

Development of Mufrodat E-Modules Based on Isyaroh and Local Wisdom to Improve Arabic Text Comprehension

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ABSTRACT

Mastery of vocabulary is an important key in learning Arabic, because it plays a significant role in the development of four language skills (*Maharoh Al-Lughawiyyah*): listening (*Maharoh Al-Istima'*), reading (*Maharoh Al-Qiroah*), speaking (*Maharoh Al-Kalam*), and writing (*Maharoh Al-Kitabah*). However, the availability of printed books for Arabic subjects at MAN 2 Tegal is inadequate, and learning still uses conventional methods without the support of learning media. This condition causes low student understanding. To overcome these problems, this study aims to develop learning media based on valid, practical, and effective vocabulary e-modules. This study involved 128 students with a sample of 64 students in grades XI IPA 1 and XI IPA 2 who were selected using a purposive sampling technique. The results of the study showed that: (1) The vocabulary e-module was considered very valid by subject teachers, material validators, and media validators; (2) The level of practicality of the e-module based on student responses reached (>90%), which was categorized as practical to very practical; (3) The effectiveness of the e-module is proven by the results of the Gain Score test with an average increase of 0.758, which is included in the high category. Thus, the *Mufrodat* e-module has the potential to be a solution to significantly improve students' understanding of Arabic.

Keywords: *Mufrodat E-module, Isyaroh Method*

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INTRODUCTION

Vocabulary is an important element of a foreign language that must be owned by students in learning Arabic. Vocabulary is one of the keys to mastering Arabic because it plays an important role in four language skills or in Arabic language learning called *Al-Maharoh Al-Lughawiyyah*, which includes *maharoh al-istima'* (listening skills), *maharoh al-qiroah* (reading skills), *maharoh al-kalam* (speaking skills), and *maharoh al-kitabah* (writing skills). Without sufficient vocabulary knowledge, students will face challenges in comprehending spoken and written texts, which affects their overall performance in Arabic language acquisition. Thus, vocabulary acquisition becomes the foundation for the successful mastery of all language skills (Al-Qurtubi, 2009).

The need for Arabic language learning teaching materials is very high, especially in institutions like MAN 2 Tegal, where the resources for Arabic subjects are limited, particularly in the area of printed textbooks. Learning materials serve as an essential element in the teaching and learning process. They guide the direction of instruction and facilitate the transfer of knowledge between the teacher and the students. Teachers, students, and materials are considered inseparable units that significantly influence the success of the learning process (Richards & Schmidt, 2010). Inadequate teaching materials, particularly those that fail to meet students' needs, can undermine the effectiveness of language learning.

To achieve the goals of language learning, it is necessary to update and adapt teaching materials. Teachers must be provided with resources that align with student needs to enhance the effectiveness of their teaching and improve learning outcomes. In the context of Arabic language learning, this is especially important given the intricate nature of the language. As such, vocabulary acquisition and comprehension must be supported by teaching materials that engage students actively and meaningfully (Nunan, 2004). In this context, e-modules, or electronic modules, emerge as a valuable tool. E-modules are digital resources designed as substitutes or enhancements for traditional printed textbooks. These modules offer several advantages, such as interactive content, the ability to include multimedia like videos and images, and the potential to engage students more effectively in the learning process. Unlike printed modules, e-modules can be easily updated, adapted, and customized to meet specific educational needs, offering a dynamic and flexible approach to learning (Keller, 2011).

The incorporation of multimedia elements such as videos and animations in e-modules enhances students' engagement and understanding. In addition, e-modules offer students the flexibility to learn at their own pace and revisit difficult content as needed, thereby reinforcing their learning experience. This approach is consistent with the findings of Ari Fujiarti (2024), who emphasizes that e-modules can significantly improve student learning outcomes by making learning more engaging and accessible.

The effectiveness of e-modules, particularly in the context of Arabic vocabulary acquisition, is further supported by research that suggests these modules can help bridge the gap between traditional learning methods and the demands of modern, digital learning environments. Studies have shown that students who use multimedia resources, such as e-modules, tend to show improved comprehension and retention of vocabulary compared to those who rely solely on traditional methods (Mayer, 2009).

At MAN 2 Tegal, students face challenges due to the limited availability of Arabic teaching resources and the traditional, often monotonous, teaching methods. As a result, students' understanding of Arabic texts is insufficient, which hinders their overall language development. The development of an e-module focused on Arabic vocabulary (Mufrodat) is therefore seen as a potential solution to address these challenges. By offering interactive, visually appealing content, such a module can provide a more engaging and effective way to enhance vocabulary comprehension. Furthermore, the integration of local wisdom and cultural references into the e-module design is an important consideration. According to Dewi (2018), local wisdom can serve as a powerful tool to enhance students' connection with the learning material, as it taps into their cultural background and helps them relate more meaningfully to the content. In the case of Arabic language learning, incorporating local cultural elements can make vocabulary more relevant and relatable to students, leading to better retention and understanding.

