THE NEED FOR ARABIC LANGUAGE TEACHING MATERIALS BASED ON MULTICULTURAL EDUCATION FOR INDONESIAN DIASPORA STUDENTS

Nuruddin
Universitas Negeri Jakarta
nuruddin.unj@unj.ac.id

Budiaman
Universitas Negeri Jakarta
budiaman@unj.ac.id

Andri Ilham
Universitas Negeri Jakarta
andriilham@unj.ac.id

Ahmad Muzayyin Haqi
Universitas Islam Negeri Mataram
Muzayyan.haqqy@gmail.com

Abstract

This study aims to analyze the need to develop a model of Arabic teaching materials containing the values of multicultural-based character education, especially in Indonesian Foreign Schools (Sekolah Indonesia Luar Negeri) in Jeddah, Riyadh, and Makkah. In this needs analysis, the researcher describes the data obtained from the questionnaires of students and teachers who teach Arabic subjects with 39 respondents. This study indicates that Arabic teaching materials in Indonesian Foreign Schools, especially in Arab countries, need to be developed. Developing Arabic teaching materials with multicultural values is very important to make learning Arabic at Indonesian Foreign Schools easier, more effective, fun, and produce Indonesian diaspora students who have a spirit of nationalism and respect plurality. The development of these teaching materials is manifested in three aspects, namely (1) related to Arabic language teaching materials based on the values of national character education by learning objectives and contextual with the times; (2) aspects of application technology, namely by developing Arabic teaching materials equipped with multimedia learning media such as audio, video, animation, and others to make it easier to learn; (3) aspects of character education, namely Arabic teaching materials that contain character education values, such as religious values, nationalism, honesty, independence, cooperation, integrity, hard work, and responsibility.

Keywords: Arabic teaching material model, character education, multicultural, Indonesian Foreign Schools.

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan terhadap pengembangan model materi ajar bahasa Arab yang mengandung nilai-nilai pendidikan karakter berbasis multikultural, khususnya di Sekolah Indonesia Luar Negeri Jeddah, Riyadh, dan Makkah. Dalam analisis kebutuhan ini, peneliti mendeskripsikan data yang diperoleh dari hasil kuesioner siswa dan guru yang mengajar mata pelajaran bahasa Arab dengan jumlah responden 39 orang. Hasil penelitian ini menunjukkan bahwa materi ajar bahasa Arab di Sekolah Indonesia luar Negeri, khususnya di negara-negara Arab sangat perlu dikembangkan. Pengembangan materi ajar bahasa Arab yang mengandung nilai-nilai multikultural sangat penting untuk meningkatkan pembelajaran bahasa Arab di Sekolah Indonesia Luar Negeri menjadi lebih mudah, efektif, menyenangkan, dan melahirkan siswa diaspora Indonesia yang memiliki jiwa nasionalisme dan menghargai pluralitas. Bentuk-bentuk pengembangan materi ajar tersebut berwujud pada tiga aspek, yaitu (1) terkait materi ajar bahasa Arab yang berbasis nilai-nilai pendidikan karakter bangsa sesuai dengan tujuan pembelajaran dan kontekstual dengan perkembangan zaman; (2) aspek teknologi aplikasi, yaitu dengan mengembangkan materi ajar bahasa Arab yang dilengkapi dengan media pembelajaran multimedia seperti audio, video, animasi, dan lainnya untuk dapat mempermudah di dalam mempelajarinya; (3) aspek pendidikan karakter, yaitu materi ajar bahasa Arab yang mengandung nilai-nilai pendidikan karakter, seperti nilai religius, nasionalisme, kejujuran, kemandirian, gotong royong, integritas, kerja keras, dan tanggung jawab.

Kata Kunci: *Model materi ajar bahasa Arab, pendidikan karakter, multikultural, sekolah Indonesia luar negeri.*

INTRODUCTION

As researchers observe, Arabic teaching materials at Indonesian Foreign Schools, especially Jeddah, Riyadh, and Makkah, have not yet been designed with a multicultural-based character education model using application media. The teaching materials used are still in textbooks published by Arab countries based on that country's culture. On the other hand, efforts to strengthen character education are significant to overcome the identity crisis among students. The problem feared among students abroad is an identity crisis uprooted from Indonesian cultural roots.

Character education in learning is essential because it shapes students' character, mind, and other psychological aspects.[1] According to Hoge, character education is any overt or conscious attempt to develop desirable individual traits or qualities.[2] Thus, character education is a system of teaching character values to students. These values include awareness, understanding, concern, and a high commitment to implement these values, both towards God Almighty, oneself, others, the

---

[1] Nyoman Kutha Ratna, *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter* (Yogyakarta: Pustaka Pelajar, 2014), 73.

