

Development of Arabic Language Teaching Materials With 4D Model for the Second Semester at STAI Al-Furqan Makassar

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Abstract

This article aims to find out and analyze the textbooks used by lecturers in the Arabic language course in second-semester of the Islamic Religious Education Study Program at STAI Al-Furqan Makassar in 2022. This study applies a qualitative approach. Data was collected through observations, interviews, and documentation guided by instruments in the form of guidelines for each technique. Sometimes one type of data is searched using the three techniques at once, and sometimes done separately. The collected data is classified, systematized, and analyzed based on the chosen theory guidance. Determination and development of teaching materials can be applied by collaborating with book authors so that it does not have to be the teacher who writes them. The main principle in using the 4D model is to meet the criteria and structured steps (define, design, develop, and disseminate). They are learning Arabic using Bahasa Arab Elementer book by Prof. Dr. H. Ahmad Thib Raya, M.A., which emphasizes the basic rules of Arabic grammar. Arabic language lecturers should develop it by compiling their own more relevant textbooks. The arrangement of the textbooks should adapt to the 4D model.

Keywords: Development Arabic Language, Language Teaching Materials, Arabic Language Teaching

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INTRODUCTION

Studies on the development of teaching materials in the form of books adorn most publications. A thesis research report on development of Arabic textbook teaching materials for class 1 in Integrated Islamic Elementary Schools” (2016) was written by Rahma Desyani. This study uses qualitative research methods with the type of research, namely Research and Development. The aim is to produce Arabic textbook teaching materials following the JSIT (Integrated Islamic School Network) curriculum which is also adapted to the language development of grade 1 students. Good), the feasibility of presenting the textbook 4.27 (very good), the content of the material 4 (good), and the learning aspect 4.1 (good). At the same time, the test results on student satisfaction with the product are 92%, which is included in the "very satisfied" category. Overall, the results of this research and development show that the developed textbook is suitable for use by grade 1 SDIT students (Desyani, 2016).

The same thing was also reviewed in the Thesis research on development of Arabic language textbooks based on intercultural learning for Class VII MTs Students (2017)

conducted by Rahmah Khaerotin. This study uses a qualitative research approach with the type of Research and Development. The purpose of this development research is to produce a product in the form of an Arabic language textbook based on intercultural learning for seventh-grade students of MTs. The study results showed that the assessment of the content aspect got a score of 82.67 from the teacher. While 86.17 from the expert. In the presentation aspect, the score was 82.36 from the teacher and 84.18 from the expert. The language aspect got a score of 77.96 from the teacher and 85.39 from the expert, while the audio aspect scored 86 from the teacher and 87 from the expert. The theme aspect of the textbook received 85 from teacher ix and 85.61 from experts. Meanwhile, in the graphic aspect, the score was 83.98 from the teacher and 82.86 from the expert (Khaerotin, 2017).

In line with this, a study published in the proceedings entitled: "Book Development: I am Smart in Writing Arabic Letters". This is an article in the Proceedings of the V National Conference on Arabic Language (2019) by Tatik Mahila. This study uses a qualitative research method with the type of Research and Development from the Borg and Gall model, which is modified based on the researcher's needs. This study aims to develop the book "I'm Smart Writing Arabic Letters" and describe the level of feasibility of the book. Data analysis results from this study indicate that the product in the form of a textbook that has been developed has the criteria of "fair enough" (Mahila, 2019).

The development of these teaching materials has a purpose. Gatot conveys the above objectives through the following quote (Muhsetyo, 2008; Kemdiknas, 2008; Adam, et.al, 2023). The development of teaching materials has planned goals. First, preparing learning activities in various situations so that they can take place optimally. Second, increasing teacher motivation to manage teaching and learning activities. Third, organizing teaching and learning activities by filling in materials that are always available. Fourth, new, presented in a new way, and implemented with a new learning strategy.

The development of teaching materials must be based on certain principles to realize the above objectives. There are ten provides ten principles of developing teaching materials, namely: 1) Curriculum changes are requested and urgently needed, 2) The curriculum is a product of the times, 3) Curriculum changes in later times are always related to overlapping with previous curriculum changes, 4) Curriculum change is one of the consequences of community change, 5) Curriculum development is based on a process of making choices from several alternatives, 6) Curriculum development never ends, 7) Curriculum development is more effective when carried out comprehensively, not as part of a process. by section, 8) Curriculum development is more effective when carried out by following a systematic approach, and 9) Curriculum development starts from the curriculum itself (Mbulu & Suhartono, 2004; Zhou, 2023; Bakalo & Grigiryev, 2015).

The Ministry of National Education formulates the requirements for suitable teaching materials by referring to UNESCO. The criteria for quality teaching materials or textbooks are described in the following quotation. The requirements for quality teaching materials or textbooks are (1) teaching materials have an essential role to achieve equitable and high-quality education, (2) teaching materials are the product of a more extensive process than curriculum development, (3) the content of teaching materials include human rights principles, integrate pedagogical processes that teach peacefully conflict resolution, gender equality, non-discrimination, other practices and attitudes that are in line with the need to learn to live together, (4) teaching materials facilitate learning to gain specific results that can be measured by taking into account different perspectives, learning styles, and different modalities (knowledge, skills, and attitudes), (5) taking into account the conceptual level, linguistic environment, background and needs of learners in shaping content and designing learning models , (6) teaching materials facilitate learning that can encourage participation i and experience equally and equitably by all learners involved in the learning process, and (7) teaching materials are affordable, durable, and

accessible to all learners (Kemendiknas, 2008; Pham & Tin, 2022; Yao et.al, 2022; Lavrenteva& Barak, 2023; Pupita et.al, 2021; Shirazizadeh & Amirfazlian, 2021).

