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## Designing *Insyah*' teaching material for the second-grade students at the *Khadimul Ummah* Islamic Boarding Schol in Bintan

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### ABSTRACT

This study aims to design teaching materials for *Insyah*' subjects and explain the design process and its outcomes. The research method used was Design-Based Research (DBR), which belongs to Research and Development (R&D) and consists of four stages: problem identification and analysis, solution design, iterative testing cycles, and final reflection. The data were collected through questionnaires and interviews with both quantitative and qualitative analysis applied. The results show two main findings: first, the teaching materials design goes through three stages, namely setting objectives, setting materials, and formulating evaluations. Second, the outcomes that have been designed were stated to be 'good' category.

**Keywords:** Design-Based Research; Teaching Material; *Insyah*'

### ABSTRAK

Tujuan penulisan artikel ini adalah untuk mendesain bahan ajar pada mata pelajaran *Insyah*' dan menjelaskan proses serta hasilnya. Metode yang digunakan adalah Design- Based Research (DBR) yang merupakan salah satu penelitian dan pengembangan (R&D). Empat tahap penelitian DBR terdiri dari identifikasi dan analisis masalah, perancangan solusi, siklus pengujian berulang, dan refleksi akhir. Data penelitian dikumpulkan melalui angket dan wawancara, kemudian dianalisis menggunakan analisis kuantitatif dan kualitatif. Hasil penelitian menunjukkan dua temuan utama: pertama, proses desain bahan ajar dilakukan melalui tiga tahap, yaitu menetapkan tujuan, menetapkan materi, dan merumuskan evaluasi. Kedua, bahwa bahan ajar Bahasa Arab yang telah didesain dinyatakan dalam kategori "baik".

**Kata kunci:** Bahan Ajar; Design-Based Research; *Insyah*'

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## **INTRODUCTION**

One important component in implementation the learning process is teaching material; an educator must make maximum effort to present teaching materials that can achieve learning objectives. As a source of information and media in learning, teaching materials are very important, especially to increase learning effectiveness so that learning objectives can be achieved effectively and efficiently.

Teaching materials occupy a very important position and role in the learning process for educators and students. Educators will find it difficult to improve the effectiveness of learning and achieve learning objectives without teaching materials, as well, as students will find it difficult to follow the learning process and understand the educator's explanation.<sup>1</sup> Teaching materials are a component of learning that must be prepared properly by educators, this is because, with these teaching materials, the direction and objectives of learning outcomes can be designed. Therefore, the design and development of teaching materials is very important in the practice of learning and education.<sup>2</sup>

Teaching Material is a set of materials that are prepared and arranged systematically and objectively which are used by both educators and students to carry out an effective learning process.<sup>3</sup> In another meaning, teaching materials are unique and specific that can be used for learners in the classroom and outside the classroom to achieve their learning goals.<sup>4</sup> Teaching materials are media used in a learning process as an intermediary to convey material so that learning can be carried out effectively.<sup>5</sup> Teaching materials are subject matter that is prepared for a learning process in certain subjects, with these teaching materials students are able to learn a competency systematically.<sup>6</sup> Teaching materials are everything that educators use to give to students to achieve certain competencies or abilities, as previously planned.<sup>7</sup> Teaching materials are some materials that are arranged systematically and completely based on learning principles used by educators and students in the learning process.<sup>8</sup>

Teaching materials, especially Arabic, comprise at least three key components that characterize these teaching materials, including 1) the main component, 2) complementing, and 3) evaluation of learning outcomes. The main component is a component that includes the main information or topic to be conveyed to students, or information that students must master, whereas the complementary component is a component that includes additional information or topics that are integrated with the main component, or a component for enriching students' insights, such as enrichment material,

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<sup>1</sup> M. Abdul Hamid, Danial Hilmi, dan M. Syaiful Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa," *Arabi : Journal of Arabic Studies* 4, no. 1 (2019): 100–114.

<sup>2</sup> Erlina Erlina, "Pengembangan Bahan Ajar Qira'ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 2 (2017): 263–280.

