

Pengembangan Modul Ajar Bahasa Arab Berbasis Konstruktivisme dengan Pendekatan Komunikatif

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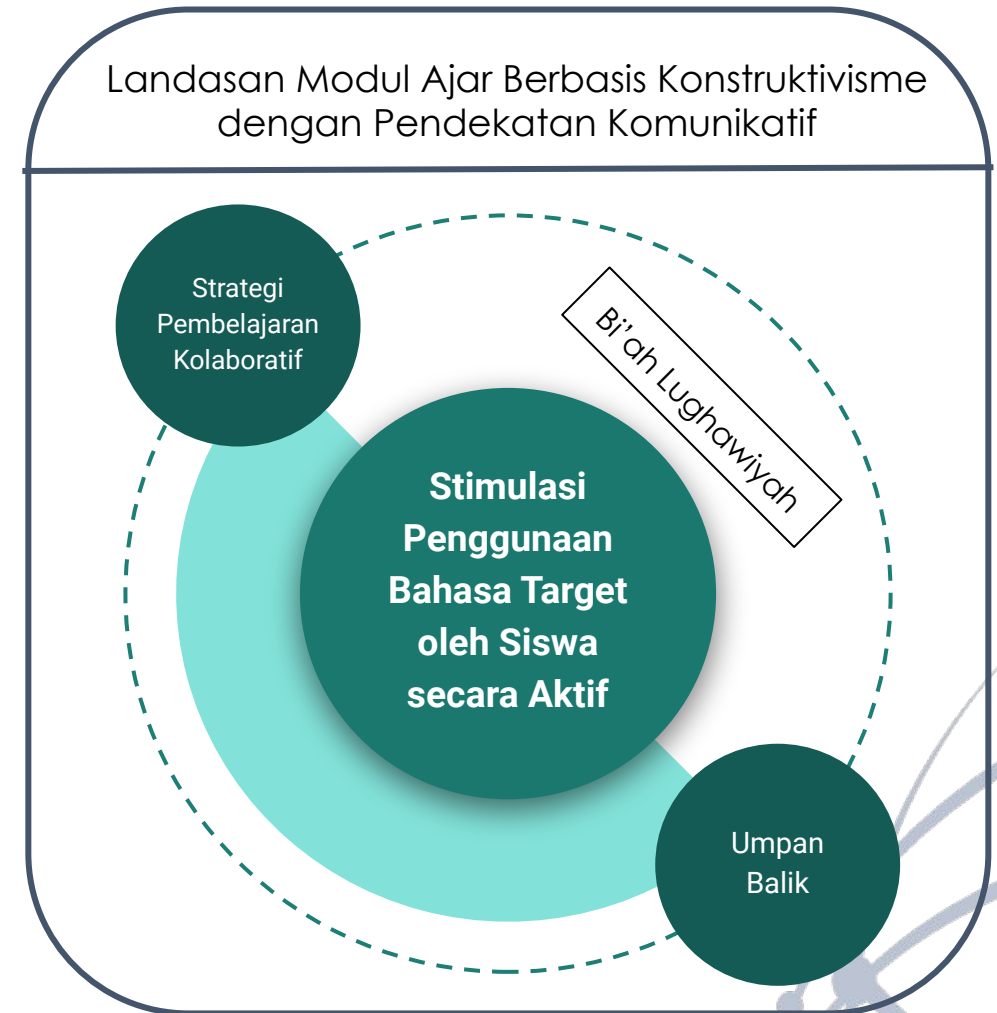
Pendahuluan

MODUL AJAR



Rancangan penciptaan
situasi belajar secara
terperinci

Modul ajar sebagai perangkat yang memandu berjalannya pembelajaran harus memuat seluruh komponen penting tahapan belajar mengajar yang berorientasi pada kemajuan siswa. Dalam konteks pembelajaran bahasa, hal tersebut digambarkan dalam bagan disamping :