The data in the form of scientific works have something in common with this paper's topic; they both discuss the development of Arabic textbooks. However, the difference lies in the purpose (Aydın & C. Aytakin, 2018: 27-38). The scientific work above is the result of research whose ultimate goal is to produce a product in the form of a textbook (Winara et al., 2021; Aswirna & A. M. Ritonga, 2020: 1-190). Meanwhile, this article describes the development of book-based Arabic 2 teaching materials for Semester II at the Tarbiyah Department of the Islamic Religious Education Study Program of STAI Al-Furqan Makassar in 2022. Articles and research reports on book-based teaching development are often found when tracking. It differs from studies on the selection of book-based teaching materials integrated with 4D models (Kusumawati et al., 2018: 21-26). This paper further explores this by analyzing learning at STAI al-Furqan. Based on initial observations, the choice of book-based teaching materials and limited application of the 4D model. Based on the information, the study answered the question, what are the steps for developing teaching materials by applying the 4D model in language learning in the second-semester of the Tarbiyah Department, STAI Al-Furqan Makassar?

METHOD

This study is a study of the development of book-based Arabic teaching materials for Arabic Language II courses integrated with the 4D model at the Tarbiyah Department, Islamic Religious Education Study Program, STAI Al-Furqan Makassar. Data collection is done through observation, interviews, and documentation. The last technique (documentation) is taken by understanding and studying theories from various literature related to the focus of the problem under study, namely the principles and steps for selecting teaching materials. Data is collected by tracing relevant sources and reconstructing them from various sources such as books, journals, proceedings, and existing research reports. The method uses content and descriptive analysis, which aims to analyze and describe the data. Data collection was guided by the instrument of each technique chosen. In this context, the collection is driven by an observation guide, an interview guide, and a documentation guide. Library materials from various references are then analyzed critically and in-depth, guided by relevant theories to support propositions and ideas.

RESULT AND DISCUSSION

The Islamic High School (STAI) al-Furqan Makassar fosters the Strata One (S1) and Strata 2 (S2) programs. S1 fosters three majors: The Department of Tarbiyah, Sharia, and Da'wah. Strata Two (S2) fosters the Multicultural Islamic Education study program. The primary teaching materials refer to the book Elementary Arabic by Prof. Dr. H. Ahmad Thib Raya, M.A. Professor of Arabic at UIN Syarif Hidayatullah Jakarta.

The Arabic language lecturer (Ahmad Badwi, S.Ag., M.Ag.) said the Arabic language lecturer prepared textbooks for students to work on. The title of the book is "Elementary Arabic". The author is Prof. Dr. Ahmad Thiba Raya, M.A., published with ISBN: 9786239064808. Dimensions or book size: 15 x 23 cm / 442 gr. The thickness of the book is 428 pages. The book was published in July 2019 and sold for IDR 95,000. This book is new but an updated one. The researcher (me) has read the book since the 1990s. This book has titles in Indonesian and Arabic, namely "Elementary Arabic (*al-Arabiyyah al-Asasiyyah*). It is the profile of the book.

This book is called basic Arabic (elementary). The author described this: "Arabic is difficult and complicated." That's the impression that appears in the community, especially among Muslims. That impression may be accurate because Arabic has three

unique features three aspects, namely, aspects of grammatical rules (*nahw*), parts of word formation (*sharf*), and aspects of meaning (*dalalah*) (Raya, 2019).

However, this book covers the basic rules of Arabic in an easy, practical, and coherent way, accompanied by simple readings in popular languages, starting from daily vocabulary. The vocabulary used is accompanied by its translation. The book's end is equipped with *al-Qamus al-Asasi* (the meaning of the words used in this book), which are uniquely arranged. This book is intentionally prepared to learn Arabic with or without a teacher. So it is very appropriate to read anyone who wants to understand and master Arabic, students in madrasas and public schools, students in Islamic boarding schools, and the general public" (Raya, 2019; Aladdin, 2014; Kaseb & Farouk, 2023).

This book was written to respond to Arabic learners' complaints about the language's difficulty. According to Ahmad Badwi (Interview with Ahmad Badwi, July 2022), the use of books by Prof. Dr. H. Ahmad Thib Raya, M.A. is one of the references because he owns the book, and the material is more accessible because the material is still elementary (basic level) according to the title. This book is not the only teaching material; there are other Arabic books. For Ahmad Badwi, what is needed is the themes first. If there are already discussion themes, learning resources can be found flexibly. To activate students in learning, the lecturer can perform various techniques according to the type of material and context (Yusuf & I.S. Wekke, 2015: 137-141). The eclectic method combines several learning methods according to the need to make Arabic learning effective (Wekke & M. Yusuf, 2017). The steps for determining the material with the 4D model are always considered the effectiveness in learning.

From a theoretical approach, the determination of textbooks uses different sources. Related to this context, there were several steps in developing textbooks which were later adapted into steps for developing Arabic textbooks (Uzum et.al, 2021; Al-qatawneh, 2019; Al-Qatawneh & Al-Rawashdeh, 2019; Chik & Rahman. 2012) . The steps are determining the target group, determining KD, formulating the structure of the book content, collecting sources, developing teaching materials, and conducting expert validation, field trials, and revisions (Kosasih, 2021: 125). First, determine the target group. At this stage, the developer needs to analyze the target group's needs. However, before that, it is necessary to know the Arabic textbook developed later for students at what level and in what grade. After that, the developer conducts a needs analysis on the target group. The research includes studying the students' motivation to learn Arabic, their learning styles, and so on. Second, determine Basic Competencies. Competence means basic skills, knowledge, and values reflected in habits and actions. In this case, teaching materials must follow the competencies contained in the educational curriculum. The developer must analyze the competencies in the Arabic language field that the target group must achieve. Third, formulate the structure of the book content. At this stage, the developer formulates the book content system and sets the learning strategy. The book content's design generally follows the writing structure, which begins with an introduction, content, and closing.

