

Development of Arabic Qawaid Arabic Material Based on Mind Map for Islamic Higher Education Level

Study in Faculty of Islamic Studies University of Muhammadiyah Gresik

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Abstract

This research is driven by the difficulty of students studying Arabic Qawaid which is considered complex. This study aims to develop the Qawaid Arabic language teaching materials based on Mind Map and know the learning process of the students by using the teaching materials for Islamic religious college level. This research method using R & D (research and development). The result of this research is 1) development of teaching materials based on Qawaid concept for teaching material of Islamic religious college level presented in the form of map with various shapes and color illustrations that have main theme (primer) connected with derivative and interrelated themes accompanied for example, and 2) the use of this material indicates that Qawaid Arabic teaching materials based on Mind Map can improve student learning outcomes on average 78.59 (AB).

Keywords: teaching materials, qawaid Arabic, mind map

1. Preliminary

The difficulty of understanding Arabic is likely due to the assumption that Arabic Qawaid is difficult, complex, and frightening. Qawaid Arabic language that is considered complex and which is considered difficult to apply this makes Arabic is a material that shunned and lowered the motivation of learning students of Islamic Studies Program Faculty of

Islamic Studies Muhammadiyah University Gresik Semester Even Anointing Year 2017/2018.

They assume that Qawaid Arabic is complex and difficult due to several sources of learning, teaching materials, and books Qawaid existing impressed current traditional, thick and slightly boring with writing that is not too big, no illustrations or color, and less interesting and decreasing interest to learn it. The role of teaching materials is very important in the learning process. If the source of learning and teaching materials less interesting or impressed monoton, it will decrease interest and motivation of student learning.

According to Belawati et al. (2003: 1.4) reinforce the role of teaching materials in the learning process for teachers and learners in the learning process. Teaching materials are considered as materials that can be utilized as an effort to improve the quality of learning. the teaching material is very unique and specific. Unique means the teaching materials can only be used for certain audiences in a particular learning process. Specific means the content of instructional materials are designed in such a way just to achieve certain objectives and systematically how the delivery is tailored to the characteristics of subjects and characteristics of students who use it.

Furthermore the development of teaching materials needs to be done systematically based on interrelated steps to produce useful teaching materials. There are five major steps in good teaching material development procedures, as follows (Belawati et al., 2003: 2.17-2.27):

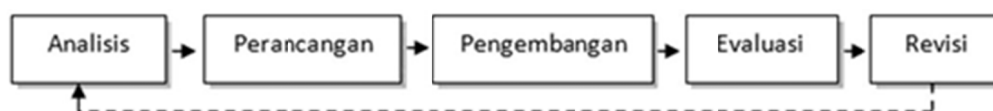


Figure 1. Feedback Reactions

Attempts to improve Arabic Qawaid learning through fun learning materials need to be developed and further investigated, one of them with the development of teaching materials using Mind Mapping.

Mind mapping or mind mapping by Buzan (2009: 15) is a verbal visualization technique into the picture. The mind map is very useful for understanding the material, especially the material given verbally. The mind map aims to create a graphically-directed subject matter and graphics that can help record, reinforce and recall the information learned. Moreover, Mind Maps encourage creative problem solving, and they store information in a format that your mind finds easy to remember and quick to review.

The problem is the need of research development of teaching materials to improve learning Qawaid Arabic to be more easily understood, digested and increase student learning motivation at Islamic religious college level in particular and all universities in general. This study aims to develop the Qawaid Arabic-based teaching materials Mind Mapping then

analyzes the results of development and testing the teaching materials on Islamic Religious Education students. The results of this development research is also expected to be utilized in general by the Muslim community who want to learn Arabic with more practical and easy.

The above background can be drawn the formulation of the problem, that is 1) how to develop the Qawaid Arabic-based teaching materials for the level of Mind Map?, and 2) how the learning process using Qawaid teaching materials Arabic-based Mind Map for college level? The objectives of this research are 1) to develop Arabic Qawaid teaching materials based on Mind Map for Islamic religious college level, and 2) to know the learning process by using Qawaid Arabic language based on Mind Map for college level.

