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## Analysis of the Textbook Ayo Belajar Bahasa Arab according to Jean Piaget's Cognitive Development Theory

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### ABSTRACT

This study aimed to determine the quality of textbook content Ayo Belajar Bahasa Arab in terms of the cognitive aspects of Jean Piaget's Cognitive Development Theory. This research is a qualitative analytical study by library research methodology. The main data sources are the textbooks of Ayo Belajar Bahasa Arab and lots of the latest studies. The analysis was done by analyzing the content of relevant data using the cognitive development qualifications of Jean Piaget. The results of this study are concluded that the purpose of the textbooks studied is in accordance with the abilities of children aged 11 or grade 5 elementary school according to Jean Piaget's theory of cognitive development. Matching one thing with another, understanding conversations, discussing and arguing with the guidance of the teacher, and classifying sentences from Arabic to Indonesian are the abilities students need to study the textbook according to their goals. Appropriate book material is learning vocabulary, practicing conversation, reading, and constructing sentences and exercises. The analysis results show that Ayo Belajar Bahasa Arab's book achieves excellent results on the suitability and appropriateness to the theory of cognitive development of Jean Piaget.

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### Keyword

Arabic Textbook; Cognitive Development Theory; Elementary School; Jean Piaget; Textbook Analysis

### مستخلص البحث

أصبح الكتاب المدرسي أحد أدوات تعلم اللغة الثانية ، وقد توصل بياجيه إلى نظرية التطور المعرفي الشاملة التي أصبحت أساساً لإنشاء محتوى كتاب التعلم. الغرض من التطوير المعرفي في تعلم اللغة العربية هو زيادة الفهم للحصول على معلومات جديدة. تهدف هذه الدراسة إلى تحديد جودة محتوى الكتاب المدرسي أبو بلجار بهاسا عرب من حيث الجوانب المعرفية لنظرية التطور المعرفي لجين بياجيه. هذا البحث دراسة تحليلية نوعية بمنهجية البحث في المكتبات. مصادر البيانات الرئيسية هي الكتب المدرسية لـ *Ayo Belajar Bahasa Arab* والكثير من أحدث الدراسات. تم إجراء التحليل من خلال تحليل محتوى البيانات ذات الصلة باستخدام مؤهلات التطور المعرفي لجان بياجيه. خلصت نتائج هذه الدراسة إلى أن الغرض من الكتب المدرسية المدروسة يتوافق مع قدرات الأطفال في سن ١١ أو الصف الخامس الابتدائي وفقاً لنظرية التطور المعرفي لجين بياجيه. إن مطابقة شيء مع الآخر ، وفهم المحادثات ، والمناقشة والمناقشة بتوجيه من المعلم ، وتصنيف الجمل من العربية إلى الإندونيسية هي القدرات التي يحتاجها الطلاب لدراسة الكتاب المدرسي وفقاً لأهدافهم. مادة الكتاب المناسبة هي تعلم المفردات وممارسة المحادثة والقراءة وبناء الجمل والتمارين. تظهر نتائج التحليل أن كتاب أبو بلجار بهاسا عرب حقق نتائج ممتازة في ملاءمته وملاءمته لنظرية التطور المعرفي لجان بياجيه.

تحليل الكتاب المدرسي؛ الكتاب المقرر في اللغة العربية؛ نظرية النمو المعرفي؛ جان بياجيه؛ المدرسة الابتدائية

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## INTRODUCTION

Learning Arabic is crucial since it is the language of the Holy Qur'an and is widely used in society, particularly when discussing Islamic themes in Islamic schools. Teaching subjects is one method that works well for teaching Arabic as a second or foreign language (siti, t.t.). A significant part of advancing the process of learning until the present has been played by educational resources as a source of knowledge (Fauziah dkk., 2021). Since many of them are employed in the process of learning, learning materials must meet their standards as they often simply include material about the subject and are not properly organized. (Antoun dkk., 2021)

Jean Piaget was the first to put a finger (or a story) on issues in psychology, education, and practice: the child is a strange world and needs an observant explorer to investigate its depths, its arrogance, and discover its basic mental components. (Barrouillet, 2015)

Piaget believed that thinking grows in children gradually, so what we see is easy for adults and difficult for children because it requires initial recognition and facts which are prerequisites for understanding (Kyrle, 2018).. However, presenting basic facts and introductions to children may not be useful because children are not ready to learn the concept, so Piaget developed a model that shows how an individual's understanding of his environment develops (Ad, 2018).

