

Instilling Islamic Character Values in Arabic Textbooks: Analysis of the Content of Madrasah Ibtidaiyah Class IV Material

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ABSTRACT

This study aims to analyze the representation of Islamic character values in the Arabic language textbook for Grade IV Madrasah Ibtidaiyah published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. The study employed a qualitative approach using library research and content analysis methods. The primary data source was the Arabic language textbook for Grade IV Madrasah Ibtidaiyah, which was analyzed by identifying, classifying, and interpreting Islamic character values embedded in learning materials, dialogues, vocabulary, and learning activities. The findings reveal that the textbook contains various Islamic character values, including religiosity, respect for parents and family, responsibility, discipline, hard work, social care, cooperation, and patriotism. These values are integrated contextually into thematic learning materials rather than being presented as separate moral lessons. The integration of Islamic character values demonstrates that the textbook functions not only as a medium for developing Arabic language competence but also as an instrument for character education in Islamic elementary schools. Therefore, the textbook contributes significantly to supporting the goals of Islamic education in fostering students' linguistic competence and moral development simultaneously.

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Introduction

In Indonesia today, there are many developments and innovations in Arabic teaching in educational institutions, ranging from methods, strategies, media, to the teaching materials used have undergone many changes (Al Ahqaf, 2021). This aims to make learning Arabic easier, especially for those who are not native speakers. One of the important aspects of the curriculum is the teaching materials. As contained in article 1 paragraph 19 of Law Number 20 of 2003 defines the curriculum as a set of plans and arrangements that include the objectives, content, teaching materials, and ways of implementing learning to achieve certain educational goals. Before the textbook is used in learning, it is important to conduct an analysis first to assess whether the textbook is worth using or not. There are many cases where the existence of textbooks is a source of problems in the learning process (Ahqaf, 2019). Inaccuracies in textbook content can occur, therefore, teachers need to carefully review the textbooks provided by the government before being used in learning.

Neglect of evaluation of the content of a book can be considered as a neglect of the quality of learning. Books as the main source can cause problems in the learning process. Inaccuracies in the teacher's or student's handbook may occur. A teacher, who has an important role in classroom learning, must first research a government-issued book before using it. Without proper evaluation, students can become the disadvantaged party. Many bad possibilities can happen. Books that do not meet quality standards can fail when it comes to engaging students, ultimately affecting their motivation and learning achievement.

Controversial cases related to textbooks in the world of education have been in the spotlight in the mass media. The existence of textbooks that contain pornographic content and radicalism, which is not in accordance with the curriculum, indicates the need for an in-depth analysis of these teaching materials. This is very risky if ignored because remembering that textbooks are the core material that students learn (Kolintama & Iman, 2022). Of course, this is a serious problem for institutions, especially for educators and students who will use these books. Therefore, it is important to analyze the teaching materials used, assess whether they meet the standards or not, and ensure their relevance.

In the context of Islamic education, the evaluation of textbooks is not only carried out to assess the suitability of the material with the curriculum, but also to ensure that the Islamic values contained in it can be a means of shaping the character of students. The success of Islamic education is not only measured from the cognitive aspect, but also from the ability of educational institutions to form individuals with noble character in accordance with the values of Islamic teachings.

Textbooks that are in accordance with the content standards set by the government are a must, along with other factors such as learning media, facilities, and a supportive learning environment (Ramah & Rohman, 2018). Book's inconsistency with quality standards can reduce students' interest in learning and have an impact on their motivation and achievement of learning outcomes (Taufiq & Nashrullah, 2021). As explained by Pransiska, teaching materials affect the quality and success of learning (Pransiska, 2018). It is followed by the opinion of Faoziyah & Izzah that the suitability of textbooks with the curriculum implemented by the government is an obligation that must be fulfilled in the preparation of textbooks (Faoziyah & Izzah, 2021). The misalignment between the learning objectives and the material taught can also make learning outcomes less effective (Syaifullah & Izzah, 2019).

In addition to functioning as a means of conveying knowledge and language skills, Arabic textbooks in madrassas also have a strategic function as a medium for instilling Islamic character values. Through reading texts, dialogues, illustrations, exercises, and learning themes presented, students can be introduced to various values such as religiosity, honesty, responsibility, discipline, cooperation, tolerance, and social concern. Therefore, the analysis of

the character content in the textbook is important to find out the extent to which the book supports the goals of Islamic education which is not only oriented towards language mastery, but also the formation of students' morals.

