



Readability Analysis of Arabic Book Based on Character Values

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Abstract: One strategy in determining the success of learning is textbooks or schoolbooks. However, we often find books that are not up to standard and impact student understanding. Understanding the book's contents is so closely related to the ease or difficulty of the material, or is called readability that the contents of the text need to be evaluated and adjusted to the competence of students so that learning objectives are achieved not only increase in the academic field but also students' moral behavior. This research aims to describe the readability of discourse based on the fog index formula statistically and compiled descriptively and then to analyze the character values based on the profile of Pancasila students published by the Standards, Curriculum, and Education Assessment Agency (BSKAP). This research was designed using a qualitative descriptive method with a content analysis model. The results of the study readability level in this book are 2.44, which means that this value belongs to the very easy-to-read category. This book fulfills the character values of the Pancasila students' profile; namely: (1) having faith, fearing God Almighty, and having noble characters, (2) global diversity, (3) working together, (4) being independent, (5) critical reasoning, and (6) being creative.

Keywords: *Arabic book; character values; fog index; Pancasila students' profile; readability.*

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A. INTRODUCTION

One of the determining tools for the success of learning is textbooks, or what is known among schools are texts because books act as a bridge of knowledge from teachers

to students to obtain learning resources and become part of the strategy used in the teaching and learning process (Imam & Laksono, 2018, p. 595; Supriadi & Fitriyani, 2021, p. 106). Books are carefully designed, written, and prepared by experts in certain branches of knowledge based on national education standards and the applicable curriculum so that students in schools or colleges can easily understand learning (Tarigan, 2019, p. 12).

Learning using textbooks is a place for students to increase learning motivation and distraction in learning other than the teacher; the structure arranged in the book makes it easier for students to understand lessons, introduces primary forms of learning, provides good examples, stimulates analytical thinking, provides situations without pressure to students (Pebriana, 2021, p. 29). Learning textbooks also provide opportunities for students to increase experience, competence, skills, values, and attitudes that will make their lives even better, therefore textbooks are the most influential factor, so it is essential to increase readability (al Shaye & al Dhefeiri, 2021).

In the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 concerning Book Quality Standards, Process Standards, and Rules for the Acquisition of Manuscripts, as well as Process Standards and Book Publishing Rules, Article 13 "General Book quality standards consist of; material standards, presentation standards, design standards, and graphic standards." (Permendikbudristek Republik Indonesia, 2022). According to Thua'imah in Supriadi & Fitriyani (2021) in relation to the four book standards, the material standards have a large share, namely as much as 34% compared to other textbook assessment standards. The material standards in textbooks need to be considered: conformity in competency standards and basic subject abilities, individual development and social needs of students, scientific potential in survival, knowledge to continue advancing, developing, and understanding social values (Kusuma, 2018, p. 15).

Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Regulation Number 57 of 2021 concerning National Education Standards Article 6 paragraph 2 states that "Competency standards of graduates in general secondary education units at the general secondary education level are focused on (a) preparation of students to become members of society who believe and fear God almighty and have a noble character, (b) inculcation of character according to the values of Pancasila and (c)

knowledge to increase the competence of students so that they can live independently and take part in further education carry on." (Peraturan Pemerintah Republik Indonesia, 2022). Thus, the students are not only good in the academic or knowledge fields but also the character values of students need to be instilled through teaching materials at the educational level.

Currently, there are many problems with books that do not meet the standards for book assessment, resulting in student confusion in the learning process (Susilo & Mulawarman, 2022). This is because there are still textbooks that are considered not to have a good or high readability level. Suppose these books are to be used as teaching materials in class. In that case, educators need to adjust the text first to the level of reading power of students (Pebriana, 2021, p. 29). Therefore, the evaluation of textbooks needs to be carried out periodically so that they are suitable for the age, skills, linguistic, and intellectual abilities of students, but beforehand they need to be assessed for readability (al Shaye & al Dhefeiri, 2021, p. 198).

Readability is the level of difficulty or ease of reading material in textbooks that has an impact on students' understanding levels (Harzuli et al., 2022, p. 6). Many things become factors in readability, including students' reading power, *qawaid* suitability, style of language used, and word diction. Therefore, before a book is printed and published, it is essential to measure the readability of the contents of the book (Hidayah et al., 2018, p. 48; Sitepu, 2012, p. 119). To measure readability, there are three ways. First, calculating readability with second student input, legibility formulas such as the fog index formula, fry graphs, Flesch, BI, and SMOG (Yasa et al., 2013, p. 3); third, readability as a Machine Learning Model (al Shaye & al Dhefeiri, 2021, p. 200).

