Evaluating an Arabic Textbook for Grade V: A Critical Review from Rushdi Ahmad Tuaimah's Perspective

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Abstract
A good textbook is essential in learning because learning will not be successful without a good book. This research aims to identify the criteria that must be met when writing the Arabic textbook Class V from the perspective of Rushdi Ahmad Tuaimah in one of the Islamic primary schools, namely Bintang Cendekia in Pekanbaru, Indonesia, and to assess the validity of its use. The data collection method is the interview and the document, and the data analysis method is content analysis and evaluation. Based on the data analysis, the result is that the Arabic textbook schedule is not good to be used, as it does not yet include some basic and standard features of Arabic textbook compilation in terms of language, culture, and educational content. It can be generalized that many textbooks are not generated from scientific research and do not consider the principles and criteria in writing a textbook. Therefore, popular textbooks need to be standardized to be good.

Keywords: Evaluation, Book, Education, Arabic language, Perspective

Introduction

The textbook constitutes an essential curriculum component (Ghali, 1991). Under the modern concept of curriculum, textbooks serve as a tool for achieving the objectives set for the subject matter. It is an organized source containing the knowledge and information intended to be communicated to students. Furthermore, it serves as a means of direct communication between teacher and student, contributing to the creation of a fertile and positive learning environment based on vitality and interaction if used optimally and in a way that is consistent with educational objectives, content, teaching aids, and assessment methods (Al-fauzan, 2011). The study and analysis of textbooks is considered a critical study, as researchers have conducted it in the past (Hung & Feng, 2010; Kırkgöz, 2009; Mohammadi & Abdi, 2014). The textbook plays a fundamental role in determining the subjects of study, teaching methods, and student assessment methods, which assist the teacher in fulfilling their duties and determining the student's role as the focus of the educational process. The curriculum records the facts, information, and topics selected for students, explained and detailed in light of their psychological characteristics (Khathir, 1982).

While the process of analyzing textbooks is a necessary one (Al-fauzan, 2011), its importance increases when the research focuses on analyzing the textbooks assigned for teaching the Arabic language. Curriculum materials refer to all the resources teachers use to support implementing the teaching and learning process in the classroom. These materials include both written and non-written materials. Curriculum materials comprise the information, tools, and texts necessary for planning and implementing instruction (Mudlofir, 2011). Abu Syairi explained that curriculum materials are fully organized and arranged according to the principles of instruction that the teacher uses with students in the learning process. (Syairi, 2013). Curriculum materials encompass knowledge, skills, and behaviors. Of course, curriculum materials have resources, which are everything used to enable students to acquire the subject matter (Arsyad, 2011). The curriculum materials used in the learning process are (1) the setting or environment, (2) the speaker, (3) the subject, and (4) the printed and non-printed material. Dr. Ahmad Muradi explained that providing a competency standard and the basic competencies that students must understand are important before assigning curriculum materials (Muradi, 2016). Therefore, the selection of study materials must be consistent with the extent used to select the content of the curriculum (Wajdi, 2021). The teacher selects study materials appropriate to the students' needs, based on the criterion of achievement proficiency in the subject matter. Preparing a lesson requires the teacher to choose appropriate materials for the students, consistent with the curriculum, and suitable for the timeframe. He arranges them in a natural order and identifies the optimal method for teaching them (Ibrahim, 1968).

The elements that the researcher will use for evaluation are: (1) General information, including the author's name, book title, edition number, name of editor, commentator, or translator, country of publication, publishing house or printing press, date of publication, and book sections (Thuaimah, 1989). (2) The output of the number of pages, the book's printing, letter formation, typographical errors, the book's introduction, the table of contents, internal titles, the number of lessons, pictures, and drawings (Thuaimah, 1989) (3) The nature of the course in terms of the linguistic level, the type of program, the age group of the students, the materials proposed in the book, the communication channels between the book and the students, and the book's starting points (Thuaimah, 1989) (4) The foundations of preparing the book from the basic study, linguistic positions, vocabulary lists, selected texts, experimentation and testing of the book, and comparative studies (Thuaimah, 1989) (5) The language of the book, meaning that the author must adhere to the rules of grammar, morphology, spelling, and correct linguistic formulation (Al-fauzan, 2011), (6) The teaching method, (7) The book's accompaniments,

