Cek Artikel Andi Arif

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Developing Arabic Language Textbooks Based on Religious Moderation in Madrasah

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ARTICLE INFO	ABSTRACT
	This study aims to construct an Arabic Language Textbook based on Religious Moderation at Madrasah Ibtidaiyah in Palopo City and measure the book's effectiveness in improving students' Arabic language skills. This study implemented Research and Development using the model of ADDIE. The data was collected by observation, interviews, questionnaires, and documentation. The Arabic Language Learning Book based on Religious Moderation at Madrasah Ibtidaiyah in Palopo City was designed by considering the theory of developing Arabic language learning books for elementary school children and non-native speakers and based on the results of the analysis of the needs of Ibtidaiyah madrasa students in Palopo City. The test results show that the designed book can help improve students' Arabic language skills. In addition to enhancing students' Arabic language skills, the prepared textbooks are very helpful in increasing students' understanding of religious moderation. This research has implications for the importance of developing teaching materials carried out by teachers by taking into account the socio-cultural context of the community and the dynamics of the times so that the teaching materials made can provide maximum results. *This is an open access article under the* CC BY-NC-SA *license.*
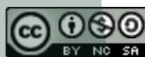
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1. INTRODUCTION

The development of the value of religious moderation in educational and learning activities in schools is essential to create effective and efficient learning amid the multi-cultural life of students and the dynamics of the times (Awwaliyah, 2017; Tharaba, 2020). Religious moderation is the main focus of the Ministry of Religion of the Republic of Indonesia in realizing a peaceful Indonesia and efforts to fight radicalism and extremism that is developing in Indonesia. Therefore, the content and value of religious moderation must be instilled early on in this nation's generation (Badriah, 2020).

In the author's analysis and observation, Palopo in particular and Luwu Raya, in general, are fertile grounds for the growth of radical religious understanding. This is because, in Palopo, some various religious organizations or movements have vital distinctions and characters, some of which even have large bases in Palopo, such as Nahdatul Ulama, Muhammadiyah, Indonesian Islamic Da'wah Institute (LDII), *Hizbut Tahrir* Indonesia (HTI) (especially for HTI institutions, although they have been disbanded, their followers still exist), even culture-based mysticism schools are also here. However, Luwu Raya can appear as a harmonious and harmonious religious community, where conflicts with religious backgrounds are rarely found.

Presenting Religious Moderation-based Textbooks for students, especially at Madrasah Ibtidaiyah in Palopo, is the author's attempt to take the educational path to maintain harmony and harmony in the city of Palopo. In addition, it is an effort to combat the circulation of harmful content for school-age children to prepare a generation that loves peace.

In learning Arabic, the textbooks are arranged in such a way by the teacher to develop the language skills of students and their confident spirit towards the language based on the specified curriculum (Hamidah, 2016; Yanti & Afrani, 2018). Teaching materials are understood as all forms of materials used to assist teachers/instructors in carrying out learning activities (Albar, 2019; (Mahmud et al., 2021). The teaching materials were developed to refer to the principles of a communicative approach that are packaged in colourful displays (Hamid et al., 2019; Asiya et al., 2021).

As part of teaching materials, books have various fundamental problems that vary (Malinda et al., 2020), including differences in the content of books with the needs of students, unattractive content and content, and standards of book material that are not by students' abilities. Textbooks and teaching materials are one of the determining factors and essential components of the learning process; when they are no longer adequately prepared and selected according to their needs, they may not be effective in helping students or teachers achieve the goals that have been formulated. Teachers need to prepare textbooks that are by the needs and abilities of students (Rauhillah, 2010).

The low quality of teaching materials is one of the fundamental problems in learning Arabic, especially for non-Arabic speakers in Indonesia(Roviin, 2020). Seeing how important the existence of teaching materials both for teachers and students are in learning activities, it is essential to develop innovative teaching materials sustainably, including Arabic teaching materials (Mustaufiy, 2020; Ramdani et al., 2021). Teaching materials are necessary for teachers so that learning is more effective efficient and does not deviate from the competencies to be achieved (Iqbaluddin & Aisa, 2020).

The preparation and development of teaching materials produced through the research and development process will have practical and accountable Arabic textbooks. This is because the preparation and design steps are carried out through several stages, starting from analyzing the needs of students, designing texts and the content of the material in it by paying attention to the theories of preparing books and teaching materials. Then carry out evaluations and improvements through the advice of experts and experts, and finally, the final revision and finalization of textbook products.

