

Need assesment of development arabic learning materials based on content and language integrated learning (CLIL) at islamic junior high school

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Abstract: The purpose of this study is to identify Arabic learning materials that have been implemented and analyze student responses to the development based on Content and Language Integrated Learning (CLIL) with religious material (Al- Qur'an and Hadith). the research method used is mixed qualitative and quantitative methods. Data collection techniques using interviews, questionnaires, and documentation. The learning materials given to students at MTsN 2 Padang Pariaman Regency are sourced from Arabic textbooks compiled by the drafting team of the Ministry of Religion based on KMA no 183 2019 and published by the Ministry of Religion. The results of the questionnaire showed that 88.7% of students liked the teacher's explanations that linked Arabic material with the al-Quran and Hadith and at the same rate, students also expected an Arabic textbook that contained verses of the al-Quran and Hadith.

Keywords: Learning materials, arabic, CLIL

INTRODUCTION

The Arabic curriculum used in madrasas at this time refers to the Decree of the Minister of Religion number 183 of 2019 concerning the Islamic Education Curriculum and Arabic in Madrasas. MTsN 2 Padang Pariaman as one of the madrasas providing education of course in its learning activities also refers to KMA 183 of 2019.

In The implementation of Arabic learning activities in madrasas uses an Arabic language textbook that refers to KMA 183 of 2019. It's just that the learning materials in the book still focus on the basic introduction of Arabic, without presenting it directly related to Arabic as the language of al-Islam. Quran and Hadith. According to researchers, this is like students learning English or other foreign languages. Arabic as the language of instruction in communicating is obtained by students, but Arabic as the language of the Koran and Hadith has not been integrated with students' understanding after following the learning process, such as the absence of examples that are directly related to the verses of the Qur'an and Hadith.

Learning material in Arabic terms is called al-mawad al ta'limiyah, which is a collection of elements or parts related to the content of the learning curriculum in one part of the learning material of a particular science (Abdurrahim Ayat Dushu, p. 67). Learning materials occupy a very important position of the entire curriculum that must be prepared so that learning can achieve its goals. These targets must be in accordance with the learning objectives described as Core competencies and Basic Competencies that must be achieved by students.

One of the objectives of learning Arabic as stipulated in KMA 183 of 2019 is to raise awareness about the importance of Arabic as a foreign language to become the main tool of learning, especially in reviewing sources of Islamic teachings and communication tools in international relations. On the other hand, new students joining madrasas, especially MTsN 2 Padang Pariaman, have different educational backgrounds. Students from Madrasah Ibtidaiyah and Integrated Islamic Elementary Schools are in the range of only 2-6% of the total new students entering MTsN 2 Padang Pariaman. On the other hand, most of them come from State Elementary Schools, as much as 92-94%, where the curriculum is mostly general subjects, while Islamic religious subjects are two (2) lessons. And Arabic is not learned at all. Of course, this difference in educational background will affect the readiness of students to participate in the learning process, especially in Arabic subjects. This then became a reason for researchers to conduct a needs analysis related to the development of Arabic learning materials for seventh grade (VII), as one of the efforts made to achieve the Arabic language learning objectives

set by KMA 183 of 2019. In this regard, then The development of Arabic learning materials based on Content and Language Integrated Learning (CLIL) with religious material (Al-Qur'an and Hadith) is an option to raise students' awareness of the importance of Arabic in studying Islamic teaching sources.

The researcher is chosen this approach because CLIL is one of the learning approaches that combines language and content approach, wherein a second language or a foreign language is used not only as a language in instructional learning but also as a very important tool for building knowledge. CLIL is a centred learning approach of two things, it has an additional language to use learning process and it teaches both material and language in order to encourage the mastery of matter and language that is in a certain level. Thus, CLIL is used as a learning approach in bilingual schools, which uses a language as the language of instruction in its learning. CLIL is also associated with content-based teaching based on a dual focus on language and taught content (Dalton-Puffer, 2011, p.182).

CLIL is an approach to introduce the concept of the Integrated Approach of Language Teaching and Non-Language Field Study as an alternative that can be used as a foundation for teaching Non-Language subjects using English. Content and Language Integrated Learning is abbreviated CLIL. It is a content learning approach through additional languages (foreign or secondary). CLIL also encourages students to be more cognitively active while studying process (McCormic, 2007, p.256).

