

Integration of Cultural Content Between Arabic and Indonesian in Arabic Textbooks for Non-Native Speakers

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ملخص

يهدف البحث الراهن إلى تسليط الضوء على الاندماج أو التكامل في تحديد المحتوى الثقافي بين لغة الهدف ولغة الأم (الإندونيسية) إضافة إلى تصميماته في كتب تعليم اللغة العربية للناطقين بغيرها. يستخدم هذا البحث منهج البحث الوصفي الذي يتأزر مع المدخل النوعي. تحتوي مصادر البيانات على معلمي المهارات اللغوية وكتب تعليمها وكذلك بعض الطلبة في قسم اللغة العربية. يعمل الباحثان كأداة رئيسة في جمع البيانات من خلال المقابلات المتعمقة والملاحظة والوثائق. يتم فحص جميع البيانات الواردة من خلال تثليث المصدر، بينما تحليلها يتم من خلال تقنيات وصفية تفاعلية. توصل هذا البحث إلى النتائج وهي أن المحتوى الثقافي الذي له سلوك مماثل في كلتا اللغتين يتم ترتيبه على شكل محاور وموضوعات للمواد التعليمية، وتعتمد عملية الاندماج أو التكامل على مقترحات الطلبة مع الأخذ في الاعتبار نحو الجوانب الثقافية الأكثر ملاءمة ومناسبة وذات صلة وطيدة في كلا البلدين العربية والإندونيسية. وتعد الكتب التعليمية التي تدمج ثقافة اللغتين (العربية والإندونيسية) مثيلاً للاهتمام وقادراً على توفير السهولة في تعلم اللغة العربية للناطقين بغيرها.

الكلمات الرئيسية: محتوى ثقافي، اندماج ثقافي، كتب اللغة العربية

Abstract

This research aims to explain the integration steps in selecting cultural content in the target language and mother tongue (Indonesian) and its design in Arabic language learning books for foreign speakers. This research uses a descriptive

method that combines with a qualitative approach. The data sources are Arabic language lecturers and textbooks, as well as several students from Arabic language education study programs. Researchers act as the main instrument in collecting data through in-depth interviews, observation, and documentation. All data received is checked through source triangulation and analyzed through interactive descriptive techniques. The result of this research is cultural content that has similar behavior in both languages is arranged in the form of themes and topics for teaching materials, and the integration process is based on student suggestions considering the cultural aspects that are most appropriate and relevant in both Arab countries and Indonesia. A textbook that integrates the cultures of both languages are very interesting and able to provide various conveniences in learning Arabic for non-native speakers.

Keywords: Cultural Content, Cultural Integration, Arabic Language Textbooks

Introduction

The relationship between language and culture is considered to be a mutually beneficial and close relationship so that it greatly influences both, and as it is said, one cannot be separated from the other (Brown, 1994). Both are an integral part of the human experience and interact continuously and reciprocally, as well as being closely related to and influenced by each other. Language reflects culture, and at the same time culture reflects language. Language is like the body, while culture is like the soul, as if they are two sides of the same coin (Ahmed, 2022; Jauhar, 2014).

The aspects that explain the close relationship between language and culture are caused by several things, including: First, language is considered the main means of expressing identity and cultural affiliation, which contains the values, beliefs, traditions and cultural history of society (Tabouret-Keller, 2017; Zenker, 2018). Second, language contains certain cultural concepts that appear in words and phrases (Kramsch, 2014; Makhmudov, 2023). Some concepts may be unique to certain cultures and may not translate directly into other languages. Third, culture influences language development (Hoff, 2006; Mashraboyna & Aliyevna, 2023). This can be seen in vocabulary and phrases that may be related to historical events or cultural rituals. The bottom line is that when students learn a new language, they open a window to a new culture and a new society that allows them to understand and communicate with people from different cultures.

