

Tadribat haramiyah Learning Material Design

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Abstract— *This research discussed some aspects of actual study, namely design of teaching material; active and passive model of tadribat haramiyah; and design of teaching material of tadribat haramiyah. According to this study, the fundamental problem is how the design of teaching material of Arabic language of tadribat haramiyah model is. Based on that problem, the contribution of this research is the theoretical contribution used as guidance for the next researchers to hold a research related to design of teaching material of Arabic language of tadribat haramiyah model. Meanwhile, the practical contribution can be realized and actualized especially in the arrangement format of teaching material of Arabic language of tadribat haramiyah model and other various models of teaching material of Arabic language, in which the result of this research can be used as one of the references of teaching material of Arabic language in Islamic education institution. Furthermore, the research used is a literature study (Library Research) by reviewing various literatures related to “the Design of Teaching Material of Arabic Language of Tadribat Haramiyah Model”, especially literatures written by the experts of Arabic language. It is certainly can be used as the primary (main) study material, including various secondary (supporting) literatures.*

Keywords: *design of teaching material, Islamic teaching, Arabic language, tadribat haramiyah*

I. INTRODUCTION

According to the study of the design of teaching material of tadribat haramiyah model, there are some problems that can be presented related to the design of teaching material. The problem in question is whether the design of teaching material meets the assessment criteria? Or just the opposite; on the other hand, the problem of how to design the teaching material that is interesting and loved by consumers? Furthermore, the problems related to which model of the design of instructional material for the model that must be realized, so that it is loved and awaited by the instructors. These various problems are the part of the researcher's interest and inspire them to actualize this research as the answers to the various problems in question.

Based on the explanation above, it can be observed that teaching material is a type of information that students must absorb through pleasant learning. Students should really feel the benefits of the teaching material or material after they learn it. In general, the nature of teaching material can be divided into several categories, namely facts, concepts, principles, and skills. Facts are the nature of a symptom, an event, a real object, or a form that can be seen or felt by the senses. Facts can be learned through information in the form of symbols, words or sentences, and terms or statements. Concept or understanding is a series of stimuli that have the same characteristics. Concepts are formed from and through shared

element patterns between members of a group or series because the concept is the classification of the same pattern. Principle is a pattern between functional relationships among principles. In other words, principles are functional relationships of several concepts.

Furthermore, the teaching material to be delivered to the students using certain strategies must meet the some criteria. Relevant to the subject competency standards and basic competencies students must achieve; teaching material is the contents of learning and the elaboration of the standards of competencies and basic competencies; providing motivation for students to learn more; related to the previous material; material is arranged systematically from simple to complex; practical; benefit for the students; in accordance with the times; can be accessed easily; attractive for the students; containing illustrations that appeal to the students; considering linguistic aspects that are in accordance with students' abilities; closely related to other lessons; stimulating the personal activities of students who use them; avoiding vague concepts so as not to confuse students; having a clear and firm viewpoint; distinguishing teaching materials for children and for adults; respecting the personal differences of the students who use it.

Furthermore, Tadribat Haramiyah is an explanation (format) to make the students able to master teaching material intelligently. Tadribat haramiyah model was conceived by a popular expert, Edgar Dale, in 1969, given the percentage weight in recent studies on learning effectiveness. Next, if looking at the picture of the tadribat haramiyah model, in broader outline, the learning model is divided into two--- active and passive. Passive model of tadribat haramiyah is a model which is still used in general recently. Al-Qira'ah contributes 10% mastery of the material, al-istima' contributes 20%, and al-nadzar al-mubasyir gives input of 30%.

Furthermore, it is explained that the active tadribat haramiyah, in sa'at “saying” or “teaching people” or “discussing”, then it can become a contribution of 70% of understanding toward the teaching material, also if ‘actively implement/apply the knowledge’ then the terms give contribution of 90% in understanding the teaching material. Thus, based on tadribat haramiyah model, it can be concluded that it is less effective if the learning activity only relies on al-qira'ah and al-istima' without follow-up in the form of action. Therefore, effective learning is an active learning, namely discussing the results of teaching material (material) through--al-qira'ah or al-istima'---then teaching, presenting, and applying them again in a factual life. This type of learning is called smart learning (active), and time efficiency needed to understand the concept and teaching material to be more simplified. That is why the students are able to more easily

memorize when they ‘watching’ compared to ‘reading’ or ‘listening’.

Looking at the explanation above, it can be understood that the *tadribat haramiyah* model is an active model as well as fast and intelligent learning through multimedia-based learning, discussion, study groups, training and writing articles and applying theories in factual life, so that teaching material can be absorbed deeply and easily to be memorized. Based on the above issues, the formulation of the research problem can be displayed in the format of the question: “how is the design of teaching material of Arabic language of *tadribat haramiyah* model?” Based on the formulation of problem, this research aims to find out and to identify the design of teaching material of Arabic language of *tadribat haramiyah* model.

