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Development of Quantum Teaching-Based *Shorof* Materials at Madrasah Aliyah

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ABSTRACT

This research is motivated by the problems of students who find it difficult and feel bored in understanding learning, which is caused by the use of monotonous methods and the high language of the book used. This study aims to develop quantum teaching-based *Shorof* material to increase student learning effectiveness and determine how students respond to this teaching material. This study uses the Borg and Gall research and development (R&D) design model with six steps, namely 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, and 6) product trial. This teaching material product was validated by material experts and media experts and responded to by 11 Putri Azzahro Islamic Boarding School students. The results of the development of this textbook were based on the results of the textbook needs questionnaire with an average percentage of 88.44%, with valid criteria, the results of the material test expert reached a validity level of 92.5% and the results of media experts with a validity level of 86.66% . While the application in class, the pretest results of students get an average score of 38.18% and posttest with an average score of 74.54%. Thus the development of quantum teaching-based *Shorof* material developed is very feasible to be used to improve students' *Shorof* learning abilities.

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1. INTRODUCTION

Along with the times, learning Arabic requires innovation in the use of learning materials and methods. There are several materials that must be learned to understand Arabic, including *nahwu* and *Shorof*. *Nahwu* is an Arabic science that is studied to find out the position of words in sentences and changes in the final line (Khalilullah, 2012). While *Shorof* is the study of the origin of words so that you can know the meaning of a word. In detail, the science of *Shorof* is the science that discusses changes in

the structure of words according to the use of nouns, verbs, command words, pronouns and so on, which are based on one word to the next (Hilmi, 2011).

The reality is that learning the yellow book so far has been the case, but many still have not reached an equal capacity between language skills and the methodological abilities of Nahwu-Shorof learning, so they cannot teach the material proficiently. *Nahwu-Shorof* teachers who are less proficient in teaching will result in less than optimal performance in meeting the needs of their students. This fact has many serious consequences, so there are many failures in Nahwu-Shorof learning and many of the students who cannot read the yellow book will affect the process and results of the learning itself, which will be difficult for students to understand. Everything indicates the importance of a method or method of learning because the success of the students in learning the yellow book depends on the accuracy in choosing the method to be applied in delivering the material. (Khasanah, 2021; Setyaji & Inayati, 2019).

Other problems include the lack of competent educators in the field of *Nahwu-Shorof*, unsupportive facilities and infrastructure, less than optimal time and varying levels of ability of students, making it difficult for students who have potential who are less intelligent to complete volumes/materials quickly (Ainifarista, 2018). However, it cannot be denied, in fact, it has become an axiom for the majority of students that when learning *nahwu* and *shorof* the students find it very difficult and are often used as a scourge. This is because in learning *nahwu* and *shorof* there are many terms released by *nahwiyyin* from classical to modern times so much so that this science seems difficult to learn. Sometimes this knowledge is ambiguous, inconsistent, has multiple interpretations and it is difficult to find equivalent words in the mother tongue. This multi-term problem is the basic problem of why the science of *nahwu* and *shorof* is very difficult to learn (Wahyono, 2019).

Shorof learning at Madrasah Aliyah Pondok Pesantren Putri Azzahro' is still not optimal. This can be seen in several factors, including the low motivation of students in class so that students are less active in the learning process, the use of books that are not in accordance with the abilities and interests of students, and the lack of mastery of teachers in delivering material and using learning methods that tend to be boring. The book used in the learning process is the book Syarh Kailani Izzi. The entire material for the book is in Arabic. And the learning method still uses traditional/classical methods, namely the *qowaid* and *tarjamah* methods.

Whereas should, an educator or teacher of Arabic is required to really understand and master well the essence and science of Arabic grammar, namely *nahwu* and *Shorof*, as well as sciences that are complementary in understanding Arabic (Salam, 2016). In addition, in the process of learning Arabic, educators are also required to convey teaching materials that can be accepted by students through emphasizing their connections, methods and strategies that are appropriate to the situation and are able to present learning media that can help the success of the learning process (Mursyidah, 2019). Therefore, to make it happen, strong efforts are needed so that learning becomes effective for increasing student competence.