In the context of teaching Arabic to non-native speakers, the similarity of the relationship between language and culture is realized in textbooks (Al-Ghâli & 'Abdullah, 1991; Annova, 2022; Rosyad, 2020; Soekarba, 2019). Experts and observers who have an interest in teaching Arabic to non-native speakers are starting to take the initiative to incorporate cultural dimensions into learning content so that they can master Arabic completely, both in terms of knowledge and skills. However, Arabic language learners in Indonesia are still faced with the main problem, namely ignoring all dimensions of Arabic language culture contained in textbooks and replacing them entirely with local cultural content, resulting in failure to master one aspect of skills and knowledge, or even both.



Arabic is imagined in their minds as the language of Islamic religion and civilization which is always present with its cultural dimensions related to matters of worship, history, and Islamic doctrine, which may make students of Arabic as a foreign language bored and tired of participating in teaching and learning activities in the class. All of this did not just appear, but because they are part of the Muslim community who are studying at Islamic institutions or Islamic boarding schools (Muradi, 2014), where both before and after, they studied the Turats "*kitab kuning*" and Arabic Language with religious topics and Islamic studies (Tolinggi, 2020), and because there was rarely any updating of lexical meaning "*dalalah mu'jamiyah*" between the traditional and modern texts they studied (Dewi, 2019). Based on the exploratory studies conducted by researcher at the beginning, Arabic language learners wanted to find a new dimension that was able to integrate Arabic culture and their mother tongue in harmony and synergy. In addition, the proposed pattern of cultural integration departs from the academic and social situations experienced by native speakers and non-native speakers simultaneously in the context of natural situations.

Many research and studies focus on the synergy between these two cultures, including Abdel Hadi, et al. which found the emergence of an increasing demand for studying Arabic language and culture through artistic products (Abdelhadi et al., 2020). Apart from that, Alisway, et al. stated that adapting specific cultural preferences in user interface design for Arabs plays a very important role (Alsswey & Al-Samarraie, 2021). Likewise, Omar's research concludes that the process of direct interaction with Arabic speakers and the culture in which non-native speakers' study can enrich their language skills, increase their self-confidence, and encourage them to use the language more effectively (Omar, 2017).

Local culture – including the values and wisdom it produces – as the culture of Arabic language learners in Indonesia plays a very important role in achieving Arabic language teaching, and this is done through integrating local culture with the culture of the target language simultaneously in the content of teaching materials or textbooks (Aflisia et al., 2019; Ainiy & Isnainiyah, 2022; Azimah & Kusumawati, 2021; Elmubarak et al., 2019; Pamessangi, 2021; Rosyad, Baihaqi, et al., 2023). Therefore, there are differences between the previous research above and the current research in identifying the cultural dimensions being developed. This research concerns the integration of the culture of the target language and the culture of learners of Arabic as a foreign language simultaneously, which includes the academic and social aspects that they experience in real life inside and outside the university. This is to develop their understanding of the cultural differences and similarities that exist between the two cultures (Eldin, 2015), as well as instilling ideas about the importance of cross-cultural knowledge for the success of language learning and teaching.

This research seeks to explain Abdullah Faqih University's efforts to reformulate the cultural content of Arabic as a foreign language (L2) while still respecting the students' language culture (L1) in learning Arabic, in addition to revealing the various perspectives of Arabic language learners as a second language related to the integration of cultural content developed from academic and social situations, because the integration of culture (L1) and culture (L2) is expected to enable students to experience language and culture learning in depth.



Method

The current research relies on descriptive study method which is part of qualitative research. Qualitative methodology in this respect refer to research approaches as the tools with which researchers design their studies, and collect and analyse their data (Given, 2008), and it consists of the philosophical perspectives, assumptions, and approaches that researchers use to make their work open to analysis, criticism, replication, repetition, adaptation, and to select research methods (Grimes & Schulz, 2002). The researcher used in-depth interviews, observation and documentation methods to collect data (Thomas, 2021), either from Arabic language lecturers and students at Abdullah Faqih University or the Arabic language textbooks used. The informants from the lecturers were al-Ustadz H. As'ad Nahdli, M.P.d.I as a lecturer in listening skills courses for 2020-2022, and al-Ustadz H. Awwaluddin, M.Ag as a lecturer for speaking skills courses in 2020-2022, also with al-Ustadz Muhammad Ainul Haq, M.Pd. as a lecturer in learning receptive and productive skills (istima'-kalam) from 2023 until now. Meanwhile, student informants were selected randomly without considering individual abilities and learning outcomes.

