

DEVELOPMENT OF ARABIC-BASED LKPD AT MTS ISLAMIAH GUNTING SAGA

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ABSTRACT

This article aims to find out how to develop Arabic- based worksheets with the theme "أسرتي" in increasing student learning interest at MTs Islamiyah Gunting Saga. This study uses a 4-D model; namely definition, design, development, and deployment. Sampling used a random sampling technique with class VII A as the control class and class VIIB as the experimental class with a total of 25 students. The results of this study state that the feasibility of Arabic- based LKPD with the theme "أسرتي" is feasible to use through 2 expert validation tests, the feasibility of the module is seen from 2 components, namely material experts, and design. The validation results from the validator are: the average score of the content component is 79,17, and the presentation component is 82,55. The score indicates a good/proper category, which means that the Arabic- based LKPD with the theme "أسرتي" can be used with a little revision. The effectiveness of the Arabic -based LKPD with the theme "أسرتي" can improve students' reading and writing Arabic skills when seen from the test results between the control class and the experimental class. Based on the results of data analysis, it can be concluded that Arabic- based worksheets with the theme "أسرتي" can effectively improve students' reading, writing and language skills in class VII MTs Islamiyah Gunting Saga in learning Arabic.

Keyword: LKPD, Arabic Based.



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INTRODUCTION

In the world of education, one of the most influential things in supporting the success of the learning process is teaching materials. Teaching materials are media that are used as a tool that can help educators and students learn material that will be discussed during teaching and learning takes place (Akmalia & Kurnia, 2021) . Teaching materials based on the subject are classified into two types, namely teaching materials that are deliberately designed for learning such as LKS, modules and worksheets and teaching materials that are not designed but can be used for learning such as clippings, newspapers, etc. (Koesnandar, 2008) . According to Widodo, teaching materials can be in the form of learning media that have uses in the hustle and bustle with all its complexities, there is also material and evaluation contained therein. (Hasdi & Agustina, 2016) . Teaching materials used must also be in accordance with the needs teachers and students. Learners intelligent, active and critical thinking and even able to solve problems independently is the goal of designing these teaching materials.

To support this goal, so that students are more active and enthusiastic in learning, they can use the participation of the Student Worksheet (LKPD). This LKPD is designed in a practical, good and of course easier to understand (Munandar, Yusrizal, & Mustanir, 2015). The design of a good Student Worksheet (LKPD) is needed in order to achieve a learning process that encourages students to play a more active role. With this active role, students not only gain knowledge, but experience that can be drawn from the pictures and material in the worksheet.

The results of field observations show that the teaching and learning process of Arabic only uses K13 Arabic student books and the teacher does not use learning media such as student worksheets (LKPD), pictorial media and so on. Even though the image media used can increase motivation, liveliness and good quality learning outcomes for students (Sulfemi & Minati, 2018). What happened at MTs Islamiyah Gunting Saga also based on data on lesson plans used by teachers who teach Arabic subjects. In addition, the interim interview with the Arabic teacher revealed that the LKPD that is often understood is the sheets that contain questions and an ordinary appearance that is far from attractive.

In essence, LKPD includes various learning models so that it becomes a support for students, especially those interested in learning Arabic. LKPD too considered to have great potential to be developed into interesting and innovative LKPD and complete with various learning models. Therefore, to overcome various problems related to students' learning interest in Arabic subjects, an Arabic-based LKPD was developed with the theme "أسرتي". The Arabic subject that uses Arabic-based worksheets with the theme "أسرتي" uses twenty-five new interpretations with demands for basic competence, namely reading and writing about Arabic.

