

Proceeding International Conference on Islamic Education
“Integrated Science and Religious Moderation in New-Paradigm in Contemporary Education”
Faculty of Tarbiyah and Teaching Training
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang
October 17th, 2022
P-ISSN 2477-3638 / E-ISSN 2613-9804
Volume: 7 Year 2022

DEVELOPMENT OF ARABIC TENSE MODULE IN LEARNING WRITING SKILLS AT FITK UIN MALANG

Agung Prasetyo^{1,*}, Ismatul Hidayah Fitriani^{2*}, Fitroh Adlani^{3*}

^{*1,2,3} UIN Maulana Malik Ibrahim Malang

e-mail: 1agungprasetyo@pba.uin-malang.ac.id, 2ismatulhidayahfitriani.05@gmail.com,
3fitrohadlany@gmail.com

Abstract Arabic learning continues to develop, starting with Syauqi Dhoif, Amin al-Khuli, Ibrahim Musthofa, Abdurrahman al-Ayyubi, Muhammad Abd Sattar and Mahdi al-Makhzumi and even Tammam Hassan. The study of nahwu taught still has many problems, especially students find it difficult to understand Arabic because their understanding is very low in the basic concepts of nahwu. Apart from this, there is one important study that many people still don't know, namely tenses. In Arabic, tenses are commonly referred to as epochs (زمن). Based on the experience of researchers while teaching Maharah al-Qiraah and Maharah al-Kitabah in the last two years, it can be explained that many Arabic Language Education students make mistakes in making Arabic sentences, for example using idioms, hamzah qotho' and washol and so on. Even a survey conducted by researchers this semester, not a single student knows that Arabic has 16 tenses similar to English. Seeing the phenomenon above, according to the researcher, it is necessary to conduct development research in the form of making modules on Arabic tenses. The aim is to fill the gaps in studies in the field of Arabic tenses. From the results of this research, it can be concluded that the module development with R&D research is expected to be able to provide solutions in learning maharah kitabah. The module has been tested for validity by validators of learning experts and media experts. The results of the learning and media expert validators got an average validation score of 80%. Based on the data from the validation results, the module is valid and can be used in the learning process. Based on the development process and the results of the module trial, it meets the good criteria, and can add to the references of students studying maharah kitabah.

Keywords Learning Arabic; *Arabic sentences*

A. INTRODUCTION

Arabic learning is still struggling with nahwu a la Imam Sibawaihi. If you trace history, Arabic language knowledge continues to develop, starting with Syauqi Dhoif, Amin al-Khuli, Ibrahim Musthofa, Abdurrahman al-Ayyubi, Muhammad Abd Sattar and Mahdi al-Makhzumi even to Tammam Hassan. According to Tammam Hassan, Arabic knowledge should not stop or stagnate. (Prasetyo, 2017)

Based on previous research, there are still many problems that are taught in the nahwu study. Siti Hafshoh, for example, said that there are factors that make it difficult for students to understand Arabic because their understanding is very low in the basic concepts of nahwu. (Hafshoh, 2011). Meanwhile, if you look at the research written by Muhammad Irfan Zidni, the problems of learning Arabic occur due to several reasons, for example difficulties in determining sentence tarkib, fi'il-fa'il, maf'ul and so on. (Zidni, 2014)

Apart from this, there is one important study that many people still don't know, namely tenses. In Arabic, tenses are commonly referred to as epochs (زمن). If you look at the experience of researchers while teaching *Maharah al-Qiraah* and *Maharah al-Kitabah* in the last two years, it can be explained that many Arabic Language Education students make mistakes in making Arabic sentences, for example using idioms, hamzah qotho' and washol and so on. Even a survey conducted by researchers this semester, not a single student knows that Arabic has 16 tenses similar to English. This study of tenses may not be familiar because it only appeared in 2017. This can be read further in the book written by Hassan Abdel-Shafik Hassan Gadalla.(Gadalla.2017)