Needs analysis regarding the development of this learning material is important considering the importance of the product resulting from the development of this Arabic language material. The development of Arabic learning materials based on Content and Language Integrated Learning (CLIL) with religious material (Al-Qur'an and Hadith) will be carried out by linking the themes of existing learning materials with verses of the Koran and Hadith. The development method that researchers will use in developing existing materials is the concept of integrated learning with the connected model. This is expected to realize the objectives of learning Arabic based on KMA 183 of 2019 and increase students' faith and devotion to God Almighty and make students more familiar with the Qur'an and Hadith, as well as internalize the values of Islamic teachings contained in the verses of al-Qur'an. Qur'an or hadith related to the theme of the material. Thus, students are expected to understand the importance of studying Arabic to understand the Qur'an and Hadith when receiving Arabic learning materials.

There are several scientific studies that have proven the effectiveness of learning by using products from the development of learning materials based on the Qur'an and Hadith. The results of the research with the theme "Development of Textbooks Based on the Qur'an and Hadith", explained that learning by using this textbook development product was able to improve student learning outcomes in the two schools where the product was tested. This increase in learning outcomes is evidenced by the increase in students' post-test results after being given treatment using the developed textbook (Abdul Hafiz, 2015, p.29). and a similar study, with the theme "Development of Quran-Based Science Learning Worksheets for MI Students" shows that the worksheets have a very good practical effectiveness value (93.3%). Strong technical aspects (81.25%), as well as very strong pedagogical, content and aesthetic aspects (87.5%). After participating in the study, students gave a positive response (93%) to the application of the Quran-based science learning worksheet (Pipih Nurhayati, 2017, p. 61).

Starting from what has been stated above, researchers are interested in identifying and analyzing Arabic learning materials contained in textbooks that are being used and to determine the level of teacher and student needs for the development of Arabic learning materials based on Content and Language Integrated Learning (CLIL) with religious material (Al-Qur'an and Hadith).

METHOD

The approach of the research is a mixed method. It is a research step that combines both qualitative and quantitative research. Mixed research is a research approach that combines quantitative and qualitative research (Creswell, 2010, p.304). While Sugiyono (2011, p.404) stated that the research method combines quantitative and qualitative methods to be used jointly in a research activity.

The population in this study were all 7th grade students of MTsN 2 Padang Pariaman, 156 people and the research sample was taken 25% of the total population, which was 39 students. And all Arabic language teachers at MTsN 2 Padang Pariaman

Research instruments are interviews, questionnaires and documentation. The research procedure is by conducting interviews with Arabic teachers, regarding their responses to the learning materials contained in Arabic textbooks currently available. Furthermore, distributing a questionnaire need assessment using a Likert scale to determine the level of their need for Arabic learning materials. And identify the Arabic language textbooks that already exist and are used at MTsN 2 Padang Pariaman

Furthermore, an analysis of the existing data was carried out to determine the level of need for Arabic language teachers and students at MTsN 2 Padang Pariaman, for the development of Arabic learning materials based on Content and Language Integrated Learning (CLIL) with religious material (Al-Qur'an and Hadith). Data analysis was carried out by calculating the percentage of the results of the questionnaire and elaborating the results of the interviews as well as analyzing the existing Arabic learning materials.

RESULTS AND DISCUSSIONS

Learning materials that have been systematically arranged consisting of knowledge, skills and attitudes or values that must be mastered are teaching materials. Arabic teaching materials are Arabic subject matter which consists of aspects of language skills and knowledge of the language in a systematic arrangement so that it can help and facilitate educators and students in achieving Arabic learning goals.

The Arabic teaching materials that are generally used at MTsN 2 Padang Pariaman Regency are Arabic books compiled by the drafting team of the Ministry of Religion and published by the Ministry of Religion in accordance with KMA no 183 2019 which has been tested and started to be used in Madrasah Tsanawiyah 2 Padang Pariaman in the semester odd academic year 2021/2022. And as an effort to enrich the repertoire of knowledge, Arabic teachers at MTsN 2 Padang Pariaman district also have several other supporting books. As written by DR. D. Hidayat/ PT Karya Toha Putra, H. Darsono and T. Ibrahim/ Publisher: Aqila and by Maman Abdul Djaliel/ Publisher: Yrama Widya.

The textbooks on Arabic subjects that are most widely used are textbooks published by the Ministry of Religion, this book is considered the most appropriate for the questions that appear in the evaluation of learning (final semester exams / national standard madrasa exams). And with the publication of KMA 183 2019, the previous textbooks were developed in accordance with the mandate of the 2019 KMA 183.