Some relevant research results reveal that LKPD can be used as a guide for students in carrying out learning activities, such as conducting experiments, because LKPD contains tools and materials as well as work procedures (Munandar et al., 2015). In addition, the use of student worksheets in learning can make students more active, stimulate students while learning, and can provide variations to learning so students don't get bored easily. (Eliati, 2020). This is in accordance with the opinion (Noprinda & Soleh, 2019) in his research which explains that student worksheets can make learning constructive, namely as a guide for students in discovering the concepts being studied. As for other studies, it has been revealed that the development of jigsaw-based "LKPD" Student Worksheets for learning Arabic is considered quite relevant and good for increasing student learning activity (Wayuni, 2022).

From the explanation above, it can be argued that the more advanced technology is, the less interest in learning of students, especially in Arabic subjects, if the teacher is unable to use interesting teaching materials or media. Therefore, researchers still suspect that the lack of student interest in learning occurs due to a lack of students' understanding and knowledge of the importance of learning Arabic, while on the other hand the teacher also lacks self-understanding that using interesting teaching materials such as worksheets is very effective for honing language and writing abilities of students. For this reason, this article aims to develop Arabic- based worksheets with the theme "أسرتي" to increase students' interest in learning Arabic.

RESEARCH METHODS

This research belongs to the type of research and development (Reserch & Development) so it is often abbreviated as R&D. The subjects in this study were students of class VII MTs Islamiyah Gunting Saga. Researchers took 25 students as large group tests and 10 students for small group tests while the object of this study was teaching materials in the form of Arabic-based worksheets with the theme "أسرتي". In this study, researchers used the 4-D development model. Where in this study Thiagarajan stated that 4D development is an extension of Define, Design, Development and Dissemination. Researchers use this model because it aims to produce products in the form of teaching materials in the form of worksheets. After the teaching materials are completed, the next step is the product will be tested for feasibility with validity and product trials to determine the effectiveness of the development of teaching materials that have been developed, this research provides clearer, systematic, easy-to-understand directions, suitable for research on developing teaching materials as needed what researchers need. The development procedure is in the stages of the 4-D development model, while the initial stages in this study are analyzing the curriculum, as well as designing teaching materials and so on following the flow of learning devices.

The selection of this development is used to produce Arabic-based LKPD teaching materials with the theme "أسرتي". Furthermore, after selecting the development research model, feasibility will be tested using the validity and product trials in order to find out the validity of the products that have been produced and how student learning outcomes have increased after the development of Arabic-based LKPD teaching materials with the theme "أسرتي". Saga Scissors.

RESULTS AND DISCUSSION

1. Product Feasibility Analysis Results

Based on the results of the data analysis previously stated, it shows that the Arabic-based LKPD with the theme "أسرتي" "Very Decent" from assessment and improvement suggestions provided by material, language and design experts. This module is said to be valid (proper) because it is based on factors, including: *First*, Arabic-based LKPD with the theme "أسرتي" has met the material validation assessment criteria where the components of the Arabic-based LKPD developed are in accordance with the demands of the curriculum contained in MTs Islamiyah Gunting. In addition, related to core competencies, basic competencies, indicators, learning objectives related to religious attitudes. *Second*, the Arabic-based LKPD with the theme "أسرتي" has been able to meet the validation assessment criteria which means all components of the Arabic-based LKPD have been developed and are consistently interconnected.

The material validation assessment was given by one of the Arabic material experts, namely Mr "AW" with the developed LKPD. The results of the assessment from the material experts obtained an average score of 76.25 so that it can be declared "Easy" to be used in learning. The media validation assessment was given by one of the media expert lecturers from Arabic language and literature, namely Mr "AH" in the developed LKPD. The results of the assessment of media experts obtaining an average score of 82.55 so that it can be declared "Very Eligible" to be used in learning. This is in accordance with the research that has been carried out by Rahmayani that LKPD products were tested with limited trials for teachers and students, the results of teacher respondents with an average score of 4.4 in the practical category and the results of student respondents' answers with an average score of 3.54 with a very good category which means that the LKPD developed is suitable for learning Arabic (Rahmayani, 2022).