The formula for legibility of the fog index originates from observations by Gunning (1952); when observing a newspaper phenomenon in America, some discourses are easy and difficult to understand, and newspapers that are easy to understand tend to sell well in the market. Fog is a depiction of readers who are hindered from understanding the discourse. Index means amount or number. The amount of fog will make it more challenging to understand the lesson. So, he wrote a book *The Technique of Clear Writing* (Putra, 2013, p. 43).

In reading the text there are various kinds of discourse according to Abdul (2006, p. 26). Discourse groupings are categorized based on one point of view, one of which is seen

from the number of participants, namely (1) monologue discourse, namely discourse that communicates with only one speaker, such as news texts, sermons, letters, and others (2) dialogue discourse is a discourse that communicates between two parties through interviews, telephone conversations, and others (3) polylogue discourse communicates between two or more parties, such as drama texts or the like.

Instilling character values in students can be obtained through the contents of textbooks or discourse; this is considered adequate because textbooks are the primary source of learning (Zulfida, 2021, p. 42). Same, according to (Meindl et al., 2018, p. 6), character education/moral learning through the contents of textbooks can improve students' ethical behavior. Thus, readability affects students' understanding of the characters or values contained in the book.

Research related to readability based on the fog index of textbooks is one of the studies conducted by Supriadi & Fitriyani (2021); they investigated the suitability analysis of readability-based Arabic textbooks using the fog index. The selected book is *al-Lughah al-'Arabiyah* High School Arabic Language and equivalent; from the three chosen discourses, the readability results are based on the provisions of the fog index value of 2.36, which means it is effortless to read and based on the reader's response with the gap filling technique indicating the level of the book with instructional reading. In addition, based on research, Silalahi & Lubis (2017) analyze of the readability level of Indonesian language textbooks for Class VII Curriculum 2013 Revision 2017 using the fog index to obtain an average value of 3.53, including text that is easy to understand or has high readability. After that, research by Imam & Laksono (2018) using the Fry chart and the Cloze test found books with low readability or texts difficult for students to understand in grade VI of elementary school. Therefore, a teacher should consider the book that will be used by students.

Then research on the values of character education in textbooks was also investigated by Haerudin & Darajat (2021); they examined the content of values regarding character education in Sundanese language textbooks for Class X SMA/SMK/MA/MAK students. These values refer to the 18 values of character education; after being analyzed, the Sundanese language translation textbooks have religious character values, tolerance, honesty, creativity, discipline, independence, friendship/communication, social care, environmental care, hard work, responsibility, fond of reading, curiosity, love of the

motherland, national spirit, and respect for achievement. Besides, research conducted by Zulfida (2021) regarding the content of character values in Arabic textbooks, with the results of the study showing that they met the PPK (Strengthening Character Education) criteria according to the 2013 curriculum with a percentage of 29.33% independent character, 5.6% integrity character, 18.20% religious' character, 25.28% nationalism character, and 11.13% cooperation character.

By looking at all the previous research that has been described above, this research is different in terms of character-based books and in assessing character values referring to the Standards, Curriculum and Education Assessment Agency (BSKAP), which is believed to have not been researched from the level of readability to character values in the class XII character-based Arabic book, and with this can contribute to the world of education, especially regarding readability and character values that are inseparable from the contents of the book in order to achieve the goals expected by students and educators. Therefore, it is necessary to be examined as a consideration in adjusting the readability of textbooks to students' abilities and being able to actualize these character values in everyday life (Pebriana, 2021, p. 29).

Based on this, the researchers were interested in studying the readability level of Arabic book based on character values class XII by Maspalah et al. (2018), and hope to be able to describe the level of legibility by using the fog index. In the character-based assessment, the researcher refers to the profile of Pancasila students in the 2022 independent curriculum, and for character values, the profile of Pancasila students taken are (1) having faith, fearing God Almighty, and having noble characters, (2) global diversity, (3) working together (4) being independent (5) critical reasoning (6) being creative. The researchers only focus on these character values in order that the discussion is more detailed and structured according to what was published by the Standards, Curriculum, and Education Assessment Agency (BSKAP).