There are Piaget's assumptions in the cognitive and linguistic development of children, namely as follows:(Carey dkk., 2015) Childhood is an unknown world that needs frequent visits and low self-esteem. Children teach us how to get to know them and get into their personalities. Children know more than talk. Children need expert experts who have advanced exploration tools to dig them. Children give from their givers and are patient with them. Children think and process more advanced mental processes than they display

Piaget divided the various aspects of cognitive development into the following four categories (Hanafi & Sumitro, 2020): 1) Sensory-motor stage, where the child manipulates real objects that he has taken from the outside world kinesthetically with the help of his hands and muscles. As an illustration of how to use the sensory-motor component, he introduces the procedure and catches the child's eyes when they look into his. 2) The pre-operational stage, when a child can copy stories from his imagination or learn that birds share these flight characteristics and generalization of knowledge, in which the child will respond to environmental stimuli in a direct kinesthetic way and work on encoding and representing them. Hence, the context of this mental development stage. This stage lasts from two to seven years. 3) Sensory operations stage, which lasts from the age of 7 to 12 years, is when the child can apply and compare real

things. For instance, he can relate similar elements in two groups in terms of shape and color. 4) Formal operations stage, where children can understand abstract ideas like fairness, honesty, and honesty; these abilities start to emerge around the age of 12 to 11 years. Together, these phases make up human mental function.

The researcher discovered that this theory had full and comprehensive knowledge in a statement of the child's cognitive development, given the perfection and comprehensiveness of the division and the clear description of the child's cognitive development. Therefore, this content analysis refers to Piaget's cognitive development theory. Piaget has a view of children's cognitive development according to their age. According to Piaget, fifth graders aged 11-12 years are at the formal operational cognitive development level with cognitive abilities different from the previous stage. However, some Arabic learning is not in line with expectations as many factors cause failure in this learning, one of which is textbooks that are difficult to understand. This Problem is based on the writing of textbooks that are not following the cognitive development of students which causes the lack of maximum textbook material received by students.

This is why this research examines the book "*Ayo Belajar Bahasa Arab*" for fifth-grade primary school student (analytical study) in the context of Jean Piaget's theory of cognitive development to determine how relevant the book's goals and content are in light of that theory. This research will help the teachers to find out the appropriate things to do and comprehensive methods to apply in teaching Arabic language through the book "*Ayo Belajar Bahasa Arab*" for their students.

There are still few studies related to the analysis of Arabic language textbooks, but they are not specific studies for that, including the following: First, The research was conducted by Ayesha Dana Lotta in her master's thesis at Maulana Malik Ibrahim State Islamic University Malang, Islamic Religious Education Department in 2016, with the title: "Analysis of multicultural values in textbooks for students of Islamic education subjects in class VII. This research was to find out the cultural values contained in Islamic religious textbooks for class VII SMA, the importance of integration, cultural education in Islamic textbooks, and then the positive and negative aspects of this book related to cultural education in Islamic religious textbooks. The analytical method of this research was content analysis. The data collection method was the documentation method. As for the results of this study, the cultural values presented in this book are: tolerance, democracy, and moderation. The similarity between the above-mentioned and the current research is that both studies use the analytical method (book analysis) using cognitive Jean Piaget to analyze Arabic language course books for fifth-grade elementary school students.

Second, The research conducted by Zane in the master's thesis of UIN Sunan Kali Jaga, Department of Arabic Language Education in 2015 entitled : "Psychological Dimensions of Arabic Language Books Based on the 2013 Curriculum, Fourth and Fifth Years of High School". This research was library research, and the method used to collect data was a documentary method with content analysis method, and this research focused on revealing the psychological dimension in textbooks. The result: The psychological value of this book did not include a completely psychological value, especially in terms of representational systems in the introduction and conclusions. The aspect of harmony between this study and the current research that the researchers examined was whether the research used analytical research (book analysis) or not. The researchers used Jean Piaget's theory of cognitive development to analyze it.