Based on the problems and theories that have been explained, a strong effort to make learning effective is the need for textbooks, bearing in mind that currently there are no additional textbooks in *Shorof* learning related to books, so it is hoped that this effort can help in effectiveness in the teaching and learning process. It is also based that an educator must have a textbook in order to carry out good and effective learning and teaching activities (Magdalena et al., 2020). One effort that can be done is to develop teaching materials with various approaches, one of which is quantum teaching.

The quantum teaching approach is an alternative to updating the Arabic language learning model. Quantum teaching provides practical and specific instructions for creating an effective learning environment, learning design, delivering learning materials and simplifying the process of learning Arabic to make it easier for students to learn and understand Arabic. The teaching method used looks more comprehensive than the previous teaching method. In other words, in quantum teaching, there are various teaching methods that are processed into one, such as demonstration methods, problem-solving, experiments, debriefing, lectures, field trips, assignments, discussions, simulations,

experiments, discoveries, and projects or units. These various methods become one and synergize to form quantum teaching (Salam, 2016).

Following up on the conditions above, namely making the quantum teaching-learning method an interesting learning model and helping teachers improve learning effectiveness. Due to the need for an innovative learning model, one of the learning models, which includes a series of planned learning experiences that are arranged systematically, operational and directed to help students master specific learning objectives, is the quantum teaching-learning method.

The following are some literature reviews that have been carried out by researchers, among others Gunawan (2016), Rizal et al. (2019), Mukroji (2014), Wildan (2019), Isya (2017), and Wote et al. (2020). In this research, there are various points of view that have been explained in the background, so the formulation of the problem that will look for a solution is: what are the results of the analysis of the needs of teachers and students for the development of quantum teaching-based *Shorof* material? What is the validity of the development of quantum teaching-based *Shorof* material? This research focuses on developing quantum teaching-based *Shorof* material to increase student interest in *Shorof* learning at the Putri Azzahro Islamic Boarding School.

2. METHODS

This study used the Research and Development (R & D) research and development method. This method was chosen because it wanted to develop textbooks whose material was adapted to the needs of students who had not previously understood the contents of the books being studied, and through this method, wanted to see the effectiveness of the textbooks being studied. It was developed after going through needs analysis and textbook trials so that textbooks could be used by students and teachers so they could more easily understand and convey the contents of the *Shorof* material that had been developed.

In developing *Shorof* material based on Quantum Teaching, this research uses development theory from Borg and Gall, but due to time and cost constraints, this research is summarized into six development steps. The development steps and procedures are 1) potential and problems, 2) data collection by conducting direct interviews, tests and questionnaires to teachers and students, 3) product design according to the needs of educators and students, 4) design validation by submitting designs to material media experts to be assessed and validated, 5) design revisions by making design improvements based on input from experts, and 6) product trials.

The subjects of this study were students and *Shorof* teachers at Putri Azzahro' Palembang Islamic Boarding School. The samples taken in this study were in the early aliyah class at Madrasah Aliyah Pondok Pesantren Putri Azzahro' Palembang. The other research subjects are media experts and material experts who provide assessments and input on products.

The data collection technique used was non-test, consisting of interviews, questionnaires and observation. Triangulation is used to test the validity of the non-test data used in this study. Data was obtained by way of interviews and then checked by observation and questionnaires. If the three data credibility testing techniques produce different data, the researcher will conduct further discussions with the relevant data source to ensure that the data is correct. Data analysis techniques by managing the results of interviews, observation results and questionnaire data.

3. FINDINGS AND DISCUSSION

3.1. Data Collection

From the results of the interviews, a needs questionnaire was distributed to see what percentage of students needed the book Mawadu Ilmu Shorfi. The questionnaire had 14 questions in the form of a Likert scale with 4 choices, namely strongly agree, agree, neutral, disagree, and strongly disagree. The questions and results are as in Table 1.

