

Praxeology Analysis of The Arabic Language Textbook for Madrasah Ibtidaiyah

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Abstract: This study aims to analyze the Arabic language textbook for Grade 1 of Madrasah Ibtidaiyah, published by the Directorate of KSKK, Ministry of Religious Affairs of the Republic of Indonesia, and to identify the characteristics of Arabic language task design from the perspective of didactic anthropology theory, specifically praxeology. The research method employed in this study is descriptive qualitative, utilizing a literature research design. Data collection techniques include both primary and secondary sources. Primary sources consist of the Arabic language textbook for Grade 1 published by the Directorate of KSKK, while secondary sources encompass relevant books and journals. Data analysis employs qualitative methods, which include data collection, data reduction, data presentation, and conclusion drawing. The results indicate that the first part of the task design (T1) could not be analyzed using praxeology, as it did not incorporate specific techniques. Furthermore, the types of tasks (T2-T6) have not effectively constructed the theory of students' ability to communicate in Arabic, as the overall task presentations rely heavily on teacher direction. Additionally, obstacles to student learning were identified, including ontogenic and didactic challenges.

INTRODUCTION

A textbook as a learning material is any content that forms the curriculum, which must be understood by students according to basic competencies to achieve the competency standards for each subject in a specific educational institution.¹ Learning materials function as a mediator between the teacher and students, providing guidance for the teacher in managing teaching activities, supplying the necessary materials for each lesson, and can be used for improvement programs.² In other respects, textbooks play a vital and substantial role in achieving learning

¹ Mamnunah Mamnunah, Maman Abdurrahman, and Asep Sopian, "The Error Analysis of Arabic Grammar in The Kalamuna Book," *Arabi: Journal of Arabic Studies* 6, no. 2 (2021): 158-66.

² Muhammad Al Farobi et al., "Analisis Buku Bahasa Arab Kelas 10 Direktorat Kurikulum Sarana Kelembagaan Dan Kesiswaan (KSKK) Tinjauan Konten Berdasarkan Teori Mackey," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (2022): 303-22. <https://jurnal.stiq-amuntai.ac.id/index.php/al-miyar>

objectives and are also considered a second teacher for students due to their strategic role in curriculum achievement.³ The suitability of textbooks must align with curriculum demands, ensuring that the preparation of learning materials is in harmony with the applicable curriculum.⁴

Al-Qasimy mentions that an Arabic language textbook should contain several essential components, namely: 1) readings (*al-Muṭāla'ah*) related to students' lives, to make the readings more communicative, they should ideally take the form of a question-and-answer format; 2) Arabic grammar rules (*qawā'id al-lughah al-'Arabīyah*) using the language structure of the students, which should be presented by the teacher after the readings and before starting the exercises; 3) various exercises (*al-Tadrībāt*), both oral and written, to be completed by the students with the teacher's guidance; 4) the presentation stages of the learning materials must be carefully considered to avoid undermining the effectiveness of teaching Arabic; 5) a brief dictionary, which includes new words in the textbook that may be difficult for the students; 6) supportive materials, such as dictionaries, exercise books, and teacher's guides.⁵

In learning Arabic, it is essential for language learners to master the four language skills: listening, speaking, reading, and writing.⁶ Basic-level Arabic language learning requires proficiency in listening and speaking as the foundation for students to comprehend and learn how to communicate in Arabic, and then to focus on reading and writing skills in the subsequent levels.⁷ In the Arabic textbook published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of the Republic of Indonesia in 2020, reading skills are placed in the early stages as a foundational language skill. However, Arabic language materials in Madrasah Ibtidaiyah should be focused more on initial listening and speaking skills as the basis for language acquisition, so that the learning can encourage, develop, and foster students' ability to speak Arabic effectively.⁸

³ Laila Faoziyah and Nailul Izzah, "Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum," *Mantiqutayr: Journal of Arabic Language*, Vol. 1, No. 2, Juli 2021 1, no. 2 (2021). 10.25217/mantiqutayr.v1i2.1480

⁴ Maria Magdalena Zagoto, Nevi Yarni, and Oskah Dakhi, "Perbedaan Individu Dari Gaya Belajarnya Serta Implikasinya Dalam Pembelajaran," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 2, no. 2 (2019): 259-65. 10.9644/scp.v1i1.332

⁵ Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas Vi Madrasah Ibtidaiyah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 125-36. <https://doi.org/10.17509/alsuniyat.v1i2.24360>

⁶ R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179-96, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

⁷ Laili Nur Kholisoh, "Sudakah Evaluasi Kemahiran Berbicara Bahasa Arab Pada Tingkat Dasar Dilakukan?," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (2018): 73-87, <https://10.17509/alsuniyat.v1i1.24200>.

⁸ Azkia Muharom Albantani, "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah: Sebuah Ide Terobosan," *Attadib: Journal of Elementary Education* 2, no. 2 (2018): 160-73. <https://doi.org/10.32507/attadib.v2i2.417>

An imbalance between the textbook and the students' level of understanding can lead to what is known as a learning obstacle. According to Brosseau, learning obstacles are divided into three types: ontogenic obstacles (mental readiness for learning), epistemological obstacles (students' knowledge with limited application context), and didactic obstacles (teaching methods of the teacher).⁹ This is explained in several literatures, which state that current Arabic language teaching materials are unsuitable for use, as they do not align with the developmental level of students in terms of language, thinking, emotions, and psychology.¹⁰ Additionally, the teaching materials used fail to enhance students' language abilities or meet their language needs.¹¹ The presence of textbooks should ideally help students understand and learn a core competency in a comprehensive and integrated manner.¹² Therefore, an analysis of the Grade 1 Arabic textbook is needed to ensure that Arabic language learning becomes more effective, efficient, and in line with the achievement indicators.