(8) The language tests, (9) The linguistic content of teaching sounds, teaching vocabulary, teaching grammar, linguistic skills, and linguistic exercises, (10) The cultural content, which in the specific concept means It indicates that an individual has reached a certain educational level, such as when a man is called "cultured" if he has obtained a certificate or a degree. Here, the word indicates the specialization in which a person has spent part of their life. The word is also used to indicate a person who is being spoken about, such as when it is said that he is "cultured," meaning that he has broad horizons, nobility of character, tolerance of nature, knowledge of action, and is above trivial matters (Thuaimah, 1989).

The textbook used in an elementary school in Indonesia, in Bintang Cendekia, Pekanbaru, authored by Muhammad Ilhamuddin, contributed significantly to the field of Arabic language teaching, with its goal of empowering learners with the three competencies in language learning: linguistic competence, communicative competence, and cultural competence (Khirma, Nayif, dan Ali al-Hajjaj, 1985). Based on what the researcher found in the Arabic language book used in this Islamic elementary school, he saw the following phenomena: (1) Students feel difficult to use the book prepared in the school, (2) The design of the book is not attractive, which makes students bored when using the prepared book (N. Talita et al., personal communication, January 15, 2018), (3) Lack of attractive language games. Language games were a means of obtaining information and solving problems (Irsyad, 2022), (4) Lack of consistency between the list of contents and the existing content, (5) The exercises do not match the prepared study materials in terms of the existing vocabulary, (6) There are two recurring topics.

There are previous studies on this topic, such as those by Mohammad Mohammadi and Khadir Abdi under the title "Textbook Evaluation: A Case Study" (Mohammadi & Abdi, 2014), those by Yasemin Kirkgöz under the title "Evaluating the English textbooks for young learners of English at Turkish primary education" (Kırkgöz, 2009), those by Lin Jun Hong and Liu Eric Thi Feng under the title "Analysis of elementary school ICT textbooks in Taiwan and the importance of content about computer viruses" (Hung & Feng, 2010), those by Sezen Tosun under the title "A comparative study on evaluation of Turkish and English foreign language textbooks" (Tosun, 2013), and those by Snezana Marinç Kafik and Melomer Eric under the title "The problem of value in a textbook" (Marinković & Erić, 2014). However, these previous studies generally used a general evaluation approach and did not specifically address the characteristics of Arabic textbooks for non-Arabic speakers. However, the evaluation of Arabic textbooks requires a more contextual and in-depth approach, such as that offered by Rushdi Ahmad

Tuaimah, who formulated ten comprehensive evaluation dimensions covering linguistic, pedagogical, cultural, textbook structure, and evaluation system aspects.

Tuaimah's perspective has not been utilized in previous studies, despite its high relevance, particularly in the context of Islamic elementary schools in Indonesia, which require textbooks not only as a means of language teaching but also for the formation of moral values and an understanding of Arab-Islamic culture. Therefore, this study makes an important contribution to filling this gap by applying Tuaimah's evaluation framework contextually and comprehensively. Based on the phenomena the researcher found, he was drawn to the research "Evaluation of the Arabic Language Teaching Textbook for Fifth Grade Students from Rushdi Ahmad Ta'ima's Perspective."

Method

This study employed a descriptive qualitative approach with an evaluative approach (Creswell, 2014). This approach was chosen because it provided an in-depth and comprehensive description of the quality of the fifth-grade Arabic textbooks used at Bintang Cendekia Islamic Elementary School in Pekanbaru, from the theoretical perspective of Rushdi Ahmad Thu'aimah. The primary focus of this study was to evaluate the textbook's suitability to the principles of developing Arabic textbooks for non-native speakers, as formulated by Rushdi Ahmad Thu'aimah, which encompass linguistic, cultural, and pedagogical aspects. The object of this study was the fifth-grade Arabic textbooks compiled by Saleh Muhammad Shamhoud, which were used in the school's learning process. The researcher employed two primary techniques to obtain valid and comprehensive data: interviews, where the informant was an Arabic language teacher, and documentation. In the evaluation process, researchers used an instrument based on Rushdi Ahmad Thu'aimah's theory, which covered ten critical aspects: general information about the textbook, physical and technical structure, suitability to student characteristics, the basis for material development, linguistic elements, teaching methods used, completeness of supporting facilities, evaluation and testing systems, linguistic content, and the Arabic cultural content presented.

