

Development of Muftada and Khabar materials from Syarah Qathru an-Nadaa Wa Balli As-Shada book for teaching Nahwu at Islamic Boarding School Ashhabul Yamin Lasi Agam

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Abstract

The problem faced by researchers in this article is the lack of students' ability to understand the Muftada and Khabar material in the Kitab Syarah Qathru an-Nadaa Wa Balli As-Shada, the lack of students' ability to identify Mubtada and khabar in Arabic texts, and the lack of students' desire to learn mubtada and khabar using the book Syarah Qathru an-Nadaa Wa Balli As-Shada. The purpose of the research in this article is to develop the material of muftada and khabar in the book of Syarah Qathru an-Nadaa Wa Balli As-Shada for learning Nahwu science at Pondok Pesantren Ashhabul Yamin Lasi Agam. The research method used in this article is development and the research tools used are questionnaires, observation, interviews and documentation. Researchers chose the ADDIE method, which consists of five stages: analysis, design, development, implementation, and evaluation. The researcher obtained the conclusion that this product is feasible to use in teaching Nahwu science about Muftada and Khabar. This conclusion is based on the questionnaire results from the experts and from the students during the 90% implementation. On a five-point scale, these results fall into the "excellent" scale. This product is suitable for use in learning muftada and Khabar.

Abstrak

Masalah yang dihadapi oleh peneliti dalam Artikel ini adalah kurangnya kemampuan siswa dalam memahami materi Muftada dan Khabar yang ada di dalam Kitab Syarah Qathru an-Nadaa Wa Balli As-Shada, kurangnya kemampuan siswa dalam mengidentifikasi Mubtada dan khabar dalam teks bahasa Arab, dan kurangnya keinginan siswa untuk belajar mubtada dan khabar dengan menggunakan kitab Syarah Qathru an-Nadaa Wa Balli As-Shada. Tujuan dari penelitian dalam artikel ini adalah untuk mengembangkan materi muftada dan khabar dalam kitab Syarah Qathru an-Nadaa Wa Balli As-Shada untuk pembelajaran ilmu Nahwu di Pondok Pesantren Ashhabul Yamin Lasi Agam. Metode penelitian yang digunakan dalam artikel ini adalah pengembangan dan alat penelitian yang digunakan adalah kuesioner, observasi, wawancara dan dokumentasi. Peneliti memilih metode ADDIE, yang terdiri dari lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Peneliti memperoleh kesimpulan bahwa produk ini layak digunakan dalam pengajaran ilmu Nahwu tentang Muftada dan Khabar. Kesimpulan ini didasarkan pada hasil kuesioner dari para ahli dan dari siswa selama implementasi 90%. Dalam skala lima poin, hasil ini termasuk dalam skala "sangat baik". Produk ini cocok untuk digunakan dalam pembelajaran muftada dan Khabar.

INTRODUCTION

Muftada is an important branch of the Arabic language that must be taught to every Muslim. Teaching this science should be mandatory, especially if students are learning in institutes. With this science, students are able to read and explore other sciences based on the Book of Tradition. They will also be able to understand the Quran and the Hadith.

According to Imam al-Jurjani, may Allah have mercy on him, the science of grammar which is called "nahu" in arabic is a science of laws by which the conditions of Arabic structures are known in terms of expression, construction, and others, and it is said that nahu is a science by which the conditions of words are known in terms of declension. God Almighty said in the Holy Qur'an: **"إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ" (يوسف : 2).**

Amiril Mu'minin Umar bin Khattab also said, **"تَعَلَّمُوا الْعَرَبِيَّةَ فَإِنَّهَا مِنْ دِينِكُمْ"**.

This shows the importance of teaching nahu among Muslims, especially among students who have made the heritage book their main source of study, because they cannot understand what they read and write without the knowledge of nahu.

The scholars have agreed that the science of nahu is a means for all other sciences, especially the science of interpretation and Hadith, as no one may speak the words of Allah and His Messenger until he is well versed in Arabic, as Al-Asmai said that what I fear for the student of knowledge if he does not know nahu is that he will enter into the saying of the Prophet, may Allah bless him and grant him peace "Whoever lies about me in reliance, let him take his seat from the fire." Because he did not make up his own words, if he made up his own words, he lied to him".