2. Literature Review

2.1 Development of Teaching Materials

Pannen said teaching materials are systematic learning materials or materials, which teachers and learners use in the learning process (Belawati et al., 2003: 1.3). The teaching materials are very unique and specific. Unique means the teaching materials can only be used for certain audiences in a particular learning process. Specific means the content of the teaching materials are designed in such a way just to achieve certain objectives and systematically how the delivery is tailored to the characteristics of subjects and characteristics of students who use it.

Teaching materials can play a role for teachers and learners. The role of teaching materials for teachers are: a) saving teachers time in teaching; b) changing the teacher's role from a teacher to a facilitator; c) improve the learning process to be more effective and interactive.

While the role of teaching materials for learners are: a) learners can learn without having any teachers or friends other learners; b) learners can learn when and where they want; c) learners can learn at their own pace; d) learners can learn in the order of their own choosing; e) help potential learners to become independent learners.

Furthermore Pannen explained that the development of teaching materials is done based on a systematic process so that the validity and reliability of teaching materials can be guaranteed. In the process of developing the teaching materials there are 7 (seven) factors that must be considered by the educator for the teaching materials to be effective. These factors are as follows: a) accuracy of content; b) the accuracy of coverage; c) the digestibility of teaching materials; d) the use of language; e) inspection / packaging; f) illustrations; and g) component completeness.

2.2 Mind Map Concepts

According to Michael Michalko quoted Buzan (2009: 2) Mind Map is an alternative thought of the brain against linear thinking. He reaches in all directions and captures thoughts from every angle. The early use of this concept map was a Psychologist Edward Tolman (1948) who was regarded as the originator of "Cognitive Mapping". While the use of the term "Mind Maps" commonly written "Mind Map™" is claimed as a trademark (trademark) by The Buzan Organization, Ltd. in United Kingdom and the United States in 1990.

(<http://www.wikipedia.com>: accessed May 29, 2017 at 22:51 pm)

In wikipedia mentioned (<http://www.wikipedia.com>: accessed May 29, 2017 at 22.51 WIB)

"A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing. The elements of the concepts, and the fields of the concepts, representing the concepts, representing the semantic or other connections between portions of information. Mind maps may also aid recall of existing memories".

Almost all Mind Map have in common. Almost all of them use color, have a natural structure radiating from the center, using curved lines, symbols, words and images corresponding to a set of rules that are simple, basic, natural, and suited to the workings of the brain. With Mind Map, long lists of information can be diverted into colorful, organized, and memorable diagrams that work in harmony with the brain's natural workings in doing things. (Buzan, 2009: 4-5) Here's an example of what the mind map is, which is accessed from (<http://www.novamind.com/mind-mapping/#>: accessed May 29, 2017 at 22.51 WIB)

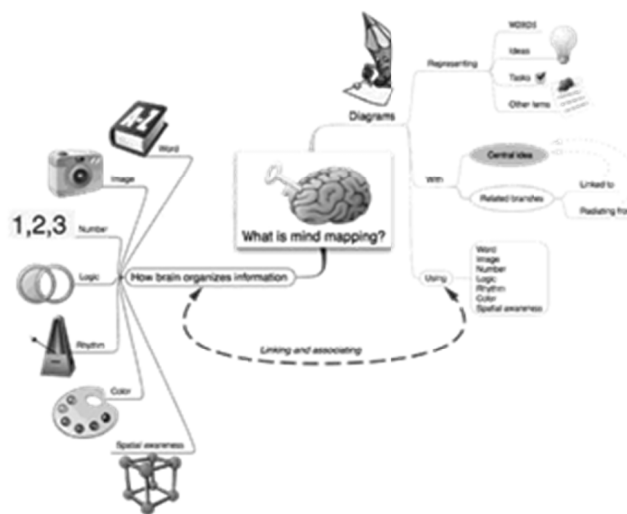


Figure 2. Mind Map

Mind Mapping or Mind Map is a method of learning the concepts found by Tony Buzan. This concept is based on how our brain stores information. The results show that our brains do not store information in neatly lined neuronal cells but are collected on nerve cells that branch out at a glance to look like tree branches.

