

Development of Educational Material for Teaching Composition in Light of The Contextual Approach

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Abstract:

This research started from the need of the Muhammadiyah Al-Munawarah Institute for teaching some Arabic language lessons, including teaching composition. Teaching composition in it used various materials so that the educational production did not achieve the desired educational goal. This research aims to: 1) Reveal the process of developing the educational material for teaching composition in light of the contextual approach at the Muhammadiyah Al-Munawarah Institute in Malang. 2) Know the validity of the educational material for teaching composition developed in light of the contextual approach at the Muhammadiyah Al-Munawarah Institute in Malang. 3) Measure the effectiveness of using the educational material for teaching composition developed in light of the contextual approach at the Muhammadiyah Al-Munawarah Institute in Malang. This research is a qualitative and quantitative research using the research and development method. The results of the research are: 1) The educational material was developed in light of the contextual approach that benefits from the development steps of Borg and Gall, which consist of needs and problems analysis, data collection, production design, production validation, first production experiment, production modification, second production experiment, second/final modification. The developed product is in the form of a book, consisting of the introductory pages (cover, introduction, material content, material usage guide), the main pages (vocabulary, text and exercises), and the last page (author's biography), 2) The validity of the developed product according to experts is very good, 3) The developed composition teaching material is effective for students at the Institute of Muhadiyah al-Munawarah Malang, as the value of t-calculation = 9.2 and was greater than the theoretical t-value of 2.145.

Keywords: *Teaching Materials, Insya', Contextual Approach.*

Abstrak:

Penelitian ini dimulai karena adanya kebutuhan dari Pondok Pesantren Mahamdiyah al-Munawwarah terhadap bahan pengajaran beberapa pelajaran bahasa Arab, termasuk pengajaran menulis. Pengajaran insya' menggunakan bahan yang bervariasi, sehingga tujuan pembelajaran tidak mencapai tujuan pendidikan yang diinginkan. Penelitian ini bertujuan untuk: 1) Mengungkap proses pengembangan materi pendidikan komposisi pengajaran dengan pendekatan kontekstual di Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. 2) Mengetahui keabsahan materi pembelajaran menulis yang dikembangkan dengan pendekatan kontekstual di Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. 3) Mengukur efektivitas penggunaan materi pembelajaran menulis yang dikembangkan dengan pendekatan kontekstual di Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. Penelitian ini merupakan penelitian kualitatif kuantitatif dengan menggunakan pendekatan penelitian dan pengembangan. Hasil penelitian adalah: 1) Materi pendidikan dikembangkan dengan pendekatan kontekstual yang memanfaatkan langkah-langkah pengembangan Borg dan Gall, yang terdiri dari analisis kebutuhan dan masalah, pengumpulan data, perancangan produksi, sertifikasi produksi, percobaan. dengan produksi pertama, modifikasi produksi, percobaan produksi kedua, dan modifikasi kedua / final. Produk yang dikembangkan berbentuk tulisan, terdiri dari halaman pendahuluan (sampul, pendahuluan, isi materi, panduan penggunaan materi), halaman dasar (kosakata, teks, latihan), dan halaman terakhir (biografi penulis). 2) Validitas produk yang dikembangkan menurut para ahli sangat baik. 3) Bahan ajar yang dikembangkan untuk pembelajaran menulis karangan efektif bagi mahasiswa

Pojdok Pesantren Muhammadiyah Al-Munawwarah Malang, nilai t hitung = 9,2 lebih besar dari nilai t teoritis sebesar 2,145.

Kata Kunci: *Bahan Ajar, Insya', Pendekatan Kontekstual.*

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INTRODUCTION / المقدمة

The learning materials currently available are not ideal for many students. This trend has stifled teachers' creativity in developing materials and teaching strategies, as they tend to rely on traditional educational resources. This phenomenon is influenced by a lack of information among teachers about educational materials and the necessary resources. In fact, every teacher has the competence to develop learning materials, but they lack the commitment to design and prepare these materials in a way that aligns with the learning objectives (Akhmetshin et al., 2019; Kaimara et al., 2021; Kim et al., 2017; Nicolosi et al., 2021).

Developing learning materials is a teacher's responsibility in the educational process. The goal of developing learning materials is to ensure education is effective, efficient, and aligned with basic competencies (Klevtsova & Zhironov, 2020; Li, 2019). While the ability to develop materials is part of a teacher's duties, some teachers lack an understanding of this development process, and their teaching remains traditional (Anishenko et al., 2018; Borja-Galeas et al., 2020; Shim & Lee, 2018). Traditional teaching methods often result in a teacher-centered learning process, where students play a passive role as listeners (Nagovitsyn et al., 2018). Furthermore, such teaching approaches tend to be unengaging, with little effort to improve and transform education into something better.

