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The Compatibility of *Al-'Arabiyyah Baina Yadaik* Textbook Volume I with Adolescent Cognitive Psychology

مدى توافق كتاب العربية بين يديك الجزء الأول مع علم نفس الإدراك المعرفي للمراهقين

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ABSTRACT

Purpose – This study seeks to evaluate the compatibility of the content, language, and exercises in the *Al-'Arabiyyah Baina Yadaik* Textbook Volume I with the cognitive development psychology of adolescents. **Methods** – This research employs a library-based approach. Data collection was conducted through documentation methods. To analyse the *Al-'Arabiyyah Baina Yadaik* Textbook Volume I, the study utilised content analysis techniques. The primary data source is the *Al-'Arabiyyah Baina Yadaik* Textbook Volume I, while secondary sources include related literature and studies. **Findings** – The analysis of the *Al-'Arabiyyah Baina Yadaik* Textbook Volume I indicates that it is well-suited as an Arabic language learning resource for seventh-grade junior high school students. The organisation of the material, the language employed, and the format of the exercises are aligned with Jean Piaget's theory of adolescent cognitive development, which emphasises logical reasoning abilities. **Research Implications** – This study underscores the importance of aligning Arabic language learning materials with adolescent cognitive and emotional needs to enhance motivation and learning outcomes. However, the study is limited in scope as it focuses solely on the textbook's content and structure, without considering external factors such as socio-cultural influences or classroom practices. Additionally, the findings are specifically relevant to junior high school students in Indonesia, thus limiting their general applicability to broader educational contexts.

KEYWORDS:

Al-'Arabiyyah Baina Yadaik, Textbook, Adolescent Cognitive Development Psychology

الملخص

تهدف هذه الدراسة إلى تقييم مدى توافق محتوى كتاب العربية بين يديك الجزء الأول، واللغة المستخدمة، وأسئلة التدريبات مع علم نفس النمو المعرفي

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للمراهقين. وتعتمد هذه الدراسة على منهجية البحث المكتبي. وتم جمع البيانات باستخدام أسلوب التوثيق. ولتحليل كتاب العربية بين يديك الجزء الأول، تم استخدام تقنيات تحليل المحتوى. أما المصدر الأساسي للبيانات فهو كتاب العربية بين يديك الجزء الأول، بينما تشمل المصادر الثانوية الأدبيات والدراسات ذات الصلة. تشير نتائج تحليل كتاب العربية بين يديك الجزء الأول إلى أنه مناسب للاستخدام كمرجع لتعلم اللغة العربية لطلاب الصف السابع في المرحلة الإعدادية. يتوافق تنظيم المحتوى، واستخدام اللغة، وأشكال التدريبات في الكتاب مع نظرية جان بياجيه حول النمو المعرفي للمراهقين، والتي تركز على تنمية القدرة على التفكير المنطقي. وتؤكد هذه الدراسة على أهمية مواءمة مواد تعلم اللغة العربية مع الاحتياجات المعرفية والعاطفية للمراهقين لتعزيز الدافعية وفعالية التعلم. ومع ذلك، تقتصر الدراسة على تحليل محتوى وهيكل الكتاب فقط، دون النظر إلى العوامل الخارجية مثل التأثيرات الاجتماعية والثقافية أو ممارسات التدريس في الصف. بالإضافة إلى ذلك، فإن النتائج ذات صلة خاصة بطلاب المدارس الإعدادية في إندونيسيا، مما يحد من تطبيقها على السياقات التعليمية الأوسع.

الكلمات المفتاحية: العربية بين يديك، الكتاب المدرسي، علم نفس النمو المعرفي للمراهقين.