Andri Saleh (2008) asserted "Mind Map is very similar to neurons in human brain cells, forming a wide network but interconnected with each other", (<http://www.koranpendidikan.com/artikel/5218/mind-mapping-as-local-based-brain.html>: accessed May 29, 2017 at 23:02 hrs). What is needed in making a simple Mind Map is; blank

unlined paper, colored pens and pencils, brains, and imagination. How or how to create Mind Map as follows:

- a. Starting from the middle, because starting from the middle gives freedom to the brain to spread in all directions and to express itself more freely and naturally, in this case can still be flexible can start from anywhere that is considered easier.
- b. Use images or photos for the central idea, because a picture means a thousand words and helps use imagination. A central image will be more interesting, make it more focused, help concentrate, and activate the brain.
- c. Using color, because for the brain, the color is as interesting as the picture. Color makes Mind Map livelier, adding energy to creative and fun thinking.
- d. Connect the main branches to the central image and connect the branches of two and three levels to levels one and two, and so on, because the brain works according to the association. The brain likes to associate two (or three, or four) things at once. When connecting the branches will be easier to understand and remember.
- e. Make a curved dash, because the straight line will be boring. Organic branches, like tree branches, are much more attractive to the eye.
- f. Use one keyword for each line, because a single keyword gives more power and flexibility to the Mind Map.
- g. Using images, because like the central image of each image means a thousand words.

2.3 *Qawaid Learning Arabic*

Learning is a translation of "instruction" that is widely used in education in the United States. Learning can be interpreted as an environmental regulatory process that is directed to change student behavior in a positive and better direction according to the potential and readings owned by students, (Sanjaya, 2006: 78).

While Qawaid itself is a jama " from the word قَوَائِدُ which means rules, laws (Munawwir, 2002: 1138). So Qawaid is the rules or rules contained in composing the Arabic sentence, in which branch of Qawaid science is very much of them are the science of nahwu and sharaf. Thus, Qawaid learning is the process of interaction of learners with their environment in this matter Qawaid material so that changes in the behavior of learners in which they can understand, understand and master Qawaid and hopefully they are able to communicate by using Arabic properly and correctly.

There are several goals and benefits of learning Qawaid (nahwu and sharaf), among others as follows, (Ahmad, 1979: 167-168):

- a. Prevent speech from mistakes, keep writing from mistakes, get the language right, these are the main goals of learning goals of nahwu science.
- b. Familiarize students have the power to pay attention, a logical and orderly way of thinking, train officials in taking istimbat, law and logical explanation. Where students can get

used to the above things because they have followed the istiraiy method in the learner nahwu.

- c. Helps understand the word correctly by understanding the meaning right and fast.
- d. Sharpen the mind, sharpen feelings, add vocabulary for students.
- e. In order for students to gain the ability to demonstrate the rules of nahwu in using different sentences. So the results can be obtained from learning nahwu is the students are more stable in practicing the rules of nahwu in the structure of sentences used in life and useful to understand literature.
- f. Nahwu's rules make the basic rules detailed in the writing of the story, so it is not possible to replace the theme unless it is finished the saga in accordance with the procedures that rely on the basic rules that bind it.

3. Research Methodology

3.1 Approach and Type of Research

This research uses qualitative and quantitative approach with the type of research and development (research and development) by using descriptive method of analysis used for preliminary research to collect bibliographic data and data about existing conditions. While the evaluative method to develop teaching materials in several stages of evaluation and revision. This method also uses the experimental process of developing teaching materials using tests.