Data analysis was conducted following the Miles and Huberman analysis model, which consists of four stages: data reduction, data presentation, conclusion drawing, and verification (Miles et al., 1992). Data was reduced to filter relevant information and categorize data according to thematic categories. The selected data were presented in narrative and tabular form to facilitate interpretation. Afterwards, researchers drew conclusions based on

the findings and verified them through data triangulation from various sources and techniques to ensure the validity of the research results.

Results and Discussion

Choosing an attractive title for the book increases students' desire to use it, as students enjoy it before reading and teaching it. The title of this book was "The Arabic Language 5." This was not attractive. The researcher suggested titles that might increase students' desire to use it: "I am proud of the Arabic Language 5," "I love the Arabic Language 5," and "The Language of the People of Paradise 5." Saleh Muhammad Shamhoud wrote this book. Mentioning the author's name without mentioning his academic degree or teaching experience in Arabic is not good, even though he is not well-known in Arabic language teaching. The book, "The Arabic Language 5," is limited to one part, 226 pages. It covers all language skills, including listening, speaking, reading, writing, and language exercises. Considering the study material it contains, the number of pages is substantial, which can initially make students feel bored, especially given the dense content. Dividing the book into two parts is better than Rushdi Ahmad Ta'ima's.

The book's components include a reading text, a dialogue text, a vocabulary list, vocabulary translations, grammar rules, language exercises, and tests. However, the researcher found no studies that formed the basis for writing this book. The book's introduction included a short objective without clearly stating the specific goals of teaching the book. The educational material is presented as units, which the teacher can manage. This is due to the book's lack of organized lessons for each language subject. The book does not include concepts of Arabic culture but focuses on some aspects of Indonesian culture. Language is culture, and Arabic cannot be separated from Arab culture. This was confirmed by research findings from Tengku Sepora, who stated that language has a strong relationship with culture (Khatoon, 2020). The language used in the book is Modern Standard Arabic, but the exercise instructions are still written in Indonesian; it would be better if they were translated into Indonesian. Translation is not an effective strategy for improving students' writing skills (Tavakoli et al., 2014).

The book covers four language skills: listening, speaking, reading, and writing. The researcher found that the number of new vocabulary words taught in each lesson was large, considering the students were beginners, exceeding twenty-five words. The language exercises focused on reading and writing skills. The writing skill was developed through varied exercises

consisting of a variety of questions. The Arabic grammar rules included in the textbook are as follows:

Table 1: List of Arabic Grammar Topics

No.	Lesson	Arabic Grammar
1.	Lesson 1	Muzakkar Muannats
2.	Lesson 2	Muzakkar Muannats
3.	Lesson 3	Na'at wa Man'ut
4.	Lesson 4	Na'at wa Man'ut
5.	Lesson 5	Istifham
6.	Lesson 6	Na'at wa Man'ut
7.	Lesson 7	Jumlah Ismiyah
8.	Lesson 8	Jumlah Ismiyah
9.	Lesson 9	Jumlah Ismiyah
10.	Lesson 10	Jumlah Ismiyah
11.	Lesson 11	Jumlah Ismiyah

This table indicates that the grammatical topics presented lack variety and exhibit significant repetition of themes. The topic of Muzakkar wa Muannats appears twice consecutively in Lessons 1 and 2. Furthermore, Na'at wa Man'ut is repeated three times in Lessons 3, 4, and 6, while Lesson 5 covers Istifham (interrogative sentences). The topic of Nomor Ismiyah (nominal sentences) dominates the book's final section, taught continuously from Lessons 7 to 11.

