

Development of Arabic Learning Material Based on Eclectic Method

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Abstract—This research is meant to produce a valid Arabic learning material with four steps of development; doing research to find information related to the product that will be developed, developing the product based on the information gained, implementing the product in real-life situations, revising and improving the product. The data was collected using observation manual, interview, documentation, and questionnaires which were analyzed in order to find out the current condition of Arabic learning. Samples were picked using purposive sampling method, which was lecturers and students, and the data were then processed using quantitative and qualitative method. This research is aimed to improve the Arabic proficiency of college students. This research's product is proven to be able to improve students' skill in Arabic. Students' learning activities improvements includes their abilities to share with other students, their abilities to finish their tasks, their abilities to criticize, their abilities to give advice, their abilities to interact with the lecturer. The use of this module can encourage students to take part in discussions and finishing their tasks. This module is highly recommended by design experts for its ability to improve students' skill and creativity. Lecturer's role change: in this learning process, lecturers act as a facilitator. Lecturers oversee the learning process and give learning facilities to students. Lecturers also deliver learning material in the beginning of lessons.

Keywords—*arabic learning material; eclectic method*

I. INTRODUCTION

Learning is a communication or the process of delivering information. Learning often find it hard to communicate in learning process. As such, a new and innovation method is needed in order to deliver the information. Lecturers need to facilitate themselves with the necessary experience, modules, skills, and knowledge. And yet, there are many lecturers out there who didn't pay attention to the method and learning material used which could improve students' affective, cognitive, and psychomotor skills. In this case, we are talking about the case in PTKIN College in Jambi. In developing their skills, a lecturer need to master the learning cycle; understanding of the goal of learning, learning material, learning strategy and learning evaluation. From that cycle of learning, designing or developing learning module is considered to be the most difficult by many lecturers. Their lack of knowledge about arabic module development makes learning arabic ineffective which results in arabic graduates

unable to communicate in arabic fluently, which in consequence makes it hard for those graaduates to find jobs with good salary.

It is admittedly difficult for lecturers to develop Arabic module, since they don't have the proper knowledge to make and effective learning material. Their learning method is still focused on the things that need to be taught instead of the feelings, thoughts, and interests of their students. During the learning process, Arabic lecturers haven't manifested their full potential which results in students being unable to reach individual competence required to follow advanced Arabic subjects. Most of the students haven't reached the maximum level of communication in Arabic. They are unable to use Arabic in daily conversations effectively using Arabic. This is the result of their lack of motivation in learning Arabic.

Their lack of motivation and good score is assumed to be the result of the lecturer not having any active and effective learning model, and they're more comfortable using a conventional learning method. In a cognitive learning method, lecturers are required to understand the personality of their students, so in designing its learning material students' current knowledge is taken into account. On the contrary, in conventional learning method lecturers doesn't take into account the personality of their students, and their aim is to finish giving and teaching the material as fast and as complete as possible without making sure that the students understand the materials.

Based on introductory research that was done, there are several reasons that encourage the development of this research: 1.) The lack of motivation in learning Arabic among Arabic major students in Islamic colleges in Jambi, because of the difference in their education beckground.2). The learning material which doesn't accommodate the students' skills in Islamic colleges in Jambi, where their skills concerning Arabic such as *maharatul kitabah*, *maharatul qira'ah* and *maharatul kalam* is very low. 3) The learning process is still very traditional, monotone, and filled with too many teachers talking time, which is also another reason why Arabic study is not favored and considered difficult by many.

In learning process at colleges, the existence of learning materials is essential, and students are required to understand them. In this case, students will understand Arabic learning materials better if they have a schema of the material

beforehand. On the contrary, without any schema, students will understand very little of the materials and results in them lacking any motivation to read the content. Steffensen stated that: "When a reader and a writer share cultural assumptions and knowledge about social systems and rituals, there is a much higher level of interaction of the reader with the text than it occurs when such assumptions and knowledge are not shared. Having knowledge of a text organization, therefore, improves students' understanding of the text" [1].

