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The Analysis of Multiliteracy Aspects in Arabic Books for Madrasah Aliyah

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ABSTRACT

This study aimed to analyze the Arabic book for the 10th grade of Madrasah Aliyah, published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020, based on the multiliteracy concept. The primary data source in this study is a 10th-grade Arabic textbook, whereas the secondary data is literature on the subject themes. The data analysis technique employs content analysis. The results reflect the context, which frequently refers to the situational context. The At Ta'am wa Sharāb chapter explores a natural science theme. The multimedia element includes both text and visual media. As for audio for listening learning, it is not yet in all chapters. As for the multicultural aspect, most of them contained Indonesian culture. There is one theme that contained Arab culture and one that contains American culture. Based on the analysis results, Arabic books are not optimal in containing the concept of multiliteracy.

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Keyword

Arabic Learning; Arabic Textbook; Multiliteracy

مستخلص البحث

الهدف لهذه الدراسة هي تحليل كتاب اللغة العربية للصف العاشر للمدرسة الثانوية، الذي نشرته وزارة الشؤون الدينية لجمهورية إندونيسيا في عام ٢٠٢٠م، استنادًا إلى مفهوم محو الأمية المتعدد. منهج البحث المستخدم هو البحث المكتبي ومصدر البيانات الأساسية في هذه الدراسة هو كتاب اللغة العربية للصف العاشر، أما البيانات الثانوية هي المؤلفات المتعلقة بموضوعات البحث. ولطريقة تحليل البيانات بالتحليل المحتوى. وظهرت النتائج أن السياق أكثر استخداما هو سياق الموقف. استخدم أحد المواضيع سياق العلوم الطبيعية، وبالتحديد في فصل الطعام والشراب. في جانب الوسائط المتعددة، يحتوي على وسائط نصية وصور. أما للصور التعلم بالاستماع، لم يكن موجودا في جميع الفصول. وللجانب المتعدد الثقافات، فإن معظمها يحتوي على الثقافة الإندونيسية. كان هناك موضوع واحد يحتوي على الثقافة العربية وموضوع آخر يحتوي على الثقافة الأمريكية. بناء على نتائج التحليل، فإن الكتاب العربية لم تكن الأمثل في احتواء مفهوم محو الأمية المتعدد.

تعليم اللغة العربية؛ كتاب العربية؛ محو الأمية المتعدد

كلمات أساسية

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INTRODUCTION

Teaching trends are developed by accommodating the desire of learners to be able to interact using the language learned. Language teaching has also evolved from memorization to contextual communication (Aprianto & Zaini, 2019; Kim, 2020). Teaching foreign languages should allow learners to use the language learned well and understand the sociocultural use of the language (Amiruddin & Fatmawati, 2018; Qu, 2010). Language learning should make learners understand why a person uses confident word choices and gives specific responses when faced with various situations (Kim, 2020).

This is closely related to multiliteracy learning, which includes multi-context, multimedia, and multicultural (Abidin et al., 2021; Selayani & Bayu, 2023). Multiliteracy learning is learning experiences that integrate thinking, communication, innovation, and critical thinking competencies. Multiliteracy learning pedagogy facilitates a constructivist learning model in which students can make meaning through authentic experiences. This approach is vital in developing critical thinking and problem-solving skills essential for success in the 21st century (Borsheim et al., 2008).

Multiliteracy learning can be raised in student learning resources, including textbooks. Textbooks are one of the essential aspects of learning (Anisatin et al., 2022; Braslavsky & Halil, 2006). It becomes a reference for educators and students (Nugrahani, 2014). Various printed and non-print textbooks play a substantial role in achieving learning objectives (Mithans & Ivanuš Grmek, 2020; Samsudin et al., 2023). Textbooks in Arabic learning have a significant role because they are a liaison for achieving language competence, which is expected to make it easier for students to learn Arabic (Ubaidillah et al., 2023). Therefore, textbook analysis and improvement are essential to achieve optimal and maximum learning objectives.