1. Introduction

There are four types of teaching materials that have been grouped based on technology, namely, audio teaching materials, teaching materials that can be seen and heard (audio visual), then interactive multimedia teaching materials (interactive teaching), web-based learning materials, the last teaching materials that are included in the category of printed materials, namely textbooks.¹

Textbooks or teaching materials are not only part of the continuity of education, but books are important in the teaching and learning process and are a factor that affects the quality of education.² According to Bacon in Toto Suharto, textbooks are books prepared for classroom learning, which have been systematically arranged by experts

¹ Rahma Fadilah, Wiena Safitri, and Ahmad Asrof Fitri, "Analisis Buku Teks Bahasa Arab Kelas VII Madrasah Tsanawiyah Kurikulum 2013 (Terbitan Kementrian Agama Republik Indonesia)," *Journal of Islamic Studies: Institute Agama Islam Al-Zaytun Indonesia* 1, no. 3 (2023): 342-55.

² Ida Diana Sari and Prieskarinda Lestari, "Buku Teks Dan Implementasinya Dalam Proses Pembelajaran Di Sekolah Menengah," *Jurnal Pendidikan* 11, no. 1 (2020): 23-38.

in the field, and are equipped with relevant and commensurate learning tools.³ One of the advantages of textbooks is that students can use them anytime and anywhere, not only at school and in class. Learners can read it at home, study it with friends and so on.⁴

In connection with this, there are many textbooks on the market. Textbooks published by both the government and the private sector should be controlled by competent institutions or institutions appointed by the government, through the National Education Standards Agency (BSNP).⁵ However, in reality it is not like that, only textbooks published by the government get control, so privately published books that have been circulating on the market do not necessarily meet the standards of books that can be used as reference books for students.⁶ Despite extensive research on government textbooks, there is limited study evaluating the quality and standards compliance of privately published textbooks in Indonesia.

This research contributes to the existing literature by providing a comprehensive analysis of privately published textbooks in Indonesia, an area that has received limited scholarly attention. The study is particularly significant in the Indonesian context, where the private sector plays a substantial role in educational resource development. By examining the content, pedagogical approaches, and alignment with national standards of these privately published textbooks, this research will provide valuable insights for policymakers, educators, and publishers. Additionally, the findings will help establish a framework for quality assurance in private textbook publishing, potentially influencing future educational policy and contributing to the improvement of educational resources in Indonesia

According to the results of textbook research conducted by Institute for Education Reform Paramadina University, book writers tend to write books without considering the interests of children or not tailored to the interests and development of children's age due to the absence of research on child development psychology.⁷ The current educational paradigm is the learner as the center of learning, then the assessment of psychological elements of cognitive development in textbooks becomes very important in other words this factor is very helpful for students in the process of thinking and learning independently.

Based on this, the author is interested in examining more deeply the suitability of the book *Al 'Arabiyyah Baina Yadaik* Volume I which is widely used as teaching

³ Toto Suharto and Ahmad Fauzi, "Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2017): 21-37.

⁴ Dwi Andini Putri and Romi Fadillah Rahmat, "Pengaruh Buku Teks Sebagai Sumber Belajar Mandiri Di Luar Kelas," *Jurnal Pendidikan Dan Pembelajaran* 23, no. 2 (2020): 101-12.

⁵ Ade Saputra and Reno Renaldi Pratama, "Penilaian Kualitas Buku Teks Pelajaran Yang Diterbitkan Swasta Dalam Konteks Standar BSNP," *Jurnal Pendidikan Indonesia* 14, no. 3 (2021): 215-28.

⁶ Azhar Arsyad, *Media Pembelajaran (Edisi Ke-7)* (Jakarta: PT. Raja Grafindo, 2019).

⁷ Gustini Rahmawati, "Buku Teks Pelajaran Sebagai Sumber Belajar Siswa Di Perpustakaan Sekolah Di SMAN 3 Bandung," *E-Journal Universitas Pendidikan Indonesia* 5, no. 1 (2015): 102-13.

material in various schools with aspects of adolescent cognitive psychology. Apart from the fact that the book was written by Arabic language experts for non-Arabic speakers, it can also be realized that the level of ability varies from one student to another which cannot be generalized.⁸

The provision of learning materials is adjusted to the level and ability of the learners being guided. Ideally, the use and determination of textbooks in a lesson should look from the perspective of the psychology of cognitive development of learners.⁹ Likewise, Arabic language books used as learning references and student handbooks should look at how to present the contents of the textbook to the evaluation techniques used in accordance with the psychology of cognitive development of students.¹⁰ So that it will have a good impact on the teaching and learning process, especially being able to provide motivation and attraction to study the book, so that students will gain maximum knowledge.