The effectiveness of *theory schema* in improving the results of students' education had been proven by several researchers who focused their research on theory schema and its relation with students' achievements. Langer have done a research about the relation between schemata with text understanding [2]. The result of his research shows that arousing students' knowledge before starting the learning process would significantly improve the effectiveness of the process.

The implementation of learning model using *schema theory* approach seems to be unknown by most educational institutions in Indonesia. Arabic lessons in Indonesia haven't reached its goal, which is so that students can have the four Arabic competence: listening, speaking, reading, and writing. In other words, to have students master the written and spoken skills of Arabic subject [3]. Many students who had already learned Arabic for 6 years and even followed supplemental lessons still unable to fluently use Arabic in their daily lives.

In early stages of observation, researcher found that the learning process in Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, the lecturer used books as learning material. During this process, students listen to their lecturer and try to finish the tasks given to them.

The learning process of Arabic subject in PTKIN College in Jambi has not yet reached its full potential due to several reasons: the lack of infrastructure and learning materials, students with different skill levels, and non-optimal learning activities. The researcher tried to develop an eclectic based learning material in order to; 1) provide a learning material which is synchronized with the need of language curriculum while also thinking about the needs of the students, 2) helping students to find another learning alternative, 3) making the lecturers' job easier in teaching the students.

The benefits of the developed learning materials are; a) the existence of a learning material that complies with both the requirements of the curriculum and the needs of the students, b) removing the dependence towards difficult to find textbooks, c) making the learning material richer with various references, d) includes a CD which helps with *qiro'ah* and *sima'iyah* (reading and listening), e) creating a better trust and understanding between students and their lecturers, f) complete with working steps, work list, and work sheets.

It is hoped that with this material student's motivation in learning and creativity could be improved. This learning material gives both the lecturer and students interesting materials and the freedom of learning. As stated by Yamin M learning method is an instructional strategy, which is the way to provide, explain, show, and examine the students in order to achieve certain goal. As such, the development of new learning

material is needed in order to make learning Arabic more interesting, effective, and suitable. In that analysis of needs, aside from looking for problems, the existence of potential is also a matter to be considered [4]. According to Sugiyono, analysis of needs can be seen from potential and problems on the field. Potential is something that can be used, while problems are results that are different than expected [5].

Based on observation, the students' lack of motivation in learning is caused by several factors: 1) there is no effective learning material which could improve students' skills. This means that the current learning material varies too widely. The contents aren't directly connected with students' schemata, so they lack the motivation to study them. For example, Al'Arabiyah Baina Yadaika by Abdurrahman Ahmad Fauzan and Al'Arabiyah Linnasyi'in by Mahmud Ismail Shinni have very little compatibility with students' readability. It means that, in general, the difficulty of those materials are higher than the students' level, 2) the lecturers still use a conventional teaching method which is considered uninteresting by many students, 3) the students' lack of understanding towards the learning materials which results in their low score. 4) the students' lack of interest in learning Arabic at PTKIN college in Jambi. This might be caused by the difference in students' educational background. 5) The learning material has not completely accommodated students' abilities. 6) the learning process is still traditional and monotone, where teacher's talking time dominates most of the learning duration. 7) the use of multimedia in learning Arabic is still highly limited; most learning process use modules and books only.

A. Learning Material Development in Learning Process

Developing a good learning material requires a sufficient planning. A good learning material needs to be able to motivate and accommodate students to acquire the learning competence. Their behavior and skills must also improve accordingly. According to Richey, a good learning material is able to incite the motivation of learning inside students, make students curious about the learning material, and attract them to learn about the material [6].

The developed learning material must be influential and easy to understand. It needs to have a clear writing and font, easy to read, and clear illustrations. According to Gagné learning process is a series of activity to improve students' competence, build on top of several structures; *raw input* (students) which will be formed and improved, *instrumental input* (goal, material, media, and evaluation mechanism) which acts as the tool to improve students' competence, and *environmental input* (environment), such as family, school, and society which also helps with achieving the competence [7].

