Contextual-Based Shorof Textbook Development for Students of Madrasah Aliyah

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Abstract :

The purpose of this study is to describe the Development, Feasibility, and Effectiveness of Contextual-Based Shorof Textbooks. This research employs the Research and Development (R&D) method using the ADDIE model. The results of the research and development are as follows: (1) The Contextual-Based Shorof Textbook developed has dimensions of 18x25 cm and uses Standard Arabic (Fusha). This teaching material consists of 5 chapters containing detailed and comprehensive Shorof material. Each chapter is equipped with explanations, elaborations of the material, and exercises for students in the first and second semesters. (2) Based on the results of validation tests by material expert lecturers, the textbook achieved a score of 125, categorized as valid in terms of material presentation. Meanwhile, the validation test by design expert lecturers scored 134, categorized as highly valid. The validation test by Shorof subject teachers obtained a score of 89, also categorized as highly valid. The effectiveness of the textbook was evaluated using the Paired Sample T-Test. The results showed a significant difference between pre-test and post-test scores, with the t-test significance value greater than the t-table value. This indicates that the Shorof textbook is effective in meeting the needs of students and teachers in teaching and learning Shorof. The implications of this study are that the Contextual-Based Shorof Textbook can serve as a reference for developing similar teaching materials that align with the learning needs at the Madrasah Aliyah level, as well as promote a deeper and more structured understanding of Shorof among students.

Keywords : *Development, Textbooks, Shorof*

Abstrak :

Tujuan penelitian ini adalah untuk mendeskripsikan Pengembangan, Kelayakan dan Efektivitas Buku Ajar Shorof berbasis Kontekstual. Penelitian ini menggunakan metode Research and Development (R&D) menggunakan model ADDIE. Adapun hasil penelitian dan pengembangan ini yaitu (1) Buku Ajar Shorof berbasis Kontekstual yang dikembangkan ini berukuran 18x25 cm dan menggunakan Bahasa Arab Fusha. Bahan ajar ini terdiri dari 5 bab yang berisi tentang materi-materi Ilmu Shorof secara rinci dan menjabar. Pada masing-masing bab dilengkapi dengan penjelasan dan penjabaran materi beserta Latihan-latihan soal untuk siswa pada semester I dan semester II. (2) Berdasarkan hasil uji validasi dosen ahli materi menunjukkan bahwa dari segi penyajian materi memperoleh skor 125 dengan katagori valid. Sementara hasil uji validasi dosen ahli desain memperoleh skor 134 dengan katagori sangat valid. Adapun hasil uji validasi guru Ilmu Shorof memperoleh skor 89 dengan katagori sangat valid. Adapun hasil uji efektivitas buku ajar menggunakan uji Paired Sample T-Test. Hasil tersebut menunjukkan angka yang signifikan antara nilai pre-test dengan post-test dengan nilai signifikant t hitung lebih besar dari t table artinya produk buku ajar Shorof

ini efektif untuk memenuhi kebutuhan peserta didik dan guru dalam pembelajaran dan pengajaran Ilmu Shorof. Implikasi dari penelitian ini adalah buku ajar Shorof berbasis kontekstual ini dapat menjadi acuan bagi pengembangan bahan ajar sejenis yang relevan dengan kebutuhan pembelajaran di tingkat Madrasah Aliyah serta mendorong peningkatan pemahaman peserta didik terhadap Ilmu Shorof secara lebih mendalam dan terstruktur.

Kata Kunci: *Pengembangan, Buku Ajar, Shorof*

INTRODUCTION

Indonesian Muslims are earnest in learning Arabic so that they can study and understand the content of the Qur'an, as Indonesia is one of the largest Muslim-majority countries. Indonesian Muslims study Arabic in schools, Islamic boarding schools, and courses focusing on Arabic grammar such as Shorof, Nahwu, Balaghah, and other branches of Arabic grammar (Sulaikho & Mathoriyah, 2019). Undoubtedly, Shorof is one of the essential disciplines for learning Arabic as a foreign language, especially for Indonesian students. To achieve proficiency in speaking Arabic correctly, it is crucial for Indonesian students to thoroughly understand Shorof (Luwihta, 2018).