<sup>3</sup> Hamid, Hilmi, dan Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa."

<sup>4</sup> Ibid.

<sup>5</sup> Tatik Mahila, "Pengembangan Buku 'Aku Pintar Menulis Huruf Arab,'" *Prosiding Konferensi Nasional Bahasa Arab V* (2019): 425–430.

<sup>6</sup> Ibid.

<sup>7</sup> Suyanto Kasihani, *English For Young Learners* (Jakarta: Bumi Aksara, 2010).

<sup>8</sup> Muhammad Syaifullah dan Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127–144.

syllabus, schedule, additional reading, and other non-print supporting materials, whereas the evaluative component is a component that includes evaluation criteria.<sup>9</sup>

The preparation of Arabic teaching materials has the following principles: a) Content Suitability: the material is interesting, fun, challenging, and interesting according to the interests and cognitive abilities of the reader. b) Exploitability: teaching materials can be exploited for practice to achieve learning outcomes that are integrated with other language skills. c) Readability: teaching materials should encourage learners to learn appropriately, not too easy, but also not too difficult (vocabulary and sentence structure), in accordance with the objectives, can be used by learners independently. d) Teaching materials use *Fusha* language (standard Arabic), teaching materials contain important vocabulary, in accordance with the needs of students, build Islamic moral values (noble morals), the text is presented in graded form (vocabulary and number of sentences, as well as types), can be used by students to learn independently. e) In accordance with the reality of real life, teaching materials can develop learners' scientific knowledge and only have little literary and academic content, except for learners who specialize in studying certain fields. f) Contains objectives appropriate to the learners' language level and their culture, lists frequently occurring vocabulary, selects vocabulary meanings, has a vocabulary list, and the sentence structure arranged systematically and sequentially (starting from the most intense, the easiest, and the most useful). g) Teaching materials must contain knowledge stories related to the learners' culture, be up to date, be useful for the development of learners' knowledge, present reading activities with voice, comprehension of reading content, support the balance of language skills, and present new vocabulary in each chapter, present a study of language rules as needed, contain exercises and evaluation/assessment materials.<sup>10</sup>

Writing down one's thoughts or opinions is known as *Insya'*. Writing that is focused on conveying the major thoughts in the form of ideas, messages, feelings, and other things into written language is referred to as *Insya'*, also known as "*mengarang*" in Indonesian. Two categories of *Insya'* may be distinguished: *al-Insya' al-Muwajjah* and *al-Insya' al-Hurr*. 1) *Al-Insya' al-Muwajjah* (guided composing); is the process of creating paragraphs out of simple sentences under a teacher's or educator's guidance. For instance, finishing sentences and other such tasks. And 2) *Al-Insya' al-Muwajjah* also known as limited composition (*al-Insya' al-Muqayyad*), refers to the practice of limiting the length of student essays to the specifications set forth by the instructor or educator. *Insya' al-Hurr* is composing sentences or paragraphs without direction. In this case, learners are given the freedom to express their thoughts on a particular theme. This form of writing is at a higher level than *Insya' al-Muwajjah*, because *Insya' al-Hurr* is a continuation of *Insya' al-Muwajjah*.<sup>11</sup>

There are several training techniques that must be passed to master the free writing skills, including: a. *at-Talkhis* (summarizing selected readings), which is rewriting the essence of the reading with the learner's Arabic, b. *al-Qishshah* (telling the pictures seen),

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<sup>9</sup> Ibid.

<sup>10</sup> Erlina, "Pengembangan Bahan Ajar Qira'ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab."

<sup>11</sup> Parhan, "Taksonomi Linguistik Analisis Kesalahan Bahasa Dalam Pembelajaran *Insya'*," *Jurnal Al-Ashriyyah* 6, no. 01 (2020): 101-114; Aidillah Suja, "Analisis Kesalahan *Insya'* Pada Santri Kelas IV Pondok Pesantren Khadimul Ummah Bintan," *Jurnal Ihtimam* 5, no. 1 (2022): 12-25.

namely telling the contents of the pictures seen in the form of daily activities from waking up to going to bed, c. *al-Idhah* (summarizing selected readings), explaining the work that students usually do in certain situations.<sup>12</sup>

*Insyah'* learning at the *Khadimul Ummah* Islamic Boarding School has not been running effectively and efficiently. This is due to the diversity of educational backgrounds of students and their lack of knowledge in Arabic. Thus, teaching materials that can provide learning support are needed by educators and students to solve the learning problems experienced.