Table 1. Student Needs Questionnaire Results

No.	Statement	Answer					Percentage
		5	4	3	2	1	
1	The method used by the teacher in monotonous learning	4	5	2	0	0	83,63%
2	Students are bored / sleepy when paying attention to the explanation given by the teacher	3	8	0	0	0	85,45%
3	Students find it difficult to understand the material explained	5	3	3	0	0	83,63%
4	Students are used to getting material from the teacher	2	8	1	0	0	81,81%
5	Students find it difficult to apply the material to everyday life	2	7	2	0	0	80%
6	The colour of the book used is interesting	11	0	0	0	0	100%
7	At least examples in the form of sentences in the book used	6	3	2	0	0	87,27%
8	There is no exercise in the book used	11	0	0	0	0	100%
9	The book used in the learning process at school is difficult to understand	5	6	0	0	0	94,54%
10	The language of the book used is too high	8	3	0	0	0	94,54%
11	The writing on the book used is too small and blurry	4	5	2	0	0	83,63%
12	Students need *Shorof* material that is easier to understand	7	4	0	0	0	92,72%
13	Students need fun learning methods	6	5	0	0	0	90,90%
14	Do students agree if there is a textbook on *Shorof* material with a quantum teaching approach?	3	5	3	0	0	80%
	Average						88,44%

The results of calculating the student need questionnaire obtained an assessment result with an average score of 88.44% in the very good and very valid categories. Where with this, it can be said that there is a need for innovation in learning, and students need new books. This score explains that the book Mawadu Ilmu Shorfi uses a quantum teaching approach. This can be seen from the answers to the student needs questionnaire above, including the feeling that the method used by the teacher in learning is still monotonous, causing students to feel bored and sleepy when paying attention to the explanations conveyed by the teacher. The students also found it difficult to understand the material explained because the method used by the teacher was not effective. They only listened to the teacher's explanation of the material presented, so students were used to only getting material from the teacher.

There was a lack of teaching and learning interaction between the teacher and the participants. As a result of a lack of understanding of the material explained by the teacher, it is difficult for students to apply the material in everyday life. As for the books/books used in the teaching and learning process, it can be analyzed from the results of the needs questionnaire that the students are still dissatisfied with the books used, seen from their answers through the needs questionnaire, such as a few examples and no training. The book's material is also difficult to understand, the language is too high-level, and the writing is too small and blurry. The problems experienced by students related to the learning methods and books used raised great hopes in them so that the *shorof* material given to them was easier to understand and conveyed in a fun learning method. The results of this analysis explain that the Mawadu Ilmu Shorfi book with a quantum teaching approach needs to be used in the teaching and learning process.

3.2. Product Design

The prototype of a quantum teaching-based *Shorof* material textbook consists of a front cover, preface, instructions for use, table of contents, and learning materials, as shown in Figure 1.

Front Cover

Preface

Instructions for Use

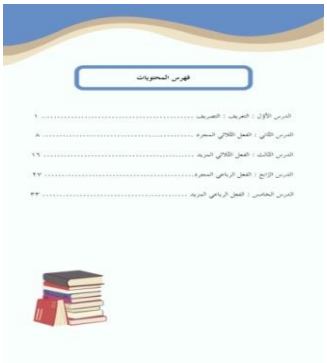

Table of contents

Figure 1. Product Design of Mawadu Ilmu Shorfi Book

Figure 2. Learning materials

The book "Mawad 'Ilmu *Shorof*" is structured into 5 lesson chapters, with the following details:

1. Front cover. The cover contains the name of the book and the name of the author.
2. Preface. In this section, there are thanksgiving, a brief description of the contents of the book, approach, goals to be achieved and expectations from the author
3. Instructions for using the book. In this section the instructions for using the book are written for several use books for teachers who will teach *Shorof* using this book.
4. Table of contents. The table of contents in the book contains the sections in the book.
5. The first chapter (*atta'rif attashrif*). The first lesson in this book is about the meaning of *tashrif*. Learning starts from singing *tashrif lughowi* and terms, writing exercises, rules, classification exercises, and games completing *tashrif*.
6. Second chapter. After learning the meaning of *tashrif,* students learn about *fi'il tsulatsi mujarrod*, starting from barcodes which contain videos, formulas, *mufrodat* which are interpreted, discussions, talking cup games, completing exercises, and making sentences.
7. Third chapter. Starting with barcodes containing short Arabic cartoons, formulas, exercises, looking for tashrif in the text and grouping them, discussions, conditional command games, exercises to fill in the blank tashrif, and answering crosswords.
8. Fourth chapter. The fourth lesson in this book begins with barcodes containing Arabic cartoons, practice questions through the kahoot application!, looking for tashrif in the text and grouping them, discussions, hot ball games, practice completing *tashrif*, practice connecting tashrif, celebrating the mystery box.
9. Fifth chapter. After that, the final lesson begins with barcodes containing Arabic cartoons, practice questions through kahoot!, grouping pictures, discussions, snakes and ladders game, exercises on composing *tashrif*, games of issuing foreign words, and ending with singing.

3.3. Design Validation

This study has two product validations: material expert design validation and media expert design validation. The summary of the data that has been obtained from the validator team has been analyzed and processed, as shown in table 2.

Table 2. Material Validation Results

Aspect	Indicator	Category	Number
Material	1. The material is easy to understand	Good	4
	2. The truth of the contents of the material presented	Very Good	5
	3. Clarity of material description	Good	4
	4. The suitability of the material with the conditions of students	Very Good	5
	5. Appropriateness of pictures or charts to clarify the material	Very Good	5

	6. The suitability of the exercise with the material	Very Good	5
	7. Variations in the form of questions	Very Good	5
	8. The difficulty level of the questions	Good	4
	9. Consistency of language in presenting material	Good	4
	10. The use of appropriate language in explaining the material	Very Good	5
Learning	1. Clarity of study instructions	Very Good	5
	2. Systematic presentation of the material	Very Good	5
	3. The truth of the material description	Very Good	5
	4. Learning activities can motivate students	Good	4
	5. Providing feedback	Good	4
	6. Providing exercises for understanding the material	Very Good	5
Total Score		74	
Score Percentage		92,5%	
Average Score		4,62	
Category		Good/Valid	

Validation data by material expert design includes aspects of learning materials. Based on the results of material validation, it is known that the material in the textbook with the quantum teaching approach developed obtains a percentage score of 92.5% in the good/valid category and is suitable for use.

Table 3. Media Expert Lecturer Validation Results

Aspect	Indicator	Category	Number
Appearance	1. Book display design	Agree	4
	2. Selection of images on the cover and contents of the material	Agree	4
	3. Selection of colours in pictures and writing	Strongly Agree	5
	4. Clarity of material	Agree	4
	5. The size of the letters is appropriate	Agree	4
	6. The type of writing used is clear	Agree	4
	7. Image display and placement	Agree	4
	8. Layout (layout)	Agree	4
	9. Composition and colour combination	Strongly Agree	5
	10. Suitability of the cover design with the material	Strongly Agree	5
Use	1. Ease of use	Agree	4
	2. Clarity of use instructions	Strongly Agree	5

	3. Text efficiency	Strongly Agree	5
	4. The table of contents facilitates the use of the book	Agree	4
	5. There are appropriate orders for students to conclude the results of learning activities	Agree	4
Total Score		65	
Score Percentage		86,66%	
Average Score		4,33	
Category		Good/Valid	

The media validation in this study was carried out by media experts covering aspects of appearance and aspects of the use of textbooks that were developed. Based on the results of the validation above, it is known that the material in the textbook with the quantum teaching approach that was developed obtained a percentage score of 86.66% in the good/valid category and suitable for use.

