

Analysis of the *Al-Muyassar Fi Ilmi Al-Nahwi* Textbook and its Implications for Student Learning Outcomes

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Abstract:

Textbooks greatly support the success of students in achieving various knowledge competencies. However, many books do not meet the eligibility standards, causing problems, including learning outcomes that do not reach the Minimum Completion Criteria. So, this study aims to analyze the eligibility aspects of the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* based on the Education Standards, Curriculum and Assessment Agency (BSKAP) eligibility standards and explain the impact of its use on student learning outcomes. The type of research used is qualitative-descriptive. The research design used is content analysis and observational studies. The research population was grade VIII students in one of the Madrasah Tsanawiyah in Bandung City. Participants were selected through a purposive sampling technique, and the result was that the sample that met the predetermined criteria amounted to 10 people. Data collection techniques consist of two kinds, namely test and non-test instruments. Data obtained will be processed with 3 stages of data analysis techniques: data reduction display and verification. Based on the review of the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* based on the BSKAP standards, this book has mostly achieved the BSKAP standards that have been determined. However, the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* has not played the maximum role it should because this book cannot be used independently by students, and the learning outcomes achieved are not optimal.

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Introduction

In essence, education is a knowledge transfer process that aims to push each individual towards a better direction. Many factors are involved in the learning process, such as learning methods, models, infrastructure, curriculum, textbooks, etc. Of the many factors in the learning process, some aspects are crucial to its function, namely textbooks¹. The implementation of the learning process depends on the existence of learning resources because learning resources are things that can cause learning. Learning objectives can be achieved by using the necessary learning

¹ Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141–160; Yusuf Muhtarom, Suharsono Suharsono, and Fahmi Syaefudin, "Analisis Materi Buku Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyyah Rejang Lebong," *Lahjab Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 3, no. 1 (January 27, 2022): 55–61.

resources. There are various kinds of learning resources, but textbooks are often used in the learning process in Indonesia².

Learners will gain a variety of knowledge through the use of textbooks. Textbooks provide a detailed explanation of the material by the field of study studied by students. The existence of textbooks makes students less dependent on the presence of teachers so that students can learn independently wherever and whenever they want. Various kinds of questions and evaluations to measure the achievement of leaning outcomes are also contained in textbooks. Therefore, the use of textbooks is very important and functional for students³.

Textbooks strongly support students' success in achieving various knowledge competencies because textbooks are a source of knowledge for them. A good and quality textbook can support the learning success of students so that the learning process in the classroom will achieve optimal results, not just increase knowledge⁴. Therefore, teachers must be selective and good at determining suitable textbooks as learning resources. Textbooks are mandatory guidelines used in the learning process and are compiled by education experts in their fields who refer to national education standards⁵.

However, textbooks need to be prepared based on the basic principles of preparing good ones with the opportunity to impact learning negatively⁶. Book selection errors can occur; therefore, as a control holder, a teacher must look closely at the textbooks that will be used by students and special teacher textbooks that the government has facilitated. Without the process of selecting and analyzing textbooks, of course, it will hurt student learning outcomes. Books that meet standards can make it easier for students to follow learning and prevent them from losing

² Artika Vivi Fitriyani, "Bahan Ajar E-Book Interaktif Mata Pelajaran Praktikum Akuntansi Lembaga Berbasis Kontekstual," *Jurnal Penelitian dan Pengembangan Pendidikan* 4, no. 3 (2020): 514–525; Imam Fahrudin, "Analisis Buku Ajar Sejarah Kebudayaan Islam Menurut Badan Standar Nasional Pendidikan," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 5, no. 2 (2020); Andi Prastowo, *Sumber Belajar Dan Pusat Sumber Belajar: Teori Dan Aplikasinya Di Sekolah/Madrasah*, 1st ed. (Depok: Prenadamedia Group, 2018).