The data produced in research is narrative or descriptive, and not in the form of numbers that can be processed through statistical procedures. However, the use of numbers in this research does not cause problems, because the most important thing is how and where the numbers are used so that they are not confused with the use of numbers in mixed research methodology (Chivanga, 2016; MacDonald, 2007). Researcher are the key instrument in data collection (Poggenpoel & Myburgh, 2003), so they can measure the accuracy of the data and when the data collection role should end.

To determine the level of validity of the data, researcher used techniques to test the credibility of the data by triangulating sources (López et al., 2015; Pyett, 2003). The source triangulation process is carried out through the process of equating data obtained from observation, interviews, and documentation. The data received is then analyzed using interactive analysis techniques which include the following roles: starting from data collection, data condensation, data display, and conclusions drawing or verifying (Miles & Huberman, 2003).

Results and Discussion

Cultural content in Arabic language textbooks at Kiai Abdullah Faqih University

From the beginning, Arabic language culture was not represented in Islamic culture until after the revelation of the Qur'an and the emergence of the Islamic religion (Amri, 2022; Muzhiat, 2019). Then this language began to absorb Arabic culture and at the same time Islamic culture (al Yamin, 2023). Therefore, experts in the field of teaching Arabic to non-native speakers have taken the initiative to integrate the two cultures in various themes or topics in Arabic language learning content which includes skills and linguistic elements. However, the integration between Arabic and Islamic culture leaves behind some of the problems faced by Arabic language learners from Indonesia. Therefore, Abdullah Faqih University is trying to develop Arabic



language skills teaching materials with a broader integration pattern including Arabic, Islamic, local, and international.

Based on the results of interviews with two lecturers who teach listening and speaking skills courses, it can be concluded that at the beginning, the process of learning Arabic language skills still used several Arabic book series from the Middle East. After several years, it was discovered that students had difficulty understanding the material because they could not reach the cultural content contained in the textbook, such as tourist attractions and types of Arabic food that were not found in the students' environment.

Based on this problem, at the annual meeting of the lecturer forum at Kiai Abdullah Fakhri University at the beginning of the 2022 academic year, it was agreed to design teaching materials independently for lecturers who wanted to develop textbooks with funding charged to the university treasurer. Thus, some lecturers started working on the project with various approaches to development, including the development of listening and speaking teaching materials based on local culture.



Figure 1. Examples of local cultural content in textbooks

The several examples above illustrate that the content of local culture is very far from the spirit of learning Arabic as a cultural learning. The three topics above appear very rarely and are not even found in the Arab world. Although this can help increase focus and understanding during the learning process, it does not reflect the culture of the target language. Therefore, besides studying Arabic as a target language, students also must know about Arabic culture itself.

The teaching materials developed do not necessarily solve the problem, as stated by the lecturer who teaches the productive receptive skills course (istima'-kalam) that local culture-based textbooks have ignored the cultural elements of the Arabic language itself, as we know that there is a paradigm that say language is culture (Kramsch, 1995). This is supported by the results of semester assessments carried out by lecturers showing that local content-based teaching materials have not had a very

significant impact on learning outcomes, however, the cultural aspects of local content-based teaching materials can be observed and felt by students directly so that the learning process in the classroom is more interesting.

Therefore, to implement the language paradigm as a reflection of culture and maintain aspects of students' local content, lecturers strive to integrate aspects of Arabic language culture and students' language culture through developing textbooks that adopt academic and social aspects in Indonesia and the Arab world. In this way, this development combines elements of local content as well as Arabic content at one time through real and normal activities in academic and social environments.