The focus of this study is to develop a *Mufrodat* e-module based on *Isyaroh* (sign language) and local wisdom, which aims to improve Arabic text comprehension among students. This study seeks to create a valid, practical, and effective digital resource that can be used by both teachers and students to enhance Arabic vocabulary acquisition. By doing so, this study contributes to the on-going efforts to innovate and improve Arabic language teaching in schools with limited resources. The development of this e-module follows a rigorous validation process involving subject teachers, material experts, and media specialists to ensure its relevance, accuracy, and practicality. The expected outcome is that the use of the e-module will lead to a significant improvement in students' ability to comprehend Arabic texts, thereby enhancing their overall proficiency in the language.

In conclusion, the development of e-modules as a teaching resource represents a significant step toward modernizing Arabic language learning, particularly in schools like MAN 2 Tegal. By addressing the challenges of limited resources and out-dated teaching methods, this e-module has the potential to provide a more engaging, efficient, and effective way for students to improve their Arabic vocabulary and text comprehension.

METHOD

This research employs the Research and Development (R&D) method, specifically using the 4-D development model, which was modified from Thiagarajan et al. According to Sugiyono (2019), R&D research aims to validate and develop products, meaning the researcher creates a product that either already exists and needs validation or updates an existing product to make it more effective. In this study, the researcher is developing an e-module using the Adobe Animate application, which represents an innovation in Arabic language learning resources. The 4-D model consists of four stages: Define, Design, Development, and Dissemination (Sugiyono, 2019: 47). The Define stage involves identifying the needs and goals, Design is the creation of the prototype, Development focuses on testing and improving the product, and Dissemination involves distributing the final product to the users. These stages ensure that the e-module is both effective and efficient for use in enhancing students' Arabic vocabulary comprehension.



Figure 1. Research and development steps according to Thiagarajan

The Research and Development (R&D) process in this study follows the 4-D development model, which consists of the stages: Define, Design, Development, and Dissemination. In the Define stage, several analyses are conducted, including front-end analysis, learner analysis, and curriculum analysis. These analyses help to identify the learning needs, the characteristics of the students, and the alignment of the content with the curriculum. Following this, the Design stage involves selecting the appropriate media and format for the e-module based on specific criteria, as well as creating an initial design. This stage ensures that the media used in the e-module is suitable for the target students and learning objectives.

In the Development stage, the e-module undergoes expert validation to ensure its content, design, and functionality meet educational standards. This validation is essential to ensure that the e-module is both valid and feasible for student use. After validation, the e-module is then applied to a small-scale experimental group. This group consists of class XI IPA 1 students, who will use the e-module as part of their learning. Class XI IPA 2 serves as the control group, where no e-module is applied, allowing researchers to compare the learning outcomes between the experimental and control groups to assess the impact of the e-module on students' Arabic text comprehension.

The research was conducted at MAN 2 Tegal during the odd semester of the 2024/2025 academic year. The study's population was class X, with purposive sampling used to select 64 students from class XI IPA 1 as the research sample. Data collection methods included interviews, documentation, tests, and questionnaires. Interviews were conducted to gather general information about students' needs, while documentation was used to collect daily test scores. Questionnaires were employed to validate the pretest and posttest questions, as well as to gather feedback from material and media experts on the e-module's development. The data analysis techniques included using Anates software to assess the validity and feasibility of the e-module, and quantitative analysis of the pretest and posttest results to determine the effectiveness of the interactive e-module in improving students' Arabic text comprehension.

FINDINGS AND DISCUSSION

Define

Defining is a stage that is carried out to analyze the needs of students in learning. The author uses a questionnaire as the instrument. Before being used, the questionnaire instrument is first tested for validity and reliability. After the questionnaire is declared valid and reliable, then the questionnaire is ready to be distributed to students and teachers. After distributing the questionnaire, the researchers then analyzed the problems during learning activities in the classroom. From the results of data analysis, it is known that there are several statement points that are answered hesitantly, especially on the availability of textbooks at school, the use of media that is less interesting during learning and the lack of creativity of educators when teaching in class.

