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# Development of Moral Education Teaching Materials for Students at Arabic Education Department

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## ABSTRACT

The role of teaching materials are very crucial in learning as the media and source of information in improving learning effectiveness. The usefulness of teaching materials or not depends on the ability of the lecturer to implement and develop them in order for the steps to develop teaching materials to be mastered. Development of teaching materials is developed by considering the content and design of the materials that is used by students at the Arabic education department of the Islamic Religion Faculty. The development of teaching materials has been validated by experts of content and design materials by conducting an interview. After being revised, teaching materials have reached the standard of eligibility from the experts' assessment of content and design material. Based on data analysis of the effectiveness of teaching materials during the trial by distributing questionnaires and analyzed by using SPSS 23 version, it was obtained that teaching materials were categorized into neutral, namely 69.1%. It means that in trial activity, the respondents stated that teaching materials were neither good nor bad. After being revised from experts, the researchers distributed the questionnaire again to look at the effectiveness of teaching materials. After being revised, the effectiveness of teaching materials increased to the very good category. It can be proved by respondents' responses, namely 51.87% stated very good.

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## 1. INTRODUCTION

Moral education is a compulsory subject in Arabic language education study program. One of the achievements of this course is that students are expected to have the ability to behave, to think and to reason by placing the teachings of Moral Education as the main foundation in the midst of the dynamics of modern life which is increasingly competitive and able to apply it in daily life. In addition, in order to achieve the objectives of this course optimally, innovation is needed in development of teaching materials to be more effective, efficient and applicable.

Moral education subject is a part of Islamic religious lessons which the discussion emphasizes on guidance of knowledge of understanding of morals, whereas it must be implemented and be guidance in life, thus, students are expected to be skilled in practicing morals in life. So it is necessary for educators to understand that materials of moral education is not only emphasizes to cognitive aspects (only know, understand), but also affective (lived and believed) and psychomotor (practiced) aspects in daily life. That's why in its implementation, teaching morals does not only make morals a science, but also as a guide or life guidance for students, all of which boils down to faith or morals.

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To achieve the objectives of this course, teaching materials that are communicative and in accordance with the needs of students are needed. Teaching materials as media and sources of information in learning are very important in adding and increasing the effectiveness of learning. Teaching materials developed in the learning process if developed according to needs and used properly will be able to improve the quality of education. With the existence of teaching materials, the task of educators becomes easier, because learning materials are not only obtained from the teacher, but also from the teaching materials themselves. According to Nasution (1995), the selection of teaching materials is an increasingly difficult thing to do. Some of the reasons are: First, teaching materials are expanding due to the explosion of science, there are no longer humans who control all of science, therefore it is necessary to select teaching materials. Second, there are no definite criteria about what materials need to be taught. Third, new goals emerge which are considered to be a burden on learning. Therefore, it is necessary to select the right teaching materials to achieve learning objectives.

Based on preliminary study, it was found that in the teaching process, students used a reference source from the lecturer and continued with the discussion. Due to the absence of standard teaching materials, sometimes students find it difficult to find materials, giving rise to diverse understandings and often the objectives of this course are not achieved. Therefore, development of teaching materials needs to be carried out by lecturers in order to solve the problems. Furthermore, research who conducted by Sahari (2022) which examined the development of moral education teaching materials resulted that moral education teaching materials were prepared with the aim of providing teaching materials in accordance with the demands of the curriculum by considering the needs of students, such as teaching materials that were in accordance with the characteristics and social environment of students in obtaining alternative teaching materials in addition to textbooks which are sometimes difficult to obtain.

The other study conducted by Asfahani (2019). By developing teaching material who carried out by the team of compilers, educators are be easier and helped by the selection of materials that have been selected by the drafting and development teams so as to make learning materials more authentic and in accordance with the needs of students, so that the language used is simpler and makes it easier for students to understand. A similar study was also conducted by Faiz Hamzah (2015) who found that the development of teaching materials carried out by the teaching team had a high level of effectiveness and attractiveness compared to previous teaching materials.