Thus, this research can provide theoretical contribution and practical contribution. Theoretical contribution can be used as a reference for the next researchers to conduct research related to the design of teaching materials of Arabic language of *tadribat haramiyah* model. Meanwhile, practical contribution can be realized and actualized in the format of the preparation of teaching materials of Arabic language of *tadribat haramiyah* model specifically, and other various teaching materials models of Arabic language, where the findings of this study can be used as a reference for Arabic teaching materials for Islamic education institutions.

In this study, there are two terminologies that can be used as a mindset, namely the design of teaching materials of Arabic language and the *tadribat haramiyah* model. The design of teaching materials of Arabic language consists of goals, material, approaches, methods, techniques, and learning media, as well as evaluation of learning. Furthermore, the *tadribat haramiyah* model includes the active *tadribat haramiyah* sector, passive *tadribat haramiyah* and the *tadribat haramiyah* model stage. To clarify this framework, you can see the following matrix:

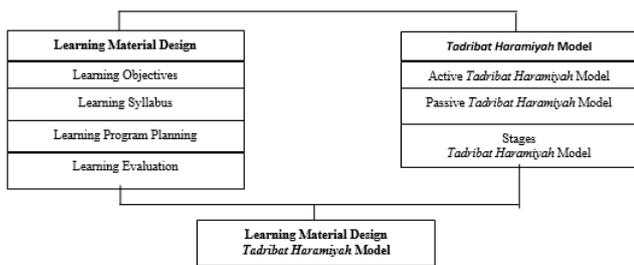


Figure 1. Learning Material Design and *Tadribat Haramiyah* Model

Looking at the matrix above, it can be concluded that the findings to be obtained from this study are the design of teaching materials of *tadribat haramiyah* model that can be actualized for the students of Islamic education institutions.

Furthermore, here are some relevant previous studies written by Sutarno (2010) on “Multimedia-based Teaching Materials”. The conclusion of his research shows that multimedia can support the process of learning Arabic, especially in learning language skills. Meanwhile, the similarity of the previous research equation and the research being carried out is both reviewing teaching materials. The difference is that previous studies discusses multimedia-based

teaching materials for all levels, while the current research examines the design of teaching materials of Arabic language of *tadribat haramiyah* model for the level of Islamic education institutions. Next, Akhyarullah (2011) wrote a study on “Arabic Language Teaching Materials at the Middle Level of Class VIII based on Content Standards”. The research findings show that teaching materials of Arabic language for middle-class students of Class VIII need to be developed because they do not yet exist in madrasas, both the work of teachers and the Ministry of Religion. The characteristics of the teaching material in this case are: (1) in accordance with the scope of the material and the level of competency of Arabic language at the Middle Level; (2) contextual; (3) using standard language; (4) there is a concept of visualization. Meanwhile, the similarity of the previous research equation and the research being carried out is that both of them appreciate the Arabic teaching materials, while the difference is that the previous studies discusses Arabic teaching materials at the middle level of class VIII based on content standard. Meanwhile, the current research investigates the design of language teaching materials of Arabic language of *tadribat haramiyah* model for the level of Islamic education institutions.

II. RESEARCH METHOD

The design of the research is library research by reviewing various literatures related to the “Design of Teaching Material of *Tadribat Haramiyah* Model”, especially literature written by experts in Arabic learning. It certainly becomes the primary (main) study material, also included various secondary (supporting) literatures. Thus, the study is expected to provide a description of the design of teaching material of Arabic language of *Tadribat Haramiyah* model with limited library information. After then, the data is analyzed, so that the map of the problem clearly appears. The method to be applied in this study is descriptive and analysis. Both of these methods are not applied one by one; instead, they are applied simultaneously. The description method is used because its description will provide a general description of the problem to be examined, namely the design of teaching materials of Arabic language of *tadribat haramiyah* model related to the objectives, material, approaches, methods, techniques and learning media, and evaluation of learning. And then, the data will be interpreted. Meanwhile, the analytical method is used to look critically at various issues underlying the problem. For data processing procedures, Content Analysis is used. The author conducts an analysis of the validity of the instrument or data to be measured through the step of processing data so that the data is ready to be interpreted and concluded.

III. DESCRIPTION AND DATA ANALYSIS

There are two options that will be examined optimally in this section. The first one is the design of the teaching material, and the second one is the model of *tadribat haramiyah*. The first option includes the design of learning objectives, the design of the learning syllabus, the design of the learning program, and the design of learning evaluation. Meanwhile, the second option consists of concrete examples of active and passive *tadribat haramiyah* models and the *tadribat haramiyah* model steps. Details of the two options can be seen below.

A. Design of Learning Materials

1) Dimension of Learning Objectives

Learning objectives are one of the components of the curriculum, where the purpose of learning is a vital thing that must be designed in such a way to achieve the expected target in a learning process. Cranton expresses that learning objectives are various statements about the knowledge and abilities that the students expected to master after the learning process has finished. Thus, the purpose of teaching materials is a learning goal that is able to make the students communicate actively both in limited group communication and broad group communication. In concrete, it is expected that the students are able to express and to communicate certain topics properly and correctly. For example ... students can communicate various Arabic expressions related to the topic of al-Tahiyat wa al-Ta'aruf, al-Syukru, al-I'tidzar, al-Isti'dzan, al-Hayah al-Yaumiyah, and others.