[2] Gin M. Almerico, "Building Character through Literary with Children's Literature," *Research in Higher Education Journal* 26 (October 2014): 2.

environment, society, and the nation as a whole so that they become perfect human beings according to their nature.[3]

Character education is produced through scientific readings, religious lectures, and multicultural-based Arabic learning. Multicultural-based foreign language learning (Arabic) has an essential role in students' character. The expected character is the Indonesian character.[4] As a multicultural nation, Indonesia has abundant cultural diversity. Cultural diversity becomes the reinforcement and glue of national identity. This cultural diversity can be a positive reference to students, especially in addressing differences. In essence, multicultural education wants to explore differences as a necessity and a gift from God where students can respond to differences with tolerance and an egalitarian spirit. In addition, it opposes all forms of racism and forms of discrimination in schools that are reflected among students, their communities, and teachers. Therefore, multicultural education needs to be developed in students because it can instil a spirit of nationalism that respects these differences.[5]

On the other hand, a cultural approach by utilizing information technology in learning Arabic is beneficial for increasing understanding and attracting learners to become more effective. Tomlinson said that teaching materials could help achieve goals, syllabus and support the role of teachers and students in the teaching and learning process. The learning process will become easier with teaching materials and can increase teachers' or students' knowledge and experience.[6] Teaching materials must be selected that are effective and can support the success of learning, which must meet the following requirements, (1) cognitive appropriateness, following the objectives that have been formulated, (2) level of thinking (level of sophistication), following the level of students' understanding ability, (3) costs according to student learning outcomes, (4) availability of equipment needed in learning, (5) technical quality, the quality of teaching materials is quite good, in the sense that they can be read, seen clearly, and can be heard clearly.[7]

According to Dick and Carey, the development of teaching materials needs to (1) pay attention to the motivation desired by the learner, (2) the suitability of the material provided, (3) follow a correct sequence, (4) contain the required information, (5) practice exercises, (6) can provide feedback, (7) available tests that follow the material provided, (8) the availability of instructions for follow-up, repetition, or general progress of learning, (9) instructions for students for the different

---

[3] H. E. Mulyasa, *Manajemen Pendidikan Karakter* (Jakarta: PT. Bumi Aksara, 2011), 7.

[4] Widhiya Ninsiana, "Pendekatan Multikultural dalam Pembelajaran Bahasa Inggris Melalui Media Dongeng pada Anak Usia Dini," *Elementary: Jurnal Ilmiah Pendidikan Dasar* 3, no. 1 (June 2017): 48.

[5] Sonia Nieto, *Language, Culture, and Teaching* (Mahwah, NJ: Lawrence Earlbaum, 2002), 29.

[6] Brian Tomlinson (ed), *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 1998), 9-10.

[7] M. Karim, *Pemilihan Bahan Pengajaran* (Jakarta: Penlok P3G, 2000), 7.

stages performed, and (10) can be remembered and transferred.[8] Furthermore, Richards proposed a program design for the development of teaching materials, including: (1) development of objectives, (2) development of syllabus, (3) organization of teaching materials into learning units, (4) development of structure per unit, and (5) unit observation.[9]

Mulyasa argues that character can be interpreted as the totality of attached personal characteristics and can be identified in individual behaviour by ethics or moral rules and the desire to do good. It is not a virtue that is forced out of fear or praised by people. Character is a person's innate nature in responding to situations morally, manifested in actual actions, for example, through good behaviour, honesty, responsibility, respect for others, and other noble character values.[10]

In the view of Islam, character education has existed since Islam was revealed through the sending of the Prophet Muhammad Saw to perfect human character. The character model of a Muslim lies in his practice. Character education should bring students to cognitive value recognition, affective value appreciation, and finally, actual value practice. On the other hand, learning that instils character values aims to make students have a positive character in the future. In UU No. 20 of 2003 concerning the national education system, article 3, juridically implies that education is expected to have a strong positive character. The next generation of the nation is expected to be honest, have a conscience, be moral, and be wise. Sarbaitinil explains that the values of the following character and national culture are constructed from various sources, including religion, Pancasila, culture, and national education goals. The pillars are as follows: religious, honest, tolerant, disciplined, hard work, national spirit, love for the homeland, having serious concern and appreciation for the language of the physical, social, cultural, economic, and political environment of the nation, and others.[11]

According to Hanum, integrating multicultural content into learning in schools can consider the four multicultural approaches proposed by Banks: first: the contribution approach, by incorporating hero figures or symbols representing tribes, ethnicities, or nations, into the teaching materials. Second, the additive approach, by incorporating cultural material into the curriculum without changing the structure and main objectives of the curriculum. Third, the transformation approach is

---

[8] Walter Dick, Lou Carey, & James O. Carey, *The Systematic Design of Instruction,* 4th ed (New York: Harper Collins College Publishers, 1996), 228.

[9] Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2002), 262.

[10] H. E. Mulyasa, *Manajemen Pendidikan Karakter*, ٧.

[11] Muhammad Yaumi, *Pendidikan Karakter: Landasan, Pilar, dan Implementasi* (Jakarta: Prenadamedia Group, 2014), 84.

carried out to change the basic assumptions of the curriculum. Fourth, the social action approach aims to equip students with social criticism and social change skills.[12]

From the details and explanations of various opinions regarding character education above, it can be understood that character is related to human behaviour towards himself, other people, God, nature, and his homeland. This behaviour is manifested in thoughts, words, attitudes, feelings and actions based on religious rules, laws, etiquette, culture, aesthetics, and customs.

As a multicultural nation, Indonesia has abundant cultural wealth. This cultural wealth becomes the reinforcement and glue of national identity. In education, cultural wealth can be a source of reference that positively values students. Multicultural education, in the view of James Banks,[13] Nieto,[14] and Sutarto[15], essentially wants to explore differences as a necessity (a gift from God), how a person can respond to these differences with tolerance and egalitarian spirit, as well as against all forms of racism and discrimination in society. Schools, communities accept and affirm the plurality (ethnic, race, language, religion, economy, gender, etc.), which is reflected among students, their communities, and teachers. Therefore, multicultural education needs to be developed in students because it can instil a spirit of nationalism that respects these differences.