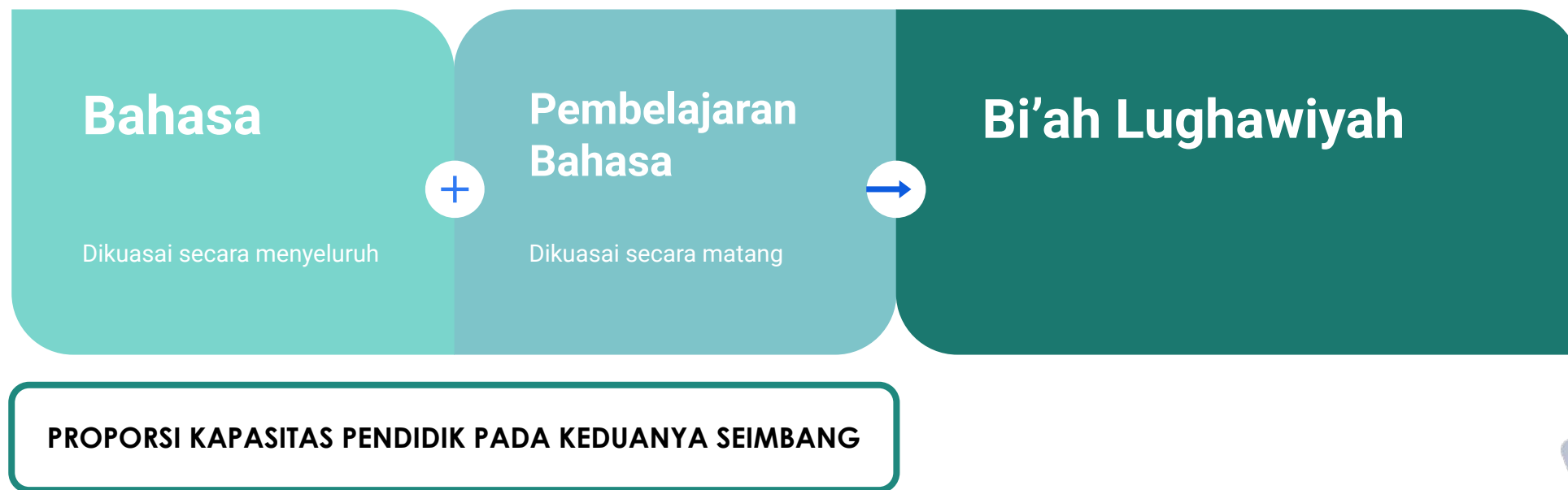
Pendahuluan

Hal ini dikarenakan, terbentuknya keterampilan berbahasa secara aplikatif dalam menyimak, berbicara, membaca dan menulis adalah capaian yang diharapkan dalam pembelajaran bahasa asing, termasuk bahasa Arab.



Pendahuluan

Oleh karena itu, proses pengkondisian lingkungan berbahasa asing yang aktif (*Bi'ah Lughawiyah*) memerlukan perencanaan oleh pendidik dengan kapasitas penguasaan bahasa dan pembelajaran bahasa secara seimbang, sehingga dapat menciptakan suasana belajar yang sejalan dengan capaian yang diharapkan.



Rumusan Masalah

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RESEARCH

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A step toward effective language learning: an insight into the impacts of feedback-supported tasks and peer-work activities on learners' engagement, self-esteem, and language growth

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Abstract

This study explored the impact of feedback-supported tasks and peer-work activities on language learners' engagement, self-esteem, and language growth in a university setting in Saudi Arabia. Employing a sequential explanatory mixed-methods design, 45 participants in the experimental group and 43 in the control group underwent 15 sessions of treatment, while traditional instruction was provided to the control group. Pre- and posttests and semi-structured interviews were employed for data collection. Results indicated a significant increase in engagement and self-esteem among experimental participants compared to the control group. Language growth, assessed through a teacher-made test, also demonstrated a significant improvement in the experimental group. The findings align with Vygotsky's Socio-Cultural Theory and Long's Interaction Hypothesis, emphasizing the pivotal role of collaboration in language learning. However, limitations include the specific context and the absence of a delayed posttest. Implications for educators, syllabus designers, curriculum developers, and policymakers underscore the importance of integrating collaborative and feedback-oriented strategies into language instruction for enhanced learning outcomes. This research contributes valuable insights for shaping effective language education practices, while suggestions for future research encourage a more comprehensive exploration of long-term effects and contextual variations.

Keywords: Feedback, Peer-work, Engagement, Self-esteem, Language growth

Introduction

The theme of 'enhancing student learning' has long been a focal point in education, with researchers and educators showing persistent interest in learner-centered approaches to boost individual learning effectiveness (Chen et al., 2020a, 2020b). Collaborative learning, a method wherein learners or collaborators actively share valuable information, pool collective strengths, and work together to address common challenges, has gained popularity (Sun & Yuan, 2018). It has proven effective in aiding low achievers in tackling

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Student learning experience as indicator of teaching quality

