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HIWAR ANALYSIS IN TEACHING MATERIALS DIRECTORATE OF KSKK MINISTRY OF RELIGION REPUBLIC INDONESIA

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Abstract

This study aims to examine hiwar (speaking skills) teaching materials based on the KMA curriculum (Minister of Religion Decree) Number 183 and 184 in 2019. The object of this study is hiwar class II at Madrasah Ibtidaiyyah or in elementary school. This research adopts a qualitative approach based on in-depth text analysis studies. The results showed that based on the curricula 183 and 184 which became the perspective, in general this book had fulfilled four elements of skills; the domain of spiritual attitudes (KI), social attitudes (KI 2), knowledge (KI 3), and skills (KI 4). In each of its chapters, this book has various inclinations. However, it is still necessary to improve content related to national values that can be used as an option for strengthening the culture of students. This research is still limited samples, it is hoped that further research will use a more varied sample with a more complex study.

Keywords: Hiwar Analysis, Curriculum, Teaching Materials

Introduction

Indicators of achievement in learning outcomes are determined by various important components. One of them is teaching materials that suit the needs of the times. The distribution of teaching materials is managed by the government by the applicable curriculum. Textbooks are one part of the learning tools used in formal and non-formal educational institutions to support a learning program. In other words, textbooks have an important role in achieving learning outcomes because they are a reference for educators and students (Hikmah & Astuti, 2018). Baig et al (2021) explain that the balance of content, feasibility and skills contained in teaching materials also needs to be considered. This is supported by Canale (2021) that the diversity of contexts and texts is a presentation that has an impact on the learner's experience.

Based on the need for teaching materials, the "*hiwar*" material or speaking skills needs to be developed based on indicators that are relevant to the context of using sentences in communication. Arabic speaking skills teaching materials currently still require improvement in quality and quantity. These efforts to increase the output of learners to produce language, especially in communication. It is hoped that with this textbook, students will not only listen or pay attention to what the teacher says when there is a learning process, but far from that, textbooks can be used to explore knowledge more deeply and broadly, students are required to think critically, skillfully, independently and practice from the theories or sciences that have been studied so that students can optimize their abilities and potential. Therefore, an educator must be smart and careful in choosing and determining good and appropriate textbooks to be used in the learning process.

Based on previous research that there are still many errors in the textbooks used in Madrasahs, for example in Islamic Religious Education subjects (Martatik, 2018). Critical studies were also found in Arabic language students' teaching materials for grade 6 Madsrasah Ibtidaiyah published by the Ministry of Religion of the Republic of Indonesia, although they were following Core competencies (KI) and basic competencies (KD) which consisted of 6 subcomponents, namely the suitability of the material description with KI and KD, material accuracy, material updates, cultural suitability, training and evaluation, and enrichment (Fitriani & Saefulloh, 2018). The same thing was found that the textbook met the criteria for a good textbook in terms of material, namely in accordance with the scientific foundation which includes the accuracy of the material, the scope of the material, and the supporting material (Rumfot et al., 2022).

Other findings on Arabic language textbooks with a scientific approach to the 2013 curriculum for grade I Islamic Elementary School (*Madrasah Ibtidaiyyah*) published by the Ministry of Religion in 2014 show that it is relevant and appropriate for use with students in grade one elementary level as a resource. The material that can support to achieve achievement. Other findings also identified that there were still some errors in terms of content, presentation, language, and graphics. Further research is needed on the quality of teaching materials in the future (Albab, 2021). The results of other analyzes also describe that the quality of the books reviewed through various aspects, such as material, linguistics, presentation, and graphics are in the good category (Ahqaf, 2019).