Arabic language learning currently refers to the independent curriculum decreed by the Director General of Islamic Education Number 3211 of 2022 using teaching materials in 2020. Textbook analysis must be researched to adjust textbook standards and guidelines based on aspects of multiliteracy. This is because textbooks play an essential role and are one of the benchmarks in realizing quality learning (Braslavsky & Halil, 2006). In line with research, Kolintama & IMA (2022) analyze the Arabic textbook of Islamic Senior High School (*Madrasah Aliyah*) for 10th grade. The focus of the analysis is on the feasibility of Arabic books. The study results show that the material consists of 6 chapters, and each chapter has four primary skills that students must master them and are declared feasible because they are under the objectives of Core Competencies and Basic Competencies. The research from (Mokoagow et al., 2021) analyzed the Arabic textbook of *Madrasah Aliyah* grade 12 and focused on

listening skills. The results show a realm of knowledge in all listening skills material by the curriculum 2019. The research from (Cahya et al., 2022) analyzes Arabic textbooks using the 5C (Communication, Cultures, Connections, Comparisons, and Communities) standard of the ACTFL American Council on Teaching of Foreign Language. The results show that the 5C ACTFL standard is in the Arabic textbook grade 4 *Madrasah Ibtidaiyah*. The details are 31% aspects of communication, 25% aspects of culture, 22% of connections, 14% of comparisons, and 8% aspects of communities.

The three studies focused on book feasibility, learning listening skills, and the 5C element. According to the literature research, textbook analysis employing the idea of multiliteracy has never been conducted. Therefore, this study analyzes Arabic textbooks for the 10th grade *Madrasah Aliyah* published by the Ministry of Religious Affairs based on multiliteracy aspects. This research aims to fill the research gap and become a novelty in this research. This study aims to analyze the concept of multiliteracy learning and analyze Arabic textbooks for 10th grade based on the concept of multiliteracy.

METHOD

This research is library research, which examines literature related to research problems. A series of activities related to library data collection methods, reading, reviewing student study books, and recording and processing research materials (Anggito & Setiawan, 2018). This library research uses rationalistic qualitative philosophical foundations. The stages carried out are to select and critically examine data sources or references related to Arabic teaching materials in 10th grade by formulating critical attention to the concepts of the content of the material taught. This is done to obtain complete and objective information. The approach used is a qualitative approach.

The primary data source in this study is the Arabic textbook for 10th grade *Madrasah Aliyah*, published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. At the same time, secondary data is literature related to research topics, namely Arabic teaching materials, multiliteracy learning concepts, multi-context aspects, multimedia, and multicultural. Documentation was used for data collection techniques in this study. The data analysis technique uses a content analysis approach, making obtaining meaning from the data collected easier. This approach allows researchers to identify patterns, themes, and concepts in the text that can be used to conclude the data (Bengtsson, 2016; Erlingsson & Brysiewicz, 2017).

RESULTS & DISCUSSION

The multiliteracy learning model optimizes multiliteracy skills to realize a better learning situation and achieve 21st-century learning skills. Multiliteracy skills used as a medium for attaining 21st-century learning skills are reading literacy, writing literacy, oral language literacy, and information, media, and communication literacy skills (Abidin, 2018).

Multiliteracy learning is multicultural, multi-context, and multimedia learning that can be used in any curriculum applicable in Indonesia. The multiliteracy approach to learning is a learning paradigm that has long been echoed in education. Different types of text forms and media allow students to understand various meanings. Multimodal texts encourage students to experience interpreting information in the global context and location (Abidin, 2018).

Multiliteracy learning allows students to seek information from various sources by making direct observations or reading from print or electronic media to increase students' knowledge and make it easier for them to investigate (Irianto et al., 2020). This model can empower students to acquire new knowledge, understanding, and skills based on their learning activities (Margo Irianto et al., 2020; Kohnen & Adams, 2019). This model aligns with 21st-century education, which demands knowledge work, thinking tools, learning research, and a digital lifestyle (Laar et al., 2020; Setiawan et al., 2020). The basic design of multiliterate learning is as follows:

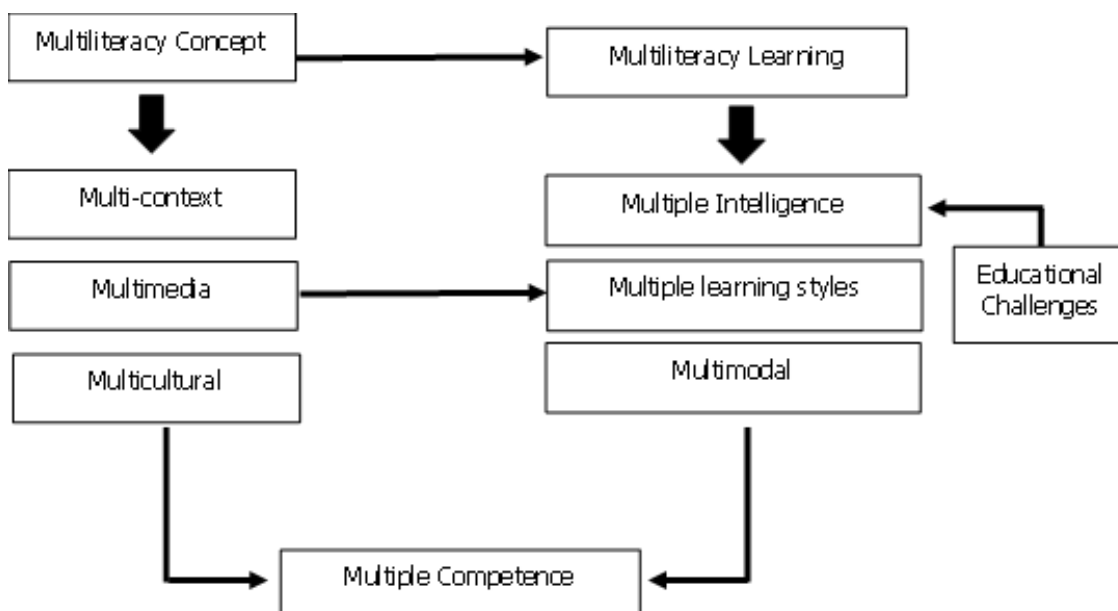


Figure 1. Basic Design of Multiliteracy Learning

Analysis of Arabic Textbooks for 10th Grade *Madrasah Aliyah* Based on Multiliteracy Aspects

This analysis uses the concept of multiliteracy. However, researchers limit it to multi-context, multimedia, and multicultural concepts. The multi-context question is related to the context of the situation and the scientific context. The context of the problem is the context outside the text that can be used to understand the content of the text. The scientific context is a text that refers to one particular scientific field and various fields of science (Abidin, 2018).

Multimedia indicates that the literacy learned uses not only one type of media but also a variety of media, from conventional to digital media. This conception aligns with the fact that information can be presented through text in words and visually through performance, music, drama, information, communication technology, and other literacy media (Abidin, 2018).

In addition to multi-context and multimedia, multiliteracy is also related to multicultural. This conception aligns with the concept of critical literacy, which views a text as not culturally impaired. A compiled text will be significantly influenced by the author's disposition toward specific cultural dimensions (Abidin, 2018). The following is the results of the analysis of class 10th Arabic textbooks based on the concept of multiliteracy:

Table 1. Analysis Result Based on Multiliteracy Aspects

No.	Theme	Multi-Context	Multimedia	Multicultural	Explanation
1.	التحيات والتعارف	-	√	-	<ul style="list-style-type: none"> • The context of the situation • Text and image media • Focus on Indonesia culture
2.	الأسرة والبيت	-	√	√	<ul style="list-style-type: none"> • The context of the situation • Text and image media • Indonesian culture and American culture
3.	المدرسة والبيئة	-	√	-	<ul style="list-style-type: none"> • The context of the situation

	المحيطة بها				<ul style="list-style-type: none"> • Text and image media • Culture in general
4.	الحياة اليومية	√	√	-	<ul style="list-style-type: none"> • Context of the situation • Text and image media. The usage in this chapter is of higher frequency than in other chapters. • Indonesia culture
5.	الهواية	-	√	√	<ul style="list-style-type: none"> • The context of the situation • Text and image media • Indonesian culture and Arabic culture
6.	الطَّعام والشَّراب	√	√	-	<ul style="list-style-type: none"> • Natural science context • Text and image media • Cultural content is general

In the chapter *At Tahiyat wa at Ta'aruf* the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. In the *ta'aruf* chapter, the context that arises is the context of the situation. The text on page 5 introduces a person studying in the 10th grade of high school, then explains his origin, place of residence, and activities while at school. The material aligns with the theme for the 10th grade of high school. The multimedia aspect contains text and images. Image media is used as illustration on page 1 and illustration in text on pages 5-7. However, the material for listening skills does not yet have audio, as seen on page 4. Therefore, for optimal listening learning, audio media needs to be added.

Media can be in the form of a QR code link or Google Drive. These media make it easier for students to access and relearn it anywhere and anytime. This aligns with 21st-century learning, namely optimizing media **uses** to make it easier for students to understand the material (Hidayat et al., 2019).



