Guidance for Designing Effective Arabic Reading Teaching Materials

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Abstract:
This study aims to describe how to design teaching materials that effectively support the learning of Arabic reading skills. This research uses a qualitative approach with a library research method. Data collection involves searching for sources from various references such as books, magazines, journals, literature, and existing research that can be deemed appropriate sources for the study. The data is described and elaborated based on several expert opinions. The data analysis technique used is content analysis. The benefit of this writing is to provide readers with insights into the guidelines for designing Arabic reading teaching materials. The research results indicate the necessity of designing effective qira'ah teaching materials. Consequently, students can easily understand the content of Arabic texts, grasp the material being taught, improve their reading skills, and efficiently complete the questions given after using Arabic teaching materials with the qira'ah method.

Keywords: *Teaching Materials, Qira'ah, Arabic Language*

Introduction

The teaching of Arabic in educational institutions in Indonesia has undergone significant development and improvement, including in teaching methods, learning strategies, the use of media, and the adaptation of teaching materials. Arabic is offered as an alternative language option in addition to English in the country's schools[1]. In the current era, Muslims who do not speak Arabic have started to instruct their children in the Arabic language through various educational settings, including both formal and informal schools, as well as modern and Salafist institutions, and Islamic universities[2]. All of these efforts aim to facilitate the learning of Arabic, especially for non-native speakers, so they can learn the language more effectively. Books that do not meet quality standards

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[1] Mohamad Zaka Al Farisi et al., "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore: An Ethnographic Study on the Folktale of 'Bandung,'" *Asian Education and Development Studies* 13, no. 2 (2024): 134–49, https://doi.org/10.1108/AEDS-07-2023-0082.

[2] Ahmad Hidayatullah Zarkasyi, Gita Hanina, and Siti Anne Barkah Nur Fauziah, "Teaching Aids Development for Arabic Lessons to Enhance Student's Reading Skills," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 124–36, https://doi.org/10.15408/a.v9i1.25496.

can lead to a lack of interest among students in learning, which in turn can affect their motivation and learning achievements[3].

Arabic language skills are essential competencies for students learning Arabic as a second or foreign language[4], because language is a sign of the culture and civilization of all humanity[5].The Arabic language subject has unique characteristics that distinguish it from other subjects. The same applies to textbooks, which differ from fiction books or magazines. Arabic textbooks intended for non-native learners must be adapted to be different from those designed for native learners, in terms of objectives, structure, and content. [6].

In the process of learning Arabic, reading skills (qira'ah) play a crucial role. Reading is an activity that involves the collaboration of several skills, including observation, comprehension, and critical thinking[7]. Mastering good reading skills is a fundamental foundation in learning Arabic, as reading not only enables learners to understand classical and contemporary texts but also opens the door to a deeper understanding of Arab religion, culture, and history. However, developing effective teaching materials to help learners master Arabic reading skills is not an easy task. A careful and structured approach is required to compile teaching materials that are relevant, engaging, and effective in supporting the qira'ah learning process.

Regarding the standards for the content criteria of textbooks used in educational institutions, the National Education Standards Agency (BSNP) has established guidelines based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016, Article 3, Paragraph 5. This article emphasizes that the content of textbooks must meet several aspects such as material, language, presentation, and graphic layout[8]. Based on these criteria, this study aims to describe how to develop teaching materials that effectively support the learning of Arabic reading skills.

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[3] Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 16–25, https://doi.org/10.21154/tsaqofiya.v3i1.65.

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[6] Muhammad Infithar Al Ahqaf, "Teaching Materials, Arabic Language, Islamic School," *Al Maqayis*, 2016, 1–17.

[7] Mohamad Yahya Ashari, Mokhammad Miftakhul Huda, and Rifatul Mahfudhoh, "Implementation Of Direct Reading Thinking Activity In Learning To Read In Arabic Lessons," *Journal of Arabic Language Teaching* 3, no. 1 (2023): 1–12, https://doi.org/10.35719/arkhas.v3i1.1801.

