina Yadai Aulaadina* does not employ a differential approach; instead, the material is presented using the target language—Arabic. The gradation aspect involves the grouping of material based on uniformity, contrast, and parallelism, while the sequencing aspect arranges the material from the general to the specific and from concise forms to expanded ones. Regarding presentation, the models employed include differential, ostensive, and contextual procedures. In terms of repetition, the book consistently reinforces material across every chapter—covering listening (*istima'*), speaking (*kalam*), reading (*qiroah*), and writing (*kitabah*), alongside varied exercises. Beyond the specific features of each volume, *Al-'Arabiyyah Baina Yadai Aulaadina* (Volumes 1 and 2) adheres to key principles in the selection of teaching materials, particularly regarding content selection and gradation. This is evident in how the material is chosen with careful attention to the gradation of difficulty, the instructional approach, and the structure of the exercises provided.

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