



Universitas Muhammadiyah Malang, East Java, Indonesia

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.6 No.1 April 2023, pp. 91-104



<https://doi.org/10.22219/jiz.v6i1.22562>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



izdihar.jurnalpba@umm.ac.id

Analysis of Textbook "Ilmu Saraf Untuk Pemula" Third Edition Written by Abu Razin and Ummu Razin (Development Textbook Principles)

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ARTICLE INFO

Article History:

Received: 22/09/2022

Revised: 25/04/2023

Accepted: 30/04/2023

Published: 30/04/2023

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ABSTRACT

This article aimed to analyze the book "Sarf science for beginners third edition by Abu Razin and Ummu Razin" based on the theory of development textbook principles and to find out the strengths and weaknesses of textbook. This research was qualitative method, it is literature research with descriptive analysis method. According to the results of this research, the Sharaf Science book for beginners has been revised and developed twice, based on suggestions and recommendations from teachers and students. The sociocultural principle is a weakness in this textbook because the author paid little attention to this principle, especially in giving examples in the discussion of sarf which aims to understand the Qur'an. Supposedly, giving examples in this book should also represent the themes of Arab culture. There is no appropriate use for this book for learners who is younger than 15 years old since it doesn't address the psychological state of these learners. The principles of psychology, pedagogy, and language are the strengths of this book. There are several striking strengths of this book, including how the author facilitates the ability of students to learn independently, and how teachers are given several videos for free about the explanation and teaching of the book, directly practiced by the author. This textbook still has few typos and a lot of blank spaces on some pages, and it does not explain in detail, for example in the discussion of fi'il mu'tal, the origin of the word and the history of its changes, although the author has provided a video of the learning process on YouTube. How good it would be if the explanation was later included in the book.

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Keyword

Analysis of book; Arabic morphology; BLC

مستخلص البحث

بناءً على نتائج ومناقشة البحث متقدماً، استنتج أن كتاب علوم الصرف للمبتدئين قد تمت مراجعته وتطويره مرتين، من خلال اقتراحات وتوصيات من المعلمين والطلاب في برامج BISA. أصبحت المبادئ الاجتماعية الثقافية ناقص في هذا الكتاب، لأن المؤلف لا يلاحظ هذه المبادئ خاصة في تقديم أمثلة مباحثة الصرف. ما زال الأمثلة التي قدمها المؤلف تهدف إلى فهم القرآن، وينبغي أن يهدف المؤلف الأمثلة من مواضع الثقافية العربية. لا يلاءم استخدام هذا الكتاب للطلاب الذين أقل أعمارهم عن ١٥ عامًا، لأن هذا الكتاب لا يهتم بالحالة النفسية للطلاب في تلك السن. مبادئ علم أصول التدريس واللغة همة في هذا الكتاب. الميزة المذهلة لهذا الكتاب هي أن المؤلف يسهل الطلاب لإجراء التعلم الذاتي، والمعلمين الذين يرغبون في تدريس هذا الكتاب يحصلون على العديد من مقاطع الفيديو المجانية التي تشرح الكتاب وكيفية تدريسه مباشرة للمؤلف. أما عيوب الكتاب يوجد كثير من الأخطاء المطبعية وكثير من الفراغات على عدة صفحات من الكتاب. وهذا الكتاب لا يشرح بالتفصيل عن مبحث فعل المعطل فيما يتعلق بأصل الكلمة وسبب تغييره. من تغييراته، لكن قد شرح هذا المبحث في فيديو لعملية التعلم على يوتيوب. أأن يكون من الأفضل إذا تم تضمين الشرح لاحقاً في الكتاب.

تحليل الكتاب، الصرف العربي، BLC

كلمات أساسية

Please cite this article as Mirma, A.F., Nurdianto, T., Hajib, Z.A. (2023). Analysis of Textbook "Ilmu Saraf Untuk Pemula" Third Edition Written by Abu Razin and Ummu Razin (Development Textbook Principles). *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 6(1), 91-104.