Tenses in English are called time (time). This is very closely related to changing the verb according to the intended time. Tenses are one of the most important elements in language and this often causes mistakes for most Indonesians who are beginning to learn the language. In short, tense is a description/explanation of when a statement, news, event occurs, whether it is now, in the future, in the past, or changes in the form of the verb according to the time it occurs. (https://eprints.akakom.ac.id/8332/3/3_115410018_BAB_II.pdf)

Based on the time of the incident, it can be divided into four parts, namely a) Present Tense (for the time that is happening); b) Past Tense (for a time that has already occurred); c) Future Tense (for a time that will occur); d) Past Future Tense (time that will happen in the past). Based on the time and nature of the activity, it will get the overall tenses in English which there are 16 kinds, namely simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense. (https://eprints.akakom.ac.id/8332/3/3_115410018_BAB_II.pdf)

Seeing the phenomenon above, according to the researcher, it is necessary to conduct development research in the form of making modules on Arabic tenses. The aim is to fill the gaps in studies in the field of Arabic tenses. In addition, the results of this study can also be used as a reference and additional material for Arabic language education students at the Faculty of Tarbiyah and Teacher Training at UIN Maulana Malik Ibrahim Malang in *Maharah al-Kitabah*.

As for the theme to be studied, the researcher formulated the research entitled "Development of Arabic Tenses Module for Learning *Maharah Kitabah* at the Faculty of Tarbiyah and Teacher Training UIN Maulana Malik Ibrahim Malang. The problem formulations in this research proposal include a) What are the steps for developing the Arabic Tenses Module using the Qiyasiyah Method for *Maharah al-Kitabah* Learning at FITK UIN Malang; b) How is the feasibility of the Arabic Tenses Module with the Qiyasiyah Method for Learning *Maharah al-Kitabah* at FITK UIN Malang

In developing the module the author chose *Al-Tharîqah al-Qiyâsiyyah* because in the opinion of the researcher, this theory has an important role in the classical learning system, namely based on a deductive mindset, thinking from general to specific, from ma'lum to majhul meaning, from general provisions. to specific application, from kulli to juz'i, from rule to example. According to Alam Budi Kusuma, *al-qiyâs* (analogy) is done after knowing *al-maqîs 'alaih* (rules) as an imitative model. (Kusuma : 2018,)

B. METHODS

The type of research used in this study is research and development (Research and Development). The research and development method serves to validate and develop the product. (Sugiyomo, 2015: 28) Researchers use research and development methods because to produce and develop a learning product.

The development model used is the development of a conceptual model, namely an analytical development model that provides or explains its components. Researchers who refer to the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation). This learning media refers to the steps of the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). These steps are as follows:

The purpose of this analysis is to determine the initial needs in developing this learning media. Among them are the analysis of student characteristics, analysis of teaching materials, and analysis of the curriculum that will be used in developing this module.

The second stage is the stage of making the design of the module to be developed. At this stage the researcher determines the elements that will be included in the learning module that will be developed. In addition, determining the learning flow that will be made and planning the content in the presentation of the material.

This stage is the process of making the learning module itself. At this stage, researchers continue to make modules based on the designs that have been made. The modules that have been created are then reviewed or validated by reviewers, namely layout experts and material expert lecturers. This media review or validation is carried out to obtain an assessment of the appearance and scope of the material presented. The results of the reviewer's assessment are used as guidelines for revision so that later a module that is worthy of trial will be produced both in terms of appearance and material. (Sugiyono, 2015: 39)

The modules that have been developed and declared fit for testing by the layout expert lecturers and material expert lecturers are then tested on the Maharah Kitabah class PBA UIN Malang students. Then the students who participated in the implementation filled out a questionnaire.

