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<b>The Urgency of Principles in Developing Arabic Teaching Materials in Madrasah Ibtidaiyah</b>	
<b>Ali Wafa,<sup>1</sup> Zuha Prisma Salsabila,<sup>2</sup></b> <sup>1,2</sup> Sunan Ampel State Islamic University of Surabaya, Indonesia <sup>1</sup> aliw87870@gmail.com, <sup>2</sup> zuha.prisma@gmail.com	
<b>ABSTRACT:</b> <p>This research discusses the preparation of Arabic teaching materials in Madrasah Ibtidaiyah with a comprehensive approach that integrates linguistic, psychological, pedagogical, and cultural aspects. This research uses qualitative type with content analysis method. The data collection technique used <i>coding sheet</i> technique. The results showed the urgency of preparing teaching materials including four principles. The linguistic principle is used as the basis, with an emphasis on the differences and similarities between the learners' mother tongue and Arabic. The psychological approach includes understanding motivation and adapting the material to the learners' level of understanding. Pedagogical aspects involve setting clear learning objectives and using the textbook as a strategic tool. Cultural and cultural principles are considered in both Arabic and local contexts. This research provides important guidance for the preparation of Arabic teaching materials in Madrasah Ibtidaiyah to create a more effective learning environment.</p>	
<b>Key words:</b> <i>Principles, Teaching Materials, Arabic Language</i>	

## INTRODUCTION

The most basic teaching material so far is found in textbooks. It is a material that contains basic teaching materials and supporting teaching materials.<sup>1</sup> With this understanding, teaching materials can be in the form of basic materials for learners, training materials, additional reading materials, audio-visual materials, instructional materials, *mu'jam*, and the like.<sup>2</sup>

The above definition is in line with the opinion of Rusdī Aḥmad Ṭu'aimah who states that teaching materials are any basic teaching materials and accompanying materials that contain

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<sup>1</sup> Nāṣir 'abd Allah al-Ghālī and 'Abd al-Ḥamīd 'Abd Allah, *Usus I'dad al-kutub al-Ta'limiyah li Ghayr al-Naṭiqīn bi Ghairihā*, (Riyād: Dār al-Ghālī, t.th), 9.

<sup>2</sup> Ibid. 9.

knowledge used by teachers in the teaching process such as recording materials, diktats, working papers, collections of questions and so on.<sup>3</sup>

Another definition, as said by 'Abdul Majīd, is all forms of materials, information, tools and texts used to assist teachers in carrying out teaching and learning activities, both written and unwritten.<sup>4</sup> Meanwhile, Abdul Hamid argues that Arabic teaching materials are materials that contain Arabic language subject matter which is a combination of knowledge, skills, attitudes, and culture that are systematically arranged so that teachers and students can use in the Arabic language teaching process.<sup>5</sup> If some of the above definitions are drawn red thread, then the definition of teaching material is a set of teaching materials, both written and unwritten, which are arranged systematically so that teachers and learners can use them in the teaching process.

All of the above materials are closely related to *al-Mawād al-Dirāsīyyah* or *al-Mawād al-Ta'limīyyah* (teaching materials) which are important in a teaching and learning process, and are factors that affect the quality of education.<sup>6</sup> With the existence of *al-mawād- al-dirāsīyyah*, the role of teachers and students in the teaching and learning process changes. Teachers are no longer the main and only source of information about teaching materials. Likewise, learners can be more free and loose in obtaining information about Arabic teaching materials, because it can be obtained from various sources where the learners are, such as from mass media, learning materials, tapes, and so on. These sources of information can be used as *al mawād al-dirāsīyyah*.

*Al Mawād al-dirāsīyyah* as a medium and source of information in teaching is very important to increase teaching effectiveness. Whether or not a teaching material is useful in the Arabic teaching process is highly dependent on the ability of intensive teachers to utilize and develop it, so the steps of developing good and qualified teaching materials need to be mastered. In addition, intensive teachers are also required to know and master various kinds of teaching materials and organize them.

Teaching materials or teaching *materials*, or commonly referred to as *instructional materials*, broadly consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of teaching materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values that students must learn in order to achieve predetermined competency standards.<sup>7</sup>

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<sup>3</sup> Rushdī Aḥmad Ṭu'aimah, *Dalil 'Amal fi I'dad al-Mawad al-Ta'limiyah li Baramij Ta'lim al-'Arabiyyah* (Makkah: Jami'ah Umm al-Qura, 1985), 24.

<sup>4</sup> Abdul Majid, *Teaching Planning* (, PT., 2007), 174. (Bandung: PT Remaja Rosdakarya, 2007).