Several previous studies that are aligned with this study are on the evaluation of Arabic textbooks. Although various studies have examined the quality and suitability of Arabic textbooks with the curriculum, studies that specifically examine the representation of Islamic character values in Arabic textbooks at the Madrasah Ibtidaiyah level are still relatively limited. This gap is the important basis for this research.

This research has similarities with previous research in terms of the object of study, namely Arabic textbooks at the Islamic education level. However, this research is different because it does not focus on the aspects of book feasibility, curriculum suitability, or linguistic elements alone. This study specifically examines how Islamic character values are represented in the Arabic language learning material of grade IV Madrasah Ibtidaiyah and how these values have the potential to support the formation of students' character. This research will explore the representation of Islamic character values in the Arabic textbook material for grade IV Madrasah Ibtidaiyah published by the Ministry of Religion of the Republic of Indonesia in 2020.

Character education is one of the main goals of Islamic education. Therefore, textbooks used in madrasahs should ideally not only contain linguistic competence, but also integrate Islamic character values that can shape the personality of students. Considering that Arabic textbooks published by the Ministry of Religion are widely used in various madrasahs in Indonesia, it is important to know the extent to which these character values are represented in the material presented.

Based on this description, this study aims to analyze the content of Islamic character values in the Arabic Language Textbook Class IV Madrasah Ibtidaiyah Curriculum 2013 published by the Ministry of Religion of the Republic of Indonesia in 2020. This analysis is expected to contribute to the development of Arabic teaching materials that not only support language competence, but also strengthen character education in an Islamic educational environment.

Research Methods

This research uses a qualitative approach that focuses on qualitative-based data collection, not in the form of numbers. This approach uses qualitative analysis in data disclosure, analysis processes, and conclusions (Lexy, 2002). This article uses a type of literature study research that involves literature-based research. Literature research, otherwise known as literature studies, is a series of research activities that involve collecting data from literature sources such as books, print publications, journals, and other related literature (Zed, 2014). This method involves reading and analyzing some literature as a data source.

After the data is collected, the analysis is carried out using content analysis techniques. This analysis is focused on the identification, classification,

and interpretation of Islamic character values contained in learning materials, dialogues, readings, exercises, illustrations, and learning activities contained in the Arabic textbook for grade IV of Madrasah Ibtidaiyah. The data source used in this study is an Arabic book for MI class IV published by the Ministry of Religion of the Republic of Indonesia in 2020. The indicators of Islamic character values used in this study refer to character education values that are relevant to the goals of Islamic education, such as religious, honesty, discipline, responsibility, hard work, social care, tolerance, cooperation, and courtesy. These values are then traced for their existence in each learning material to find out the form of representation and intensity of their appearance in the textbook.

Data analysis is carried out through three stages. First, thoroughly read all the material in the textbook. Second, identify and group parts of the material that contain Islamic character values. Third, interpreting the findings to explain how character values are represented and integrated in Arabic language learning at Madrasah Ibtidaiyah.

Research and Discussion Results

A good textbook has important criteria: accuracy in presentation, including accuracy in citation, accuracy of research results, and relevance to the latest theories; relevance between the competencies taught and the content of the book and ease of understanding; communicative, with language that is easy to digest, systematic, and free from language errors; completeness in presenting competencies, benefits, table of contents, and bibliography; orientation to students, encourage student curiosity, interaction, and understanding; as well as conformity with the nation's ideology in supporting human values, awareness of diversity, nationalism, legal awareness, and logical thinking (Akbar, 2013).

Analysis of Arabic textbooks Madrasah Ibtidaiyah grade IV

1. Textbook Profile

- a. Title : Bahasa Arab Untuk MI Kelas IV
- b. Author : Jauhar Ali
- c. Publisher : Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam, dan Kementerian Agama RI
- d. Year : 2020
- e. Publication City : Jakarta
- f. Number of Pages : 87 Pages

2. Systematic Content

This 2020 Arabic book, issued by the Directorate of Madrasah KSKK, the Directorate General of Islamic Education, and the Ministry of Religion of the Republic of Indonesia, is intended for Madrasah Ibtidaiyyah Class IV students. This book includes material for two semesters, in accordance with the guidelines of the Decree of the Minister of Religion, the Directorate of KSKK Madrasah, and the Directorate General of Islamic Education. The purpose of this book, as explained, is to implement the PAI and Arabic Language Curriculum in Madrasah based on KMA Number 183 of 2019. This

book is compiled, reviewed, and coordinated by various parties under the Ministry of Religion, and used in the learning process. It is important to note that this book is a dynamic document that is constantly improving, updating, and adapting to the times.