The Concept of Integrating Cultural Content in Arabic Language Textbooks

The cultural content in Arabic language skills teaching materials at Abdullah Faqih University involves integration between the culture of the target language and the mother tongue at the same time. The determination of cultural content is based on similarities in academic and social aspects that are likely to be experienced by native speakers and non-native speakers in the reality of their lives both inside and outside the university. This is in line with Thuaimah's identification as one of the leading pioneers who integrated two cultures in the process of learning Arabic for foreign speakers, which is clearly proven in her recommendations regarding twenty themes that meet the characteristics of Arab and Islamic culture for teaching Arabic to foreigners (Thuaimah, 1985).

The academic and socio-cultural dimensions that are formulated through student suggestions are then aligned with learning resources in the form of audio and video materials that are appropriate to the specific context and have an almost similar level of cultural integration between the two languages. One of the learning resources chosen by Arabic language lecturers is a website designed by language and technology experts at Saudi Electronic University. "<https://www.arabiconline.net>"

The concept of academic and social situations above is the main basis for selecting themes or topics contained in Arabic language textbooks at Abdullah Faqih University. Students are expected to be able to understand Arabic completely and easily through selected themes and topics which are a reflection of the reality of their academic life at the university, as well as the social reality found outside the university. This is based on cultural content which is the second important aspect after linguistic content in teaching Arabic language skills to non-native speakers. The cultural dimension is not the main goal, but rather a representation of the theme or learning topic that helps achieve linguistic goals (Willems, 1996).





Figure 2. Sample topics of integrating Arabic language culture and students' language culture

The sample above shows that there are similarities in Arabic and Indonesian cultural content, namely the culture of students at Kiai Abdullah Fakhri University as foreign speakers. In an academic setting such as a library, when a student borrows a book from the library, they will go through several easy processes, starting from searching the list of book titles via the menu on the computer and going straight to the shelf number where the book is located, and then going to officer to process book loans. Similar conditions and behavior in borrowing books from libraries also exist in several libraries in Arab countries, where a native Arabic speaker will do the same thing when borrowing books.

Likewise in social nuances such as looking for a house to rent during the lecture period. Most students in Indonesia live in several rental houses with various types and facilities, such as number of bedrooms, water, electricity, gas and other household furniture. The entire house rental process generally begins with searching for information, contacting the owner of the rental house, then conducting a survey of the house, conducting a series of questions and answers between the students and the home owner, and ending with carrying out a rental agreement or transaction process. This entire process is often carried out by students in Indonesia and also in Arab

countries in general, this can be seen in video content with this theme which involves native speakers directly.

In learning receptive and productive skills such as listening and speaking skills, integration of cultural content in the target language and the learner's language in academic and social situations is presented in student books, teacher books and audio-visual materials. In the teacher's book there are things that are not available in the student's book, and vice versa. Audio visual material is one of the most important things that teachers and students use in the learning process, because it contains texts that are listened to, practiced and interacted with. The subject of listening and speaking skills contains thirteen chapters, and each chapter has two sub-chapters, the first for face-to-face teaching in the classroom and the second for independent learning outside the classroom, in each sub-chapter there is an audio-visual text as well as evaluation and exercises that differ from the previous chapter according to the goals to be achieved. Lecturers see that listening and speaking skills require a lot of effort, therefore it is not enough to just do the learning once a week, but twice inside and outside the classroom. Therefore, if something becomes perfect because of it, it becomes obligatory.

The table below will show the characteristics of themes or topics that form a pattern of integration of academic and social dimensions that show cultural similarities between the target language (L1) and the mother tongue (L2).