From the trial phase, assessment and questionnaire results will be obtained from teachers and students who follow the implementation. The results of these tests will be analyzed and evaluated which can then be known to the quality, value of benefits and student responses to the learning media. The results of the analysis, evaluation, and student responses are used as a reference whether or not the final stage of media revision is necessary.

Product trials here are carried out to find out and collect data that can be used as a basis for determining the level of effectiveness, efficiency or feasibility of a product produced. In this section, the following product trials will be described:

The design of the trial was carried out by the researcher teaching by using the learning module. Furthermore, the researchers distributed student questionnaires to the learning module. The results of the questionnaire will later be used as a reference for revising at the final stage. The subjects of this CBA test were students of PBA UIN Malang, Maharah Kitabah class. The type of data used by researchers is the type of primary data. For the type of primary data (quantitative) obtained from the results of the assessment (score) on product validation from layout experts and material experts. learning and material suitability. This assessment sheet is in the form of a check list adapted from the Belawati Tian instrument grid in his book Development of Learning Media with further development by researchers. The research instrument was validated by the instrument expert lecturer. The data collection instruments in this study are:

The use of questionnaire instruments in research and module development by researchers is used to determine the feasibility of the products that have been developed. The questionnaire compiled consists of three types of questionnaires, namely a questionnaire for product assessment by material experts, product assessment by layouting experts and learning module users (PBA students).

Data resulting from the distribution of questionnaires for product feasibility tests (product validation) will be analyzed using descriptive statistical analysis techniques. The analysis is meant by descriptive statistical techniques, where the researcher clearly describes the data acquisition about the characteristics of each variable. Then the results of the analysis are used to revise the learning media products developed by the researchers.

The formula per group of points and overall points:

Information:

$$p = \frac{x}{\sum x_i} \times 1$$

- P : The score you are looking for
 X : The total number of respondents' answers in all points
 $\sum X_i$: Total ideal score in points
 100 : Constant number

While the criteria for evaluating the feasibility of the module product use the following value principles:

Presentase (%)	Product Eligibility Criteria
90-100	Very good, no revision needed
80-90	Ok, no revision needed
70-79	Good enough, no revision needed
60-69	Not good, need revision
<60	Not very good, all need revision

Learning outcomes data were analyzed using the t-test statistical analysis technique using the SPSS type 16 program.

Type of data: Pretest and Posttest

Product Test

Product testing aims to obtain accurate data in determining the validity, practicality, and effectiveness of the resulting product. In this product test includes expert test / expert validation and trial.

At the expert test/expert validation stage, this is used as a reference in revising the product so that it is suitable for use in product trials, so this expert trial/expert validation will determine the level of validity/feasibility of the products produced under development. There are several things that include expert testing/expert validation which will be explained as follows:

The subject/validator are Material Expert. The material expert validator is an expert lecturer in the field of PBA with a minimum education of Strata 2 (S3) in the PBA study program. Learning Expert is a PBA lecturer with a minimum education of Strata 3 (S3) PBA and has 10 years of teaching experience. Design Expert validators are lecturers who test the feasibility of the module design. Minimum education Strata 3 (S3) in the field of design. Linguist is a lecturer as an expert validator who assesses the accuracy and clarity of the language used in the module. Minimum education Strata 3 (S3) in language education study program and has been teaching for 10 years. Practitioners is an Arabic language teacher, with a minimum education of Strata 1 (S1) in the PBA study program with a requirement of 5 years of teaching experience.

C. RESULT & DISCUSSION

This research and development activity aims to produce a product in the form of an Arabic Tenses Module with the Qiyasiyah Method for Learning Maharah al-Kitabah at FITK UIN Malang. This module can later be used as material or media in learning. According to Yusufhadi Miarso, learning media are everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of students so that they can encourage a deliberate, purposeful, and controlled learning process (Teni Nurrita, 2018).

The module was developed using the ADDIE development model which has five stages, namely analysis, design, development, implementation, and assessment. This model is used because it really helps researchers to develop an appropriate learning media to use. The researcher carried out the module revision process at the end of each stage by referring to the suggestions of the validator and supervisor.