The Elementary Language book has gone through quite long stages because the book has gone through several stages of revision, adjustment, and validation by a team of experts. This book has been tested in several places and has long been a textbook among lecturers of religious universities, both public and private. Weaknesses can occur because this book is older than the current curriculum. However, on the other hand, this book is considered mature because it has undergone various curriculum changes, but according to its users, it is always not out of date. However, it appears that the vocabulary used does not follow the current trend of Arabic development (Saigh & Schmit, 2012; Sahrir & Alias, 2012; Jemni et.al, 2019). The terms or vocabulary do not adapt to the terms in information and communication technology (ICT). The development of modern Arabic has become a contemporary need to make Arabic a communication medium. For example, Dr. Oki

Sukiman, M.Ag., Deputy Dean for Administration and Finance at UIN Sunan Kalijaga Jogjakarta, pushed for a new paradigm, namely Arabic language neology in Indonesia (Sukiman, 2022).

The developer must take one step to collect the source of teaching materials. Developers of teaching materials cannot be separated from several sources to ensure the validity and accuracy of the material. Learning activities will also be presented in it. For this reason, at this stage, the developer collects learning materials from various relevant sources. The developer wants to pay attention to the standard standards for the source of the teaching materials; namely, the source must be under the curriculum, the source must be in accordance with the educational objectives, the source can be accounted for, and so on.

The steps that must be passed include four things (Kosasih, 2021: 125). First, the development of teaching materials. This stage is the stage of writing Arabic textbook teaching materials. With good writing and easy-to-understand language, preparing this Arabic textbook must also provide an exciting learning experience for students. Second, do expert validation. Validation is a request for approval or validation of the suitability of teaching materials with needs. The validation needs to involve expert practitioners following their respective fields of expertise, such as material experts, linguists, and learning experts, to get suitability recognition. Then the validation of teaching materials includes aspects such as the material's content or substance, the use of language, and the use of teaching materials in the learning process. Third, field trials. Field trials are activities to test printed Arabic textbook products for students and to determine the product's advantages and disadvantages. In practice, some of the sample students assessed the outcome. They then responded by filling out a questionnaire that had been prepared in advance, relating to important aspects in the presentation of the Arabic language book teaching materials, including content, structure, language, and appearance (setting). Fourth, make revisions. Revision or improvement improves teaching materials after obtaining input from expert validation and trial activities.

Especially for Elementary Arabic books, the entire series has been fulfilled. However, this book is only used as a source of teaching materials. Not all the other sources of developing teaching materials have measurably gone through that stage. Teaching materials from other sources are selected based on SK and KD by considering the suitability of the context. The contextual teaching and learning approach is one aspect that can change the prepared teaching materials. If the ready teaching materials are considered less supportive of the contextualization of the teaching and learning process, the teacher gets more relevant and contextual material to teach. So, contextualization is a factor that determines the type of Arabic teaching material (Yusuf, I.S. Wekke, 2018: 15-927). Learning styles, teaching methods, and types of materials must refer to the objectives of learning Arabic.

Table 1: Stages of developing Arabic teaching language with 4D model

Num	Activities	Description
1	Define	At this stage the lecturer determines and defines the development requirements. In other models, this stage is often called needs analysis, concept analysis and formulation of learning objectives.
2	Design	The preparation of the benchmark reference test is a step that connects the definition stage with the design stage.
3	Develop	The development stage is divided into two activities, namely: expert appraisal and developmental testing. Expert appraisal is a technique for validating or assessing the feasibility of a product design.

Num	Activities	Description
4	Disseminate	By using a 4D development model which shows the development of Arabic teaching materials with a 4D model, it can attract students' interest in the ability to increase motivation and make it possible for students to learn independently.

There have been explained by some researchers such as Karadeniz& Can (2015); Dajani & Omari (2014); Hallberg (2022), they assumed that In the development of teaching materials, including book-based teaching materials with a 4D model, the activities carried out at each stage of the development are as follows:

1. Define

At this stage, the lecturer ensures and limits the requirements for developing teaching materials for Arabic II courses. According to Ahmad Badwi, the definition refers to the curriculum and Semester Lecture Plans (RPS) that have been created (Interview Badwi on July 2022). The curriculum and RPS contain Competency Standards and Basic Competencies, so both must be used as benchmarks. It is designed every semester before the lecture takes place (Yusuf & Abu Nawas, 2023).

Activities at this stage are carried out to determine and define development requirements. In other models, this stage is often called a needs analysis. Each product certainly requires a different analysis. In general, in this definition, an analysis of development needs is carried out, product development requirements following user needs, and research and development models (R&D models) suitable for product development. Analysis can be done through literature study or preliminary research. Thiagarajan analyzed five activities carried out in the define stage: front-end analysis, learner analysis, task analysis, concept analysis, and the formulation of learning objectives (specifying instructional objectives) (Rochmad, 2012: 61). Theoretically, a series of activities run in a planned, structured, and measurable manner.