Table 1. Patterns of Integration of Cultural Content in Textbooks

No	Themes	Topics	Culture Or Context
1	التعارف ١	سؤال الآخرين عن جنسياتهم - أساسي	عربية، إسلامية، عالمية، محلية
2		من أين أنت؟ - إضافي	عربية، إسلامية، عالمية، محلية
3	التعارف ٢	تقديم نفسك من خلال إنترنت - أساسي	عربية، عالمية، محلية
4		تعرف العمر ومكان السكن - إضافي	عربية، إسلامية، عالمية، محلية
5	الجامعة	التعرف إلى مركز اللغات - أساسي	عربية، عالمية، محلية
6		التعرف إلى مقتنيات قاعة المحاضرة - إضافي	عربية، عالمية، محلية
7	المكتبة ١	مقتنيات المكتبة - أساسي	عربية، عالمية، محلية
8		تعرف مكتبة الجامعة - إضافي	عربية، عالمية، محلية
9	المكتبة ٢	استعارة كتاب - أساسي	عربية، إسلامية، عالمية، محلية
10		عمل هوية مكتبة - إضافي	عربية، عالمية، محلية
11	المطعم	وصف طعام الغداء - أساسي	عربية، إسلامية، عالمية، محلية
12		الحديث مع النادل ودفع الفاتورة - إضافي	عربية، عالمية، محلية
13	السكن	البحث عن شقة - أساسي	عربية، عالمية، محلية
14		وصف مكان سكنك - إضافي	عربية، عالمية، محلية
15	الخدمات العامة	وصف محطة البنزين - أساسي	عربية، عالمية، محلية
16		سؤال شخص عن أقرب مخبز - إضافي	عربية، عالمية، محلية
17	الصدقة	لقاء صديق قديم - أساسي	عربية، عالمية، محلية
18		زيارة صديق - إضافي	عربية، إسلامية، عالمية، محلية
19	وسائل التواصل الاجتماعي	واتساب - أساسي	عربية، عالمية، محلية
20		البريد الإلكتروني - إضافي	عربية، عالمية، محلية



21	الرياضة	الحديث عن رياضتك المفضلة - أساسي	عربية، عالمية، محلية
22		وصف لآعبك المفضل - إضافي	عربية، عالمية، محلية
23	نقاش بين المدير والطلبة	حل مشكلة الطلبة - أساسي	عربية، عالمية، محلية
24		التواصل عبر الفيسبوك - إضافي	عربية، عالمية، محلية
25	البنك	فتح حساب البنك - أساسي	عربية، عالمية، محلية
26		النقود قديما وحديثا - إضافي	عربية، عالمية، محلية
27	UTS	التعامل مع الأزمات المرورية	عربية، عالمية، محلية
28	UAS	المكتبة الرقمية وأهميتها	عربية، عالمية، محلية

The meaning of Arabic culture in the table above is the activities that appear in the learning content, whether from texts or audio lingual materials found in Arab countries and it is very likely that native speakers will find similar activities in their lives. Likewise with local culture, where students at Kiai Abdullah Faqih University will encounter activities that appear in the learning content in their lives. Similar things also exist in Islamic culture, where aspects of Islamic values are reflected in the learning content, or certain historical places that are related to Muslims in general. International culture is an activity where everyone as citizens of the world will find similar activities in their lives as found in the learning content.

Thus, the meeting point for cultural integration of Arabic as the target language and Indonesian as the learner's language can be formulated through topics that accommodate local, Arabic, Islamic and international cultural dimensions at the same time. Furthermore, this can answer learning problems that ignore the paradigm of language as culture, while maintaining the cultural nuances of students so that learning in the classroom becomes more lively and enjoyable.

Based on the previous explanation, it is clear that the themes and topics above have more nuances of Arabic, local and international culture, where native speakers and foreign speakers from Indonesian students act as international citizens. This is where the meeting point lies in integrating the two cultures found in the target language and mother tongue. Therefore, Thuaimah recommends relying more on Arabic language practice on material taken from students' natural life situations because this material is more accurate and of better quality (Thuaimah, 1986). These materials are called "Living Arabic". This is in line with the concept of culture itself which includes habits, traditions, beliefs, art, morals, knowledge and abilities that contribute to individuals and society (Madkur, 1983).

All the themes and topics above are then explained through several learning objectives and evaluations as appropriate, as well as various texts on listening and speaking skills as in figure 2. All of which are formulated as one unit in the Arabic language textbook. This is in line with the presentation of Nuryasana and Desiningrum regarding the components and elements that must be included in textbooks, including objectives, teaching materials and exercises (Nuryasana & Desiningrum, 2020).