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Abstract The purpose of the study was to develop an improved teaching evaluation questionnaire based on students' learning experiences and selected teacher characteristics identified as indicators of teaching quality. Teaching evaluation questionnaires are commonly designed either based on agreed indicators of teaching excellence, students' suggestions of characteristics of excellence, or dimensions identified from interviews conducted with excellent teachers. In this study, however, students' evaluation of their own learning experiences in learner centered classes and a hypothesized framework derived from the literature were used to develop the items for the questionnaire. Students attended to courses designed in a learner centered paradigm and evaluated their learning experiences. Based on the hypothesized framework and students' reflections of their experiences, items were designed and validated at various levels. Exploratory factor analysis resulted in a 24-item Student Evaluation of Learning and Teaching Questionnaire (SELTQ) that comprises four factors: assessment and feedback; course organization and presentation; student self evaluation; and students' level of engagement. As opposed to the questionnaire widely used in higher education institutions in Ethiopia that focuses on the evaluation of selected teacher characteristics, the new measure enables students to evaluate teaching in terms of their own learning progress.

Keywords Learner centered · Teacher centered · Teaching evaluation questionnaire · Student learning experiences · Student evaluation of learning and teaching questionnaire



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Kongres Pengajaran dan Pembelajaran UKM, 2010

Development of a Learning Module on Arabic Language Skills Outside of the Classroom

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Abstract

The learning of Arabic at the Faculty of Education is implemented in the Bachelor of Islamic Education Programme in collaboration with the Department of Arabic Studies and Islamic Civilization, Faculty of Islamic Studies. Arabic is the minor course taught as a subject at schools. The findings of an informal observation of the students' competency in Arabic found indicate that the students are poor particularly in the spoken and written communication skills. Thus, there is a need to improve students' proficiency in Arabic language to ensure that they become competent teachers of the language. In view of this, it is believed that more exposure and support need to be provided for students to acquire Arabic apart from the courses offered. This paper presents an action research study that attempted to increase students' Arabic skills through a development of a learning module on Arabic Language Skills Outside of the Classroom.

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Keywords: Learning module; Arabic language skills; outside of classroom; action research; communication skills;

1. Introduction

The study of Arabic at the Faculty of Education is not a new course. It was offered at various programme levels. It was first introduced as a minor subject in the Diploma of Education Programme in the early 1990s until year 2000. Then it was offered as one of the specialization courses in the post graduate programme until today. Meanwhile, at undergraduate level, Arabic was offered in the Islamic Teacher Graduate Programme (*Pensiswazahan Guru-Guru Pendidikan Islam*) as a core subject at the end of 1990's. This programme was however only lasted for several years (Kamarulzaman 2005).

In the middle of year 2003, the Ministry of Education requested that the Faculty of Education in collaboration with the Faculty of Islamic Studies offer the Bachelor of Islamic Education and Bachelor of Arabic Education programmes. Arabic was offered as three major specialization courses; namely Arabic Skills in Education, Arabic in Education, and The Study of Arabic Texts in Education (Kamarulzaman 2005). After three years of implementation,

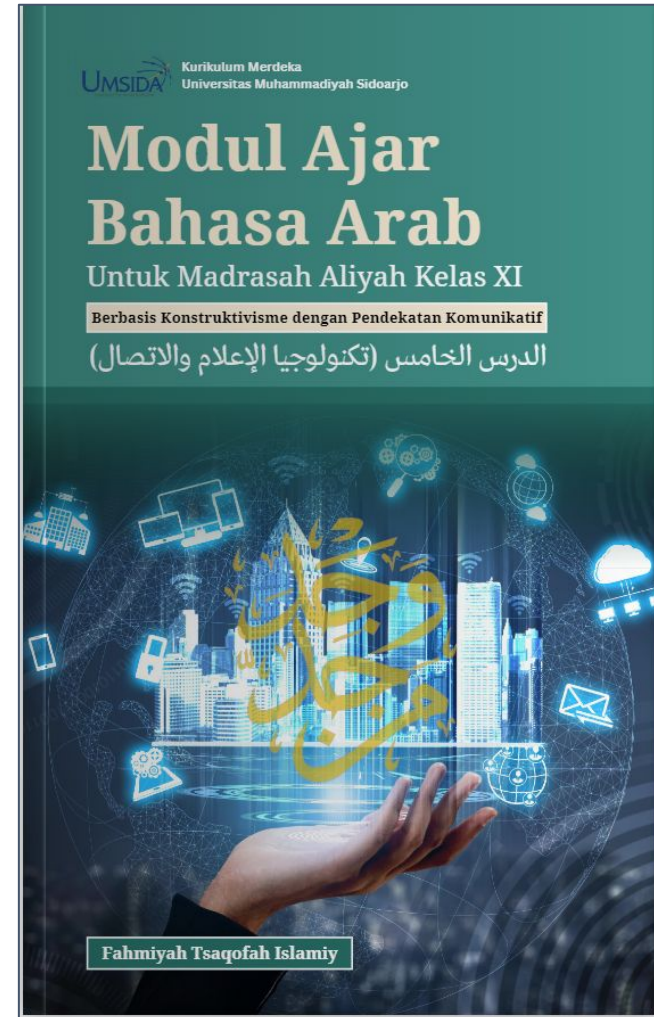
Bagaimana konstruksi modul ajar bahasa Arab berbasis konstruktivisme dengan pendekatan komunikatif yang valid, efektif, komunikatif dan kontekstual?