- a. Front-end analysis (first and final analysis). At this stage, educators conduct an initial diagnosis to improve the efficiency and effectiveness of learning. Initial research was conducted to determine the fundamental problems in development. At this stage, facts and alternative solutions are presented to make it easier to determine the initial steps in development. According to Ahmad Badwi, this stage is carried out before learning activities (Interview with Ahmad Badwi on 29 July 2022). It's just that the analysis is not final, so there is still the possibility of changes due to changes in context and situation.
- b. Student analysis. Student analysis is critical at the beginning of planning. Analysis of students is done by observing their characteristics of students. This analysis is carried out by considering students' characteristics, abilities, and experiences, both as groups and individuals. At this stage, the characteristics of students are studied, for example, ability, motivation to learn, background experience, etc. According to Mukhtar Nuhung, an Arabic language lecturer at STAI al-Furqan Makassar, analyzing these students is somewhat difficult because of the change of lecturers every semester (Information from Mukhtar Nuhung on July 30, 2022). Suppose there is no communication between lecturers of similar subjects in the previous semester and teachers in the next semester. In that case, information will be cut off, especially if there is also no data about students, and it isn't easy to analyze. The analysis should be data-based and also guided by relevant theory. It is because the researcher also teaches courses for one class.
- c. Task analysis. At this stage, the educator analyzes the main tasks that must be mastered by students so that students can achieve minimum competence. The task analysis consists of an analysis of the core competencies (KI) and basic competencies

(KD) related to the material to be developed. All assignments should not deviate from the competency standards and basic competencies in this Arabic language course. Assignments must be designed to achieve competency standards and basic competencies. In this way, all tasks are directed at achieving competency standards and basic competencies (Information from Dr. Muhammad Tang on 27 August 2022).

- d. Concept analysis (material analysis). Concept analysis aims to determine the content of the material to be taught and arrange the steps to be carried out rationally. Concept analysis is made in the learning concept map, which will use to achieve specific competencies by identifying and systematically compiling the main parts of the learning material. Practically, this has been done when collecting material from various sources. The material has been analyzed from the definition to the finalization stage before being disseminated. It is considered feasible to be taught because it has passed the analysis stage. Operationally, things do not work as theoretical guidance because the books used are considered not to need to be analyzed again. According to Badwi, a *Bahasa Arab Elementer* book, Ahmad Thib Raya's works have undergone expert analysis and validation (Interview with Ahmad Badwi Via WhatsApp on 29 July 2022). There is additional material outside the book, so that is what must go through material analysis first (Rochmad, 2012: 61).
- e. Specifying instructional objective. Analysis of learning objectives is carried out to determine indicators of learning achievement based on material analysis and curriculum analysis. By writing the learning objectives, researchers can find out what studies will be displayed, determine the grid of questions, and determine how much the learning objectives are achieved. Write learning objectives and expected behavioral changes after learning with operational verbs.

At this early stage, the effectiveness of teaching materials is selected after analyzing the characteristics of students, goals that follow the curriculum used, the concept of teaching materials, and goals to achieve the indicators targeted by educators.

2. Design

After the Arabic language teacher got the problem from the definition stage, he carried out the design stage, which aimed to design learning tools. Thiagarajan divides the design into four steps that must be carried out at this stage, namely:

- a. Constructing criterion-referenced test. Preparing the benchmark reference test is a step that connects the definition stage with the design stage (Thiagarajan et.al, 1974: 7). The benchmark reference test is prepared based on the specification of learning objectives and student analysis, then a grid of learning outcomes tests is compiled. The developed test is adjusted to the level of cognitive ability. The uniqueness that is being faced in teaching and developing teaching materials at STAI Al-Furqan in Semester II is partly due to the heterogeneous background of students. There is an alumnus of Islamic boarding schools, Madrasah Aliyah, SMK, SMA, and the Arabic language institution al-Birr. Mixing and developing this teaching material is an obstacle. The material should also be different if you want to differentiate based on cognitive abilities. On the other hand, if given the same material, there will be many impressions. The difficulty and ease of the material are relative for each student. It can be seen in their varied answers about the level of ease and test of the material provided.
- b. Media selection. Media selection is carried out to identify learning media relevant to the material's characteristics. Moreover, the media are selected to suit the concept analysis and task analysis, the characteristics of the target users, as well as the deployment plans with varying attributes of different media. It is helpful to help students in achieving basic competencies. In this context, the selection of teaching materials in Semester II of the Islamic Education Study Program at STAI Al-Furqan does not consider the learning media. Learning relies more on books as sources and learning

media (Interview with Ahmad Badawi on 29 July 2022). The students also stated the same thing (Interview with Raodah, et al. 27 July 2022). Based on observations, learning Arabic at STAI al-Furqan takes place by relying on books as a medium. Other media are whiteboards and markers.

- c. Format selection. Theoretically, the choice of formats in the development of learning tools is intended to design learning content, selecting strategies, approaches, learning methods, and learning resources. The chosen format meets the criteria of being attractive, easy, and helpful in learning. To analyze this aspect, the researcher can see the document in the form of the lecturer's Semester Lecture Plan (RPS). It reflects the content of learning, the selection of strategies, approaches, learning methods, and learning resources. Ideally, lesson plans are made and available before learning takes place because lesson plans serve as learning guides. However, the RPS is submitted as a learning administrative requirement only for an accreditation form. Even so, it is still helpful as a general guide, not a detailed one.
- d. Initial design. The initial design in question is the design of all learning devices that must be done before the trial is carried out. It also includes various structured learning activities such as reading texts, interviews and practicing different learning skills through teaching practice (Rochmad, 2012: 63). In this section, it has not been taken seriously. It requires training or workshops to provide insight to Arabic language teachers.

The developer has made an initial product (prototype) or product design in the design stage. In developing teaching materials, this stage is carried out to make modules or textbooks per the content framework of the results of curriculum and material analysis. In developing a learning model, this stage is filled with activities to prepare a conceptual framework for learning models and tools (materials, media, evaluation tools) and simulate the use of these learning models and tools in a small scope. Before the product design proceeds to the next stage, product design (models, textbooks, etc.), it needs to be validated. Product design validation is carried out by colleagues such as lecturers or educators from the same field of study/field of expertise. Based on the results of the peer validation, there is a possibility that the product design still needs to be improved according to the validator's suggestions. At the factual level, these things do not seem to work ideally. Learning tools (materials, media, evaluation tools) run based on habits that lasted for years without significant innovation.