Grammatical rules are a set of standards and rules derived from the sources of the language, namely the Holy Qur'an, Hadith, Arabic poetry, prose, and the speech of Arabs whose linguistic fluency has not been corrupted, by which the correctness and accuracy of the language is judged. They are the result of sincere efforts made by grammarians and linguists to extrapolate the speech of the Arabs and the conversation of the fluent Arabic speakers. Grammar is not an khabar in itself, but a means to control speech, correct methods, and straighten the tongue, so the teacher should teach only as much of it as helps to achieve this goal.

The Mubtada is part of the Arabic noun and is one of the subjects in the raised noun, which is the raised noun that is free of verbal factors. As the Almighty says in the Qur'an:

(29 : الحجرات) "مُحَمَّدٌ رَّسُولُ اللَّهِ" It is the first pillar of the Arabic language, and the news is a second part, and the meaning of the mubtada is not complete without it. As Imam Muhammad ibn Ahmad ibn Abdul Bari said, the khabar is the part that completes the meaning of the mubtada.

There are many things that students need to know about Mubtada and Khabar. It is also the case that the mubtada is defined and the khabar is undefined, It's ahead of the news, and it can be nothing. Their difficulty in identifying and labeling mubtada and khabar makes them completely unable to read heritage books that have no form. Because students have difficulty identifying and labeling mubtada and khabar, they need learning materials that attract students' enthusiasm and interest in learning the Arabic language.

Instructional materials are materials that are systematically constructed and used by teachers and students in the learning process. This concept makes it clear that instructional materials must be designed and written in instructional grammar because they will be used by teachers to assist and support the learning process. The instructional materials that are delivered to students include the following criteria: the instructional materials used are relevant to the subject competency standards and core competencies, are instructional content and set competency standards and core competencies, provide motivation for students to learn more, relate to previous materials, are systematically structured from simple to complex, are practical and useful for students, are age-appropriate, are easily learned, capture students' interests, contain illustrations that are enjoyable for students, consider language aspects that correspond to students' abilities, are closely related to other subjects, and avoid concepts

METHODS

In this research, the researcher uses a developmental research approach in which she produces a product in a particular area of expertise, followed by certain by-products that have the effectiveness of the product. The place of research for this research is the Lassie Agam's Right Owners Institute. The time period is November 2022 through January 2023. The sources of data in this research were the experts specialized in multiple aspects consisting of the subject matter expert, the teaching methods expert, and the implementation expert, i.e. the grammar teacher. These are the ones who will realize the researcher's production and give her results so that the researcher can obtain quantitative data to complete the research results that consist of both quantitative and qualitative results. The tools used in this research are Questionnaire, Interview and Documentation.

Developmental research is divided into sections. It includes curriculum development and methods development. Methods development is divided into these sections, including: Sadima, ADDIE, Dick and Carey, and Depdiknas Putekom. These are all in relation to the number of linearities that the researcher followed. The researcher chose the ADDIE type as it was adaptable and could be implemented even now. It consists of five phases, starting with analysis, design, development, implementation, implementation, and evaluation. This type allows the researcher to evaluate, review, and improve at each stage until a valid and reliable product is produced. The process of developing a grammar course is for the fourth semester students at Lasi Agam. The stages that the research and development process went through are as Analysis Phase, Design Phase, Development Phase, Implementation stage and Evaluation Phase.

After the researcher collects the information, it must be analyzed. In this research, the researcher takes the qualitative data from the inputs, suggestions, increases or decreases of the instructional aids and materials specialists.

1. Analyzing qualitative data

As for the qualitative data, the researcher collected data from the interview with the grammar teacher in the fourth semester and his students, and observations during the teaching process in the fourth semester and in the subject of the Muftada and the Khabar in the *Syarah Qathru an-Nadaa Wa Balli As-Shada* book. The steps of analyzing the qualitative data include collecting the data, summarizing it, presenting it, dividing and simplifying it in terms of gkhabarer and type to make it easier for the researcher to analyze it, and then presenting the result or conclusion

2. Analyzing quantitative data

The researcher analyzed the quantitative data in order to know the fitness of production, the researcher took this data from the questionnaire filled by the experts who are from three aspects including materials, methods, and education. After obtaining these data, the researcher derived her results by code, the code that the researcher used in this quantitative analysis is as follows:

$$P = \frac{F \times 100\%}{N}$$

P: Percentage (Precent)

