

The development of a joyful learning-based Arabic textbook for non-Arabic education study students

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ABSTRACT

This study aims to design and develop a joyful learning-based Arabic textbook for non-Arabic education study students to find out students' responses towards the design of the textbook. This study is motivated by various input of students in *Ilmu Tarbiyah dan Keguruan* Faculty of *Institut Agama Islam Bakti Negara (IBN)*, Tegal. This becomes their hardship in following Arabic lectures especially for the graduate of public schools such as high school and vocational school. The method used in this study is Research and Development method with Borg and Gall development model. The population of this study is the entire students of FITK IBN Tegal of 2020/2021-year academic with 31 samples of the student. The sampling technique of this study uses the probability sampling technique by giving the same opportunity for every population element (member) to be selected as a sample member. The research approach uses a descriptive quantitative approach. A questionnaire is used as a data collecting instrument. The questionnaire is used to collect quantitative data. The result of this study explains that the design expert gives score percentage to textbook design on the material aspect as big as 92% (excellent), learning aspect 97% (excellent), display aspect 91% (excellent), and presentation aspect 94% (excellent). Students' response to the joyful learning-based Arabic textbook for non-Arabic education study students is excellent with a score percentage as big as 83%.

Keywords: *Arabic textbook; Joyful learning concept; textbook development*

INTRODUCTION

A textbook has a main role as instructional media in the educational field that functions as a tool to state the content of learning curriculum materials. The textbook is one of the main reference sources in the educational field started from an elementary level until university. In university, students and lecturers use the textbook as a helper in learning the materials. The textbook also has a significant influence on students in

gaining knowledge and information related to the field study being studied.

The need for textbooks occupies the main priority scale in the educational system. However, the development of the textbook gets less of a concern, especially for Arabic textbooks. The teaching staff majority tends to use textbooks or original sourcebooks or use the learning

existing books without measuring the needs, student's ability level, and student background in the university. In essence, based on Masnur Muslich, the making of textbooks aims to facilitate the efficiency and the effectiveness of learning activities, to facilitate achievement of learning objectives, to facilitate materials and programs development in education curriculum, and to facilitate academic duties of teachers and lecturers.¹

According to Kasnun in his study explains that students with Islamic study backgrounds have a faster ability in understanding Arabic courses compare to students who graduated from public school such as SMA and SMK, which nota bene they just learned Arabic, even some of them have not been able to read Al-Qur'an.² The same problem happened to students of *Ilmu Tarbiyah dan Keguruan* Faculty (FTIK) of *Institut Agama Islam Bakti Negara* (IBN), Tegal. Students' input is from various graduates. In Arabic lectures, students are not classified based on their ability in Arabic. All students in a class have different graduate backgrounds so they have various abilities in Arabic. Whereas, the existing textbook needs an extra materials understanding, since the

provided materials are in a plain Arabic text (without *harokat*), are the non-attached meaning of every lexicon, and monotonous materials presentation, thus students of non-Islamic study graduate face difficulties in understanding materials.

Based on experiential problems, an appropriate learning solution is needed namely by designing a joyful learning-based Arabic textbook for non-Arabic education study students, so that the learning process can run effectively and the learning objectives can be achieved optimally.

RESEARCH METHOD

This study uses Research and Development method, namely a method that functioned to develop products or to create new products so they can be more practical, effective, and efficient.³ This method is used to produce products in the form of a joyful learning-based Arabic textbook for non-Arabic education study students of IBN Tegal and to examine the effectiveness of the products. The quantitative approach is used to calculate the average score in the evaluation of developed

¹ Masnur Muslich, *Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks* (Yogyakarta: Ar-Ruz Media, 2010), 7.