If explored further, research related to multicultural-based Arabic learning has also been carried out, including Lubis, who studied Arabic learning through a multicultural approach and the application of ICT in Pesantren institution. According to him, the multicultural approach and ICT application in Arabic learning will increase student capacity and accelerate language pedagogy. The teacher conceptualizes the multicultural approach as content related to various ethnic and cultural groups. In addition, teaching and learning Arabic language proficiency through ICT in different ethnic and cultural groups of students shows that it helps students learn Arabic. The use of ICT is essential in teaching Arabic so that the material being prepared becomes easier to understand and for students to gain more experience and enable them to use information efficiently and at the same time achieve teaching and learning objectives.[16]

On the other hand, Wekke, in his study of the multicultural approach in teaching Arabic in Indonesian Islamic boarding schools, especially in South Sulawesi as the location of this research. This study shows that stakeholders in pesantren working with content integration and various

---

[12] Farida Hanum, "Pendidikan Multikultural Sebagai Sarana Membentuk Karakter Bangsa", Makalah disampaikan pada Seminar Regional DIY-Jateng dan Sekitarnya yang diselenggarakan Himpunan Mahasiswa Pendidikan Sosiologi Universitas Negeri Yogyakarta, tanggal 14 Desember 2009, di Rektorat Universitas Negeri Yogyakarta.

[13] James A. Banks, *An Introduction to Multicultural Education*, 5th ed (New Jersey, Pearson, 2014), 11-13.

[14] Sonia Nieto, *Language, Culture, and Teaching*, 29.

[15] Joko Sutarto, "Pentingnya Pembelajaran Multikultural pada Pendidikan Anak Usia Dini," *Edukasi* 13, no. 1 (2016): 1-13.

[16] Maimum Aqsha Lubis, "Teaching and Learning Arabic Language through Multicultural Approach and Applying ICT in Pesantren Institution,"*International Journal of Education and Information Technologies* 3, no. 3 (2019): 171.

practices deal with how teachers use examples and content from different cultures to illustrate critical concepts, principles, and theories in their field of study or discipline. Then, the teacher conceptualizes multicultural education as content related to various ethnic and cultural groups. Another essential dimension of the multicultural approach to teaching Arabic is the culture and organization of the pesantren, which promotes equality of gender, race and social class. This condition is necessary if schools prepare all students for the reality of living in a racially, ethnically, socially and culturally pluralistic world and become agents of change to transform society so that it is more humane, egalitarian open to the pluralism of all kinds.[17]

In contrast to these studies, this research focuses more on developing an Arabic teaching Materials based on multicultural education and applying ICT. This research is a preliminary study to see the extent to which the needs of teachers and students for the development of Arabic teaching material models that contain multicultural-based character education values, especially in Indonesian Foreign Schools in Jeddah, Riyadh, and Makkah, Saudi Arabia.

METHOD

This research is part of the research and development (R&D) model. Educational research and development are used to develop and validate educational products.[18] The preliminary stage of the study is in the form of an exploratory study using a descriptive qualitative approach. In general, the implementation of this research aims to analyze the needs of the model of Arabic language teaching materials based on character education using applications for students and teachers. Sources for this research are students in grades 10 and 11 and teachers who teach Arabic subjects at the Indonesian Schools in Jeddah, Makkah, and Riyadh, Saudi Arabia, totalling 39 people. The data collection techniques used are questionnaires and interviews. The questionnaire was conducted by asking students and teachers to fill out questions containing the need for an Arabic language teaching material model based on character education values using an application. Meanwhile, interviews were conducted to collect data about the implementation of learning. The description of the results of research on the need for Arabic teaching materials based on multicultural character education using applications in Indonesian Foreign Schools, especially in Arab countries, the researchers divided into three parts, namely (1) aspects of teaching materials which include the function of teaching materials, completeness of teaching materials, learning resources, learning methods, evaluation in learning,

---

[17] Ismail Suwardi Wekke, "Towards Multicultural Approach of Arabic Language Teaching in Indonesian Pesantren: Experiences, Developments, and Challenges," *Conference: Presented in Postgraduate Colloquium on Islamic Studies Universiti Kebangsaan Malaysia, Bangi, December 30-31* (2008): 1-14.

[18] Meredith Damien Gall, Joyce P. Gall, & Walter R. Borg, *Educational Research: An Introduction* (New York: Longman, 1983), 772.

aspects of development in teaching materials; (2) application technology aspects, and (3) character education aspects.

RESULT AND DISCUSSION

Teaching Materials

1. Functions of Teaching Materials

The teacher presents the materials to the students in the teaching and learning process. Therefore, making exciting and innovative teaching materials is very important for teachers. In formulating the functions of the teaching materials, the researcher writes down the functions according to the respondent's needs. The respondent's answer's are as described in the following table.