³ Fiqri Haiqal et al., "Analisis Pemilihan Buku Teks Sejarah Dalam Pemanfaatan Sebagai Sumber Belajar Untuk Siswa/Siswi Di SMA Swasta Rakyat," *Keguruan* 11, no. 1 (2023): 16–21.

⁴ Deden Ibnu Aqil, "Literasi Sains Sebagai Konsep Pembelajaran Buku Ajar Biologi Di Sekolah," *Wacana Didaktika* 5, no. 02 (December 27, 2017): 160–171; Haiqal et al., "Analisis Pemilihan Buku Teks Sejarah dalam Pemanfaatan sebagai Sumber Belajar Untuk Siswa/Siswi Di SMA Swasta Rakyat."

⁵ Duwi Saputro et al., "Integrasi Keterampilan Berpikir Kritis Dalam Buku Teks Bahasa Indonesia Kurikulum 2013 Berperspektif HOTS," *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya* 4, no. 3 (August 5, 2021): 365–374; Habib Abdul Halim, "Analisis Kesilapan Bahasa Pada Buku Ajar Bahasa Arab Kurikulum 2013 Terbitan Toha Putra," *MIYAH: Jurnal Studi Islam* 14, no. 2 (2018): 58–80. Tathwiru kitabi al-qawaid al-arabiyyah li thulabi qism ta'limi al-lughah al-arabiyyah bi jamiati maulana malik ibrahim al-islamiyyah al-hukumiyah malang

⁶ Syamsuddin Asyrofi and Toni Pransiska, *Penulisan Buku Teks Bahasa Arab Konsep, Prinsip, Problematika, Dan Proyeksi*, 1st ed. (Yogyakarta: Ombak, 2016); Muhimmatul Mukarromah, "Tathwiru Kitabi Al-Qawaid Al-Arabiyyah Li Thulab Qism Ta'limi Al-Lughah Al-Arabiyyah bi Jamiati Maulana Malik Ibrahim Al-Islamiyyah Al-Hukumiyah Malang," *Tsaqofiya: Jurusan Pendidikan Bahasa Arab IAIN Ponorogo* 1, no. 2 (January 28, 2020): 51–68.

motivation to learn⁷. There has been a lot of news related to the circulation of textbooks that hurt learning⁸.

Many textbooks circulating in the community still need to go through the feasibility test results as a learning resource. Therefore, the community must be selective in choosing⁹. The preparation of textbooks must meet eligibility standards by the provisions set by the Minister of Education and Culture Regulation (Permendikbud) and the Education Standards, Curriculum and Assessment Agency (BSKAP)¹⁰. The criteria for good quality textbooks refer to Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards Article 43 paragraph 5 compiled by BSKAP. BSKAP determines that a quality textbook must have 4 elements of eligibility, namely: aspects of content feasibility, aspects of presentation feasibility, aspects of language feasibility, and aspects of graphic feasibility¹¹.

There are no perfect textbooks, but according to the conditions of teachers or students, the best textbooks must exist; they only need selectivity in the selection of textbooks, and that needs to be done¹². However, currently, there are still many textbooks that still need to meet the eligibility standards, causing many problems. Therefore, a study of the feasibility of textbooks is important so that teachers can choose the right textbooks for students and optimal learning outcomes. This study aims to explain the feasibility aspects of textbooks in the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* based on BSKAP eligibility standards and the impact of using the book on student learning outcomes.

After conducting research, researchers found several scientific works with discussion topics related to this research. Among them is research conducted by Suci Noor Asa Khaliza (2023), with the results showing that the textbook is included in the category very suitable for use with a total score of 85,26¹³. Furthermore, research conducted by Siti Aprilyanti & Hafidah (2023) with the results showing that the textbooks include textbooks that are suitable for use by students in terms

⁷ Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Angkasa, 1986).

⁸ Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 3, no. 1 (January 31, 2021): 16–25.