One of the efforts in solving the above problems can be done by using learning innovation, and one of these innovations is the design of teaching materials that follow the students' needs and learning objectives.<sup>13</sup>

## METHOD

This research uses the Design-Based Research (DBR) method, which is a research approach that designs or develops a product in the form of learning strategies and materials, programs, or systems that have a purpose as a solution to problems in education.<sup>14</sup> According to Mc Kenney, the DBR method is a method that aims to improve learning and theory development based on problems found in the field.<sup>15</sup> The product designed in this research is *Insyah'* materials teaching for the second grade of *Khadimul Ummah* Islamic Boarding School in Bintan. The DBR research model uses the Reeves model with the scheme below:<sup>16</sup>

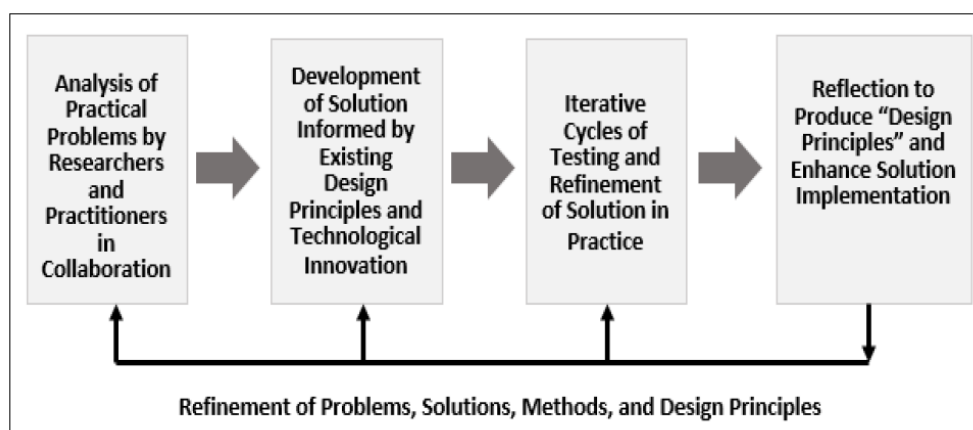


Figure 1. Reeves' Design-Based Research Model.

There are four steps in conducting DBR research, as shown in Reeves' graphic model above, namely: 1) Problem identification and analysis. This is the first stage of research using the DBR methodology. Before going to the field, the researcher identifies and analyzes

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<sup>12</sup> Parhan, "Taksonomi Linguistik Analisis Kesalahan Bahasa Dalam Pembelajaran *Insyah'*."

<sup>13</sup> Pengembangan Bahan Ajar Qira'ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab."

<sup>14</sup> Tjeerd Plomp, *Educational Design Research: An Introduction* (Netherland: Netherlands Institute for Curriculum, 2007); Terry Anderson and Julie Shattuck, "Design-Based Research: A Decade of Progress in Education Research?," *Educational Researcher* 41, no. 1 (2012): 16–25.

<sup>15</sup> Susan McKenny dan Thomas C Reeves, *Conducting Educational Design Research* (Oxon: Routledge, 2013).

<sup>16</sup> Thomas C Reeves, *Design research from a technology perspective* (London: Routledge, 2006).

the problem to be studied, beginning with his concerns, the causes of the problem, and possible solutions. 2) solution design, where the solution will be created depending on the context of the issue that arises to achieve the goals of the study. 3) repeating the tests in iterative cycles to ensure the best final design. 4) The final steps is the production of the final reflection.<sup>17</sup>

The subjects in this study were teachers and second-grade students of *Khadimul Ummah* Boarding School in Bintan, with 35 students divided into two classes, namely class IIA *Putra* and class IIB *Putri*. In contrast, the object in this study was the design of textbooks for *Inysa'* subjects.