Students are enthusiastic and interested in participating in learning and also give their opinion that because the maharah kitabah material is in the form of tenses, over time, learning is now starting to return to normal, namely offline. Therefore, the researchers designed learning media that can be used both in online and offline learning, the media development process was designed based on the characteristics of the students of the Arabic Language Education Study Program, FITK UIN Maulana Malik Ibrahim Malang.

According to Mulyatiningsih (2014), in product validation, the expert team involved in the validation process consists of: material experts and media experts. In this product validation, the product that has been made before the trial is carried out is first validated by experts, namely 2 lecturers who are experienced and can judge whether comic media is feasible or not to be used in the learning process. Validation with this lecturer is done by filling out a questionnaire (Maulia et al., 2018).

The level of validity/feasibility of comic learning media can be determined based on the results of media product validation that has been carried out by validators who are material experts and media experts.

In the initial validation process, the material recognizes the forms of fiil in Arabic, namely fiil madhi, mudhorik and amr. Based on the results of the researcher's consultation with the material expert, the material is considered to be lacking so that the researcher needs to add material and improve it first before being validated by a material expert. The researcher added the material including the material concept map, how to use the module, objectives, competencies to be achieved and added questions. Therefore, there are several inputs related to the material in the media to suit the learning objectives.

The results of material expert validation obtained a score percentage of 80%. If qualified with the media eligibility criteria, this media gets a good predicate. These criteria indicate that the material presented in the media developed by the researcher is in accordance with the learning objectives so that the material is very feasible to be tested on the test subject. This is in accordance with and supports previous research....

Based on the results of validation and input from material experts, it can be concluded that the material contained in the module has met the eligibility criteria in a good category so that it is feasible to be tested.

The results of product validation by media experts get a percentage of 80.4% with good criteria. This media is considered practical and easy to use by lecturers and students in online and offline learning activities. There are several inputs from the validator during the design validation process. Design expert validators suggest changing the font used to be according to standards and adding tables or graphs to make the module look more attractive.

All suggestions from the validator are used as a reference for researchers to make learning media better and feasible to apply and right on target. This indicates that the module can be piloted.

Media Attractiveness Rate Analysis. (Joni Purwono, et al, 2014) explains that learning media has an important role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and fun (Tafonao, 2018). In developing comics media, researchers used a questionnaire to determine student responses to the attractiveness of the media.

The results of the student response questionnaire to the attractiveness of the media showed a percentage of 85%. This figure shows that this media is considered attractive for students of the Arabic language education study program. The results of the module practicality questionnaire from the main product field test with a total of 10 students. Aspects of the ease of the module with a total percentage of 87, % good category. The attractiveness aspect of the module with a percentage result of 86% is in the good category. The aspect of media benefits with a 90% percentage result in the very good category, is in the 1st place in the aspect percentage in the module readability questionnaire. The total is in good category, so it can be concluded that the module is practical, easy, and interesting for students and is well used in the learning process. This is in accordance with the positive responses of students observed by researchers during the learning process using the comic module in class, based on the results of observations during the study. Based on the results of the questionnaire and the theory of media attractiveness, it can be concluded that the module is interesting so that it can improve the maharah kitabah skills.

D. CONCLUSION

After conducting research on module development, testing the feasibility of media, testing learning tools, practicing learning using media and knowing the responses of students, this research can be summarized with the following conclusions:
This research includes R&D research, the product developed in this study is the Arabic tenses module which is expected to be able to provide solutions in learning maharah kitabah,. The module has been tested for validity by validators of learning experts and media experts. The results of the learning and media expert validators got an average validation score of 80%. Based on the data from the validation results, the module is valid and can be used in the learning process. Based on the development process and the results of the module trial, it meets the good criteria, and can add to the references of students studying maharah kitabah.