3.2 Procedures and Research Stages

Visually the steps of research and development, methods and data collection and data analysis can be seen as follows:

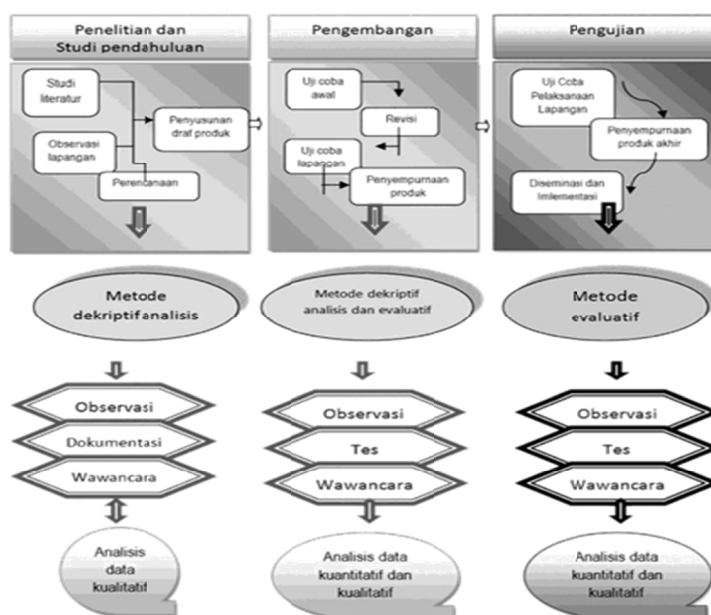


Figure 3. Procedures and research stages

The research will proceed according to the procedures contained in the aforesaid image. It is necessary to require continuity between descriptive, analytical and evaluative methods.

3.3 Data Collection Technique

Data collection techniques in this study using several methods of observation methods, interviews, documentation and tests. The use of this method is tailored to the required data.

As in this research the four techniques are used continuously and complement each other. Observasi is used to observe teaching materials and their in-depth development needs in accordance with the needs and conditions of students, as well as to observe the learning process using the developed product. Deep observations are made with intensive observations and notes during the product development and during the learning process using the teaching materials. Interviews to extract data on teaching materials, the need for development of teaching materials, as well as seeking responses on the revision and evaluation of teaching materials development results.

While the test is used to obtain a description of the teaching experiment in learning Qawaid Arabic Language, in this case will be tested on the students of Islamic Studies Education Program Semester Gasal Academic Year 2017/2018 Faculty of Islamic Studies Muhammadiyah University of Gresik.

3.4 Data Analysis

data analysis in this research there are two types of data, at the first stage of the research, qualitative data in the form of description description and description of needs and suitability analysis, as well as literature analysis for product development and initial product development. This research is more looking at the process that ends in the findings of the product that is the result of the development of teaching materials based on qawaid mind map that follow the steps and development procedures after obtaining the discussion about the existing teaching materials in the field. The data is presented in the verbal form of the existing problem, which describes the opinion, attitude, and ability of students and lecturers in the process of developing this resource.

The second phase of quantitative data is the result of the test which can be the result of trial both initial test, field trials and final trial of field implementation. This data is only to see the significance of product development results and their validity. In this quantitative data analysis using the test results then dip rosentasekan and search for the average of the test results, there are some three stages: a) data processing, b) organizing data, c) interpretation of data and d) the discovery of results.

Interpretation of quantitative data from test results with the following criteria:

Table 1. Interpretation of values

Quality Score (0-100 Scale)	Mtu Number (Scale 0-4)	Quality Hruf (Qualitative Scale)
80-100	4	A
71-79	3.5	AB
66-70	3	B
61-65	2.5	BC
56-60	2	C
46-55	1	D
0-45	0	E

The results of the interpretation and the results of the quantitative data are reprocessed into verification materials for the development, revision and improvement results supported by field observations obtained from field notes in the learning process and interviews with experts and users of the products in the early stages until with the final development using interactive data analysis suggested Mile and Huberman (in Denzin and Lincoln, 1994):

