

## Development of Contextual-Based Nahwu Teaching Materials for VII Class at MTsN 3 Jombang

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### ABSTRACT

*This research is motivated by the absence of specific teaching materials based on contextual Nahwu material. This study aims to determine (1) the design of the arrangement, (2) the quality of the teaching materials and (3) the students' responses to the contextual-based nahwu teaching materials at MTsN 3 Jombang. This type of research is research and development or Research and Development (R&D) which refers to the ADDIE model. The research and development steps in this study were analyzed by means of a preliminary study of product design and product evaluation. The research instrument with a questionnaire scale with 4 categories arranged in the form of checklists and learning outcomes tests. The results showed that: (1) the contextual-based design of nahwu teaching materials at MTsN 3 Jombang was in the very feasible category (85%), (2) the quality of the contextual-based nahwu teaching materials at MTsN 3 Jombang which was assessed by material substance experts was at Very feasible category (83%) and (3) the response of students is very positive in assessing teaching materials strongly agree (83%), and the data on student learning outcomes tests after using teaching materials are in the very good category. Thus the contextual-based nahwu teaching material can be used in the learning process.*

**Keywords:** Teaching Materials, Contextual, Nahwu

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### INTRODUCTION

Teaching material is one of the guidelines in carrying out learning. Law number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. Based on this, it can be said that teaching materials are an important factor in achieving the goals of national education. Teaching materials are a set of materials arranged systematically, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. In accordance with this opinion that teaching materials have written and unwritten forms, teaching materials that are often used in the field are teaching materials in written or printed form in the form of textbooks. There are a lot of teaching materials written in the field, but most of these books only contain material in the form of reading text. The textbooks found in the field do not contain attractive pictures and the content of the reading tends to contain only information and does not develop students' thinking.

The large number of printed teaching materials that are easily available makes teachers tend to choose and collaborate with one another. This causes teachers not to make teaching materials that can be adapted to the conditions of their students. The use of teaching material books in the field still emphasizes mastery of concepts by requiring students to memorize them so that it can make the learning that takes place less attractive to students and the learning process becomes less meaningful (Shofiyani & Nafingah, 2021).

The results of observations at MTsN 3 Jombang during the learning process showed that students thought the teaching materials used were less attractive. Students consider the teaching material only in the form of a collection of material that must be memorized so that students' cognitive learning outcomes get maximum value. Student activity in learning is less visible because the textbook only describes the material. The textbooks used in MTsN 3 Jombang were considered to be not good because they only contained material descriptions that did not relate to students' daily lives. This problem is also found in

other schools. One of the causes of problems in learning is that teachers use textbooks that only prioritize the amount of material provided (Sa'idah et al, 2020). The textbook also has not applied a contextual approach to its full potential, both in terms of the material and images presented.

To overcome this problem, the teacher should be able to develop teaching materials that are in accordance with the conditions of students and environmental conditions. A good teaching material book should be able to encourage students to find facts and information, do interesting scientific work for students, manage and develop it so that the information obtained by students is meaningful for themselves in everyday life. The development of contextual teaching materials is needed because when the textbook is used as the main benchmark or learning guide, it is hoped that the book will become a good guidebook. Good teaching material books are expected to provide scientific concepts with various scientific activities and have contextual values so that learning becomes meaningful for students.