This study uses a praxeological approach to analyze and determine whether the textbook meets the needs of elementary school students or is merely a presumption. Praxeology is an analytical tool introduced by Chevallard, which asserts that there is no human action whose reasons cannot be questioned.¹³ Praxeology comes from the word "praxis," meaning action, and "logos," meaning knowledge or information. An ideal human act involves four elements: type of task, techniques (methods for solving it), technology (arguments/justifications for why the chosen technique is used), and theory (the basis for justifying the technology).¹⁴ Therefore, the praxeological concept, formed by these four components, is divided into two main components: the praxis block (task, technique) and the logos block (technology, theory).¹⁵

According to Chevallard, praxeology serves as a foundation for analyzing human actions. Based on the principles of didactic anthropology theory, these actions can be 'explained', 'understood', and 'justified'. A textbook is a human

⁹ Nadia Ulfa, Al Jupri, and Turmudi Turmudi, "Analisis Hambatan Belajar Pada Materi Pecahan," *Research and Development Journal of Education* 7, no. 2 (2021): 226. <http://dx.doi.org/10.30998/rdje.v7i2.8509>

¹⁰ ; Lislis Cahyati and Hikmah Maulani, "Naskah Utama Hasil Penelitian Analisis Faktor Kesulitan Dalam Pembelajaran Bahasa Arab Siswa Kelas VIII SMP Miftahul Iman Kota Bandung," *Journal of Arabic Teaching, Linguistic and Literature* 3, no. 1 (2023): 16-30.

¹¹ Habibur Rohman and Faiq Ilham Rosyadi, "Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve," *Al Mahāra Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2021): 1-21. 10.14421/almahara. 2021. 072-01

¹² Mokoagow, Iman, and Miolo, "Telaah Buku Teks Bahasa Arab Madrasah Aliyah (Studi Analisis Buku Ajar Kelas 12 KMA 183 Tahun 2019).": <http://dx.doi.org/10.31314/ajamiy.10.1.205-215.2021>

¹³ Yves Chevallard, "Introducing the Anthropological Theory of the Didactic an Attempt at a Principled Approach," *Hiroshima Journal of Mathematics Education* 12 (2019): 71-114.

¹⁴ Muhammad Fajar Anugrah and Tatang Suherman, "Analisis Modul Ajar Operasi Hitung Bilangan Bulat Pada SMP Kelas VII Berdasarkan Praksiologi," *Journal on Education* 5, no. 1 (2022): 647-52. <http://jonedu.org/index.php/joe>

¹⁵ Haruka Takeuchi and Yusuke Shinno, "Comparing the Lower Secondary Textbooks of Japan and England: A Praxeological Analysis of Symmetry and Transformations in Geometry," *International Journal of Science and Mathematics Education* 18, no. 4 (2020): 791-810.

action, and therefore, it can be analyzed through praxeology.¹⁶ One way to construct Arabic language content within a textbook is by capturing didactic phenomena using a praxeological perspective.¹⁷ Therefore, this study aims to analyze the Grade 1 Arabic textbook using a praxeological approach, with the research question: "What are the characteristics of the Arabic task design in the textbook published by the Directorate of KSKK Madrasah, Directorate of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia, and how is its praxeology viewed from the perspective of didactic anthropology theory?"

The first relevant study was conducted by Khalid, et al.¹⁸, which explained that the Grade X textbook published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs in 2020, when analyzed through a praxeological approach, is not suitable for use by students in terms of both theory and practice. The second relevant study was conducted by Syihabuddin, et al.¹⁹, which analyzed the praxeology of the Arabic textbook *Silsilah Al-Lisaan* based on nominal gender. Empirically, the material was found to be suitable for the competency standards of non-native Arabic speakers in Indonesia. The third relevant study, conducted by Putra, et al.²⁰, contributed in two ways: first, regarding the method of investigating teachers' knowledge of fractions using the theory of didactic anthropology, specifically praxeology; and second, emphasizing the importance of viewing prospective teachers' knowledge from various perspectives.

Unlike the previous relevant studies, no research has yet analyzed the Grade 1 Arabic textbook for elementary schools published by the Ministry of Religious Affairs in 2020, with respect to the madrasah curriculum from the perspective of praxeology and the learning obstacles experienced by students. Through an analysis of the Arabic textbook, it is hoped that students will gain a better understanding of their learning experience and apply knowledge more effectively in practical situations. Therefore, the researcher provides recommendations regarding the presentation of material based on the analysis of the four praxeological elements: task, technique, technology, and theory of each exercise provided in the Arabic textbook for students.

¹⁶ Rini Melani and Tatang Herman, "Evaluation of Learning Media (Textbooks) in Area of Square and Rectangle to Prepare Student in Problem Solving: Praxeological Analysis," *PRISMA* 12, no. 1 (2023): 40-48. [10.35194/jp.v12i1.2887](https://doi.org/10.35194/jp.v12i1.2887)

¹⁷ Dyana Wijayanti and Destiani Nisa Aufa, "Picturing Textbook on Exponent Equations Based on Praxeology Organization," in *2nd Social and Humaniora Research Symposium (SoRes 2019)* (Atlantis Press, 2020), 494-98. <http://creativecommons.org/licenses/by-nc/4.0/>.