⁹ Rita Handayanti, Rina Elvia, and Salastri Rohiat, "Studi Analisis Kesesuaian Buku Teks Kimia Siswa SMA Negeri Kota Bengkulu Berdasarkan Standar BSNP," *Alotrop* 5, no. 1 (June 28, 2021): 82–87.

¹⁰ Pandu Jati Laksono, Ashadi Ashadi, and Sulisty Sapaturo, "Analisis Bahan Ajar Kimia Untuk SMA/MA Di Kabupaten Karanganyar Pada Materi Kelarutan Dan Hasil Kali Kelarutan Berdasarkan Kurikulum 2013" (Seminar Nasional Pendidikan Sains VI 2016, 2016).

¹¹ Wilman Agis Hidayat, "Analisis Buku Teks Al-Quran Hadits Kelas VII Madrasah Tsanawiyah (MTs) Kurikulum 2013 Terbitan Kementerian Agama Perspektif Psikologi Perkembangan Peserta Didik" (UIN Sunan Gunung Djati Bandung, 2021).

¹² Neville Grant, *Making the Most of Your Textbook*, vol. 11 (Longman London, 1987).

¹³ Suci Khaliza, "Analisis Buku Ajar Bahasa Arab Kelas VII Madrasah Tsanawiyah Karya Rachmad Faisal," *Al-Mu'arrif: Journal OF Arabic Education* 3, no. 1 (April 5, 2023): 1–12.

of content, preparation, and graphics¹⁴. Furthermore, research conducted by Rizki Aria & Desy Crismas Silaban (2024) shows that students' learning outcomes after using the developed textbook products have progressed¹⁵.

Until now, several studies related to the analysis of textbooks have been found, and researchers have reviewed them in depth. Researchers can conclude that the difference between this research and previous studies that have been conducted lies in the textbook that researchers analyze, namely the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi*, and this study will describe a review of the use of the book from the perspective of students so that the implications of using the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* in the form of learning outcomes can be known and these points are novelty in this research.

Method

The type of research used in this study is qualitative-descriptive, which is useful for analyzing an event without engineering so that the research results can be detailed¹⁶. The research design used is content analysis and observational studies. Using a content analysis design, researchers will examine various official records maintained in authenticity and related to this research study. Then, the researcher will observe and analyze the effects of using textbooks through observational design.

This study's population consisted of grade VIII students in one of the Madrasah Tsanawiyah in Bandung City. Participants were selected through a purposive sampling technique based on students' scores in the Nahwu subject, while the sample obtained based on predetermined criteria amounted to 10 people.

Data collection in this study consists of two kinds of instruments: test and non-test instruments. The test instrument is used to give students practice questions about Nahwu lessons, and the non-test instrument is used to interview students.

All data obtained will be processed with 3 stages of data analysis techniques: (1) data reduction in summarizing notes to bring up fundamental data only. (2) Data display is done using tables and the like so that the overall picture can be seen. (3) verification in the form of concluding the form of re-examining patterns, relationships, assumptions or hypotheses and so on as a data verification process.

¹⁴ Siti Aprilyanti and Hafidah Hafidah, "Analisis Penilaian Bahan Ajar Buku Siswa Bahasa Arab (Pendekatan BSNP) Kelas 10 Madrasah Aliyah Terbitan Kementerian Agama Republik Indonesia 2020," *Uktub: Journal of Arabic Studies* 3, no. 1 (June 30, 2023): 63–82.

¹⁵ Rizki Aria and Desy Crismas Silaban, "Pengembangan Buku Ajar Berbasis Literasi Sains Dalam Meningkatkan Hasil Belajar IPA Di Sekolah Dasar," *Journal on Education* 6, no. 2 (2024): 14608–14614.

¹⁶ Yoki Yusanto, "Ragam Pendekatan Penelitian Kualitatif," *Journal of Scientific Communication (JSC)* 1, no. 1 (April 2, 2020).