In addition to the presentation elements, teaching materials also need to pay attention to increasing critical thinking through HOTS-based questions from the evaluation element (Mufti & Mudrofin, 2022). As with material content, the study of teaching materials requires a critical and systematic study in accordance with the 2013 Curriculum Content Standards (KI) (Ramah & Rohman, 2018); (Aisa & Naba, 2020). Other studies also reveal that in textbooks, illustrations are needed that support student interests (Mabrurrosi, 2020; Zurqoni et al., 2020), so the need to adapt the materials to the situation of the target users such as learners. Such adaptations need to include design and publication-oriented aspects of the material (Sadeghi Hasanabadi et al., 2021). The theoretical framework consists of a communicative competency model, input and output ideas, principles for a communicative approach, as well as the main tools for image analysis. Textbooks

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are closely related to pedagogical reasons and the needs of students (Takal et al., 2021).

Other research shows that even the assessment of cultural-based teaching materials also needs to be highlighted (Smith, 2021). Gender bias in the sample is expressed in the form of pictures and writings with the finding of gender inequalities that can lead to injustice. The roles of men and women are not balanced. Men still occupy a central role that causes women to be prioritized. Several forms of discrimination were found, including: Stereotypes, Suborders, and Double Burden (Rosyad, 2018). Although these teachers face a number of pedagogical problems and challenges, they still have a positive perception of writing teaching materials for their classrooms not only helping them meet the language needs of their learners but also enhancing their experience as teachers (Ulla & Perales, 2021). In loading teaching materials, it is also necessary to pay attention to the regularity and difficulty of each level and to pay attention to the visual text in its presentation (Milton & Hopwood, 2021; Weninger, 2020).

Based on several previous studies, an in-depth special study of *hiwar* teaching materials for class II students at Madrasah Ibtidayyah is still needed, so this study aims to examine *hiwar* teaching materials for class II based on the curriculum based on the Decree of the Minister of Religion (KMA) of 2019 which can used as a guide for the development of teaching materials for Madrasah Ibtidayyah.

Method

In this study, the authors used library research, which is a series of activities related to library data collection methods. As for the approach, the authors used a content analysis approach. This research is an in-depth discussion of the content of written or printed information in the mass media. This analysis is usually used in qualitative research. Content analysis is generally defined as a method that includes all analysis of the content of the text, but on the other hand content analysis is also used to describe a specific analytical approach.

In this library research, the data sources which are written materials consist of primary data sources and secondary data sources as follows; primary data sources obtained the research subjects as a source of information sought. This data is also called first-hand data or data directly related to the object of research. The data source in this research is the 2019 curriculum Arabic textbook published by the KSKK of the Ministry of Religion of the Republic Indonesia. The secondary data sources are data obtained through other parties, not directly obtained by researchers from the topic research. In this study, the secondary data are books that support the author to complete the content as well as guidebooks related to the study of the curriculum that the author will use to facilitate analyzing the suitability of the Core Competencies in the Arabic language textbook 2019 Curriculum published by KSKK.

In the technique of collecting content analysis, there are several procedures that must be carried out by a researchers; 1) Determination of the unit of analysis, 2) Determination of the sample, and 3) Data Search. The determination of the unit of analysis is the procurement of data for a work, carried out through careful reading. Repeated reading will help researchers collect data. All readings must be

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broken down into small units, for easy analysis. The data must be sought that are really relevant to the object of research. These units are interesting phenomena that will be the research sample. In this regard, the unit to be analyzed is the 2019 curriculum Arabic textbook published by KSKK. Second, the determination of the sample, can carry out the stages of determining the sample by knowing the year of publication of a work, theme, genre, and so on. The stages of determining the sample are called stratified sampling. Third, data recording in carrying out data recording must be accompanied by data selection or data reduction. That is, data that is not relevant to the research construct is left out. Meanwhile, the relevant data is emphasized, in order to make it easier for researchers to determine indicators. Data analysis is the process of systematically searching and compiling the data obtained. Data analysis is carried out by organizing the data, breaking it down into units and finally, the researcher makes conclusions that can be described in the research results.