Based on the results of the research above, teaching materials in the form of LKPD play an important role in supporting the success of the teaching and learning process in the classroom. Not only that, the process of reading, writing and speaking Arabic in learning Arabic makes students more active and fun, because there are pictures and characters that will be used about the twenty-five mufradat. This will lead to students' excitement in practicing Arabic speaking style. From the explanation above, it can be stated that it is proven that the LKPD which was developed on an Arabic basis with the theme "أسرتي" is appropriate to be used to increase students' learning interest in learning Arabic, and can be

used as a support to achieve educational goals, namely changes in learning Arabic so that it is more attractive to students. learners.

2. Product Effectiveness

Arabic-based LKPD with the theme “أسرتي” is included in the "Effective" category for use in learning. This can be seen by the increase in language and vocabulary of students before and after using this Arabic-based LKPD . The improvement in students' writing and reading can be seen from the written test with questions that match the theme, namely twenty five mufradat . In the initial student test there is an average score of 6 2,52 , after being given an LKPD there is an average student score of 7 4,61 . Obtained the difference between the initial test and the final test is 1 2.09 . Based on the difference, there is an increase in students' writing and reading in learning Arabic. The calculation results from 25 students in the experimental class in the initial test obtained 9 students categorized as "complete" and 16 students categorized as "incomplete", while in the initial test in the control class, 8 students were categorized as "complete" and 17 students were categorized as "incomplete" ”. After being treated with an Arabic-based LKPD , in the experimental class in the final test, 20 students were categorized as "complete" and 5 students were categorized as "incomplete", while in the initial test in the control class, 14 students were categorized as "complete" and 1 1 student is categorized as "incomplete". The description above shows that there is an increase in students' writing and reading in learning Arabic based on student completeness as measured by KKM learning Arabic . In the experimental class there were 16 students including "passed" in the initial test, while in the final test it increased to as many as 23 students who were "passed". This shows that there is an increase in reading and writing by using Arabic-based worksheets . In the calculation of classical learning completeness in the experimental class on the pre-test, it was obtained that 5-6 % were categorized "completed" and in the control class obtained 2 3 % "completed". After being treated with an Arabic-based LKPD in the final test in the experimental class, 87 % were categorized as "complete" and in the control class, 69 % were categorized as "complete". From these results it can be seen that there is an increase in students' reading and writing skills both pre-test and post-test.

Effectiveness can be seen based on the learning outcomes for the experimental class and control class, in the experimental class there is an average value of 62.52 while in the control class it gets an average value of 6 8, 5 1. In calculating *the N Score Gain* in the experimental class it is obtained a score of 0.37 in the moderate category, while in the control class a score of 0.31 was obtained in the moderate category. It can be concluded that the

Arabic-based LKPD has been effective based on tests of students' religious attitudes. The minimum completeness score (KKM) for Arabic subjects is 60 and the average score of students after treatment in the experimental class is 62.52. This shows that Arabic-based LKPD has been effectively used in learning Arabic, especially on the theme "أسرتي" in class VII MTs Islamiyah Scissors.

3. Material Expert Validation Results

Validation carried out by material experts on Arabic-based LKPD with the theme "أسرتي" that has been developed namely Mr "AWA" as a lecturer in Arabic at UIN SU Medan . Based on the observation of the results of material validation, it can be seen that the feasibility of developing Arabic-based LKPD with the theme "أسرتي" get an average of 79,17 with the criteria "Valid".

Table 1.

Feasibility Interpretation of Materials

| Achievement level | Qualification |
|------------------------------|---------------|
| $81.26 \% < P \leq 100\%$ | Very valid |
| $62.26 \% < P \leq 81.25 \%$ | Valid |
| $43.76 \% < P \leq 62.25 \%$ | Less valid |
| $25 \% < P \leq 43,75 \%$ | Invalid |

(Sudjana, 2014)

Based on the data in the table above, it can be concluded that the assessment of material on Arabic-based LKPD with the theme "أسرتي" especially from material expert validators included in the range, namely $62.26\% < P \leq 81.25\%$ can be classified in the "Valid" categorization.