² Kasnun, *Strategi Aktif Learning dalam Pembelajaran Bahasa Arab di STAIN*

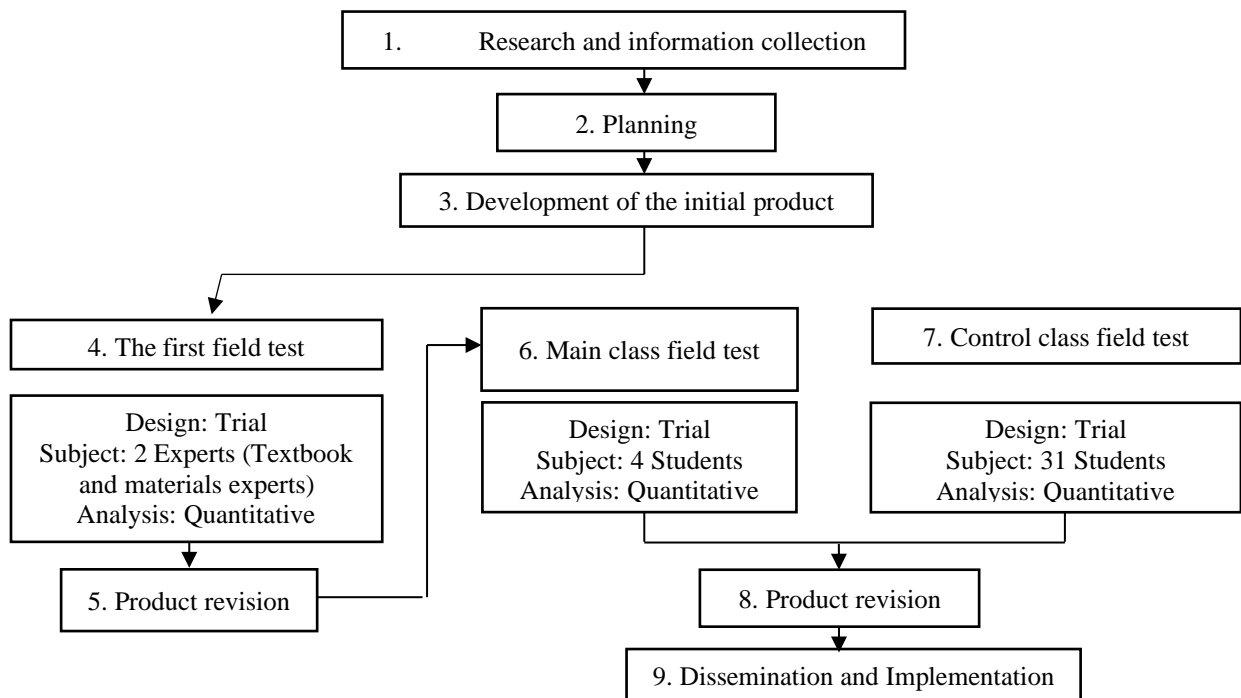
Ponorogo (Ponorogo: Jurnal Cendekia Vo.13 No.1)

³ Sugiyono, *Metode Penelitian dan Pengembangan* (Yogyakarta: Alfabeta. 2016), 37.

products, while the qualitative is used to develop textbooks.

The development method of this study is Borg and Gall development method that can be seen in the 1st scheme as follows:

Picture 1. Borg and Gall research scheme



The subject of this study is the students of *Ilmu Tarbiyah dan Keguruan* Faculty (FTIK) of *Institut Agama Islam Bakti Negara* (IBN), Tegal, from the study programs of PAI, PIAUD, PGMI, and BKI of 2020/2021-year academic. The sampling technique of this study uses a probability sampling technique, namely, a sampling technique that gives equal opportunity for every population element (member) to be

selected as the sample member. According to Suharsimi Arikunto, sampling determination of a study is when the subject is less than 100 people, then it is better to take the entire subject. However, when the subject is greater than 100 people, then it can be taken of 10-15% or 20-25% subject or more.⁴ The number of students of FITK IBN Tegal of 2020/2021-year academic is 125 students with the details, 101 people

⁴ Descriptive quantitative

from PAI study program, 8 people from PIAUD study program, 5 people from BKI study program, and 8 people from PGMI study program. From those total numbers, 25% is taken from the population so the sample number is $25\% \times 125 \text{ students} = 31 \text{ students}$.

The object of study is equal to the variable, which is what becomes the main concern of a study. The object development of this study is the joyful learning-based Arabic textbook for the non-Arabic education study program of FTIK IBN Tegal.

The instrument that is used to collect data in this study is a questionnaire. The questionnaire is used to collect quantitative data. This data is used to find out the feasibility of the developed products.

The technique of analysis of this study uses the descriptive qualitative analysis technique. The data that is collected from the questionnaire from learning material experts and learning design, as well as students to the developed products, later, is being analyzed. Processing of the obtained questionnaire data is analyzed using the percentage descriptive technique.

Quantitative data obtained from materials expert validation questionnaire, design and students response questionnaire in score percentage form later is transformed into qualitative scale. The quantitative data uses the 4th scales of the Likert scale⁵ in the reference of value conversion table as follows:

Table 1. The Conversion Guidance of Quantitative Data to Qualitative Data

No.	Score Percentage	Qualification	Description
1	81% - 100%	Excellent	Very feasible
2	61% - 80%	Good	Feasible
3	40% - 60%	Average	Less Feasible
4	≤ 40%	Poor	Not Feasible

RESULT AND DISCUSSION

1. A Development Procedure of the Joyful Learning-Based Arabic Textbook for Non-

Arabic Education Study Students

This study uses Research and Development method. The development procedure of the joyful