Shorof is a branch of linguistics or language studies, also known as morphology (Ulya, 2019). Thus, Shorof involves the study of the structure of the Arabic language. Shorof offers numerous benefits, such as understanding the morphological patterns of Arabic words to avoid errors in pronunciation and writing, facilitating the search for word roots and vocabulary in dictionaries, and, for instance, transforming words into different morphological patterns and structures, thereby altering their meanings. A common issue for students in speaking or writing Arabic arises from their lack of success in mastering Shorof, leading to frequent mistakes in pronouncing or writing words with similar patterns and structures (Naseha & Muassomah, 2018).

To make learning Shorof more effective in the classroom, it is necessary to develop more engaging and updated Shorof textbooks, either as modules or books, that meet the needs and characteristics of students. This approach aims to create a conducive, meaningful, enjoyable, and high-quality learning experience. One effective solution is the development of contextual-based textbooks. According to Hasibuan, contextual learning connects the material taught with students' real-world conditions, encouraging them to think about the relationship between the knowledge they possess and their daily lives (Hasibuan & Afdilah, 2022). Similarly, Afriani suggests that contextual learning is a teaching concept that helps teachers relate existing material to students' real-world situations, thereby motivating students to connect their knowledge with their everyday experiences (Andri, 2018).

The challenges in learning Shorof are also present in schools in Bojonegoro Regency. One such school that teaches Shorof is Madrasah Aliyah Islamiyah Attanwir. Based on observations conducted by the researcher, students at this school face significant limitations in references and innovations in learning Shorof. A notable problem arises when students attempt to look up Arabic words in dictionaries. For instance, when searching for the word "ادخل" (adkhala), they mistakenly look under "alif" or "hamzah" rather than "dhal," which is the root letter. As a result, they fail to find the meaning of the word in the dictionary

because they do not pay attention to or understand its root form, which requires a transformation to its original word.

From observations in various schools, it is evident that several schools, including MAI Attanwir Bojonegoro, use the book *Amtsilatu at-Tasrifiyyah*. The teaching method primarily relies on lectures, with the teacher explaining the material from start to finish. This approach often makes students feel bored, as it lacks light or heavy practice exercises at the end of the material. Consequently, students struggle to apply their knowledge in speaking or writing Arabic sentences. Furthermore, in the process of learning Arabic, students face challenges in comparing Shorof with the Arabic language because they learn Shorof using Javanese translations while studying Arabic with Indonesian translations. Shorof teachers who use the book *Amtsilatu at-Tasrifiyyah* must exert extra effort in teaching, such as adding practice exercises for students. This helps ensure that students truly understand Shorof, enabling them to transform or add letters to words, write them correctly, and apply their knowledge in speaking Arabic.

Interviews with Shorof teachers reveal several considerations, one of which is the difficulty of explaining material to students using old textbooks due to their brevity. These books make it challenging for students to understand the content, requiring teachers to provide lengthy explanations, which leads to less effective teaching. Based on this background, the researcher plans to develop a contextual-based Shorof textbook, covering materials, exercises, summaries, and examples ranging from simple to advanced. This textbook aims to assist teachers in delivering and explaining Shorof to students. Therefore, the researcher has chosen the title "Development of Contextual-Based Shorof Textbooks for Students of MAI Attanwir Bojonegoro." The study aims to describe the development, feasibility, and effectiveness of the contextual-based Shorof textbook.

Essentially, textbooks are designed for specific subjects or fields of study as standardized instructional books written by experts. They include easily understood learning aids to support educational programs (Nisa, 2023). Textbooks serve various functions: presenting robust and modern perspectives on teaching, providing rich and varied subject matter suited to students' needs, serving as a basis for suggested activities, offering expressive skills relevant to real-life applications, and presenting motivating methods and media alongside appropriate evaluation materials (Tarigan, 1986).