Table 1. Functions of Teaching Material

Functions of Teaching Material	Percentage
Teaching materials can help achieve learning goals, syllabus, and support teachers and students' roles in the teaching and learning process	100
The existence of teaching materials makes the learning process more manageable and can increase the knowledge and experience of the teachers	97,4

Based on the questionnaires given and interviews with respondents, data was obtained that the functions of teaching materials are to help achieve learning goals, syllabus, and support the role of teachers and students in the teaching and learning process. In addition, the existence of teaching materials also makes the learning process easier to manage and can increase the knowledge and experience of teachers. These functions of teaching materials are also very much needed by all respondents.

2. Aspects of Completeness of Teaching Materials

Teaching materials need to be equipped with a vocabulary list, a summary of each material, pictures/photos, a list of diagrams/tables, and explanations in the form of audio and video. The goal is to improve students' understanding of the teaching material. This aspect is illustrated in the results of the questionnaire analysis of the respondents, as shown in Table 2.

Table 2. Aspects of Completeness of Teaching Materials

Aspects of Completeness of Teaching Materials	Percentage
Vocabulary list	97,4
Illustration/photo	92

List of charts/tables	86
Summary	97,4
Explanation in audio	76,3
Explanation in video	79

Based on the table, a list of vocabulary, a summary at the end of each material, and pictures/photos are needed by most respondents to complete teaching materials. Meanwhile, a list of diagrams/tables and explanations in the form of audio videos are also required by respondents for the completeness of teaching materials.

3. Learning Resources

Based on the order of the percentage values of the respondents starting from the highest to the lowest, the learning resources needed by students in learning Arabic other than textbooks, namely: (1) information from the internet, (2) information from learning videos, (3) information from audio media, and (4) information from history books. Meanwhile, respondents do not need information from magazines/newspapers in learning Arabic.

Table 3. Learning resources needed in learning

Types of learning resources	Percentage
Information from the Internet	97,4
Information from History Books	65,8
Information from magazines/newspapers	39,5
Information in the form of videos	89,5
Information from audio	81,6

In addition to these learning resources, the respondents proposed several other learning resources: (1) information from the Quran and hadith, and (2) information from the lecturer's explanation.

4. Learning Evaluation

Learning in any material to succeed well, one of which is to conduct an evaluation. Evaluation is essential to measure students' level of success in the learning process. From the questionnaire results, students and teachers answered that the types of tests needed in the learning process are summarized in table 4 below.

Table 4. Types of Evaluations/Tests Needed in Learning

Test Type	Percentage
Oral test	97,3
writing test	86,8

Oral and written test	81,6
Performance test (use of language in concrete situations)	84,2

Based on these data, the types of tests in Arabic learning that are needed are oral and written tests. This type of test is required to determine students' understanding of what they have learned to be written orally and in writing. This type of test is significant because the students and teachers who are the respondents live in Arab countries that use Arabic daily.

5. Learning Methods

The selection of an appropriate method used by a teacher in learning influences students in understanding the material. In addition, it can also facilitate and provide attractiveness for students in participating in the learning process. Among the methods applied in learning Arabic are the direct and combined methods. The teacher can use the translation (*tarjamah*) method or various learning media methods if needed. Briefly, the description of the respondents' answers about the types of Arabic learning methods required by the respondents is shown in table 5.

Tabel 5. Types of Learning Methods

Types of Learning Methods	Percentage
Using the direct method (*mubāsyarah*)	94,5
Using the tarjamah method	92,1
Using a combined (eclectic) method between the direct method, Arabic grammar (*qawā'id*), and translation (*tarjamah*)	94,8
Using various methods, for example with multimedia	89,5

Based on the table above, the researcher concludes that the direct method and the combined method, Arabic grammar (*qawā'id*), and translation (*tarjamah*) method in learning Arabic are needed by most respondents. Likewise, the respondents also require the tarjamah method and various methods. In learning Arabic, The respondents' answers, as depicted in the table, show that teachers in the Arabic learning process need to master multiple existing methods. In addition to the methods above, respondents suggest additional competencies that teachers need to master, namely being able to use visual media so that students do not get bored quickly and like to learn Arabic.

6. Development of Teaching Materials

Referring to the Arabic language teaching materials used by teachers at the Indonesian Foreign School of Makkah, the Indonesian Foreign School of Jeddah, and the Indonesian Foreign School of Riyadh, the teaching materials have not been designed based on Indonesian character

education. They have not been equipped with application technology. Therefore, Arabic teaching materials need to be developed. The aspects of developing Arabic teaching materials are (1) Arabic teaching materials are designed with application technology, (2) teaching materials based on the values of national character education, (3) teaching materials must be following learning objectives, and (4) teaching materials must be contextual with the times.

Tabel 6. Aspects of Developing Teaching Materials

Developed aspects	Percentage
Teaching materials are designed with application technology	89,5
Teaching materials that contain the values of national character education	89,3
Teaching materials must be contextual with the times	84,2
Teaching materials must be in accordance with the learning objectives	100

Based on the table above, the researcher concludes that, first, Arabic teaching materials that follow the learning objectives were chosen by all respondents. Second, most respondents think that application technology needs to develop Arabic teaching materials. Third, Arabic teaching materials need to be developed based on the values of Indonesian character education. Fourth, Arabic teaching materials must be designed contextually with the times.

Aspects of Application Technology

The description of the research results on the application technology aspect based on the respondents' answers, the researchers briefly describe in table 7.