⁵ Sugiyono, *Metode Penelitian dan Pengembangan* (Yogyakarta: Alfabeta. 2016), 166.

learning-based textbook for non-Arabic education study students is carried out based on stages as follows:

a. Stage I: Potential and Problem

The research is carried out due to the existing problem. The problem of this study is the students' input in *Ilmu Tarbiyah dan Keguruan* Faculty, IBN, Tegal, that consists of various graduates. In Arabic lectures, students are not classified based on their Arabic ability. All students in one class have different graduate backgrounds so students' ability in Arabic is also varied. Whereas, the existing books need the understanding of the extra material since, since the provided materials are in a plain Arabic text (without *harokat*), are the non-attached meaning of every lexicon, and monotonous materials presentation, thus students of non-Islamic study graduate face difficulties in understanding materials.

Based on this problem the development of a joyful learning-based textbook for non-Arabic education study students in FTIK is needed so that students can follow Arabic learning optimally

b. Stage II: Collecting Data/Information

Data and information regarding the design of joyful learning-based textbooks for non-Arabic education study students in FTIK IBN Tegal, is obtained from various curriculum sources and the

Arabic learning objectives in FTIK IBN Tegal, as well as various parties related in this study such as lecturers and students.

c. Stage III: Product Design

The learning design of this study is going through 4 levels, namely: determining learning objectives, determining teaching materials that will be learned, formulating evaluation, determining learning performance that is suitable with every *maharoh*.

d. Design Validation

The joyful learning-based textbook for non-Arabic education study students that has been completed, produces an initial product. Furthermore, the researcher consults the textbook draft with the expert who has competence in the field to evaluate the design and the materials coverage. The textbook's content and materials are evaluated by Dr. Mirwan Akhmad Taufiq, MA (Lecturer of Arabic post-graduate program of UIN Sunan Ampel Surabaya). Whereas, the textbook's design is validated by Dr. Muhammad Jafar Shodiq (Lecturer of digitizing Arabic teaching of the post-graduate program in UIN Sunan Kalijaga Yogyakarta).

e. Stage V: 1st Design Revision

After being read, examined, and analyzed by the two experts, the researcher further makes a revision based on the questionnaire that has been fulfilled by the two experts.

f. Stage VI: Product Trial

At this stage, the researcher tests the Arabic textbook draft that has been revised to small groups of students of FTIK IBN Tegal of 2020/2021-year academic. The groups consist of 4 students and they are the representation of every study program. At the initial stage, the researcher asks the small groups to read, examine, and analyze the textbook. Further, they respond to the textbook by fulfilling the questionnaire that has been provided by the researcher through the google form application.

g. Stage VII: 2nd Design Revision

The 2nd design revision is carried out after the questionnaires are given back. At this stage, the researcher is doing the second revision based on the fulfilled questionnaire.

h. Stage VIII: Usage Trial

The next stage after the product has been revised is to try the textbook product out to a large group or class. The number of members of this stage is 31 people.

i. Stage IX: Product Revision

At this stage, the researcher revises the textbook product that has been commented on by the students at the large class trial using the questionnaire. The revision at this stage is a revision to get an Arabic textbook product that meets the

expectation and students' learning needs.

j. Stage X: Mass Production

The analysis of large field trial results and last revision will produce the product of the joyful learning-based Arabic textbook for non-Arabic education study students in FITK IBN Tegal.

2. The Result of Validation and Students' Response on the Design of the Joyful Learning-Based Arabic Textbook for Non-Arabic Education Study Students

Validation is carried out to evaluate or assess the extent to which the generated product can be used in the learning process. Validation is carried out in two cases. The first is validation by the textbook materials expert to find out and assess the correctness of the concept and the suitability of the materials with the learning objectives that are going to be achieved. The second is a validation of the textbook design to see the extent to which the textbook design is correctness and suitability.

a. Textbook's Materials Validation

The evaluation result from the materials expert on the developed textbook from the materials and learning aspects is as follows:

Tabel 2. The Data of the Materials Expert Evaluation Result on Materials Aspect

No.	Indicator	Score	Category
1	The materials are understandable	4	Excellent
2	The correctness of the presented materials	4	Excellent
3	The clarity of materials elaboration	4	Excellent
4	The suitability of non-Arabic education study level 1 materials	3	Good
5	The suitability of example and the materials	4	Excellent
6	The suitability of example and the materials	4	Excellent
7	Presentation consistency	4	Excellent
8	The variation of questions	4	Excellent
9	Questions' level of difficulty	4	Excellent
10	Proper use of language in explaining the materials	2	Fair
Total		37	
Score percentage		92%	
Category		Excellent	