Result and Discussion

Feasibility Analysis of the book *Al-Muyassar Fī 'Ilmi Al-Naḥwi* according to BSKAP

Aspects of Feasibility	Aspects that are assessed
1. Content Eligibility	1. Conformity with learning outcomes (CP) 2. Presentation feasibility
2. Feasibility of Presentation	1. Presentation of supporting material 2. Sequence of material presentation 3. Clarity of indicator objectives
3. Feasibility of Language	1. Use of language 2. Readability 3. Appropriateness of language with the level of learners
4. Graphic Feasibility	1. Book cover design 2. Book content design 3. Book design

Table 1. Criteria for a suitable textbook according to BSKAP¹⁷

1. Content Feasibility

a. Conformity with learning outcomes (CP)

The feasibility of the content of the book *Al-Muyassar Fī 'Ilmi Al-Naḥwi*, when viewed from the aspect of its suitability for learning outcomes (CP), can be categorized as almost feasible because the material presented in the book has covered most of the CP that have been compiled. However, there is one CP that is not included in the book *Al-Muyassar Fī 'Ilmi Al-Naḥwi*, namely material related to *al-nawāsikh (ẓanna wa akhawātuhā)*. As for some CPs that have been included in the book *Al-Muyassar Fī 'Ilmi Al-Naḥwi* include:

- 1) Understanding *kalām* and its divisions, including explaining the definition of *kalām* and its parts of *kalām*.
- 2) Understanding end-of-sentence changes and their types, including explaining the meaning of *i'rāb*, explaining the parts of *i'rāb*, explaining the kinds of *i'rāb*, and explaining the signs of *i'rāb*.
- 3) Understanding the meaning of *fā'il* and its types, including an explanation of the meaning of *fā'il* and an explanation of the meaning of *nā'ib al-fā'il* and its rulings.

¹⁷ Hesti Afril Ningtyas and Laili Etika Rahmawati, "Kelayakan Isi, Penyajian, Kebahasaan, Dan Kegrampilan Bahan Ajar Teks Deskripsi Di SMP Kelas VII," *Imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 6, no. 1 (September 30, 2023): 52–71.

- 4) Understanding *mansūbat al-asmā'*, including an explanation of the definition, ruling and types of *maj'ul bib*.
- 5) Understanding *mubtada'* and *khabar*, including: an explanation of the types and rulings of *mubtada'*.
- 6) Understanding *al-nawāsikh*, including explanation of *kāna wa akhawātuhā* and explanation of *inna wa akhawātuhā*.

b. Suitability of material

The feasibility of the content of the book *Al-Muyassar Fi 'Ilmi Al-Naḥwi*, when viewed from the aspect of suitability between the title of the material and the content of the material presented, is included in the very feasible category. The entire content of the material in this book is described comprehensively, for example, in the presentation of *kalām* material. The researcher found that the exposure related to *kalām* material in other books was discussed briefly by explaining that *kalām* in Arabic is divided into 3 parts: *ism*, *fi'l*, and *ḥarf*. However, in the book *Al-Muyassar Fi 'Ilmi Al-Naḥwi*, the division of *kalām* is discussed in detail. *Kalām* in Arabic is divided into 3 parts, namely *ism*, *fi'l*, and *ḥarf*, accompanied by their characteristics; the explanation of each characteristic of the division of *kalām* is very suitable for Indonesian students studying Arabic because there are limitations on vocabulary mastery. Meanwhile, low vocabulary mastery can impact low language competence and learning outcomes¹⁸.

2. Feasibility of Presentation

a. Supporting material

Each material in the book of *Al-Muyassar Fi 'Ilmi Al-Naḥwi*, which has a large, complicated, and also branched discussion, will be equipped with supporting material in the form of tables to make it easier for students to understand the material discussed. As in the discussion of the kinds of *al-asmā' al-ma'rūbat*, at the end of the discussion, it is accompanied by a table that provides conclusions about *al-asmā' al-ma'rūbat wa 'alāmāt i'rābiḥā*.