Tujuan Penelitian

Mengembangkan modul ajar bahasa Arab berbasis konstruktivisme dengan pendekatan komunikatif yang :

1. valid,
2. efektif,
3. komunikatif,
4. kontekstual

pada materi bahasa Arab kelas XI bertema تكنولوجيا الإعلام والاتصال keluaran Kementerian Agama RI tahun 2020.



Metode Penelitian

Define

Design

Development

Disseminate

Desain Penelitian 4D oleh S. Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel pada tahun 1974

Define

Design

Development

Modifikasi Desain Penelitian 4D oleh S. Thiagarajan, dkk 1974 dengan presumi bahwa langkah *Disseminate* (Penyebarluasan) merupakan bagian cakupan kerja penerbit secara lebih luas.

Metode Penelitian

Analisis data dilakukan dengan :

1. Tabulasi Data
2. Penghitungan skor total rata-rata penilaian dengan menggunakan rumus :

$$P = \frac{\sum x}{\sum n} \times 100\%$$

Keterangan :

P = Persentase Kelayakan

$\sum x$ = Nilai Total Jawaban

$\sum n$ = Nilai Tertinggi

Secara sederhana, rumus ini dapat dipahami sebagai berikut :

$$\text{Persentase} = \frac{\sum \text{skor} \times \text{bobot komponen}}{n \times \text{nilai tertinggi}} \times 100\%$$

Metode Penelitian

Setelah data diperoleh, dilakukan pengukuran tingkat kelayakan modul ajar oleh validator ahli dengan menggunakan indikator berikut ini :

INDIKATOR KELAYAKAN PRODUK

SKOR	JAWABAN	KATEGORI	KETERANGAN
90-100	SL	Sangat Layak	Tidak Perlu Penyempurnaan
80-89	L	Layak	Perlu Penyempurnaan
70-79	CL	Cukup Layak	Perlu Penyempurnaan
60-69	KL	Kurang Layak	Perlu Penyempurnaan

INDIKATOR EFEKTIVITAS PRODUK

SKOR	JAWABAN	KATEGORI	KETERANGAN
90-100	SE	Sangat Efektif	Tidak Perlu Penyempurnaan
80-89	E	Efektif	Perlu Penyempurnaan
70-79	CE	Cukup Efektif	Perlu Penyempurnaan
60-69	KE	Kurang Efektif	Perlu Penyempurnaan

Hasil

Modul yang dikembangkan memenuhi kriteria sangat layak berdasarkan :

Skor Validasi Ahli			Skor Uji Coba Praktisi		
Ahli Materi	97.3	Sangat Layak	Komponen Materi	88.5	Efektif
Ahli Bahasa	100	Sangat Layak	Komponen Penyajian	89.8	Efektif
Ahli Media	100	Sangat Layak	Komponen Kebahasaan	97.2	Sangat Efektif

Hasil uji coba praktisi ini memvalidasi pandangan teoritis yang menekankan akan urgensitas pembelajaran kontekstual yang diyakini dapat meningkatkan prestasi belajar, serta integrasi strategi kolaboratif dan berorientasi umpan balik pada instruksi bahasa sebagai pertimbangan perancangan kurikulum dan modul pembelajaran untuk hasil belajar yang berkemajuan.