¹⁸ Khalid, S. M., Maulani, H., Saleh, N., Imaduddin, M. F., Maimun RNM, E. K., & Taufik, I. H. (2023). Analysis of Arabic Teaching Books Class X with Praxeology Approach. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10(1), 63-75. <https://doi.org/10.15408/a.v10i1.31578>

¹⁹ Syihabuddin Syihabuddin et al., "The Acquisition of Nominal Gender Agreement: Praxeology Analysis of Arabic Second Language Text Book 'Silsilah Al-Lisaan,'" *Journal of Applied Research in Higher Education* 16, no. 4 (2024): 1055-68. <https://doi.org/10.1108/JARHE-11-2022-0369>

²⁰ Zetra Hainul Putra et al., "The Effects of Gender, Study Major, and Year of Study on Prospective Teachers' Mathematical, Didactic, and Technological Knowledge," *Journal of Teaching and Learning in Elementary Education* 5, no. 2 (2022): 243-53. <https://dx.doi.org/10.33578/>

METHOD

This study is descriptive qualitative research with a literature study design aimed at revealing empirical facts scientifically and objectively, based on logic and scholarly procedures supported by a theoretical framework. The subject of the research is the Grade 1 Arabic textbook for students, with data sources selected through purposive sampling, based on the classification of teaching materials in Chapter 1 (*at-ta'āruḥ*) with six concept maps found in the Arabic textbook for MI (Madrasah Ibtidaiyah) published by the Directorate of KSKK Madrasah, Directorate of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia in 2020, in accordance with the madrasah curriculum. The instrument in this study is the researcher themselves. The researcher collects and analyzes the data, drawing conclusions from a praxeological perspective.

The data collection technique used in this study is document analysis, which involves two data sources: primary and secondary data. The primary data source is the Grade 1 Arabic textbook for Madrasah Ibtidaiyah students, published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. Meanwhile, the secondary data consists of relevant journals and books. The data is then analyzed using a praxeological approach, based on the four stages of praxeology: task type (T), technique (τ), technology (θ), and theory (Θ), as shown in Table 1.

Table 1. Praxeology consists of two blocks: the praxis block and the theoretical block

Element			
Praxis Block		Logos Block	
Task	Technique	Technology	Theory
Tasks of a certain type	The way or act of doing a task	Explain a technique and justify it	A concept used in forming knowledge of the type of task

RESULT AND DISCUSSION


The results of this study encompass a praxeological overview of the Arabic language tasks in the Grade 1 textbook; the relationships between praxeology in Arabic tasks; the characteristics of Arabic praxeology, and the connection between predictions and didactic-pedagogical anticipation. The explanation provided addresses the research question: "What are the characteristics of the Arabic task design in the textbook published by the Directorate of KSKK Madrasah, Directorate of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia, and how is its praxeology viewed from the perspective of didactic anthropology theory?"

First, the researcher will present the tasks in the Arabic language textbook and their praxeology. The learning design in the Arabic language textbook for Grade 1, published by KMA Regulation Number 183 of 2020, is the subject of this study. This textbook consists of six chapters, each containing six concept maps,

namely: observing, reading, listening, speaking, writing, and practicing. In the first part of the learning design, there are no tasks that promote specific techniques, and thus, a praxeological analysis cannot be conducted. However, the researcher identified didactic difficulties that need to be analyzed.

The praxeological analysis in this study will focus only on the material design intended for the students. The presentation model consists of two parts: a table showing the results of the praxeological analysis for each task type, and a further description of the analysis results for each praxis block and theoretical block, as presented in the table. Thus, the praxeological approach requires alignment between the practical block (type of task and techniques) and the theoretical block (technology and theory). Therefore, the praxeological overview in Arabic is as follows: P1 (T1, τ, θ, Θ). P1 is the praxis, T1 is the Arabic language task, τ is the technique used to complete the task, θ is the technology underlying the technique, and Θ is the theory that justifies the use of the technology.

Table 2. Arabic Praxeology P1(T1, τ, θ, Θ) Task Design 1


Practical Blok		Theoretical Blok	
Type of task (T ₂)	Techniques (τ)	Technology (θ)	Theory (Θ)
Observing 	-	-	-
There is an image of two boys shaking hands, illustrated as a process of introduction between each other.			

The first task type in the *at-ta'āruf* material contains an image showing two boys shaking hands, illustrated as a process of introduction between each other. The task presented in T₁ relates to the topic "Let's Observe," but the command or instruction provided is not clear enough to understand what actions are expected from the image. Students are asked to pay attention to the teacher's guidance and answer the questions posed. However, the instructions and questions are not explicitly written in the teacher's guidelines.

In addition to observing, students are also asked to analyze what is being said and done during the process of introduction. The type of task in this design does not include a didactic design that encourages specific techniques, and there are no questions in the design, making it impossible to implement human action. Therefore, this design does not contain the praxeological entity formed by the four components: task, a set of techniques, the discourse of technology, and the theory supporting the discourse of the technology used. As a result, the design in the first material cannot be analyzed from a praxeological perspective.

The researcher analyzes the didactic difficulties in the first design of the *at-ta'aruf* material presented in the image, where students face challenges in understanding abstract concepts to grasp the relationship between the image, the teacher's instructions, and the learning objectives. Meanwhile, regarding the meaning of the facilitated image, it gives students room to guess, and its purpose is unclear. This is reinforced by the presence of "know-that" knowledge, which is basic knowledge that can be expressed in the form of a declarative statement that does not require justification to be believed as true.²¹ Therefore, the meaning of an image should be explained in writing within the material.