3.4. Design and Product Revision

There have been several revisions in the validation process of material and media design experts. As for his criticism of the book as shown in tables 4 and 5.

Table 4. Book Revision Based on Material Validation Results

Validator	Mistake	Revisions
Rendi Sabana	1. Inaccurate selection of book titles أبواب علم الصرف	Change the title to مواد علم الصرف
	2. Inaccurate in choosing the word هو, يتم, معلم, مادة	Replacing the word with هي, تمت, المدرس, مواد
	3. Lack of the letter ال in words, such as تعريف التصريف	Replacing the word with التعريف التصريف
	4. Wrong writing of the word تطابق	Replacing the word with صل
	5. Wrong writing of the word انتبه	Replacing the word with اهتمّ

Table 5. Book Revision Based on Media Validation Results

Validator	Mistake	Revisions
Nurul Hidayah	1. Selection of images, colors, and fonts on the cover and material is less attractive	Replace animated images, bright colors, and attractive fonts on covers and materials
	2. Inaccurate selection of tables on questions.	Removing the table by replacing the box elements so that they contain lots of space
	3. The lack of game selection related to the material	Added crossword games related to the material
	4. Inaccurate use of mahfuzhot at the beginning of the material	Replacing the barcode in the form of a YouTube video as a learning medium

		at the beginning of the material
	5. Inaccurate selection of questions and answers	Replacing becomes a matter of making sentences related to the material

3.5. Product Trials

After going through the five stages of development that have been carried out above, the final step is testing the product/textbook at school by conducting a pre-test and post-test to determine the effectiveness of *Shorof* learning using the book, the pre-test and post-test are carried out in class I Madrasah Aliyah as the control class and experimental class with 11 students with a total of 10 pre-test questions, 5 essay questions and 5 multiple choice questions according to the category. Likewise, the post-test questions consist of 10 questions, 5 essay questions and 5 composing questions, completing the *tasrif* according to the category. The results of the pre test and post test are as shown in table 6.

Table 6. Pre-test and post-test results for class I Madrasah Aliyah

No	Nama	Pre-test	Post-test
1	F	30	70
2	FO	20	50
3	HF	30	80
4	KO	50	80
5	LNM	40	80
6	LA	80	100
7	MM	10	50
8	MB	60	100
9	PF	10	50
10	SS	40	60
11	SH	50	100
	Amount	420	820
	Average	38,18%	74,54%

Based on the calculation of the pre-test and post-test in class 1 Madrasah Aliyah as the experimental class and control class, the results obtained an assessment with an average score on the pre-test with a percentage of 38.18% and post-test results with an average of 74.54%. The data above indicates that the post test value is greater than the pretest value. This shows that *Shorof* teaching materials based on quantum teaching have a positive impact on increasing *Shorof* learning abilities.

The *shorof* teaching materials are equipped with study guides and are presented systematically, making it easier for students to use the book and the material is written in simple language and has been adapted to the conditions of the students. The material is explained clearly and equipped with pictures or charts so that it is easier to understand and adds enthusiasm to learning for students. The teaching material is equipped with practice questions that are in accordance with the material presented and there are variations in the form of questions and the level of difficulty so that students can measure their ability to the material that has been presented. In learning quantum teaching, using a learning design, namely, grow, experience, name, demonstrate, repeat and celebrate which is abbreviated with the term TANDUR, so that the learning process is interactive and fun. Quantum teaching-based *shorof* material learning requires the teacher to change the learning atmosphere to be living with a more comprehensive form where in this quantum teaching-based *shorof* material, the teacher makes the learning process an interesting and fun activity for students, optimizing all relationships between students with other students during the learning process in order to achieve the expected learning goals. The teacher is also required to be able to determine variations in learning methods, use interesting learning media that are adapted to the *shorof* material presented. Thus it can be said that the

teaching material of *shorof* material based on quantum teaching positively impacts the ability to learn *shorof* of students at Madrasah Aliyah Pondok Pesantren Putri Azzahro' Palembang.