This is also supported by previous research conducted by Afifah Vinda Prananingrum and Abid Nurhuda (2022) entitled *Analysis of Al-'Arabiyyah Baina Yadaik* Textbook by Abdurrahman Ibn Ibrahim Al-Fawzan, et al. concluded that the *al-'Arabiyyah baina Yadaik* book is a good textbook, both the cover and the content material of the book. The book *al-'Arabiyyah baina Yadaik* is very good to be used as teaching material that will increase students' interest in learning because it facilitates the learning process.¹¹ Research was also conducted by Syarifah (2020) entitled *Analysis of Selection and Gradation of Material for Arabic Textbooks Al-Arabiyyah Baina Yadaik*, which concluded that the selection of material in *al-Arabiyyah baina Yadaik* textbooks has fulfilled the principles of material selection, namely: frequency, range, availability, coverage and learnability. As for the gradation of material in the *al-Arabiyyah baina Yadaik* book in general has fulfilled the principles of gradation.¹² As well as research conducted by Abdul Aziz and Mega Primaningtyas (2023) concluded that the book *al-Arabiyyah baina Yadaik* is feasible as an Arabic language teaching material book for beginner level.¹³

There is a difference between previous research and this research, namely the existence of renewal in textbook analysis research which is Arabic teaching material, namely the book *al-'Arabiyyah baina Yadaik*. Previous research analyzed the book *al-*

⁸ David A Sousa and Carol Ann Tomlinson, *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom (2nd Ed.)* (Indiana: Solution Tree Press, 2021).

⁹ Hilda Khoiril 'Izza, Nanin Sumiarni, and Sopwan Mulyawan, "Efektivitas Pembiasaan Berbicara Bahasa Arab Dan Lingkungan Bahasa Arab Yang Kondusif Dalam Meningkatkan Keterampilan Berbicara," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2020): 153–67.

¹⁰ Jeanne Ellis Ormrod, *Human Learning (9th Ed.)* (London: Pearson Education, 2022).

¹¹ Afifah Vinda Prananingrum and Abid Nurhuda, "Analisis Buku Teks Al-'Arabiyyah Baina Yadaik Karya Abdurrahman Ibn Ibrahim Al-Fawzan, Dkk," *SUKMA: Jurnal Pendidikan* 6, no. 1 (2022): 1–16.

¹² Syarifah, "Analisis Seleksi Dan Gradasi Materi Buku Teks Bahasa Arab Al-Arabiyyah Baina Yadaik," *Sustainable: Jurnal Kajian Mutu Pendidikan* 3, no. 1 (2020): 35–54.

¹³ Abdul Aziz and Mega Primaningtyas, "Analisis Buku Al-'Arabiyyah Baina Yadaik Jilid 1 Karya Abdurrahman Bin Ibrahim Al-Fauzan, Mukhtar Ath-Thahir Husain, Dan Muhammad Abdul Khaliq Muhammad Fadl (Teori Mackey)," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2023): 121–39.

Arabiyyah baina Yadaik with Mackey's theory and used selection and gradation analysis while this research is an analysis of the textbook *al-Arabiyyah baina Yadaik* in terms of the psychology of adolescent cognitive development.

The purpose of this research is to analyze the compatibility between the *Al-'Arabiyyah Baina Yadaik* Volume I textbook and adolescent cognitive development by examining three specific aspects: (1) evaluating how the material presentation aligns with adolescents' abstract thinking abilities and logical reasoning development, (2) assessing whether the language complexity and linguistic structures match students' cognitive processing capabilities at the adolescent stage, and (3) analyzing how the training activities support the development of higher-order thinking skills including analysis, synthesis, and evaluation. This study specifically focuses on examining the textbook's alignment with key cognitive development markers in adolescence, such as hypothetical-deductive reasoning, metacognitive skills, and information processing capacity. The findings will provide concrete recommendations for adapting Arabic language teaching materials to better support adolescent cognitive development stages.