3. Develop

The development stage is divided into two activities: expert assessment and developmental testing. An expert appraisal is a technique for validating or assessing the feasibility of a product design (Thiagarajan et al, 1974: 8). In this activity, an evaluation is carried out by experts in their fields. The suggestions are used to improve the materials and learning designs that have been prepared. Developmental testing is a product design test activity on the real target subject. At the time of this trial, response data, reactions, or comments were sought from the product's target user. The test results are used to improve the product. After the product is repaired, then retested to obtain effective results. In the development of teaching materials (books or modules), the development stage is carried out by testing the content and readability of the module or textbook to the experts involved during design validation and students who will use the module or textbook.

This stage aims to produce learning tools that have been revised based on input from experts. In the context of developing learning models, development activities are carried out with the following steps: 1) Model validation by experts; 2) Revision based on the consideration of experts at the time of validation; 3) Limited trials in classroom learning, according to the actual situation to be faced; 4) Revise the model based on the test results if needed; and 5) Implementation of the model in the broader area.

Activities that don't run are tests. The consideration is that the textbook has been tested for a long enough time. So that it does not need to be tested again; moreover, it has been validated by various Arabic linguists. And who compiled this book is an expert (Professor) Arabi (Interview with Ahmad Badwi on 2 August 2022). Prof. Dr. H. Ahmad Thib Raya, M.A., is a lecturer in Arabic, Mr. Ahmad Badwi while studying at the Graduate School at UIN Syarif Hidayatullah Jakarta. Various experts have validated the Elementary Arabic book, so there is no need for further validation.

The effectiveness of the developed model and model kit was tested during the implementation process. The effectiveness can be tested by experiment or Classroom Action Research (CAR). Testing the effectiveness of learning can be done by measuring competence before and after learning so that there is a pre-test and post-test. If the competence after learning is better, the learning model developed is also declared effective.

4. Disseminate

This stage is the stage of using tools that have been developed on a wider scale. This stage is divided into 4 phases, namely: testing validity, packaging, and diffusion and adoption (Thiagarajan et.al, 1974: 9). At the validation testing stage, the product revised at the development stage is then implemented on the real target. At the time of implementation, measurement of the achievement of objectives is carried out. This measurement is carried out to determine the effectiveness of the developed product. After the product is implemented, the developer needs to see the results of achieving the goals. The solution that has not been achieved needs to be explained. So that the same mistakes do not repeat after the product is disseminated.

The last activity of the development stage is to carry out packaging, diffusion, and adoption. This stage is done so that others can use the product. The packaging of the learning model can be done by printing a guidebook to implement the learning model. After the book is published, it is disseminated so that it can be absorbed or understood by others and used in their class. In the context of developing teaching materials, the dissemination stage is carried out by socializing teaching materials through distribution in limited quantities to educators and students. This distribution is intended to obtain responses and feedback on the teaching materials that have been developed. Suppose the response of the target users of teaching materials is good. In that case, large quantities of printing and marketing will be carried out so that a wider target uses the teaching materials.

In making Arabic teaching materials, some principles must be considered. The principles that must be considered in making Arabic teaching materials, as mentioned by al-Ghalidan Abdullah, namely: First, socio-cultural principles. A person who studies Arabic without understanding Arabic culture and Islamic culture cannot understand it perfectly; because of that, there is an expression that "*al-lugah wa al-tsaqafah*" (language is a vessel of culture) includes 1) understanding culture in general and Islamic culture in particular; 2) cultural characteristics; and 3) cultural relations with the development of teaching materials.

Second is the psychological principle. The development of Arabic teaching materials must pay attention to students' psychological aspects to increase their learning motivation. Psychological things that must be considered: 1) Teaching materials should be by the intellectual abilities of students; 2) Pay attention to individual differences between students; 3) Able to stimulate students' thinking power to help them learn and acquire Arabic; 4) The material is adjusted to the student's level of preparation and Arabic language skills; 5) The teacher pays attention to the age level of the students. Each teaching material is intended for what age because each certain age requires different treatment; 5) The material can motivate students to use Arabic naturally; 6) There is

integration between student books, teacher handbooks, and others; and 7) Arabic teaching materials can create the orientation and norms expected by students.

The third is the principle of language and education. The linguistic principle in question is paying attention to the language taught to students. Including the elements and language skills so that the material presented is by the goals set. At the same time, the principles of education are related to educational theory in the development of teaching materials, such as material starting from the easy to the more complex, concrete to the abstract, detail to a concept, or vice versa, concept to the details, and so on. It follows the principles of education in the development of teaching materials.

Development of Teaching Materials

Banathy (in Muhsetyo) states that the development of teaching materials is a systematic process of identifying, developing, and evaluating learning content and strategies to achieve learning objectives more effectively and efficiently (Muhsetyo, 2011).. The development of teaching materials is a form of developing learning strategies under certain principles adapted from learning theories (Syahid, 2003; Muhsetyo, 2008). Furthermore, Syahid explained that the development of teaching materials is not only based on the developer's interests but also an alternative to solving learning problems. Students not only interact with lecturers but can also interact with learning resources used to achieve the desired results.

Mbulu stated that there are four objectives (Mbulu and Suhartono, 2004: 6), namely (1) obtaining teaching materials that follow institutional goals, curricular goals, and learning objectives, (2) arranging teaching materials according to the structure of the content of subjects with their respective characteristics, and (3) synthesizing and ordering topics -topic subjects systematically and logically, and (4) open opportunities for continuous development of teaching materials referring to the development of science and technology. The Ministry of National Education (2007) formulated three objectives, namely (1) clarifying and facilitating the presentation of messages so that they are not too verbal, (2) overcoming the limitations of time, space, and sensory power, both for students and teachers, and (3) can be used appropriately and varied.