Tabel 3. The Data of the Materials Expert Evaluation Result on Learning Aspect

No.	Indicator	Score	Category
1	The suitability of the materials with learning achievement	4	Excellent
2	The suitability of indicator with learning achievement	4	Excellent
3	The systematic of materials presentation	4	Excellent
4	The gradation of materials presentation	4	Good
5	The choice of learning strategy	4	Excellent
6	The clarity of learning instructions	4	Excellent
7	The correctness of materials elaboration	4	Excellent
8	Providing examples in presenting the materials	3	Good
9	Providing exercises for understanding the materials	4	Excellent
Total		35	
Score percentage		97%	
Category		Excellent	

The evaluation result from the materials expert to the developed product on materials aspect generates 92,5% score percentage with excellent category. Whereas, on the learning aspect it generates 97,2%

score percentage with excellent category.

b. Textbook Design Validation

The evaluation result from the design expert on a developed textbook on display and presentation aspects is as follows:

Tabel 4. The Data of the Design Expert Evaluation Result on Display Aspect

No.	Indicator	Score	Category
1	Cover design	4	Excellent
2	Layout	3	Good
3	Font size	4	Excellent
4	Language choice	3	Good
5	The use of words and terminologies	3	Good
6	Writing readability	4	Excellent
7	Printing clarity	4	Excellent
8	Easy instructions	4	Excellent
Total		29	
Score percentage		91 %	
Category		Excellent	

Tabel 5. The Data of the Design Expert Evaluation Result on Presentation Aspect

No.	Indicator	Score	Category
1	The consistency of presentation systematic	4	Excellent
2	In order presentation	3	Good
3	Materials presentation balance between chapter and sub chapter	4	Excellent
4	Systematics in chapter	4	Excellent
5	Various exercises	3	Good
6	Interactive – Participatory	4	Excellent
7	Teaching materials with interesting pictures	4	Excellent
8	The clarity of activities instruction	4	Excellent
9	The cover of each unit depicts teaching materials content	4	Excellent
Total		34	
Score percentage		94 %	
Category		Excellent	

The design expert evaluation result to the developed product on display aspect shows 91% score percentage with excellent category. Whereas, on presentation aspect, it shows 94% score percentage with excellent category.

c. Students' Response on the Design of the Joyful Learning-Based Arabic Textbook for Non-Arabic Education Study Students

To find out students' responses on developed products, the researcher involves 31 students to evaluate the developed Arabic textbook. The questionnaire is distributed twice namely to the small class for the first stage, and the large class for the second stage, which consists of 31 students.

The questionnaire that is given to the students includes four aspects, which are: learning aspect, materials aspect, display aspect, and presentation aspect. In this case, the

reported data are the result of students' responses that are obtained from the large class. The questionnaire result that is received as follows:

Table 6. Students' Response on Textbook

No.	Indicator	Score	Category
1	The clarity of learning instructions	4	Excellent
2	The choice of learning strategy	4	Excellent
3	Providing examples in presenting the materials	3	Good
4	Providing exercises for understanding the materials	4	Excellent
5	The materials are understandable	4	Good
6	The clarity of materials elaboration	4	Good
7	The suitability of the materials and the non-Arabic education study students	3	Good
8	Font size	3	Good
9	Writing readability	3	Good
10	Easy instructions	3	Good
11	Printing clarity	3	Good
12	Coherent presentation	3	Good
13	Encouraging students to be independent	3	Good
14	Encouraging to be creative, innovative, and to do critical thinking	3	Good
15	Interactive – Participatory	3	Good
Total		50	
Score percentage		83 %	
Category		Excellent	

Based on table 6, it is found out that students' response to textbooks either on material, learning, display, and presentation aspect achieves 83% score percentage with excellent category.

CONCLUSION

According to the result of data processing and analysis of this study, it can be concluded that:

First, the textbook design is completed through several stages as follows: (a) Stage I: Potential and problem, (b) Stage II: Collecting information and data, (c) Stage III: Product design, (d) Stage IV: Design validation, (e) Stage V: First design revision, (f) Stage VI: Product trial, (g) Stage VII: Second design revision, (h) Stage VIII: Usage trial, (i) Stage

IX: Product revision, (j) Stage X: Mass production.

Second, in the design validation stage, the materials expert team evaluates learning and materials aspects. Score percentage on the materials aspect is 92% with excellent category, and 97% with excellent category for learning aspect. Whereas, the design expert makes an evaluation on display aspect which is

91% score percentage and 94% on presentation aspect with excellent category on both aspects. It can be concluded that the development of the joyful learning-based Arabic textbook is feasibly used. Students' response on the joyful learning-based Arabic textbook for non-Arabic education study students is excellent with a score percentage is 83%.

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