This book has 87 pages consisting of the cover, identity of the book, preface, Arabic-Latin transliteration guide, table of contents, instructions for the use of the book, and digital access in the use of this Arabic book. This book consists of six chapters with the arrangement of *hiwar*, *mufradat*, *istima'*, *qira'ah*, *qoawaid*, and *kitabah*. Each chapter begins with an introduction that explains the material as well as a concept map that shows the achievements. The author of this book is Jauhar Ali with editor Siti Shalihah, and this is the first print in 2020. Based on the characteristics mentioned, this book is relatively new and is not a revision of the previous edition.

This Arabic Textbook has six chapters that will be studied over two semesters. Each chapter consists of several sections, such as conversation (*Hiwar*), vocabulary, grammar rules (*Qowaid*), listening (*Istima*), reading (*Qira'ah*), and writing (*Kitabah*). The theme of each section includes the theme: Address, Profession, My Work, Family Members, At Home, and Love Indonesia.

Representation of Islamic Character Values in Arabic Textbooks

In each chapter for semester 1 and semester 2 which refers to KMA Number 183 of 2019. There are 6 themes in this Class IV Arabic book, which include:

العنوان، المهنة، أُملي، أفراد الأسرة، في البيت، أحب إندونيسيا

Based on the analysis of the six themes, it was found that the Arabic textbook for grade IV is not only oriented towards the development of linguistic competence, but also contains various Islamic character values that are integrated in the learning material. These values are represented through themes, dialogues, vocabulary, exercises, and learning activities that are close to the lives of students. The family theme, for example, teaches the importance of respecting parents and family members. The theme of the profession instills the value of hard work and appreciation for various jobs that benefit society. Meanwhile, the theme of Indonesian love contains the value of nationalism that is in line with the principle of *hubbul wathan minal iman* that develops in the tradition of Islamic education in Indonesia.

The analysis shows that this book does not contain elements that are contrary to the values of Islamic education such as discrimination, violence, pornography, radicalism, and hate speech. On the contrary, the material presented tends to support the formation of positive character of students through themes that are close to daily life. This shows that the book has fulfilled the function of Islamic education as a means of knowledge transfer as well as the formation of morals.

1. Religious Values

Religious values are one of the most dominant Islamic characters in this textbook. This can be seen from the use of vocabulary, dialogues, and

learning themes that are close to the religious life of students. The use of Arabic as the language of the Qur'an also indirectly strengthens the Islamic identity of students from elementary age. In addition, the various materials presented encourage students to get to know the family environment and daily life in a perspective that is in harmony with Islamic values.

Religious values are also reflected through the choice of vocabulary and learning context that is close to the life of students as a Muslim. The presence of terms related to family, daily activities, and social environment provides space for teachers to connect language learning with Islamic teachings. Thus, the learning process is not only oriented towards mastering mufradat and language skills, but also becomes a means of habituating religious values in daily life.

1. The Value of Respect for Parents and Family

One of the values of Islamic character that stands out in this book is respect for parents and family. This is especially evident in the أفراد الأسرة theme (family members). Through the introduction of family members, kinship relationships, and activities in the family environment, students are directed to understand the importance of the role of the family in life. This value is in line with the teachings of Islam which places *birrul walidain* or filial devotion to both parents as one of the main deeds after obedience to Allah SWT. Therefore, the family material in this book not only functions as a means of learning language, but also as a medium for internalizing morals towards the family.

2. Values of Responsibility and Discipline

The value of responsibility and discipline is reflected through various exercises and learning activities that require students to complete tasks gradually. The systematic learning structure from listening, speaking, reading, to writing shows that there is a habituation to learning discipline. This habituation is an important part of Islamic character education which emphasizes seriousness and responsibility in pursuing knowledge.

3. The Value of Social Care and Cooperation

The value of social care and cooperation is seen in the material and communication activities that involve interaction between characters. Through simple dialogues, students are introduced to the ethics of communication, mutual respect, and the importance of building good relationships with others. These values are part of social morals which is an important goal of Islamic education.