Revision Results of Material Expert Input

This revision was made based on the assessment analysis and suggestions from the initial product validation by material experts. Revised data on the development of Arabic-based LKPD with the theme "أسرتي" summarized in the following table:

Table 2
Material Expert Revision Result Data

| No. | Before Revision | After Revision |
|-----|--|--|
| 1 | It's a good idea to put the letter jim in parentheses to understand showing the plural | The LKPD has been equipped with the letter jim which is given brackets |
| 2 | Adjust pictures and words according to age student | Already adjusted pictures and words with age student |

4. Media Expert Validation Results

This assessment aims to obtain information on the feasibility of developing Arabic-based LKPD . Based on observations of the results of material validation, it can be seen that the feasibility of developing Arabic-based LKPD with the theme "أسرتي" gets an average of 82,55 with the criteria of "Very Valid ". Based on the data in Tables 1 and 2 , it can be concluded that the design assessment on the development of Arabic-based LKPD with the theme "أسرتي" especially from media expert validators falls within the range of $81.26\% < P \leq 100\%$ and can be classified in the "Very Valid" categorization. The feasibility level can be seen in the following table:

Table 5.
Media Feasibility Interpretation

| Achievement level | Qualification |
|----------------------------|---------------|
| $81.26\% < P \leq 100\%$ | Very valid |
| $62.26\% < P \leq 81.25\%$ | Valid |
| $43.76\% < P \leq 62.25\%$ | Less valid |
| $25\% < P \leq 43,75\%$ | Invalid |

(Sudjana, 2014)

Results of Revision of Input from Media Experts

This revision was made based on the assessment analysis and suggestions from the initial product validation by media experts. Revised data In the Arabic-based LKPD with the theme "أسرتي" summarized in the following table:

Table 6
Media Expert Revision Result Data

| No. | Before Revision | After Revision |
|-----|---|---|
| 1 | Add concept maps for each chapter | The use of concept maps has been added |
| 2 | Use the dialect system of each direct speech in dialogue practice | Already using the dialect system every direct speech in dialogue practice |

The results of the recapitulation of validator values can be seen in table 7 below:

Table 7
Teaching Material Validation Results

| No | Validators | Score | Category |
|----|-----------------|-------|------------|
| 1 | Material Expert | 79,17 | Valid |
| 2 | Media Expert | 82,55 | Very Valid |

From the table above it can be seen the results of the validation of the teaching materials carried out by the validators. The average given by material experts is 79,17 and media experts 82,55 on Arabic-based LKPD development teaching material products with the theme "أسرتي". The average rating is included in the "very valid" category and can be used with several suggestions and improvements for revision. Furthermore, the results of the validation provided by the expert team were immediately referred to the established validity criteria and met the valid criteria so that they could be used. In addition, the results of observations of the LKPD used by the teacher during the learning process at MTs Islamiyah Gunting Saga, indicate that there are weaknesses in the learning process in the classroom, where the implementation of Arabic learning does not fully use LKPD and only uses textbooks. Therefore, through the Arabic-based LKPD with the theme "أسرتي" it becomes a support for the success of learning in the classroom.

CONCLUSION

Teaching materials with the results of the analysis of experts and practitioners consisting of material experts with an average value of 79,17 means valid, as well as media design experts LKPD with an average value of 82.55 means very valid. Based on the results

of the validator 's assessment , the Arabic-based LKPD with the theme " أسرتي " is categorized as appropriate teaching material. The results of this study were used as an Arabic-based worksheet product with the theme " أسرتي " for class VII MTs Islamiyah Gunting Saga . This product is feasible and valid for use in class VII students of MTs Islamiyah Gunting Saga through assessment, revision and validation from several experts and practitioners. Teaching materials have also been effective to use. This can be seen from the results of the analysis of the effectiveness of teaching materials.

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