Table 3. Arabic Praxeology P2 (T₂, τ, θ, Θ) Task Design 2

Practical Blok		Theoretical Blok	
Type of task (T ₂)	Techniques (τ)	Technology (θ)	Theory (Θ)
 <p>Reading Five vocabulary words related to the context of introduction are provided: أنا (me), اسمي (my name), تلميذ (male student), تلميذة (female student), مدرس (teacher). These five vocabulary words are matched with images that represent the meaning of each word.</p>	<ul style="list-style-type: none"> • Read each vocabulary word repeatedly as demonstrated by the teacher. • Guess the meaning of each vocabulary word based on the image. 	<ul style="list-style-type: none"> • Students can imitate the pronunciation of each vocabulary word as demonstrated by the teacher. • The researcher assumes that the images can help in guessing the meaning of the provided vocabulary words. 	<p>Construction of simple (single) sentences in the context of self-introduction.</p>

The second type of task presents five vocabulary words in written form. The pronunciation is demonstrated by the teacher during the learning process, while students imitate each word as spoken by the teacher repeatedly. In addition to imitating the pronunciation of the vocabulary words, students are also asked to guess the meaning of each word based on the images provided. The task design presented in T₂ seems to be intended for classroom use with the guidance of the teacher. Thus, the technique that students can use to respond is through imitation of the teacher's pronunciation.²²

²¹ Zainal Mustofa et al., "Tahlil Thariqah As-Sam'iyyah Wa Asy-Syafahiyah Li Fahmi al-Mufradât (Thariqah al-Bahtsi al-Mukhtalithah)," *International Journal of Arabic Language Teaching* 5, no. 02 (December 22, 2023): 259, <https://doi.org/10.32332/ijalt.v5i02.7693>.

²² Selma Meila Puspita and Syihabuddin Syihabuddin, "Forms of Instruments in Assessing Vocabulary Mastery," *International Journal of Arabic Language Teaching* 2, no. 02 (January 21, 2021): 213, <https://doi.org/10.32332/ijalt.v2i02.2466>.

Meanwhile, the technique students use to deduce the meaning of each vocabulary word is by guessing the meaning based on the image. Guessing the meaning from an image is not an easy task, as each student may have different interpretations based on their own perceptions.²³ Since the meaning of the vocabulary is not something that needs to be discussed, the resulting differences in perception can lead to inefficient learning due to the variety of meanings.²⁴

The author's assumption that children can imitate the teacher's pronunciation of the provided vocabulary is correct. However, the invitation "let's read" that introduces T₂ becomes irrelevant, because the technique the students use is not reading, but imitating the teacher's pronunciation. Therefore, the written vocabulary presented in T₂ is not meant to be read by the students, but rather read by the teacher. Nevertheless, the students can still recognize the written form of each vocabulary word as a 'symbol' or 'picture,' with the pronunciation being learned not through reading but through imitation of the teacher's speech.

Meanwhile, regarding the meaning of the vocabulary words, which in this material design is facilitated through images, students are given the opportunity to guess, but the purpose is unclear. This is reinforced by the presence of vocabulary knowledge as a type of 'know-that' knowledge, which does not require justification to be believed as the true.²⁵ The correct meaning of a vocabulary word should be directly conveyed by the teacher or presented in written form.

A collection of vocabulary knowledge related to a particular context theoretically functions to construct a broader entity of knowledge beyond vocabulary, namely in the form of sentences, both simple and compound.²⁶ Thus, the elements of knowledge in the form of vocabulary related to the context of self-introduction, as presented in T₂, are closely related to the construction of simple sentences in the context of self-introduction, such as 'أَسْمِي عَلِيٌّ' (my name is Ali) or 'أَنَا مُدَرِّسٌ' (I am a teacher).


²³ Ach. Fadoli and Mohammad Rifki, "Al-Al'Âb al-Lughawiyah Fi Ta'Lim al-Mufradât 'Alâ Asâs al-Madkhal al-Insâniy Bi al-Ma'Had as-Salafiy," *International Journal of Arabic Language Teaching* 5, no. 01 (June 27, 2023): 68–81, <https://doi.org/10.32332/ijalt.v5i01.6903>.

²⁴ Achmad Khusnul Khitam, "Interrelated Complexities in The Arabic Structural Reposition," *International Journal of Arabic Language Teaching* 5, no. 02 (September 29, 2023): 230, <https://doi.org/10.32332/ijalt.v5i02.7440>.

²⁵ Dewi Chamidah, Ahyar Fauzan, and Bakri Muhammad Bakheet, "I'dâd Wasîlah Ta'lim al-Mufradât 'Alâ Asâs Android Bi Istikhdâm Mauqî' Kodular," *International Journal of Arabic Language Teaching* 5, no. 02 (October 2, 2023): 274–88, <https://doi.org/10.32332/ijalt.v5i02.6664>.

²⁶ Euis Siti Syaripah, Nunung Nursyamsiah, and Hikmah Maulani, "Combined Application of Singing Method and Flash Card Media for Students' Mastery of Arabic Vocabulary," *International Journal of Arabic Language Teaching* 6, no. 01 (March 1, 2024): 19–32, <https://doi.org/10.32332/ijalt.v6i01.8785>.