From the brief description above, it can be concluded that the development of Morals education courses needs to be done because 1) the preparation of RPS, syllabus and

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Moral education materials in the PBA study program has not been based on the results of study on student needs, 2) lecture materials have not been systematically arranged in accordance with the principles of the KKNI.

Based on the problems and findings of previous study, no one has conducted research on the development of moral education teaching materials for Arabic Language Education students, therefore researchers are interested in researching them. The objectives of this study is to know the development of moral education teaching materials and to see how effective Moral Education teaching materials are for students at Arabic language education study program.

## 2. METHODS

This is reseach and development study which examines the development of moral education teaching material on Arabic language education students. Subject in this study were 50 students.

The learning design model used in this development is the model proposed by Dick and Carey "with the following steps including: (1) analysis of learning needs, (2) analysis of learning, (3) analysis of learner characteristics and their context, (4) formulation of general and specific learning objectives, (5) development of assessment instruments, (6) development of learning strategies, (7) development and selection of learning materials, (8) design and implementation of formative assessments, (9) implementation of revisions of learning materials, and (10) design and summative assessments.

The development of teaching materials was developed by considering content material (content) and design of the teaching materials used by Arabic language education students. There are three stages in collecting data in this study, namely: The first, the data in the first stage, namely data from a team of material experts and design of teaching materials. These two expert teams are very experts in moral education courses, so that later these two expert teams will test the feasibility of moral education teaching materials. The second, the data in the second stage was obtained from individual trials of the teaching materials used. The third, the data obtained came from field trials of teaching materials that had been developed after going through a revision process from a team of material and design experts. From the three stages of data collection, two types of data will be obtained, namely: qualitative and quantitative data. Quantitative data comes from field tests taken based on the

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results of questionnaires distributed to test subjects. While qualitative data in the form of responses and suggestions for improvement obtained from the results of interviews from two teams of experts.

Data collection techniques used are observation, questionnaires and interviews. Questionnaires were distributed to students of the Arabic Language Education Study Program to see the effectiveness of teaching materials in assessing textbook development products regarding the quality of teaching materials, language in teaching materials, design of teaching materials and the benefits of textbooks aimed at students. While observations were made for the test subjects to find out directly about the use of textbooks in learning activities, interest in textbooks, difficulties and conveniences experienced by students while using textbooks, and finally to know the difficulties and conveniences experienced by lecturers in using textbooks. Meanwhile, interviews were conducted to obtain data that were not collected through questionnaires, observations, and documentation. Interviews were conducted to assess teaching material products against 2 teams of experts in assessing the quality of teaching material products. Interviews were conducted twice, namely before and after the teaching materials were revised. In addition, interviews were also conducted with lecturers who teach moral education courses to see how much benefit the teaching materials have in the learning process.

After collecting data using a questionnaire aimed at students of the Arabic Language Education Study Program, then the data was analyzed using the SPSS 23 version. The results of the questionnaire recapitulation were processed by looking at the descriptive statistics (frequency) of the student responses. Student responses in the questionnaire used a likert scale with 5 choices, strongly agree, agree, neutral, disagree and strongly disagree. Furthermore, the results of interviews with 2 teams of linguists and design experts were described qualitatively according to the questions given by the researcher.

### 3. FINDINGS AND DISCUSSION

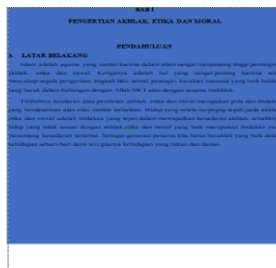
Teaching material is very crucial role for the effectiveness and optimality of learning in higher education. In the learning planning process, the lecturers have to prepare teaching materials that can support the learning process so that it can assist students in achieving learning objectives optimally.