In practice, existing textbooks often emphasize formal instructional materials while paying little attention to content derived from societal contexts (Sumantri, 2001). Traditional textbooks focus on memorization and do not encourage students to think as a process of constructing knowledge and experience to discover necessary concepts (Najah, 2019). The principles for designing textbook content include accuracy, relevance to learning objectives, adequacy to achieve competencies, consistency, alignment with scientific and technological developments, and logical structuring. Integrating components of contextual learning, instructional strategies, and message design into contextual-based textbooks results in a framework that includes: 1) Introduction: Includes

competencies to be achieved, life benefits, connections with other concepts, learning activities, prerequisites, and study instructions. 2) Material Presentation: Revisits or connects prior concepts, presents material concepts alongside problems, case studies, experiments, and illustrations, and fosters knowledge construction through questioning, inquiry, modeling, discussion, and summarization. 3) Performance Demonstration: Includes questions, exercises, tasks (e.g., portfolios, simulations, role-playing, and field visits). 4) Assessment: Incorporates written evaluations and performance-based assessments (e.g., projects, products, portfolios). 5) Feedback: Provides answers to questions and summaries from evaluations, enabling students to assess their abilities in the learning process (Krisnawati, 2004).

In conclusion, contextual-based textbooks prioritize learning objectives encompassing affective, psychomotor, and cognitive domains. They integrate contextual learning components such as constructivism, questioning, inquiry, learning communities, modeling, reflection, and authentic assessment with instructional strategies and message design principles, emphasizing content drawn from societal contexts (Azhar et al., 2023). Shorof, a branch of linguistic tools, identifies root words in Arabic and their transformations based on intended meanings. Root words in Arabic are primarily past-tense verbs. Shorof, akin to morphology, examines morphemes and their structural changes, referred to as *tashrif* (Fakhrurrozy, 2018). For example, the base word "buat" in Indonesian transforms into "membuat," "terbuat," "buatan," "pembuat," or "dibuat." Similarly, Arabic root words consist of three or four letters, with most roots being trilateral (*tsulatsi*), measured against the pattern *fa-'a-la* and forming structures called *wazan fi'il*.

Learning Shorof enables students to understand materials from classical and modern Arabic texts and enhances their ability to pronounce sentences as native Arabic speakers do (Nuzula, 2024; Syaripudin et al., 2012). Linking instructional content to students' life contexts and needs boosts motivation and makes the teaching-learning process more efficient and effective. This approach is known as contextual learning. According to Nurhadi in Mundilarto (2004), contextual teaching and learning helps teachers connect classroom material with real-world situations and encourages students to relate their knowledge to their roles as individuals, family members, and community members. Contextual learning involves characteristics such as authentic problem-solving, meaningful tasks, collaborative group work, and engaging, active, and creative learning processes (Nurhadi, 2004).

RESEARCH METHOD

The research conducted by the researcher aligns with the outcomes intended in this study, which aims to produce a Contextual-Based Shorof textbook. Therefore, the researcher employs the Research and Development (R&D) methodology. This approach is chosen because the study focuses on developing a textbook and testing its effectiveness in learning. According to a theory proposed by Prof. Sugiyono, development-based research is a research model specifically designed to produce and develop a product (Sugiyono, 2019).

In developing an Arabic-language textbook or teaching material using the Research and Development (R&D) method, the researcher follows the ADDIE research model. This model, developed by Robert Maribe, comprises the following stages: Analyze (observing and analyzing initial data or problems), Design (designing and structuring the teaching material and gathering data), Development (developing the Shorof textbook), Implementation (conducting trials on the completed product), and Evaluation (evaluating the teaching material through several assessments) (Nana, 2013).