Result and Discussion

The Arabic language student book 2013 curriculum for MI class II consists of 121 + ix pages. Page i-x consists of the cover, the identity of the author and publisher, foreword, Arabic-Indonesian transliteration guidelines, table of contents, and instructions for using the book. While pages 1-121 are the contents of the book which consists of six chapters in which each chapter is composed of mufradat, *hiwar*, *tarkib, qira'ah, and tadrib*. At the beginning of each chapter, this book is equipped with an explanation of KI, KD, learning objectives and a map of learning activities. However, the explanation of KI is only found in the initial chapter (chapter 1). This book was written by Amrini Shofiyani with the editor Danial Hilmi and published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. This book is the 1st printed edition in 2020 which is a revised edition of the previous printing. Taking into account the identity of the book, this book is relatively new and has only been used this school year.

The Analysis Contents of Text Book Material

This Arabic textbook consists of six discussion chapters/themes which are presented in two semesters. Each chapter consists of five sub-chapters/components, namely mufradat, *hiwar*, tarkib, qira'ah, and tadrib. In this study, the author focuses on the analysis on the *hiwar* section which is reviewed based on the KMA 183 and 184 curriculum consisting of four core competencies: spiritual attitudes, social attitudes, knowledge, and skills. Furthermore, a description of the contents of the text or *hiwar* in each chapter in this book will be described as follows:

A. First Chapter

The first chapter with the theme أفرد المدرسة (People in the school), explains about some people and their professions in schools, such as teacher, student, janitor, a clerk in the canteen, and a sweeper at school.

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The analysis of *hiwar* in this chapter does not find *hiwar* or direct conversations in it, but more like a brief question and answer or in the form of expressions, if analyzed more deeply based on the perspective of the context of Core Competencies in the KMA 183 and 184 Curriculum which consists of four Core Competencies (KI). In the context of this *hiwar* material, there are at least some findings that can be underlined. *First*, the domain of KI 2 (Social Attitude), is contained in *hiwar* where students can interact with people around them, especially to friends and teachers by asking questions about the people around them. *Second*, the KI 3 (Knowledge) aspect is contained in *hiwar* which relates to people at school, from this *hiwar* students can ask questions based on their curiosity about themselves, God's creatures and their activities and the people they meet at home and school. In other words, the two domains of KI Curriculum KMA 183 and 184 have been fulfilled in this material, although improvements need to be made. *Hiwar* material can be described through the following picture.

Figure 1. *Hiwar* in first chapter

Based on Figure 1, *hiwar* learning is still concurrent with reading skills, because the researcher did not find a special paragraph that identifies reading skills. In this first theme, *hiwar* material is also included in reading material.

B. Second Chapter

This second chapter explores material about الأدوات المدرسية (school equipment) explaining about some school equipment including books, notebooks, pencils and chalk and other tools.

The analysis of the second chapter of *hiwar* did not find *hiwar* or direct conversation in it, but rather like a quick question and answer or at any time the same as the *hiwar* material in Chapter 1. If read from the perspective of the KMA 184 and 184 curriculum which consists of four Core Competencies (KI). At least there are some findings that can be underlined, namely the aspect of KI 2 (Social

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Attitudes), contained in *hiwar* where students can interact with each other with teachers by asking questions about the equipment around them. Second, the KI 3 (Knowledge) aspect is contained in *hiwar* which is related to the equipment at school, from this *hiwar* students can ask questions based on their curiosity about the objects they encounter at home and at school so that they can add insight to this second theme. Therefore, the teacher as a facilitator must be able to convey well about the existing equipment in the school so that it can increase students' knowledge about *hiwar* regarding school equipment. In other words, the two domains of KI Curriculum KMA 183 and 184 have been fulfilled in this material, although improvements need to be made. The *hiwar* material in chapter two can be described in the following figure.

Figure 2. *Hiwar* in the second chapter

Based on Figure 2, *hiwar* learning is still concurrent with reading skills, because the researchers did not find a special paragraph that identifies reading skills. In this theme, *hiwar* material is also included in reading material.