Developing Arabic textbooks specifically for elementary school children and beginners in learning Arabic is essential to make it easier for them to understand Arabic and increase their interest and enthusiasm for learning. Likewise, books designed based on religious moderation are an effort to improve children's spiritual understanding and diversity from an early age. Religious moderation is a creative effort carried out in developing this textbook to be more open, have an attitude of inclusiveness, mutual respect, and tolerance for differences that exist amid diversity. Students are expected to avoid exclusive attitudes, truth claims, and intolerance through this religious moderation.

In relevant research studies, the authors found several previous relevant writings and research, including research conducted by Ramah & Rohman (2018) which said that the material content (*hiwar* and *qira'ah*) was determined by the 2013 Curriculum Content Standards, covering spiritual attitudes, knowledge, skills, and social attitudes. According to the research findings, social attitudes are pretty limited in the 2013 Islamic Madrasah Aliyah Arabic Textbook. The book's material is devoid of variety, tolerance, pluralism, and multiculturalism. Syaifullah & Izzah (2019) say that the Arabic teaching materials must include four language skills, namely: speaking, listening, reading and writing, by always considering the principles, characteristics, and applicable principles.

Subsequent research conducted by Masdar (2019) said that the contrastive analysis between Arabic (Ilmu Bayan) and Indonesian resulted in similarities and differences between the discussion of *tasybih, majaz (istia'rah* and *majaz mursal), kinayah* with simile, metaphor, personification, and euphemisms in Indonesian. A very effective method of developing Bayan Science teaching materials based on contrastive analysis is used in the Arabic Language Education study program at the Amuntai College of Al-Qur'an Sciences. This process is carried out in several stages, including needs analysis; data collection; design, expert testing; product revision, field trial, and field trial revision.

Anhar (2019) further said that pupils had difficulty comprehending old Arabic literature; on the other hand, they had no trouble reading current Arabic novels. Nashoih & Darmawan (2019) said that in *nahwu* (Arabic syntax) courses, the teaching materials provided could increase student learning outcomes, which would expand their knowledge. This increase has a considerable impact on the level of interference when used as a remedy to reduce it. Rahmawati (2021) said that the development of Arabic textbooks could help students explore Arabic and communicate it.

In the research carried out by the author in this article, the construction of books based on religious moderation is an effort to improve children's spiritual understanding and diversity from an early age. The focus of this research is limited to the process of Designing Arabic Language Learning Books based on Religious Moderation at Madrasah Ibtidaiyah (MI) in Palopo City. How Effective is the Arabic Language Learning Book based on Religious Moderation, designed to improve students' Arabic language skills and understanding of religious moderation?

2. METHODS

This research is development research that seeks to construct and describe experts' opinions on the designed book, using the ADDIE (Analyze, Design, Develop, Implement and Evaluation) Model (Muyassaroh et al., 2018; Wulandari, 2019). In the book development stage, the researcher went through several stages. The steps are analyzing student needs, data collection, book product design, certification from experts, improvement of expert input, validity testing, modification of book products from validity test results, final design, and development results textbooks.

Figure 1 ADDIE Model (Adapting from : Usta & Güntepe, 2017)

This research was conducted at Madrasah Ibtidaiyah (MI) in Palopo City. The researcher chose several madrasas that represented the abilities of MI students in Palopo City. The level chosen is at the sixth grade level of Madrasah Ibtidaiyah.

The steps of researchers in collecting data are as follows; first, observation to identify learning activities in the classroom and to find out the needs of students in learning. Second, interviews to obtain data about student needs from the perspective of informants based on the guidelines in the discussion. Third, the questionnaire was used to respond to the developed textbooks from teachers, students, and experts/validators. Fourth, documentation is used to document several needed things and support research activities.

Researchers will design textbooks according to student needs through various data obtained through observation and interviews. After that, the researcher developed the text, made improvements according to the validation results from the experts, and explained the feasibility of the book designed

according to the experts. Triangulation is used to obtain accurate and valid data. Combining various data collection techniques and existing data sources.

3.   FINDINGS AND DISCUSSION

Development of Arabic Textbooks based on Religious Moderation

Books and teaching materials are the determining factors and essential components of the learning process. As an educator, teachers need to prepare textbooks that suit the needs and abilities of students. Readers need to be arranged in such a way because they are different from ordinary books. Arabic texts, for example, do not only consist of primary material but must also have additional materials and sections such as dictionaries and vocabulary lists, written or audio exercises, progressive readings, test and practice materials, and usage guides (Al-Ghâli, 1991).

In the preparation and development of Arabic textbooks, the author also pays attention to the theory of preparing Arabic books for non-native speakers; it is necessary to pay attention to several aspects, such as cultural and social aspects, psychological aspects, linguistics, and aspects of educational background. The foundation or essential elements in the preparation of academic books, namely psychological aspects, cultural aspects, ability aspects, and linguistic aspects. We must choose book teaching materials that are by scientific criteria and principles. The book's contents will not achieve its objectives unless the language subject is within the range of the mental capacity of the students and the background of their abilities.