Third, The research was conducted by Fateh Al-Mujib, master's thesis at the Islamic University, Sunan Kalijaga, Department of Islamic Education, 2013 entitled: Developing Arabic Textbooks, Tiga Serangkai, Seventh and Eighth Years of High School. This research was about developing good textbooks with good methods and making these textbooks a tool for teaching Arabic. This was Research and Development (R&D), and the data collection method for this research was documentation. The analysis included: designing materials, developing materials, application materials, teaching methods, as well as the emotions of teachers and students, and the result is based on book development, and this is the same with research subjects with what researchers examined, namely textbooks. From the results of this study, this book is feasible to use. The similarity between this research to Al-Baha's is that both of them use scheduled books as research sources. The difference is that this research used development research, which is different from the study used by the researchers, who used analytical method.

Fourth, A study conducted by Diki Destiana Maharani from Sunan Kalijaga State Islamic University, Jogjakarta, Department of Islamic Religious Education in 2015, with the title "Psychological Analysis of Class VII Middle School Arabic Language Books, Writers Ahmed Sheikh Al-Din and Hassan Saifullah, based on progressive theory (Progressivism). This was library research using qualitative approach. The data collection method was through written documents from books. Data were analyzed by content analysis. The purpose of this study was to reveal a good description of the teacher and author of the Arabic book for seventh-year secondary school, written by Ahmad Sheikh Al-Din, under the theory of recognition. The results of this study showed that this book is suitable for the use of syllabi, teaching methods, and normative competencies in the book. The agreement between the two studies is that this research used textbooks as

research sources, and these two topics also use analytical studies in the search for this research. The difference between the two is that this research uses progressive theory as the basis of its research, meanwhile the current study uses Jean Piaget's theory of cognitive growth as the basis of their research.

## METHOD

This research employed office technologies as the basis for its "library research." Similarly, the working paper from earlier research is a concise text (Chacón-Díaz, 2022). Those from quantitative study are not the same data. Speaking and writing are both forms of quantitative research sources, and they use harsh methods, such as interviewing and observing people instead of exhibiting data such as human resources (non-human resources such as written documents such as books, newspapers, etc.) (Rosyad, 2018).

Books, papers, and written materials served as the library's primary research sources. Fifth-grade elementary school "*Ayo Belajar Bahasa Arab*" textbook, *The Child's Cognitive and Linguistic Development* by Jean Piaget and Barbel Inhelder, *Piaget's Cognitive Development* by Maurice Sharpe, Rashad Ahmed Ta'ima, *Reference in Teaching Arabic to Speakers of Other Languages*, and other books on the theory of cognitive development used by Piaget committees to gain access to knowledge of cognitive growth theory were the main resources for this investigation.

The secondary source included the Arabic lesson from the Indonesian State Education Ministry's 2013 curriculum papers, for instance books on developing cognitive abilities and instructing others in Arabic. (Estini, 2015)

Data collection techniques included the Method of Documentation. The researcher then examined this data after finding the aim of the book and the learning structure used from the textbook "*Ayo Belajar Bahasa Arab*" (Weninger, 2021). The researcher used content analysis to analyze the data. Research and documentation on legacy topics are relevant to this analytical approach (Snyder, 2019). For example, the documentation of the general aim and specific aim of this book also the structure and steps of learning the Arabic language in this book.

The approach to data analysis (Novitasari, 2018) to understand the advantages, consequences, and effects of many existing concepts, policies, and events, analytical activities try to grasp the meaning, perspective, and connection between them (Sari & Asmendri, 2020) included (1) Identifying the problem; (2) Development of research hypothesis; (3) Analysis categories and modules. In this step, the researcher began with an analysis of the data from the textbook

according to Piaget's cognitive development theory stage, especially for 12 years old students; (4) Build the analysis and confirmation tool of its psychometric properties; (5) Choose Sample Content Refund Analysis; (6) Data collection and analysis.