2. Methods

This research was conducted using a qualitative approach through an in-depth literature study method. The main focus of the research is to analyze the book *Al-'Arabiyyah baina Yadaik* Volume I with the perspective of the psychology of adolescent cognitive development. The research process began with the collection of data sources, both primary and secondary. The book *Al-'Arabiyyah baina Yadaik* Volume I became the primary data source, while various books and references related to the psychology of adolescent cognitive development were used as secondary sources. Data collection techniques were carried out through the documentation method, which includes reviewing various relevant documents, records and written sources.

The method of analysis used is content analysis, in which researchers systematically examine the content of the book using Piaget's theoretical framework of cognitive development. This process involved an in-depth and critical reading of the entire content of the book, with the main focus on the suitability of the material with the cognitive development stage of adolescents, especially in the formal operational stage. In the analysis, researchers pay attention to the characteristics of adolescent cognitive development, such as the ability to think abstractly, logically and systematically. Each part of the book was evaluated to see the extent to which the material was able to accommodate the complex thinking abilities of adolescents at a particular stage of development.

However, this research is not free from various limitations. As a qualitative research with a literature study method, the results are interpretative and cannot be generalized absolutely. The subjectivity of the researcher in making interpretations is one of the main challenges. The use of Piaget's theory also has limitations,

considering that each individual has unique developmental variations.

The implication of these limitations is the need for more comprehensive follow-up research. Future research could consider a combination of qualitative and quantitative methods and involve direct empirical tests with learners to gain a deeper understanding of the relationship between book materials and adolescent cognitive development. Nonetheless, this study makes an important contribution in understanding how Arabic teaching materials can be adapted to the cognitive developmental stages of adolescents, opening up space for further discussion and development in the fields of education and developmental psychology.

3. Results and Discussion

A textbook is a book that contains a topic and is organized in such a way that students can easily understand the topic in the learning process under the guidance of a teacher.¹⁴ Books that are a reference, quality and there is a sign of endorsement from the authorized body, compiled by several experts who are suitable in their respective fields.¹⁵ Textbooks are written for specific instructional purposes, are usually supplemented by teaching aids and are always written to support a teaching program.¹⁶ With the help of textbooks, learning can be carried out more regularly. As well as according to Zulhannan about textbooks, that is, "a book that treats as a subject comprehensively and is used by students as a basis for study".¹⁷

One of the textbooks used in learning Arabic is the book *Al-Arabiyyah baina Yadaik*, which is a work of Dr. Abdurrahman bin Ibrahim Al-Fauzan and is a handbook in Arabic language learning compiled by a team of Arabic language experts who are very capable in their fields and are intended for all levels. This book contains a complete Arabic learning method intended for non-Arabic learners. Through this book, it is expected to help learners from beginner to advanced levels so that they have the skills and eligibility to continue to the university level in the field of Arabic.¹⁸

The main purpose of *Al-Arabiyyah baina Yadaik* is to make it easier for non-Arabs to learn Arabic.¹⁹ The publication of this book is for non-Arabs who want to learn

¹⁴ Syamsuddin Asyrofi and Toni Pransiska, *Penulisan Buku Teks Bahasa Arab* (Yogyakarta: Penerbit Ombak, 2016).

¹⁵ Siti Hidayati and Andri Dian Nugraha, "Pengembangan Buku Teks Bahasa Arab Yang Memperhatikan Psikologi Perkembangan Kognitif Siswa," *Jurnal Pendidikan Bahasa Arab* 17, no. 1 (2020): 45–58.

¹⁶ Andi Nurul Hidayatullah, "Analisis Buku *Al-'Arabiyyah Baina Yadaik* Jilid 1," *PELITA: Jurnal Pendidikan Dan Keguruan* 1, no. 2 (2023): 81–87.

¹⁷ Zulhannan, *Teknik Pembelajaran Bahasa Arab Interaktif* (Jakarta: Rajawali Press, 2014).