Moral education teaching materials in these learning teaching materials involve character and behavior in daily life. According to Ibn Maskawih in Muallim (2006), morality is a state of a person's soul that encourages someone to do something spontaneously. Meanwhile, according to Imam Al-Ghazali, morality is a description of the behavior of a person who essentially does something without consideration.

The results of the findings of this study are in the form of effective and efficient "teaching materials on moral education" as well as very simple applicative products as follows:



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SAYA BANGUN	
DAFTAR ISI	1
DAFTAR ISI	11
DAFTAR ISI	20
DAFTAR ISI	30
DAFTAR ISI	40
DAFTAR ISI	50
DAFTAR ISI	60
DAFTAR ISI	70
DAFTAR ISI	80
DAFTAR ISI	90
DAFTAR ISI	100
DAFTAR ISI	110
DAFTAR ISI	120
DAFTAR ISI	130
DAFTAR ISI	140



In this study on the development of teaching materials, product trials of teaching materials were carried out in three stages: the first; material expert review and design of moral education teaching materials. The second is an individual trial of students in assessing teaching materials. The third, field trials were conducted, namely student group trials as the real learning target.

The following describes the results of research at the stages of developing these teaching materials:

#### 1. Trials from material expert review and design of moral education teaching materials

The trial of the material expert team and the design of moral education teaching materials was carried out by conducting interviews. According to the team of material

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experts regarding the material covered in this teaching material whether it includes moral education, the expert revealed that the content of the teaching material was related to the moral education of a Muslim, including loving Allah, loving the Prophet, and several topics also related to the morals of a Muslim, but According to material experts, there are things that need to be added, namely those relating to mahmudah and mazmumah morals in particular, so the discussion about morals is not only limited to the moral principles that a Muslim must be owned, but also relates to the understanding and application of commendable and despicable morals. This is in line with the opinion of T Ramli (2003) who revealed that moral education aims to shape the child's personality so that he becomes a human being who has a good personality. So it is clear that the material contained in this teaching material includes moral education.

The topic of moral education teaching materials is also almost the same as the topic of moral education materials conducted by Asfahani (2019). In the research entitled "Model for developing moral aqidah teaching materials", the teaching materials contain faith in Allah, faith in angels, faith in the Apostles and as evidenced by aqli and naqli arguments as well as understanding and application in daily life. Substantially, moral education material must make a major contribution in everyday life because it involves the personality, character, and habits of a person who behaves so that students are able to avoid despicable morals, especially in dealing with moral crises that occur within the scope of individual life, society, nation and state.

The material expert team also added that in this teaching material it is necessary to state the learning objectives, then there must also be what competencies to be achieved from each theme or material, and it should also be equipped with evaluation questions and practice questions. Then the verses of the Qur'an and hadith in this material must also be more consistent, because there are still found that only have meaning, some are only translated. Preferably there must be a verse as well as a translation. Likewise for hadith references in order to provide clear references.

Research was conducted by Fitri Erning (2015) in developing teaching materials for moral education also pays attention to the compatibility between learning objectives and materials and methods in delivering learning materials. He also revealed that the teaching materials contained in the development of his teaching materials included elements of mahmudah and mazmumah morals, then the pillars of faith associated with Asmaul Husna and the creation of an atmosphere of exemplary and habituation in creating commendable morals. In teaching materials, Fitri mentions the learning objectives and competencies to be achieved from each theme. This research also includes evaluations and practice questions. However, there is no hadith found in the teaching materials.

Furthermore, if we see from depth of this material, materials expert state is quite good, many have to do with religious principles, noble moral principles in Islam, but they suggested it needs to be included to applicative moral education. It hopes students can apply the contents of these teaching materials in their daily lives.

However, based on the results of interview according to the teaching material design expert team, they suggested that there must be given for the improvements to the layout of the module, then added with pictures to make it more interesting. Then, the expert team also suggested that charts should be added so that it can provide a more concise understanding to students.