Design

In this planning stage, researchers determine the right media to design a product. Researchers try to develop an interesting e-module, researchers choose Heyzine Flipbook as an application to create this e-module media. Lack of books in schools is one of the reasons researchers choose to develop this e-module. It is hoped that this e-module will be the right solution for schools because of the problem of the availability of textbooks at school. The initial design of e-module *mufrodat*-based learning media is as follows:

Table 1. E-Module Initial Design

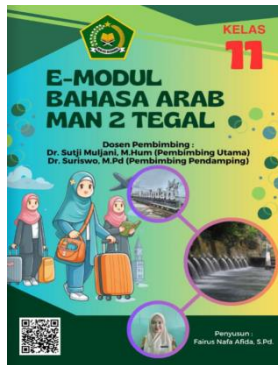
No.	E-module Components	Component Contents
1.	Competence	1. 1. Basic Competencies
2.	Mufrodat	2. Indicators of Competency Achievement
3.	Qiroah	1. الرحلة إلى غوجي 2. الرحلة إلى شاطئ البحر 3. السفر إلى بالي
4.	Evaluation	E-module Evaluation
5.	Reference	E-Module Reference
6.	Profile	Author Profile

Develop

At this stage, students begin to develop the product, then test its validation through experts, both material experts and media experts. The material validation process consists of 3 material experts and consists of 5 assessment scores. With anatest analysis, the material validation value is 100% valid. This can mean that the e-module product is valid and feasible to be applied by students of class XI IPA 1 and IPA 2.

The next validation is media validation. Media validation is carried out after material validation is completed. Media validation was conducted by 3 media experts and with 5 assessment scores. Based on the calculation of the results of the media validation results analyzed, the data obtained is 100% valid and feasible to apply to students of class XI IPA 1 and IPA 2. The following is an example of the appearance of the results of the e-module development:

Table 2. E-Module Development

No.	Aspects	View
1.	Cover view	
2.	Competence	
Mufrodat		
3.	Qiroah	

4. Evaluation



5. Reference



6. Profile



Dissemination

The dissemination stage is the last stage of e-module development research. At this stage, the e-module development results that have been tested can be utilized in learning Arabic As-Safar material by being disseminated to Arabic language teachers and students. However, in this study, the dissemination was carried out on a limited basis, namely the e-module was given to Arabic language teachers to be used in every lesson of As-Safar material.

Feasibility of E-Modules

The recapitulation of the validation results given by expert validators shows that the e-module *mufrodat* gets a validation assessment with a category worth testing. The validity assessment of the e-module includes 6 components, namely the suitability of the material with the learning objectives, the suitability of the material with local wisdom, the effectiveness of the *isyaroh* method in the e-module, the quality of the presentation of the material, the relevance and accuracy of the material, and the ease of use.

Based on the analysis of the results of filling out the response questionnaire by the 11th grade Arabic language subject teacher, it is known that the practical value of the *mufrodat* e-module is 90%, which is in the "Very Practical" category. Based on the results of 64 learners' responses to the practicality of e-module *mufrodat*, the results tend to be practical and very practical. The majority of students rated practical and very practical. Learners' responses to the practicality of e-module *mufrodat* are presented in Figure 4.1.

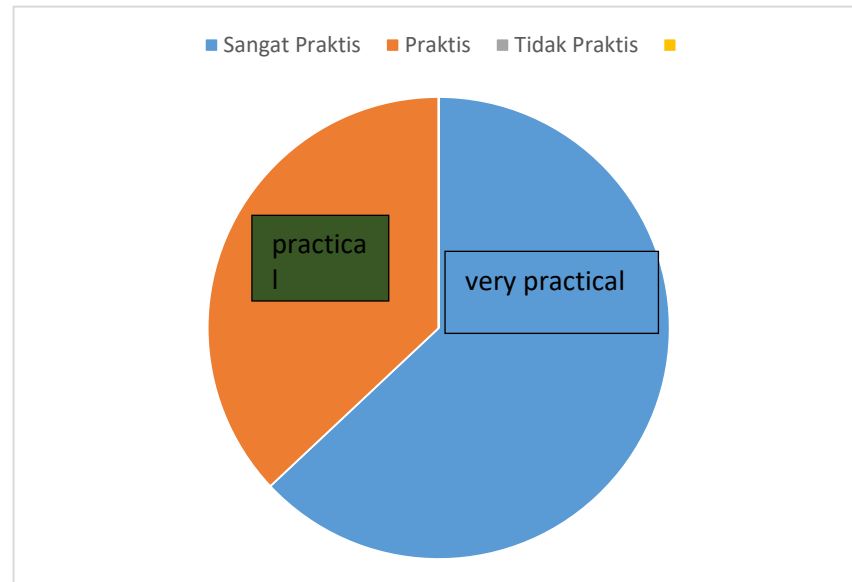


Figure 2. Results of Learners' Responses to the Practicality of Mufrodat E-modules

Effectiveness of E-Modules

Learner Comprehension

Learners' learning outcomes from pre-test and post-test scores. The pre-test value is obtained at the beginning of the meeting when students have not been treated using the developed E-Modul Mufrodat with the average value obtained is 59.31. The post-test value was obtained after using the E-Modul Mufrodat with the average value obtained was 78.81. The increase in the average pre-test and post-test scores of students is presented in Figure below.