Mbulu put forward seven principles of developing teaching materials, namely (1) gradual, meaning that it is carried out starting from groups and types of subjects to determining the content of each subject, and (2) comprehensive, meaning that it is carried out by looking at the contents of each lesson as a whole, not part by part, and (3) systematic, meaning that it is carried out by looking at the content of the subject as a unified whole and through an iterative process, (4) flexible, meaning that it can accept new things that have not been included in the content of the subject at the time of its implementation, (5) scientific validity, meaning that teaching materials are based on the level of validity of the topics that are arranged in sequence and described concerning them must be genuinely trustworthy, (6) learner-oriented, meaning that they must be following the characteristics of learners and pay attention to the needs and concerns/interests of learners, and (7) is continuous, meaning that the development of teaching materials is a process that does not stop times, but is a process that links every development activity, namely designing, evaluating, and utilizing (Mbulu and Suhartono, 2004: 8).

Tjipto Utomo and Kees Ruijter (in Mbulu) also conveyed the requirements for preparing teaching materials (Mbulu and Suhartono, 2004: 88; Gujjar & M.A. Malik, 2007: 55-63): 1) Providing orientation to theory, theoretical reasoning, and applying theory in practice; 2) Providing training on the use of theory and its application.; 3) Giving feedback on the correctness of the exercise; 4) Adjust information and tasks according to the initial level of each student; 5) Arouse student interest; 6) Explain learning objectives to students; 7) Increase student motivation; and 8) Indicate other sources of information.

Gatot also added that "good teaching materials must be able to meet the demands of a curriculum that contains specified competencies" (Muhsetyo, 2008; Kemdiknas,

2008). The teaching materials are directed following the demands of the curriculum. The competencies provided follow the curriculum. Teaching materials can also be viewed in terms of attractiveness and language use so they can be used effectively. Greene & Petty (in Hakim 2001) state that the characteristics of quality teaching materials: 1) Being able to attract attention; 2) Generating motivation to learn; 3) Contains interesting illustrations; 4) Using clear language; 5) Having a connection with other lessons; and 5) Avoid vague concepts.

To develop teaching materials, Gatot (2008) provides four stages. These stages are described in the following description: 1) Identifying aspects of competency standards and basic competencies is the reference for selecting teaching materials; 2) Identifying types of teaching material materials; 3) Choosing teaching materials that are under the first point; and 4) Choose the source of teaching materials.

Mbulu also offers a procedure for developing teaching materials through three stages (Mbulu and Suhartono, 2004: 77). The three stages are (1) the designing stage, translating general knowledge/theory into a detailed form, covering competency review, learning analysis, content analysis, content selection, content order, and content structure, and (2) the assessing stage, conducted for the initial draft feasibility test, covering formative, revision, and summative assessments, and (3) the utilization stage, covering reader development activities and the development of learning materials.

The Ministry of National Education (2008) states that the development of teaching materials starts from (1) competency standards, (2) basic competencies, (3) indicators, (4) learning materials, (5) learning activities, and (6) teaching materials.

Based on the references, it can be concluded that the development of teaching materials starts from identification of competency standards, identification of basic competencies, identification of indicators, identification of teaching materials and selecting teaching materials that are in accordance with the curriculum, designing learning activities, and selecting types and compiling teaching materials (Prabajati, 2015).

Along with advances in information and communication technology, the development of teaching materials is often packaged into e-learning. In the development of e-learning, Wahono provides three aspects that must be considered, namely (1) aspects of software engineering, (2) aspects of learning design, and (3) aspects of visual communication. He explained nine factors that must be considered in developing e-learning based on the software engineering aspect (Wahono, 2008). These nine factors are explained as follows:

1. Effective and efficient learning media development and use (software operations do not require complex specifications).
2. Reliability and not easy to hang).
3. Maintainability (can be managed easily).
4. Usability (easy to use and simple in operation).
5. Accuracy in selecting the type of application/software/tool.
6. Compatibility (can be installed/run on various existing hardware and software).
7. Packaging of learning media programs that are integrated and easy to execute.
8. Complete documentation of learning media programs.
9. Reusability (part or all learning media programs can be reused to develop other learning media).

Wahono provides factors that must be considered in developing e-learning based on the learning design aspect (Wahono, 2008). These factors are described: (1) clarity of learning objectives (formulation, realistic), (2) relevance of learning objectives to the curriculum, (3) scope and depth of learning objectives, (4) appropriate use of learning strategies, (5) interactivity, (6) motivation learning, (7) contextuality and actuality, (8) completeness and quality of learning aid materials, (9) suitability of material with learning objectives, (10) depth of material, (11) ease of understanding, (12) systematic, sequential,

logical flow clear, (13) clarity of description, discussion, examples, simulations, exercises, (14) consistency of evaluation with learning objectives, (15) accuracy and determination of evaluation tools, and (17) providing feedback on evaluation results.

Based on the visual communication aspect, Wahono explained the factors that must be considered in developing electronic learning (e-Learning) (Wahono, 2008). These factors are described below. ... (1) communicative, following the message and acceptable / in line with the wishes of the target, (2) creative in ideas and pouring ideas, (3) simple and attractive, (4) audio (narration, sound effects, background, music), (5) visual (face design, typography, color), (6) mobile media (animation, film), (7) interactive layout (navigation icons).

Textbook-Based Arabic Teaching Materials

Teaching materials are materials or learning materials that are arranged systematically and are used by teachers and students in the learning process (Pannen, 1996). The teaching materials referred to in this paper are textbooks. According to Permendikbud No. 8/2016, textbooks are the central learning resource for achieving fundamental and core competencies (Permendikbud No. 8 Tahun 2016). They have been declared feasible by the Ministry of Education and Culture to be used in education units. Textbooks (packaged books) as teaching materials are study guides designed explicitly according to subjects or courses containing content that must be studied at a certain time and linked to the curriculum (Yaumi, 2021: 110).