Furthermore, the expert team also gave the advise about design in teaching material needed to be tidied up in writing systematics, it was necessary to pay attention to the layout, points, use of symbols so that more attention was paid to the perfection of this teaching material.

## 2. The result of individual trial

Individual trial was carried out by distributing questionnaires with 21 questions concerning the content and design of teaching materials. This questionnaire was distributed to 5 Arabic language education students who have used moral education teaching materials. The following is the result of the recapitulation of the respondent's questionnaire during the trial.

**Table 1**  
**Recapitulation of Responses' Responses on the Effectiveness of Teaching Materials**

No.	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
1.	The material that presented in this teaching material is in accordance with the learning outcomes of the course.	0	4	2	1	0	5
		0%	40%	40%	20%	0%	100%
2.	I am happy because the presentation of teaching material is very broad	0	1	3	1	0	5
		0%	20%	60%	20%	0%	100%

No.	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
3.	I can implement teaching material in daily life	0 0%	1 20%	3 60.0 %	1 20%	0 0%	0 100%
4.	I can apply the concept of material in mylife	0 0%	1 20%	3 60%	1 20%	0 0%	5 100%
5.	The teaching material is really helpful in moral education	0 0%	1 20%	3 60%	1 20%	0 0%	5 100%
6.	Techniques presentation is structured from easy to difficult	0 0%	1 20%	3 60%	1 20%	0 0%	5 100%
7.	I am interested to teaching material presentation	0 0%	1 20%	3 60%	1 40%	0 0%	5 100%
8.	The material that presented in teaching material is complete so that it helps me to comprehend the moral education subject	0 0%	2 40%	3 60%	0 0%	0 0%	0 100%
9.	Material which is presented motivate me in learning this subject	0 0%	2 40%	3 60%	0 0%	0 0%	5 100%
10.	I am interested with the cover of teaching material	0 0%	1 20%	4 80%	0 0%	0 0%	5 100%
11.	The content material in this teaching material is clear	0 0%	1 20%	4 80%	0 0%	0 0%	5 100%
12.	I can read teaching material clearly.	0 0%	1 20%	4 80 %	0 0%	0 0%	5 100%

No.	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
13.	I am interested in animation in teaching material.	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
14.	This material is printed well	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
15.	I found something new in teaching material	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
16.	Teaching material has been used communicative language	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
17.	It is easy to comprehend language in this teaching material	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
18.	Language use in presenting the material is clearly.	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
19.	The language arrangement which is used in teaching material is already coherent.	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
20.	The language presented in the teaching materials is in accordance with the rules of Indonesian language	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
21.	The use of symbols, terms, and signs in teaching material have already appropriated with the Indonesian language.	0	1	4	0	0	5
		0%	20%	80%	0%	0%	100%
Total		0	26	74	7	0	107

No.	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
Percentage		0%	24.29%	69.1%	6.5%	0%	100%

<sup>16</sup> Based on the table above, it can be seen that it shows that as many as 0 responses with a percentage of 0% stating strongly agree, respondents who agree as many as 26 responses with a percentage of 24.29%, respondents who declare neutral as many as 74 responses with a percentage of 69.1%, respondents who disagree as much as 7 responses with a percentage of 6.5% and respondents who stated strongly disagree as many as 0 responses with a percentage of 0%.

Based on the respondents' responses, the researcher can conclude that the effectiveness of teaching materials at the time of the trial is in the neutral category. It can be seen from by the largest percentage in the neutral category of 69.1% with 74 respondents stating neutral. It can be concluded that the effectiveness of moral education teaching materials is included in the neutral category, namely not good and not bad.

### 3. Field trials

At the field trial stage, the researcher distributed the questionnaire to 50 Arabic language education students to see how effective the teaching materials were after being revised by the researchers. Researchers have revised the teaching materials for moral education according to the suggestion from expert team. After the teaching materials were revised, the researchers interviewed the two expert teams. The following are the results of interviews with the two expert teams and the results of the questionnaire recapitulation during field trials.

