Development of Arabic Language Teaching Materials at State Islamic Religious Universities in Indonesia Based on Gender Equality

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Keywords:	Abstract
Research and Development; Teaching materials; Gender.	Arabic language teaching materials often have a gender bias. There are many examples of the use of Arabic that indicate women are marginalized. This article describes developing Arabic language teaching materials based on gender equality. Gender-based teaching materials are developed based on gender theory, teaching material development theory and assessment. Teaching materials are developed using a qualitative approach and the ADDIE Development Research Model. Research stages include Analysis, Design, Development, Implementation, and Evaluation. Data collection methods consist of questionnaires, observations, tests and documentation, checking data validity through product validity, re-checking techniques, and trial extension. Persistence of observation and triangulation. Qualitative data analysis of product validation data and learning outcomes. The research results show that gender-based teaching materials are suitable for integrated Arabic language learning with the formation of gender understanding in the educational environment. The findings of this research are in the form of gender-integrated Arabic language learning materials.

INTRODUCTION

In society, some are still influenced by gender stereotypes and inequality, including in the provision of education. Often the teaching materials used in the educational process do not fully reflect the values of gender justice. Often the male gender is more often depicted in textbooks and is always depicted in an active role[1] while the female gender is depicted passively.[2] Therefore, developing teaching materials based on gender justice—teaching materials that not only provide knowledge but also promote gender equality-is essential.

Gender justice is a principle that promotes equal rights, opportunities and treatment between men and women. This is a fundamental principle in efforts to create an inclusive and just society. Gender justice must be realized in all aspects of life,[3] including in the world of education in order to ensure that every individual, without gender discrimination, has equal access to quality education. Education has an important role in shaping the worldview of individuals and society. One way to instill knowledge and practice of gender-equitable education is through the use of gender-equitable-based teaching materials in learning to be very relevant.

Teaching materials are a guide and source of learning objectives that must be prepared well according to the expected learning outcomes. Suppose educational practice is expected to instill gender

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[1] Lea Ann A. Villanueva and Geronimo Obaob, "Language and Sexism: The Use of English Language as Academic Discourse in Balamban, Cebu Primary Education Textbooks," *European Scientific Journal ESJ* 17, no. 24 (2021): 132–50, https://doi.org/10.19044/esj.2021.v17n24p132.

[2] Dendi Yuda Safrullah et al., "Enhancing Students' Understanding of Arabic Syntax on High School Students in Indonesia," *Cypriot Journal of Educational Sciences* 17, no. 3 (2022): 702–18, https://doi.org/10.18844/cjes.v17i3.6876.

[3] Purnima Lenka, "Philosophy of Sustainable Development: Understanding the Significance of Gender Equality in Business Organisations," *Problemy Ekorozwoju* 18, no. 2 (2023): 121–27, https://doi.org/10.35784/preko.3950.

justice values in students. In that case, developing teaching materials that provide examples of gender equality is a necessity in its application in the educational process.

Based on the background of this problem, this research aims to develop gender justice-based teaching materials with a focus on Arabic. This goal is broken down into sub-focuses, which include (1) Principles and criteria for suitable teaching materials and gender principles that need to be integrated into language teaching materials, (2) the process of developing teaching materials based on gender justice, (3) measuring the validity and suitability of teaching materials, and (4) measuring the effectiveness of their use.

This research is considered important because the development of gender justice-based teaching materials can strengthen educators' and students' understanding of gender and the practice of gender equality, justice and mutual understanding and respect between male and female members of society so that the learning process will help create a harmonious life both within family and community life, especially the educational community.

Before developing the textbook, the researcher reviewed related literature and existing teaching materials for the qira'ah course, the content of the rules of nahwu and sharf as well as gender elements contained in the text. Criteria for teaching materials for Arabic as a second language need to meet certain criteria. with student needs and learning objectives.[4] The results of the literature review analysis regarding the criteria for teaching materials for Arabic as a second language show that the criteria for good teaching materials for Arabic as a foreign language are to have the following specifications: (1) Equality of Representation: Teaching materials must be prepared, selected taking into account both genders, men and women are represented equally in text, images and the content of learning materials. This can eliminate stereotypes and ensure that children, both boys and girls, can identify themselves in the material studied. A concrete example of equal representation is that teaching materials must ensure that men and women are represented equally in all aspects of the learning material. This representation includes the content of the text, images and examples used,[5] (2) Non-Discriminatory. The use of language in teaching materials needs to avoid the use of words or phrases that demean or belittle one gender. It is important to pay attention to using language that is inclusive and does not favor one particular gender and respects all gender identities, (3) Critical Approach to Patriarchal Culture: Teaching materials need to be sought to help students understand the role of patriarchal culture in forming gender inequality and teaching materials can provide critical understanding of how society can change to achieve equality. This can be achieved through the development and implementation of Arabic language learning materials that reflect gender justice and equality and respect the diverse social values in Arabic-speaking communities. Holistic Approach: Teaching materials must provide a holistic understanding of the roles of men and women in Arab society, its history and culture. This includes a deep understanding of the challenges and potential faced by each gender.[6]