B. RESEARCH METHOD

This research was designed using a qualitative descriptive method with a content analysis model obtained from data collected through the fog index technique and then analyzed with measurements/statistics so that the level of readability can be seen. Moreover, the book was analyzed deeply to know and describe the values of character education in it in order to make conclusions objectively (Zulfida, 2021, p. 43). In addition,

(Krippendorff, 2004, p. 83) said that content analysis focuses on how to explain certain phenomena to draw conclusions from all types of data by means of unitizing, sampling, recording, reducing data, inferring, narrating, and one approach is by means of discourse analysis.

The object of this research used by researchers is an *Arabic Language Book based on Character Values Class XII* by Maspalah et al. (2018). The researchers choose this book because there are character-based values that it is believed that no one has examined from the level of readability to the character values according to BSKAP. Researchers used random samples taken from several objects as samples in the book and are expected to be able to describe other objects. Random sampling was from text objects taken from three discourses, namely dialogue discourse, polylogue discourse, and monologue discourse which are at the beginning, middle, and end to calculate their readability (Abidin, 2012, p. 55).

Arabic language book based on character values class XII senior high school by Maspalah and five other authors, Heni Hernawati, Agus Salam Rahmat, Ade Rahmat, Rinaldi Supriadi, and Ahmad Faqih. Royyan Press, Jalancagak, and Subang published this book. Editor by Maman Abdurrahman and Yayan Nurbayan. Layout by Asep Irfan Fadillah and cover design by Cepi Budiawan. In this study, researchers analyzed the first printed book in 2018.

In calculating the fog index readability formula, it is necessary to carry out systematic steps. According to (Sitepu, 2012, p. 121), practical steps in implementing the fog index formula are as follows:

1. The sample consists of three discourses, namely selected from the beginning of the book, then the middle of the book, and the end of the book chapter, which will measure the readability value.
2. Each discourse (the entire paragraph or part of it) will be selected to be approximately 100 words long and not omit a single sentence. With steps; Words that are repeated and understood to have one meaning are counted as two words, words that are used more than once in discourse are counted as one word, words that stand for abbreviations or show numbers are counted as one word, words in chapter titles or sub-chapters are not counted.

3. Calculate the average sentence length in each discourse, with steps; calculate the number of complete and perfect sentences in approximately 100 words sampled in one discourse; and calculate the average sentence length by dividing the number of complete sentence words by the number of complete sentences.
4. Counting difficult words (complex words) / difficult words using the number of syllables or word fragments that have a total of three syllables or more than three syllables. It does not count if the proper name, place, compound word (a combination of two words that creates a new meaning), or the like results from a morphological process (the process of forming/changing words).
5. To find the percentage of difficult words, namely dividing the number of complex words by all the words arranged in the sample discourse.
6. Added the average sentence length with the percentage of difficult words.
7. Multiply the result of step five by 0.4. The description of these steps is found in the following formula:

$$Fog\ Index = 0.4 \left[\left(\frac{\text{Complete sentence word count}}{\text{total Sentences}} \right) + \left(\frac{\text{The number of complex words}}{\text{the total number of words}} \right) \right]$$

Or simply

$$Fog\ Index = 0.4(\text{Average sentence length} + \text{Percentage of difficult words})$$

The calculation of the fog index formula is in accordance with (Klare, 1984, p. 65). Then, when the results are obtained, they are entered into the fog index readability category. If the result is > 12 , it means that the readability level of the discourse is categorized as very difficult, if it is between $8 < x < 12$, the discourse is considered difficult, if the result is $3 < x < 7$, it is easy, and the last, if it is < 3 , the reading is categorized very easy (Sitepu, 2012, p. 121). After that, the researchers identified the character values in the discourse contained in the book with indicators of Pancasila student profiles compiled by BSKAP.

C. FINDINGS AND DISCUSSION

Findings

Readability Level Analysis Results Based on The Fog Index Formula The First Discourse (The Beginning of The Book)

This first discourse is in the form of dialogue because it is a conversation between two people only and is taken from chapter 1, "Hope, Prayer, and Congratulations," in unit 1, "Expressing Hope," page 3. Determine the average length of the first discourse sentence. The number of sentences in the first discourse is 13 complete sentences and 80 words. However, after being adjusted to the provisions of the fog index, it becomes 52 words. Then put it in the formula average sentence length 52 divided by 13 equals 4. The percentage of first discourse difficult words. After counting the number of words according to the fog index, the syllables are determined; if there are three or more syllables, the words are difficult/difficult words. In this first discourse, there are 12 difficult words. Then put it in the formula, the percentage of complex 12 divided by 52 equals 0.23.