This distribution suggests an imbalance in the organization of grammar material, where one type of sentence structure is taught repeatedly without sufficient variation in the topics covered. This has the potential to cause boredom for students and does not support the development of all aspects of grammar. In Arabic language textbooks for elementary levels, grammar should be structured hierarchically and varied, encompassing sentence structure, parts of speech, verb patterns, and other elements that support language skills. This weakness reinforces the finding that the textbook does not meet the standards for organizing material based on comprehensive pedagogical principles proposed by Rushdi Ahmad Thu'aimah.

1. Foundations of Book Preparation

The vocabulary in each lesson exceeds twenty-five words, and many of the vocabulary words used in reading and dialogue are not included in the vocabulary list, making it difficult for students to translate the reading and dialogue. Students cannot learn independently at home. After analyzing the book's content, the researcher found that it did not encourage students to acquire speaking and reading skills except through simple dialogue models. This makes it difficult for teachers to develop speaking, listening, and writing skills among students through traditional teaching methods. The book does not specify any topics for developing listening and writing skills. Specifically, for writing skills, some exercises require students to write the required answers. However, writing is limited to writing individual letters, which students arrange to form words, and rewriting the written phrases. In writing, word order is used to form meaningful sentences. The book does not include activities designed to help students acquire the desired writing skills through its use.

Additionally, the book's heavy reliance on vocabulary that exceeds twenty-five words per lesson poses another significant challenge for students. The vocabulary list is incomplete, leaving many words used in reading and dialogue sections unlisted, and the vocabulary density makes it overwhelming for beginners. This lack of comprehensive vocabulary support hinders students' ability to understand and translate the text effectively, as they often encounter unfamiliar terms without guidance on their meanings or usage. Moreover, this problem exacerbates students' inability to study and practice independently at home, as they cannot rely on the vocabulary list to aid their learning process. The book fails to provide any scaffolding for independent learning, such as vocabulary review activities or interactive exercises that would enable students to reinforce what they have learned outside of the classroom.

The absence of a systematic approach to developing all four language skills, namely, speaking, reading, writing, and listening, further limits the effectiveness of the textbook. While simple dialogue models are provided for practicing speaking and reading, these exercises are overly basic and lack variety. The focus on dialogue-based exercises without expanding into more complex scenarios leaves little room for developing students' speaking fluency or reading comprehension beyond elementary sentences. Similarly, the book overlooks activities that promote active listening and writing skills. Writing exercises are confined to basic tasks, such as arranging individual letters into words and rewriting phrases, which do not foster critical writing skills. For example, there is no practice in

constructing sentences or paragraphs, which limits the development of meaningful written expression. The lack of interactive or dynamic writing tasks, such as creative writing or composing original sentences, means that students are not provided with the necessary tools to enhance their writing abilities. Consequently, the book's limited and simplistic approach to language acquisition significantly hampers the development of well-rounded language proficiency.

2. Book Objectives

The book's introduction does not include a set of clearly defined objectives for teaching the book, neither in the introduction nor elsewhere. The introduction lacks specific objectives, a theoretical foundation, or learning rules upon which they are based. It provides guidelines and directions that benefit both teachers and students in understanding and studying the book, and assisting them in teaching and learning the content. However, one of the characteristics of a good Arabic language book is that the introduction includes an explanation of the objectives and a description of the method used to present the book's material.

Without clearly defined objectives and theoretical foundations in the book's introduction, teachers and students are left without a clear framework to guide the teaching and learning process. This creates ambiguity in the instructional goals and weakens the effectiveness of the educational experience. Teachers may struggle to align classroom activities with desired learning outcomes. At the same time, students may find it challenging to understand the purpose behind each lesson or the skills they are expected to develop. Furthermore, without a well-articulated methodology, the instructional design appears unstructured, which diminishes the coherence and progression of the content. A good textbook should serve as a repository of knowledge and a pedagogical guide that reflects sound instructional planning, starting with well-formulated goals, aligned content, and strategies that foster student engagement and achievement. The introduction's lack of these essential elements indicates that the book may not have been developed through rigorous curriculum planning or research-based practices, as emphasized by educational theorists such as Rushdi Ahmad Thu'aimah.