Table 7. Aspects of application technology

Material Description	Percentage
Arabic teaching materials to be developed are equipped with multimedia learning media such as audio, video, animation and others	94,7
Arabic teaching materials equipped with multimedia learning media can provide motivation and attraction for students in the learning process	94,7
Arabic teaching materials equipped with multimedia learning media can make it easier to learn	94,7
Arabic teaching materials to be developed should be easily accessible so that they can be studied anywhere	97,4
Arabic teaching materials that will be developed in addition to being in the form of printed books are also designed with applications to make it easier for students to learn it	86,9

The aspect of developing Arabic teaching materials for students that can provide attractiveness and make learning more accessible is multimedia. Multimedia is used to complement teaching materials for students to become interested, not bored so that it is easier to understand teaching materials. Based on the table above, it can be concluded that Arabic teaching materials to be developed need to be equipped with multimedia learning media such as audio, video, animation, and others. Arabic teaching materials prepared with multimedia learning media can motivate and attract students' interest in learning. In addition, Arabic teaching materials equipped with multimedia learning media can also make it easier to learn. In addition, respondents need Arabic teaching materials that are easily accessible to study anywhere, namely Arabic teaching materials in the form of printed books designed with applications to make it easier for students to learn.

Aspects of Character Education

Based on the answers from respondents, Arabic teaching materials that need to be developed must contain elements of novelty; contains material that can develop students' self; can shape the mindset of students in developing the values of character education of the Indonesian nation. In addition, it also contains the importance of character education, morality, social, religion, nationalism, honesty, independence, cooperation, integrity, hard work and responsibility. Briefly, the explanation above is illustrated in the following table.

Table 8. Aspects of Character Education

| Material Description	Percentage
The teaching materials to be developed contain elements of novelty in each material	92,1
The teaching materials that will be developed contain materials that can be used to develop themselves	89,4
The content of the teaching materials that will be developed can shape the mindset of students in developing the values of character education for the Indonesian nation	94,7
The teaching materials to be developed contain the values of character, morality, and social education for the Indonesian people	92,1
The values of character education that will be the content of teaching materials include religious values, nationalism, honesty, independence, mutual cooperation, integrity, hard work and responsibility	94,7
The teaching materials to be developed contain elements of Indonesian culture and customs	94,7
The teaching materials that will be developed contain information on how to implement the values of character education for the Indonesian nation	97,4

In this aspect of character education, the researcher combines the respondents' answers who are indispensable in Arabic teaching materials. Based on the table above, the researcher concludes that

most of the respondents need: (1) the teaching materials to be developed contain elements of novelty in each material, (2) teaching materials contained self-development materials, (3) the content of teaching materials can shape the mindset of students in developing the values of character education for the Indonesian nation, (4) the teaching materials to be created contain the values of character, morality, and social education for the Indonesian people, (5) the values of character education that will become the teaching materials include religious values, nationalism, honesty, independence, cooperation, integrity, hard work, and responsibility, (6) the teaching materials to be developed contain elements of the culture and customs of the Indonesian people, and (7) the teaching materials to be developed must contain information on how to implement the values of character education for the Indonesian nation.

Respondents also reinforced the element of character education values in Arabic teaching materials, namely as follows: (1) because by studying character education for the Indonesian people, they will love their own country even though they live in another country, (2) because we live in another nation's culture (Saudi Arabia), we need teaching materials that contain the values of character education of the Indonesian nation, (3) due to the lack of textbooks based on the values of Indonesian character education, reading Arabic teaching materials that elevate the importance of Indonesian character education will make us better understand the contents of these textbooks. Thus, by reading Arabic teaching materials that elevate character education values for the Indonesian nation, we will better understand the textbook's contents.

Model of Arabic Teaching Materials Based on Character Education Using Applications

Based on the needs analysis results that the researchers described previously, below is a procedure chart on the design of character education-based Arabic teaching materials using applications.
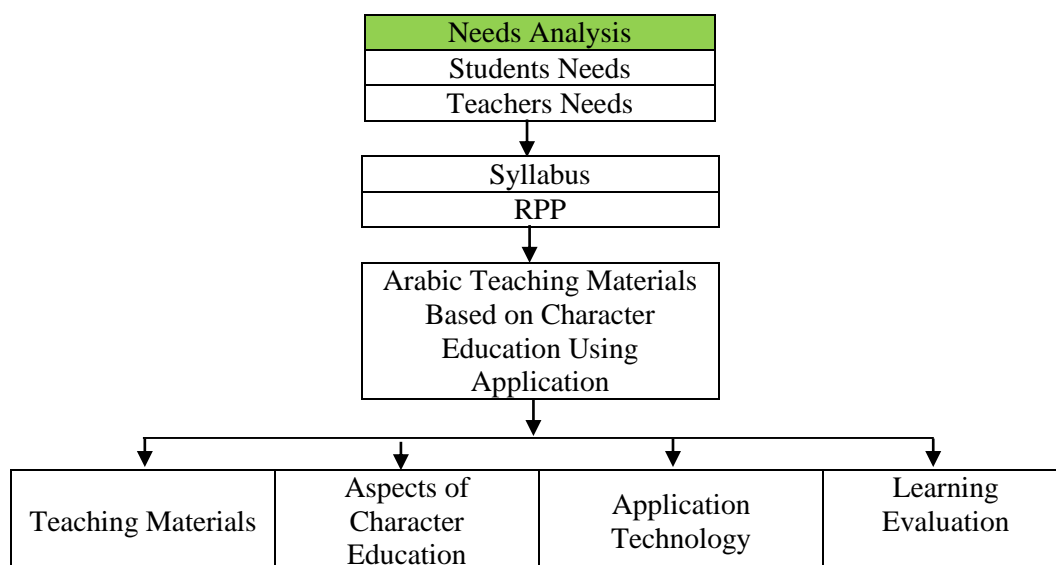
Competence Every chapter	The purpose of knowing Indonesian culture	Equipped with multimedia learning media	Oral test
Vocabulary Summary Pictures/photos	Four themes of character education values (before midterm)	Designed with apps	writing test
		Easy to access so you can learn anywhere	
Reading text is worth character education	Four themes of character education values (before midterm)	Provides motivation, attraction and makes it easier to learn	Combined oral and written test
Ten Exercises			