DOI: <https://doi.org/10.22219/jiz.v6i1.22562>

INTRODUCTION

Sarf is Arabic morphology (Talqis Nurdianto & Noor Azizi bin Ismail, 2020, p. 8). Sarf science studies the origin of the formation of a change from one form to another (Ihwan et al., 2022, p. 65). Sarf is one of sciences that must be studied in Arabic because it is related to Arabic grammar (Jamani & Shameli, 2023, p. 12). Arabic grammar makes Arabic language learnable by non-Arabs in the history (Pamessangi, 2019, p. 17). Learning sarf is important for non-Arabic Learners even for Arabs (Ilmi, 2021, p. 543). Sarf as part of the Arabic language that is still considered complicated by some learners (Pamessangi, 2019, pp. 16–17), hence it needs right and appropriate methods, textbooks (materials) and components of learning that make it easy to learn it. One of the source problems sarf is textbooks that cannot make learners easy to learn by their self (Kesuma & Reni Puspita Sari, 2020, p. 28).

Textbooks is one of the main constituents in the curriculum which are interconnected with other constituents, such as processes, media and learning methods (Asyrofi & Pransiska, 2016, p. 1). Textbook is book that have been designated as a guide in learning, therefore the preparation is adjusted to the learning objectives (Roviin, 2018, p. 36). A good textbook is a book that can be used by students as the learning target (Supriadi & Fitriyani, 2021, p. 108). Arabic textbooks for Arabs are different from non-Arabs (especially Indonesian) regarding methods, objectives, materials, and tools used. For this reason, cultivating and developing Arabic language textbooks for non-Arabs needs serious handling (Roviin, 2018, p. 39). The development of textbooks must pay attention to their development foundations or principles theory. This is important to ensure that the textbook becomes teaching material that is appropriate for the desired situation and conditions (Asyrofi & Pransiska, 2016, p. 12).

One of the Arabic textbooks focuses in sarf which is as the solution to the learning problem above, which the learners target is Indonesia people and uses their language, name of that texbook is "Ilmu Sharaf Untuk Pemula by Abu Razin and Ummu Razin". This textbook is the main textbooks in BISA and BLC in sarf learning program and it has been printed and downloaded hundreds to thousand times and has been studied by over 30.000 online participants and thousands of face-to-face participants at BISA learning center (yayasanbisa, 2017). Claiming from official website bisa.id, it has been talked about the superiority of this textbook, this textbook is available free as an electronic book, equipped with a magic formula that is fun and romantic, equipped with important tips about learning sarf, examples of charts and tables to make it easier to understand, and using an approach to understanding the Qur'an (yayasanbisa, 2017).

This textbook now is in the third edition, and it has progressed and developed from the first to the third edition (Razin & Razin, 2017, pp. iii–viii). The

textbook progresses the addition from first to third edition. In the textbook development theory, it must pay attention to their foundational principles or theories. This is important to ensure that the textbook becomes teaching material that is appropriate for the desired situation and conditions (Asyrofi & Pransiska, 2016, p. 12). The researcher have an interest in analyzing the principles of textbook development in this third edition textbook based on its theory.

This study aimed to know strengths and weaknesses of this textbook, to identify and analyze the principles of textbook development that presented by "Al-Ghazali and Mahmud Kamil Al-Naqah"(Asyrofi & Pransiska, 2016, p. 12), those principles are socio-cultural, psychological, linguistic and pedagogic. The sociocultural principle focused on how to develop textbooks for non-Arabs paying attention to Arabic and Islamic social character and culture (Asyrofi & Pransiska, 2016, p. 17). The psychology principle tells about developing textbooks for non-Arabs pays attention to different individual students in learning motivation, ability, and learning preparation (Asyrofi & Pransiska, 2016, pp. 19–21). On the pedagogic principle, it is about education theory in written and textbook development, like the material start in easy level then difficult level, this principle as stated in Mackey's theory about content analysis in textbooks (Asyrofi & Pransiska, 2016, pp. 24–25). In the linguistic principle, the textbook development pay attention to linguistic elements and language skills (Asyrofi & Pransiska, 2016, p. 30). This study has never been done in previous textbook analysis studies that the researcher has encountered.