[8] Ahqaf, "Teaching Materials, Arabic Language, Islamic School."

Methods

This research was conducted using a qualitative approach with a library research method[9]. Data was collected by searching for sources from various media such as books, magazines, journals, other literature, and previous relevant studies that can be used as references. The data collection process involved describing and explaining information from various expert opinions. The data analysis technique applied in this research is content analysis. This research was conducted using a qualitative approach with a library research method[10]. Data collection involved an extensive search for sources across a wide range of media, including books, magazines, journals, and other relevant literature. Additionally, previous studies that align with the research focus were utilized as references to provide a comprehensive background and support for the analysis. The process of gathering data required meticulously describing and explaining information from various expert opinions to ensure a well-rounded understanding of the topic. The primary data collection process involved systematically identifying, evaluating, and synthesizing existing literature. Sources were carefully selected based on their relevance, credibility, and contribution to the research questions. This thorough approach ensured that the data obtained was both accurate and representative of current knowledge in the field. Once the data was collected, the analysis was carried out using content analysis techniques. Content analysis is a systematic and replicable method for coding and interpreting textual material by categorizing and identifying patterns or themes[11]. This method allows for a deep understanding of the textual data and helps to draw meaningful inferences that align with the research objectives. By applying content analysis, the study was able to uncover underlying meanings, identify trends, and provide a nuanced interpretation of the data.

Results and Discussion

In this section, the researcher will explain the findings of the research and discuss them in accordance with the research objectives previously stated, namely:

1.   Guidelines for Designing Arabic Language Teaching Materials

Research by educational practitioners has found that qira'ah learning has not yet achieved the expected levels of effectiveness and efficiency, and progress has been slow [12]. The reason is that the students

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9 G. A Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40.

10 A Fink, *Conducting Research Literature Reviews: From the Internet to Paper* (SAGE Publications Sage UK: London, England, 2019).

11 K Krippendorff, *Content Analysis: An Introduction to Its Methodology* (SAGE Publications Sage UK: London, England, 2018).

12 Mohd Izzuddin Mohd Pisol et al., 'Pelaksanaan Kemahiran Mendengar Dalam Pembelajaran Bahasa Arab Di Sekolah Rendah Agama Integrasi (Srai) Selangor (Implementation Of Listening Skills In Learning Arabic At School Of Islamic Integration Selangor)', *Malaysian Online Journal of Education* 1, no. 2 (2017): 44–49.

have a low understanding of Arabic language rules, which becomes a barrier in learning language skills and other sciences. They have difficulties in understanding information contained in readings.

Preparing teaching materials is an essential element that educators must carefully undertake. Through learning materials, they can plan the direction and desired learning objectives. The development of teaching materials plays a crucial role in the context of educational practice, especially in designing instructional materials for the subject of Qira'ah.

Here's the translation of the guidelines for designing Arabic reading (Qira'ah) teaching materials:

a. The first element in designing Qira'ah teaching materials is learning objectives. The learning materials should include learning objectives, describing the students' achievement in reading fluency and accuracy, mastery of Arabic language structures, and translation skills, especially from the second language to the first language. This also includes setting competency standards.

b. Material components consist of a number of new vocabulary (Mufradat al jadidah) in each learning unit, included in Qira'ah learning materials with their meanings translated into Indonesian. This is followed by exercises to recognize the forms of these words, whether they are nouns (اسم), verbs (فعل), or particles (حرف), and students are expected to distinguish each type of word as their learning progresses to certain stages.

c. Qira'ah text themes involve finding topics that support competency standards and basic skills, considering several important factors. First, it's necessary to consider the students' physical and intellectual development and their emotional, social, and spiritual readiness. Second, the benefits to students must be taken into account. Third, it's important to assess the depth and breadth of the material to be taught. Fourth, the relevance of the material to students' needs should also be considered. Finally, time allocation is a factor that needs to be considered in determining the appropriate topic[13]. Among the themes for Qira'ah texts that can be used as teaching materials in Qira'ah lessons are: 1) Themes related to communication interactions in daily life, 2) Themes related to the development of good moral values, 3) Themes containing general knowledge or Islamic knowledge.