¹⁸ Abdurrahman Bin Ibrahim Al-Fauzan, Mukhtar Ath-Thahir Husain, and Muhammad Abdul Khaliq Fadhl, *Ta'lim Al-Lughah Al-'Arabiyyah Lighair Al-Nathiqina Biha, Al-'Arabiyyah Baina Yadaik. Cetakan Kedua. Vol. Jilid II* (Riyadh, Kerajaan Arab Saudi: Arabic For All 2014, (العربية للجميع)).

¹⁹ Adam Hanip, Ahmad, and Akhmad Alim, "Analisis Buku Ajar *Al-'Arabiyyah Baina Yadaik* Jilid II," *Al-Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (2023): 789–814.

Arabic easily, which was pioneered by the Arabic Language Institute *Al-Arabiyyah Lil Jami'* in 2001 and is based in Riyadh. Its production began to be known in 2003 and until now the *Al-'Arabiyyah baina Yadaik* program has remained the most important Arabic language teaching guide program and has become a reference almost all over the world from the Middle East, Southeast Asia including Indonesia to America for both advanced students (junior high & high school) to universities and is also very suitable for the general public.²⁰

Some of the virtues of the book *Al-Arabiyyah baina Yadaik*, making it the first and tested for Arabic language learning around the world, include: 1) Introducing modern theories in learning Arabic, 2) The methods used are easy and gradual, 3) Apply language skills for receptive purposes, namely listening and reading, and also for productive purposes, namely speaking and writing, 4) The tests presented can be selected according to level, 5) Equipped with adequate supporting materials, 6) Can be used for all levels (elementary, secondary, tertiary) both young and old who want to quickly master Arabic. The language used in *Al-Arabiyyah baina Yadaik* is *Fusha* Arabic not *Ammiyah*. The preparation of this book has three objectives, namely language skills (*al-kifayah al-lughawiyah*), communication skills (*al-kifayah al-ittishaliyah*) and cultural skills (*al-kifayah ats-tsaqofiyah*).²¹

This *Al-Arabiyyah baina Yadaik* book has general instructional objectives to realize language skills, communication skills, and increase insight. Language skills include: 1) mastering the four aspects of language skills of listening, speaking, reading and writing, 2) mastering three elements of language: sound system with all its forms, vocabulary (*mufradat*) in the form of word expressions and terms, and 3) grammar which includes: *nahwu* (syntax), *sharaf* (morphology), and writing rules.²²

The general guidelines used in the *Al-Arabiyyah baina Yadaik* book are as follows: 1) compatibility between language skills and their components, 2) highly maintain the quality of the Arabic audio used, 3) the presentation of Arabic language learning is carried out in stages, 4) differences in learner abilities are a concern, 5) displaying varied texts (dialogs, readings, stories, etc.), 6) the forms of exercise questions vary, 7) in delivering the material using the lesson hour method, 8) each chapter is equipped with a number of vocabulary and sentence patterns, 9) speaking skills are emphasized at the first level, 10) the presentation of language elements and language skills is balanced, 11) each book is equipped with vocabulary tables and sentence forms, 12) presents a collection of vocabulary found in the Arab world, 13) presents grammar (syntax) that is often used, 14) at the end of each book presented integrated

²⁰ Zidni Fahma, "Penerapan Kitab *Al-'Arabiyyah Baina Yadaik* Jilid II Untuk Pembelajaran Bahasa Arab Santriwati Kelas II SMP Pondok Pesantren Cahaya Qur'an Tegalwaton Tenggara Semarang," *Jurnal Thulabuna* 1, no. 2 (2019): 30-44.