¹⁸ Nurul Huda Fitriani and Nadya Huda, "Faktor Penyebab Rendahnya Minat Siswa Terhadap Materi Puisi Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar Negeri Banjarmasin," *Pahlawan: Jurnal Pendidikan-Sosial-Budaya* 18, no. 1 (April 28, 2022): 65–69; Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *Alsunijāt* 1, no. 1 (April 28, 2020): 1–16.

الْأَسْمَاءُ الْخَبَرَاتُ وَعَلَامَاتُ إِعْرَابِهَا					
مَجْرُودٌ		مَنْصُوبٌ		مَرْفُوعٌ	
أَعْلَامُهُ	مِثْلُ	أَعْلَامُهُ	مِثْلُ	أَعْلَامُهُ	مِثْلُ
كَسْرَةٌ	وَلَدٌ	فَتْحَةٌ	وَلَدًا	ضَمَّةٌ	وَلَدٌ
وَلَدَيْنِ	وَلَدَيْنِ	الْبَاءُ	وَلَدَيْنِ	الْأَلِفُ	وَلَدَانِ
الْبَاءُ	مَسْلُوبٌ	الْبَاءُ	مَسْلُوبٌ	الْوَاوُ	مَسْلُوبٌ
كَسْرَةٌ	مَسْلُوبٌ	كَسْرَةٌ	مَسْلُوبٌ	ضَمَّةٌ	مَسْلُوبٌ
كَسْرَةٌ	أَوْلَادٌ	فَتْحَةٌ	أَوْلَادًا	ضَمَّةٌ	أَوْلَادٌ
الْبَاءُ	أَبْنُكَ	الْأَلِفُ	أَبْنُكَ	الْوَاوُ	أَبْنُكَ
كَسْرَةٌ مَقْدَرَةٌ	الْفَتْحَى	فَتْحَةٌ مَقْدَرَةٌ	الْفَتْحَى	ضَمَّةٌ مَقْدَرَةٌ	الْفَتْحَى
كَسْرَةٌ مَقْدَرَةٌ	الْقَاضِي	فَتْحَةٌ	الْقَاضِي	ضَمَّةٌ مَقْدَرَةٌ	الْقَاضِي
فَتْحَةٌ	عَائِشَةُ	فَتْحَةٌ	عَائِشَةَ	ضَمَّةٌ	عَائِشَةُ

Figure 1. Supporting material *al-asmā' al-ma'rūbāt*

Other supporting materials in the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* include detailed notes in Indonesian on certain materials regarding important things that need to be considered.

KETENTUAN-KETENTUAN MUBTADA DAN KHABAR

1. MUBTADA dan KHABAR harus selalu dalam bentuk MARFU'.
2. Susunan MUBTADA dan KHABAR ialah JUMLAH yang dimulai dengan ISIM dan disebut JUMLAH ISMIYAH, sedangkan susunan FI'L dan FA'IL disebut JUMLAH FI'LIYAH, yaitu jumlah yang dimulai dengan FI'L.

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3. Bila ada ISIM MARFU' didahului oleh FI'L maka isim tersebut adalah FA'IL atau NAIBUL FA'IL. Bila ada ISIM MARFU' mendahului FI'L maka isim tersebut adalah MUBTADA.
4. Susunan MUBTADA dan KHABAR harus selamanya sesuai yaitu :
 - a. Bila MUBTADA-nya MUFRAD maka KHABAR-nyapun harus MUFRAD.
 - b. Bila MUBTADA-nya MUTSANNA atau JAMA', maka KHABAR-nya harus pula MUTSANNA atau JAMA'.
 - c. Bila MUBTADA-nya MUANNATS, maka KHABAR-nyapun harus MUANNATS pula, demikian juga bila MUDZAKKAR.