METHOD

This study aimed at identifying and analyzing principles of textbook development in the textbook "Ilmu Sharaf Untuk Pemula by Abu Razin and Ummu Razin in the third edition" and describing strengths and weaknesses of this textbook. In this study, a descriptive qualitative research method was used to describe the phenomenon in depth. By collecting and analyzing data or information systematically, descriptive and content analysis techniques were used to produce an objective and systematic description. To obtain valid data in this study using appropriate data collection methods, namely interviews and documentation that decomposes and explains the data sources. The key person of interviews were the writers, the chairman of BLC Yogyakarta, two teachers, and some students in BLC Yogyakarta. As data sources, we used the textbooks "Ilmu Sharaf Untuk Pemula by Abu Razin and Ummu Razin in the third edition," data interviews, documentation, articles, and journals on the analytical textbooks. To analyze the textbook, the researcher used the principles of textbook

development theory from Al-Ghalili and Mahmud Kamil Al-Naqah based in each criteria.

RESULTS & DISCUSSION

Biography of the Author of the Textbook "Ilmu Sharaf Untuk Pemula Third Edition"

Textbook "ilmu Sharaf untuk pemula" Written by a married couple "Abu Razin and Ummu Razin" Married in July 2009. Abu Razin is the pseudonym of "Khairul Umam Ibnu Syahrudin Al Batawy", he was born on April 11, 1987 and live in a Betawi cultural environment and he also has been called "Encang Irul". He studied diligently for 6 years in the field of Arabic grammar with KH. Mahfudz bin Ma'mun hafizhahullaah. At that time, he was still a student of junior and senior high school level. KH. Mahfudz bin Ma'mun is a teacher who is domiciled in Rawa Buaya, Cengkareng, who has charisma for his students, and told by Abu Razin that his teacher has a sincere and patient in educating his students. Abu Razin has been educated in SDN Duri Kosambi 06, and continued to junior high school at MTs An-Nida Al-Islamiy, then SMAN 78 Jakarta Barat. Amazingly, he studied in a non-Arabic environment at the Faculty of Metallurgical and Materials Engineering, University of Indonesia and he Graduated in 2009. In 2008 he attended a distance lecture at The Faculty of Da'wah and Ushuluddin Universitas Al-Madinah Internasional (MEDIU) Malaysia, he finished his studies in 2012. (Razin & Razin, 2017, p. 210).

The second author is Ummu Razin who has the real name Lailatul Hidayah, she was born on August 17, 1989. She studied and grew up from kindergarten to the junior high level in Pondok Pesantren Imam Bukhari Solo, and she moved from Solo to study in Pondok Pesantren Bin-Baz Yogyakarta. Then, she and her husband attended distance lectures at the same college and faculty and graduated in the same year. (Razin & Razin, 2017, p. 210)

History of Development and general description of Textbook "Ilmu Sharaf Untuk Pemula Third Edition"

The background of writing this textbook is to share science and knowledge and it is hoped that this textbook can be an early learning resource for beginners in the field of Arabic morphology or better known as Sarf science (Razin & Razin, 2017, p. vii). This textbook is designed for the beginner level by simplifying the language and its material (Razin & Razin, 2017, p. vii). This textbook has a quick method of understanding the science of Sarf, which is named with the term magic formula (Razin & Razin, 2017, p. vii). The author also give examples of the application of his knowledge and exercises that focus on the Qur'an.

