

## Arabic Language Module For Madrasah Ibtidaiyah

Budi Sanjaya<sup>1</sup>, Wahyu Hidayat<sup>2</sup>

<sup>1</sup>Universitas Islam Negeri (UIN) Sulthan Thaha Saifuddin Jambi, Indonesia

<sup>2</sup>Universitas Islam Negeri (UIN) Sultan Maulana Hasanuddin, Banten, Indonesia

budisanjaya@uinjambi.ac.id<sup>\*1</sup>, wahyu.hidayat@uinbanten.ac.id<sup>2</sup>

### Abstract

This study aims to analyze the effectiveness of using Arabic language modules developed for students of *Madrasah Ibtidaiyah*. The material represented essential learning and was relevant to everyday life. This study uses Design and Development Research (DDR) with the ADDIE model. The effectiveness testing stage was carried out at MIS of Nurul Ijtihad Lubuk Gaung, Indonesia, involving ten third-grade student participants. Qualitative data comes from the validation of media, material, language, and teacher practitioner experts. Meanwhile, quantitative data is obtained from test results. Data were analyzed qualitatively, and quantitative data were analyzed using paired t-test analysis. The study results showed that this Arabic language module was feasible and well-used for teaching Arabic in elementary schools. It also shows the development of significant student learning outcomes using this module.

**Keywords:** Module; Arabic; Madrasah Ibtidaiyah

### INTRODUCTION

Language has been an important mode of communication since the beginning of human civilization. According to (Dodego, 2022), in a broad sense, language is one of the basic human needs, because language is a tool for channeling thoughts, thoughts and ideas both in spoken and written form with the aim of being understood by other people. Arabic is an international language, spoken by more than 270 million people worldwide. The idea of *Merdeka Belajar* aims to print intelligent human resources by promoting the implementation of character value practices so that the way of thinking, creativity of each center is advanced (Jailani, 2022) (Kusumawati, 2022). Furthermore, Arabic is now a required subject at the Madrasah Ibtidaiyah (MI) level under the *Merdeka Curriculum*. This was also stated in KMA RI Number 347 of 2022, which regulates Arabic language subjects separately. Arabic language learning is typically taught through real-life scenarios in everyday activities. This is done with the hope that students will gain and develop ideas or concepts and improve their Arabic language skills through personal experience (Faruq et al., 2020).

Language is the tool and guideline in every science, and the key to the world's door is language (Hasan et al., 2019; Khusni & Aziz, 2021). Learning Arabic can be defined as introducing and disseminating knowledge, including Arabic elements and language skills, to students. This was also written by (Sanjaya & Hidayat, 2021), that the main goal of language learning is proficiency in communication and mastering language skills themselves. Language as a means of communication is increasingly evolving, following its source of information. So the Arabic language, which is used daily in the boarding school world, follows the flow of change (Hidayat et al., 2023; Mufti, 2022; Mujahidah et al., 2023; Sanjaya & Hidayat, 2022). Arabic language learning is the same

as language learning in general where the teacher is responsible for teaching Arabic according to the environmental conditions and students. Furthermore (Lubis & Sanjaya, 2022), stated that the implementation of education from a pedagogical perspective is based on the principles of creativity, reflectivity, reciprocity and responsibility explain to term creative means having creativity, having the ability to create, wanting intelligence and imagination (Irawan, 2020) (Desmet, 2024). Reflective thinking is considered one of the types of thinking that require higher mental capacities (Mujahidah et al., 2023). Reciprocity can work for both individuals and societies, and everybody should be free to add to their identities whatever new ingredients they want (Belanisa et al., 2022) of their own learning process and can make a decision more in the learning and teaching process (Çam & Oruç, 2014).

Arabic Language Learning Media has its own urgency in the learning process, and is one of the determining elements that have an important role for educators and learners. If an Arabic teacher has a role in the learning process, then it is the medium that makes the process viable and connects between him and the learner so that it results in the desired goal (Mutiara et al., 2022) (Ahmadi & Ilmiani, 2020). The Arabic language learning process is adapted to the students' conditions with the hope of making students receive the material optimally. In the process of learning Arabic, of course, it cannot be separated from learning facilities and resources, such as textbooks accompanied by other teaching materials with the aim of facilitating the learning itself. Also, teacher is a very important element in language teaching. In language teaching, the teacher plays a unique role in developing student for materials knowledge and language skill (Razman et al., 2022). The usefulness of teaching materials is also emphasized by (Fauzan & Dariyadi, 2019) which states that teaching materials are an important part that must be prepared during learning.