According to Sanjaya W. the quality of learning material is influenced by several factors [8]; a). The contents of the material, which is related to content validity, and content accuracy which is scientifically correct, b). Content accuracy, c). The difficulty of the learning material, d). Language utilization, e). Packing is related to the visual of the learning material, numbering system, graphs and tables, interesting illustrations, and eye-catching fonts with different sizes, and f). Illustration is related to the delivery of information so that it

becomes more interesting, motivational, communicative, and easy to understand.

B. Eclectic Learning Concept (*Al-Intiqâiyyah*)

In Arabic, this method can be called with various names, such as *al-thariqoh al-mukhtarah*, *al-thariqoh al-taufiqiyyah*, *al-thariqoh al-izdiwajiyah*, dan *al-thariqoh al-taufiqiyyah* [9]. The eclectic learning method is the creativity of foreign teachers in trying to make learning foreign language more effective. This method gives them the freedom of creating method variation. This is known as “*method-active*” or mixed method, since it contains the elements of *direct method* and *grammar-translation method* [10]. *Thariqoh intiqoiyyah* (*eclectic method*) is a learning method focused on the skills such as listening (*istima'*), *kalam* (speaking), *kitabah* (writing), *qiraah* (reading), and understanding some definitions [11].

Proposed the steps and processes of eclectic learning method as follows: a) Introduction, b) giving materials in the form of short dialogues with daily lives as theme, and done repeatedly [12]. This material is initially given verbally with motions, gestures, dramatization, or pictures, c) students will pay attention to the dialogues, and then copy and practice the dialogues until they are familiar with it. d) the students are guided to use the dialogues with their friends in turns. e) after being familiarized with those dialogues, teachers will give them texts related to the dialogues. After that, teachers will teach them how to read the words and students practice reading them. This is also done repeatedly. f) when faced with a difficult word, the teacher will use the word using gestures, movements, or something similar. If that doesn't work, the teacher will translate it into popular word. g) teacher will introduce Guru several important structure in the text, and then discuss it adequately. h) the teacher lets the students study the text and then discuss the content. i) if needed, final evaluation in the form of questions concerning the text can be given. It can be given in groups or individually, depending on the time and situation. If possible, teacher can also give them homework and let them listen to the audio and let the students repeat it themselves. Teacher asked students to read the dialogue aloud, and afterwards the teacher will give them new vocabularies concerning *hiwar*, complete with their meaning and antonyms. In every session, they will get 5 to 7 or more new vocabularies. The students have to memorize these new vocabularies at school and at home.

After reading the text and writing vocabularies, teachers will tell their students to have practice (*tadribat*) such as: answering practice questions, repeating sentences or amounts, practicing dialogues, writing letters, *imla'*, and any other exercises. Afterwards, teachers will explain the grammatical structure contained within the material using *istinbaiyyah* method.

At the end of the class, the teacher will give a practice lesson outside the context of the text in order to improve students' understanding of the material. The practice lesson can also be given in the form of homework.

II. METHOD

The development method mentioned in this research is *R & D* (*Research and Development*) [13]. Research and Development is a method used to develop a new product, and examine the product's effectiveness. The development of this learning material will hopefully improve the learning motivation of the students in Islamic colleges in Jambi especially those within the Arabic majors. The purpose of this research is to provide them with the needed learning material which can improve their competence, is effective and interesting, and worthwhile to be used as a learning material.

The target subject for this research is the students of Arabic majors in PTKIN college in Jambi who experiences difficulties in learning Arabic. The subjects in research phase that are tried to are: 1). One to one trial consisting of 3 students, 2). Small group of Arabic major students, and 3). Large group of students consisting of English major students, librarian major students, and Islamic civilization major students. The result acquired from one to one experiment consisting of 3 students was that the learning material is considered very well. The result acquired from small group experimentation consisting of 8 students was that the learning material is considered very well. The result from field test experimentation showed that the learning material is considered very well. Students can interact with fellow students and lecturers, asking for advice and giving them. The target, which the product will be used on, are: 1) Arabic major lecturers from PTKIN college in Jambi consisting of two people, who will serve as quality assurance, 2) students of Arabic majors that will serve as test subjects.