²¹ Al-Fauzan, Husain, and Fadhl, *Ta'lim Al-Lughah Al-'Arabiyyah Lighair Al-Nathiqina Biha, Al-'Arabiyyah Baina Yadaik. Cetakan Kedua. Vol. Jilid II.*

²² Syarifah, "Analisis Seleksi Dan Gradasi Materi Buku Teks Bahasa Arab *Al-Arabiyyah Baina Yadaik*."

practice questions, 15) learning from tests in language learning, 16) broadening horizons through fun methods, and 17) displaying pictures, especially at the first level.²³

The materials contained in the book *Al-Arabiyyah baina Yadaik* Volume 1 consist of 16 chapters, which are: *at-tahiyyah wat-ta'aruf*, *al-usroh*, *as-sakan*, *al-hayah al-yaumiyyah*, *at-to'am was-syarob*, *as-salah*, *ad-dirasah*, *al-'amal*, *at-tasawwuq*, *al-jawwu*, *annas wal-amakin*, *al-hiyawat*, *as-safar*, *al-hajj wal-'umroh*, *as-sihhah* and *al-'utlah*. The details of each chapter are: The first lesson contains three discourses, except chapter one which contains six. The second lesson, vocabulary (*al-mufradat*), consists of three pages and includes basic vocabulary, practical vocabulary and additional vocabulary. Lesson three, discussion of *nahwu* (*at-tarakib an-nahwiyyah*), contains practice questions and a synopsis of sentence patterns. Lesson four on sound and hearing (*al-aşwât wa fahmul masmû'*), three pages, covering sounds, words, short sentences and Qur'anic verses. Lesson five: *al-kalâm*, three pages, contains practical questions and answers, discussion, solutions, picture information and communication practice. Lesson six consists of reading and writing lessons, namely understanding the level of words, phrases, sentences and main ideas contained in a text.

The contents of the *Al-Arabiyyah baina Yadaik* Volume 1 textbook are as follows:

1. Presentation of Material

The book *Al-'Arabiyyah Baina Yadaik* Volume I has a presentation of material that is in accordance with the concept of selection, presentation and repetition. The material presented in this book varies from easy and commonly used to difficult and rarely used, although the rules of presentation are adjusted and limited to the content of the discussion. The Arabic learning material in this book is also equipped with varied images that will facilitate students' understanding. There are several readings in each chapter, including *hiwâr*, *mufradât*, dialog and in the form of paragraphs related to everyday life, such as family, food, and so on. The reading in the form of *hiwâr* consists of the first three pages of each chapter, *mufradât* consists of the second two pages, then *al-qirô'ah* material which consists of two pages. This book prioritizes the learning of three language elements, such as *aşwât*, *mufradât*, and *tarôkib an-nahwiyyah* and then complemented by learning four language skills consisting of *mahârah istimâ'*, *mahârah kalâm*, *mahârah qirô'ah*, and *mahârah kitâbah*.

It can be seen from the presentation in the book which begins with the introduction of the sound system contained in the recording cassette and is equipped with text, with the instructions "*unzur wastami' wa a'id* (look, listen and imitate)." Then proceed with learning *mufradât*, and simple sentence patterns. Then the discussion of *nahwu* or *tarâkib an-nahwiyyah*. Instructions on commands are presented

²³ Al-Fauzan, Husain, and Fadhl, *Ta'lim Al-Lughah Al-'Arabiyyah Lighair Al-Nathiqina Biha*, *Al-'Arabiyyah Baina Yadaik*. Cetakan Kedua. Vol. Jilid II.

with signs such as eyes, tapes and so on to make it easier for readers of the book. The selection of themes in each chapter is also very familiar with the daily lives of students, such as *at-tahiyah wat-ta'âruf*, *al-usroh* to the rarely used themes of *asëshhah* and *al-'uṭlah*. In addition to the main material, the book *Al-'Arabiyyah Baina Yadaik* Volume I also contains supporting material as follows:

a) Dictionaries (*al-ma'ajim wa al-qawamis*)

Al-'Arabiyyah Baina Yadaik Volume I is equipped with a special dictionary that is printed separately from the book. Each volume has its own specialized dictionary. So volume 1 has its own separate dictionary.

b) Exercise Books (*kitab at-tamarin*)

These exercise books are commonly known as Student Worksheets (LKS) which contain more exercise content in the form of questions and are separate from the main reference book. The questions are usually given after students receive certain material. The existence of this worksheet is usually because the main reference book is very few and minimal exercises in the form of varied questions.