Apart from that, teaching materials must meet criteria (1) Teaching materials must avoid gender stereotypes that depict men or women in certain roles. Instead, they should explore the different roles and contributions that all individuals, regardless of gender, can play. Another example, including that we need to avoid continuously presenting women as weak figures and men as strong figures. (2) Teaching materials must reveal the great contribution of women in history, literature, social and culture, so that students can see the long history of women's achievements. This is important to correct views of history

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[4] Mochamad Afroni, "Kriteria Telaah Materi Ajar Bahasa Arab," *Madaniyah* 12, no. 1 (2022): 99–110.

[5] Ahmad Syagif Hannany Mustaufiy, "Signifikasi Kontekstualisasi Bahan Ajar Bahasa Arab Bagi Penutur Non Arab," *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya* 3, no. 1 (2019): 35–46.

[6] Lailatul Zuhriyah, "Integrasi Konsep Gender Dalam Pengajaran Bahasa Arab Untuk Siswa Muslim Di Indonesia: Integration of Gender Concepts in Arabic Language Teaching for Mus-Lim Students in Indonesia," vol. 1, 2022, 293–308.

which are often colored by narratives that dominate men. (3) The development of teaching materials must also include a fair assessment of student performance regardless of gender. Students should be evaluated based on their abilities and achievements, not their gender. (4) Teaching materials must help students develop an understanding of gender roles in society and encourage critical reflection about gender norms that generally favor certain genders. (5) Teaching materials must provide equal opportunities for men and women in the examples and exercises presented. There must be no discrimination based on certain gender in the learning context. (6) Teaching materials must recognize and describe the great contribution that women have made in the history, literature and development of the Arabic language. This helps correct the imbalance in historical narratives that often dominate men's roles.

Several studies are relevant to this article based on the research carried out. First was an article by Adin Nur Kholiza discusses Gender Bias in the Arabic Language Textbook by Faruq Baharudin. The results of his research concluded that the material in Faruq Baharudin's Arabic textbook still contains gender bias seen from four aspects: 1) work roles, 2) trait values, 3) social status, and 4) gender bias in hobbies. This gender bias is found in three themes, namely Chapter One has the theme ta'aruf (Introduction), Chapter Three has the theme adawaatul madrosiyyah (School equipment), and Chapter Six has the theme min yaumiyyatil usroh (Daily family activities).[7] There is one illustrative image that contains bias. Gender is found in theme six about min yaumiyyati lusroh (daily family activities). Another article by Solikhah and Mufidah discusses Gender Bias Analysis in Arabic Language Exam Questions at Madrasah Tsanawiyah. Both concluded that questions containing gender equality consisted of 4 questions, gender neutral consisted of 30 questions, and gender bias consisted of 16 questions. (2) less than half of the madrasa exam questions are oriented towards gender bias, with a percentage of 32%.[8] Based on the description above, it cannot be concluded that developing Arabic language teaching materials from a gender equality perspective is necessary. This article aims to develop Arabic language teaching materials with a gender equality perspective.

This research is development research. The development model used in this development is the ADDIE Model which is a systematic learning design model. Learning material design and systematic development as a procedural aspect of the systems approach have been realized in many methodological practices for the design and development of text teaching materials, audiovisual materials and computer-based learning materials. The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical basis of learning design. This model is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning resources that suit the needs and characteristics of students.

The test subjects at this stage were one subject matter expert, one learning design expert, and one learning media expert. Learning design experts were asked to review the draft gender-based textbook. and learning media experts. The final test subject was 1 class of students taking the Qira'ah course, with six students.