In order to make Nahwu learning more effective, the teaching material book should link learning with contextual concepts, in other words, teaching material books should be related to environmental conditions and events experienced by students so that it is easier to understand the material. Learning by using teaching materials with a contextual approach will involve the active role of students in the environment so that it can make learning meaningful for students (Rohmah & Pratama, 2022). A background contextual approach to students learning through activities that they experience themselves in the environment and not just knowing, remembering, and understanding the subject matter. Contextual learning is a learning system based on the philosophy that students are able to absorb subject matter if they are able to relate the material being taught with new information. Learning with teaching materials with a contextual approach will get maximum results because students can open up insights about educational material related to the environment, technology, and society in accordance with what students have experienced in learning and everyday life. Learning with teaching materials with a contextual approach will get maximum results because students can open up insights about educational material related to the environment, technology, and society in accordance with what students have experienced in learning and everyday life. Learning with teaching materials with a contextual approach will get maximum results because students can open up insights about educational material related to the environment, technology, and society in accordance with what students have experienced in learning and everyday life. The development of teaching materials should pay attention to strategies or steps in the contextual approach. According to Yamin (2013), to apply a contextual approach, there are a number of steps that must be taken so that learning objectives can be maximally achieved. These steps are as follows 1) constructivism, 2) questioning, 3) inquiry, 4) learning community, 5) modeling, 6) reflection and 7) authentic assessment.

The development of teaching materials is expected to affect student cognitive learning outcomes and make student learning activities more visible in the learning process. Because with interesting teaching materials students will be more enthusiastic in participating in the learning process. The teaching materials developed will use a contextual approach and take the form of a printed book. The presentation of the material in the teaching material is arranged according to the steps in a contextual approach. With teaching materials with a contextual approach, it is hoped that students will find it easier to understand the material so that the learning process becomes meaningful. Based on the description of the background, the author raises the development of teaching materials in the form of scientific papers entitled "Development of Contextual-Based Nahwu Teaching Materials for seventh grade at MTsN 3 Jombang".

## **METHOD**

This research uses research and development or Research & Development (R&D) is research that develops a product or refines a product. Research and development is a powerful enough strategy or method for improving practice. From this definition, it can be understood that research and development is an effort to produce a product, where the resulting product will be tested on students at the school.

The development model used is the ADDIE model because this model is one of the media that pays attention to the basic stages of media development design that are simple and easy to understand. ADDIE is an abbreviation that refers to the main processes of the learning system development process which consists of 5 main stages, namely (A) analysis (needs analysis), (D) esign (design), (D) evelopment (development), (I) ) implementation (implementation), and (E) valuation (evaluation). Some of the reasons for choosing the ADDIE model, among others: (1) The ADDIE model is a model that provides the opportunity for continuous evaluation and revision in each phase that is passed. So that the resulting

product becomes a valid and reliable product; (2) The ADDIE model is very simple but the implementation is systematic.

## RESULT AND DISCUSSION

- Design of Teaching Materials Compilation

Based on the analysis of the preliminary study, this nahwu teaching material based on Contextual Teaching and Learning is needed in the learning process.

The next step is Design. The design of this teaching material begins with the design of the teaching material concept, which is choosing the learning approach used in the teaching materials. After designing the concept, the researcher prepares a supporting reference for making teaching materials. Reference consists of nahwu books.

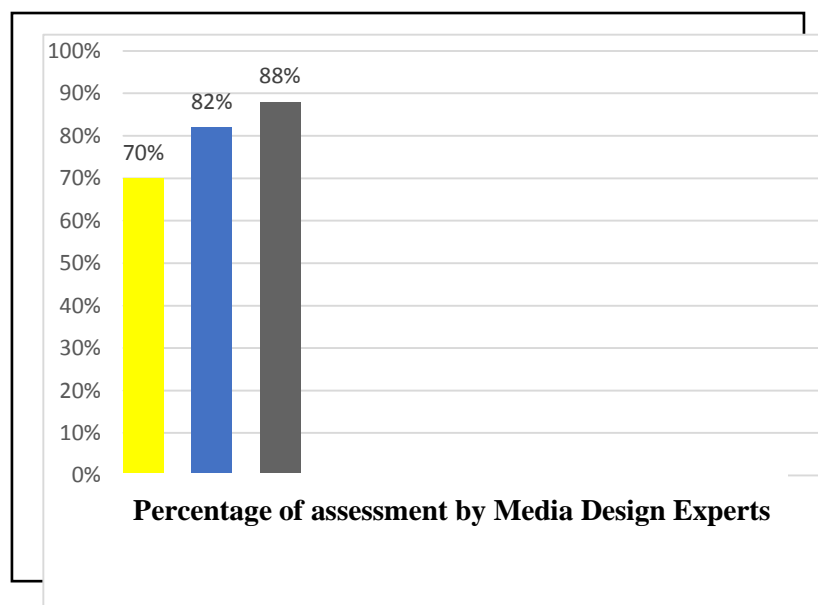
The third stage is Development. At this stage, it begins with the preparation of a draft book which will become a reference in developing teaching materials. The components in the teaching material consist of the cover of the teaching material, the foreword, the table of contents, the introduction, the objectives, the knowledge required, the sources and materials, the time and the bibliography.