d. Designing exercise questions involves assessing students' basic skills considering indicators that encompass various aspects. Evaluation or exercises are conducted through tests and non-test activities, both written and oral, as well as through observation of students' activities, participation, and attitudes. Assessment results are handled separately for male and female students, allowing any deficiencies to be promptly identified and addressed. The allocated time for each basic skill is determined based on the number of effective learning weeks and the number of

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[13] M. Dzikrul Hakim Al Ghozali and Didin Sirojudin, "Desain Materi Ajar Bahasa Arab Brbasis Tema Di MI Al Hikmah Sidowarek Ngoro Jombang (Keterampilan Membaca, Menulis Dan Latihannya)," *EDUSCOPE: Jurnal Pendidikan, Pembelajaran, Dan Teknologi* 7, no. 2 (2022): 61–71, https://doi.org/10.32764/eduscope.v7i2.2259.

study hours provided per week for the subject, considering the skill complexity, material coverage, difficulty level, complexity, and importance of each skill. The time presented in the syllabus is an estimate of the time needed for students to master these basic skills.

2. Factors Influencing Arabic Teaching Materials

    a. Clarity of Text

    The benchmark for text clarity or materials is the ability to provide students with ease in understanding the content of the learning materials [14]. The following are some aspects that support the clarity of teaching materials [15]:

    1) Logical Presentation

    Logical presentation involves organizing lesson materials from general to specific or vice versa, from easy to difficult, or from core to supporting concepts. This allows students to easily follow the presentation and immediately relate it to their existing knowledge. If the teaching materials are not logical, learning will be more challenging. Logical presentation can be used as a tool to explain the relationships between topics or concepts. Moreover, presenting information logically helps students develop systematic thinking or reasoning.

    2) Sequential or Systematic Presentation of Material

    In presenting teaching materials, it is essential for the content to be sequential and systematic. The coherence between materials or themes and topics should be carefully mentioned, and topics should be presented systematically using a descriptive presentation strategy.

    3) Inclusion of Examples or Illustrations to Facilitate Understanding

    Each presented topic should include illustrations to aid student comprehension. Examples and illustrations can take various forms. It is crucial for examples and illustrations to be relevant and clear, thereby clarifying the explained material or concept. They should also be engaging and beneficial to students, which is a fundamental principle in this step. For example, in Arabic reading (Qira'ah) lessons, there could be a reading material on fruits (al-fawakih), accompanied by illustrations of fruit trees or orchards to help students understand the related material.

    4) Use of Facilitation Tools

    Additionally, facilitation tools should be provided as instruments to assist students in studying the teaching materials. Mnemonic devices are tools used for remembering or learning. Their application in printed teaching materials could include chapter summaries, numbering, clear chapter titles, and special symbols, such as exclamation marks denoting commands. In non-printed teaching materials, they could include summaries, study guides for students, and special indicators like differ-

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[14] Toni Pransiska Syamsuddin Asyofi, *Penulisan Buku Teks Bahasa Arab* (yogyakarta: Penerbit Ombak, 2016).

[15] Ida Malat Sadjati, *Modul Mata Kuliah Pengembangan Bahan Ajar Untuk FMIPA* (Jakarta: Universitas Terbuka, 2012).

ent audio tones on audio cassettes. However, consistency in using these facilitation tools is essential. For instance, in Arabic language exercises (tamrinat), there might be a symbol depicting a "hand writing," indicating that students should complete the exercise in writing.

5) Neat and Consistent Format

The format of teaching materials should be orderly to facilitate student understanding. Consistency in format affects the use of language or terminology, making it easier for students to remember the material. Therefore, teachers are required to be highly creative and innovative in using specific signs and formats to facilitate student learning of teaching materials.