The benefits of teaching materials in the learning process are changing the role of educators from being a teacher to being a facilitator, optimizing learning outcomes, and creating more interactive learning (Fauzan & Dariyadi, 2019). Furthermore, (Mudlofir, 2011) explains in his book that teaching materials are all forms of elements that educators use in the learning process. Therefore, an in-depth analysis of the Arabic language learning objectives to be achieved needs to be established. In determining the objectives of Arabic language learning, at least take into consideration the culture of the target language, the needs of the Indonesian people for Arabic, pay attention to the psychology of students related to their interests, motivations, and needs for Arabic, as well as the skills and level of mastery of Arabic, the relationship between Indonesian and Arabic including similarities and differences between the two languages (Ritonga et al., 2021).

Media in learning has a great meaning and influence, especially related to the senses of the student (Hamidi et al., 2023). Media is not only a medium of material, but also a means of arousing imagination, interest, and bringing learners to be able to create a pleasant and encouraging atmosphere (Hamidi et al., 2023) (Senen et al., 2021) (Syawaluddin et al., 2020). One of the parts of learning media that is efficiently used in learning is the module (Belanisa et al., 2022).

Module are one of the learning tools that play an important role in the learning process. Module can stimulate students to carry out learning independently, guided by the elements contained therein. According to (Daryanto, 2013), a module is a learning tool that is arranged systematically and designed to help students master a particular learning objective. The module is designed to present the material in a coherent manner and to have a communicative language making it easier for students to understand the subject

matter (Sidiq & Najuah, 2020). The use of learning modules is of course directly proportional to the development of the education curriculum in Indonesia. Module are a form of fully packaged and systematic learning media, containing a set of planned learning experiences and designs to help learner's master specific learning objectives (Khusni & Aziz, 2021). A module as a form of print-based teaching material designed for independent learning by learning participants equipped with instructions for self-study (Asyhar, 2012).

Modules can also help educators guide students and increase their repertoire of learning resources (Najuah et al., 2020). A module is interpreted as a complete, independent component, and is formed from a series of learning activities to achieve a number of goals that are specifically and clearly formulated. Module are printed teaching materials that are designed with the aim that they can be understood independently by students, because modules are interpreted as independent teaching materials. Aligned with (Kosasih, 2021), the book states that modules can trigger student independence in learning, because students can learn without the direct presence of a teacher. Module development using the role playing method was researched by (Umiyati et al., 2022) on the honest subject matter of *Pendidikan Agama Islam* (PAI) or Islamic education subjects, it is reviewed in terms of content, presentation, language and images. The results obtained from the product validation review obtained an assessment of material experts 94.5%, media experts 69.75%, language experts 90%, field test results 71.28%, student achievement obtained an average score of 90. This shows that The PAI module developed is suitable for application in learning.

Following the explanation above, it can be seen that the Arabic language learning module has its own urgency, and is one of the determining elements that has an important role for educators and students. So it is deemed necessary to carry out in-depth studies and the need to develop teaching materials in the form of Arabic language modules that are interesting and easy for students to understand which can support students' learning and motivation in learning Arabic.

## METHOD

This study is a mixed method research using Design and Development Research or DDR (Dick et al., 2001) (Noah & Jamaludin, 2008). The ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model was used as a guide in carrying out this study (Gagne et al., 2005). The instruments used in data collection were assessment rubrics for language experts, material experts, media experts and teacher practitioners. Apart from that, a short answer test instrument was also used to measure Arabic language skills in Arabic language material “حالة الحديقة”

The data was analyzed qualitatively descriptively, then to measure the effectiveness of the module the paired t-test analysis technique and minimum learning completeness criteria were used. The KMB standard is more than a score of 70, students can be said to have completed or passed their studies. This technique was used to analyze a one case study experimental design, namely looking at the differences between the pre-test and post-test of 10 grade thres students at MIS Nurul Ijtihad of Lubuk Gaung, Indonesia.

## RESULTS AND DISCUSSION

### Arabic Language Learning Module

The Arabic learning module consists of an opening containing a title. Then the introduction consists of several sub-materials, namely forward, table of contents, core competencies, basic competencies, learning objectives and learning indicators as well as instructions for use. The content section consists of the material is presented with colorful pictures, display conversation text, display story text, the presentation of the material content is adjusted to the student's learning indicators, motivational words or mahfuzot, crossing exercises or matching words (mufrodad), practice crossword puzzles, writing practice and multiple choice questions. The final section is a conclusion consisting of vocabulary, bibliography and author biography.

#### 1. Cover module

When the title of the design module is seen based on basic competencies, indicators to be achieved, main material, and is based on a strategy, this module is given the title "Class III/MI Arabic language learning material حالة الحديقة". On the front of the cover there is a picture of the school, trees, sky and two students.