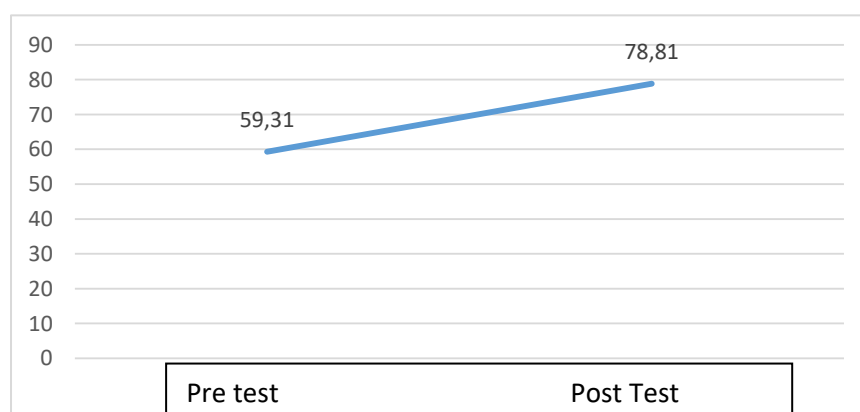


Figure 3. the average pre-test

The increase in the average pre-test and post-test scores of students' Arabic text comprehension on As-Safar material based on Figure 4.2 is 50.85. This proves that before using E-module Mufrodat in learning, students' comprehension skills were poor. Meanwhile,

after using E-module Mufrodat as an alternative learning on As-Safar material for class XI MA, students' comprehension skills are good.

In line with research (Nurdin : 2019) suggests that the ability to understand the mathematical concepts of students has increased when using learning media when compared to conventional learning. 50%. This shows that the use of this media is very effective in learning. The concept of Edgar Dale's Cone of Experience shows that students better understand and remember information when the material is presented concretely before learning it abstractly.

Dale's triangle theory explains the percentage of a person's memory based on the involvement of e-module-based learning media used. Based on Dale's triangle presented in Figure 2.1, the use of learning media that is read can be remembered 10%, heard 20%, seen 30%, heard and seen 50%, spoken 70%, and done 90% (Fauzi, 2014) The concept of learning experience from Dale's triangle proves that the learning process carried out in real or actual conditions is a better fulfillment of learning experience compared to other learning processes (Yuliyanto, 2016).

Test N Gain Score

Based on the n-gain results, it is known that the majority of n-gain learning outcomes are high. Almost all students have an N-gain of 97% (High) and 2 students (3%) have a medium n-gain which means that the use of E-Modul Mufrodat has a high effect on student learning outcomes. From the n-gain score used after obtaining the pre-test and post test of students.

Uji *N-gain* is calculated using the following formula:

$$n\text{-gain} = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maksimal} - \text{skor pretest}}$$

$$n\text{-gain} = 0,758$$

It is known that the n-gain value > 0.7 is high, so it can be concluded that E-Modul Mufrodat effectively improves students' learning outcomes in the cognitive aspect. From the results of data processing on the effectiveness of E-Modul Mufrodat, it is known that there is a difference between the pre-test and post-test results. This happens because there is an increase in the value of students before and after using E-Modul Mufrodat. This shows that there are differences in the learning outcomes of students who use printed teaching materials with the learning outcomes of students who use learning media based on E-Modul Mufrodat.

CONCLUSIONS

The Mufrodat e-module on As-Safar material developed for Arabic learning in class XI at MAN 2 Tegal has been validated as both valid and feasible for classroom use, confirming that it meets educational standards in content, design, and functionality. Its practical application has been proven effective, as the e-module incorporates multimedia features like interactive elements and videos, which engage students and allow them to learn at their own pace. This practical approach to teaching enhances students' understanding of Arabic vocabulary and texts by making the learning process more dynamic and accessible. Furthermore, the e-module has shown significant success in improving students' comprehension of Arabic texts, as evidenced by the positive results of pretest and posttest assessments. Overall, the Mufrodat e-module has proven to be an effective and engaging tool for achieving the learning objectives in Arabic education at MAN 2 Tegal.

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