C. Third Chapter

Chapter 3 explains الزي المدرسة (school uniform), explaining about several school uniforms including headscarves, shirts, skirts, socks, shoes and others. The analysis of *hiwar* Chapter 3 has been found in the form of a conversation between Ahmad and Aisyah's dialogue. If examined more deeply, the *hiwar* material in this third chapter has at least touched the social, spiritual, knowledge, and skills of students. *First*, KI 1 (Spiritual Attitude) is contained in *hiwar* where it relates to the clothes or uniforms worn by schools including the veil and skirt, Allah commands every Muslim woman to wear a headscarf and not to wear clothes like men such as wearing pants, therefore women are recommended wear loose, non-transparent clothing and cover the genitals. His spiritual attitude can be seen when Ahmad asked Aiysah about what was on her head and asked about what was on her feet

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(socks and shoes). Thus, the teacher as a facilitator should be able to convey well. The *hiwar* material in the third chapter[12] can be seen in the following figure.

Figure 3. *Hiwar* in the third chapter

Based on Figure 3, *hiwar* learning is still concurrent with reading skills, because the researcher did not find a special paragraph that identifies reading skills. In this first theme, *hiwar* material is also included in reading material.

D. Fourth Chapter

In chapter four, the material about وسائل المواصلات (transportation) tells of the conversation between Farid and Ibrahim, in this context at least it has touched the social, spiritual, knowledge, and skills of students, namely greeting each other when meeting on the road where this is highly recommended by the Prophet, and for aspects of KI 2 (social attitude) where attitudes are caring, communicate well and respect each other, and aspects of KI 3 are also contained in the *hiwar* where they ask each other out of curiosity about each other. Farid asked about the train and Ibrahim also asked about what Farid went to school and vice versa. The *hiwar* material in the third chapter[12] can be seen in the following picture.

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Figure 4. *Hiwar* in the fourth chapter

Based on Figure 4, *hiwar* learning is still concurrent with reading skills, because the researcher did not find a special paragraph that identifies reading skills. In this first theme, *hiwar* material is also included in reading material.

E. Fifth Chapter

In chapter five, we discuss material related to الأثاث المنزلي (home appliances). The analysis of *hiwar* chapter five has found *hiwar* or direct conversation in it. If analyzed more deeply based on the perspective of the context of the Core Competencies in the KMA 183 and 184 Curriculum which consists of four Core Competencies (KI). In the context of the *hiwar* material in this chapter, there are already these four competencies, namely, KI 1 (spiritual attitude) In this *hiwar* students have said greetings when visiting and answered Allah's greetings and the Apostle ordered us to say greetings and pray for each other, especially with our brothers and sisters. Then KI 2 (social attitude) in the *hiwar* material there is politeness in interacting, greeting and visiting people's homes, namely by saying greetings.

Then KI 3 (Knowledge) in the *hiwar* there is also a knowledge, namely by asking based on his curiosity about the equipment that is at his friend's house and the objects he finds at home. And the last one is KI 4 (Skills) where in the *hiwar* there is an expression that your house is clean and tidy, this is a reflection that Aishah is clean and healthy, and this is one of the behaviors of people who believe and have noble character. So in essence, in chapter five, it has covered all KI and KD that are in accordance with the 183 and 184 curriculum. In other words, the two KI areas of the 183 and 184 KMA Curriculum have been fulfilled in this

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material, although improvements need to be made. The *hiwar* material in the fifth chapter can be identified through the following picture.

Figure 5. *Hiwar* in the fifth chapter

Based on Figure 5, *hiwar* learning is still concurrent with reading skills, because the researcher did not find a special paragraph that identifies reading skills. In this first theme, *hiwar* material is also included in reading material.