<sup>5</sup> Abdul Hamid, et al, *Teaching Arabic: Approaches, Methods, Strategies, Materials, and Media*, (Malang: UIN Press, 2008), 73.

<sup>6</sup> Abdul Hamid, et al, *Teaching Arabic*, 69.

<sup>7</sup> Tim Pustaka Yustia, *Panduan Penyusunan KTSP Lengkap Kurikulum Tingkat Satuan Pendidikan SD, SMP dan SMA* (Jakarta: PT Bahan Kita, 2007).

In the context of the teaching process, the existence of teaching materials is very important, both for teachers and students. Arabic language teachers will have difficulty in increasing the effectiveness of teaching without teaching materials. Likewise, learners, without teaching materials will encounter significant obstacles to adjusting to teaching, especially if the teacher conveys and presents the material quickly and less clearly, students will lose direction and traces, so they are unable to digest and retrace what has been taught. Therefore, teaching materials are materials that can be used and utilized by Arabic language teachers and students in order to achieve teaching objectives.

The context of teaching materials must be adjusted to the current curriculum. The Merdeka Curriculum requires teachers to develop teaching materials according to the abilities of students<sup>8</sup>. The authority in preparing teaching materials must be maximized so that the learning objectives are achieved, students get a meaningful learning experience. As a result, they will understand the basic concepts of Arabic and be able to apply them in everyday life.<sup>9</sup>

The Arabic language taught to Madrasah Ibtidaiyah students must be easily accepted and give an impression that amazes them<sup>10</sup>. So that the preparation of teaching materials must be really considered. Not only includes the material to be taught, but other supporting matters as a form of urgency in providing an understanding of Arabic to students, especially at the Madrasah Ibtidaiyah level<sup>11</sup>. This research focuses on the principles that must be considered in compiling Arabic teaching materials in Madrasah Ibtidaiyah by paying attention to the applicable curriculum and other aspects that aim to improve Arabic language skills.

## Methods

The research used chose a qualitative type with the content analysis method. Content analysis is a type of research that focuses on the content of written or printed information<sup>12</sup>. This analysis method produces products in the form of conclusions about the language style of the

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<sup>8</sup> Syahrir Yamin, "Teacher Problematics in Implementing the Merdeka Belajar Curriculum," *Journal of Basic Education and Learning* 9, no. 2 (2020): 163-77.

<sup>9</sup> Iis Susiawati et al., "Arabic Language Learning in Madrasah Ibtidaiyah (A Review of Teacher Competencies and Learning Models)," *El-Tsaqafah* : 21, no. 1 (2022): 101–16, <https://doi.org/10.20414/tsaqafah.v21i1.4757>.

<sup>10</sup> Ibid.

<sup>11</sup> Moh. Buny Andaru Bahy and Mirwan Ahmad Taufiq, "Analysis of Arabic Language Textbooks at Madrasah Ibtidaiyah Level from Amani and Awatif Perspectives," *Taqdir* 7, no. 2 (2022): 245–56, <https://doi.org/10.19109/taqdir.v7i2.10175>.

<sup>12</sup> Afifuddin and Beni Ahmad Saebani, *Qualitative Research Methods* (Bandung: CV Pustaka Setia, 2018).

book, the tendency of the book content, lay out, and illustrations<sup>13</sup>. In conducting content analysis, the steps that need to be taken include 1) formulating research problems, 2) conducting literature studies, 3) determining units of observation and units of analysis, 4) determining samples, 5) determining variables, 6) making coding guidelines, 7) collecting data, 8) coding data, 9) processing data, 10) presenting data and providing interpretations, 11) compiling research reports<sup>14</sup>. The data source focuses on the book *al-'Arabiyyah al-Mu'aşirah*. Data collection uses Rusydi Ahmad Tuaimah's coding sheet (reference) which has been modified according to the aspects of the research study.

## Result

The preparation of Arabic teaching materials, especially for Madrasah Ibtidaiyah students, needs special attention from the compiler, because the success and failure of Arabic language learning in MI will have a serious impact on Arabic language learning at the upper levels of education. Therefore, it is necessary to pay attention to several aspects which include linguistic principles, psychological principles, pedagogical principles, and cultural principles.