In order to relate the above topics into academic and social dimensions, and to determine the intersection of cultural integration of two languages, namely Arabic and Indonesian, researchers need to explain cultural activities or individual behavior both within the Kiai Abdullah Fakih University environment and in Arab countries. The following table shows the extent to which the topics designed by lecturers are related

by considering the academic and social situations experienced by Arab and Indonesian students in the reality of their lives.

Table 2. Placement of Academic and Social Dimensions in Both Cultures

No	Themes	Cultural Dimensions / Normal Situations
1	سؤال الآخرين عن جنسياتهم	The role of students as social creatures certainly cannot live separately from society, and it cannot be denied that the way to deal with this is by getting to know each other. This is a common thing that every student encounter in their daily life. Among the topics that most often arise when getting to know each other are names, age, area of origin or residence, nationality, tourist attractions, field of study or specialization and etc, and with the development of technology, the acquaintance process can be done via voice messages or even video calls.
2	من أين أنت؟	
3	تقديم نفسك من خلال إنترنت	
4	تعرف العمر ومكان السكن	Most new students take part in language training programs organized by the Language Center, so students must know the role of the language center and the types of language programs offered to students.
5	التعرف إلى مركز اللغات	Students learn and receive knowledge from lecturers in the lecture hall. Therefore, students should be aware of all the media and facilities available in their classrooms.
6	التعرف إلى مقتنيات قاعة المحاضرة	University library visitors are mostly new students. They are more active than their seniors in carrying out lecture assignments by lecturers. Even though technology is increasingly developing, including artificial intelligence, students still prefer to read printed books with their friends in the library.
7	مقتنيات المكتبة	
8	تعرف مكتبة الجامعة	
9	استعارة كتاب	
10	عمل هوية مكتبة	Some students take advantage of their study break by going to the cafeteria to eat and drink. Some of them may ask each other about the types of food and drinks they will buy when they come to the university cafeteria.
11	وصف طعام الغداء	When the cafeteria is busy with visitors, some students order food by talking to the waiter first and waiting in the available seats. Payment is not made in the dining room, but at the seat directly when the waiter comes with the food.
12	الحديث مع النادل ودفع الفاتورة	It cannot be denied that some students live in rented houses around the university, and there are also those who move from one house to another for a period of one month or even a year. They may ask the homeowner about conditions, facilities and other things before deciding to rent.
13	البحث عن شقة	It is impossible for students not to spend the night in a house, whether they own it or rent it, so it is possible for them to describe the facilities and services available in their surroundings.
14	وصف مكان سكنتك	Some students may use certain vehicles to come to campus, and sometimes find the moment when the vehicle they are using runs out of fuel, so they may ask about the nearest refueling station.
15	وصف محطة البنزين	Some students may hold several programs such as seminars, workshops and others. It is often found that cake or bread is one of the usual dishes for the participants. Therefore, some students may ask each other about the best bakery before purchasing any type of bread.
16	سؤال شخص عن أقرب مخبز	Some students at university may meet some old friends from
17	لقاء صديق قديم	

		when they were in elementary or middle school. During meetings, the conversation often revolves around news, work, studying, or something else.
18	زيارة صديق	It is normal for a student to fall ill during their studies at university. As a Muslim and a good friend, he was obliged to visit his fellow brothers who were sick.
19	واتساب	It cannot be denied that WhatsApp is one of the most popular social media because of the many features it offers to its users. Most students are currently accustomed to communicating with each other via WhatsApp, either through personal or group chats, even voice or video calls.
20	البريد الإلكتروني	Among social media that is no less important is email. All electronic programs and applications use email as the primary means of access. Even smartphones can work well with email. In this case students discuss several services and features provided by email, such as correspondence and others.
21	الحديث عن رياضتك المفضلة	Student life cannot be separated from sports, therefore this topic needs to highlight several reasons and factors for students in determining which sport they like.
22	وصف لاعبك المفضل	There is no doubt that football is one of the most important sports enjoyed by students. Among football players there are famous international players who are greatly admired and looked forward to in matches. This situation encourages students to describe their favorite players in various ways, such as total goals, awards won, number of followers on social media, even their economic and family life.
23	حل مشكلة الطلبة	Student executive council at universities often participate in decision making with university administrators and discuss several monthly and annual student programs, and sometimes the conversations revolve around student problems and their solutions.
24	التواصل عبر الفيسبوك	When student unions want to carry out various programs and activities, they are often hampered by communication and outreach to all students. One effective strategy that is often used is to announce it via social media accounts belonging to certain communities, so that communication between them can occur as well as possible.
25	فتح حساب البنك	With the rapid development of information technology, all student financing transactions are carried out through bank accounts in collaboration with the university, so students need to know the procedures required to open a bank account, in addition to the type of account and services available.
26	النقود قديما وحديثا	This aspect aims to analyze past and present aspects of financial transactions. Where in the past transactions were carried out directly with a certain amount of money, now it is only enough to transfer between bank accounts. Students certainly face both types of transactions in their lives.