The instruments used to collect data in this study were questionnaires and interviews. This research used quantitative and qualitative analysis techniques. The data obtained from teacher questionnaire results were analyzed to evaluating teaching materials. Data analysis activities are classifying data based on variables and types of respondents, tabulating data, presenting data from each variable, and using calculations to answer problem formulations. The technique used in data analysis is a Likert scale Which the first step is to give an assessment score to each criterion as follows:<sup>18</sup>

Table 1. Guidelines for teacher assessment score

Criteria	Score
Very good (VG)	5
Good (G)	4
Fair (F)	3
Less (L)	2
Very Poor (VP)	1

The scores were then converted into percentages by applying the following formula:

$$\text{Ideal Score} = \text{Number of items} \times \text{Maximum score}$$

$$P = \frac{\text{Total Score obtained}}{\text{Criterion score}} \times 100\%$$

Description:

P = Percentage of eligibility

The results of the percentage calculation obtained from the teacher assessment validation are then interpreted according to the categories table that have been made in the qualitative criteria below:

Table 2. Percentage and qualitative criteria for teaching materials

Percentage	Criteria
$X > 4,21$	Very good
$3,40 < X \leq 4,21$	Good
$2,60 < X \leq 3,40$	Fair
$1,79 < X \leq 2,60$	Less
$X \leq 1,79$	Very Poor

<sup>17</sup> McKenny and Reeves, *Conducting Educational Design Research*; Reeves, *Design Research from a Technology Perspective*.

<sup>18</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Alfabeta, 2012).

## **RESULTS AND DISCUSSION**

### **Needs Analysis Identification**

This research begins with the identification and analysis of problems and needs in learning *Insyah'* subjects at the *Khadimul Ummah* Islamic Boarding School, Bintan. Researchers conducted interviews with teachers who taught *Insyah'* subjects.

Based on that, there are several problems related to the *Insyah'* subject learning design, as follows: First, there is no clear standard of learning objectives. The objectives outlined in the syllabus still do not explain the measurable achievements of *Insyah'* subjects. The competency standards expected for all learners from this subject are also unclear. There is a lack of association between competencies and subject matter. In addition, there is no linkage of subject objectives with school objectives. Second, no teaching material for *Insyah'* leads students to be able to compose Arabic sentences easily and practically. Third, there is no teaching material for *Insyah'* subjects with sentence patterns that can facilitate students in composing sentences.

Based on the description of the problems above, there are several needs in the design of Teaching Materials for *Insyah'* subjects at the *Khadimul Ummah* Islamic Boarding School, Bintan, including the following:

First, making competency standards and measurable learning outcomes in *Insyah'* subjects. Learning objectives are the main element that must be owned and must be formulated before determining the subject matter. *Insyah'* subject objectives need to be formulated in the competency standards and learning outcomes of the subject. This is based on the needs of pesantren in the development of *Insyah'* subjects and analyzing the needs of students. Second, teaching materials that include writing skills. The designed *Insyah'* teaching materials are expected to be able to provide stimulation for students in composing Arabic sentences properly. Third, teaching materials that contain material patterns and examples of sentences that can facilitate students in composing Arabic sentences.

### **Product Design for *Insyah'* Teaching Materials**

#### **1. Designing *Insyah'* Teaching Material**

At this stage, researchers try to develop Arabic textbook designs based on the needs analysis above. In each chapter, material will be provided that encourages students to improve *Kitabah* (writing) skills. In detail, the development of teaching materials will be passed in three stages, namely:

a. Setting subject objectives

The objectives of this subject are outlined in the learning outcomes formulated as follows:

“Students have basic Arabic writing skills such as fluency in composing simple sentences, proficiency in expressing ideas through simple Arabic writing, ability to use simple sentence patterns in Arabic”.