The data source in this research is where data can be acquired. In order to acquire the, researcher needed the following sources: design, material, and language expert for product validation; arabic majors lecturers and students in PTKIN college in Jambi; literature and data related with this research. In order to gather the necessary data, quantitative and qualitative methods which includes interviews, observation, documentation, test, and questionnaires were used. As such, the data analysis technique used was *mixed method* between qualitative and quantitative method.

III. RESULTS AND DISCUSSION

The first step towards research development is need analysis and pre development analysis. This is done in order to obtain information needed for development. The researcher will find out what the students' actually need. Based on the result of analysis, a certain product will be developed. This analysis was based on the problems and potential that the students have, as per result of observation and interview.

The development of learning material is needed in order to fix and improve Arabic learning material so that it can be interesting, effective, and related to the curriculum. This research need to be done since, aside from the existence of learning problems, there also exist potential within the students. The said potential is *cognitive, affective and psychomotor*. If those aspects can be developed, then no doubt a maximum result can be obtained [14].

One of the way so that learning process can be improved is by including a systematical, fun, and interesting learning material into learning process (*Ta'allimul Al-lughotul Al-Arabiyyah*) complete with the use of correct method and strategy according to needs.

Based on the results of formative evaluation, the developed product will be revised by experts, tried *one-to one*, *small group trial*, and *field trial*, where on each stage the model will be revised. As such, the development of learning material is the process of finding, developing, r fixing a program or learning product based on the analysis of need, product planning and design, where the product is then validated and tried, and revised according to needs. Afterwards the product will be used in learning process.

Based on interview that the researcher did towards Arabic lecturers in Arabic majors at PTKIN college in Jambi, most lecturers stated that many students does not have the prerequisites needed before learning Arabic.

As such, an eclectic based Arabic learning method which is suitable and according to standard must be developed so that students' problems can be solved and their learning activity becomes more effective. In a small group of 4 to 5 students, they are required to interact and help each other. The goal of the developed learning material is as follows: a). Able to help students in reading and understanding Arabic texts correctly, so that students could understand the material more comprehensively. b). The developed learning material can help students learn independently without the help of lecturers or teachers. c). The developed learning material can attract students to learn Arabic intensively, and improve students' curiosity.

Research shows that simpler language and explanation in reciting texts and explanation makes learning Arabic a lot easier. The focused competences in material development are reading (*Qiro'ah*) and *Arabic Grammar* in the form of students' future career and healthy life in Islam. The basic competences that became this research's goal are: 1). Students can pronounce words, sentences, and paragraphs correctly, 2). Students can identify Arabic grammatical structural patterns correctly, 3). Students can find the main idea of a text correctly.

The result of this research is a product in the form of a learning material that hopefully could improve Arabic proficiency of PTKIN college in Jambi's students. The development was done by combining several sources and putting them in a single teaching book.

The researcher used 10 development stages developed by Dick and Carey [15]:

A. Identifying the Main Goal of Learning Process

The identification of Arabic learning goal was done by studying /RPS/SAP syllabuses and basic competence in Arabic majors at PTKIN College in Jambi. There are four basic competences: *maharatul al-istima' / listening skill*, *maharah al-kalam/speaking skill*, *maharah al-qira'ah/reading skill*, and *maharah al-kitabah/writing skill*. Listening and reading skills are included in *al-maharat al-istiqliyyah* or *receptive skills*,

while speaking and writing skills are included in *al-maharat al-intajiyah* or *productive skills*.

Based on researcher's observation in Arabic major classed at PTKIN College in Jambi, we realize that there are still many students who don't have the prerequisite skill to be able to identify Arabic grammar sufficiently. Hopefully, by mastering those four skill competence, will have a positive impact in Arabic learning process.