This textbook has been tested to facilitate beginners in learning Sarf science in a relatively short time, this textbook is taught online using WhatsApp social media through the program "Learning Arabic Science BISA" with participants from various countries (Indonesia, Finland, Germany, France, Saudi Arabia, Japan, Singapore, etc.) (Razin & Razin, 2017, p. v). If participants learn with strong commitment, it will be simply allocated time for it in 90-120 minutes during the week with a program for 2 months (8 weeks), they can understand the basic science of Arabic morphology or Sarf and apply it in reading the Qur'an and Hadith (Razin & Razin, 2017, p. v).

The author said that in the long journey to master Arabic, this textbook is only the beginning of the journey, so it takes patience and strong commitment so that participants can understand and master it (Razin & Razin, 2017, p. viii). This textbook cannot be understood perfectly without the guidance of the teacher, so the author provide an animated video so that this textbook can be understood outside the classroom in accordance with the function of the good textbook.

The content of the textbook is 210 pages + XII (Razin & Razin, 2017, p. i). The textbook was first printed in 2010, then revised and reprinted in 2014, and then in 2017. In 2014, precisely in the second edition, this textbook experienced the addition of material, as follows: material about "Fi'il Shahih and Fi'il Mu'tal, Fi'il Ma'lum and Fi'il Majhul, Isim Jamid and Isim Musytaq". In 2017 or in the third edition, this textbook experienced the addition of material so that teachers are easy to teach, and learners are easy to learn, here are the additions of the material: (a) Discussion about "fi'il ruba'iy", (b) Detailed explanation of the grammar "fi'il mu'tal", (c) Completing important tips in order to make it easier for learners .

This textbook uses two approaches, a student-centered approach or SCL and centered on the teacher or TCL (Teacher Center Learning). In the SCL approach, the teacher become a facilitator who can take advantage of the animated features on the Youtube channel "BISA" or DVD given if you buy this textbook on BLC. The approach to this textbook emphasizes more on the understanding of Sarf science and focusing in the Qur'an. The methods of delivery material in this textbook are mind mapping and brainstorming. The mind mapping method is delivered at each beginning of the chapter and from these participants can quickly know what parts will be learned and it becomes the achieved and unachieved learning standard in each chapter. This textbook is equipped with learning media in the form of animated videos made by BISA, this video can be obtained in BISA YouTube channel or get a DVD after buying this textbook. learning evaluation in this textbook takes formative evaluation in the end of the chapter which is the form of exercises with subjective and objective test.

The Textbook Development Principles of "Ilmu Sharaf Untuk Pemula Third Edition" Based on Each Criterion

The writing or preparation of Arabic textbooks should pay attention to use socio-cultural principle (al-asas al-tasaqafi), psychological principle (al-asas al-nafsi), the principle of language (al-asas al-lughawi) and pedagogical principle (al-asas al-tarbawi). The following is an explanation of each criterion of textbook development principle of Ilmu Sharaf Untuk Pemula Third Edition, As follows:

Sociocultural Principle (al-asas al-tasaqafi)

Based on the results of interviews conducted with the chairman of BLC (Arabic Language Center) Yogyakarta, it was found that the culture background of the writing this textbook is Islamic culture. This is adapted from the mission vision of the Institution BISA itself and adjusted to the purpose of Religion in studying it (M. Sya'roni, personal communication, 21 February 2019). Using this textbook as its main textbook is also in accordance with the target of the Institution, how Arabic is learned adapted to the purpose of learning religion, (Visi Misi | Belajar Islam Dan Bahasa Arab (BISA), n.d.).