2. Use of Arabic Rules (*qowa'id al-lughah al-arabiyyah*)

In the book *Al-'Arabiyyah Baina Yadaik* Volume I, Arabic language rules are presented gradually and gradually according to the discussion of each chapter. In the book, the discussion of *tarōkīb an-nahwiyyah* is found on the ninth page which consists of four pages, one page of *nahwu* discussion, two pages containing *tadrībât* (exercises), and the next page is *mulakhosu at-tarōkīb* (summary of sentence patterns).

3. Form of Exercises (*at-tamarin*)

In the book *Al-'Arabiyyah Baina Yadaik* Volume I there are two forms of exercises, namely: (1) Independent exercises (two pages) with a total of eight exercises. (2) Exams consisting of a midterm exam (four pages) in the middle of the book after chapter eight and a final exam (six pages) after chapter 16.

In determining textbooks for students, it is necessary to select books that are aligned with students' cognitive development in psychology to ensure lessons are easily understood.²⁴ Cognitive development is one aspect of learner development that relates to how individuals learn and think about their environment.²⁵ In simple terms, cognitive abilities can be understood as a child's ability to think more complexly and the ability to reason and solve problems.²⁶ The development of cognitive abilities will make it easier for learners to master broader general knowledge, so that learners are able to carry out their roles well in their interactions

²⁴ Darling Hammond, Linda, "Cognitive Development and Learning Materials: A Comprehensive Review," *Educational Psychology Review* 35, no. 2 (2023): 45–67.

²⁵ John W Santrock, *Educational Psychology (5th Ed.)* (New York: McGraw-Hill Education, 2020).

²⁶ Muhammad Irham and Novan Ardy Wiyani, *Psikologi Pendidikan: Teori Dan Aplikasi Dalam Proses Pembelajaran* (Yogyakarta: ar-Ruzz Media, 2013).

with society and the environment.²⁷

The following is the concept of cognitive development of junior high school adolescents (12-15 years) according to Jean Piaget:

In the concrete operational stage, junior high school adolescents begin to develop logical, quantitative thinking and understand cause-and-effect relationships. They are able to analyze information, make inferences and solve problems with logic. The characteristics of this cognitive development include structured thinking, development of analytical skills, increased ability to solve problems and development of critical thinking skills.²⁸

Factors that influence the cognitive development of junior high school adolescents are direct experience, socialization, formal education and emotional maturity. Therefore, education should be designed to meet the needs of this cognitive development by using active learning methods, developing problem-solving skills, integrating abstract concepts with hands-on experience and providing constructive feedback.

Examples of suitable learning activities are group discussions, math and science problem solving, creating simple research projects, playing strategy and logic games and reading and analyzing texts. Thus, junior high school adolescents can optimally develop their cognitive abilities.²⁹

The textbook *Al-Arabiyyah baina Yadaik* Volume I, designed for junior high school students, shows some key alignments with theories of adolescent cognitive development. The following are specific elements and their alignment with cognitive development:

Table 1. Analysis of the suitability of *Al-'Arabiyyah Baina Yadaik* Volume I from the perspective of adolescent cognitive development

No.	Chapter	Material	Language Usage	Exercise	Cognitive Development Stage	Psychological Analysis
1.	1-2	Arabic alphabet	Basic Arabic	Recognizing letters, forming words	Concrete operational (12-13)	Language development, understanding structure
2.	3-4	Simple sentence	Practical arabic	Sentence completion, translation	Concrete operational (12-13)	Information processing, understanding relationships
3.	5-6	Everyday vocabulary	Communicative arabic	Word search,	Concrete operational	Cognitive development,

²⁷ Irham and Wiyani.

²⁸ Jean Piaget, *The Psychology of the Child* (New York: Basic Books, 1972).