## RESULTS & DISCUSSION

### The Suitability of the book "*Ayo Belajar Bahasa Arab*" for fifth-grade students in elementary school with Jean Piaget's theory of cognitive development.

This research examined the book "*Ayo Belajar Bahasa Arab*" for fifth-grade primary school students written by Sri Sabbahatun and Siti Nur Latifan as the Editor. This book has 86 pages which is published in 2015 by PT Gelora Aksara Pratama and was copyrighted By Erlangga. The Arabic text of this book was evaluated using Jean Piaget's theory of children's cognitive development to analyze its goals and contents (Bujuri, 2018).

This book is used in teaching Arabic for the fifth grade in primary schools in Indonesia. Besides, it is aimed for teaching Arabic to speakers of other languages. This book is classified under the light of the 2013 curriculum, which is realized used some aspects: focus on the education process on students, the form of the education process contains the form (teacher - students - society, environment, the world, and other means), for students to acquire competence in searching for the course themselves, that this approach changes the planning of education from the specific to the general, and from criticism to activity (Ramah & Rohman, 2018).

The material for this book consists of five parts, namely new phrases, dialogues, readings, compositions, and exercises. The followings are aspects of the suitability of the book's breadth with cognitive growth theory:

New phrases (*Al 'Ibarah Al Jadidah*)

As we know that learning new phrases in a foreign language greatly influences children's learning process in understanding the lesson, practicing it, and passing it on to others. The existing vocabulary for each topic in this book is the vocabulary that is around the child.

Figure 1 shows New phrases (*Al 'Ibarah Al Jadidah*) subject inside *Ayo Belajar Bahasa Arab*'s book. Presenting this material at the beginning of the lesson gives children an overview of the Arabic words and all the words are shown without Indonesian translation; and this helps students to understand a sentence with the help of appropriate pictures. All vocabulary are considered easy as it comes from familiar words that can be found in children's daily life. Students also

need to pronounce the Arabic sound well afterward because it is important to learn Arabic pronunciation.

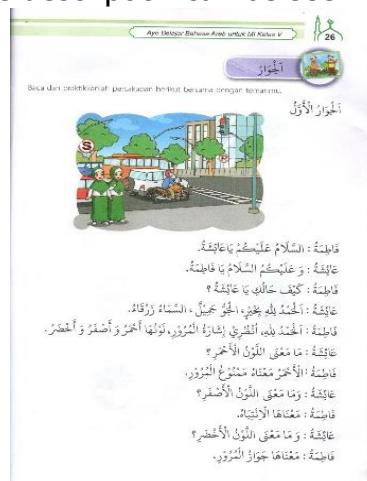


**Figure 1. New phrases (Al 'Ibarah Al Jadidah) subject inside Ayo Belajar Bahasa Arab's book**

The cognitive process in learning old vocabulary is to define vocabulary by observing the pictures used as a means to find out its meaning. Thus, a children's thinking grows by observing things to gain new knowledge. Children at the age of 11 according to the theory of cognitive development "Piaget" can change his internal mental plan, so that it corresponds to reality as well as possible. The way children at this age know new phrases is by converting previous information into new information in the form of new vocabulary in Arabic.

#### Dialogue (*Al Hiwar*)

The text includes everyday conversations around the children. In addition, to improve their understanding of the dialogue, they are given exercises to find out the efficiency of their skills in practicing their conversations in Arabic according to the topic. This description can be seen in Figure 2.



**Figure 2. Dialogue (Al Hiwar) subject inside Ayo Belajar Bahasa Arab's book**



Judging from the theory of cognitive development of children according to Piaget, children at the age of 11 years can imitate and match something, such as matching the meaning of the first language to that of the second language and presenting it in a different language. After understanding the sentence, understanding the dialogue text will appear afterward.

Reading (*Al Qira'ah*)

The teaching of reading in this book includes training in reading skills in Arabic in terms of reading substantive essays with accompanying vocabulary related to subjects that facilitate children's understanding of essays.