Adequate mastery of *nahwu shorof* knowledge is needed to be able to read and write and translate Arabic writing or scripts. The role of the Arabic language is very important because Arabic is the language of knowledge in the sphere of religion and in general. UNESCO itself has positioned Arabic as the sixth official international language in international institutions and institutions under its aegis (Muna, 2011). Learning Arabic among Islamic boarding schools, schools, and universities is important because Arabic has grammatical richness. To be able to understand and master Arabic, *Nahwu* and *Shorof* knowledge are two things that must be mastered in learning Arabic. This is because Shorof is the mother of Arabic, while Nahwu is the father of Arabic. From here, we already know how important it is to learn *Nahwu* and *Shorof* because these two sciences cannot be separated in learning Arabic (Busyro, 2007).

To be able to understand the contents written in Arabic lessons, students must understand and master the science of Arabic (Arabic Grammar) which is better known as *nahwu* science and *sharaf* science. The science of *nahwu* and *sharaf* is very necessary, considering that a word can change its meaning and have another meaning due to changes in *i'rab* and changes in the origin of the word. By studying *nahwu* it is hoped that it will make it easier to learn Arabic. The success of teaching *nahwu shorof* is supported by several factors (Sari, 2017). One that supports its success is the development of quantum teaching-based materials.

Along with the times, the world of education also requires various innovations. This is important to do for the advancement of the quality of education, not only at the theoretical level but can already be directed to practical matters. Whether they admit it or not, although it has not been supported by specific research on learning, many feel that in the education system, especially the process of teaching and learning Arabic, students often feel bored with the learning atmosphere and feel that their abilities are not valued. In fact, many of them consider Arabic to be useless in real life (Salam, 2016).

One of the alternative solutions to overcome the various problems above applying fun learning from Bobbi de Porter can be used as a reference. This learning method is adopted from several theories. Among other things, suggestion, right and left brain theory, triune brain theory, choice of modality (visual, auditory, and kinesthetic) and holistic education. Quantum teaching tries to answer this problem by creating a learning atmosphere that is dynamic, and democratic, attracts students' interest and makes them feel learning as a fun and useful process. So they can last a long time to learn. Quantum teaching rests on the concept of "bring their world into our world, and deliver our world into their world". This gives the sense that to get the right to teach, and a teacher must create an authentic bridge into the lives of students as the first step. After the connection is formed, bring them into our world so that students can bring what they learn into their world and apply it to new situations (DePorter, 2004).

Quantum teaching is often also referred to as modern learning techniques which emphasize empowerment and the highest respect for whatever is achieved by students. This model outlines new ways that facilitate the learning process through the integration of elements of art and targeted achievements, regardless of the subject being taught emphasizing its activities on the optimal development of human potential through very humane ways, namely: easy, fun, and empower. And conditioned to trust each other and support each other (Salam, 2016).

4. CONCLUSION

Based on the results of this study, it can be concluded that the use of *Shorof* teaching materials at Madrasah Aliyah Pondok Pesantren Putri Azzahro' is not in accordance with the abilities and needs of students. The development of a quantum teaching-based *Shorof* material textbook is carried out in order to increase the motivation and effectiveness of *Shorof* learning. The results of the development of this textbook were based on the results of the textbook needs questionnaire with an average percentage of 88.44%, with valid criteria, the results of the material test expert reached a validity level of 92.5% and the results of media experts with a validity level of 86.66% .

During the application in the classroom, the results of the pre-test for students get an average score of 38.18% and the post-test with an average score of 74.54%. Thus it can be concluded that the development of quantum teaching-based *Shorof* material that the researchers developed is very feasible to use to improve students' *Shorof* learning abilities. The weakness in this study is the development of *shorof* teaching materials which are limited to a few materials. Therefore the suggestion for further research is to develop comprehensive teaching materials.

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