Conducting interviews with seventh grade Arabic teachers at MTsN 2 Padang Pariaman

This activity aims to obtain information about: An overview of the textbooks used, Preparation for the implementation of Arabic learning that has been carried out in grade VII at MTsN 2 Padang Pariaman Regency. Arabic learning activities that have been carried out in class VII at MTsN 2 Padang Pariaman Regency. The teacher's desire to develop Arabic learning materials.

Based on interviews that have been conducted, information is obtained that Arabic language teachers use Arabic books published by the Ministry of Religion in accordance with KMA 183 of 2019. Before carrying out learning Arabic teachers have also planned the implementation of learning quite well. This is evidenced by the explanation given by the teacher, that at the beginning of the semester a Learning Implementation Plan (RPP) has been made and the textbooks to be used have also been prepared. In the process of implementing learning, it is not uncommon for Arabic language teachers to find problems in the practice of hiwar and reading qiraah texts. The diversity of educational backgrounds of students is quite influential on learning Arabic. This is a challenge for teachers to be able to overcome these problems.

During the Arabic learning process, the Arabic language teacher always creates a warm and friendly atmosphere with students. For example, by looking at students with smiling faces, asking students gently to do the existing exercises, doing an assessment of the exercises directly. In the case of qiraah learning, for example, the Arabic teacher listens to each student's reading and immediately makes corrections, if something goes wrong in the pronunciation of the makharijul letters. This is enough to affect students, so they are enthusiastic and happy in participating in Arabic learning.

With regard to Arabic as the language of the Qur'an and Hadith, basically Arabic subject teachers have provided an understanding of this. The explanation is given every time it motivates students to be enthusiastic about learning Arabic subjects. Although the content of the material contained in the textbooks used is not actually written some of the verses of the Qur'an and Hadith, the existing Arabic language teachers have presented examples from the verses of the Koran or the hadith of the prophet when explaining material.

Mrs R also said that at the moment, at the madrasa where she works, literacy programs and curriculum integration are being enlivened, so this is a challenge in itself in carrying out learning. There is a sense of "envy" in a positive sense, when discussing with science teachers, they say that in learning in class they read verses of the Koran related to the material presented. While he himself as an Arabic language teacher, who should be able to do the same thing as the teacher, has not been able to present it in learning, other than merely conveying that Arabic is the language of life for Muslims, the language of the Qur'an and Hadith. However, in reality Arabic teaching materials have not presented the Koran and Hadith textually in the existing source books. So he really hopes that Arabic textbooks that present verses from the Koran and Hadith in learning materials will soon be available and he can use them. Still according to Rahmizar's mother, that linking the existing material with the Qur'an and Hadith is a necessity. Because Arabic itself is the language of the Qur'an and Hadith. So it will be

easier to integrate it. Thus he explained and conveyed his expectations when the researcher conducted the interview.

Based on the observations and interviews that have been carried out, the researchers found that the students' motivation to learn Arabic in several Madrasah Tsanawiyah was observed to be good. Teachers teaching Arabic subjects also have a strong desire to present verses of the Qur'an and Hadith in their learning, even though there are no supporting books for that.

In the process of carrying out observations, there was an interesting event for the researcher, namely when the researcher was in class and the Arabic teacher assigned students to copy the Qiraah text that had been studied, there were students who asked "All the verses were copied ma'am?". A similar case was also conveyed by Kartina's mother, when she asked students to send voice notes in WAG when carrying out online learning, there were students who read the qiraah text like reading the Koran. This of course adds to the motivation of researchers and emphasizes the importance for researchers to continue this research.

Thus, it is hoped that students who learn to use Arabic textbooks from this development product will find it easier to understand that the Qur'an and Hadith are in Arabic, but not everything written in Arabic is the Koran or Hadith.

Analysis of Student Needs on the Development of Arabic Teaching Materials based on Al-Quran and Hadith. This activity aims to obtain information about students' views on Arabic teaching materials that currently exist and students' needs for the development of Arabic teaching materials based on the Koran and Hadith. The form of effort that researchers do is by distributing need assessment questionnaires to students. The questionnaire distributed was in the form of a google form which was distributed to all students of class VII MTsN 2 Padang Pariaman. There are 156 students spread over 7 local groups (rombel). Furthermore, the researchers made a sample of 25% of the 156 students. As for the sample is 6 or 7 students from each local. The sampling method used was random sampling, so that 39 students were found as samples in the study.