3. Educational or Instructional Content

The educational material is presented as units, which the teacher can manage. This is due to the book's lack of dedicated classes for each language subject. The teacher manages these units according to the number of classes specified in the curriculum at the Islamic Private School. This

can be explained by the fact that each unit requires 280 minutes to teach all the language subjects, including vocabulary, grammar, and language exercises to develop the four language skills: listening, speaking, reading, and writing.

In light of the previous statement, it is difficult for teachers to achieve the objectives mentioned above due to the book's lack of accompanying materials. For example, the book was not accompanied by tapes for students to practice listening. Nor did it provide written material for practice to develop listening skills. The question is: How can a teacher train students to practice listening skills when the book does not come with accompanying tapes? This is why we conclude that this book does not meet all the requirements of a good textbook.

The educational material is presented gradually in some of the elements above, and the reader feels the transitions are sudden in others. The book fails to meet the foundational and standard requirements for a good textbook. This can be explained as follows:

(a) In teaching vocabulary, the book did not proceed from the concrete to the abstract, did not explain new vocabulary in its linguistic usage, or utilize pictures and drawings to clarify vocabulary meanings as presented in Lesson 6. Similarly, in teaching grammar, the book did not gradually present grammar material, such as using "adjectives and nouns" in the reading text for Lesson 3. Based on Level 5, the construction of adjectives and nouns in sentences was not appropriate.

(b) Some of the table of contents helps students find what they need easily and conveniently. Some of the table of contents oscillates between two topics. A topic is found in the table of contents that is not present in the book, such as "Colorful Things" in the table of contents, while in the book, Lesson 7, the topic is "Profession." This data indicates that the author did not compile this book accurately.

4. Linguistic Content

The types of educational materials are diverse and suitable for students at different levels. However, the types of activities and educational tools used are not diverse, and the educational tools referred to in the book are not even present. The book lacks various types of educational tools. The book includes educational material to help students learn independently, and the teacher's role is limited to guidance. On the other hand, the teacher is the central figure in the book. It essentially assumes the responsibility of presenting the educational material, as the book lacks some necessary elements, as previously indicated by the researcher. Furthermore, based on

the researcher's experience in teaching this book, some students lacked prior experience learning Arabic, as they were beginners in the language.

The new vocabulary is not abundant in the first and subsequent lessons, as it is presented in a list before the text without training on its application in structures. Introducing vocabulary training after vocabulary instruction is best to enhance students' vocabulary memorization and comprehension. Vocabulary should be designed with songs and other elements to enhance students' vocabulary comprehension.

When introducing linguistic structures, the author relies on existing vocabulary that the student has already understood and learned to use. Sometimes, the author uses new vocabulary when introducing linguistic structures they are compelled to use. This is because the linguistic structures presented in the text primarily draw on existing vocabulary that the student has already understood, while also introducing new vocabulary not included in the new vocabulary list. This often prompts teachers to use their mother tongue to explain the meanings of words that students have not previously studied. Based on the researcher's observations in the Arabic language teaching textbook for the fifth grade by Saleh Muhammad Shamhoud, the researcher does not find specific exercises for vocabulary comprehension. It would be beneficial for the author to include specific exercises, such as language games or songs, to enhance vocabulary comprehension, as well as crossword puzzles or other similar exercises, because games can improve students' language skills, including writing skills (Hilira et al., 2024).

5. Cultural Content

The book is limited to general statements and lacks significant Arabic cultural content. The content of Arabic culture is important for students to understand, as an Arab learner of the Arabic language must know and appreciate Arabic culture, because language is deeply intertwined with culture (Sepora Tengku Mahadi & Moghaddas Jafari, 2012). The book does not present authentic examples of Arab-Islamic culture from Quranic verses anywhere. It is best to include a verse from the Qur'an or hadiths in the book, such as "Profession." The hadith reads, "No one has ever eaten food better than that which he eats from the work of his own hands." Narrated by Al-Bukhari. The book does not highlight the features of civilizational progress in the Arab world or traditional concepts about the Arab person.

The textbook's absence of Arabic cultural content reflects a significant gap in the holistic development of students learning the Arabic language.