#### 2. Foreword

The foreword in this module discusses gratitude to Allah SWT, and the Prophet Muhammad SAW, as well as an explanation of the purpose of making this module.



Figure 1. Cover



Figure 2. Foreword

#### 3. Content/ Table of Contents

This section explains the table of contents contained in the Arabic learning module along with the pages.

#### 4. Core Competencies and Basic Competencies

Core Competencies and Basic Competencies are adapted to the 2013 scientific approach Arabic language book for the curriculum.

#### 5. Indicators and Learning Objectives

#### 6. Instructions for Using the Module

Instructions for using the module serve to make it easier for students to study the module independently.

#### 7. Materials

The content of the material contains information about the condition of gardens containing fruit, flower and vegetable plants. The material in the module is summarized and arranged in such a way as to make it easier for students to understand the material.

Apart from the material, there are also conversations and stories that can train students in speaking Arabic.



Figure 3. Competencies



Figure 4. Indicators and Learning Objectives

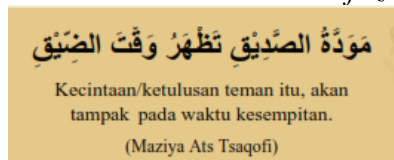


Figure 5. Display of Some Materials



8. Words of Wisdom

The word of wisdom or *Mahfuzot* is used to increase students' motivation



Picture 6. Word of Wisdom

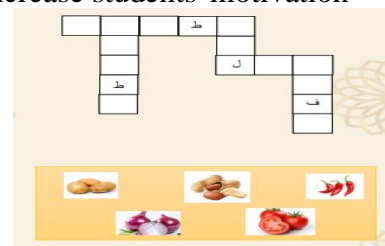


Figure 8. Crossword puzzle

### 9. Evaluation Questions

This section presents evaluation questions in the form of crossword puzzles, matching and multiple choice

### 10. Vocabulary

This section contains Arabic vocabulary that students can memorize and additional student vocabulary.

### 11. Bibliography

The bibliography contains all the sources used by researchers as references for making modules.

## Expert Assessment

Before this module is used, validation is first carried out by asking experts to assess the quality of the module being developed.

### Material Aspects

Table 1 presents material aspects of module assessment by experts. Expert assessments regarding aspects of the material include, among other things, the material must support achievement in educational goals, not contain SARA and be in accordance with science, the language material is in accordance with the national curriculum, the Arabic language material is in accordance with the development of grade 3 students. All aspects of this material are deemed by the expert to be appropriate with the rules expected by experts.

**Table 1. Expert Assessment Regarding Material Aspects**

Material	V Aiken's Tests	Decision
The Material supports achievement in educational goals	0.93	Accepted
The material does not contain SARA	0.97	Accepted
The material is in accordance with the principles of science	0.87	Accepted
The material is in accordance with the national curriculum	0.95	Accepted
The material is developmentally appropriate for third grade students	0.89	Accepted
The material is coherent, systematic and easy for students to understand	0.88	Accepted
The material develops spiritual and social attitudes	0.92	Accepted
Material for developing Arabic language skills	0.95	Accepted
Teaching materials can motivate students	0.89	Accepted

### Language Aspects

Table 2 shows the assessment of language aspects by experts consisting of 1) language in the module, aesthetic, communicative, functional and appropriate to the target audience; 2) language that uses standard language. All aspects of the language are considered accepted by experts because they have reached a consensus value of V Aiken's Tests, namely exceeding 75.

**Table 2. Expert Assessment Of Language Aspects**

Material	V Aiken's Tests	Decisions
Language in the module, aesthetic, communicative, functional and appropriate to the target audience	0.93	Accepted
Language that uses standard language	0.97	Accepted

Experts have agreed on all aspects of this module material, in the opinion of (Aiken & Marnat, 2008), if the v index value is 0.75. Tables 1 and 2 related to material and language aspects show that validity is acceptable because the v-index value exceeds 0.75 (Aiken & Marnat, 2008) (Mujahidah et al., 2023) (Sanjaya & Hidayat, 2022).

### Effectiveness of Using Arabic Language Learning Modules

In testing this module, the Arabic language learning process in class 3 was carried out three times with the Arabic language material “حالة الحديقة”, but before that a pre-test was carried out. Table 3 shows the students' pre-test results before using this module.

**Table 3. Pre-Test Results**

Criteria of KKM	F	%	Mean	SD
> 70 (Passed)	4	0	56	15.05
< 70 (Not Yet Passed)	6	60		

Table 3 shows that in this pre-test students still did not meet the minimum learning completeness criteria, this was because there was no learning process using modules. This pre-test is only to measure the initial abilities of students who will take part in learning Arabic using this module. Next, table 4 shows the post-test results.