Based on theory, People who learn certain foreign languages will not be able to understand them properly without understanding the culture. Learning Arabic for example, someone who studies Arabic without understanding socio-cultural Arabic, cannot understand it perfectly, because of that, there is an expression that "al-lughah wi'â al-tsaqafah" language is a part of culture. In developing an Arabic textbook, it is necessary to consider the culture of the native language (Arab) (Asyrofi & Pransiska, 2016, p. 15). This textbook should provide examples in word changes that take the theme of sarf material on the discussion of self-identity, residence, work, leisure, traveling, relationships with others, general and special events, health and disease, education and teaching, in markets, in restaurants, public services, countries and places, foreign languages, weather, symbols of civilization, economy, religion, dogma and spiritual, politics and foreign relations, and relations of time and place. Those are based on theory of Rusydi Ahmad Thua'aimah in asyrofi (Asyrofi & Pransiska, 2016, p. 16).

This textbook has great power if it is used for Quran orientation. This needs to be additional for this book to be acceptable for those who learn sarf for daily conversational orientation. This book will be more widely used if it accommodates these two orientations of learning Arabic. Overall, this textbook is weak from the socio-cultural of Arabia perception, because its orientation focuses on the Quran or Islam only.

Psychological Principles (al-asas al-nafsi)

Textbooks are written should pay attention to the psychological principles of its users both among teachers and learners. The psychological aspects used

in the creation of textbooks are related to motivation, readiness and ability (Asyrofi & Pransiska, 2016).

The motivation arises in accordance with the purpose in learning it, based on our interviews to learners who studied at BLC Yogyakarta and only numbered three people, their motivation in learning Arabic is wanting to explore the science of religion, in order to understand the meaning of the Quran, although now they are still in Sarf level 2, they have not entered nahwu science. However, they have felt the benefits of learning through this textbook and guided by teachers. One of the benefits is that they feel desired in learning Arabic even though they are in a class of different ages, some are 26 years old, 31 years old and even 63 years old, then they can improve their vocabulary by understanding wazan-wazan, because the target of learning Sarf science is to understand word changes and increase vocabulary.

The textbook has been adjusted to the ability and readiness of learning by students with the condition that they have never taken a "hiwari" (conversation) class before, because according to the interview data found, in the registration of Sarf science class, participants are asked whether they have previous study Arabic or not, if not then participants are recommended to take a class "hiwari" with the aim of learning is to understand Arabic by conversation methods. This is done in order participants are not saturated in learning Sarf science because learning Sarf science requires readiness of vocabulary as well as readiness to study the rules or arabic grammar, as they already like and love the Arabic language first (Aliyah 2018). This is proven by continuing their registration to the Sarf science learning stage, in the sense that the class "hiwari" is the selection process to learn Sarf science for those who really do not have a background in learning Arabic. This textbook uses an introduction to Indonesian, and from the results of interviews, learners argue that the language used by the author in conveying the material is easy to understand so that it is in accordance with the readiness of learners who are not yet in depth understanding Arabic theories and make them easy to understand and of course assisted with educators and explanations of the educational animation DVD (Elwin Walimatul Fara, 2020).

Based on the explanation above, the psychology principles in this book are adjusted to the target of BLC itself, namely for learners who have the motivation to understand Quran, cognitive level at sarf at the beginner level. The weakness of this book in the psychological aspect is that this book cannot be used for learners under 15 years old, because the discussion and display design of this book is not for that age or the ability to learn many theories must be ready because this book discusses many rules and examples, then the learners must memorize the forms of word change in Arabic.

Language Principles (al-asas al-lughawi)

The principle of language in making or preparing textbooks is to focus to what kind of Arabic will be taught to learners and the elements of Arabic (aswat, mufradat, and tarakib), as well as language skills (istima', kalam, qiro'ah, and kitabah) (Asyrofi & Pransiska, 2016, p. 30). This textbook teaches and gives examples of Arabic in the form of fusha language, because the focus is on deepening the source of Islamic teachings that speak fusha with the target of having the ability to tashrif Qur'anic verses. Based on the results of interviews with teachers and learners, the examples used in this book are also starting from vocabulary that is adjusted to the material gradually and of course the examples are given punctuation (harakat) so that learners who are beginners can easily read it. This textbook also improves the ability to speak even though it is still at the beginner level. The highlighted ability is to enrich vocabulary, so, the focus of listening, speaking, reading, and writing skills is to multiply vocabulary yet on making perfect sentences.