Culture is not merely an additional element in language education; it forms the context and meaning behind vocabulary, expressions, and communicative practices. Without exposure to authentic cultural references, students cannot grasp the socio-cultural nuances of the language they are studying. For instance, understanding polite expressions, greetings, idioms, and even the structure of everyday conversations requires familiarity with Arab customs, values, and worldviews. The lack of integration of cultural content also limits students' motivation and engagement, as learning becomes detached from real-life context and relevance.

Moreover, incorporating cultural content, particularly Islamic values and Arab traditions, could reinforce students' moral and spiritual education in Islamic schools. Including Quranic verses and Hadith not only enhances the Islamic character of the curriculum but also strengthens the students' appreciation of how Arabic is embedded in religious life. Teaching themes like "Profession" can be deeply enriched by including Islamic narratives and exemplary figures from Arab-Islamic history, inspiring students and providing meaningful models for imitation. In addition, the book misses an opportunity to present the historical and civilizational contributions of Arab culture, such as advancements in science, literature, architecture, and governance, which are essential for fostering a balanced and respectful global outlook. Without such content, the textbook risks reducing Arabic to a mechanical set of rules and vocabulary lists, instead of presenting it as a living, rich, and meaningful language rooted in centuries of cultural and religious heritage.

6. Language Skills

After analyzing the book's content, the researcher identified that the main language skills it focuses on are speaking, reading, and writing. Listening skills are challenging to develop due to the lack of accompanying materials, such as videotapes, for teachers to use in their instruction. The lessons do not focus on phonetic skills, with phonics being the most important aspect of language development.

Writing skill training begins from right to left using lines or shapes. Instead, it is present in exercises that involve writing words from separate letters, which the student completes to form a helpful word, or writing sentences by imitating prepared words, with the student restricting himself to arranging them to form proper sentences. The researcher found that the instructional exercises are similar from the second to the sixth grades. All letters are written with one type and one amount to avoid confusion, as

fifth-grade students are still beginners and tend to use various letters. It is best to differentiate between letters in the subject, reading text, vocabulary, and instructional exercises.

The two terms are found in other Indonesian lessons, but their original Arabic definitions are missing. The author should write an original definition and translate it into Indonesian if necessary. The exercises follow a specific system in that the number of exercises is equal, thirteen exercises for each lesson, and the percentage of phonetic exercises in the book is generally nonexistent. Students are not required to perform parsing; the training is limited to grammatical knowledge. Instructional exercises include "Complete the following phrases with the demonstrative pronoun (this or these)." The exercises are written in Modern Standard Arabic. Instructional exercises are translated into Indonesian. The exercises that translate Indonesian into Arabic are written in Indonesian. The researcher should not translate the instructional exercises into Indonesian so students become accustomed to Arabic sign language. No pictures or Graphics are used when teaching vocabulary, so pictures and drawings do not contribute to vocabulary understanding.

7. Tests and Assessment

Lessons are limited to language exercises without test questions. The text at the end of each lesson indicates their knowledge of the material they have learned. Questions about the accompanying educational materials are presented below. If the question prompt is missing, the answer is marked with a (-), and if the question prompt is present, the answer is marked with a (√).

The lessons' absence of structured test questions indicates a significant weakness in the textbook's assessment component. Evaluation is a crucial aspect of the learning process because it enables teachers and students to measure progress, identify areas of difficulty, and assess the effectiveness of instructional materials. Without specific test questions, such as multiple-choice items, true-or-false statements, short-answer questions, or essay prompts, teachers are left without clear tools to assess students' mastery of the content. Furthermore, students are not allowed to practice test-taking strategies or to reinforce what they have learned through formal evaluation. The limited presence of assessment indicators and the lack of standardization in presenting them also diminish the reliability and validity of any informal assessments that may occur. A well-designed textbook should include clearly defined learning outcomes and formative and summative assessments that align with those outcomes. This textbook's

absence of such assessments weakens its role as a comprehensive educational tool.