Achieving proficiency in the Arabic language is one of the primary goals of Arabic language education. Therefore, the aim of teaching Arabic is to enable learners to acquire the language both effectively and efficiently, enhancing and developing their Arabic language skills as a communicative tool and as a foundation for understanding religious texts other than the Qur'an and Hadith (Kuralov, 2020). Among the four language skills—listening, speaking, reading, and writing—writing is considered the most challenging. Mastery of this skill allows students to express their ideas, goals, and feelings in written Arabic (Marichev, 2017; Matokhina et al., 2020).

Insya' (Composition) learning is a crucial subject for developing writing skills in Pondok Pesantren Muhammadiyah Al-Munawwarah. However, in the process of teaching Insya', there is no foundational textbook to guide the learning process. Teachers rely on materials sourced from the internet, electronic newspapers, and various books. While teachers use diverse resources in their instruction, this approach creates challenges in structuring the teaching of composition (Antonova & Merenkov, 2018; Hollo et al., 2021). This situation hinders the achievement of educational goals, as reliance on varied and

unstandardized materials makes it difficult for teachers to promote the effectiveness of education. Consequently, the primary issue in teaching *Insya'* lies in the inability to produce learning outcomes that align with educational objectives, as the use of multiple sources complicates the teaching process. The contextual approach focuses on students' tendencies, experiences, and backgrounds. It is an approach aimed at helping students understand educational material by connecting it to their everyday conditions—whether from a personal, social, or cultural perspective. In teaching Arabic, this approach is particularly suitable. Educational materials taught to students are linked to their personal, social, and cultural life situations, enabling them to listen to and discuss their own contexts, as well as read and write about them. This reality encourages students to apply their language knowledge directly in daily life. Consequently, education tailored to the context of students' situations helps them directly implement their knowledge, and their enthusiasm increases because the content resonates with their daily experiences.

The objective of this research is twofold: to analyze the development of *Insya'* (composition) learning materials based on a contextual approach and to examine the feasibility and effectiveness of the resulting *Insya'* learning materials at Pondok Pesantren Muhammadiyah Al-Munawwarah in Malang. The novelty of this study lies in the development of *Insya'* learning materials using a contextual approach and its effectiveness in enhancing students' writing skills at the pesantren.

Considering this reality and various theories on the importance of educational materials and the challenges in *Insya'* learning, the researcher has prepared to develop materials from the ninth chapter of an Arabic textbook, adapting it through a contextual approach to align with students' daily situations. This allows students to use a wide range of vocabulary, improving their compositions in terms of structure, style, and sentence construction. The research subject focuses on developing educational materials for teaching composition based on the contextual approach at the pesantren.

RESEARCH METHOD / المنهجية

This study employs a mixed-methods approach, combining qualitative and quantitative methods, utilizing research and development (R&D) methodology (Stern et al., 2020). The qualitative approach is used to understand the context and needs for developing *Insya'* teaching materials using a contextual approach at Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. Meanwhile, the quantitative approach is applied to measure the effectiveness of the developed teaching materials.

The population of this study consists of students at Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. The sample includes the entire population, comprising 15 students, selected using a non-probability sampling method with a saturated sampling technique (Kemparaj & Chavan, 2013).

Data collection methods include observation, interviews, document analysis, questionnaires, and tests. Observations were conducted to understand the dynamics of the learning process, interviews to gain insights from teachers and students, document analysis to explore existing materials, questionnaires to

assess student responses, and tests to measure students' understanding before and after using the teaching materials.

The research and development procedure in this study adopts and modifies the Borg & Gall model as adapted by Lee (2024). It consists of several stages: Problem and Needs Analysis, Data/Information Collection, Product Design, Product Validation, Design Revision, Product Trial, Product Improvement, Final Product Development, Product Implementation, Individual Experimentation, and Field Experimentation.