²⁹ Jean Piaget, *The Origins of Intelligence in Children* (New York: International Universities Press, 1952).

				sentence formation	(12-13)	understanding context
4.	7-8	Sentences structure	Formal Arabic	Analyzing sentence structure	Formal operational (13-14)	Cognitive development, understanding complex structure
5.	9-10	Simple dialogues	Conversational arabic	Practicing dialogues	Formal operational (13-14)	Cognitive development, understanding social interaction
6.	11-12	Simple stories	Narrative arabic	Reading and comprehending stories	Abstract (14-15)	Cognitive development, understanding abstract concepts
7.	13-15	Arabic concepts	Abstract arabic	Concept identification	Abstract (14-15)	Cognitive development, understanding abstract concepts
8.	16-18	Arabic discussion	Communicative arabic	Topic discussion	Abstract (14-15)	Cognitive development, understanding complex concepts

After analyzing the *Al-Arabiyyah baina Yadaik* Volume I textbook, it can be seen that the book is in accordance with the cognitive development of junior high school students (adolescence), and the book is suitable to be used as a textbook in learning Arabic because in terms of material presentation, this book contains varied material and is equipped with varied images as well so that it will make students not bored when learning because according to adolescent cognitive development, students at this age will easily remember what they see and what they hear. In learning, students will easily understand the material by looking at the pictures in the book and hearing the explanation from the teacher.

The material presented in this book increases, from easy and commonly used material to difficult and rarely used material. This will make learners' thinking patterns increase and their knowledge increases so that their abilities will continue to develop. The material in this book is also equipped with percussion (*al-ma'ajim wa al-*

qawamis) containing vocabulary that will make it easier for students to memorize vocabulary. There are also exercise books (*kitab at-tamarin*) that will train students' abilities by doing exercise questions.

Furthermore, the use of Arabic language rules (*qowa'id al-lughah al-arabiyyah*) in this textbook is presented gradually and adjusts to the discussion of teaching material in each chapter. This is in accordance with the cognitive development of students in Junior High School because when students have obtained information, they will actively try to find other information that will help their understanding of the learning material taught by the teacher.

The use of Arabic language rules in this book contains a discussion of *tarokib an-nahwiyyah* which will give students an understanding of the use of language rules. In the *tarokib* it already contains a discussion page of *nahwu* which contains material to be learned by students and accompanied by exercises (*tadribat*) that can hone students' abilities. Then the form of exercises (*at-tamarin*) contained in this book is not only one form of exercise questions but there are several exercises that can be done by students. By working on varied exercises, students will try to collect what they have learned from the previous material and try to do the exercises.

This book is said to be in accordance with the cognitive development of learners because in adolescence (12-15 years), learners are increasingly adept at using their logic in rock learning with *Al-'Arabiyyah Baina Yadaik* Volume I books as teaching materials in Arabic language learning.

The analysis in this study can be related to other theories in which Vygotsky's theory emphasizes the role of socialization and social interaction in cognitive development, which supports Piaget's theory of the importance of direct experience and social interaction. In addition to the context of this book, the findings in this study can be applied outside the context of the book. The findings of Piaget's theory can be applied in education by developing project-based curricula, problem-based learning and character education. These can help develop analytical skills, problem solving and emotional awareness. In addition, teachers can use active learning methods, group discussions and hands-on experiences to improve concept understanding.

4. Conclusions

The study of the book *Al-Arabiyyah baina Yadaik* Volume I by Dr. Abdurrahman bin Ibrahim al-Fauzan, Dr. Mukhtar ath-Thahir Husain, and Dr. Abdul Khaliq, analyzed through Jean Piaget's theory of adolescent cognitive development, shows that the book is suitable for Junior High School students learning Arabic. The presentation of the material, language use, and exercise activities in this book align with Piaget's stages of cognitive development, thereby supporting effective learning for adolescents.

However, the study has limitations, such as focusing only on Piaget's theory without considering other developmental frameworks, and not evaluating the long-

term effectiveness of the book. Future research should explore these aspects, including its impact on academic achievement over time. The findings can influence textbook development and teaching practices in Indonesia by encouraging the integration of cognitive psychology principles, fostering better language acquisition. Future textbooks should also consider diverse cognitive theories to address students' varied learning needs.

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