To find out the readability of the first discourse, the average value of sentence length and the percentage of difficult words is entered into the fog index formula $0.4(4+0.23)$ equals 1.69. If you look at the fog index readability level category, the score equation is at a very easy level because it is below three.

The Second Discourse (The Middle of The Book)

This second discourse is in the form of polylogue discourse because the conversation involves more than two people and is taken from chapter 4 "Ordering and Forbidding" in unit 1, "Leave Time Activities" page 73. Determine the average length of the second discourse sentence. The number of sentences in the second discourse is 22 complete sentences and has a total of 112 words. However, after adjusting to the provisions of the fog index, it is 77 words. Then input into the formula average sentence length 77 divided by 22 equals 3.5. The percentage of difficult words in the second discourse. After counting the number of words according to the provisions of the fog index, then the syllables are determined. In this second discourse, there are 18 difficult words. Then put it in the formula, the percentage of difficult words 18 divided by 77 equals 0.23.

To find out the readability of the second discourse, the average value of sentence length and the percentage of difficult words is entered into the fog index formula $0.4(3.5+0.23)$ equals 1.49. If you look at the fog index readability level category, then the

score equation that has been calculated is at a very easy level; even though the number of words is more than in the initial discourse, the sentences are simple and more numerous, so they are easier to understand.

The Third Discourse (the End of the Book)

This third discourse is in the form of monologue discourse, namely one-way communication, such as telling stories, sermons, and storytelling. This discourse is taken from chapter 7 "Exemplary Stories" in unit 3 "Courage" page 147. Determine the average length of the third discourse sentence. The number of sentences in this third discourse is ten complete sentences, totaling 184 words. However, after being adjusted to the provisions of the fog index, it became 100 words. Then input into the formula average sentence length 100 divided by 10 equals 10—the percentage of difficult words in the third discourse. After counting the number of words according to the provisions of the fog index, then the syllables are determined. In this third discourse, there are 45 difficult words. Then put it in the formula the percentage of difficult words 45 divided by 100 equals 0.45.

To determine the readability of the third discourse, the average value of sentence length and the percentage of difficult words is entered into the fog index formula $0.4(10+0.45)$ equals 4.18. Suppose you look at the fog index readability level category. In that case, the score equation that has been calculated is at the easy level, the number of words presented is more, the sentences are more complex, and the number of difficult words is more. Still, when calculated in the readability formula, it is included in the easy-level category.

The Results of the Research on Readability Levels of Arabic Book Based on Character Values for SMA Class XII by Maspalah et al. Based on The Fog Index

Table 1: The Readability Level of Character-Based Arabic Book for Class XII SMA by Maspalah et al. is based on the fog index

No	Discourse Position	Discourse Type	Discourse Title	Average Sentence Length	The percentage of difficult words
1	Beginning	Dialogue	عُمَرُ يَتَّصِلُ بِالْجَوَالِ	4	0.23
2	Middle	Polylogue	فُبَيْلَ رَيْنَ الْجَرَسِ	3.5	0.23
3	End	Monologue	الطِفْلُ الشَّجَاعُ	10	0.45
Amount				17.5	0.91

Average	5.8	0.3
Result $0.4 (5.8 + 0.3)$	2.44	

Based on Table 1 above, there are three discourses that have been rated on the average sentence length and the percentage of difficult words. It is known that the average number of sentence lengths in three lessons in textbooks is 5.8, and the rate of complicated words is 0.3. If accumulated and entered into the fog index readability formula, it will produce $0.4 (5.8 + 0.3) = 2.44$. So, this book does not only pay attention to aspects of the content but also pays attention to the level of readability (Ghani et al., 2021, p. 161). Therefore, the discourse in the textbook is included in the "very easy" category because it is less than three.

