Analysis of Student Needs for the Development of Arabic Language Teaching Materials at Madrasah Ibtidaiyyah Al Birru Ponorogo

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ABSTRACT:
Arabic is a foreign language which is a compulsory subject in Madrasas, therefore learning Arabic is a superior program in madrasas which differentiates it from other public schools. Arabic language learning in Indonesia in particular is currently experiencing an increase, various innovations are starting to be made, one of which is developing teaching materials according to the needs of madrasa students. Developing teaching materials seems to be something that teachers must do in order to attract students' interest in learning Arabic. Some textbooks that are often used by schools are basically textbooks that originate from the Middle East. Even though there has been textbook development carried out by Arabic language teachers and developers, there are still very few who pay attention to students' needs in learning Arabic. The research will begin with coordination and interviews with the school principal to find out Arabic language learning achievements, who will then conduct interviews with teachers and students regarding their tendencies to learn Arabic, students' backgrounds and observations of the Arabic language learning tools used. Next, carry out a needs analysis as a basic material for developing Arabic teaching materials for Madrasah Al Birru Ponorogo students. The output of the research is in the form of scientific articles which will be published in reputable journals in the field of Arabic language education such as Al-Bayan, and so on

Bahasa Arab merupakan bahasa Asing yang menjadi mata pelajaran wajib di Madrasah, maka dari itu pembelajaran bahasa Arab menjadi program unggulan di madrasah yang menjadi pembeda dengan sekolah-sekolah umum lainnya. Pembelajaran bahasa Arab di Indonesia khususnya saat ini mengalami peningkatan, berbagai inovasi mulai dilakukan salah satunya adalah dengan mengembangkan bahan Ajar sesuai dengan kebutuhan siswa madrasah. Pengembangan bahan ajar seolah menjadi hal yang wajib dilakukan oleh guru dalam rangka menarik minat siswa dalam belajar bahasa Arab. Beberapa buku ajar yang sering digunakan sekolah-sekolah pada dasarnya merupakan buku ajar yang bersumber dari timur tengah. Meskipun sudah ada pengembangan buku ajar yang dilakukan oleh para pengajar maupun pengembang bahasa Arab, akan tetapi masih sangat sedikit sekali yang memperhatikan kebutuhan siswa dalam belajar Bahasa Arab. Penelitian akan diawali dengan Koordinasi dan wawancara dengan Kepala sekolah untuk mengetahui capaian pembelajaran Bahasa Arab yang selanjutnya melakukan wawancara dengan guru dan siswa terkait kecenderungan belajar Bahasa Arab, latar belakang siswa serta observasi pada perangkat pembelajaran Bahasa Arab yang digunakan. Selanjutnya melakukan analisis kebutuhan sebagai bahan dasar untuk pengembangan bahan Ajar Bahasa Arab bagi siswa Madrasah Al Birru Ponorogo. Luaran dari penelitian berupa artikel ilmiah yang akan dipublikasikan pada jurnal bereputasi pada bidang Pendidikan bahasa Arab seperti Al- Bayan, dan lain sebagainya.

Keywords: *Needs analysis, teaching materials, student characteristics*

INTRODUCTION

Arabic is a category A subject in the 2013 curriculum, this shows that Arabic is a subject that must be studied in madrasas under the auspices of the religious curriculum. This is a characteristic that differentiates madrasah schools from other public schools. One process in order to improve the quality of human resources is through learning Arabic (Nuraini, 2019) . In Indonesia, with a majority Muslim

population, it is very common for many people to study Arabic because it is the language of the Koran which is widely studied by Muslim people.

Language in human life is a means of everyday communication. A person's communication ability is largely determined by their skills in using language. Arabic as a language of communication has four aspects of skills, namely listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah qira'ah*), and writing skills (*maharah kitabah*). Arabic is a language that is widely used in the world and not only among Muslims, but also among non-Muslims. According to Melani Albar, professor Hillary Wise from the University of London, revealed that " *As the language of the Koran, the holy book of Islam, it's taught as a second language in Muslim states throughtout the world* " in America there is not a single university that does not make Arabic a subject, including Catholic and Christian universities. *Harvard University* , which is a well-known university in the world and was founded by Protestant " *Ulama* " and *Georgetown University* , a private Catholic university, both have an Arabic studies center which is the *Center for contemporary Arab studies* (Melani Albar (UIN Malang), 2014) . Based on the data above, it can be concluded that Arabic is not only studied and used by Arabs or Muslim people, but is also studied by non-Muslim people. Apart from being the language of the holy Koran, Arabic is also a language of communication that is widely studied by non-Muslims.

Teaching Arabic in particular is a field that does not have much innovation, this is due to very minimal teacher creativity in finding solutions to various problems in Arabic language learning which do not yet have clear, focused standards, so this becomes a long-lasting problem and hampers the process. learning. According to Abidin (2022), teacher creativity is the key to successful learning in the new era. Teachers who are not creative cause students to fail to understand the lesson.