In addition, there are several standards that we must meet when compiling this textbook, namely validity, significance, interest, student ability, and universality. In addition, several things must be considered in collecting Arabic books for non-native speakers, such as other approaches to learning, expert opinions, surveys, and analysis results. Therefore, the author validates

In presenting the material in this book, there are two concepts that we pay attention to; the first is presenting material that is organized based on the material itself, namely by paying attention to the logical arrangement of information and concepts regardless of the extent of students' stereotypes, such as topics ranging from simple issues to high-level issues. Complex, from easy to difficult, from old to modern. The second psychological concept, namely the provision of content according to the needs and abilities of students. In addition, there are three principles in the presentation of book material, namely continuity, systematic, and comprehensive (Thoimah, 1989).

As for some of the principles that the author pays attention to in writing this Arabic language textbook, it can be described as follows figure 2.

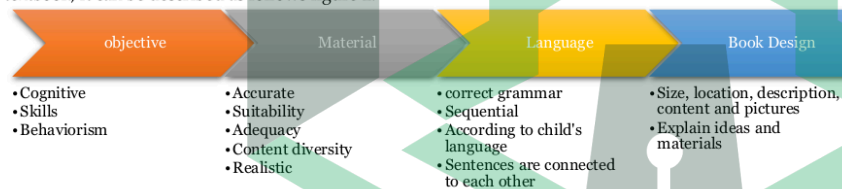| objective	Material	Language	Book Design
• Cognitive • Skills • Behaviorism	• Accurate • Suitability • Adequacy • Content diversity • Realistic	• correct grammar • Sequential • According to child's language • Sentences are connected to each other	• Size, location, description, content and pictures • Explain ideas and materials

Figure 2 Principles of Arabic Language Textbook Development (Komalasari, 2010)

In addition, the author considers Arabic learning materials for non-native speaker children. The material can be; personal data, home, environment, work, leisure, travel, relationships with others, health and illness, education, in the market, in restaurants, countries and regions, atmosphere, local wisdom and culture, religion, spiritual values, and others (Latukonsina, 2013). Some of these themes, such as home, school, daily activities, tourism, etc., are included in this book.

In addition, no less critical is evaluation. The evaluations used in Arabic learning vary and are divided according to their specifications, both in terms of their objectives, methods of implementation,

forms of responses, how they were evaluated when they were established, their use, and so on (Hamid, 2013).

One of the characteristics of this book is that it is based on the values of religious moderation. The author realizes that religious fundamentalism, which can lead to religious radicalism, is a severe problem. This is due to the emergence of instant religious figures who have tremendous mass influence both directly in the community and through social media networks despite the lack of clarity on their spiritual, scientific capacity, and political orientation. Content and videos via the internet and social media have made these new figures a reference for the religion of the Indonesian people. Ironically, it is not uncommon for narrative content and religious videos to circulate that contain hate speech, hoaxes, and narrow primordial identity sentiments, such as religious, ethnic, and racial fanaticism, which can threaten the integrity of the national building that has been agreed upon by this nation.

In the book on Religious Moderation of the Ministry of Religion, it is explained that religious moderation is the ability to behave in a *tawassuth* manner, which is to have an attitude in the middle and not extreme, *tawazun* is to be balanced in perspective, *Tasamuh* means to be tolerant of differences, fair, which is, to be honest in making decisions. There are three restrictions on a person called violating the values of religious moderation, namely violating human values, mutual agreement, and public order (Tim Penyusun Kementerian Agama RI, 2019)

By considering the theory of developing Arabic learning books for elementary school children and non-native speakers and based on the results of the analysis of the needs of Ibtidaiyah madrasa students in Palopo City, the author then designed an Arabic language teaching book based on religious moderation for students of Madrasah Ibtidaiyah in Palopo City. This book is one of the author's efforts and endeavours in grounding and instilling religious moderation in students and generations of the nation from an early age.