Pedagogical Principles (al-asas al-tarbawi)

Pedagogical principles are things related to educational theory such as material to be analyzed from the selection, gradation, presentation and repetition in accordance with the theory Willian Francis Mackey (Asyrofi & Pransiska, 2016). This textbook is written as teaching material or textbooks in private Arabic institutions and the Qur'an named "BISA". "BISA" has a special program to learn Arabic there is through online and offline (face-to-face). Face-to-face learning is held at the Bisa Learning Centre. This Arabic language program consists of 3 learnings: Sarf science in two levels, nahwu science 3 levels and hiwari 3 levels. The objectives of Sarf science learning program at BISA Learning Centre, divided into two levels, namely: Level 1, The aim is to understand "Tashrif Tsulatsy Mujarrad" and "Tsulatsy Mazid fi'il shahih" so that students can translate and find the origin of the word in the Qur'an. Level 2, The aim is to understand "tashrif ruba'iy mujarrad" and "mazid" and "fi'il mu'tal" (Program – BISA Learning Centre, n.d.).

Sarf's science learning program is designed into two levels, and each level is 16 meetings. A total of two levels is 32 meetings. One meeting is 90 minutes, So, the duration of the program is 19.5 hours (Program – BISA Learning Centre, n.d.).

The selection of material in this textbook is developed to the learning purpose, the level proficiency of beginner and the duration of the learning program. As the results of interviews with educators and leaders of BLC Yogyakarta, this textbook does not really discuss about isim alat, isim zaman, isim makan and fi'il mu'tal, it is only discussing an overview and it has been explained the reason why it is not conveyed in detail in this textbook, in order to

avoid complex materials for beginners. This textbook was designed by the author based on his experience in learning Arabic, this textbook material only contains basic materials to become a starting point for beginners to learn at the next level (Razin & Razin, 2017). So that BLC itself offers participants if they want to explore Sarf science to follow the premium Sarf Science program for 6 years, by studying this textbook, then kitab matn al binaa wal asas, and al-amtsilah attashrifiyah. After the subject matter in the selection, the next is to grade the material that has been selected gradually, ranging from the easy to the complex. William Francis Mackey states there are two initial steps in gradation(n.d.-a); grouping material (uniformity, contrast, and asshole) and sorting (using learning psychology, i.e. from simple to complex, from concise to long, and from general to specialized) (Asyrofi & Pransiska, 2016).

Grouping on this textbook consists of 30 discussions in 32 meetings, these discussions are grouped into 8 groups, among others: (a) Grouping of Arabic language instruction materials consists of 2 discussions; understanding Arabic and the elements of Arabic sentence building. (b)The grouping of basic materials of Sarf science consists of 7 discussions; Sarf science, the basic terms of Sarf science, the basic meaning of each word form, type of tashrif, wazan-wazan tashrif, Sarf science chart, and tashrif wazan table. (c) Grouping of mujarrad tsulatsy material consists of 3 discussions about knowing tsulatsy mujarrad, comparison of wazan tashrif tsulatsy mujarrad and tashrif termy tsulatsy mujarrad. (d)The grouping of Tsulatsy Mazid material consists of 2 discussions about knowing tsulatsy mazid and tashrif termy tsulatsy mazid.