In Arabic learning book, there are 2 standard competences provided: *maharatul al-istima' / listening skill* and *maharah al-kalam/speaking skill*, which consists of:

1) *Understanding spoken texts in the form of explanation or dialogues with students' future career as a subject. The basic competences are:*

- Students can identify sounds, statements (words, phrases, or sentences) in a context by matching and differentiating correctly.
- Students can acquire common information, certain information, or detailed information from a simple expression correctly.

2) *Expressing information vocally in the form of simple explanation or dialogue concerning students' future career. The basic competences are:*

- Conveying various information vocally with correct pronunciation in simple sentences according to context.
- Practicing simple dialogue fluently.

B. Study Analysis

The general goals of learning that have been identified are then analyzed one by one to identify the skills that want to be acquired. The general goals of learning, standard competence; understanding oral spoken texts in the form of explanation or dialogue about students' future career:

- Listening to lecturer when reading words/ phrases/ sentences
- Imitating lecturer in reading words/phrases/sentences
- Reading text clearly in front of the class
- Deciding the theme of the text
- Reading the text comprehensively
- Matching the words/phrases with the context of the text
- Studying the text and discussing the content
- Arranging a jumbled sentence into a comprehensible text
- Answering questions in detail from texts and writings.

C. Identifying Initial Characteristics and Abilities

This step exists in order to solve students' heterogeneity and recognizing the skills possessed by the students before developing a learning material, so that learning process could proceed optimally. Those aspects include talent, interest,

behavior, learning motivation, learning style, thinking capabilities, and initial abilities (learning results) which possessed by the students.

Students characteristic will influence the management strategy which related to teaching management, especially teaching strategy components that are suitable with students' characteristics.

In developing this learning material, hopefully students will possess the skills and understanding contained within basic competence:

- Students can pronounce or read text correctly.
- Students can identify the form and theme of a text correctly.
- Students can find the meaning or main idea of a text fluently.

D. Formulating Specific Learning Goal

Formulating the specific learning goal is based on the result of learning analysis towards formulation of standard competence's general goal and early identification of students' skill. The formulation of learning goals is as follows:

1) Specific goals of learning, basic competence I

- a) Students can pronounce words/phrases/sentences correctly
- b) Students can acquire common information, certain information, or detailed information from various texts correctly.
- c) Students can decide the theme of text about students' future career and healthy life

2) Specific goals of learning, basic competence II

- a) Students can answer questions concerning certain information from text about students' future career and healthy life
- b) Students can decide about detailed information from text about students' future career and healthy life
- c) Students can interpret the meaning of word/expression according to context from text about students' future career and healthy life

3) Specific goals of learning, basic competence III

- a) Students can answer questions concerning certain information from text about students' future career and healthy life
- b) Students can match writing with pictures/tables etc.
- c) Students can answer questions concerning detailed information from text about students' future career and healthy life.

E. Developing Test with Standard Reference

Test reference was used in order to measure students' understanding towards behavior contained within special instructional. Based on the formulated special learning goal, in order to achieve them, a test was developed with the following materials:

- 1) Specific goals of learning, basic competence I*
 - Pronounce words/sentences correctly

- Read words/sentences clearly with correct intonation
- Decide the main idea of a text about students' future career and healthy life.

2) Specific goals of learning, basic competence II

- Decide the main idea of a text about students' future career and healthy life.
- Decide the detailed main idea of a text about students' future career and healthy life.
- Interpret the meaning of a word/expression according to the context of the theme.

F. Developing Learning Strategy

Learning strategy is the way someone choose learning activity, which will be implemented during the learning process. Arabic major in PTKIN College in Jambi provide one Arabic class in a week for 90 minutes. The methods used in delivering this material are eclectic, Q & A, group discussion, and *tadribat* (group practice). This material was developed using the principal of unity based on the concept of elaboration.