For qualitative data analysis, the study employs the Miles & Huberman model, which includes data reduction, data display, and verification/conclusion drawing. For quantitative data analysis, the study uses a Likert scale to measure student responses and a T-test to assess the effectiveness of the developed teaching materials. The analysis results determine the significance of the differences between pre-test and post-test outcomes.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

The Process of Developing Insyah's Learning Materials

The process of developing Insyah's learning materials using a contextual approach involves ten steps:

First, Needs and Problem Analysis. In this step, the researcher gathers data on the needs, potential, or challenges in teaching. Through interviews and observations, the researcher examines the conditions of students, teachers, and Insyah's instruction at Pondok Pesantren Muhammadiyah. The aim is to collect data that forms the foundation for designing the learning materials. This process begins with meetings with the pesantren director, Insyah's teachers, and students to understand the teaching environment and the factors affecting the achievement of learning objectives for Insyah. Observations revealed that the pesantren lacked specific teaching materials for Insyah. Teachers utilized various sources that were insufficient to meet the needs of both students and teachers and were unrelated to everyday life or the activities at the pesantren. Furthermore, there was no training for teachers on developing teaching materials, and existing training sessions were not widely practiced, leading to an unstructured and misaligned teaching process. Therefore, the researcher identified an urgent need for well-structured learning materials in Insyah's instruction.

Second, Data Collection. The researcher collects information and data through observation, interviews, and documentation, including the following: (1) The current teaching materials, which come from the internet or Arabic language textbooks provided by the Ministry of Religious Affairs, are not suitable for the students' needs. (2) Students face difficulties and confusion due to the diverse sources used in teaching Insyah, negatively affecting their writing skills. (3) The core competencies and learning objectives are set by the Ministry of Religious Affairs. (4) Students require an extensive vocabulary to support their creative learning processes. (5) Lessons must align with the students' conditions and levels. (6) The focus should shift toward training students in creation, directing their outputs toward meaningful compositions.

Third, Production Design. After analyzing needs and collecting data, the researcher proceeds to design the Insyah's learning materials based on the

contextual approach. The design incorporates key educational material aspects and outputs, such as book content and layout. Specific details of the materials include: 1) Cover Design: The researcher designs colorful covers to make the materials visually appealing and increase student enthusiasm for learning. 2) Introduction: The introduction consists of acknowledgments and a general statement on the contextual approach used in developing the materials. 3) Book Content Guide: This section outlines the book's structure, including vocabulary, reading texts, exercises, and illustrations. 4) User Guide: It explains the book's content and sequence, detailing how to apply the contextual approach in the learning process. 5) Book Content: The materials are divided into four themes, with each theme containing vocabulary, texts, and exercises. 6) Internal Cover: Includes the subject title and relevant illustrations. 7) Specifications of the Contextual Approach-Based Learning Materials: Detailed descriptions of the educational material and how it aligns with the contextual approach.



Image of the Cover of the Insya' Material

In designing these educational materials, the researcher employs a contextual approach, consisting of seven principles: 1) Constructivism: Reading texts are presented to build students' understanding and provide information based on their daily lives. The researcher designs each reading passage in a way that relates to students' everyday experiences. The goal is to develop ideas and uncover something new from these texts. 2) Inquiry: The vocabulary and sentences in these learning materials consist of simple sentences that help students with their learning. 3) Questioning: From certain vocabulary and reading passages, students are encouraged to ask questions about things they previously didn't know. 4) Learning Community: From the four exercises in the book, there are activities designed to help students learn together with their peers, encouraging discussions and questions with classmates. 5) Modeling: This material includes models that support both teachers and students in the educational process. 6) Reflection: Reflection is present in the fourth exercise, where students gather information throughout the learning process (Baikova et al., 2019; Hermas, 2020). In Insya' materials, reflection is linked to the images and content provided. 7) Authentic Assessment: The exercises in these materials serve as tools to evaluate

the Insyah' learning process. The gradual practice helps build students' knowledge and experiences, enabling teachers to track students' progress.

The fourth step is product validation. After the researcher designs the learning materials based on the contextual approach, they presented them to two experts for validation (Alsswey et al., 2021; Perušić, 2018; Ribeiro Daquila, 2020; Žammit, 2021). The experts assessed the materials and provided their opinions, suggestions, and feedback through a questionnaire. The first expert specializes in instructional design and language within the subject, while the second expert focuses on material design.

The fifth step is product revision. After the experts validated the materials, the researcher received feedback from their suggestions and comments. The next step is to revise the product based on the input from the two experts.

The sixth step is the first trial. The researcher conducted the first trial on November 4, 2021, with five students from a ninth-grade class at Pondok Pesantren Muhammadiyah Al-Munawwarah. The outcomes of this trial are: 1) The researcher introduced the product, including its name, characteristics, and methods of use to the students. 2) The researcher taught creativity using the developed product. 3) The researcher selected a topic from the product, which was the topic of "organization." 4) The researcher conducted training using the learning materials. 5) The researcher interviewed students and teachers to gather feedback and suggestions regarding the product.