The post-test was carried out after carrying out the learning process three times with حالة الحديقة material, the post-test results showed that all students had passed the KKM score. So this shows that learning Arabic using this module is effective in improving understanding of Arabic for Arabic material.

**Table 4. Post-Test Result**

Criteria of KKM	F	%	Mean	SD
> 70 (Passed)	10	100	83	12.51
< 70 (Not Yet Passed)	0	0		

The test the difference between pre-test and post-test scores, a paired t-test analysis was carried out. The results show that there is a difference in the mean score of the pre-test and post-test ( $t=9.00$ ; Sig  $<0.000$ ). Where the post-test score (Mean=83; SD=12.51) is better than the mean pre-test score (Mean=56, SD=15.05).

Table 5. Paired Samples Test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Post – Pre Test	27.00	9.48	3.00	9.00	9	0.00

### CONCLUSION

Expert validation regarding the development of Arabic language learning modules with حالة الحديقة material has met the rules and standards expected by experts from aspects of material and Arabic. Therefore, this module can be followed up by testing the use of the module in class 3. The results of testing the effectiveness of the module show that this module is effective in increasing students' understanding of the material. It is hoped that this module can be widely used by Arabic language teachers in third grade and become an alternative Arabic language learning medium.

**REFERENCES**

- Ahmadi, & Ilmiani, A. M. (2020). The Use of Teaching Media in Arabic Language Teaching during COVID-19 Pandemic. *Dinamika Ilmu*, 20(2), 307–322.
- Aiken, L. R., & Marnat, G. G. (2008). *Psychological Testing and Assessment*. Allyn and Bacon.
- Asyhar, R. (2012). *Kreatif Mengembangkan Media Pembelajaran*. Referensi.
- Belanisa, F., Amir, F. R., & Sudjani, D. H. (2022). E-modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 3(1), 1–12. <https://doi.org/10.30997/tjpba.v3i1.4754>
- Çam, Ş. S., & Oruç, E. Ü. (2014). Learning Responsibility and Balance of Power. *International Journal of Instruction*, 7(1), 1–16.
- Daryanto. (2013). *Inovasi Pembelajaran Efektif*. Yrama Widya.
- Desmet, O. A. (2024). Nurturing Changemakers: Harnessing the Power of Service-Learning Pedagogy for Transformational Creativity. In R. J. Sternberg & S. Karami (Eds.), *Transformational Creativity: Learning for a Better Future* (pp. 103–119). Springer International Publishing. [https://doi.org/10.1007/978-3-031-51590-3\\_8](https://doi.org/10.1007/978-3-031-51590-3_8)
- Dick, W., Carey, L., & Carey, James. O. (2001). *The Systematic Design of Instruction* (7th ed.). Addison-Wesley Educational Publisher Inc.
- Dodego, S. H. A. (2022). Pentingnya Penguasaan Bahasa Arab Dalam Pembelajaran Pendidikan Agama Islam. *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 1(2), 55–70. <https://doi.org/10.56799/peshum.v1i2.4>
- Fauzan, M., & Dariyadi, M. W. (2019). Desain Dan Pengembangan Bahan Ajar Flip Book Berbasis Android Untuk Matakuliah Tarkib Mukatstsaf Ibtida’I Bagi Mahasiswa Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang. *Prosiding Konferensi Nasional Bahasa Arab*, 343–361.
- Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of Instructional Design* (5th ed.). Thomson Wadsworth.
- Hamidi, K., Jamaluddin, W., Koderi, K., & Erlina, E. (2023). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah. *Journal on Education*, 5(2), 5289–5296. <https://doi.org/10.31004/joe.v5i2.1098>
- Hasan, J. R., Habibie, A., & Ismail, A. K. (2019). Pengembangan Bahan Ajar Berupa Modul Basics English Grammar Untuk Mahasiswa Tadris Bahasa Inggris FITK IAIN Sultan Amai Gorontalo. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 4(1), 23–43.
- Hidayat, W., Anzali, M. N., & Turmudi, M. (2023). Speaking English Performance Assessment with the Facet Rasch Measurement Model. *Jurnal Evaluasi Pendidikan*, 14(1), 8–11. <https://doi.org/10.21009/jep.v14i1.3898>
- Irawan, B. (2020). Playing As A Creative Alternative For Learning Arabic At Madrasah Ibtidaiyah In The Ir 4.0 Era. *International Journal of High Education Scientists (IJHES)*, 1(2), 21–36. <https://doi.org/10.1234/.v1i2.98>
- Jailani, M. (2022). Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka di Pondok Pesantren. *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren*, 1(01), 7–14. <https://doi.org/10.56741/pbpsp.v1i01.10>