Table 4. Arabic Praxeology P3 (T₃, τ, θ, Θ) Task Design 3

Practical Blok		Theoretical Blok	
Type of task (T ₃)	Techniques (τ)	Technology (θ)	Theory (Θ)
<p>Listening</p>  <p>There are 10 sentences related to the context of introduction, namely: مَا اسْمُكَ؟ (what is your name?), مُدَرِّسٌ (teacher), الْحَمْدُ لِلَّهِ (praise be to God), اِسْمِي نَادِيَةَ (my name is Naadiya), أَنَا تَلْمِيذٌ (I am a male student), أَنَا تَلْمِيذَةٌ (I am a female student), السَّلَامُ عَلَيْكُمْ (peace be upon you), بِخَيْرٍ (I am fine), كَيْفَ الْحَالُ؟ (how are you?), اِسْمِي أَحْمَدُ (my name is Ahmad). Next to these words, there is a blank column that will be filled with numbers.</p>	<ul style="list-style-type: none"> Listen to the sentences spoken by the teacher. Recall the words that have been taught based on the images. Mark the words that are spoken according to the teacher's instructions 	<ul style="list-style-type: none"> Students can pay attention to the words spoken by the teacher. Students can recall the sentences that have been taught. 	<p>Construction of the alignment of the pronunciation of words, phrases, and sentences in Arabic.</p>

The third type of task presents a task design that includes linguistic elements from the theme of *at-ta'aruf* (introduction). There are 10 tasks involving speech acts such as greeting, responding to greetings, asking for names, introducing oneself, asking about well-being, and responding with "I am fine." Students listen carefully and pay attention to the words spoken by the teacher during the learning process. In addition to listening to the teacher's pronunciation, students are also asked to assign numbers based on the provided column.

The task design presented in T₃ is intended to be used in the classroom with teacher guidance. The assignment of numbers in this design is unclear in its purpose. If the intention is to assign numbers randomly according to the teacher's instructions, then students can only complete the task through the technique of dictation. However, if the number assignment corresponds to the questions and answers for each task, along with the students' pronunciation of the sentences spoken by the teacher, this would align with the subsequent design, which focuses on speaking, as the task appears to center on memorizing questions and answering dialogues in the context of *at-ta'aruf* (self-introduction). Nevertheless, the design in T₃ seems to be applied using the first technique. Therefore, the technique that students would use to listen is through the teacher's verbal guidance, while the technique students use to complete the task is by assigning numbers based on the teacher's request, or through dictation.


Assigning numbers in the correct order based on the teacher's instructions is not an easy task for students. Given that first-grade students have not yet fully mastered reading fluently, and some are still unfamiliar with Arabic letters, the

design presented does not provide contextual or illustrative support that could help students understand the meaning of each word. Additionally, for first-grade students who are just beginning Arabic language lessons, limiting the number of questions to 3-5 would make it easier for the students.

The author assumes that students can listen to the teacher’s instructions regarding the provided tasks, which is correct. However, the instruction “let's mark” that begins the presentation of T₃ becomes irrelevant, because the technique used is not for students to mark based on their understanding, but rather according to the teacher's instructions. Therefore, the written sentences presented in T₃ are not meant to be read by the students, but to be read by the teacher. However, students can still recognize the written sentences as symbols of sound, and their pronunciation is learned not through reading, but by mimicking the teacher's speech.

Meanwhile, with regard to the sentences in this material design, they are facilitated in the form of tasks, allowing students the opportunity to take action. This is reinforced by the existence of "know-how" knowledge, which requires practice and experience to carry out an action. A collection of vocabulary words forms a context, which theoretically functions to construct a broader entity of knowledge beyond the words themselves, in the form of sentences, both simple and compound. Therefore, the elements of knowledge in the form of words related to the context of self-introduction, as presented in T₃, are intended to construct the appropriate sound alignment of words, phrases, and sentences in Arabic.

Table 5. Arabic Praxeology P4 (T₄, τ, θ, Θ) Task Design 4

Practical Blok		Theoretical Blok	
Type of task (T ₄)	Techniques (τ)	Technology (θ)	Theory (Θ)
<p>Speaking</p>  <p>Two simple introductory conversations in Arabic are provided, including greetings, self-introduction with names and identities, and asking about one’s well-being. These dialogues are paired with contextual images for each of the introductory sentences.</p>	<ul style="list-style-type: none"> • Speak each introductory sentence according to the teacher’s instructions. • Perform the dialogue based on the example conversation 	<ul style="list-style-type: none"> • Students can imitate the pronunciation of each sentence- as demonstrated by the teacher. • The images help students understand the dialogue for male students, female students, and the teacher. 	<p>The construction of communication skills in simple Arabic conversations.</p>

The fourth type of task involves a written dialogue in Arabic, accompanied by illustrations depicting a conversation between a teacher and students, as well as between two male and female students. The speaking style is modeled by the teacher during the learning process, and students are asked to mimic the pronunciation of each sentence spoken by the teacher. Students are also tasked with performing the dialogue based on the example images provided. The design of this task T₄ is similar to the previous ones, intended for classroom use under the guidance of the teacher. Therefore, the technique students can use to respond is to follow the teacher's instructions and mimic the teacher's pronunciation. Mimicking a conversation from the Arabic text is not an easy task, as not all students have the ability to pronounce Arabic letters correctly, and many first-grade students have not yet mastered reading even basic words in Indonesian, let alone sentences in Arabic. Proper pronunciation of the Arabic alphabet requires skills and repetitive practice, so phonemic errors are likely to occur.²⁷


The assumption that children can pronounce the introductory dialogue in Arabic is correct. However, the call to "let's speak" in the task design T₄ becomes irrelevant because the technique being used by students is not engaging in a conversation through reading but rather mimicking the teacher's pronunciation. Therefore, the written dialogue presented in T₄ is not intended for students to read but for the teacher to read aloud. Nonetheless, the students can still recognize the sentences related to the topic of introduction as sound symbols, and their pronunciation is acquired not through reading, but by imitating the teacher's speech.