Discussion

This study was conducted to see the needs of students and teachers for Arabic language teaching materials based on character education using applications at Indonesian Foreign Schools, especially Jeddah, Riyadh, and Makkah. This research is essential as a form of evaluation of the learning process in these schools so that it is relevant to current conditions.

Teaching materials can be in the form of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material can be written or unwritten.[19] According to Widodo, teaching materials contain learning materials, methods, limitations, and evaluation methods designed systematically and attractively to achieve the expected goals, namely achieving competencies and sub-competencies with all their complexity.[20].

Character education in learning is essential because it shapes students' character, mind, and other psychological aspects.[21] Character education in learning is necessary because it shapes students' personalities, senses, and other psychological elements. According to Mulyasa, character education teaches students character values, including components of awareness, understanding, concern, and a high commitment to implementing these values. Implementing these character values is good for God, oneself, others, the environment, society, and the nation as a whole, so that they become perfect human beings according to their nature.[22]

Through research on the need for character education-based Arabic teaching materials at Indonesian Foreign Schools, especially Jeddah, Riyadh, and Makkah, researchers found that students needed the development of teaching materials relevant to current conditions. One of them is through the development of teaching materials using application technology.

---

[19] Muhammad Syaifullah & Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (Mei 2019): 130.

[20] Chomsin S. Widodo & Jasmadi, *Panduan Menyusun Bahan Ajar Berbasis Kompetensi* (Jakarta: Ellex Media Komputindo, 2008), 1.

[21] Nyoman Kutha Ratna, *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*, 73.

[22] H. E. Mulyasa, *Manajemen Pendidikan Karakter*, 7.

Evaluation of Existing Teaching Materials

All respondents, namely 100%, very much need the function of this teaching material. In addition, the existence of teaching materials makes the learning process more manageable and can increase teachers' knowledge and or experience. Respondents need the function of this last teaching material by 97.4%. Thus, the role of teaching materials in the curriculum is required by students in sustainable learning.

The teacher presents the material to the students in the teaching and learning process. Therefore, making exciting and innovative teaching materials is essential and guides every teacher. Teaching materials have a significant contribution to the success of the learning process that we carry out. Here the role of the teacher as a facilitator is more important than as a resource person. Preliminary research proves that evaluating teaching materials is a corrective step to provide material that can be beneficial for students. According to Prastowo, teaching materials (instructional materials) are knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards and essential competencies. In other words, learning materials can be divided into three types of material, namely cognitive, affective and psychomotor aspects.[23]

The function of teaching materials for students is as a guide in the learning process. With the teaching materials, students will know better what competencies must be mastered during the learning program. Students have an overview of learning scenarios through teaching materials. Of course, students of Indonesian Foreign Schools in Jeddah need what they want to learn, which they can use in their daily lives.

Analysis of Material Requirements to be Developed

Without proper teaching and learning activities, it is difficult for students to understand the materials/teaching materials that have been provided. This teaching and learning activity includes both teacher activities and student activities that need to be realized in every teaching to achieve the stated instructional goals. Therefore, teaching materials are required in the learning process, both in planning and the teaching process.

Cunningham argues that planning is selecting and relating knowledge, facts, imagination, and assumptions for the future to visualize and formulate desired results, required sequence of activities, and behaviour within acceptable limits in the future and efforts to achieve it. Another definition suggests that planning is the relationship between what is now and how it should be relating to needs, setting goals, priorities, programs, and resource allocation.[24]

---

[23] Andi Prastowo, *Pengembangan Bahan Ajar Tematik* (Yogyakarta: Diva Press, 2013), 309.
[24] Wiiliam G. Cunningham, *Systematic Planning for Educational Change* (Palo Alto, Calif: Mayfield Publishing Co., 1982), 5.

Teaching materials have a significant role in learning, including in teaching planning. Teaching planning is a structure to see the extent of the plans and needs that exist in each teaching material. Therefore, in learning, teaching materials are needed that are more comprehensive than previous learning. One topic must match the number of competency standards, the number of fields of study covered in it. The primary learning resources that can be used include written texts such as books, magazines, brochures, newspapers, posters and freelance information, the internet, or the surrounding environment such as the natural environment or daily social environment. The atmosphere acts as a learning medium and an object of study (learning resources).[25] In addition, media and learning resources, according to Belawati, also function as tools and ways to facilitate, simplify the student learning process, and make the learning process more fun and interesting for students. A teacher who will compile the material needs to collect and prepare library or reference materials (relevant and appropriate books and guidelines) to gather and develop a syllabus. This information search can also utilise the latest information technology devices such as multimedia and the internet. Student activities in assignments can be a good added value.[26]

Through this needs analysis, the urgency of this teaching material is needed by students with a percentage of 89%. In addition, in the aspect of knowledge, students need character-based teaching and its usefulness to get to know life in the future.