Textbook Character Values Results

After conducting a content analysis on the Class XII High School Character-Based Arabic Language Book, it was found that the character values were contained in the learning instructions and the textbook's contents. This step is in accordance with that disclosed by (Subekti & Widayati, 2019, p. 105) namely by deeply analyzing the character values contained in the book. Generally contain character values, namely profiles of Pancasila students published by the BSKAP in 2022. More clearly, seen in the analysis and discussion of the following research:

Learning Guide

This section is essential in directing students to achieve their goals and contains the character values of the Pancasila students' profile as follows.

"Sharpen your thinking skills by exploring and analyzing the examples of texts you are studying. Then compare it with other texts from various sources so that it allows you to be able to find and correct existing deficiencies and be able to produce new texts. (Page 1)".

This sentence invites students to behave and work independently, not only reading but exploring a text and not limited to one source but given the freedom to look for other sources so that they can be developed. This sentence invites students to train in critical thinking in obtaining and processing information so that it can be analyzed and evaluated. Finally, students can conclude the material that has been taught. This sentence invites students to create original ideas so that they are not just fixated on textbooks but have flexibility in thinking to solve problems.

“In the last Lesson, you already had knowledge and skills about ordering and forbidding, especially those related to activities at home and at school as well as in your spare time. (Page 89)”. In this sentence, students need to know how to order and forbid. When you want to call or ask for help, politeness is needed in speaking so that communication goes well.

“By mastering this material, we will be able to convey short messages or make announcements in Arabic. This can make it easier for us to communicate with native speakers, namely Arabs. (Page 119)”. This sentence teaches students to be able to socialize globally with foreign communication and interaction.

“A good story is a story that contains a good message and should be used as an example. This exemplary story can also be one of our sources in behaving, getting used to good things, and doing good to fellow creatures. (Page 135)”. Having faith, fearing God Almighty, and having noble characters. This sentence invites students to emulate stories that contain moral messages and should be used as examples such as doing good to others, empathizing, and respecting each other and others.

Contents of Textbooks

In chapter 1 there are character values: (a) religious morals, namely expressing hope and prayer to God Almighty; (b) morals towards humans, namely using polite and gentle words; and (c) independence by showing the character's initiative in working independently or complete tasks independently of others (Santika, 2020, p. 11).

In chapter 2, there are character values: (a) working together in the form of achieving common goals through communication; (b) global diversity, visible values of patience through the texts presented, mutual respect for differences, and fostering mutual respect; (c) reason critically by evaluating and reflecting on his ideas.

In chapter 3, there are lessons not to keep wasting time on things that are not useful and show some conversations with tourists, character values that can be taken: (a) being creative by using the time to find a hobby and produce a work; (b) being independent in recognizing interests and own talent so that they can solve the challenges they face; (c) global diversity by communicating and interacting with foreign speakers.

In chapter 4, character values reflect everyday life, asking permission from parents, learning to be independent in doing things, (a) being independent, (b) reasoning critically, (c) morals towards humans.

In chapter 5, 6, and 7, there are more character values because short stories, announcements, and stories have been observed to have Pancasila profile character values: (a) global diversity, (b) working together, (c) being independent, (d) being creative, and (e) critical reasoning.

Discussion

Considering textbooks' role and function, teachers must be selective in choosing books that are good for students and can adapt them to the national education curriculum so that the expected competencies are achieved and formed (Imam & Laksono, 2018, p. 595). Moreover, most teachers in each education unit use at least one textbook as a guide in the learning process. Thus, assessing texts is crucial to know the book's quality (Susilo & Mulawarman, 2022, p. 708).

Completeness of book presentation includes a preface, table of contents, glossary, concept maps, understanding vocabulary (*mufrodat*), explanation of grammar, evaluation, and a proper proportion of pictures and text. In the foreword, the author hopes this book will be one of the solutions to developing innovative and communicative Arabic textbooks that can be understood well and improve students' mastery of Arabic. (Maspalah et al., 2018).

This book contains basic competency standards (KD) that make it easier for teachers to design the learning indicators to be achieved (Mutaqin et al., 2021, p. 462). This book contains valuable concept maps to find out the flow of material and presents illustrated pictures, and is equipped with practice questions to help students understand and apply the lessons that have been delivered.

The number of pages in this book is 172 pages, and there are seven chapters with three lessons for each chapter; in one lesson, there are activities of listening and reading the text, revealing the contents of the text, namely questions about the text that has been presented, analyzing linguistic elements, namely a collection of vocabulary (*mufrodat*) and grammar. The language is discussed in the text, and finally, closing with exercises on composing spoken and written texts (Maspalah et al., 2018).