F: Frecuency

N: Population

In order to show the results of analyzing quantitative data, it is necessary to choose the most appropriate criteria. The researcher chose Likert's criterion, as the data included five criteria on the percentages for each 20% class

Table 3.1: Achievement conversion on five criteria

Criterion	Percentage
Very good	81-100
Good	61-80
Satisfying	41-60
Acceptable	21-40
Failed	0-20

RESULT AND DISCUSSION

In this section, the researcher discusses the results of the research, and the results of the experimental extrusion were in accordance with the chosen development model, which is the ADDIE type, which consists of a series of stages:

1. Analysis

This is the first stage of the development of the ADDIE, and this analysis was done by observation and midwifery. As for the observation, on Sunday, October 2, 2022, the researcher found issues through the learning process, that the book used in the fourth semester to learn grammar, the book *Syarah Qathru an-Nadaa Wa Balli As-Shada*, was not up to the desired level, because this book uses difficult language for students in this class and many of the examples used for the Qur'an verse are Arabic words as Mr. Sonerdi Laskhabari, the grammar teacher in the fourth semester, said in the interview. On Saturday, November 5, 2022, many students cannot read the heritage book and also cannot apply the rules of the beginner and the expert in the other heritage book, and this book includes everything related to the beginner and the expert in a short form, starting with the statement of the classifier known as (r), and then continues with the statement of the commentator known as (u), and many of the examples used in this book are verses of the Quran and Arabic speech, and this leads to difficulty for students in understanding the beginner and the expert. Students need learning materials that suit their level of ability.

2. Design

This design came after the analysis. After the researcher obtained the qualitative data from the interview with the grammar teacher and the observation of Muftada and Khabar in the *Syarah Qathru an-Nadaa Wa Balli As-Shada* commentary book and the students' understanding of Muftada Khabar and their application to other heritage books using the *Qatar al-Nada* and *Bilal al-Sada* commentary book, the researcher designed a product according to the analysis process and the needs of the students.

The researcher first identifies the students' learning threshold, and then the researcher writes the main competency, core competency, and indicators of achievement of the required competencies for tenth grade students on the topic of muftada and khabar.

These assessments are important in educational materials, because they let the teacher know how well the students understand what they have learned. The researcher also wrote a detailed example sentence. After the researcher designed the production, the researcher compared the new production to the *Mutta'a* and *Kho-bar* material in *Syarah Qathru an-Nadaa Wa Balli As-Shada*.

3. Development

The researcher developed the production through a process of investigation by experts from several aspects, including the aspect of materials, methods, and teaching, as well as the students who participated in the realization of this production with the distributed questionnaire after the implementation of grammar instruction with the production created by the researcher. The results of this investigation are as follows:

a. Investigation of the means expert

The aspects that were valued can be seen in the appkhabarices. The results of the production investigation are shown in the following table:

Table 4.2: Table of the results of the production investigation from the means expert

Total	Value	Question items	scale	number
50	5	10	Verry good	1
	4		good	2
	3		satisfying	3
	2		acceptable	4
	1		failed	5
50	total	10	total	

From this table, it appears that the sentence earned was 50, which is the highest score, in these standards, this score is expressed as a percentage value according to the following notation:

$$P = 50 \times 100\%$$

$$50$$

$$P = 100\%$$

The result of the production realization statement is 100 percent, which means that this indicates that the production is very good on the part of the means.

b. Materials Expert Realization

After realizing the production from the means expert, the researcher must submit the production to the materials expert to validate this production.

Table 4.3: Table of the results of realizing the production from the materials expert

Total	value	Question items	scale	Number
	5		Verry good	1
40	4	10	good	2
	3		satisfying	3
	2		acceptable	4
	1		failed	5
40	total	10	total	

From the previous table, all items were earned on the "Good" scale, and the value was 4 for each item, so the total earned is 40, so this percentage score is shown by the following symbol:

$$P = \frac{40}{50} \times 100\%$$

$$80\%$$

$$P = 80\%$$

c. Realizing the educational expert

The educational expert was a grammar teacher, Mr. Sunardi Lasandi. This investigation took place on February 30, 2023. He was observing and evaluating the implementation of the researcher's production in the teaching process. The results of his investigation are as follows:

Table 4.4: Table of the results of the realization of the production of the educational expert