Arabic language learning is included in the superior madrasah programs which have not achieved maximum results, where in learning activities there are still many problems that arise, including methodological problems which will greatly determine success in the Arabic language learning process. The learning process carried out in class still finds many problems both from within the students themselves and from outside the students which will result in learning difficulties for students (Abidin, Arifin, et al., 2022) . These difficulties are very common in the Arabic language learning process, because Arabic is a foreign language for students with a different linguistic system (Nuraini, 2019) . Learning Arabic will be very difficult and boring if the material presented is not something that madrasa students

are interested in, themes related to home and school are very common for students (Abidin, Wahrudin, et al., 2022) . This will certainly greatly affect the results or achievement of learning Arabic due to a lack of enthusiasm for learning, this also happens at MI Al Birru Muhammadiyah Ponorogo. Based on the facts that occurred, many students did not understand and properly understand the test questions presented, so the results were less than satisfactory.

Based on the data above, the researcher tried to analyze the needs of Madrasah students regarding the development of Arabic language teaching materials so that students would be very motivated to learn Arabic and would find it easy to learn and understand Arabic. The scope of this research focuses on phenomena that occur in Arabic language learning, especially at the elementary level. The scope of this research is in accordance with the strategic plan of the Muhammadiyah University of Ponorogo (UMPO), namely: 10 Social Humanities and disaster management, 2) Development of Local Culture and Education, 3) development of *green technology* (Materials and energy, informatics, electronics), 4) Health and food security, as well as economics and entrepreneurship.

LITERATURE REVIEW

Learning is an intense interaction between teachers and students. The relationship between learning materials and students' environment, initial abilities and age are important things to pay attention to before developing teaching materials (Nina, 2021). Teaching materials are one of seven teaching components (Nuruddin, 2016) , arranged systematically and used by teachers and students in order to achieve the expected learning objectives (Syairi, 2013) . Teaching materials are learning tools in all their complexity, designed and written with instructional rules because they will be used by teachers to help students learn Arabic easily. The need for teaching materials is very important in achieving the objectives of learning Arabic itself (Syaifullah & Izzah, 2019) . The need for learning materials is the main priority scale in learning (Gipayana et al., nd) . One of the problems in learning Arabic is the problem of teaching materials which will cause difficulties for students in learning it, because the teaching materials used are teaching materials published by publishers and do not suit the students' characteristics and cultural environment (Divan, 2018) . As stated by Brown (2007: 206-207), one of language learning is the principle of linking language with culture (Nurhidayati, 2019) . Arabic is currently receiving serious attention in education, and efforts are continuing to develop learning methods (Nuraini, 2019) . A good

teaching method is a varied method so that it can foster motivation in teaching and learning activities, as it is directly related to the local culture where students live. Material related to local culture, apart from increasing vocabulary mastery, will also increase students' knowledge of the culture of their region (Batubara & Delila, 2020) . Teaching materials must be prepared in accordance with the demands of the curriculum by taking into account, namely teaching materials that suit the needs, characteristics and social environment of students (Zukhaira & Hasyim, 2013) .

Based on the explanation above, analysis of student needs for the development of Arabic language teaching materials facilitates the learning process. Arabic language teaching materials are prepared based on students' characteristics and tendencies which are linked to themes related to students' real lives and their environment. This needs analysis will be used to develop Arabic language teaching materials at a level appropriate to the child's age so that learning Arabic will be easier and more meaningful. Environmental characteristics and students' needs for Arabic language materials and educational background at home will be the main attention in preparing teaching materials so that students are able to learn according to the needs of their daily lives.

METHODS

This research is qualitative research, with the object of parties related to analyzing students' needs for the development of Arabic language teaching materials which will be used as a basis for developing teaching materials according to the age, stages and characteristics of students in Madrasas. The informants in this research were teachers, students, Madrasah heads and stakeholders at MI Al Birru Muhammadiyah Ponorogo. The research began with; 1) preliminary study which includes an evaluation study of Arabic language learning and an analysis of the needs of teachers, students and madrasa stakeholders; 2) Develop research instruments; 3) Data collection through interviews; 4) data analysis. (Creswell, 2010)

Data collection techniques through; 1) Observation, the researcher carries out passive observations, where the researcher is outside the subject and does not participate in the activities contained in it, and only focuses on activities related to analyzing student needs in developing Arabic teaching materials at MI Al Birru, 2) interviews were conducted by researchers with the informants specified above. The data analysis technique in this research is data reduction related to analyzing student needs in developing Arabic language teaching materials, collecting data and drawing conclusions about student needs for

developing Arabic language teaching materials. So that the data can be analyzed properly, the data validity technique used by researchers is the triangulation technique of sources from informants, compared with the data obtained. (Sugiyono, 2015)