The data collected through the implementation of formative evaluation is grouped into four parts, namely: (1) first stage evaluation data in the form of data from teaching material expert tests, (2) second data in the form of learning design expert test results data, (3) third data in the form of data from learning media expert tests, and (4) fourth data in the form of data from small group trials. The data collection

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[7] Adin Nur Kholiza and Ningsih Fadhilah, "Bias Gender Dalam Buku Teks Pelajaran Bahasa Arab Karya Faruq BaharudiN: Studi Analisis Pada Buku Ajar Tingkat Madrasah Tsanawiyah Kelas VII," *Jurnal Sipakalebbi* 5, no. 2 (2021): 207–31.

[8] Sholikah Mi'rotin and Mufidah Cholil, "Analisis Bias Gender Pada Soal Ujian Bahasa Arab Di Madrasah Tsanawiyah," *An Nabighoh* 22, no. 02 (December 31, 2020): 191–210, https://doi.org/10.32332/an-nabighoh.v22i02.2232.

method used was a questionnaire. Data were analyzed using qualitative descriptive and quantitative descriptive techniques.[9]

RESULTS AND DISCUSSION

The research results include the design and development of development research model textbooks and the validation results of development research model textbooks using the ADDIE model. With the following stages

Analyze Stage

This analysis stage activities include (1) analyzing the competencies that students must master and establishing Competency Standards, Basic Competencies, and Learning Objectives in this objectives section, objectives are added to achieve an understanding of gender concepts and gender principles and their practice in learning (2) analyzing student characteristics regarding the knowledge, attitudes and skills that students already possess, and (3) selecting and compiling material that is relevant to achieving the competencies desired by students.[10] The analysis results at this stage found a need to redesign the objectives by completing them to achieve gender-equitable attitudes for students to understand and apply in everyday life. About this goal, it was found that there was a need to redesign the materials or teaching materials for Arabic language courses in general basic subjects that could be applied to all undergraduate-level study programs, especially reading themes and various forms of training that pay attention to gender equality.[11]

Design Stage

This design stage includes three activities, namely selecting material according to the characteristics of the student's level of knowledge and the competency demands to be achieved, learning strategies, forms and methods as well as appropriate evaluation tools.[12] In this stage, the structure of the book and the content framework of the textbook have been designed.[13] The design of teaching materials that will be produced is printed teaching materials that contain gender-equal reading text themes, discussion of appropriate language rules and forms of training that are also gender-equal.

Development Stage

The development stage includes several activities: searching and collecting various relevant sources to enrich the material, writing, adapting reading themes to be gender equal, as well as writing forms of exercise that are gender equal. Apart from that, if necessary, make illustrations of men and women. women equally. After writing the teaching materials, checking and editing incorrect writing is carried out, and then the layout of the textbook is adjusted.

The next activity in the development stage is to validate the draft teaching material product from experts: Arabic as a foreign language teaching material expert, gender equality expert, learning media

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[9] Dadang Kurnia, Mohamad Taufiq, and Endah Silawati, "Analisis Capaian Perkembangan Bahasa Anak Usia Dini Dalam Kegiatan Pembelajaran Dengan Metode Learning Based Resources," *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2015).

[10] Sri Haryati, "Research and Development (R&D) Sebagai Salah Satu Model Penelitian Dalam Bidang Pendidikan," *Majalah Ilmiah Dinamika* 37, no. 1 (2012): 15.

[11] Pebby Selvira, Deni Febrini, and Fatrica Syafri, "Bias Gender Pada Buku Teks SKI Tingkat Madrasah Ibtidai'yah," *Jurnal Hawa: Studi Pengarus Utamaan Gender Dan Anak* 3, no. 2 (2021): 63–73.

[12] Albet Maydiantoro, "Model-Model Penelitian Pengembangan (Research and Development)," *Jurnal Pengembangan Profesi Pendidik Indonesia (JPPPI)*, 2021.