Meanwhile, regarding the Arabic writing in the material design, it is only facilitated by images. There is no use of Latin Arabic or Indonesian translation to help students read and understand the conversation. This is reinforced by the presence of knowledge related to pronouncing Arabic letters as a type of "know-how" knowledge, which requires practical knowledge and skills to perform a task or process. Therefore, mastering the correct pronunciation of Arabic letters requires repeated speaking practice. The collection of Arabic introduction sentences has a theoretical function to form a broader entity of knowledge, namely the ability to pronounce sentences, both singular and compound.²⁸ Thus, the elements of knowledge formed in relation to the context of the conversation, as presented in T₄, contribute to constructing communication skills for simple conversations in Arabic.

²⁷ Matrokhim Matrokhim, "Students' Self-Assessment of Arabic Speaking Skill," *International Journal of Arabic Language Teaching* 3, no. 02 (December 16, 2021): 185, <https://doi.org/10.32332/ijalt.v3i02.4208>.

²⁸ Nimas Aulia and R Umi Baroroh, "Innovation of Qawaid Nahwiyah Assessment in Arabic Textbooks Class XII Based on HOTS Assessment," *International Journal of Arabic Language Teaching* 6, no. 01 (June 13, 2024): 82, <https://doi.org/10.32332/ijalt.v6i01.8678>.

Table 6. Arabic Praxeology P5 (T₅, τ, θ, Θ) Task Design 5

Practical Blok		Theoretical Blok	
Type of task (T ₅)	Techniques (τ)	Technology (θ)	Theory (Θ)
<p>Writing</p>  <p>In this part of the material, there are images of the hamzah symbol and three vocabulary words that contain the letter hamzah, namely: كَأْسٌ (a cup), أَسَدٌ (lion), and أَنَا (me). These three vocabulary words are paired with images that represent the meaning of each word.</p>	<ul style="list-style-type: none"> Imitating the sound of the letters pronounced by the teacher. Writing the letters according to the example of the Hamzah image. 	<p>Students can write the Arabic letters <i>hijā'iyah</i> according to the correct rules.</p>	<p>The construction of writing letters into simple words within the scope of early-stage Arabic language learning materials.</p>

The material design presented in the fifth section is related to the topic "Let's Write." This section includes an image of the letter hamzah (أ) and three vocabulary words that contain the Hamzah, namely, أَنَا (me), أَسَدٌ (lion), and كَأْسٌ (a cup). However, the images besides the Hamzah letter do not indicate any technique for the students to perform.

Furthermore, the addition of images and vocabulary presented does not have a clear purpose other than providing examples of words with the hamzah. It would be better if these vocabulary examples included the writing of the hamzah at the beginning, middle, and end of the word. Thus, through the images provided, the intention would not just be to give examples of vocabulary containing the hamzah, but also to introduce new knowledge on how to write the letter Alif in the beginning, middle, and end positions of words.

The type of task presented in T₅ for pronouncing the letter is designed to be used with teacher guidance. Therefore, the technique that students can use to pronounce it is by mimicking the teacher's pronunciation. Meanwhile, the technique used by students to write the Hamzah letter is by observing the example of writing the Hamzah based on the provided images. The author's assumption that students can imitate the teacher's pronunciation of the letter Alif presented is correct.

However, the invitation to "let's write" and "let's pronounce" in the same task design could confuse the students. Therefore, it is important to differentiate between the main instructions and supporting instructions, so that students can clearly understand the steps involved in writing, with the first step being the pronunciation of the letter.

Relating to the images and vocabulary facilitated in this design, it provides students the opportunity to expand their vocabulary and understand that the

hamzah letter is one of the Arabic alphabet letters. This is supported by the presence of letter and vocabulary knowledge as a type of 'know-that' knowledge, which can be effectively conveyed either directly or in writing so that its purpose and meaning are clearly understood.²⁹

On the other hand, writing the hamzah letter involves 'know-how' knowledge, which requires skills and practice to write it correctly. The collection of letter and vocabulary knowledge is connected to a context, and theoretically, it functions to construct a broader entity of knowledge, which is in the form of a sentence, whether simple or compound. Therefore, the elements of knowledge in the form of Arabic letters, as presented in this book's material, relate to the nearest orientation of constructing the writing of letters into simple words in the context of early-stage Arabic language learning.

Table 7. Arabic Praxeology P6 (T₆, τ, θ, Θ) Task Design 6

Practical Blok		Theoretical Blok	
Type of task (T ₆)	Techniques (τ)	Technology (θ)	Theory (Θ)
<p>Practice</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">بِخَيْرٍ، وَالْحَمْدُ لِلَّهِ</div> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">السَّلَامُ عَلَيْكُمْ</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">وَعَلَيْكُمْ السَّلَامُ</div> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">مَا اسْمُكَ؟</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">إِسْمِي أَحْمَدُ.</div> <div style="border: 1px solid #ccc; padding: 5px; width: 150px; text-align: center;">كَيْفَ الْحَالُ؟</div> </div> <p>Six sentences related to the context of introductions are provided, three of which are questions: السَّلَامُ عَلَيْكُمْ؟، مَا اسْمُكَ؟ and كَيْفَ الْحَالُ؟. The other three are answers: وَالْحَمْدُ لِلَّهِ وَبِخَيْرٍ، وَعَلَيْكُمْ السَّلَامُ and إِسْمِي أَحْمَدُ. These sentences are to be matched with the correct answers to each of the <i>at-ta'āruf</i> (introduction) questions.</p>	<p>The students match each question with the correct answer in each table.</p>	<ul style="list-style-type: none"> Students are able to match the questions with the correct answers. The author assumes that the task is designed for students to recall and use their prior learning experience 	<p>The construction of basic communication skills in Arabic.</p>