Here are some of the sections in the book that were designed:

1.   An example of an introductory chapter

2.   Example of the material section

3.   Examples of practice sections

The effectiveness of the designed Learning Book

The researchers ran a pre-test and a post-test to determine the effectiveness of learning books in increasing the Arabic language skills of Madrasah Ibtidaiyah students in Palopo City who were studying the Arabic language. The findings of the pre-and post-tests revealed that students' Arabic scores improved before the implementation of the designed book experiment and then improved after the performance of the intended book experiment. As seen in the accompanying table, the values and their progression may be observed;

Table 1 Pre-Test and Post-Test scores of students at MI Datuk Sulaiman Palopo

No.	Name	Pre Test Score	Post Test Score
1	Anonymous1	70	84
2	Anonymous2	73	85
3	Anonymous3	72	84
4	Anonymous4	77	90
5	Anonymous5	74	87
6	Anonymous6	75	85
7	Anonymous7	76	87
8	Anonymous8	70	83

No.	Name	Pre Test Score	Post Test Score
9	Anonymous9	73	85
10	Anonymous10	70	85
11	Anonymous11	70	84
12	Anonymous12	70	83
13	Anonymous13	72	87
14	Anonymous14	71	85
15	Anonymous15	75	87
16	Anonymous16	73	87
17	Anonymous17	72	85
18	Anonymous18	74	87
19	Anonymous19	72	87
20	Anonymous20	70	83
21	Anonymous21	70	80
Amount		1519	1790
Average		72,3	85,2

Table 2 Pre-Test and Post-Test scores of students at MI DDI I Palopo

No.	Name	Pre Test Score	Post Test Score
1	Anonymous1	70	84
2	Anonymous2	70	84
3	Anonymous3	70	84
4	Anonymous4	72	85
5	Anonymous5	73	83
6	Anonymous6	74	85
7	Anonymous7	70	80
8	Anonymous8	70	80
9	Anonymous9	72	85
10	Anonymous10	72	85
11	Anonymous11	72	83
12	Anonymous12	73	84
13	Anonymous13	74	85
14	Anonymous14	75	85
15	Anonymous15	74	87
16	Anonymous16	75	87
17	Anonymous17	70	85
18	Anonymous18	73	87
19	Anonymous19	75	87
20	Anonymous20	70	82
21	Anonymous21	70	80
22	Anonymous22	72	83
Amount		1586	1850
Average		72,1	84,1

In addition to improving students' Arabic language skills, as presented in Tables 1 and 2, the prepared textbooks greatly help improve students' understanding of religious moderation. This can be seen from the results of interviews conducted by researchers showing an increase in the value of students' knowledge of religious moderation from before the designed book trial was carried out and then increased after the designed book trial was carried out.

Teaching materials are essential components that must be present in the learning process because they contain what must be done during the learning process (Wijaksono, 2020; Yulita & Ain, 2021; Haryanti et al., 2021). It includes materials, learning steps, media, and evaluation (Wulandari, 2019). The existence of teaching materials will undoubtedly help educators and students in the learning

process (Fauzan, 2019). Teaching materials are information, tools, or anything teachers use in carrying out learning activities. Therefore, the existence of teaching materials is essential in the learning process. Students must feel the benefits of the teaching material after they learn it (Nazif & Dosen, 2020; Lian et al., 2021; Lutfiana & Kristina, 2021).

As part of teaching materials, Arabic textbooks have characteristics different from other books, such as fiction books or ordinary reading books. In general, textbooks are scientific writings. Therefore, the attributes of textbooks are the same as scientific works. In terms of content, textbooks contain a set of knowledge or information that can be scientifically accounted for. In terms of presentation, the material in the textbook is presented with a specific reasoning pattern, as is the way of scientific reasoning (inductive, deductive, or mixed). Meanwhile, in terms of format, textbooks follow scientific book conventions, writing patterns, citation patterns, distribution patterns, and discussion patterns (Ramah & Rohman, 2018).

4.   CONCLUSION

The Arabic Language Learning Book based on Religious Moderation at Madrasah Ibtidaiyah in Palopo City was designed by considering the theory of developing Arabic language learning books for elementary school children and non-native speakers and based on the results of the analysis of the needs of Islamic State students in Palopo City. The characteristics of this book include; This book is composed of 6 chapters and a vocabulary dictionary at the end of the book, each chapter contains an introduction, learning objectives, the content of reading material, varied practice questions, also equipped with mid-semester exercises and end-semester exercises, book materials are arranged based on the values of religious moderation. , local wisdom and cultural context.

The compiled textbooks were validated by experts and tested on madrasah ibtidaiyah students in Palopo City, which consisted of a limited-stage trial and a broad-based trial. The test results show that the designed book can help improve students' Arabic language skills. This can be seen from the increase in the post-test scores of students from an average of 72.1 in the free test results to 84.1 in the post-test results of MI DDI students in Palopo City, and 72.3 in the free test to 85.2 in the post-test results. MI Datuk Sulaiman student test, Palopo City.

In addition to improving students' Arabic language skills, the prepared textbooks are very helpful in increasing students' understanding of religious moderation. This can be seen from the results of interviews conducted by researchers showing an increase in the value of students' knowledge of religious moderation from before the designed book trial was carried out and then increased after the designed book trial was carried out.

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