In line with this opinion, Benny also stated that textbooks are one of a variety of printed materials that contain descriptions of concepts in a scientific field and knowledge and information of an academic nature which is generally used for formal learning to support subjects or certain courses (Pribadi, 2017: 56). Meanwhile, Hernawan et al. believe that textbooks are textbooks in specific fields of study, which are standard books compiled by experts in the field of science, and made with certain instructional objectives according to the level of education (Hernawan et al., n.d.).

From these various views, it can be concluded that books as teaching materials are textbooks with certain subject matter designed about the educational curriculum that acts as a source of knowledge and information for the learning process in schools.

Before proceeding with the procedure for developing textbook teaching materials, it is necessary to know the criteria and the textbook's main components so that developers can produce books that suit the needs of students (Ghufron & M. Saleh, 2016: 326-340).

Table 2: Textbooks must meet the following criteria or conditions:

Num	Expert	Criteria/Terms
1	Kosasih	a. Used in school, b. Regarding a lesson, c. Referring to the specific curriculum and level of education, d. Standardized e. Compiled by experts in a particular field, and f. Equipped with appropriate teaching facilities (Kosasih, 2021: 10).
2	Akbar	a. Appropriate (relevance) b. Communicative c. Complete and systematic d. Siding with the ideology of the nation and state e. Correct language rules (Akbar, 2013: 34).

From these two views, it can be understood that textbooks have criteria and conditions that must be met, in the sense that book developers are not allowed to make

books but must pay attention to the suitability of their contents with those set out in the curriculum.

Table 3: ethod of compiling textbooks following the above criteria

Num	Steps	Information/Description
1	Paying attention to the curriculum in a way	This analysis includes competencies standards, and basic competencies, then translated into indicators of achievement of learning outcomes. After finding the primary material and indicators, the book's writing can begin.
2	Determining the title of the book to be written.	Determination of this title can be based on the subject matter discussed or according to the teaching material and level of study by presenting an attractive title.
3	Designing a book outline	Designing a book outline so that the contents of the complete book cover all aspects needed to achieve competency. This outline can use a mindmap or an outline.
4	Collecting references	Collect references as writing material, preferably current ones relevant to the study material.
5	Writing book	Writing a book is done by paying attention to the presentation of sentences adjusted to the age and experience of the reader.
6	Evaluating	Evaluate or edit the results of writing through rereading.
7	Designing Illustration	Illustrations, pictures, tables, diagrams, or others are presented proportionally to support the explanation of the material.
8	Learning Resources	Using various learning resources that can enrich the material, examples of books, newspapers, research journals, and so on (Prastowo, 2015: 92).

Table 4: The Types of books as teaching materials and learning resources.

Num	Book Type	Function
1	Source Book	Books usually used as references and sources for certain scientific studies usually contain a completely scientific study.
2	Reading books	Books only function for reading books, for example, stories, novels, legends, etc.
3	Handbook	A book used as a guide for educators in the teaching process.
4	Teaching Material Book	Books arranged for the learning process contain materials or subject matter to be taught (Prastowo, 2015: 167).

The development of textbooks referred to in this context is the fourth type, namely textbooks that are prepared for the learning process in schools and their contents are in accordance with educational curriculum standards. The next thing that must be considered in developing textbook teaching materials is the steps for making books. As teaching material, a good textbook must be written using good language, easy to understand, and presented attractively. The preparation of a textbook must also pay attention to several things, such as not containing SARA, not disturbing social peace (controversial), nor cornering an ethnicity, religion, nation, and other groups, as well as a developer, must be able to account for the truth of the textbooks written/developed (Prastowo, 2013: 92).

As a basis for development, the structure of writing books as teaching materials consists of a). Front volume, containing title, subtitle (if any), designation/level, and the

identity of the issuing institution; B). The title page includes the title of the book, author's name, designation/level, publisher, and year of publication; c). Copyright page, containing year of copyright, name of the author, editor, illustrator, and so on; d). Preface in the form of a statement by the author explaining the background and purpose of writing the book; e). Instructions for the use of the book; f). Table of contents; g). List of images (if any); h). List of tables (if any); i). Mind mapping contains a branching graphic from chapters and sub-chapters of learning material (if any); j). Book content, in the form of teaching materials presented in a chapter-by-chapter description through a systematic format; k). References; l). The glossary contains important, foreign, and so on (if any); m). Author bio; and n) Back volume (Ayu & R. Indrawati, 2018: 21-25).

The criteria, requirements, steps, and systematics of writing and developing teaching materials become a reference for conducting a study on the development of teaching materials used in learning Arabic in the second-semester of STAI Al-Furqan Makassar 2022.

4D Model Teaching Materials

The 4D model is one of the research and development methods. 4D models are used to develop learning tools. The 4D model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. As the name implies, the 4D model consists of 4 main stages: Define, Design, Develop, and Disseminate. These main stages are the center point of the 4D model. The status of the 4D model gets regulatory references.

In PP number 19 of 2005, Article 20 (Prastowo, 2013: 92) indicated that educators are expected to develop their learning materials, which is confirmed through the Regulation of the Minister of National Education (Permendiknas) number 41 of 2007. It concerns Process Standards (Ahmad Sudrajat, 2009), which among other things, regulate the planning of the learning process, which requires educators to develop a lesson plan (RPP). One of the elements in the lesson plan is a learning resource. Thus, educators are expected to develop learning materials as a source of learning. Teaching materials are components of the message content in the curriculum that must be conveyed to students. This component has various forms of messages. This component acts as content or material that students in learning activities must master. The scope of learning materials has been systematically arranged in the organizational structure of the curriculum. In this case, it is the standard of content.