Here's a results table student questionnaire assessments for the development of teaching materials in Arabic-based al-Quran and Hadith

Table 1. Results of Questionnaire Need Assessment Development of Textbooks Arabic

NO	Statement of	Results
1	Lesson Arabic is a difficult lesson	55.3%
2	Learning Arabic will facilitate in understanding the Qur'an and Hadith	92.8%
3	Verses of the Qur'an and Hadith are the two main sources of Islamic teachings and Arabic as the language used in them.	89.9%
4	Arabic textbooks today, do not present the connection of Arabic with the Qur'an and Hadith.	56.4%
5	In today's Arabic textbooks, there is not a single example of the new mufradat that is learned which is also found in the Qur'an and Hadith.	52.3%
6	In the Arabic language textbooks currently in use, there is no explanation of the subject being studied, nor is it contained in the Qur'an and Hadith.	56.9%
7	Arabic teachers often explain that Arabic is the language of the Quran and Hadith.	84.6%
8	Ananda liked the teacher's explanation of Arabic material related to the Qur'an and Hadith.	88.7%
9	Ananda hopes that there will be Arabic textbooks that present the Qur'an and Hadith in it, so that Ananda can see firsthand the relevance of the Arabic lessons learned with the Qur'an and Hadith.	88.7%
Average Score: 665.4: 9 =		73.93%

Based on the data obtained from the need assessment questionnaire above, it was obtained information that the statement of Arabic as a difficult subject, obtained a score of 55.3%, thus it can be understood that in general students are neutral position. So the assumption that Arabic is a difficult subject is not fully accepted by students.

The statement that learning Arabic will make it easier to understand the Qur'an and Hadith, got the highest score of 92.8%. This proves that conceptually students already have a strong understanding of the importance of knowledge of the Arabic language to understand the Qur'an and Hadith correctly. Furthermore, the statement that current Arabic textbooks do not present the relationship of Arabic with the Qur'an and Hadith and are not given an example of the mufradat studied are also found in the Qur'an and Hadith, each obtaining scores of 52.3% and 56.9%. Thus, students can be said to be neutral towards these two statements.

Furthermore, the statement that Arabic teachers often explain Arabic is the language of the Qur'an and Hadith, obtained a score of 84.6%. Students admit that so far the Arabic teacher has explained that Arabic is the language of the Koran and Hadith. As for 88.7% of students expect an Arabic textbook that presents verses from

the Qur'an and Hadith in it. Likewise, statements like teacher explanations that link Arabic material with the Koran and Hadith. 88.7%. In this case, it can be understood that students strongly agree with the development of existing Arabic textbooks by presenting verses of the Qur'an and Hadith in it. And when viewed from the average overall score, the figure is 73.93%, meaning that students feel the need to develop the Arabic language textbook.

Based on the research findings, it can be concluded that the Arabic language teaching materials used in MTsN 2 Padang Pariaman Regency are Arabic books compiled by the drafting team of the Ministry of Religion and published by the Ministry of Religion in accordance with KMA no. 183 of 2019 which has been piloted and started to be used at Madrasah Tsanawiyah 2 Padang Pariaman in the odd semester of the 2021/2022 academic year. And as an effort to enrich the repertoire of knowledge, Arabic teachers in Padang Pariaman district also have several other supporting books.

Arabic learning materials contained in the KMA book no. 183 of 2019 is composed of six material themes that will be presented to students, each theme is collected in four learning activities. Judging from the suitability of the Arabic language learning objectives with the material contained in this Arabic language book, it was found that there were learning objectives that had not been collected in the learning materials contained in the textbook. The learning objectives that have been compiled in the current Arabic language books are aimed at developing the ability to communicate in Arabic, both spoken and written, which includes four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qiraah*), and write (*kitabah*). These language skills are given to each theme of the material being studied. Meanwhile, the aim to raise awareness about the importance of Arabic as a foreign language to become the main tool of learning, especially to study the sources of Islamic teachings and to develop an understanding of the interrelationships between language and culture as well as to broaden cultural horizons, has not been reflected in the existing learning materials.

CONCLUSION

Students admit that so far the Arabic teacher has explained that Arabic is the language of the Qur'an and Hadith. There are a lot of students expect an Arabic textbook that presents verses from the Qur'an and Hadith in it. Likewise, statements like teacher explanations that link Arabic material with the Koran and Hadith. 88.7%. In this case, it can be understood that students strongly agree with the development of existing Arabic textbooks by presenting verses of the Qur'an and Hadith in it. Thus, the development of Arabic learning materials based on Content and Language Integrated Learning (CLIL) with religious material (Al-Qur'an and Hadith) is highly recommended for further research.

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