Table 2

No.	Question	Answer
1.	Teacher's Guide	-
2.	Workbook	√
3.	Audio Tape	-
4.	Language Lab	-
5.	Additional Reading Books	-
6.	Slides	-
7.	Movies	-
8.	Cards	-
9.	Pictures and Illustrations	√

The table shows that almost all essential supporting materials are missing or not provided with the textbook. Only the Workbook, Pictures, and Illustrations are available. This lack of supporting materials suggests that the textbook lacks essential additional learning resources to support the mastery of Arabic language skills, particularly in listening, speaking, and independent and collaborative learning activities. However, according to the standards for developing good textbooks, these supporting materials are crucial for supporting an interactive and skills-oriented learning process, as outlined by the pedagogical principles put forward by language education experts, including Rushdi Ahmad Thu'aimah.

Table 3: Table of Contents

No.	Lesson	Topic
1.	Lesson 1	Colors
2.	Lesson 2	Colorful things
3.	Lesson 3	Things in the house
4.	Lesson 4	Household items

5.	Lesson 5	My beautiful garden
6.	Lesson 6	School garden
7.	Lesson 7	Colorful things
8.	Lesson 8	Students' conditions
9.	Lesson 9	Students at work
10.	Lesson 10	School library
11.	Lesson 11	In the cafeteria

This is the existing table of contents. Some of the table of contents does not match the book's contents regarding the topic and page. Therefore, this table of contents must be adjusted to match the book's contents regarding the topic and page. An unimportant topic, such as "Colorful Things," is omitted because the researcher considers it insignificant. It is better to replace it with a new topic, "Fruits," because the content of this topic is about types of fruits. Some topics accurately reflect the contents of the lessons, while others do not. Some lessons do not align with the topic and content. For example, the topic "Colorful Things" encompasses a variety of fruits. It is better to focus on the types of fruits. The appendices contain dialogue transcripts, but no tape is available to train students' listening skills.

The book did not achieve the specific objectives the author had desired for the program. This is because the book lacks the foundational elements necessary for preparing a good textbook. Many of the components necessary to prepare a good textbook are absent here. The book was not based on objective scientific foundations and field studies. This means that the book did not consider the foundations' characteristics for preparing the book, as per Rushdi Ahmad Ta'ima's perspective, despite being written as a curriculum for fifth-grade primary school students. This research was confirmed by a study conducted by Rahman and his colleagues, which found that the subject matter used did not align with the needs of the students, the school, and the region, including the social, geographical, and cultural environments surrounding the students (Rahman & Badara, 2020). Similarly, a study conducted by Juwita found that the language and presentation were inappropriate, with scores of 0.75 and 1.25 (Juwita, 2016). Rushdi Ahmad Thu'aimah stated that a good book must include basic studies, linguistic positions, and comparative studies (Thuaimah, 1989), but this book did not meet these requirements.

The book did not encourage the development of linguistic skills among the students for whom it was written. Therefore, this book must be revised, updated, reconsidered, and re-engineered before being used as a curriculum for fifth-grade elementary school students.

Conclusion

A content analysis of the Arabic Language 5 textbook for fifth-grade students at an Islamic elementary school in Indonesia, Bintang Cendekia, Pekanbaru, reveals that the textbook fails to meet the standards and criteria for a good textbook. According to Rushdi Ahmad Thu'aimah, the research indicates that the textbook is unsuitable for use because it fails to address many fundamental aspects of Arabic language teaching, including linguistic, cultural, and pedagogical aspects. In general, many textbooks in circulation are not based on scientific research and therefore do not adhere to the foundations and standards for proper textbook writing.

Therefore, such textbooks require a thorough re-evaluation to assess their suitability for student needs. If weaknesses such as those described are found, development and revisions should be made based on scientific approaches, culturally relevant approaches, and modern pedagogical principles. Arabic textbooks, especially for non-Arabic speakers, must be designed with attention to student characteristics, clear learning objectives, contextualized content, and communicative and interactive delivery methods. This is crucial so that the book can truly address the challenges of the times, meet the needs of today's students, and encourage the achievement of Arabic language competency in a comprehensive and meaningful way. Future research could examine the development and implementation of Arabic language textbooks explicitly based on Rushdi Ahmad Thu'aimah's pedagogical framework. Comparative studies of textbooks designed for native and non-native Arabic speakers could also provide further insights into best practices in textbook development. Exploring the integration of digital tools and multimedia content in Arabic language textbooks could also provide new avenues for increasing student engagement and language acquisition.

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