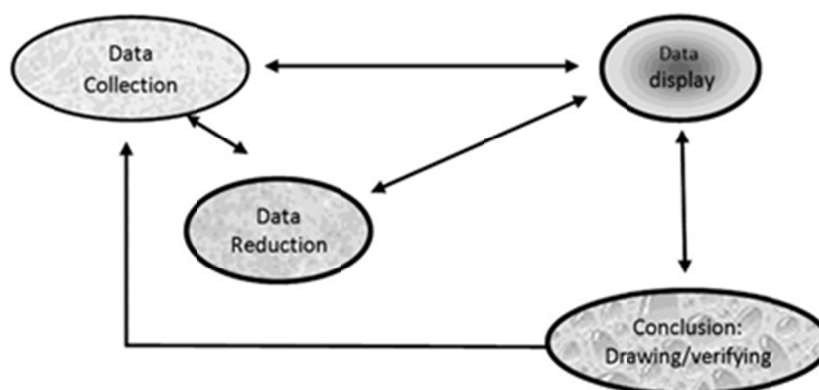


Figure 4. Interactive data analysis

5. Research Result and Discussion

5.1 Development of Teaching Materials

The results of the documentation show that the background of the students of the Islamic education program FAI UMG academic year 2017/2018 as a place of product development and trials are very diverse. Currency k uliah Qawaid Arabic Studies Program PAI which in this case includes Nahwu and nerves. Teaching materials to be developed in Qawaid courses. The purpose of the course is after studying this course, the students are expected to know the various Arabic words, Irob's understanding with the signs, also the Arabic sentence, and nawasikhul mubtada and khobar, and able to arrange Arabic sentences correctly.

Arabic Qawaid learning resource in PAI FAI UMG Study Program refers to various sources such as : al-Ajurniyah, Mulakhash Qawaid al-Lughah al-Arabiyah, Jami'ud Durus, al-Nahwu al Wadhiih, Mutammimah, Alfiah Ibn Malik, Syarh Ibnu Aqil, al-Tadzhīb, Mu "at Qowaid Al-Lughoh Al-Arabiyah Fi Jadawil Wa Lauhat and various other sources of more verbalistic in the form of detailed explanation and accompanied by examples. In terms of the scope of the material, the source of learning includes materials that are just not enough to be studied independently in need of a mentor because of the illustration side is less interesting, impressed monotonous and difficult to understand.

The result of the observation and interview, the students felt less enthusiastic in following the beginning of the lecture because they consider the Arabic Qawaid is difficult and complex, so there are some who are not active, fear in following the lecture especially the students who have never studied Qawaid Arabic as its own material. From here the initial description of student conditions, materials teaching is designed. Starting from preparing the material in accordance with the Semester Learning Plan (RPS) from various sources and selecting materials that are appropriate to the condition of the students. Then proceed by arranging the customized Mind Map-based material in the form of a map or chart, consisting of material keywords and then branched out as an explanation of the theme along with illustrations and colors that can attract students' attention.

Qawaid teaching materials the first Arabic language on the introduction and coverage of nahwu material was tested at the beginning of three lectures after learning about the description of the student's condition and their needs.

Feedback and input of students of this teaching materials need to be developed again and refined for Qawaid learning Arabic language can be studied independently and in groups with colleagues in the classroom or outside the classroom, and Qawaid no longer be a scary subject when presented with a practical model Mind Map and has illustrations of shapes and colors. Thus the teaching material is revised and developed in the next material and then tested the field by using tests to determine the learning outcomes by using materials based on Mind Map.

5.2 Results of Using Qawaid Language Instruction Based on Mind Map

a. First Field Trial (Cycle 1)

After the use of Qawaid -based Mind Map teaching materials was conducted seven times a meeting, students are given a test to determine their learning outcomes, to determine whether this resource can improve understanding. The first test result indicates that the average of the student's test score is 77.02 (AB) with a scale of 1-100 with a range of 50-99 values. This result shows very good interpretation.

b. Second Field Test (Cycle 2)

The teaching materials were revised based on student input and feedback after the first trial conducted eight meetings, a second test was conducted to find out the overall learning outcomes using the developed materials. Based on if the test data has shown that the average

of 80.16 (A) with the range of 64-100 values. This result shows a special interpretation.

The average learning outcome of this cycle 2 is 78.59 (AB). From the results of this cycle shows an increase of the average of the cycle 1 77.02 (AB) to 80.16 (A) in cycle 2 increased 3.14. Therefore, if compared with the criteria specified in the research period that is the average of AB or the value of 75-79 in the scale of 1-100, then the test results have exceeded the criteria. In other words, developed teaching materials can improve student learning outcomes.

c. Discussion

The development of this instructional material in this research is done by several stages as mentioned above, namely: 1) analysis; 2) design; 3) development; 4) evaluation (Test); 5) Revisions.