F. Sixth Chapter

Chapter six is themed about المناظر الطبيعية (natural landscapes). After reviewing the *hiwar* material directly in this chapter, it is already available. And in it there are also several aspects including K1 2, KI 4 but more dominant to KI 3 (Knowledge) contained in *hiwar* related to natural scenery, namely mountains, gardens, beaches and rice fields which are a form of God's creation. In other words, the three domains of KI Curriculum KMA 183 and 184 have been fulfilled in this material, although improvements need to be made. The identification of *hiwar* material in chapter six can be seen through the following picture.

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Figure 6. *Hiwar* in the sixth chapter

Based on Figure 6, *hiwar* learning is still concurrent with reading skills, because the researcher did not find a specific paragraph that identifies reading skills. In this first theme, *hiwar* material is also included in reading material.

Hiwar Content Analysis

After reviewing the material in this book. In general, the four aspects of the 2019 KMA 183 and 184 curriculum discourse which include aspects of spiritual attitudes, social attitudes, knowledge, and skills have been fulfilled.

1. The domain of Spiritual Attitude

Class II MI students are a generation that must be guided from an early age so that they have a good spiritual attitude, both in terms of faith (theology), and in terms of worship (mu'amalah). If mapped out, the Arabic language student book 2019 curriculum for MI class II has covered several spiritual domains, such as aspects of divinity, worship, and mu'amalah.

A. The Domain of Theology

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Faith is a very important subject and becomes a pillar of one's worship. No matter how much one's worship, if it is not based on faith, it will be in vain. Therefore, this aspect must be instilled as early as possible to students. In relation to the material of this textbook, the aspect of faith presented in chapter three is about الزي المدرسة (school uniform). Although it is not explained directly the material about divinity. From the results of the study, it can be concluded that the materials contained in the learning process indirectly contain aspects of Theology/Divinity (faith) that must be inculcated in participants from an early age, such as using a veil to cover the genitals as a form of obeying God's commands. So this material is sufficient to say the criteria for good material to be presented to class II MI students.

B. The Domain of Knowledge

The realm of knowledge in this book is broadly divided into general knowledge and religious knowledge. General knowledge includes people at school, school equipment, transportation facilities, while the realm of religious knowledge is contained in chapter five, namely the conversation between Aisah and Fatimah. They say greetings when visiting Aishah's house, as Allah commands us to say greetings and are obliged to answer this greeting is a form of religious knowledge and Fatima also reveals that Aisha's house is beautiful and clean, this is a form of the characteristics of believers who always take care of themselves. beauty and cleanliness both for themselves and the environment. These two stories are contained in the material content presented in the form of readings and conversations contained in the fifth chapter.

Based on the results of the researcher's analysis that the *hiwar* teaching materials are in accordance with the demands of the KMA 183 and 184 curriculum in 2019. However, improvements are still needed in the separation of reading skills and *hiwar* materials. Although psychologically, the learning process for the Madrasah Ibtidayyah level is still in the introduction stage to the surrounding environment. However, an important component is still needed in designing these teaching materials. As demands for equality in gender-based textbooks (Al Shaye & Al Dhefeiri, 2021). In addition, the author of the book also pays attention to several aspects related to gradation, presentation, repetition, selection (Ritonga, 2021).

Textbooks guide teachers and students and become a good resource in the context of teaching and learning (Nazim, 2021), so competency indicators are also included in textbooks, so that success measurements can be seen on progress (Noputri et al., 2021). As the researchers found, that the Core Competencies are only contained in chapter one, it is still necessary to improve these teaching materials. Another aspect also puts forward the integration of the technology learning platform should be a kind of integration with the publishing platform at the same time, and conclusions are made about how XXI century textbooks on foreign languages can be defined, so that teaching materials are not only written text in the form of hard files, but can be defined. digital, so that its use is more flexible (Letun & Voronina, 2021).

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Another aspect of designing teaching materials is also strongly related to the cultural aspects of the students. As text books based on religious characters and local wisdom provide special challenges for students to respond or communicate while exploring their local culture and practices (Darmayenti et al., 2021) (Fauzi & Zakiyah, 2021). Through the integration of the material with the culture adopted by the learner, the teaching material can develop widely and open up students' horizons.