The cultural dimensions based on academic and social situations above can be experienced by native speakers and Arabic language learners from Indonesia simultaneously. Thus, when textbooks with religious nuances provide a negative perspective in studying Arabic as a foreign language, then cultural integration of the



two languages by presenting academic and social nuances can be an effective alternative solution (Rosyad, Adam, et al., 2023).

Textbooks that accommodate the integration of the two cultures include various types of language skills exercises as found in the series of books teaching Arabic for non-native speakers, including multiple choice, determining correct or wrong, completing sentences, essays or narratives, identifying meaning of words, determining the relationship between words, correcting wrong statements, summarizing content, concluding the main idea, abstracting stories or information, listening and imitating, pronouncing sounds, expressing, stating, conveying thoughts and feelings to others fully confident to speak. All the evaluation criteria above are in line with those put forward by experts in the field of learning Arabic for foreign speakers, including Thuaimah, al-Naqah, and others (Al-Nâqah, 1985; Ali, 2021; Thuaimah & Manna', n.d.; Yunus & Al-Kandari, 1998).

Responses to The Integration of Cultural Content in Arabic Language Textbooks

To confirm the appropriateness of integrating cultural content based on students' academic and social situations, researcher attempted to conduct interviews with relevant authorities, including five male and female students who were selected randomly. This interview aims to explore information about the extent to which students perceive the presence of textbooks that integrate the cultural content of Arabic as the target language and Indonesian as the learner's language in supporting the teaching and learning process in the classroom, in addition to finding out the suitability of existing themes and topics to their needs, as well as suitability for use in learning listening and speaking skills.

Based on these objectives, the question criteria for informants can be classified into four things, namely:

1. Suitability of themes and topics to the language and cultural needs of students.
2. Suitability of themes and topics to the realities of students' academic and social lives.
3. Themes and topics as a manifestation of the integration of cultural content between two languages are very interesting and suitable for use in learning.
4. Integration between Arabic culture as the target language and Indonesian as the learner's language has a positive impact in efforts to improve students' language skills.

All informants were students at Kiai Abdullah Faqih University who were taking listening and speaking skills courses. As for the suitability of several topics and themes that reflect the integration of two languages in textbooks with students' needs, the results showed that among the ten respondents, only one stated that it was not appropriate, while nine of them stated that it was in accordance with linguistic and cultural needs. This shows that there is continuity between the data obtained from lecturers which states that the design of themes and textbook topics developed starts from an analysis of students' needs.

In relation to the suitability of textbook content with students' real activities in the academic and social dimensions, the results obtained were two respondents who



disagreed, one person did not give a definite statement, while the other eight respondents agreed. Similar results were also seen in the point which stated that there was a positive influence of textbooks that integrated cultural content in improving Arabic language skills.

The existence of themes and topics arranged based on academic and social dimensions is very interesting and suitable for use in learning listening and speaking skills, this is proven by the statements of all ten respondents who agreed, and none of them gave the opposite statement or had any doubts. The graphic below will try to illustrate the key points reached by the researcher.