The seventh step is the first product revision. The researcher gathered data from feedback, suggestions, and input after the first trial to improve the Insyah' learning materials with the contextual approach (Alesyanti et al., 2018; Krylova et al., 2020; Mirzabekov et al., 2021). This involved updating the images with those depicting life at the pesantren, such as learning processes, daily conversations, and other learning activities.

The eighth step is the second product trial. The researcher conducted the second trial on November 9, 2021, with 15 students from a ninth-grade class at Pondok Pesantren Muhammadiyah Al-Munawwarah. The steps taken by the researcher were: 1) Administering a pre-test before implementing the learning materials. 2) Conducting Insyah' lessons using the developed product, focusing on one topic from the product, namely "Scouting Movement." The researcher then carried out training using the learning materials. 3) Distributing questionnaires to collect data on the validity of the contextual approach materials developed for teaching Insyah'. 4) The ninth step is the second product revision. Based on the data from the questionnaires, the researcher concluded that the Insyah' learning materials with the contextual approach did not need further corrections, as sufficient testing had already been conducted.

The tenth step is the final production. The Insyah' learning materials with the contextual approach have been completed, validated, modified, and corrected based on feedback from experts, teachers, and students. The final product in the form of a book can be applied in Insyah' teaching with a contextual approach at Pondok Pesantren Al-Munawwarah Malang across eight sessions.

The validity of teaching materials developed based on a contextual approach to insyiah' learning

After designing the product and testing it with experts, students, and teachers as users of the product, and distributing questionnaires, the researcher began analyzing the questionnaire results.

Firstly, from the results obtained, the researcher found that the questionnaire results from an expert in the field of Insyah's content and language showed a score of 86.84%, indicating that the developed teaching materials were "very good." These learning materials can be used in the teaching process with some corrections.

Second, from the results obtained, the researcher found that the questionnaire results from an expert in the field of Insyah's material design showed a score of 94.85%, indicating that the developed teaching materials were "very good." These learning materials can be used in the teaching process with corrections.

Third, from the results obtained, the researcher found that the questionnaire results from an Insyah's teacher showed a score of 94.85%, indicating that the developed teaching materials were "very good." These learning materials can be used in the teaching process with corrections.

Fourth, from the results obtained, the researcher found that the questionnaire results from the students showed a score of 87.42% for the group, all of which were rated as very good. This result indicates that the teaching materials for Insyah's learning with the contextual approach are beneficial for students and support their learning in Insyah'.

The effectiveness of the developed Insyah' teaching materials based on the contextual approach

The T-test results show that the calculated T-value of 9.2 is greater than the critical T-value of 2.145. According to the investigation criteria, if $T_{table} < T_{calculated}$, then H_0 is rejected, indicating that the developed teaching materials are not effective. Conversely, if $T_{table} > T_{calculated}$, then H_a is accepted, indicating that the product is effective. Based on the previous data, H_a can be accepted, indicating that the research hypothesis is valid. Therefore, the teaching materials developed based on the contextual approach for Insyah's learning are effective for the students at Pondok Pesantren Muhammadiyah Al-Munawwarah Malang.

CONCLUSION / الخلاصة

Based on the data analysis and discussion, the conclusions of this study are as follows: First, the Insyah's teaching materials developed based on the contextual approach follow the steps from Borg and Gall, including needs analysis, data collection, product design, product validation, the first trial, product revision, the second trial, and a second revision. The developed product, in the form of a book, consists of an introductory section (containing the cover, introduction, content overview, and usage instructions), the main section (containing vocabulary, texts, and exercises), and the concluding section (containing the author's biography). Second, the research product, which consists of teaching materials based on the contextual approach for Insyah's instruction, received a "very good" rating from experts, teachers, and students. These teaching

materials with the contextual approach for Insyah's instruction can be applied in the general process of Insyah's learning. Third, after calculating the pre-test and post-test results using the T-test to measure the significance of the research, the researcher obtained a T-value of 9.2, which is greater than the critical T-value of 2.145. Based on these data, the research hypothesis (H_a) is accepted, indicating that the teaching materials developed for Insyah's learning are effective for students at Pondok Pesantren Muhammadiyah Al-Munawwarah Malang. These materials can assist both students and teachers in the learning process, particularly in Insyah's instruction.

Based on the results of previous research, the researcher presents the following recommendations: First, teachers should prepare educational materials that are suitable for instructional construction to improve their proficiency in writing in Arabic. Second, teachers should provide a curriculum or instruction based on a contextual approach to make it easier for students to learn and enhance their tendency toward composition lessons. Third, teachers should offer various training sessions after the end of the instructional construction, as training on construction materials strengthens their written abilities.

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