(e)The grouping of mujarrad and mazid ruba'iy material consists of 3 discussions about knowing rubaiy mujarrad and mazid, tashrif termy ruba'iy mujarrad and tashrif termy ruba'iy mazid. (f) Grouping of tashrif lughawi material consists of 6 discussions about knowing tashrif lughawi, wazan tashrif lughawi, the examples of complete tashrif tsulatsy mujarrad, the examples of complete tashrif tsulatsy mazid, the examples of complete tashrif tsulatsy mujarrad, the examples of complete tashrif ruba'iy mujarrad and the example of complete tashrif ruba'iy mazid. (g)Grouping of material fi'il ma'lum and fi'il majhul, consists of 3 discussions on the formula fi'il madhi majhul, fi'il mudhari' majhul and the comparison table fi'il madhy majhul and fi'il mudhari' majhul. (h) The material grouping of fi'il shahih and fi'il mu'tal consists of 4 discussions on the division of fi'il shahih, fi'il mu'tal tashrif lughawi fi'il shahih and tashrif lughawi fi'il mu'tal (Razin & Razin, 2017).

Some sorting material of this textbook are not yet appropriate with the duration and purpose of learning, but this textbook is already completed by syllabus so that it can be gradually learned. According to one of the educators named Muhammad Sya'rani, he is the head of BLC Yogyakarta and has been

using this textbook for 2 years in teaching Sarf science, the sequence of material in this textbook is still not compatible to syllabus, for example meeting 1 in syllabus discusses about signs of fi'il, isim and harf, while in the textbook discusses of signs of isim after the presentation of the grouping of fi'il, however, he said, generally the material in this textbook is systematic. The other differences between textbooks and syllabus is as follows: *First*, In meeting 1 in syllabus discusses about the signs of fi'il, ism and harf, while in textbook discusses the signs of ism after the presentation of the grouping of fi'il, as well as the discussion of harf signs after the discussion of ism. *Second*, In meeting 2 in the syllabus discusses about introducing jarr letters, while discussing of jarr letters in the textbook is the final in chapter I, previously in this chapter discusses fiil shahih, isim jamid, and so on. *Third*, In meeting 3, the syllabus discusses the division of ism fi'il and ism after the letter jarr, while in the textbook discusses differently. *Fourth*, In the meeting 9, in the syllabus discusses the tashrif lughawi while in the textbook discusses tashrif lughawi after ruba'iy mujarrad and mazid. *Fifth*, In meeting 1 in level 2 (continued), the syllabus discusses the advanced mazid tsulatsy (biharfain, etc.) while in the textbook discusses previous chapter.

So, the syllabus of this textbook gets the reader to go back and forth from the previous page to the next and vice versa. So, it would be nice for the textbook to be adjusted to its syllabus in order to make it easier for teachers in using textbooks so as not to go back and forth pages.

This textbook uses Indonesian in conveying or compressing material, and still conveys sarf terms in Indonesian without omitting the original term (Asep, 2008). In this textbook there are also wazan tables equipped with powerful formulas and colorful designs. According to students interviews, the presentation of this textbook is very good and attractive, it can increase the motivation of learners in learning Sarf science among young to old ages, but this textbook is not designed for children. There are also weaknesses in the presentation in this textbook because there is still empty space in some pages, it would be nice for the empty space to write short advice or quotes related to learning Arabic so that beginners can be passionate in learning Arabic.

In chapter II, in number 3 there is a neatness error, and at number 7 there is a repetition of option (twice). The superiority of this textbook is the animated DVD. Animated DVDs can present material on the textbook in a contemporary style, with detailed explanations, as well as a clear voiceover even this video can be accessed for free on YouTube BISA and can also get the DVD after buying this textbook.

Mastering knowledge needs repeating material and practice it, the goal is learners can apply material that has been taught (Asyrofi & Pransiska, 2016). According to the interviews, before starting learning activity, educators reviewed

previous discussions, and before completion of the meeting, learners were given exercises from the textbook so that the discussion in each chapter is remembered and understood. Sarf science learning in BLC is divided into two levels, level 1 (basic) and level 2 (advanced) (Arifatun, 2012). Before students go to next level, they must take the exam, this exam aims to repeat the previous material, so that learners are steadier at the next level.