Figure 2. Materials for Listening Skills

The multicultural aspect of the material in Chapter 1 is not optimal. On page 5, a text introduces someone from West Sumatra who is studying in East Java. Then, there is image media that depict learning activities in Indonesia and student cards. The multicultural aspect can be optimized by bringing out Arab culture. Language is related to culture (Hossain, 2024; Karlik, 2023; Lut & Starenkova, 2022; Mavianti et al., 2020). Therefore, the cultural aspect is essential in language learning because it can help language learners interact communicatively and achieve the target use of the language (Eldin, 2015; Lewicka & Waszau, 2016). In addition, multicultural elements can be contained in special sub-discussions that compare introductions to Arab and Indonesian cultural cultures. This can make it easier for students to understand the context of Arabic usage based on the context of Arabic and Indonesia.

In the chapter *Al Usroh wal Bayt*, the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. The context that appears in this chapter is the context of the situation. On page 21, a reading explains about one's home in Medan and the activities carried out at home. Then, the multimedia aspect is in the form of text and image media. Images are used as reading illustrations and illustrations to evaluate speaking skills. Audio media is one of the essential media not yet in this material. Audio media is the primary material for learning listening skills (Hikmah, 2019; Sudewi & Fadilah, 2023). As for the multicultural aspect, it includes both Indonesian and American cultures. Indonesian culture is reflected in readings that explain people's homes in Medan. American culture is reflected

in the illustration of the American house on page 17. The following media images are used in the chapter *Al Usroh wal Bayt*:



Figure 3. Image Media in the Chapter *Al Usroh wal Bayt*

In the chapter *Al Madrasah wal Bi'ah al Muḥīṭah bihā*, the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. The context raised is the context of the situation on student boarding. Regarding multimedia aspects, the media used is in the form of text and images. Images are used as illustrations of themes and readings. As for the multicultural aspect, it has not yet appeared. The emerging culture is general and Indonesian context only. Based on the **researchers'** analysis results, multimedia and multicultural elements must be developed. There is no audio as material or evaluation tool in listening skills. While teaching audio listening skills is the subject matter of teaching listening skills.

On the other hand, vocabulary material is only text. Image media can be used in vocabulary materials. Image media makes it easier to understand vocabulary and the context in which it is used (Liando et al., 2022; Pratiwi & Al Rashid, 2023). In addition, learning media can be used to teach vocabulary to students. Learning media can make it easier for students to understand the material and increase student curiosity (Safitri et al., 2023). The following is material on listening skills in the third chapter.



Figure 4. Materials on listening Skills

In the chapter of *Al Hayah Yaumiyyah* the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. The context in this chapter is the context of the situation, explaining shopping activities at the mall—multimedia aspects in the form of text and image media. Image used has increased compared to other chapters, making it easier for students to understand the material. However, the use of audio media for listening skills does not yet exist, and even *mufrodat* for listening skills is presented textually. As for the multicultural aspect, it only contains Indonesian culture, which is visualized through pictures of Borobudur Temple on page 48 as well as images of activities in traditional Indonesian markets, polices who are checking motorists, farmers who are planting rice, sanitation workers who are transporting garbage, Indonesian *dai'*, etc. The reading text contains activities in the mall. Based on the researchers' analysis, further development can be supplemented with Indonesian culture, such as shopping at specific regional traditional markets—for example, the Mute Market in West Sumatra or the Floating Market in Banjarmasin.



Figure 5. Cultural Content in the Chapter al Hayyah Yaumiyyah

In the chapter of *Al Hiwāyah*, the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. The context in the material as a situation context explains someone with many hobbies. Then, for the multimedia aspect, it is only in the form of text and images. Image media can be optimized for *mufrodat* material because *al hiwayah* chapter can be illustrated. This is to make it easier for students to understand or remember.

الترجمة	الترجمة العربية	الترجمة
الخبز	خبز	الخبز
الخبز المالح	خبز	الخبز
الخبز الأبيض	خبز	الخبز
الخبز البني	خبز	الخبز
الخبز المحمص	خبز	الخبز
الخبز المقرمش	خبز	الخبز
الخبز اللين	خبز	الخبز
الخبز الطري	خبز	الخبز
الخبز الجاف	خبز	الخبز
الخبز المالح	خبز	الخبز
الخبز الأبيض	خبز	الخبز
الخبز البني	خبز	الخبز
الخبز المقرمش	خبز	الخبز
الخبز اللين	خبز	الخبز
الخبز الطري	خبز	الخبز
الخبز الجاف	خبز	الخبز

اختر الإجابة الصحيحة من الخيارات الآتية:

1. ما هي الخبز المالح؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
2. ما هي الخبز الأبيض؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
3. ما هي الخبز البني؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
4. ما هي الخبز المقرمش؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
5. ما هي الخبز اللين؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
6. ما هي الخبز الطري؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني
7. ما هي الخبز الجاف؟
 أ. الخبز
 ب. الخبز المالح
 ج. الخبز الأبيض
 د. الخبز البني

Figure 6. The Vocabulary in The Al Hiwayah Chapter

In addition, audio media for learning listening skills needs to appear directly in the textbook as a link or QR code. Meanwhile, the multicultural aspect includes Indonesian culture and Arabic culture. The images and materials on pages 62, 65, and 68 represent Indonesian culture. The Arabic culture has names identical to Arabic, such as Sulaiman, Ahmad, Zainab, and Fatimah.

In the chapter *At Ta'am wa Sharab*, the material consists of *istima'* (listening) skill, *qiroah* (reading) skill, *qowaid* (grammar), *kalam* (speaking) skill, *kitabah* (writing) skill, and conclusion. The context raised in this material is scientific, namely about Natural Sciences, which discusses the content of healthy foods. In the multimedia aspect, the media used is in the form of text and images. The picture is used as an illustration on pages 73 and 77. The multicultural aspect is not optimal in this theme because the material content is general.

Based on the results of the analysis, six chapters in 10th grade teaching materials do not optimally contain the concept of multiliteracy. Abidin (2018) states that multiliteracy concerns multi-context, multimedia, and multiculturalism. Multiliteracy is considered multi-context because this skill is related not only to one context but also to various contexts, both situations and scientific contexts. Multi-context helps students practice the ability to think and communicate in multiple contexts (Lestari & Untari, 2021; Rahmasari et al., 2023). From chapter one until chapter six, the context often used is the context of the situation. The last theme contains a natural science context. Therefore, the multicontext aspect of the 10th-grade Arabic book needs to be developed. The urgency of multi-context aspects of multiliterate learning materials is driven by the need to prepare students for the complex multimodal information environment of the 21st century. The development of multiliteracy learning materials and the integration of technology into the learning process are essential to address this urgency and equip students with the skills they need to succeed in an increasingly interconnected and digital world (Friantary & Eliya, 2023; Nawawi & Chirstianti, 2020).

Multiliteracy is also related to multimedia. This means that literacy is learned not only by using one type of media but also by using various conventional and digital media (Abidin, 2018). The 10th-grade Arabic textbook in Madrasah Aliyah only uses text and image media. This needs to be revisited, considering that Arabic language learning contains four language skills teachings: listening, speaking, reading, and writing. While in listening learning, audio is essential because it provides input to language learners and develops other language skills, especially for speaking (Lei et al., 2023; Sinaga et al., 2022). While in class X, Arabic books do not contain audio to help students learn listening skills. This is taken into consideration and input for further development.

Multiliteracy is related not only to diverse contexts and media but also to multicultural. This concept is in line with critical literacy, which considers that a text cannot be separated from the cultural background of its author. A compiled text is influenced by the disposition of its author towards certain cultures (Abidin, 2018). This Arabic book mainly contains Indonesian culture reflected in the material and the use of illustrations. Arab culture is reflected in the use of names. American culture is reflected in the use of illustrations. However, the multicultural content of this teaching material needs to be developed, especially in Indonesian and Arabic cultures, because language is closely related to culture (Kuo & Lai, 2006). Controlling Indonesian and Arabic culture can increase students' insight and direct them to communicate where they are placed in a way tailored to their needs.

CONCLUSIONS

Based on the analysis results, it can be concluded that using multiliteracy aspects in Arabic textbooks for 10th grade is not optimal. In the multi-context element, the context often used is the context of the situation. The multimedia aspect is limited to text and image media. The use of links or QR codes does not yet exist. As for the multicultural aspect, it is not optimal because the cultural content that is often used is Indonesian culture. Based on the results of the researchers' analysis, suggestions for further research are the need to develop teaching materials that contain the concept of multiliteracy. Multi-context aspects can be created by containing various contexts, such as the context of the situation, scientific context, or social context. Multimedia needs to be developed again, especially for listening skills. Audio becomes the subject matter of learning listening skills. In addition, there is a need for technology integration such as links, QR codes, or AI in learning to achieve optimal results. Regarding multicultural, it is necessary to develop the content of Arab culture. Therefore,

the content of Arabic and local Indonesian cultures must be included in equilibrium to accelerate the mastery of Arabic based on the context.

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