The expected abilities are as follows:

- 1) Learners are able to compose simple sentences in Arabic
- 2) Learners are able to express ideas through simple Arabic writing
- 3) Learners are able to use simple sentence patterns in Arabic.

b. Determining the teaching materials that will be studied

Based on the objectives described, the teaching materials are described in the following themes:

Table 3. Material design, themes, and pattern in the teaching book

Lesson	Theme	Patterns	Material
1	Sentences with patterns	فعل فاعل + ظرف المكان/جر مجرور	- Introduce sentences with the pattern - Example sentences with the pattern - Practice constructing sentences with the pattern:
2	Sentences with the pattern	فعل فاعل + ظرف الزمان	- Introduces sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with the pattern
3	Sentences with the pattern	فعل فاعل + ظرف المكان/جر مجرور + ظرف الزمان	- Introduces sentences with patterns - Example sentences with the pattern - Practice constructing sentences with the pattern
4	Sentences with the pattern	فعل فاعل + مفعول به	- Introduces sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with the pattern
5	Sentences with the pattern	فعل فاعل + مفعول به + ظرف المكان/جر مجرور	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with the pattern
6	Sentences with the pattern	فعل فاعل + مفعول به + ظرف الزمان	- Introducing sentences with the pattern - Example sentences with the pattern - Practice constructing sentences with the pattern
7	Sentences with the pattern	فعل فاعل + مفعول به + ظرف المكان + ظرف الزمان	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with pattern
8	Sentences with the pattern	اسم الإشارة (مبتدأ) + اسم (خبر)	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with patterns

Lesson	Theme	Patterns	Material
9	Sentences with the pattern	+ ضمير (مبتدأ) اسم (خير)	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with patterns
10	Sentences with the pattern	اسم المعرفة (مبتدأ) + اسم (خير)	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with patterns
11	Sentences with the pattern	مضاف + مضاف إليه (مبتدأ) + اسم (خير)	- Introducing sentences with the pattern - Examples of sentences with the pattern - Practice constructing sentences with patterns

c. Formulating Evaluation/Assessment

In order to determine the effectiveness of the teaching materials that have been designed, the researchers formulated an evaluation for each material developed. This evaluation aims to determine how far students have mastered the subject matter that the teacher has delivered. Some forms of evaluation designed are performance tests.

**2. Validation of Insyah' Teaching Material Design at Khadimul Ummah Islamic Boarding School in Bintan**

Before the teaching materials that have been designed are tested, it is necessary to conduct validation by teachers related to the *Insyah' Teaching Material* book. Validation is done by asking the teacher to assess the results of the design of *Insyah' teaching materials* prepared to get approval to be applied to the learning process. The teacher will assess two aspects: teaching material design aspects and teaching material aspects. In the first aspect, the indicators assessed relate to the appearance of the teaching materials. Five indicators are assessed: font size, language selection, use of words and terms, readability of writing, and ease of instructions. Regarding teaching materials, indicators will be arranged based on the ease of material to be understood, clarity of material description, suitability of examples with material, consistency of presentation, and variety of forms of exercise.

*Insyah' teaching materials* have been completed by researchers, then the draft teaching materials will be consulted with *Insyah' subject teachers* to assess the content coverage of *Insyah' material*.

**a. Teaching Material Design Validation**

The results of validation based on expert assessment of Arabic language textbooks that have been developed from the aspects of presentation and appearance can be seen in tables 4 and 5 below:



Table 4. Data on the results of expert assessment on the display aspects

No	Item	Score	Category
1	Font size	3	Fair
2	Language selection	4	Good
3	Use of words and terms	4	Good
4	Readability of writing	4	Good
5	Ease of instructions	4	Good
	<b>Total</b>	<b>18</b>	
	<b>Average / Category</b>	<b>3.8</b>	<b>Good</b>

Table 5. Data from expert assessment results on presentation aspects

No	Item	Score	Category
1	Presenting the material sequentially	4	Good
2	Consistency of material presentation	4	Good
3	Diversity of exercise questions	3	Fair
4	Encourage critical, creative and innovative thinking	4	Good
	Encourage students to learn independently and in interactive groups with learning resources	4	Good
5	Has a connection between chapters and sub-chapters	5	Very Good
6	Highlighting aspects of speaking skills in the presentation of material	5	Very Good
7	Systematics in the presentation of material	4	Good
	<b>Total</b>	<b>33</b>	
	<b>Average / Category</b>	<b>4.13</b>	<b>Good</b>

The results of the teacher's assessment of the design of *Insyah*' teaching materials show that in the display aspect (see Table 4), the developed teaching materials get an average score of 4.5 with the category "good" and the material presentation aspect (see Table 5) in the developed teaching materials get an average score of 4.13 with the category "good".