Pembahasan

Pengembangan modul pembelajaran yang valid, efektif, komunikatif dan kontekstual dalam penelitian ini telah dilakukan secara bertahap dengan tahapan proses sebagai berikut :

1. Define (Pendefinisian)

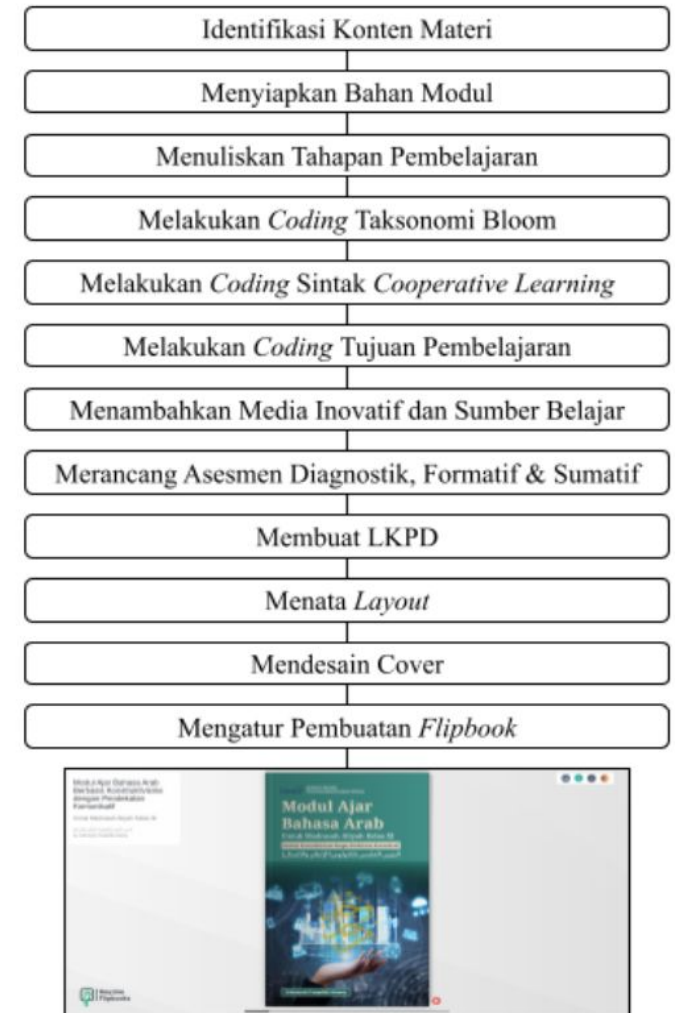
- Analisa Awal
- Analisa Peserta Didik
- Analisa Tugas
- Analisa Konsep
- Perumusan Tujuan Pembelajaran

2. Design (Perancangan)

- Perancangan
- Penyusunan Standar
- Pemilihan Media
- Pemilihan Format
- Perancangan Awal

3. Development (Pengembangan)

(Terurai secara terperinci pada bagan disamping)



Temuan Penting Penelitian

Rancangan pembelajaran dengan :

1. Kontekstualisasi Materi
2. Strategi Kolaboratif
3. Umpan Balik

Ketiga hal tersebut merupakan representasi pembelajaran bahasa Arab secara holistik yang memiliki relevansi kuat dengan pendekatan neurolinguistik sebagai salah satu alternatif pendekatan pembelajaran yang mengaktifasi otak untuk peningkatan potensi peserta didik.

Upaya meningkatkan potensi peserta didik melalui aktivasi otak dalam repetisi dan penamaan teridentifikasi dalam :

1. Integrasi strategi pembelajaran '*anashir al-lughah* pada kegiatan inti pertemuan pertama.
2. Hubungan periodik strategi pembelajaran *maharat lughawiyah* pada kegiatan inti pertemuan-pertemuan berikutnya.
3. Kontekstualisasi materi dengan perkembangan teknologi informasi yang dapat diindera dengan mudah oleh peserta didik pada realitas kehidupan sehari-hari.



Proses pembelajaran memberikan pengalaman bahasa yang berharga pada para siswa untuk menunjang kemajuan mereka.

Manfaat Penelitian

Yakni menghasilkan Modul Ajar Bahasa Arab dengan tingkat kelayakan dan efektifitas berkualitas tinggi yang mampu mendorong kemajuan belajar peserta didik. Secara klasifikatif, manfaat kehadiran modul ajar Bahasa Arab ini diorientasikan kepada :

1. Pendidik

Sebagai panduan implementasi proses belajar mengajar di kelas.

2. Peserta didik

Sebagai stimulan penguasaan keterampilan berbahasa pada pembelajaran.

3. Sekolah

Sebagai masukan konstruktif kepada perancang silabus, pengembang kurikulum, dan pembuat kebijakan untuk mempertimbangkan integrasi strategi kolaboratif dan berorientasi umpan balik ke dalam instruksi bahasa untuk hasil pembelajaran yang berkemajuan.

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