In Piaget's opinion, the ability of children at this age includes the competence to relate symbols and their meanings and analyze the text (know their meanings and place them in a sentence form); and after putting words into sentences, they repeat them in their daily lives, such as greeting friends, teachers, etc.

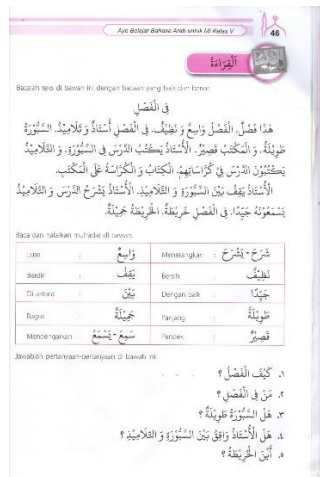


Figure 3. Reading (*Al Qira'ah*) subject inside Ayo Belajar Bahasa Arab's book

Figure 3 explains reading in books. In that section, essays and exercises are presented to test students' understanding of the substance of the text.

Exercise (*At Tamrinat*)

Every lesson has a goal, and every goal has a way to achieve. A Test is one of the ways to find out children's ability to understand the lesson. Children at the age of 11 years according to Piaget's theory of cognitive development, can carry out the test process of these various types of questions, such as multiple choice, completing sentences, identifying true and false sentences (sentence structure), arranging words into correct sentences, translating sentences in Arabic into Indonesian and achieving student competency in dictating words to play

disjointed word order, determining word formulations by spelling out the blanks with the correct words, and defining the correct sentences by marking (x) and (o). The researchers found that the exercises included in this book are based on the children’s personality competencies that match the cognitive development theory of Jean Piaget. This description can be seen in Figure 4.

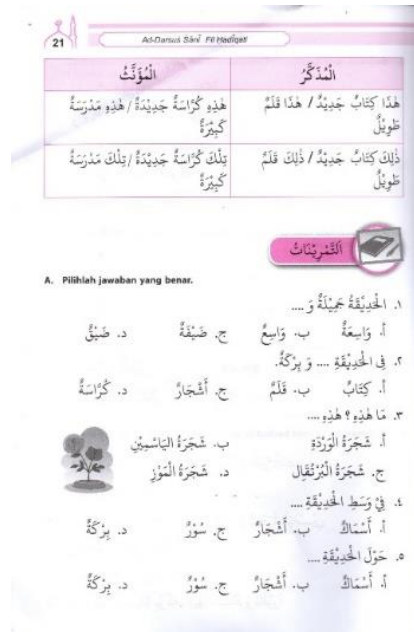


Figure 4. Exercise (At Tamrinat) subject inside Ayo Belajar Bahasa Arab’s book

Syntax (At Tarkib)

To improve writing skills in Arabic, students must master several things, one of which is sentence structure. This is a requirement for students to understand the use of correct grammatical rules, so that students can produce the correct writing. Figure 5 shows the syntax in the book.



Figure 5. Syntax (At Tarkib) subject inside Ayo Belajar Bahasa Arab’s book

The cognitive processes that children go through in sentence structure include understanding the form of sentences, their position, and how to use them in sentences, then understanding their meaning and compiling them into correct sentences. After that, students can explain the deduction of the sentence properly; and finally make sentences themselves using the correct rules.

According to <sup>12</sup> Piaget's theory of cognitive development, children at 11-year-old stage can match objects and with knowledge of vocabulary and grammar. They can understand sentences, and with this competence, they obtain the correct sentence classification by looking at the correct sentence structure. Given Piaget's theory of cognitive development, children can form sentences by matching the meanings of words with words in Arabic, then matching them with grammatical rules. (Marinda, 2020)

### **Appropriateness of the purpose of analysis of the book "*Ayo Belajar Bahasa Arab*" for fifth-grade students in elementary school according to <sup>15</sup> Jean Piaget's theory of cognitive development.**

Classifying this book in the light of the 2013 curriculum, which is done with several things: focus on the education process on students, the form of the education process contains the form (teacher - students - society, environment, the world, and other means), for students to acquire competence in searching for the course themselves, that this approach changes the planning of education from the specific to the general, and from criticism to activity (Martatik, 2018).