The researcher adopts both qualitative and quantitative analytical methods in this study. Qualitative data focuses on the process of developing teaching materials, recommendations from users and experts, and suggestions for improvement. Quantitative data includes evaluations by expert teams and users during field trials of the developed textbook. Additionally, quantitative data involves student scores from pretests and posttests during the testing of the developed teaching materials.

The primary data sources for this study include media experts, material experts, language experts, Arabic teachers, and Grade IX students of MA I Attanwir Bojonegoro. Secondary data sources consist of observations, documents related to the curriculum, syllabus, lesson plans, textbooks, and student grades.

The data collection techniques used by the researcher in developing the Contextual-Based Shorof textbook are as follows: 1) Observation, conducted to analyze the needs of students and teachers for the Contextual-Based Shorof textbook in the learning process and to evaluate the teaching materials previously used for trial purposes. 2) Interviews, used to analyze the needs of students and teachers for the Shorof textbook in teaching and learning, as well as to validate the textbook development with experts. 3) Questionnaires, distributed to media experts, material experts, and language experts to determine the validity and feasibility of the Shorof textbook. 4) Tests, administered to assess the effectiveness of the developed Shorof textbook. 5) Documentation, utilized as supporting data for observations, interviews, and other sources to substantiate the findings. The validity of the data is determined using a percentage formula obtained from validation questionnaire instruments as follows (Granott & Parziale, 2002).

$$\text{Percentage of responses} = \frac{\text{Total actual score obtained}}{\text{Total ideal score}} \times 100\%$$

To evaluate the effectiveness of the developed teaching materials, the researcher uses a paired sample t-test with a significance level of 0.05, analyzed through SPSS software.

FINDINGS AND DISCUSSION
Development of Contextual-Based Shorof Textbooks for Students of Madrasah Aliyah

The development process for this interactive teaching material utilized the ADDIE model, which consists of five stages: Analyze, Design, Development,

Implementation, and Evaluation. The detailed explanation of each step is as follows:

1. Analyze

The first step involved analyzing the needs for the development of the textbook. The researcher examined the relevance of existing books for teaching Arabic, particularly Shorof for Grade IX MA students. The curriculum, syllabus, lesson plans, and topics related to the subject matter were reviewed. Input from students and teachers regarding Shorof materials, media, or textbooks was gathered. Interviews were conducted with the Grade IX Shorof teacher and the principal at MAI Attanwir Bojonegoro. Key findings included: 1) Teachers used various methods such as drills, lectures, and assignments in teaching Shorof. 2) The primary textbook, *Amtsilatu At-Tasrifyah*, provided brief thematic content without detailed explanations. 3) The learning goals mainly focused on memorizing vocabulary, with limited in-depth understanding of meanings. 4) Students were not fully encouraged to improve their comprehension and proficiency in Shorof. 5) Most students struggled to apply learned vocabulary in practical Arabic usage.

2. Design

After conducting a thorough needs analysis, the next step in the development process was to design the Shorof textbook to align with the identified requirements. This involved creating a prototype of a contextual-based Shorof textbook that incorporated carefully selected themes, clearly defined basic competencies, measurable learning indicators, and comprehensive evaluation tools to ensure its effectiveness. Additionally, a variety of instruments related to both the content and design aspects of the teaching material were meticulously prepared. These instruments included detailed questionnaires aimed at collecting feedback and suggestions for refinement from experts, teachers, and students, thereby facilitating a well-rounded and user-centered development process.

3. Development

The third step involved developing the contextual-based Shorof textbook with the following specifications: 1) Titled "*Ta'liimu As-Shorfi*". 2) Sized 18x25 cm and written in Standard Arabic (Fusha). 3) Includes a cover, preface, table of contents, content material, evaluations, and references. 4) Comprises five chapters on Shorof topics. 5) Designed in full color, tailored for Grade IX MA students. 6) Features contextual elements, simplified language, evaluations for each chapter, midterm and semester tests. The prototype was validated by two experts: a learning media expert and a content expert. 1) The content validation was conducted by Prof. Dr. Husein Aziz, M.A., UIN Sunan Ampel Surabaya. 2) The design validation was conducted by Dr. Ahmad Baihaqi, UIN Sunan Ampel Surabaya. Using a scoring range of 1-5, the maximum score for content validation was 150, with a minimum of 30. The content validation achieved a score of 125, indicating the textbook's feasibility. Similarly, the design validation scored 134, deeming it highly feasible.