Character-Based Teaching Material Model

The development of character education-based teaching materials is very much needed in schools. Teachers in schools generally use teaching materials as the only guidelines for implementing learning. In addition, the low achievement of learning the Indonesian language, as evidenced by the national exam results, is still another obstacle they face. Based on these two conditions, the development of character education-based teaching materials is very appropriate because these teaching materials not only offer character building but are also believed to be able to improve student achievement.

Joyce et al states that the teaching model is "A pattersorplan, which can be used to shaped a curriculum of course to select instructional materials, and to guide a teacher's actions".[27] This formulation follows the characteristics of the model that must exist as an element in every teaching model, namely, (1) orientation to the model, (2) the model of teaching, (3) applications, and (4) instructional and nurturant effects. In the second point, there is the concept of the elements of the teaching model, namely, syntax, social system, principal of reaction, and support system. On the other

---

[25] Masnur Muslih, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual* (Jakarta: Bumi Aksara, 2007), 63.

[26] Tian Belawati, *Pengembangan Bahan Ajar* (Jakarta: Pusat Penerbitan Universitas Terbuka, 2003), 13.

[27] Bruce R. Joyce, Emily Calhoun, and Marsha Weil, *Models of Teaching* (New York: Allynand Bacon, 2001), 13.

hand, Dimerman states that a person's success is primarily determined by one primary key: character. This opinion is reinforced by John Havercroft who says firmly, "Our character is the foundation to all our relationships: working, learning, loving, community, and more.[28]" Even Booker T. Washington states, "character is power."[29]

In this study, the percentage of character-based teaching material models was 89.3%. Of course, seeing this, the researcher designed a material model based on needs and following existing developments. According to Howard et al., character education has essential value. Therefore, character education must be carried out in an integrated manner with the learning process. It has dual functions: to develop character and improve students' academic abilities.[30]

Technology-Based Teaching Material Model

Based on the preliminary research results, the percentage of needs in developing technology-based teaching material models is 89.5%. Students need the role of technology in learning to support learning. The technological aspect of learning today has indeed progressed, both directly and indirectly, for the process of learning activities.

The presence of information and communication technology (ICT) has now felt the need to improve the quality of learning. By using ICT, we can improve the quality of human resources and the quality of learning, namely by opening full access to knowledge and providing quality education, especially the application of high-tech and high-touch approaches. Information and Communication Technology systems offer a broad, fast, effective, and efficient reach for disseminating information to various parts of the world. Information technology develops in line with theory, communication, and technology that supports learning activities.

Learning activities are essential activities in the whole educational process. Thus, the achievement of educational goals is highly dependent on how the learning process is designed and implemented professionally. Every learning activity always involves two active actors, namely teachers and students. The teacher is the creator of student learning conditions designed intentionally, systematically, and continuously. Meanwhile, students enjoy the learning conditions created by the teacher.

The compatibility of these two human elements produces educational interactions by utilizing teaching materials as the medium. In learning activities, teachers and students influence each other

---

[28] Sara Dimerman, *Character is Key: How to Unlock the Best in Our Children and Ourselves* (Canada: John Wiley & Sons Canada, Ltd, 2009), ix.

[29] Sharron L. McElmeel, *Character Education: A Book Guide for Teachers, Librarians, and Parents* (Colorado: Libraries Unlimited Teachers Ideas Press, 2002), xiv.

[30] Robert W. Howard, Marvin W. Berkowitz, and Esther F. Schaeffer, "Politics of Character Education," *Educational Policy* 18, no. 1 (January 2004): 188.

and provide input. That's why learning activities must be lively, full of values, and always have explicit goals. The development of information and communication technology (ICT) has contributed to a revolution in various fields, including education. The world of education had entered its fifth revolution. Therefore, it is undoubtedly an obligation to improve the quality of the teaching process.

In reviewing Arabic teaching materials at the Indonesian Foreign School of Jeddah and its surroundings, it can be seen from three perspectives, namely: (1) analysis of the condition of teaching materials; (2) analysis of competency standards, essential competencies, and indicators; (3) analysis of the learning media used. The needs analysis results show that teaching materials in Arabic subjects still rely on textbooks and tend to match the level of secondary education. It only conveys learning materials to students, so learning objectives are not achieved.

In this regard, it is necessary to strive for improvement by developing IT-based teaching materials, especially the use of application media as a medium of interaction in addition to face-to-face meetings. Then, the description of the teaching materials used in learning Arabic is still weak, namely only relying on textbooks, blackboards, and the direct presence of the teacher in the classroom. Various facilities such as the internet and supporting facilities are available. Based on the results of the analysis of Competency Standards, Basic Competencies, and Arabic language learning indicators, it is necessary to be directed to higher competencies such as at the level of applying, analyzing, evaluating, and creating or at the level of application, analysis, synthesis, and evaluation according to Bloom's taxonomy.