Strengths and weaknesses of Books

Based on the interviews and analysis of the textbook, the Strengths and weaknesses of this book are as follows: *First*, This book is easy to understand for beginners because it uses Indonesian. It is suitable for young to old age. But the drawback is students will be confused if they have never learnt before and especially for parents, but this textbook is complemented by animated DVDs that will help to understand the book by self-taught or learning from home. *Second*, Animated DVD has flaws in systematics that are different from books. From the results of the interview, it is better to learn the Sarf textbook adapted to the syllabus that is always revised in accordance with the problems that occur in the field since this book used by BLC. The solution is adjusting the learning systematics with the syllabus, newly selected material seen on the Animation DVD, subsequently learnt in the available textbook and work on exercises. Animated DVDs can also be obtained through the YOUTUBE channel BISA.

Third, In this book there is a new method (magic formula method) in memorizing wazan-wazan. In accordance with the results of interviews with educators and learners, the magic formula in this book facilitates memorization of wazan in a short time. The exposure of wazan in this book is effective and systematic and features ways of distinguishing and memorizing it. *Fourth*, The book is supplemented by applicative examples of the Qur'an and hundreds frequently used verbs. *Fifth*, The graphic design on the cover and book is very interesting with a green color that is pleasing to the eye. *Sixth*, This book is allowed to even be recommended to multiply some or all of the contents of this book in any form with or without the permission of the publisher as long as it is not a commercial purpose, and pdf of this book can be accessed for free at <http://www.bisa.id/diktat-silabus/>. *Seventh*, In the discussion of fi'il mu'tal is not conveyed the origin of the word exemplified so that the discussion in the chapters of shahih and mu'tal cannot be learned independently even though there is animated videos. However, BISA has uploaded recently the learning process of the sarf program on YouTube so that learners will be able to learn independently through explanations from the author directly.

Eight, In exercise chapter 2 number 3 there is an error, and there is a repetition of options in number 7. *Nine*, In the discussion of the signs of fi'il on page 6, the author says that "not all fi'il comes with these features, many fi'il stand-alone without accompanying features", this is not discussed in detail in the textbook, but the author explains them in the animated video. It does not make questions that have no answers in the book for readers, the solution is giving a special note as written "explanation can be seen in the animated video" with the aim of the reader's curiosity can be satisfied or achieved. *Ten*, On page 23, the explanation of the type of tashrif is not in accordance with the order presented in the textbook, the author explain about the new term of tashrif then tashrif lughawi but in the textbook he explain about tashrif lughawi first.

This textbook is good for beginners, but for advanced students this textbook is not too complete enough. If students want to continue their Sarf lessons in depth, BISA facilitates by presenting Sarf premium program, the original book used is this book, then matn Al-Bina early Asaas and Al-Amtsilah At-Tashrifiiyah.

CONCLUSIONS

According to the results of the research above, the Sharaf Science book for beginners has been revised and developed twice, based on suggestions and recommendations from teachers and students. The sociocultural principle is a weakness in this textbook because the author pays little attention to this principle, especially in giving examples in the discussion of sarf which still aims to understand the Qur'an. Supposedly, giving examples in this book should also represent the themes of Arab culture. There is no appropriate use for this book for learners younger than 15 years old since it doesn't address the psychological state of these learners. The principles of psychology, pedagogy, and language are the strengths of this book. There are several striking strengths of this book, including how the author facilitates the ability of students to learn independently, and how teachers are given several videos for free about the explanation and teaching of the book, directly practiced by the author. This textbook still has few typos and a lot of blank spaces on some pages, and it does not explain in detail. In the discussion of fi'il mu'tal, the origin of the word and the history of its changes has not been presented yet, although the author has provided a video of the learning process on Youtube. How good it would be if the explanation later included in the book.

ACKNOWLEDGMENT

Thank you to all parties who helped complete this research. Starting with the study programme, supervisors and colleagues

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