[13] Muh Sabilar Rosyad, "Analisis Buku Ajar Bahasa Arab Siswa Kelas VIII Mts/SMP Islam Dalam Persepektif Gender," *JALIE; Journal of Applied Linguistics and Islamic Education* 2, no. 2 (2018): 381–95.

expert and Arabic language learning expert.[14] The researcher revises the teaching material following the experts' input to get appropriate corrections. In this validation activity, the instrument used was a questionnaire with a Likert scale.[15]

The results of the validation of the development research model textbook show that (1) the content expert assesses the textbook as having good qualifications, (2) the learning design expert has good qualifications, and (3) the learning media expert has very good qualifications. Qualitatively, there are several inputs provided by experts.[16] At this validation stage, there were several suggestions from subject matter experts regarding appropriate word choices related to gender terms in Arabic. Learning and learning media experts suggest that the practice examples are varied, making it easier for students to understand.

Implementation Stage

In the Implementation Stage, the main research activity is the application of teaching material products in actual learning to determine the effectiveness of achieving learning objectives and their influence on learning quality, including attractiveness and learning efficiency. The implementation was carried out in a small group of one class of students in the Arabic Language Education department in the Qira'ah Asasiyah course, which is equivalent to the General Basic Arabic course to get input from students and lecturers as users of teaching materials to get suggestions for improving the draft of teaching material products.[17]

At this implementation stage, data was found that lecturers and students still needed to familiarize themselves with using teaching materials. Hence, the level of time efficiency needed to be better, and the methods and techniques used in guidance for mastery of reading content exercises were yet to be varied. To overcome this, the researcher conducted a theory search related to techniques for mastering the content of reading technology teaching materials and completed a guide to the use of teaching materials by making details of learning activities, practicing mastery of theme content using active learning techniques, for example, 'Search information with the help of question and answer cards, media appropriate images via PowerPoint media or image media from the Internet via LCD projector displays. The average response results of students and students to textbook products are good.

Evaluation Stage

The final stage is carrying out an evaluation which includes formative evaluation and summative evaluation.[18] Formative evaluation is carried out to collect data at each stage which is used for improvement and summative evaluation is carried out at the end of the program to determine its effect on student learning outcomes and the quality of learning at large. In this research, only formative evaluation was carried out, because this type of evaluation is related to the development research stage to improve the development product produced. Evaluation in the ADDIE model has been carried out stage by stage.

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[14] Feri Sulianta, *Menciptakan Produk Pendidikan Menggunakan Metode R & D: Disertai Langkah Demi Langkah Pengembangan Model Pembelajaran Literasi Digital* (Feri Sulianta, 2020).

[15] Muhammad Jafar Shodiq, "Perspektif Kesetaraan Gender Dalam Buku Bahasa Arab Siswa MTs Pendekatan Saintifik 2013," *Fenomena* 8, no. 1 (2016): 01–18.

[16] Anailil Fasikhah and Mispani Mispani, "Taṣmīmu Al-Wasāil al-Taʿlīmiyyah Bi Barnāmiji Makru Media Flash Fi al-Tadrībāt al-Qawāʿid Muassasan ʿalā Tahlīli al-Akhṭaʿ Fi al-Mādati al-Taʿbīr al-Tahrīrī," *JICALLS: Journal of Arabic Education, Linguistics, and Literature Studies* 1, no. 2 (October 1, 2023): 109–24, https://doi.org/10.51214/jicalls.v1i2.615.

[17] m Askari Zakariah, Vivi Afriani, And Kh M Zakariah, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research And Development (R n D).* (Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka, 2020).

[18] Sitti Rabiah, "Penggunaan Metode Research and Development Dalam Penelitian Bahasa Indonesia Di Perguruan Tinggi," 2015.

CONCLUSION

The most important findings from this research are that the Arabic language course textbook that has been developed follows the ADDIE model, which includes five steps, namely: analysis, design, development, implementation, and evaluation. The design and development of the textbook development research model has followed the five stages of the ADDIE model. The results of the validation of the development research model textbook show that (1) based on calculations of the assessment results by content experts, it can be seen that the percentage of assessments by content experts is 87.27% (good qualifications), so the media is revised as necessary, (2) based on the calculated value given by learning design experts, it can be seen that the percentage of assessment by learning design experts is 86.67% (good qualifications), so the media needs a little revision. (3) based on calculations of the assessment results by learning media experts, it can be seen that the percentage of assessments by learning media experts is 91.43% (excellent qualifications). However, slight revisions are related to several gender terms in Arabic, so it is very suitable for use. The average response by students to the textbook product was 82.07% (good qualifications), so the textbook was revised as necessary. Students generally stated that the textbook was excellent and easy to understand. Only one suggestion was submitted by the students, which was that the cover design could be made more attractive.

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