FINDINGS AND DISCUSSION

Arabic language education is one of the core subjects at MI Al Birru. The ability to speak Arabic is a concern for schools as a basis for the ability to understand religious propositions. Based on the results of interviews conducted with Madrasah teachers in Ponorogo, the results were obtained that Arabic language teachers are still experiencing obstacles in developing Arabic language teaching materials. Ima Resmayanti revealed that:

"The Arabic language teachers at MI Al Birru have confusion in following student worksheet books because initially the school used a textbook published by the Muhammadiyah Regional Leadership, but the teacher felt that the material content in this textbook was still too light, so currently the school using the package book published by the Ministry of Religion." (Ima Resmayanti, interview, March 14 2023)

Teachers use teaching materials that already exist at school. Student Worksheet Books (LKS) are books that teachers have always used when teaching Arabic. The LKS used initially used LKS from PWM, but after seeing that the weight was light, the evaluation of the learning process returned to using the Ministry of Religion LKS. This is because the material in the book comes from the East Java Muhammadiyah Regional Leadership which is not the same as the Ministry of Religion. The curriculum used still uses the 2013 curriculum. In 2023-2024 there has been a commitment to use the independent curriculum with the signing of a commitment letter. The difficulty experienced by teachers is that there is no formula to maximize Arabic language learning in schools. The condition of students also still experiences problems, this is due to the minimal number of hours of learning Arabic every week in one semester.

The results of the needs analysis distributed to respondents at Madrasah Ibtidaiyah in Ponorogo, can be described that teachers have always needed Arabic language teaching materials that are communicative and contextual. Communicative and contextual language learning will certainly be easily understood by students. Arabic language teaching materials should also accommodate students' differentiated needs based on diagnostic test results. The level of difficulty in this book should also be analyzed based on grade level.

The teacher also said that the limited duration of students' study time, namely once a week, is one of the factors that influences students' ability to learn Arabic. Thus, accompanying teaching materials for students at home should also be created to help students learn Arabic while studying at home.

The teacher also said that teaching materials that are appropriate to the students' age are also very important, meaning that the relevance of vocabulary, themes and topics to age also influences understanding the meaning and purpose of reading, (Rosyadi, 2021) . Arabic is here as a third language, after students are able to use regional languages, namely Javanese and Indonesian, they then learn Arabic. Jalil Indah as an Arabic teacher at MI Al Birru explained that:

"In my experience, teachers need to master various approaches and methods. The choice of method must prioritize techniques that are enjoyable for students. Another shortcoming of existing Arabic language textbooks is the lack of literary and artistic content such as regional stories, fairy tales and so on. " (Jalil Indah, interview, March 14 2023)

Based on data from interviews with MI teachers in Ponorogo, teachers also need teaching materials that have a literary nuance, for example regional stories, fairy tales and so on. Where these forms of text can be used to practice reading, listening and speaking. With this literary text, it seems more relaxed and easier for students to understand the content of the reading. With light and fun teaching materials, it will certainly attract students' interest in learning Arabic.

On the other hand, the results of interviews and teacher observations also convey that the basis of this teaching material should be contextual, meaning that the reading material is useful for students' lives, both for themselves and in society. The reading should also be in line with the child's level of intellectual and emotional development. Teaching materials should also contain moral messages for students. Referring to Arifin (2023) , a learning approach based on the emotional closeness of teachers and students has a close influence on students' ability to understand lessons.

Based on the results of observations, it was found that students experienced problems in reading and understanding the meaning of Arabic because students still had limited vocabulary and their background in learning Arabic was just knowing hijaiyah letters. Furthermore, the book uses small letters and no attractive colors or pictures, so this is also quite influential for students. MI students, especially lower class students, tend to learn Arabic more easily if they

are helped by colors and pictures. In this way, students will be helped in understanding the text.

Furthermore, it turned out that after being discussed in more depth by MI teachers, the order of material in Arabic books was still not arranged according to the students' level of difficulty or line of thinking (Albab, 2021) . The next problem found was a lack of understanding regarding innovative fun learning methods. Basically, learning a language will quickly become proficient if repeated and used in everyday life, (Yakin & Rohman, nd) . These problems show the need for learning methods that are able to stimulate the habit of using Arabic in MI students.

Arabic language learning materials for lower class MI students should also be done by playing or singing in Arabic (Nurlaila & Husna, 2021) . Through an innovative and fun approach, it is hoped that it will be able to stimulate students' learning motivation. Good teaching materials in this case are teaching materials that suit the characteristics of students, suit students' lives, so that they are useful, attractive and of course interesting.

CONCLUSION ON

This research shows that lower class MI students need teaching materials that are appropriate to the child's characteristics, use age-appropriate vocabulary, attractive pictures and colors, and fun learning methods or approaches. Another finding is that the emotional learning approach is effective in making it easier for students to understand Arabic language learning. The results of this research are the basis for developing further research in the form of developing Arabic language teaching materials that suit children's characteristics.

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