The nature of the material arranged in the standard content is only the main point of the material, so for smooth implementation of learning, learning materials need to be developed first by completing them in the form of complete learning materials. At the time of learning, a professional educator should understand the characteristics of the learning message to be conveyed to avoid being wrong in choosing the teaching materials to be used (Kumar, 2017). The teaching materials should be fun, interesting, and able to involve students in constructing knowledge and learning systems actively. In this kind of learning, students create knowledge and learning systems more, while educators are more likely to act as mentors, facilitators, reflectors, and evaluators.

In developing learning materials, it is necessary to pay attention to development models to ensure their quality. It uses learning material development models whose teaching development systematically and following theory will ensure the quality of the content of learning materials. These models include Kemp, Gagne and Briggs, Borg and Gall ASSURE, Dick and Carey, Hannafin and Peck, and 4D and ADDIE models. Of the several models, each has characteristics that need to be understood more deeply. Therefore, the selection of teaching materials needs to be considered in accordance with content standards and the choice of teaching materials following students' characteristics. Therefore, this paper will discuss the models of developing teaching materials that are considered essential to know for developing teaching materials.

In the learning process in the classroom, the role of teaching materials is vital; therefore, sometimes, concerns arise for educators in choosing excellent and appropriate teaching materials so that learning objectives are adequately achieved. It is in line with what has been stated by Naville Grant that The perfect textbook does not exist, but the best book available for you and your students certainly does (Grant, 1988: 118). Thus, the development of teaching materials continues to be carried out with various efforts and models to produce quality teaching materials for educators and educator participants so that the learning process can run well.

The development of teaching materials is essentially developing teaching materials that do not exist by creating cutting-edge teaching materials or developing existing teaching materials into better products. Of course, specific development models have their characteristics to carry out the process of developing teaching materials themselves, including the 4D teaching material development model. Therefore, this paper will discuss the 4D teaching material development model.

The 4D model device development model is one of the models for developing teaching materials or developing learning tools, namely Define, Design, Develop, and Disseminate or be adapted into a 4-P model, namely defining, designing, developing, and disseminating suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974) (Buhari, 2022).

At first the 4D model design was used for the flow of learning device development (instructional development), basically intended for teacher training for children with special needs (exceptional children), and the emphasis was on the development of teaching materials (material development). These children with special needs are handicapped children. Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel worked at the Center for Innovation in Training the Handicapped at Indiana University, Bloomington, Indiana. The purpose of writing the sourcebook is to assist the reader in designing, developing, and disseminating learning materials (instructional materials) used for training for teachers of children with special needs (exceptional children).

Although the steps in preparing teaching materials involve developing instructional materials, if viewed from the content contained in the abstract, the sourcebook is intended to develop teaching materials for educators or teacher trainers using a 4D model design. Also, when viewed from the activities contained in step 4D, especially at the dissemination stage, it is alleged that the activities focus on developing teaching materials for training teachers for children with special needs (exceptional children) (Thiagarajan, et.al, 1974: vii).

According to Mulyatiningsih, the development of a 4D model is a more concise, but it includes a complete development process (Mulyatiningsih, 2016: 43). In the define stage, it has equality with analysis. The development stage includes validation, revision, implementation, and evaluation activities (Cholid, 2019: 63-72). The development of 4D model teaching materials ended with dissemination activities.

From some of the opinions above, it can be concluded that the development of 4D model teaching materials is a process of developing instructional teaching materials with several systematically structured stages consisting of four stages with separate steps. Of course, the 4D model has advantages and weaknesses, so it must be carried out to diagnose its strengths and weaknesses in its use and analysis. The 4D model has advantages: First, it is more appropriate to use it as a basis for developing learning tools, not for developing a learning system. Second, the description looks more complete and systematic. Third, in its development, it involves expert judgment so that before field trials, the learning tools have been revised based on experts' assessments, suggestions, and input.

As with developing other teaching materials, this 4D model also has shortcomings. First, there is no clarity on which should include precedence between concept and task

analysis. Second, in the 4D model, it only reaches the deployment stage, and there is no evaluation, where the review is meant to measure the quality of the products that have been tested. Product quality tests are carried out for results before and after using the product.

CONCLUSION

The development of Arabic textbook-based teaching materials was based on knowledge of the basic concepts of books as teaching materials. The steps are determining the target group, determining basic competencies, and competency standards, formulating the structure of the book content, collecting sources, conducting expert validation, field trials, and necessary revisions. Semester Learning Plans (RPS) are designed concerning the themes in the book. Teaching materials in this context are *Buku Bahasa Elementer* with subject matter intended to strengthen students' basic knowledge of Arabic. The book displays the basic rules of Arabic accompanied by basic readings and popular vocabulary, which are arranged concisely, coherently, and practically for beginners. The role of the lecturer in this course is as a designer of learning plans for one semester. As developers of Arabic teaching materials, Lecturers need to know the criteria and components contained in the book, such as giving a title, giving a brief explanation of the book's contents, and providing appropriate guidelines. Ideally, the developed book should follow the curriculum and the needs of the targeted students. In general, it makes it easier for students. It's just that the textbook by Ahmad Thib Raya is more oriented towards strengthening the basic rules of *nahwu*. It means that the determination of books as Arabic teaching materials using a 4D model is carried out in collaboration between Arabic language teachers and textbook authors who are also Arabic language experts. Several existing theories regarding the use of 4D mode also do not require the teacher to be the author at the same time. The most important principle is to go through structured stages (define, design, develop, and disseminate). So, Arabic lecturers don't always have to be writers. The position and task of the teacher are as a designer, developer, and disseminator of Arabic language materials

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