- Quality of Teaching Materials

Assessment of teaching materials is carried out by an expert in the field of media design and a teacher who is competent in nahwu material. Media design experts assess the development of teaching materials in terms of three points, namely the size of the teaching materials, the cover design, and the content design of the teaching materials. For material substance experts assess the development of teaching materials in three aspects, namely aspects of content feasibility, presentation feasibility aspects, and linguistic aspects. The data on the results of the assessment of teaching materials include data in the form of scores which are then converted into four categories, namely very feasible, feasible, less feasible, and not feasible. The score obtained is also processed into a percentage for the eligibility criteria.

- Assessment by Media Design Experts

The results of the assessment by media design experts on physics teaching materials in each aspect can be seen in the following graph:

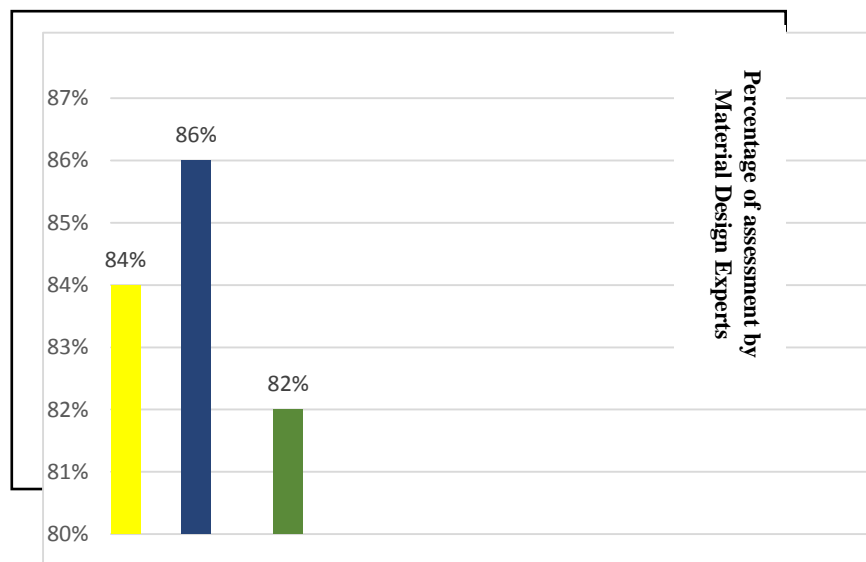


**Figure 1.** The Results of Assesment by Media Design

Analysis of data obtained from media design experts shows that the quality of the teaching materials developed as a whole is in the feasible category. This can be seen from the overall value of all aspects, namely 3.44 with an eligibility percentage of 88%. The aspect that received the highest percentage of eligibility was in the aspect of eligibility for presentation with very feasible criteria (86%). The aspect that has very feasible criteria is the aspect of content eligibility (84%). And the last aspect of language feasibility gets very feasible criteria (82%) with a lower percentage of eligibility than the content feasibility aspect.