2) Design of Learning Syllabus

The syllabus dimension is one of the sectors of curriculum development. However, that does not mean that syllabus design must exist when the curriculum has existed since the syllabus is part of the curriculum. Syllabus is the boundary of content in a learning process. It is a clue to what will be completed in a learning process, and the tests are held after the learning process takes place. The syllabus components of teaching materials consist of at least: al-Ahdaf al-ahAmmah, al-Ahdaf al-Khashshah, al-Maudhu'at, al-Hishshah al-Dirasiyyah, and al-Maraji'.

3) Design of Lesson Plan

Communicative Arabic Language Learning. Lesson Plan is one of the components that must be prepared by educators before executing the learning process. The components covered by lesson plan consist of some aspects, namely the Name of the Institution, Learning Material, Sub Learning Materials, the Number of Learning Hours, General Objectives, Specific Objectives, Approaches, Methods and Learning Techniques, Media, Sources and Evaluations. Furthermore, design of lesson plan of Arabic Language can be seen in the following details:

4) Design of Learning Evaluation

The last Arabic language learning design is Evaluation, which is the process of classifying, analyzing, and interpreting data (quantity and quality) from one aspect, condition, and action, with the aim of helping obtain values or condition. Thus, the relevant evaluation to be actualized in the design of teaching materials is ikhtibar syafahi wa ikhtibar tahriry. Ikhtibar Syafahi to implement the tadrifat haramiyah model is active. Meanwhile, ikhtibar tahriri for the application of tadrifat haramiyah model is passive.

B. Tadrifat Haramiyah Steps

There are four stages in the actualization of learning in the tadrifat haramiyah model, including the orientation stage, the demonstration stage, the expansion stage, and the deepening stage. The explanation of the four stages can be examined below.

Orientation Stage: at the orientation stage, the task of an educator is to help the students have an orientation to new activities without presenting new formal education participants. Instead, the educator creates a sense of pleasure in something which is related to the activity that is already

common and will be given to them. Furthermore, it is very possible for students to have pleasure in what they face and anticipation to learn something new. Then, the things that cannot be ignored are to guide and to motivate students to identify what they already know and something that becomes their attraction and pleasure.

Demonstration Stage: at the demonstration stage, students are actively involved in the training through senses. It means that new activities are possible to be discussed and identified because students actually have been involved in multi-purpose experiences where they can illustrate their fundamental understanding. At this stage, sensory perception is a keyword to reveal more complex and sustainable education participants. Next, students explore the concepts of learning in modern nuances and familiarity as they feel, hear, see, touch, and kiss.

Expansion Stage: at the expansion stage, students are possible to expand their conceptual understanding by connecting with other concepts, testing relevant characteristics, and comparing as well as looking for similarities. Here, language plays an important role in making inter-concept comparisons and integrating their experiences. At this stage, a teacher also has a role to help independent students by asking various questions that refer to something that has or has not happened, and even something abstract or concrete.

Deepening Stage: the deepening stage helps students to apply what they experienced in the previous stage to a new situation with a variety of more difficult activities. During this deepening stage, students solve problems independently. They move from concrete experience to abstract thinking. At this stage, students also begin to use their knowledge and experience flexibly.

The role of a teacher in this position is to ask a variety of questions in depth, allowing them to reflect on what is experienced, even to be able to draw conclusions from the experiences they have gained. In carrying out this four-step process, students will move from a basic understanding to solve more complex problems. This could be an activity that allows them to develop their imaginary power, to expand their perspective, and to leap from concrete conditions to deep, broad, and meaningful understanding.

IV. CONCLUSION

According to the explanation above, the conclusion of the research is that the design of teaching material of tadrifat haramiyah model is the design of teaching material that develops contemporary learning model, namely active, fast, and intelligent learning models through multimedia-based learning, discussion, study groups, training and writing articles, and applying theory in factual life, so that teaching materials can be absorbed deeply and are easy to be recalled by learners.

To complete this research, it is very representative to express the following recommendations. Educators should actualize the design of teaching materials of tadrifat haramiyah model in learning Arabic. Furthermore, educators need to be creative in realizing the innovation of the design of teaching materials of Arabic language to improve the quality of education relevant to the existing curriculum.

It would be more representative if the policy holders, in this context is the leaders of Islamic education institutions from the basic level to the universities, recommend the design of teaching materials in the tadribat haramiyah model to be implemented in Arabic learning, besides being used as a guide for educators and students, because the design of teaching material of the tadribat haramiyah model has passed through a due diligence process that is relevant to the existing curriculum spirit. Furthermore, it is also expected to provide funds as well as facilities and infrastructure needed by Educators and Students in actualizing the development of teaching material design which is relevant to the existing curriculum.

It is very understandable if the next teaching material designers are able to design and to find new instructional material model because the design of teaching material of tadribat haramiyah model is a small part of the various models

of Arabic teaching materials that have existed. This hope is not axiomatic, but realistic and factual.

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