Task type six contains questions related to an introduction or *at-ta'āruf* conversation, which must be matched correctly. The questions are presented on the right side, which include السَّلَامُ عَلَيْكُمْ (peace be upon you), مَا اسْمُكَ؟ (what's your name?), and كَيْفَ الْحَالُ؟ (How are you?). The answers are on the left side, which include وَالْحَمْدُ لِلَّهِ وَبِخَيْرٍ، وَعَلَيْكُمْ السَّلَامُ (I am fine, praise be to Allah"), وَمَا اسْمُكَ؟ (And upon you be peace), and إِسْمِي أَحْمَدُ (My name is Ahmad). The task presented in this section does not have a clearly defined design purpose for either the teacher or the students. Looking at previous task designs, there were instructions provided for both the teacher and the students to apply specific techniques in each part of the material.

²⁹ Abdul Hafidz Zaid, Martan Martan, and Eko Bowo Wicaksono, "Tashmim Al-Kitab al-Madrasi Fi Darsi al-Imlai Li Tanmiyati Maharah al-Kitabah Li al-Mubtadiin Li an-Nathiqin Bighairiha," *International Journal of Arabic Language Teaching* 2, no. 02 (January 21, 2021): 162, <https://doi.org/10.32332/ijalt.v2i02.2482>.

The task presented in section 6 involves a technique where students are required to match the questions and answers. However, students who are not yet proficient in reading or do not understand the Arabic conversation sentences presented in this material will struggle to complete the task. Therefore, the researcher assumes that the book's author expects that students have already understood the meaning of the questions and answers in the provided exercises, although this understanding may not necessarily be present in first-grade students. The task focuses on memorizing the questions and answering the conversation in the context of *at-ta'āruḥ*, rather than deep understanding or practical application in real-life situations. This is further supported by the concept of 'know-how,' which requires practice and experience in performing a task.

Furthermore, the task design presented raises learning obstacles, particularly in the areas of ontogenetic and didactic barriers. The ontogenetic obstacle occurs when the developmental stage of the students does not allow them to understand certain concepts because there are no concrete examples to guide them in matching questions and answers. There are also no supporting illustrations, and the structure of Arabic writing is different from that of Indonesian, where Arabic is written from right to left. This creates problems for students because there is no prior knowledge to help them understand the placement of the questions and answers in the design. Similarly, the didactic obstacle arises due to the lack of teacher guidance to direct students before they attempt to complete the task.

Therefore, the expected solution is the addition of contextual images or illustrations in the task, similar to the examples provided in the previous task designs, which can help students understand and recall the meaning of each sentence, as well as receive contextual guidance from the teacher. The collection of Arabic introductory sentences theoretically functions to form a broader knowledge entity, which is asking and answering questions using the correct sentence structures. Thus, the knowledge elements that should be developed in relation to the context of conversation, as presented in task 6, are primarily aimed at constructing basic communication skills in Arabic.

The study on the praxeology of Arabic related to textbooks highlights several important aspects for discussion, including the design of task materials, the predicted techniques, the theoretical arguments that facilitate the tasks, and the theoretical foundations of all components in the instructional design activities. Essentially, a praxeological study examines human actions or behaviors. This can be applied to textbooks because there is no human action that is beyond questioning, meaning that all human actions can be analyzed and questioned to understand the goals of learning. According to the National Education Standards Agency (BNSP), textbooks used by students as learning guides must meet the

criteria for appropriateness in terms of content, presentation, language, and graphics.³⁰

In the learning process, textbooks play a key role as a reference for both teachers and students in constructing knowledge based on the material presented in the book.³¹ This is evident in the Arabic language textbook for Grade 1 published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of the Republic of Indonesia, in 2020, which serves as a mandatory book for students and educators in carrying out lessons in Madrasahs. However, in language learning, there are limitations for students in engaging in independent learning, such as vocabulary that lacks contextual meaning, sentences requiring additional explanations, and tasks that overly rely on teacher guidance. As a result, the overall techniques employed by students, such as imitation or following the teacher's instructions, lead to learning obstacles in language acquisition.

Based on the tasks provided, the researcher identified and found learning obstacles among students related to the material on *at-ta'āruf* (introduction). These obstacles include both ontogenic and didactic barriers. First, the ontogenic obstacle faced by students relates to their understanding of Arabic sentence structures. The characteristics of children in Islamic Elementary School (MI), particularly those in the pre-operational stage between the ages of 2 and 7, are such that they can only comprehend concrete objects they can see, struggle to concentrate fully on lessons, and quickly become bored.³² Therefore, students in Grade 1 can be considered beginners in learning. This obstacle occurs due to differences in writing systems, the Arabic alphabet, and pronunciation.³³

Second, the didactic obstacle arises because the presentation of the material and the teacher's approach are not well understood by the students. In the task design presented, the author of the book assumes that all Grade 1 MI students are already proficient readers. However, for children who are just entering elementary school, reading activities are still in the initial stage of learning to recognize and spell words. In some cases, some students may not even be familiar with the Arabic letters (*hijā'īyah*). The theory behind the Arabic language textbook constructs four language skills, or *māharah*, in a sequential manner, namely:

³⁰ Namira Fauzia Syahrefi and Abdul Muta'ali, "An Analysis of Term Sariyyah in The Translation of the Book Titled Nurul Yaqin Fi Sirah Sayyidil Mursalin (2010) By Sheikh Muhammad Al-Khudhary," *Arabi : Journal of Arabic Studies* 6, no. 1 (June 2021): 1-14, <https://doi.org/10.24865/AJAS.V6I1.313>;