6) Explanation of Relevance and Benefits of Teaching Materials

Teaching materials should include explanations about their relevance and benefits in learning. Additionally, they should demonstrate connections between the included topics and themes. This enables students to observe the interconnectedness between teaching topics and other topics, preventing them from perceiving each topic as isolated.

b. Language Use

In the development of teaching materials, language use is a crucial element that encompasses several aspects, as follows:

1) Selection of Language Variety

In designing Arabic language teaching materials, the chosen and applied language is Classical Arabic (Fushah). This language is known for its clear and flexible communicative style. Teaching materials are considered good if they can motivate students to read eagerly and stimulate their curiosity to explore topics further in Arabic language teaching materials. Additionally, by using communicative language, students can feel as if they are interacting directly with their teacher through the materials presented.

2) Selection of Words (Mufradat)

When selecting words, it is recommended to use clear and concise forms. Avoid choosing unfamiliar words or terms that students may not recognize.

3) Use of Effective Sentences

Effective sentence use prioritizes positive and active sentence structures in delivering information in teaching materials, while avoiding negative and passive sentences [16]. For example, in Arabic texts, it is preferable to present information using the active voice (*mafhum*) rather than the passive voice (*majhul*).

4) Organization of Meaningful Paragraphs

Paragraph organization aims to have a main idea in each paragraph, with coherence, continuity, and coherence between paragraphs. The length of a paragraph depends on the writer's potential and needs. Continuity and cohesion between sentences greatly aid students in understanding the ideas or

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[16] Syamsuddin Asyofi, *Penulisan Buku Teks Bahasa Arab.*

concepts contained within the paragraph. With these characteristics, a meaningful paragraph is produced, known in Arabic as effective speech (*kalam mufid*). [17].

3. Use of Illustrations

Etymologically, "illustration" comes from the English word "illustrate" (verb form), derived from the Latin word meaning to make clear. It has evolved to mean making things clear and evident, which involves explaining examples in various forms [18]. High-quality illustrations should reflect the text details found in the book, thereby supporting the interpretation of the text or its content. According to Green and Pretty, illustrations that capture the reader's attention are essential criteria for evaluating textbooks, especially in terms of engaging children or students who use them. Illustrations in teaching materials are presented in various forms such as tables, diagrams, graphs, cartoons, pictures and photos, sketches, schemes, and symbols [19], as illustrated in the example below:
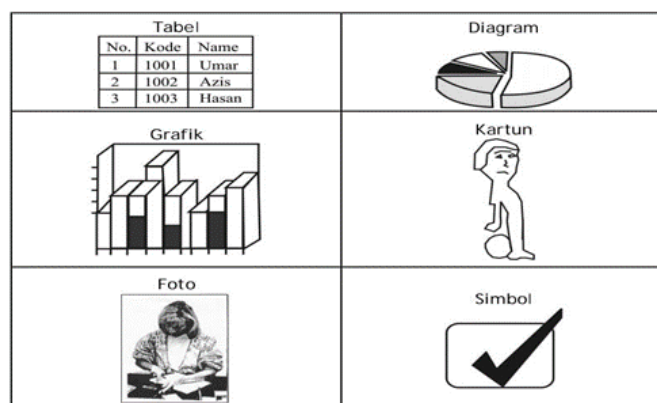

Figure 4.1: Variations of Illustration Forms in Teaching Materials

Illustrations can also save presentation space, as using illustrations allows complex and broad concepts to be presented within a limited space or area. Additionally, illustrations can convey ideas that are difficult to explain with words, such as visual concepts (pictures, paintings), spatial concepts (relationships between objects), and comparisons of objects or concepts.

4. Presentation and Layout

1) Presentation of Teaching Materials

The presentation of teaching materials refers to the methods of packaging or delivering learning materials to students. This includes several important criteria that need to be considered in the process of presenting teaching materials, such as stating learning objectives, organizing

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[17] Malat Sadjati, *Modul Mata Kuliah Pengembangan Bahan Ajar Untuk FMIPA*.