- Khusni, A. R., & Aziz, H. (2021). Modul Keterampilan Bicara Bahasa Arab Menggunakan Media Kotak Saku. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 2(1), 52–62. <https://doi.org/10.35316/lahjah.v2i1.52-62>
- Kosasih. (2021). *Pengembangan Bahan Ajar*. Bumi Aksara.
- Kusumawati, E. (2022). Sosialisasi Kurikulum Merdeka Belajar Untuk Mewujudkan Profil Pelajar Pancasila Di Jenjang Sekolah Dasar Di SD Al-Islam 2 JAMSAREN surakarta. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, 3(4), Article 4. <https://doi.org/10.31949/jb.v3i4.3483>
- Lubis, M. A., & Sanjaya, B. (2022). The Existence of Integrated Islamic Education in Malaysia. *INNOVATIO: Journal for Religious Innovation Studies*, 22(1), 20–34. <https://doi.org/10.30631/innovatio.v22i1.148>
- Mudlofir, A. (2011). *Aplikasi Pengembangan Kurikulum Satuan Tingkat Guruan dan Bahan Ajar dalam Guruan Islam*. Rajawali Pers.
- Mufti, A. (2022). Project-Based Learning untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi pada Mata Pelajaran Bahasa Arab. *Al-Ma'rifah*, 19(1), 13–22. <https://doi.org/10.21009/almakrifah.19.01.02>
- Mujahidah, Hidayat, W., Zuhri, M. D., & Ishak. (2023). Development of an English Module Based on Bugis' local Wisdom. *JOALL (Journal of Applied Linguistics and Literature)*, 8(2), 454–487. <https://doi.org/10.33369/joall.v8i2.2789>
- Mutiara, A., Wagiran, W., & Pristiwati, R. (2022). Pengembangan Buku Pengayaan Elektronik Cerita Fabel Bermuatan Profil Pelajar Pancasila Elemen Gotong Royong Sebagai Media Literasi Membaca di Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2419–2429. <https://doi.org/10.31004/basicedu.v6i2.2455>
- Najuah, N., Lukitoyo, P. S., & Wirianti, W. (2020). *Modul Elektronik: Prosedur dan Aplikasinya*. Yayasan Kita Menulis.
- Noah, Sidek. M., & Jamaludin, A. (2008). *Pembinaan modul: Bagaimana membina modul latihan dan modul akademik*. Universiti Putra Malaysia.
- Razman, S. M., Ismail, Z., & Ismail, W. M. A. S. (2022). Developing a Teaching Module on Arabic Vocabulary Based on the Four Strands Theory for Pre-University Students in Malaysia: A Needs Analysis. *Theory and Practice in Language Studies*, 12(11), 2263–2273. <https://doi.org/10.17507/tpls.1211.05>
- Ritonga, M., Widodo, H., & Nurdianto, T. (2021). Arabic language learning reconstruction as a response to strengthen Al-Islam studies at higher education. *International Journal of Evaluation and Research in Education (IJERE)*, 10(1), 355–363. <https://doi.org/10.11591/ijere.v10i1.20747>
- Sanjaya, B., & Hidayat, W. (2021). Evaluasi Keterampilan Berbicara Bahasa Arab Siswa Madrasah Aliyah di Provinsi Jambi. *Arabi : Journal of Arabic Studies*, 6(2), 220–235. <https://doi.org/10.24865/ajas.v6i2.339>
- Sanjaya, B., & Hidayat, W. (2022). Student speaking skill assessment: Techniques and results. *International Journal of Evaluation and Research in Education (IJERE)*, 11(4), 1741–1748. <https://doi.org/10.11591/ijere.v11i4.22782>
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, 16(5), Article 5. <https://doi.org/10.18844/cjes.v16i5.6337>

- Sidiq, R., & Najuah. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/JPS.091.01>
- Syawaluddin, A., Afriani Rachman, S., & Khaerunnisa. (2020). Developing Snake Ladder Game Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies in Elementary School. *Simulation & Gaming*, 51(4), 432–442. <https://doi.org/10.1177/1046878120921902>
- Umiyati, L., Supardi, & Wibowo, E. W. (2022). Pengembangan Modul Materi Jujur Pada Mata Pelajaran Pendidikan Agama Islam Dengan Motode Bermain Peran. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 1(8), 1435–1448. <https://doi.org/10.53625/jpdsh.v1i8.231>