The development of teaching materials carried out in this research includes needs analysis, design, development, implementation and evaluation. In this technology-based learning, multimedia is essential to support the needs of today's learners. Therefore, multimedia can be understood as data transmission and manipulation of all forms of information, whether in text, images, video, audio, numbers or words processed in digital data. Thus, the need for learning using this technology-based teaching material model might bridge students to be more active and creative in learning and provide a more enjoyable learning experience.

CONCLUSION

The researcher concludes that Arabic teaching materials in Indonesian Foreign Schools, especially in Arab countries, need to be developed. The development of these teaching materials is manifested in three aspects, namely: (1) Arabic teaching materials are designed with application technology, based on the values of national character education, must be following learning objectives, and contextual with the times; (2) Arabic teaching materials are needed to be equipped with application technology-based learning media, such as audio, video, animation and others, to

make it easier to understand; (3) Arabic teaching materials contain character education values, such as religious values, nationalism, honesty, independence, cooperation, integrity, hard work and responsibility.

REFERENCES

Almerico, Gin M. "Building Character through Literary with Children's Literature." *Research in Higher Education Journal* 26 (October 2014): 1-3. https://eric.ed.gov/?id=EJ1055322.

Banks, James A. *An Introduction to Multicultural Education*, 5th ed. New Jersey, Pearson, 2014.

Belawati, Tian. *Pengembangan Bahan Ajar.* Jakarta: Pusat Penerbitan Universitas Terbuka, 2003.

Cunningham, Wiiliam G. *Systematic Planning for Educational Change*. Palo Alto, Calif: Mayfield Publishing Co., 1982.

Dick, Walter Lou Carey, & James O. Carey. *The Systematic Design of Instruction,* 4th ed. New York: Harper Collins College Publishers, 1996.

Dimerman, Sara. *Character is Key: How to Unlock the Best in Our Children and Ourselves*. Canada: John Wiley & Sons Canada, Ltd, 2009.

Gall, Meredith Damien Joyce P. Gall, & Walter R. Borg. *Educational Research: An Introduction*. New York: Longman, 1983.

Hanum, Farida "Pendidikan Multikultural Sebagai Sarana Membentuk Karakter Bangsa", Makalah disampaikan pada Seminar Regional DIY-Jateng dan Sekitarnya yang diselenggarakan Himpunan Mahasiswa Pendidikan Sosiologi Universitas Negeri Yogyakarta, tanggal 14 Desember 2009, di Rektorat Universitas Negeri Yogyakarta.

Howard, Robert W., Marvin W. Berkowitz, and Esther F. Schaeffer. "Politics of Character Education." *Educational Policy* 18, no. 1 (January 2004), 188-215. DOI: 10.1177/0895904803260031.

Joyce, Bruce R., Emily Calhoun, and Marsha Weil. *Models of Teaching*. New York: Allynand Bacon, 2001.

Karim, M. *Pemilihan Bahan Pengajaran*. Jakarta: Penlok P3G, 2000.

Kutha Ratna, Nyoman. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter.* Yogyakarta: Pustaka Pelajar, 2014.

Lubis, Maimum Aqsha. "Teaching and Learning Arabic Language through Multicultural Approach and Applying ICT in Pesantren Institution." *International Journal of Education and Information Technologies* 3, no. 3 (2019), 171-178.

McElmeel, Sharron L. *Character Education: A Book Guide for Teachers, Librarians, and Parents*. Colorado: Libraries Unlimited Teachers Ideas Press, 2002.

Mulyasa, H. E. *Manajemen Pendidikan Karakter*. Jakarta: PT. Bumi Aksara, 2011.

Muslih, Masnur. *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*. Jakarta: Bumi Aksara, 2007.

Nieto, Sonia. *Language, Culture, and Teaching*. Mahwah, NJ: Lawrence Earlbaum, 2002.

Ninsiana, Widhiya. "Pendekatan Multikultural dalam Pembelajaran Bahasa Inggris Melalui Media Dongeng pada Anak Usia Dini." *Elementary: Jurnal Ilmiah Pendidikan Dasar* 3, no. 1 (June 2017), 41-52. https://e-journal.metrouniv.ac.id/index.php/elementary/article/view/787.

Prastowo, Andi. *Pengembangan Bahan Ajar Tematik*. Yogyakarta: Diva Press, 2013.

Richards, Jack C. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, 2002.

Sutarto, Joko. "Pentingnya Pembelajaran Multikultural pada Pendidikan Anak Usia Dini." *Edukasi* 13, no. 1 (May 2016): 1-13. DOI: 10.15294/edukasi.v13i1.947.

Syaifullah, Muhammad & Nailul Izzah. "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127-144.

Tomlinson, Brian (ed). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 1998.

Widodo, Chomsin S. & Jasmadi. *Panduan Menyusun Bahan Ajar Berbasis Kompetensi.* Jakarta: Elex Media Komputindo, 2008.

Wekke, Ismail Suwardi. "Towards Multicultural Approach of Arabic Language Teaching in Indonesian Pesantren: Experiences, Developments, and Challenges, *Conference: Presented in Postgraduate Colloquium on Islamic Studies Universiti Kebangsaan Malaysia, Bangi, December 30-31, 2008*, 1-14. DOI: 10.13140/RG.2.2.14843.67364.

Yaumi, Muhammad. *Pendidikan Karakter: Landasan, Pilar, dan Implementasi.* Jakarta: Prenadamedia Group, 2014.