G. Developing and Choosing Learning Material

In developing and choosing learning material, the model Dick and Carey developed instruct that the learning material should be one that can be used by students for independent learning. In this step, the main part is developing Arabic learning material which will improve students' ability to read Arabic and understand Arabic grammar.

H. Developing and Conducting Formative Evaluation

Formative evaluation is validation by the team of experts. Learning material draft that was created was validated by the team of experts consisting of learning design expert, learning media expert, and Arabic material expert. In this learning material, in order to evaluate the process or progress, *tadribat* (practice questions) that are related to the goal of learning and competence test was given at the end of every lessons.

I. Revision

Revision was done based on the validation by experts and limited product experimentation. The data acquired from the validation and experimentation is processed to identify the disadvantages in this Arabic learning material.

J. Conducting Summative Evaluation

Summative evaluation is done after formative evaluation and revision. Based on the comments, suggestions, pre-test results and post-test results from product experimentation, we can conclude that the effectiveness and attractiveness of the product that we have developed can improve the Arabic competence of students at PTKIN College in Jambi.

1) Data analysis by experts towards product development: Based on the response and suggestion from material experts, the material acquired a score of 90% out of 100%, while the score from product experimentation achieved a score of 96,7%. As such, this learning material is considered to be

suitable for field experimentation. However, this learning material still need to be revised based on the comments of the experts.

The development of this learning material is ultimately aimed to improve the proficiency of students' language. Students' creativity using this material achieved a score of 96.7%. This learning material is able to make students actively discuss, ask, and do the tasks given by lecturers. As such, this learning material is highly recommended by experts.

2) *Design expert's observation*: Design expert gave the learning material a score of 75% out of 100%. This means that the learning material that we developed is suitable for field practice:

a) *One-to-One experimentation data*: Analysis of this small group is based on a lecturer's and three students' opinion. A score of 82% was acquired based on their evaluation, which means that the development of this learning material is approved.

The result of *one to one* experimentation shows the learning material score of 86% and post-test improvement percentage as big as 19.3%. Students care greatly towards the development of this learning material and support it.

b) *Small group experimentation data*: Small group experimentation was done towards 8 students from Arabic major at PTKIN college in Jambi. The data was collected using questionnaires and interview about eclectic based learning method.

This phase or experimentation used quantitative approach to view respondents' answer to the suitability of the learning material after the students used it for learning. 82,75% of students approve of this learning material and they agree that it could improve students' learning effectiveness.

c) *Large group experimentation data*: Small group experimentation was done towards 8 students from Arabic major at PTKIN college in Jambi. The data was collected using questionnaires and interview about eclectic based learning method.

This phase or experimentation used quantitative approach to view respondents' answer to the suitability of the learning material after the students used it for learning. 98% of students with increase in their post test score of 8.5% approve the development of this learning material, and they agree that it could improve students' learning effectiveness.

After comparing the result of pre-test result and post-test result, we realize the increase in their score. The data of increase is showed below: 1. on one to one experiment with 19.3 % increase. 2. on *small group* experiment with 7.8% increase. 3. on *field test* experiment with 8.5% increase.

Based on the results above, we produced a learning material that is able to improve students' Arabic proficiency and learning effectiveness, which have been judged by students and experts to be very suitable to be used as a learning material in PTKIN College in Jambi.

IV. CONCLUSION

Based on the development of Eclectic based Arabic learning material development through schematic theory approach to improve the Arabic skill of PTKIN college students in Jambi, we can conclude that: This product was developed with the design, colors, pictures, and simple explanations in order to improve students' Arabic proficiency. The development of this material used Borg and Gall learning material development model which is needed in Islamic colleges in Jambi. The effectiveness of product's prototype was based on the validation from the experts. After going through the validation phase, the model is then tested. This Arabic learning product is proven able to improve students' learning activity by 98%. Those learning activities include learning, sharing, doing homework, giving critics, giving suggestions, and interacting with fellow students and lecturers. The learning process used eclectic method, which means learning in a small group consisting of 3-5 students. Students within a group have different level of ability. Those students will help each other in understanding the material.

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