### ***Linguistic Principles in the Preparation of Arabic Teaching Materials for Madrasah Ibtidaiyah***

Learners will find it easier to learn aspects of Arabic that are similar to their mother tongue, while aspects that are different will be difficult. Aspects that have similarities are chosen as initial material because they are easy for learners, such as the same vocabulary (madrasah, soap, mosque, etc.), the arrangement of the number *of ismiyah*, and so on.<sup>15</sup> In compiling Arabic learning textbooks, researchers base their writing on the results of research that compares learners' mother tongue with foreign languages in terms of sounds, words, and culture.<sup>16</sup> The results of contrastive analysis can even help in making teaching and evaluation materials.<sup>17</sup> Contrastive analysis is an attempt to compare two or more languages to find similar and different aspects, then estimate the problems that may arise to solve the problems that will arise when learning a foreign language.<sup>18</sup>

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<sup>13</sup> Nanang Martono, *Quantitative Research Methods Content Analysis and Secondary Data Analysis* (Jakarta: Rajawali Pres, 2010).

<sup>14</sup> Jumal Ahmad, "Content Analysis Research Design," *Journal of Content Analysis* 5, no. 9 (2018): 1–20, <https://doi.org/10.13140/RG.2.2.12201.08804>.

<sup>15</sup> Lado, *al-Taqābul al-Lughawī*, 5.

<sup>16</sup> Lado, *Linguistics Across Cultures*, 3.

<sup>17</sup> Abduh al-Rajihī, *ʿIlm al-Lughāt al-Taṭbiqī wa Taʿlīm al-Lughah*, (t.t.: Dar al-Maʿrifah al-Jamiʿiyah, 2000), 49. See also, Mahmūd kāmil al-Nāqah, *Khuṭṭah Muqtarahah li Taʿlīf Kitāb asāsī li Taʿlīm al-Lughah al-ʿArabiyyah li al-Nāṭiqīn bi Ghayrihā*, in *Waqāʾiʾ Nadawāt Taʿlīm al-Lughah al-ʿArabiyyah li Duwal al-Khalīj*, 1985, 250.

<sup>18</sup> Robert Lado, *Linguistics Across Cultures: Applied Linguistics for Language Teachers* (Ann Arbor: The University of Michigan Press, 1957).

In making Arabic textbooks, the use of *qāimāt al-mufradāt* is very important because the *mufradāt* used in the early lessons are *mufradāt* that are close to the learners, i.e. *mufradāt* whose objects are sensory and concrete, found in many learning textbooks, connected to each other so that they are easily arranged in sentences, and used in stages, from concrete to abstract. Learners must use new *mufradāt* in structures they are already familiar with. They also have to assemble the *mufradāt* they already understand in the new structure.<sup>19</sup>

### ***Psychological Principles in the Preparation of Arabic Teaching Materials for Madrasah Ibtidaiyah***

Textbook authors should understand the strategies for applying psychological principles that are useful for improving textbooks and making learners interested and encouraged to use them during the learning process. In other words, authors of teaching materials should choose words, sentences, and paragraphs that will attract learners' attention and encourage them to participate.<sup>20</sup>

*Mufradat* should be noted and repeated because of their tendency to repeat interesting words. The subject matter is tailored to the learners' desires and readiness. As a psychological potential, motivation can help a person learn a language. As each learner has a different intelligence and psychological level, the subject matter is also tailored to each learner. The sentence quality of the subject matter is adjusted to the age of the learners.<sup>21</sup> At a certain age the percentage of nouns is greater than others, then it develops so that language learners can understand the relationship between the various meanings of phrases.

### ***Pedagogic Principles in the Preparation of Arabic Teaching Materials for Madrasah Ibtidaiyah***

The formulation of learning objectives (linguistic competence) should exist in relation to pedagogical principles when choosing Arabic textbooks to teach. divert all the textbooks he makes in a clear direction. Textbooks must function as a means of learning which is considered very important even though technology enters the world of education, because the existence of the purpose of preparing textbooks cannot stand alone. Textbooks not only function as a learning tool, but also function as a basis for learning because the themes presented in them help students

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<sup>19</sup>al-Nāqah, *Khuttah Muqtarabah*, 261-263.

<sup>20</sup> ed. 'Abd al-Ḥamīd al-Shalqānī Nadwah al-'Ālamīyah al-'Āla li Ta'līm al-'Arabīyah li Ghayr al-Naṭiqīn bihā, *Al-Al-Ṣu'ubāt Al-Nafsiyah Al-Latīyah Ta'tarīḍ Ta'allum Al-Kibār Li Al-Lughab Al-'Arabīyah*, in *Al-Sijill Al-'Ilmiy* (Riyad: Maṭābi' Jami'at al-Riyad, 1980).