#### b. Validation of Teaching Materials

Based on the material validation test from teachers on the aspects of learning and content in detail displayed in tables 6 and 7. The results of the teacher's assessment show that in the display aspect (see Table 6) the developed teaching materials get an average score of 3.86 with the category "good" and the material presentation aspect (see Table 7) in the developed teaching materials get an average score of 4.13 with the category "good". Based on the results of teacher validation on the material and design aspects of *Insyah*' teaching materials that have been developed, the next stage is the revision of *Insyah*' teaching material products. Revisions are made based on input and corrections from experts. This step is taken so that the resulting product is of appropriate quality and ready to be applied in the learning process. In addition, some things that were revised based on the teachers' input in detail are shown in table 8.

Table 6. Data from expert assessment of learning aspects

No	Item	Score	Category
1	Suitability of material with learning outcomes	4	Good
2	Suitability of expected abilities with learning outcomes	4	Fair
3	The suitability of the material with the expected abilities	4	Good
4	Systematic presentation of material	5	Very Good
5	Clarity of learning instructions	3	Good
6	Provision of examples in the presentation of material	4	Good
7	Provision of exercises for understanding the material	3	Fair
<b>Total</b>		27	
<b>Average / Category</b>		3.86	<b>Good</b>

Table 7. Data on the results of expert assessment of content/ material aspects

No	Item	Score	Category
1	The material is easy to understand	4	Good
2	Clarity of material description	4	Good
3	The suitability of the example with the material	5	Very Good
4	Consistency of presentation	4	Good
5	Use of language that is easy to understand	4	Good
6	Variety of exercise forms	4	Good
7	Exercise difficulty level	4	Good
<b>Total</b>		<b>29</b>	
<b>Average / Category</b>		<b>4.14</b>	<b>Good</b>

Table 8. Revision results of teaching materials

No	Aspect	First Design	Revised
1	Design	Inconsistent font size	Font size is equalized
		The layout of the design is not neat, there are still some parts of the material that are cut	Neaten the design and adjust the sentence structure so that it is not cut off
		The font type is less interesting to read	Change the font to make it interesting to read
		Font writing using Sakkal Majalla is less clear, it is recommended to use Traditional Arabic	Change the font to Traditional Arabic
2	Content / Material	The absence of learning instructions and exercises	Writing learning instructions
		Instructions on each sub-chapter need to be explained again	Writing learning instructions on each sub-chapter

### c. Product Trial of *Insya'* Teaching Materials

The teaching material design then tried to be used in *Insya'* learning in class II of the *Khadimul Ummah* Islamic Boarding School, Bintan. With limited time, teaching materials were only tested four times with two discussion chapters. Based on the results of the interview, from the trial of the two discussion chapters, the teacher was satisfied with the design that had been designed.

### d. Reflection of *Insya'* Teaching Materials

In the final stage of designing *Insya'* teaching materials at the *Khadimul Ummah* Islamic Boarding School in Bintan, the last stage is reflection. This is to find out whether the *Insya'* teaching materials that have been developed are suitable for use. At this stage, a questionnaire was given to the teacher as a user. The reflection given to the teacher can be seen in Table 9 below:

Table 9. Data on teacher's response for the presentation aspect

No	Item	Score	Category
1	Presentation of material in order	4	Good
2	The material and exercises provided are balanced	4	Good
3	The material encourages students to be proficient in writing Arabic	5	Very Good
4	The methods applied are diverse	5	Very Good
5	Providing examples in the material	4	Good
6	Providing exercises for understanding the material	4	Good
7	Various forms of exercise	4	Good
8	Terms and language are easy to understand	4	Good
9	The instructions used are clear	3	Fair
10	The appearance of teaching materials is attractive	4	Good
<b>Total</b>		<b>41.00</b>	
<b>Average / Category</b>		<b>4</b>	<b>Good</b>

The questionnaire results in table 9 show that the *Insya'* teaching materials that have been designed get a score of 4 in the "good" category. This shows that the teaching materials designed are by the needs and learning outcomes. Items 3 and 4 each received a score of 5 in the "Very Good" category, with the statement that the material encourages students to be proficient in writing Arabic and using various methods.

This study describes how the design process of teaching materials for the subject *Insya'* in class II of the *Khadimul Ummah* Islamic Boarding School in Bintan and its results. The results show that the process goes well by going through three main stages, namely teaching materials designed according to the needs and learning objectives at *Khadimul Ummah* Islamic Boarding School, Bintan.

The first research objective is fully confirmed: the process of designing teaching materials for the *Insya'* subject in class II of *Khadimul Ummah* Islamic Boarding School is carried out through three main stages, namely determining learning objectives, determining teaching materials and formulating evaluations. The second research objective was also fully confirmed. It was found that the design was in the "good" category and by existing teaching material design theory. It was found that the teaching materials that have been

designed have fulfilled the characteristics of good teaching materials, namely those that contain the main, complementary and evaluation components.<sup>19</sup> These components are easy to learn, this can be seen from the results of the questionnaire which shows that the teaching materials designed are in the "good" category, one of which is that teaching materials are easy to learn.

The preparation of teaching materials has also gone through the principles of preparing good teaching materials where the designed teaching materials have contained these principles,<sup>20</sup> namely: 1) the suitability of the content with the cognitive abilities of the learners, 2) teaching materials can be exploited to achieve learning outcomes, and 3) teaching materials must encourage learners to learn. Teaching materials must encourage learners to learn appropriately, not too easy, but not too difficult (vocabulary and sentence structure), in accordance with the objectives, can be used by learners independently, 4) Teaching materials contain important vocabulary, in accordance with the needs of learners, build Islamic moral values (noble morals), text is presented in graded form (vocabulary and number of sentences, as well as types), can be used by learners to learn independently, 5) teaching materials can develop learners' scientific knowledge, and do not have much literary and academic content, except for learners who specialize in studying certain fields, 6) teaching materials contain learning objectives, appropriate to the learners' language level, appropriate to their culture, lists frequently occurring vocabulary, selects the meaning of vocabulary, has a vocabulary list, sentence structure, arranged systematically and sequentially (starting from the most intense, the easiest, and the most useful), 7) teaching materials contain knowledge, relation between story and student's culture, up to date, useful for the development of learners' knowledge, presents reading activities with voice, comprehension of reading content, supports the balance of language skills, and presents new vocabulary in each chapter, presents a study of language rules as needed, contains exercises and evaluation/ assessment materials.

Even so, it is confirmed that this research has not touched the realm of the effectiveness of *Insya'* teaching materials to improve student learning outcomes. The hope is that other researchers can touch and take the realm that cannot be reached by current researchers.

## **CONCLUSION**

Observing the research findings and discussion of the results leads to several conclusions. First, in the design of teaching materials carried out with three stages, namely setting learning objectives, determining teaching materials and formulating evaluations. Second, the teaching materials designed are in accordance with the needs and learning outcomes and fall into the "good" category. Thus, this *Insya'* teaching material is suitable for use as teaching material at the *Khadimul Ummah* Islamic Boarding School in Bintan. However, along with these findings, this research has not touched the realm of the effectiveness of *Insya'* teaching materials to improve student learning outcomes. It is hoped that other researchers can touch and take the realm that cannot be reached by current researchers.

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<sup>19</sup> Syaifullah dan Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

<sup>20</sup> Erlina, "Pengembangan Bahan Ajar Qira'Ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab."

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