[18] Arqinila, "Eduarts : Journal of Arts Education," *Catharsis* 2, no. 1 (2013): 1–11, http://journal.unnes.ac.id/sju/index.php/catharsis.

[19] Jamson Manurung, Bongguk Haloho, and Ulung Napitu, "Mengembangkan Bahan Ajar Dalam Pembelajaran Ilmu Pengetahuan Sosial (Ips) Di Sd," *JUPE : Jurnal Pendidikan Mandala* 8, no. 2 (2023): 676, https://doi.org/10.58258/jupe.v8i2.5596.

the sequence of learning materials, capturing and maintaining student interest, actively involving them, connecting various learning materials, adhering to norms, and providing tests or evaluation questions.

Criteria for presenting teaching materials include several essential elements that educators need to pay attention to in order to ensure the success of the learning process. These elements are the use of clear learning objectives, logical structure of the material, student involvement, student activities, integration between materials, compliance with standards and norms, and the application of effective evaluation [20]. Applying these criteria in the preparation and presentation of teaching materials can significantly enhance the quality and effectiveness of learning.

2) Layout

In the creation of Arabic language textbooks, layout or packaging includes the arrangement of information on each printed page and the organization of multimedia teaching materials. Here are some important aspects to consider [21]: First, presenting text too densely on one page can make learners feel fatigued and quickly bored during the reading process. Second, the use of empty space or 'white space' on the page is important to provide learners with the opportunity to make summaries or important notes in that area.

3) The combination of graphics, bullet points, and short sentences should be considered to enhance learners' understanding.

4) Justifying paragraphs on the right side of the page can facilitate reading.

5) The use of graphics or images in teaching materials should be selective, aiming to support a more effective understanding of the material.

6) Consistent and accurate numbering throughout the textbook is important so that learners can easily follow and understand the structure of the material presented.

7) Using variations and emphasis in font type and size in specific sections, such as introductions, sub-topics, or conclusions, can help learners more easily navigate and understand the structure of the textbook content.

The presentation and packaging of teaching materials include the provision of tools that facilitate independent or group learning. For printed teaching materials, these tools are categorized into three parts: at the beginning, within the explanation of each topic, and at the end of the teaching material.

Not all learning aids need to be included in a single teaching material; choose the aids that are most appropriate and necessary to complement the material. If the teaching material

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[20] Khalimi, "Pedoman Pemilihan Dan Penyajian Bahan Ajar Mata Pelajaran Bahasa Dan Sastra Indonesia," *Jurnal Logika* 17, no. 2 (2016): 59–66, http://jurnal.unswagati.ac.id/index.php/logika/article/download/145/97.

[21] Ahmad Nazif, "Desain Pengembangan Bahan Ajar Bahasa Arab Berbasis Macromedia Flash Di Madrasah Ibtidaiyah Negeri (Min) Pemurus Dalam Banjarmasin," *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan* 20, no. 1 (2020): 21–42, https://doi.org/10.47732/alfalahjikk.v20i1.136.

includes various media, use aids such as information synopses for each medium, concept maps, or colored worksheets. These tools are designed to help students understand the material, recall information, and master the content being taught.

Conclusion

To design effective Qira'ah teaching materials, it is crucial to ensure thorough and effective preparation. This approach aims to make it easier for students to understand Arabic text content after using these methods. The goal is for students to smoothly handle questions given after using Arabic language teaching materials employing Qira'ah methods. Additionally, it is hoped that students will find it easier to grasp the taught material and enhance their Arabic reading skills with this method. Students also appreciate the presence of engaging illustrations in the teaching materials, enhancing their overall enjoyment of learning Arabic with the Qira'ah method.

One recommendation for developing Arabic language teaching materials using Qira'ah methods is to encourage teachers to create their own materials by adopting the latest innovations aligned with the curriculum. This initiative aims to enhance student engagement and enthusiasm for learning, particularly in developing Arabic language teaching materials using the Qira'ah method. Therefore, it is expected that teachers can motivate students and boost their enthusiasm for learning the Arabic language.

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