4. The Value of Love for the Homeland

The value of love for the homeland is one of the characters that explicitly appears in the theme أحب إندونيسيا (I Love Indonesia). Through this theme, students are introduced to the nation's identity, cultural wealth, and pride as Indonesian citizens. In the context of Indonesian Islamic education,

the value of nationalism does not contradict the value of Islam, but rather is part of the responsibility of citizens to maintain unity and mutual benefit. Therefore, this theme has an important contribution in shaping the character of students who are religious while having a national commitment.

Based on the results of the analysis of the themes, dialogues, vocabulary, and learning activities contained in the Arabic textbook for grade IV of Madrasah Ibtidaiyah, it was found that several Islamic character values were integrated in the learning material. A summary of the findings can be seen in the following table:

Table 1: Integration of Islamic character values

No.	Islamic Character Value	Theme/Material	Form of Representation
1	Religiosity	All Themes	The use of Arabic as the language of Islam and its integration into Muslim daily life contexts
2	Respect for Parents and Family	أفراد الأسرة (Family Members)	Introduction to family members and kinship relationships
3	Responsibility	Exercises in Each Chapter	Completion of learning tasks and activities in a gradual and structured manner
4	Discipline	Entire Learning Process	Systematic learning sequence consisting of listening (<i>istima'</i>), speaking (<i>kalam</i>), reading (<i>qira'ah</i>), and writing (<i>kitabah</i>)
5	Hard Work	المهنة، أُملي (Profession and My Aspiration)	Introduction to professions and the importance of effort in achieving future goals
6	Social Care and Cooperation	<i>Hiwar</i> (Dialogue) and Communication Activities	Social interaction, mutual respect, and collaborative learning
7	Patriotism	أحب إندونيسيا (I Love Indonesia)	Cultivating pride in the Indonesian nation and national identity

The table shows that the value of Islamic characters in textbooks is not presented as stand-alone material, but is integrated into the themes of Arabic learning. This kind of integration pattern allows students to acquire linguistic competence while internalizing character values through contextual learning experiences. These findings reinforce the view that Arabic textbooks can serve as a character education instrument that supports the goals of Islamic education holistically.

Implications of the Findings on Islamic Character Education

The findings of this study show that the cultivation of Islamic characters in textbooks is not always carried out explicitly through the delivery of advice or moral materials, but also through learning themes that are close to the lives of students. This kind of approach is more effective because it allows learners to understand and internalize character values contextually during the language learning process. Thus, Arabic textbooks function as an integrative medium

that links the development of language competence with the formation of Islamic character.

The results of this study show that Arabic textbooks can function as a strategic instrument in Islamic character education at Madrasah Ibtidaiyah. The integration of character values into language learning allows learners to gain a more meaningful learning experience because they are learned in a real context and close to their daily lives.

Based on the results of the analysis, the Arabic textbook for grade IV Madrasah Ibtidaiyah published by the Ministry of Religion of the Republic of Indonesia in 2020 not only functions as a medium for learning language, but also as an instrument for instilling Islamic character values. Religious values, responsibility, discipline, hard work, social care, respect for family, and love for the homeland are found in the various themes and learning activities presented. These findings show that the textbook has a significant contribution in supporting the goals of Islamic education that emphasizes the balance between the development of academic competence and the formation of students' character. Thus, this textbook not only contributes to the achievement of Arabic language competence, but also supports the efforts of madrasahs in forming a generation with Islamic character in accordance with the goals of Islamic education.

Conclusion

Based on the results of the content analysis of the Arabic Language Textbook for Class IV Madrasah Ibtidaiyah published by the Ministry of Religion of the Republic of Indonesia in 2020, it can be concluded that the book not only functions as a means of developing Arabic language competence, but also as a medium for instilling Islamic character values. The values found include religiosity, respect for parents and family, responsibility, discipline, hard work, social concern, cooperation, and love for the homeland. These values are integrated into the various themes, dialogues, vocabulary, and learning activities presented in the book.

The findings of the study show that the cultivation of Islamic characters in textbooks is carried out contextually through learning materials that are close to the lives of students. This approach allows the Arabic learning process to be not only oriented towards the mastery of language skills, but also to support the formation of students' morals and character in accordance with the goals of Islamic education. Therefore, the Arabic textbook for grade IV Madrasah Ibtidaiyah has a significant contribution in supporting the implementation of Islamic character education in the madrasah environment.

Further research can examine the effectiveness of the implementation of Islamic character values contained in textbooks on the behavior and character formation of students in the madrasah environment.

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