Total	value	Question items	scale	Number
20	5	5	Very good	1
25	4	5	Good	2
	3		satisfying	3
	2		acceptable	4
	1		failed	5
45	total	10	Total	

From the table above, it appears that one item received a score of "very good" and the other five received a score of "good", so the total score is 45, so this result can be expressed in percentage value as follows:

$$P = \frac{45}{50} \times 100\%$$

$$P = 90\%$$

The result is a production realization score of 90%, which indicates that the production is very good on the part of the educational implementation. The instructional expert's suggestion is to increase the example about the students' diary because this production is intkhhabared for fourth semester students at the Institute of Right-handers.

4. Implementation

Implementing the production after the investigation process based on the suggestions. The researcher implemented the production on March 8, 2023 in the fourth semester at the Institute of Right-Handers based on the issues about teaching them grammar about the Mubtada and the Khabar. The results of the questionnaire that the researcher distributed to them are shown in the following table:

Total	Questionnaire items										students	Number
	10	9	8	7	6	5	4	3	2	1		
49	5	5	5	5	5	5	5	5	4	5	1	1
49	5	5	5	5	5	5	5	5	4	5	2	2
46	4	5	3	5	4	5	5	5	5	5	3	3
50	5	5	5	5	5	5	5	5	5	5	4	4
46	5	5	3	5	5	5	5	4	5	4	5	5
46	4	3	5	5	5	5	5	5	4	5	6	6
41	5	5	5	5	5	3	5	5	4	4	7	7
47	5	4	3	5	5	5	5	5	5	5	8	8
46	3	5	4	5	5	5	5	5	4	5	9	9
46	3	5	4	5	5	5	5	5	4	5	10	10
46	5	4	5	5	5	5	4	5	3	5	11	11
43	3	5	3	5	5	5	5	3	4	5	12	12
46	5	5	5	3	5	5	5	3	5	5	13	13
47	5	5	3	5	5	4	4	5	5	5	14	14

46	5	5	5	5	5	5	5	4	4	3	15	15
45	5	3	5	5	3	5	5	4	5	5	16	16
47	3	5	5	5	5	5	5	5	5	4	17	17
46	4	5	5	3	5	5	5	4	5	5	18	18
45	5	5	4	5	5	3	3	5	5	5	19	19
46	5	5	4	5	5	5	5	5	4	3	20	20
48	5	5	4	5	4	5	5	5	5	5	21	21
45	4	4	5	3	5	5	5	5	4	5	22	22
43	4	5	5	4	4	5	5	5	4	3	23	23

The number of iterative questionnaire results appeared to be 970 and in order for the researcher to get the result, she used the following notation:

$$P = \frac{970 \times 100\%}{1050}$$

$$P = 92\%$$

The researcher obtained a score of 92 percent that the students' production reached the "very good" scale.

5. Evaluation

This evaluation is the last stage of the empirical research. The evaluation is divided into two parts. The first is the formative evaluation that the researcher used to find out the quality of the production. The second is the summative evaluation, which aims to know the level of students' understanding of what they have learned. In this research, the researcher used the formative assessment because the purpose of this research is to know the validity and appropriateness of the production.

The final conclusion is as follows:

$$P = \frac{P_1 + P_2 + P_3 + P_4}{4}$$

$$P = \frac{100 + 80 + 90 + 92}{4}$$

$$P = \frac{362}{4}$$

$$= 90$$

Based on the average of all the questionnaire results, the researcher's production is suitable for the process of teaching grammar.

CONCLUSION

Teaching grammar has goals such as enabling students to read the heritage book, and before they read the heritage book, they must know everything related to the rules of grammar, such as the mubtada and the khabar. In order for them to have a deep understanding of religious sciences such as jurisprudence, rhetoric, logic and others, and to achieve its goals, the book used should be compatible with the educational materials. In this research, the researcher used experimental induction and produced a product in the form of a book that helps students learn grammar about the mubtada and the khabar. The researcher used the ADDIE process, which includes five stages: analysis stage, design stage, development stage, implementation stage, and evaluation stage. The results obtained from the means expert were 100% (very good), the results from the materials expert were 80% (good), the results from the education expert were 90% (very good), and the results of the questionnaire from the students were 92% (very good), and the results of the questionnaire from the students were 92% (very good).

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