▪ Material Substance Expert Assessment

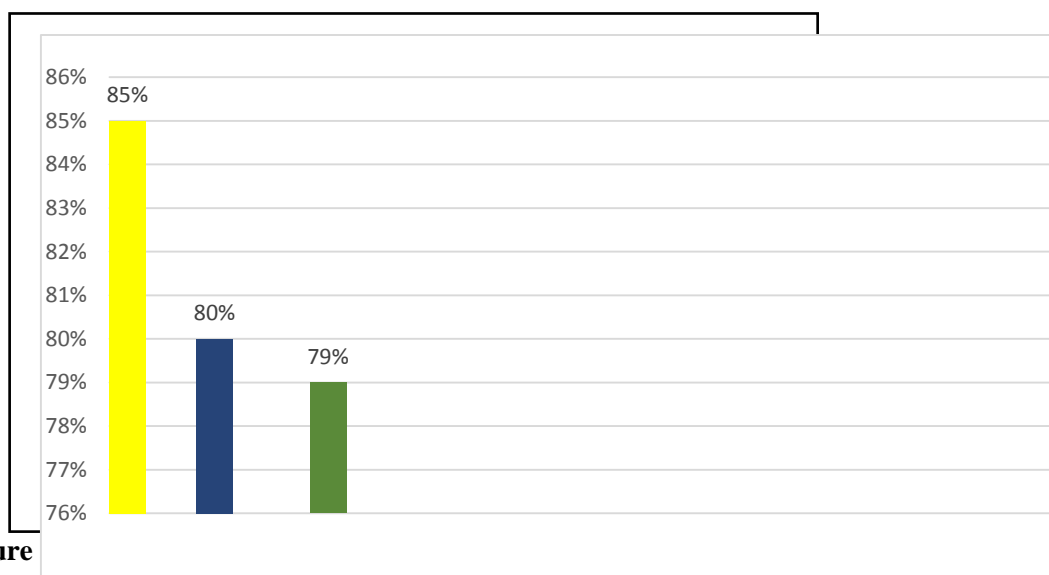
Analysis of data obtained from substance experts shows that the quality of the teaching materials developed as a whole is in the feasible category. This can be seen from the overall value of all aspects that have been assessed by the material substance expert, namely 3.40 with an eligibility percentage of 85%. The percentage of the results of the assessment by material substance experts on physics teaching materials in each aspect can be seen in the following graph:



Thus, based on the material substance experts' assessment of the quality of the teaching materials developed by the researcher, it shows that the teaching materials are suitable for use. The aspect that received the highest percentage of eligibility was in the aspect of eligibility for presentation with very feasible criteria (86%). The aspect that has very feasible criteria is the aspect of content eligibility (84%). And finally, the language eligibility aspect is very feasible (82%) with a lower percentage of eligibility than the content eligibility aspect.

▪ Student Questionnaire Responses

The results of the students' questionnaire responses had a positive response to contextual-based Nahwu teaching materials. When viewed from the results of distributing questionnaires, the majority of students strongly agree to use contextual-based nahwu teaching materials in the learning process. The results of the analysis of students responses to contextual-based nahwu teaching materials can be seen in the graph:



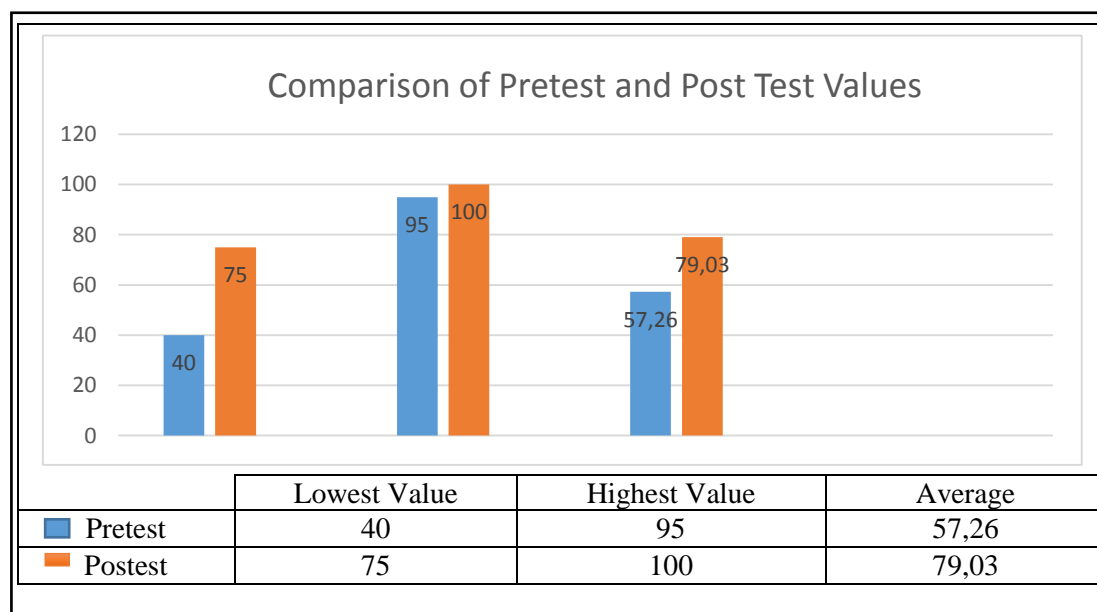
Figure

Based on this graph, it can be concluded that contextual-based learning using nahwu teaching materials is very good for use in the physics learning process, because the students'

responses are very positive towards the use of teaching materials. The highest percentage aspect is the material aspect with the very agree category (80%). The last one is the aspect of interest with the very agree category (79%) which gets the lowest percentage from the language aspect and the material aspect. The results of the assessment of the Nahwu questionnaire teaching materials of students as a whole were in the category of strongly agree (83%).

▪ Student Learning Outcomes Test

After going through the validation and revision stages, the researcher conducted a trial starting from giving a pretest, applying teaching materials, and ending with a posttest. This pretest is intended to determine the students' initial abilities in nahwu learning. Although basically the teacher knows the average ability of students through the reflection of lessons in class that not a few students do not understand Nahwu. The results of this reflection were proven through the students' pretest scores which averaged only 66.08%.



**Figure 4.** The Results of Assesment by Student Learning Outcomes Test

Data in the picture above shows that the learning outcomes of students in Nahwu lessons have increased quite significantly, as evidenced by the comparison of the lowest and highest scores on the pretest and posttest scores. Before being given the treatment in the form of the application of teaching materials, the pretest results only reached an average of 57.26%. However, after being given treatment, the average post-test score was 79.03%. Thus there is an increase of 21.77% between the pretest and posttest. This means that contextual-based nahwu teaching materials can improve student learning outcomes which also go hand in hand with a significant increase in understanding of the nahwu material.

**CONCLUSION**

Based on the results of research on the development of contextual-based nahwu teaching materials for grade 7 students at MTsN 3 Jombang, the following conclusions can be drawn, the results of the development in this study were in the form of contextual-based nahwu teaching materials for grade 7 students at MTsN 3 Jombang, which included valid and effective student books. The process of developing teaching materials refers to the ADDIE model with the stages of Analysis, Design, Development, Implementation and Evaluation. The quality of contextual-based nahwu teaching materials for seven grade students at MTsN 3 Jombang based on the evaluation of material experts got a score of 3.27 which is included in the very feasible category (SL) with an eligibility percentage of 83% with very feasible criteria or can be used with revisions. Judging from the results of the student response questionnaire contextual-based nahwu teaching materials for class 7c students at MTsN 3 Jombang are in the very good category, namely 83% of them are interest (79%), material (80%), language (85%) and it can be concluded that students have a positive response to the use of contextual-based nahwu teaching

materials in nahwu learning. Nahwu teaching material or contextual-based syntax is considered very feasible to be applied in nahwu learning. This is because the results of the validation state that this teaching material is considered very feasible with an average percentage of 89.1%. In addition, the trial results also showed an increase in student learning outcomes in the nahwu material by 21.77%. The increase in learning outcomes is also interpreted as an increase in student understanding.

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