Functionally, teaching materials also provide an increase in the creativity of learners as well as an increase in their critical thinking process through the variety of themes presented. The analysis of teaching materials based on HOTS is also emphasized by Verawati et al., (2022) that teaching materials are a means of improving higher-order thinking processes. Using textbooks in the learning process also provides a contextual learning experience, so that demands for interactive use (Mithans & Ivanuš Grmek, 2020). However, one of the challenges for teachers is understanding the application of HOTS and pedagogical knowledge, as previous research describes strengthening the effectiveness of HOTS teaching in teaching in Malaysia (Zhaffar et al., 2021). The results of the study are presented as a conclusion on the structure of a professionally oriented textbook for future linguists - foreign language teachers, the principles of its organization, features of the selection and formulation of tasks (Abdulmyanova, 2021). Through the organization of the preparation of teaching materials, it is expected to be able to provide maximum learning output for students.

Conclusion

When viewed from the perspective of curriculum 183 and 184, this book has generally fulfilled four elements of skills, namely the realm of spiritual attitudes (KI), social attitudes (KI 2), knowledge (KI 3), and skills (KI 4). In each of its chapters, this book has various inclinations. The first chapter is more inclined to touch the domains of knowledge attitudes (KI 3) and social attitudes (KI 2), chapters three and four are more concerned with the realm of knowledge (KI 3) and social attitudes (KI 2), and chapters five and six are more concerned with the domain of attitudes. Spiritual (KI 1), social attitude (KI 2), and knowledge (KI 3). If it is related to the condition of the students who are still said to be children, the social domain (KI 2) in this book can be said to have been quite fulfilled. However, this book does not provide material about diversity and supporting elements of Indonesian culture, so it is hoped that the *hiwar* material can support speaking skills and contextualization of Indonesian culture.

In writing textbooks, it is expected to pay attention to aspects of diversity, so that the national values of students will be embedded. The Ministry of Religion as the party that issued this book is expected to perfect the writing of the textbook by inserting the nation's cultural values. Educational institutions should be more observant in choosing the textbooks to be used. Textbooks must be in accordance with SK and KD, can provide knowledge, skills, and values and attitudes that must be learned by students to achieve predetermined competency standards.

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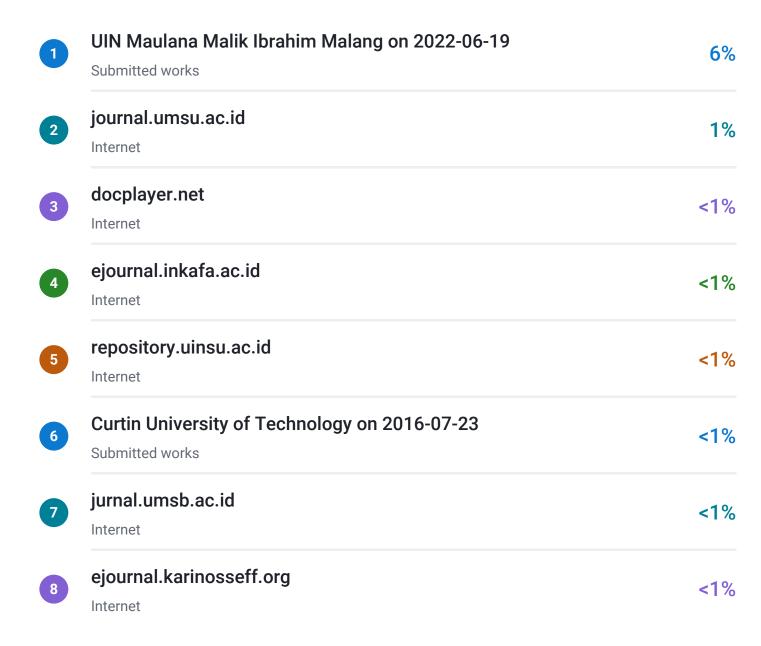
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