Catatan :

1. Bila ada ISIM MARFU' didahului oleh FI'L MA'LUM, maka isim tersebut adalah FA'IL.
2. Bila ada ISIM MARFU' didahului oleh FI'L MAJHUL, maka isim tersebut NAIBUL FA'IL.
3. Bila ada ISIM MARFU' sedangkan sebelumnya tidak ada FI'L MA'LUM atau FI'L MAJHUL, maka isim tersebut adalah MUBTADA.

Figure 2. Supporting materials for *mubtadā'* and *khobar*

b. The order of presentation of the material

The arrangement of material in the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* can be categorized as very coherent. Each discussion material is presented in a structured manner, starting

with a description of the material, examples, conclusion tables (found in certain materials), and evaluation. This will make it easier for students and avoid confusion when looking for material.

c. Clarity of indicator objectives

The book *Al-Muyassar Fi 'Ilmi Al-Nahwi* does not contain indicator objectives because it is generally used in non-formal education environments. Therefore, every school that uses *Al-Muyassar Fi 'Ilmi Al-Nahwi* as a textbook will have a separate indicator goal script from the textbook.

3. Linguistic Appropriateness

a. Use of language

The language used in the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* is Arabic and Indonesian, but it is more dominantly composed in Arabic. Based on the review of Indonesian language eligibility standards, this book contains a lot of transliteration writing that violates the rules. As for the review of Arabic language standards, this book uses *Fuṣḥah* (official or formal) Arabic in its preparation, which has met the standards.

b. Readability

The readability of *Al-Muyassar Fi 'Ilmi Al-Nahwi* is classified as easy to read because the language used is in accordance with the intellectual level of grade VIII (eight) students or beginner-level Arabic language learners. The language used is not the language used in making poetry and the like, but it still needs assistance from the teacher.

c. Language suitability to the level of learners

The selection of vocabulary, grammar, examples, and evaluation has also been adjusted to the level of students' intellectuality.

4. Graphics Feasibility

a. Book cover design

The layout of the cover of the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* on the front, back, and side of the book has harmony with attractive colours. The writing on the cover is not too much, so students can easily find important things such as the book's title, author, and publisher. The cover of the book pays attention to a clear point of view.

b. Book content design

The book's content is designed and has no layout on each page. Each page only contains learning materials and page numbers. The typeface chosen for each word is all the same, so it can be confusing to distinguish between chapters and subchapters.

c. Book design

Al-Muyassar Fī 'Ilmi Al-Nahwi is A4 in size (21 cm x 29.7 cm), with a light green and dark green cover, white book pages without patterns, 88 pages of book pages, book numbering is located in the heading, the use of bold letters is used in chapters and subchapters.

The Use of the Book *Al-Muyassar Fī 'Ilmi Al-Nahwi* by Students of Grade VIII Madrasah Tsanawiyah

Based on the results of interviews with students, the use of the book *Al-Muyassar Fī 'Ilmi Al-Nahwi* in Nahwu lessons is used by students in grades VIII and IX. This book is used as a handbook by teachers or students. All students have the book as a handbook that allows them to study the material in the book wherever and whenever they want. The results of interviews with students related to the use of the book *Al-Muyassar Fī 'Ilmi Al-Nahwi* as a textbook or their responses related to the book used gave rise to various reactions, including:

1. The book *Al-Muyassar Fī 'Ilmi Al-Nahwi* facilitates the learning process, but it cannot be used independently, so it must still be accompanied by a teacher or friend. The implications of using this book on learning outcomes have not been felt because the grades achieved are usually standard.
2. If learning Nahwu only relies on textbooks, it will not make students understand because of the controlled language of the book presentation. However, using this book can still facilitate the learning process. The implications of using this book on learning outcomes are quite pronounced because the scores achieved are usually above the standard score.
3. Nahwu learning cannot be maximized if it only relies on textbooks, but this book can still facilitate the learning process. The implications of using this book on learning outcomes have not been too pronounced because the grades achieved are usually standard.
4. Learning activities must still be accompanied by the teacher; understanding Nahwu material cannot be maximally understood if you rely only on textbooks, but using this book can still help the learning process. The implications of using this book on learning outcomes have yet to be felt because the grades achieved are usually standard.
5. Learning using the book *Al-Muyassar Fī 'Ilmi Al-Nahwi* is difficult to understand because the book uses Arabic and there is no translation. Learning Nahwu only by relying on textbooks will not make students understand. The implications of using this book on learning outcomes have been felt because the scores achieved are usually far above the standard score.
6. The book *Al-Muyassar Fī 'Ilmi Al-Nahwi* is easy; students can also use this book independently. The implications of using this book on learning outcomes have been felt because the scores achieved are usually far above the standard score.

7. Learning by using the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* is difficult to understand; the material cannot be studied independently by students and must be explained by the teacher first. The implications of using this book on learning outcomes have not been felt because the grades achieved are usually standard.

Based on the interview results related to using the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* in Nahwu lessons, students have diverse opinions and learning outcomes. From these various reactions, the researcher highlights that most students think the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* has not played the maximum role as it should. Indeed, textbooks make it easier for students to learn anytime and anywhere and not always depend on teachers or friends¹⁹.

Therefore, to verify the results of the interviews conducted, researchers try to provide 15 practice questions to determine the level of achievement of student learning outcomes as concrete evidence of the use of the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* as a textbook. Each question is based on the Nahwu material contained in the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* and the material that has been studied by students. The test results show that out of a total of 10 samples, 4 meet the Minimum Completion Criteria (KKM) value, and 6 do not. Through the results of this test the level of understanding of students can be seen, making it possible for teachers to evaluate the learning that has been done before, so that the aspired learning outcomes can be achieved.

Conclusion

Based on the review of the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* based on the feasibility of textbooks by BSKAP standards, this book meets many criteria and achieves most of the BSKAP standards that have been determined. Regarding the suitability of the material with the learning outcomes (CP), it can be categorized as feasible. The suitability between the title and the content of the material is included in the very feasible category. Supporting material in the form of tables and detailed notes in Indonesian has been included in the book. The arrangement of the material is very coherent, but the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* does not contain indicator objectives. Based on the review of Indonesian language eligibility standards, many transliteration writings violate the rules. As for the review of Arabic language standards, this book uses *Fuṣḥah* Arabic (official or formal), which has met the standards. The readability of this book is classified as easy to read, but it still must be accompanied by the teacher. The selection of vocabulary is

¹⁹ Adip Wahyudi, "Pentingnya Pengembangan Bahan Ajar Dalam Pembelajaran IPS," *Jess: Jurnal Education Social Science* 2, no. 1 (2022): 51–61; Siti Aisyah, Evih Noviyanti, and Triyanto Triyanto, "Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia," *Jurnal Salaka : Jurnal Bahasa, Sastra, dan Budaya Indonesia* 2, no. 1 (January 1, 2020).

according to the student's intellectual level. Regarding grammatical feasibility, this book has almost met the grammatical standards.

Based on the results of interviews related to the use of the book *Al-Muyassar Fi 'Ilmi Al-Nahwi*. From the various reactions, the researcher highlighted that most of the students thought that the book of *Al-Muyassar Fi 'Ilmi Al-Nahwi* had not played the maximum role it should because this book could not be used independently by students and the learning outcomes achieved were not optimal. Therefore, to verify the interview results, the researcher tried to give 15 practice questions to determine the level of achievement of students' learning outcomes as concrete evidence by using the book *Al-Muyassar Fi 'Ilmi Al-Nahwi* as a textbook. The test results showed that out of 10 samples, 4 met the Minimum Completion Criteria (KKM) value, and 6 other samples had not reached the KKM value.

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