<sup>21</sup>Ibid. 92

achieve learning objectives<sup>22</sup>. Therefore, textbooks play a strategic role in Arabic language learning<sup>23</sup>, even being a very important learning tool.<sup>24</sup>

Recommendations for textbooks should be based on research findings covering education especially with regard to the state of Arab countries and the environment in which learners learn Arabic as a second language. In the initial stages, learning materials emphasize the dominant spoken language in Arab countries. This is done to ensure that learners do not use a language that is not spoken by Arabs. In addition, the environment that learners live in is also taken into consideration when choosing learning materials. In this case, their environment consists of the cultural elements of the local community. Then the question arises of what about the Arab environment itself, although learning Arabic also means learning the Arab environment. The answer is that the two environments, local and Arabic, are of mutual interest. The local environment is used as learning material for beginner (*mubtadiin*) and intermediate (*mutawassitîn*) level learners, while the Arabic environment appears as learning material for intermediate level learners.<sup>25</sup>

### ***Cultural Principles in the Preparation of Arabic Teaching Materials for Madrasah Ibtidaiyah***

Textbooks for Arabs are different from textbooks for non-Arabs. The former is aimed at learners who do not know Arabic and are unfamiliar with Arabic culture, while the latter is aimed at learners who communicate with Arabic every day and live with Arabic culture. The first textbook should also be prepared based on the results of a contrastive analysis between Arabic and the learners' mother tongue in order to.<sup>26</sup>

In addition, he emphasized that culture is only owned by humans and develops with the development of human society. To understand it, we need to use what is called the "cultural framework", which consists of two aspects: a) the form of culture, which consists of abstract ideas (cultural systems), semi-abstract behavior (social systems), and concrete objects (physical culture), b) the content of culture, which consists of seven elements This line shows that the relationship

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<sup>22</sup> MaMahmūd Kāmil Al-Nāqah, "*KbiKhitāh ab MuqtarahāMuqtarahāh Li Ta'lij Kitāb Asāsī Li Ta'lim Al-Lughab Al-'Arabiyah Li t̤Bi GhayrihāAl-Nāṭiqīn Al-Nāṭiqīn Bihā*, 2, ed. Muḥammad ammad Al-Aal-Aḥmad al-Rāshid (Medina: Maktab al-tarbiyah al-'Arabī li Duwal al-Khalīj, 1985).

<sup>23</sup> Abd al-Samī' Muḥammad Ahmad, *Ṭullāb Al-'Arabiyah Ghayr Al-Nāṭiqīn Bihā Wa Musykilātubum*", in *Al-Sijill Al-'Ilmi Li Al-Nadwah Al-'Alamiyah Al-'Āla Li Ta'lim Al-'Arabiyah Li Ghayr Al-Nāṭiqīn Bihā*, ed. 'Abd Al-Hamīd Al-Sbalqānī (Riyad: Maṭābi' Jami'at al-Riyad, n.d.).

<sup>24</sup>Ibid., 49.

<sup>25</sup>Ibid., 32-34.

<sup>26</sup> Ali Al-Qāsimī, *Al-Kitāb Al-Madrasī Li Ta'lim Al-'Arabiyah Li Ghayr Al-Nāṭiqīn Bihā*", *Al-Sijill Al-'Ilmi Li Al-Nadwah Al-'Alamiyah Al-'Āla Li Ta'Lim Al-'Arabiyah Li Ghayr Al-Nāṭiqīn Bihā*, 1978.

between language and culture is subordinate. If Arabic lessons containing local Islamic culture are given to learners at the initial meeting, learners will find it easier to learn material related to Arab Islamic culture<sup>27</sup>. This can be understood because learners will more easily learn the material because they already understand the content of the previous material.

## Conclusion

The preparation of Arabic teaching materials for Madrasah Ibtidaiyah needs to use a comprehensive approach by integrating linguistic, psychological, pedagogical and cultural principles because it is the key to success. A good understanding of the similarities and differences between learners' mother tongue and Arabic and starting with similar materials is a wise first step. The use of contrastive analysis helps to design more effective materials. In addition, understanding learners' psychology, emphasizing motivation, and adjusting materials to learners' needs and level of understanding support a better learning process. In terms of pedagogical aspects, setting clear learning objectives and using teaching materials as strategic tools can help learners achieve targeted linguistic competencies. Lastly, providing learners with local cultural content especially at the beginning of Arabic teaching materials can give a positive impression that learning Arabic is easy and fun. This whole approach creates an effective and relevant learning environment for Madrasah Ibtidaiyah learners.

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<sup>27</sup> Ibid. 75-76

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