4. Implementation

The fourth step involved field-testing the product after expert validation

and revisions. The textbook was used in teaching 20 Grade IX students at MAI Attanwir Bojonegoro, guided by their Shorof teacher. Students completed one chapter and provided feedback through a questionnaire with a maximum score of 100. The students' response scored 78, indicating that the textbook is highly feasible and meets the needs of both students and teachers. The textbook's effectiveness was tested using the Paired Sample T-Test. Results showed a significant difference between pre-test and post-test scores, with t = 2.75 exceeding t-table = 1.72. This indicates that the textbook effectively meets the educational needs of students and teachers in learning and teaching Shorof.

5. Evaluation

The final step in the development process involved a comprehensive evaluation of the textbook. This phase was crucial to ensuring the quality and effectiveness of the materials before they were finalized for production. Feedback from various users, including students and teachers, was gathered and analyzed to identify any areas for improvement. This feedback was carefully reviewed to determine whether any additional revisions were necessary to enhance the textbook's usability, content clarity, and alignment with the learning objectives. In the case where no further feedback was received or when all suggestions had been adequately addressed, the development process moved forward to the final stage. This included the production of the fully refined contextual-based Shorof textbook, which incorporated all the necessary instructional materials, exercises, and evaluation tools. The finalized textbook was then prepared for distribution, ensuring it was ready to be used effectively in the teaching and learning process.

Results of Feasibility and Effectiveness Tests for Contextual-Based Shorof Textbooks for Students of Madrasah Aliyah

1. Results of Material Expert Validation

After completing the textbook prototype, the researchers conducted validation by subject matter experts to gather feedback on the strengths, weaknesses, and suggestions for improvement in the development of the Contextual-Based Shorof Textbook. Two experts were involved in the validation process: a media development expert and a Shorof subject matter expert. This step aimed to refine the textbook's development in terms of content, presentation, and substance.

The researchers selected two highly competent experts in their respective fields, as outlined in the research methodology chapter, one serving as the material expert validator and the other as the design expert validator for the textbook. Based on the results of the design expert validation, the scores were calculated using a percentage formula. The material expert validation instrument consisted of 30 aspects rated on a scale of 1-5, where a score of 1 indicated "not valid," 2 indicated "less valid," 3 indicated "valid," 4 indicated "fairly valid," and 5 indicated "highly valid." The total maximum score was 150, while the minimum score was 30.

2. Results of Design Expert Validation

The design validation resulted in a score of 134, which falls into the "highly valid" category, indicating that the development of the Contextual-Based Shorof

Textbook is highly feasible for use in the learning process. This score suggests that the textbook's design, including its layout, visual appeal, and organization, meets the necessary standards and is appropriate for its intended purpose. Furthermore, based on the material expert validation, the scores were calculated using a percentage formula, reflecting the reliability and appropriateness of the content in the textbook. The material expert validation instrument consisted of 30 aspects, each rated on a scale from 1 to 5, with the score range providing insight into the validity and quality of the content. The total maximum score achievable was 150, and the minimum score was 30, offering a clear indication of the textbook's overall quality. In this case, the material validation achieved a score of 125, which is classified as valid, signifying that the content of the Contextual-Based Shorof Textbook is accurate, comprehensive, and suitable for the intended audience. This demonstrates that the textbook's material is aligned with educational objectives and provides valuable resources for both teachers and students in learning Shorof.