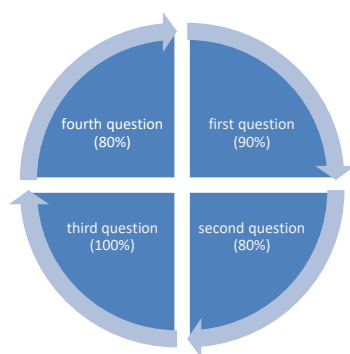


Figure 3. Students' Perceptions of Cultural Integration in Arabic Textbooks

It is clear in the diagram above that students welcome the integration of Arabic culture as the target language and the culture of Arabic language learners as a foreign language. This is motivated by the need to master language and culture simultaneously. learning language skills such as listening or speaking should pay attention to cultural and linguistic aspects, this aims to make the language skills acquired more complex and perfect. This is often done in English language learning for foreign speakers which always presents cultural aspects of the target language and accommodates the use of the mother tongue in a balanced way (Liddicoat & Crozet, 2000). It is possible that this success can be adopted in Arabic language learning for foreign speakers.

Themes and topics adopted from academic and social situations are able to attract students' attention in learning Arabic language skills because what they learn from textbooks is in line with the conditions they experience in the reality of their lives both inside and outside the university. Various efforts to integrate two cultures in the Arabic language learning process for foreign speakers have often been carried out, Thuaimah is one of those who offers the idea of integration between Arabic culture and Islamic culture (Thuaimah, 1985), as was also found in several previous studies which stated that there was a positive influence from the results of the integration of two cultures, namely Arabic culture and local culture that reflect Islamic nuances (Aflisia et al., 2019; Ainiy & Isnainiyah, 2022; Rosyad, Baihaqi, et al., 2023). Therefore, the cultural content of the two languages integrated into textbooks plays an important role in improving Arabic language skills.

Researcher consider that the process of learning Arabic with textbooks that adapt cultural dimensions originating from students' academic and social situations is a

good effort in the field of teaching Arabic to non-native speakers. Based on the results of interviews with lecturers and some students, textbooks that adopt the integration of cultural content between two languages are suitable for use in the process of learning Arabic language skills, this is proven by the suitability of the opinions of respondents from both lecturers and students. This is naturally strengthened by the very close relationship between language and culture itself like two sides of a coin (Ahmed, 2022; Jauhar, 2014). The use of cultural aspects often influences success in language acquisition because the two are interrelated and strengthen each other (Brown, 1994).

It doesn't stop there, researchers consider that the textbooks developed by several lecturers are suitable for use among themselves, but not for the general public. This is because the themes and topics used are based on an analysis of the needs of students at Kiai Abdullah Faqih University only, so the situation that occurs here is not necessarily in accordance with conditions in other places, such as the existence of modern library facilities here and vice versa in other places. In this case, needs analysis is the main instrument for carrying out a series of development processes (Devianti & Sari, 2020; Yundayani, 2019), including the integration of Arabic and Indonesian cultural content. Therefore, adjustments must be made first, so that the cultural integration process is carried out in accordance with existing academic and social realities.

Conclusion

It's no secret to everyone that there is a close relationship between language and culture, both are like two sides of an inseparable coin. Language is a product of culture, culture itself is a product of society, and society is not cultured without language. Therefore, in the context of teaching Arabic to non-native speakers, it is not enough for learners to just master the linguistic dimension, but also the cultural dimension, so that they are able to master Arabic completely and comprehensively. Cultural aspects of the target language are needed in formulating teaching materials for learning language skills, because ignoring them will have an impact on limiting students' receptive and productive abilities when interacting with native speakers.

The teaching of Arabic reflects the teaching of its culture, both to native speakers and to foreign students. Learners of Arabic as a foreign language may be faced with difficulties in understanding the target language culture overall which ultimately hinders mastery of the linguistic dimension which is the main goal of foreign language teaching. Therefore, cultural dimensions can be adapted through the process of cultural integration of the target language and mother tongue by identifying similar cultural aspects between the two languages in various forms of linguistic communication at the same time. Perhaps one good model for the cultural integration of these two languages is the experiment carried out by Abdullah Faqih University which confirmed the positive achievements with the presence of cultural integration of two languages (L1 and L2) in teaching Arabic language skills.

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