REFERENCES

- Abdel, Hassan -Shafik Hassan Gadalla.(2017).Translating Tenses in Arabic-English and English: Arabic contexts, cambridge scholarrs publishing lady stephenson library, New castle upon Tyne, NE6 2PA, UK
- Abdul Majid, 2013, Strategi Pembeajaran, Bandung: PT.Remaja Rosdakarya.
- Efendi, Anwar.(2011).Bahasa dan Sastra dalam Berbagai prespektif, (Tiara wacana: Jogjakarta) Fachrurrozi, Aziz dan Erta Mahyuddin, Teknik Pembelajaran Bahasa Arab, Bandung: Pustaka cendekia Utama.
- Emzir, 2011, Metodologi Penelitian Pendidikan, Jakarta: RajaGrafindo Persada
- Endang Mulyatiningsih, 2014, Metode Penelitian Terapan Bidang Pendidikan, Bandung: Alfabeta.
- Hamdani, 2011, Strategi Belajar Mengajar, Bandung: Pustaka Setia.
- Hartono, 2011, Metodologi Penelitian, Pekanbaru: Zanafa Publishing. Made Wena, 2011, Strategi Pembelajaran Inovatif Kontemporer, Jakarta: Bumi Aksara.
- Kusuma, Alam Budi.(2018).Pendekatan Dan Metodologi Pengajaran Bahasa Arab :Jurnal Komunikasi dan Pendidikan Islam, volume 1.

- Mohamad Syarif Sumantri, 2015, Strategi Pembelajaran, Jakarta: PT RajaGrafindo Persada.
- Nana Sudjana, 2004, Penilaian Hasil Mengajar, Bandung: PT. Remaja Rosdakarya. Nana Syaodih Sukmadinata, 2010, Metode Penelitian Pendidikan, Bandung: Remaja Rosdakarya.
- Mustofa, Syaiful.(2011). Strategi Pembelajaran Bahasa Arab.Bandung :Remaja Rosdakarya.
- Nurrita, Neni.2018. Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa: Jurnal Misykat.Volume 3 No 1.
- Sugiyono.(2015)Metode Penelitian dan Pengembangan.Bandung :Alfabeta.
- Sugiyono, 2009, Metode Penelitian dan Pengembangan: Pendekatan Kuantitatif, Kualitatif, dan R & D, Bandung: Alfabeta. Sugiyono, 2009, Metode Penelitian Pendidikan, Bandung: CV Alfabeta. Suharsimi arikunto, 2010, Manajemen Penelitian, Jakarta: Rineka. Syaiful Bahri Djamarah, 2010, Strategi Belajar Mengajar, Jakarta: Rineka Cipta.
- Trianto, 2009, Mendesain Model Pembelajaran Inovatif-Progresif, Jakarta: Preda Kencana Media. Wina Sanjaya, 2014, Penelitian Pendidikan, Jakarta: Kencana.
- Ulyan, Ahmad Fuad Mahmud.(1992).Al-Maharah al-Lughawiyah, Mahiytuha wa Turuqu Tadrisuha.Riyadh :Darul Muslim.
- Prasetyo, Agung.(2017).Oritenasi Nahwu Menurut Tammam Hassan :Thesis, Pascasarjana UIN Maulana Malik Ibrahim Malang.
- نون انشر,سيتي حفصة.(2011). ضيف الطلاب في دراسة القواعن لنحوية بمدرسة الهداية لستاري الثانوية المهنية لباك بولو جاكرت الجنوبية: شريف هداية الله الاسلامية الحكومية جاكرت
- محمد عرفان زدنيز.(2015). الدراسة التحليلية في مشكلات فهم مواد المقروعة في□دريس مهارة القراءة لتلامي الصف 11 قسم الدينية بالمدرسة العالية الحكومية ماجنع جلاجب عام الدرس 2014-2015, جاكرت: جامعة الاسلامية الحكومية سونان كاليجاكاز