3. Results of Validation by Shorof Subject Teachers

The validation conducted by Shorof subject teachers aimed to assess the overall validity and appropriateness of the developed Contextual-Based Shorof Textbook for educational use. The validation instrument used by the teachers consisted of 49 specific aspects that focused on various elements of the textbook, including its content, structure, clarity, relevance, and instructional effectiveness. Each aspect was rated on a scale of 1 to 4, where a score of 1 indicated "less valid," 2 indicated "fairly valid," 3 indicated "valid," and 4 indicated "highly valid." This rating system allowed the teachers to provide detailed and nuanced feedback on different aspects of the textbook. The maximum possible score, based on this 49-aspect evaluation, was 196, while the minimum score was 49. Following the validation process, the Shorof subject teachers provided a score of 89, which reflects a generally positive evaluation. This score suggests that the Contextual-Based Shorof Textbook meets the necessary criteria for effective use in the classroom, as it aligns with the needs of both the educators and students in teaching and learning Shorof. The outcome of this validation underscores the textbook's suitability for implementation in the educational setting, confirming that it provides valuable resources and materials for the learning process.

4. Results of Student Trials

The student response trial yielded a score of 78, which indicates a high level of satisfaction and acceptance of the Contextual-Based Shorof Textbook at MAI Attanwir Bojonegoro. This score reflects that the textbook is highly appropriate and effective for use in this educational setting. The positive feedback suggests that the material, structure, and approach of the textbook meet the specific needs of both students and teachers, ensuring that it supports the teaching and learning process of Shorof effectively. It highlights the textbook's ability to engage students, promote understanding, and enhance the overall educational experience.

To further assess its impact, the effectiveness of the textbook was

rigorously evaluated using the Paired Sample T-Test. This statistical test was employed to compare the pre-test and post-test scores of students, providing insights into the learning outcomes before and after the implementation of the textbook. The results revealed a significant difference between the two sets of scores, with a t-value of 2.75, which exceeds the t-table value of 1.72. This substantial difference suggests that the Contextual-Based Shorof Textbook has a measurable and positive impact on students' learning performance, confirming its effectiveness in enhancing their understanding of Shorof. These findings provide strong evidence that the textbook not only meets the academic needs of students and teachers but also contributes to a deeper, more comprehensive grasp of the subject matter.

CONCLUSION

The development of the Contextual-Based Shorof Textbook for students at MAI Attanwir Bojonegoro followed a structured approach using the ADDIE model, which ensured the alignment of content with educational goals, the needs of students, and the effectiveness of teaching methods. The thorough process of analysis, design, development, implementation, and evaluation resulted in a well-structured and feasible teaching tool. Expert validations confirmed the quality of both the content and design, with scores indicating the textbook's high validity and appropriateness for use in the educational context. The positive feedback from subject matter experts, teachers, and students further supported the textbook's suitability for enhancing the teaching and learning of Shorof.

The student response trial and the effectiveness test, using the Paired Sample T-Test, provided concrete evidence of the textbook's impact. The significant difference between pre-test and post-test scores indicated that the textbook effectively improved students' understanding and application of Shorof. This highlights the textbook's potential to contribute to better learning outcomes and address existing gaps in the comprehension of Shorof among students.

The findings of this study have several important implications for educational practice and textbook development. First, the use of a contextual-based approach in Shorof teaching materials has proven to be effective in engaging students and enhancing their understanding of the subject. This approach can be adopted for other subjects to create learning materials that are more relevant and accessible to students. Additionally, the positive results of the validation and effectiveness tests underscore the importance of involving experts, teachers, and students in the development process, ensuring that the materials meet the needs of all stakeholders.

Furthermore, the study highlights the importance of rigorous testing and evaluation of teaching materials before their wide-scale implementation. The significant improvement in student performance demonstrates the value of using well-developed, contextually relevant textbooks in the classroom. Educators are encouraged to consider the integration of such materials into their teaching strategies to promote better academic outcomes and foster deeper understanding in their students. Finally, the findings suggest that continuing research in the area

of educational material development is essential to keep improving the quality and relevance of teaching resources in the ever-evolving educational landscape.

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