Presenting text or discourse in this book varies from dialogue discourse, polylogue discourse, and monologue discourse to make students more interactive and participatory in reading the lesson. However, there are a few typos of vowels and word errors in the command sentences. In addition, there are inconsistencies in the arrangement of each

chapter. Therefore, reading material greatly influences the interest and understanding of students and it is the teacher's task to determine indicators of good reading material (Saenal & Darmawati, 2022, p. 28). Even so, overall, this Character-based Arabic book presents it in a light, concise manner and there are explanations in Indonesian that will make it easier for students to understand the lesson.

Based on the findings of the fog index readability calculation, each discourse shows its readability is very easy. This is good for students to be able to understand textbook discourse (Sitepu, 2012). In the first part, the dialogue discourse has an average sentence length of about four words and several difficult words. The result of the readability score of 1.69 is included in the very easy-to-read category for students. In the second part, the polylogue discourse has a higher number of sentences than before, but the average sentence length is around three to four words; even though the sentences increase, the sentence length remains simple, then the number of difficult words increases from the previous discourse, and the readability results in This second discourse is 1.49 which means it is in the very easy to read category. In the third part, the number of words increases, and the average sentence length reaches ten words, making sentences look more complex and more difficult words increase than before so that the result of the readability calculation is 4.18 is easy to read.

Seeing the relevance of each discourse, it can be concluded that a reading can be said to be very easy to read if the sentence is simple, only has a few wordings that can be understood perfectly, and has few difficult words, but if a sentence has more wordings and has more difficult words, then the sentence is complex and needs to be understood slowly. This is in accordance with what was stated by (Abidin, 2012, p. 52) that the more words, the longer the sentence, and the more difficult a text is to be understood. And conversely, the fewer words, the shorter the sentences, and the easier it is to read a passage. So it can be concluded that the readability level of Character-Based Arabic Language Book for SMA Class XII by Maspalah et al. is generally very easy to read.

Based on the findings of the analysis of character values, this book is the *Arabic Language Based Character Values* for Class XII SMA this book fulfills the character values of the Pancasila students' profile, namely first, having faith, fearing God Almighty, and having noble characters, second, global diversity, third, working together, fourth, being independent, fifth, critical reasoning and sixth, being creative. These six student

profiles form a single unit for the character of lifelong learners from an early age, namely behavior, and the character of Pancasila values and competence. However, in its development, it adapts to students' cognitive and psychological development. In line with the opinion of (Muchtar & Suryani, 2019, p. 56) that an education system based on character education can be carried out by instilling character values that grow from the nation's culture by adjusting various aspects of cognition, behavior, and feelings to God Almighty, to the nation, to society or to oneself.

If examined in depth, these character values can indirectly form the attitudes and behavior of students slowly. This is in line with research conducted by (Haerudin & Darajat, 2021, p. 82) that the integration of character values in this textbook, even though it looks trivial, can slowly be instilled in students so that learning is expected to be more meaningful, and students can maximally optimize the potential that exists within them in a positive direction.

D. CONCLUSION

This Arabic language book based on character values Class XII SMA by Maspalah et al. is composed of various types of discourse such as dialogue discourse, polylogue discourse, and monologue discourse. Completeness of book presentation includes a preface, table of contents, glossary, concept maps, understanding vocabulary (*mufrodat*), explanation of grammar, evaluation, and a proper proportion of pictures and text. However, there are a few typos of vowels and word errors in the command sentences. In addition, there are inconsistencies in the arrangement of each chapter. Even so, overall, this Character-based Arabic book presents it in a light, concise manner and there are explanations in Indonesian that will make it easier for students to understand the lesson. If you look at the results of the fog index legibility formula, this book produces a score of 2.44, which means that this book is included in the category of books that are very easy to read. This book fulfills the character values of the Pancasila students' profile, namely first, having faith, fearing God Almighty, and having noble characters; second, global diversity; third, working together; fourth, being independent; fifth, critical reasoning and sixth, being creative. However, calculating readability is based only on the average sentence length and the percentage of word difficulty so that a visual or visible picture is produced and classifying character values based on the indicators listed in the BSKAP. Thus, it is expected of us, especially teachers, to continue to guide and direct students in

understanding the textbook in class. In order that students can be helped to achieve the expected learning process.

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