And looking at the competence of students at the age of 11, namely at the sensory process stage, the purpose of this book is identical to the abilities of fifth-grade students at the primary stage. And the competencies that children need to understand their lessons from this book are: doing work of matching, so that they can understand discussions and dialogues with their mentors, classifying sentences from Arabic into Indonesian, understanding numbers, and series, returning objects and classifying them, providing evidence to confirm his point, understanding the sentences, and categorizing the correct sentence by looking at the structure of the sentence (Iba & Munakata, 2019).

The aspects of suitability between the purposes and the materials are: First, the main competence and core of this book aims to identify the basics of religion. A good understanding of religion will make students have good morals. This book helps students to understand religion well, and according to Piaget's theory, children at the age of 11 are able to think and understand Arabic because their thinking has developed to a certain extent. They can understand, discuss, and dialogue. With their mentor, they may rely on providing evidence to confirm their point of view to prove themselves at his social level; this development of thinking shows that children develop the ability to understand basic religious values after

they learn about this language and make this education useful to understand their religion.

Second, Children have strong competence of discipline and a good sense of responsibility in literature and self-confidence in the form of learning Arabic by getting used to using it with friends, family, teachers, and others. The personal competence of children at the age of 11 years is that children to a certain extent can understand discussions and dialogue with their mentors and may rely on providing evidence and evidence to confirm their point of view that there is a transition from eurocentrism to social centrality or social integration. When learning Arabic by getting used to the conversion process, Arabic will build children's morals with good morals, such as discipline and a sense of responsibility, courtesy, and self-confidence. The stages of cognitive growth in understanding the value of goodness in books, teaching Arabic towards understanding the vocabulary, sentences, articles, and dialogue, and the value of goodness.

Third, Understanding scientific concepts through observation and experimentation based on the desire to identify oneself as one of God's creatures, in addition to identifying oneself through activities and things one finds at home, school, and on the playground. The scientific concepts include knowledge of vocabulary (new phrases), dialogue in Arabic, and sentence structure in Arabic. By paying attention to this material, children must have a cognitive development process, namely understanding vocabulary from Arabic to its meaning in Indonesian. Children will understand the materials in the book, such as dialog texts and articles in the book. When children understand scientific concepts, they will match them with things around them. According to Jean Piaget, understanding vocabulary, sentences, articles, and dialogue is the process that corresponds the cognitive competence of 11-year-old children. Children at this age can classify things. By classifying words from Indonesian into Arabic, an understanding is obtained of the forms of words, phrases, and simple sentences, as well as their meanings, according to linguistic elements orally or in writing.

Fourth, The presentation of scientific concepts in the clear and logical language in their work and movement reflects the degree of physical health, good morals, and firm faith. To understand scientific concepts about language, children must understand the forms of words in Arabic. In other words, children must have the ability to match the first language and the second language, so that they understand the form of words in a language other than his mother's language.

Because of this work, it can be concluded that children at the age of 11 years old can match one another in the sense of compatibility between grammar, form, and correct sentences. After matching the words in the sentence with their

meaning, children can pronounce Arabic, and they can understand the form of the word according to its meaning.

Thus, the competence of children who need to understand the lessons in this book according to their goals and according to the stage of cognitive development of children at the age of 11 years old is equivalent to the fifth grade of elementary school according to Jean Piaget cognitive development theory (Veronica, 2018).

Competence of children who need to understand this book according to its purpose, namely that children are (1) Able to classify the meaning of first language and second language; (2) To some extent, are able to understand discussions and dialogues under the instruction of a teacher and provide evidence to confirm their point of views; (3) Able to apply what they find in the classroom outside and the meaning of the first language and the second language.