³¹ Dian Ikawati Rahayuningtyas and Ali Mustadi, "Analisis Muatan Nilai Karakter Pada Buku Ajar Kurikulum 2013 Pegangan Guru Dan Siswa Sekolah Dasar," *Jurnal Pendidikan Karakter* 9, no. 2 (2018). <http://dx.doi.org/10.21831/jpk.v8i2.21848>

³² Anandiyah Nur Aini and Taufik Taufik, "Pembelajaran Bahasa Arab Bagi Peserta Didik Madrasah Ibtidaiyah Sebagai Pembelajar Pemula," *DIAJAR: Jurnal Pendidikan Dan Pembelajaran* 3, no. 3 (2024): 288-95. [10.54259/diajar.v3i3.2692](https://doi.org/10.54259/diajar.v3i3.2692)

³³ Alista Ajeng Prindyatno and Itsnaini Muslimati Alwi, "Problematika Pembelajaran Bahasa Arab Studi Kasus Di Kelas V MI Muhammadiyah Ngadirejan," *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati* 5, no. 1 (2024): 149-56. <https://doi.org/10.23971/jflit.v4i1.8810>

māharah istimā' (listening skills), *māharah kalām* (speaking skills), *māharah qirā'ah* (reading skills), and *māharah kitābah* (writing skills).³⁴

The analysis of the Arabic language textbook for Grade 1 published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of the Republic of Indonesia in 2020 reveals that each chapter has the same conceptual map, following the sequence of language skills adjusted to the Indonesian curriculum, including *māharah qirā'ah* (reading skills), *māharah istimā'* (listening skills), *māharah kalām* (speaking skills), and *māharah kitābah* (writing skills).³⁵ In this textbook, reading skills are placed at the initial stage, whereas *māharah qirā'ah* should ideally be integrated with *māharah kitābah* to facilitate both receiving and delivering information.³⁶ Therefore, the sequence of reading skills that starts with the conceptual map seems less relevant due to a cognitive gap, as the didactic design does not align with the cognitive development stages of the students.³⁷

Thus, by examining all the previous praxeology of Arabic language learning and their connections in depth, the researcher can highlight the following characteristics: The first praxeology does not contain a practical and theoretical didactic design block to be analyzed in the praxeology review, because the design presented does not include tasks that encourage students to perform specific techniques, nor does it make the goal of human action clear. *Second* praxeology consists of simple contextual tasks that potentially facilitate students in recognizing basic vocabulary related to the *at-ta'āruf* (introduction) material, allowing them to present these tasks as an initial process of understanding. *Third* praxeology consists of Arabic language tasks that modify the second problem, enabling students to complete the tasks based on their experience from the first problem. However, the tasks provided do not use pictures or other aids to represent something unknown. As such, this problem is crucial for students to recall and understand the meaning of each sentence.

The fourth praxeology illustrates a problem modified from the previous two problems. With this task, students can reinforce their previous experience by having a conversation using complete sentences in the context of *at-ta'āruf* (introduction). *Fifth* praxeology asks students to apply their ability to write

³⁴ Willi Rahim Marpaung and Zulfahmi Lubis, "Strategi Penerapan Lingkungan Bahasa Arab Dalam Meningkatkan Kemahiran Berbahasa Arab Di Pesantren Modern Darussalam," *Inspiratif Pendidikan* 12, no. 1 (2023): 183-91. 10.35316/lahjah.v5i2.163-181

³⁵ Itsna Oktaviyanti et al., "Analisis Pengaruh Media Gambar Terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (2022): 5589-97. <https://doi.org/10.31004/basicedu.v6i4.2719>

³⁶ Yuyun Zunairoh, "The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah (Speaking Skill) Based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 255-74. <https://doi.org/10.29240/jba.v7i1.6530>

³⁷ Sri Wahyuni and Anggita Maharani, "Desain Didaktis Terhadap Materi Bilangan Berpangkat Sma Berdasarkan Learning Obstacle (Ontogeni Obstacle)," *Jurnal Lebesgue: Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika* 4, no. 1 (2023): 211-19. 10.46306/lb.v4i1

hijā'iyah (Arabic letters) in completing tasks of joining and separating simple letters from contextual problems. *Sixth* praxeology challenges students to solve a more difficult problem than the previous ones, giving them a deeper experience in constructing Arabic language communication skills by connecting various learning experiences to complete a series of tasks that, as a whole, form their Arabic language learning abilities. Students' experience in understanding a series of interconnected tasks, rather than isolated ones, illustrates a very important characteristic of a series of Arabic language learning activities, as explained and demonstrated in several studies.³⁸

CONCLUSION

The Arabic language textbook for grade 1, published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of the Republic of Indonesia in 2020, consists of six chapters, each containing six concept maps: observing, reading, listening, speaking, writing, and practicing. In the first part T₁ of the instructional design, praxeological analysis could not be conducted. Meanwhile, tasks from T₂ to T₆ have not fully developed the knowledge and skills of students in communicating using Arabic, as the design presented in the book heavily relies on teacher instructions. This reliance on teacher guidance hinders independent learning, and the researcher has identified learning barriers faced by students, including ontogenetic and didactic obstacles. Therefore, alternative designs are necessary to accommodate students' needs when facing new tasks or engaging in direct practice in real-life situations.

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³⁸ Hanifal Fauzy AH, Zainal Abidin Arief, and Muhyani Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab," *Tawazun: Jurnal Pendidikan Islam* 12, no. 1 (2019): 112–27. 10.32832/tawazun.v12i1.1843

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