T AHAP initial needs analysis and description of the analysis done by the student condition documentation, observation and interviews. From the description of the results of the teaching materials designed and developed (design stage) which produces Mind Map -based teaching materials that are presented in the form of map material patterns with various illustrations of shapes and colors that have a major theme (main) connected with the theme derivative and terpeng between one with the others accompanied by examples. This jar material has the characteristics of Mind Map that use simple words, not too detailed, thorough, colorful, using various forms of flexible and not rigid, and varied.

Some materials are arranged in accordance with the existing RPS in the Islamic Religious Studies Program and adapted to the stages of learning Qawaid. Preparation of teaching materials conducted by the research team by involving students. The research team discusses the material contained in the RPS and the reference source of the Qawaid reference mentioned above. These materials become the basis of reference in this activity. While students are involved to provide feedback and input from their experiences during the Qawaid lectures.

Teaching materials that were designed and developed were then tested, then redeveloped for use in several meetings, and test 1 (test 1) / cycle 1. It was then redeveloped for eight meetings and test 2 (test 2) / cycle 2. And revised again for refinement and dissemination.

Teaching materials designed and developed with the model Mind Map was able to help students in the learning process, helping lecturers reduce material presentation time and increase the guidance time to students.

Teaching materials in this case are materials or lecture materials that are arranged in a thematic way used by lecturers and students in the learning process. Teaching materials have structure and sequence, and objectives that can motivate students to learn, anticipate students' learning difficulties in the form of guidance for students to study the material, provide summary and generally oriented to students individually (learned oriented). Usually the teaching materials are independent because they are systematic and complete, so students can easily read and review the things they have not understood (Panen & Purwanto, 2001: 7).

Through the development of Qawaid Arabic language materials based on Mind Map and its use in learning has been proven that teaching materials can improve students' motivation and learning outcomes. This can be seen from the results of observation and interviews that students feel happy, easier to understand, and more eager to learn Qawaid Arabic with Mind Map. Students are motivated to learn and gain better learning outcomes. Motivation to learn is the most important variable, because the learning process will be more efficient if the learners who have the desire to learn something to think about it (Kibler et al., 1981: 122-183).

While the results of learning is often referred to as the term "scholastic achievement" or "academic achievement" is all the skills and results achieved through the process of teaching and learning in schools expressed by the numbers or values based on the test results of learning. From the result of the test showed that learning result by using Qawaid teaching materials Arabic based on Mind Map developed to improve the learning result of the students with the average test proof of 1 77.02 (AB) increased on test 2 (cycle 2) with the mean of 80,16 (A) showed an increase of 3.14. The average learning outcome of 2 tests (2 cycles) is 78,59 (AB). Compared with the criteria specified in the research method that is average (AB) or the value of 75-79 on a scale of 1-100 with very good interpretation, then the test results have exceeded the criteria. In other words, developed teaching materials can improve student learning outcomes.

The result of the observation and interview analysis mentioned that this teaching material has several advantages, among which are easy to be understood and studied, practical, simple, interesting, varied, can refine learning, can present a summary of short and comprehensive rules.

In addition to having advantages, these teaching materials have shortcomings, among which is still less to present the rules in detail, less variation of illustrations of images and colors that attract attention, lack of examples and exercises.

6. Conclusion

Development of Qawaid teaching materials Arabic language based on Mind Map is done by several stages namely stage 1) analysis, 2) design, 3) development, 4) evaluation (test), 5) revision and generated development of Qawaid teaching materials Arabic language based on Mind Map for The level of Islamic Religious Higher Education is a teaching material that is presented in the form of map pattern with various illustrations of shapes and colors that have a big theme (main) connected with the theme of derivative and connected with one another with the sample.

The use of this instructional material shows that Qawaid Arabic teaching materials based on Mind Map can improve students' learning outcomes with the average of 78.59 (AB), and increase the learning motivation of Qawaid Arabic.

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