According to Jean Piaget's theory of cognitive development, learning happens to children in four stages. This theory focuses on comprehending the nature of intelligence and the learning processes that occur in young children. The Piaget stages (Arifin, 2016) are (1) Sensorimotor stage: Birth to 2 years; (2) Preoperational stage: Ages 2 to 7; (3) Concrete operational stage: Ages 7 to 11; (4) Formal operational stage: Ages 12 and up. According to Piaget, kids actively engage in their education, acting somewhat like young scientists as they conduct experiments, note observations, and learn about the outside world. As they interact with the world around them, children continuously add new knowledge, build upon existing knowledge, and change ingrained beliefs to take new information into account (Mifroh, 2020).

Piaget was born in Switzerland in the late 1800s. He was an early learner and published his first scientific paper at the age of 11. He first learned about how children's minds work when he helped Alfred Binet and Theodore Simon standardize their renowned IQ test (Nabila, 2021).

Lev Vygotsky, another significant figure in the study of child development, departed significantly from Piaget's theory in several key areas. Vygotsky gave more weight to society and culture, even though he recognized the value of curiosity and participation in learning. In contrast to Piaget, Vygotsky believed that people (such as parents, caregivers, and peers) and external factors (such as culture) have a larger impact on development. Piaget believed that development is largely driven from within (Nur dkk., 2020).

Piaget's interest in children's cognitive development was greatly influenced by his observations of his niece and daughter. His speculative hypothesis that children's minds were not just miniature versions of adults' minds was supported by these findings. Children used to be largely thought of as younger versions of

adults until recently. Piaget was one of the first to realize that children and adults think differently (Iba & Munakata, 2019).

Piaget claimed that as a person grows, intelligence goes through different stages. Children who are older than those who are younger do not simply think faster (Nurhadi, 2020). Instead, there are differences in both the qualitative and quantitative aspects of young children's and older children's thinking. He concluded that kids do not have less intelligence than adults; they just think differently. Albert Einstein said that Piaget's discovery was "so simple only a genius could have thought of it" (Basri, 2018).

Piaget outlined the phases of a child's cognitive development. During cognitive development, the cognitive process and abilities change. According to Piaget, action-based processes are involved in early cognitive development and later give rise to changes in mental processes.

According to Piaget (Nainggolan & Daeli, 2021), children at this stage of development in 9-11 years may mentally form categories and chains, because children at this stage can (1) Recognize numbers and sequences, as well as return and classify objects; (2) Develop the ability to categorize and divide ideas, which is the cornerstone of rational thought; (3) Execute a matching task between each other; (4) Addition, subtraction, substitution, multiplication, division, and sequencing are among the operations that can be reversed. Since action produces intelligence, he saw this process as the foundation of intelligence; (5) Develop a young understanding of space, time, math, and logic (6) Children's thinking and cognition are socially integrated and have grown.

There is a shift from self-centralization to social centralization or social integration, and children can understand the discussion and dialogue with his guide to some extent. He may also rely on the evidence provided and evidence to support his point of view (Arimbi et.al., 2018).

## CONCLUSIONS

It was found that the materials in this book were presented well in accordance to the ability of students at their age stage for reading and composition (the form of sentences and sentences). place presented and exercises to find out the child's competence from the lessons he studied before. All materials in this book is in line with Jean Piaget's cognitive development theory at the sensory processing stage, which ranges from 7-11 years. The competencies of 11-year-old children according to Piaget are (1) Do the matching work between one another; (2) Understand discussions and dialogues with the supervisor; (3) Classify sentences from Arabic to Indonesian; (4) Understand

numbers, sort, return and classify objects; (5) Provide evidence and evidence to confirm his point of view; (6) Somewhat understand the sentence. Thus, students do not experience difficulties in learning except for some reasons or other teaching methods.

Based on the previous description, it can be concluded that *Ayo Belajar Bahasa Arab* has an excellent result and great appropriateness in matching the subjects with the theory of cognitive development of Jean Piaget on the Concrete operational stage.

From the results of the study, the researchers come up with several recommendations as follow: 1) The author of the book has further courses to deal with the theory of cognitive growth among their age-appropriate students in compiling the textbook. 2) The school must also pay attention to the theory of cognitive development of students according to their age before choosing textbooks used in their institutions. 3) Teachers have the right to teach their students in a good way that is through the cognitive development of students.

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