#### a) Expert review result after revision

According to expert teams, this teaching material already related to moral education because the themes discussed are also related to the morals of daily life. Then also, in the development of these teaching materials, material on the morals of mahmudah and mazmumah has also been added specifically in accordance with the advice of the expert team.

Then, in this teaching material which before the revision did not mention the learning objectives, the competencies to be achieved in each theme, there were no evaluation questions and the inconsistent use of hadith and verses of the Qur'an. However, after being revised, the learning objectives, competencies to be achieved in each theme have been added

and have also been equipped with evaluation questions and practice questions. Then, the use of hadith has been consistent with clear references and verses from the Qur'an.

Overall the researchers have added suggestions from the expert team to this teaching material. Thus, this teaching material is expected to provide benefits that are truly applicable for students and supporting lecturers.

Based on the results of the validation of the expert team regarding the design of teaching materials, the expert team suggested that there be improvements to the module layout, then added with pictures to make it more interesting. Then, charts are added so that they can provide a concise understanding. After being revised, the researcher has also followed the advice of the expert team by adding pictures in the teaching materials. Then also, the layout of teaching materials has also been improved, so it is neater. The systematics of writing are also more consistent, making it easier for students and lecturers to use these teaching materials.

b) The result of field trial recapitulation

By recapitulating the questionnaire responses of 50 respondents to moral education teaching materials, the results of the data description can be seen in table 2:

**Table 2**

**Recapitulation of Respondences' Responses on the Effectiveness of Teaching Materials**

NO	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
1.	The material that presented in this teaching material is in accordance with the learning outcomes of the course.	31	15	4	0	0	50
		62%	30%	8%	0%	0%	100%
2.	I am happy because the presentation of teaching material is very broad	23	22	5	0	0	50
		46%	44%	10%	0%	0%	100%
3.	I can implement teaching material in	25	20	5	0	0	50
		50%	40%	29.0	0%	0%	100%

NO	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
	daily life	%					
4.	I can apply the concept of material in mylife	37 74%	10 20%	3 6%	0 0%	0 0%	50 100%
5.	The teaching material is really helpful in moral education	32 64%	14 28%	3 6%	1 2%	0 0%	50 100%
6.	Techniques presentation is structured from easy to difficult	25 50%	21 42%	3 6%	1 2%	0 0%	50 100%
7.	I am interested to teaching material presentation	28 56%	16 32%	5 10%	1 2%	0 0%	50 100%
8.	The material that presented in teaching material is complete so that it helps me to comprehend the moral education subject	28 56%	17 34%	3 6%	2 4%	0 0%	50 100%
9.	Material which is presented motivate me in learning this subject	26 52%	22 44%	2 4%	0 0%	0 0%	50 100%
10.	I am interested with the cover of teaching material	19 38%	22 44%	9 18%	0 0%	0 0%	50 100%
11.	The content material in this teaching material is clear	30 60%	17 34%	3 6%	0 0%	0 0%	50 100%
12.	I can read teaching material clearly.	28 56%	19 38%	3 6%	0 0%	0 0%	50 100%
13.	I am interested in animation in teaching material.	20 40%	22 44%	8 16%	0 0%	0 0%	50 100%
14.	This material is	23	24	2	1	0	50

NO	Statements	Skala Likert					Total
		SA	A	N	D	SDS	
	printed well	46%	48%	4%	2%	0%	100%
15.	I found something new in teaching material	26	21	3	0	0	50
		46%	48%	4%	2%	0%	100%
16.	Teaching material has been used communicative language	27	20	2	1	0	50
		54%	40%	4%	2%	0%	100%
17.	It is easy to comprehend language in this teaching material	28	19	3	0	0	50
		56%	38%	6%	0%	0%	100%
18.	Language use in presenting the material is clearly.	28	16	5	1	0	50
		56%	32%	10%	2%	0%	100%
19.	The language arrangement which is used in teaching material is already coherent.	21	26	3	0	0	50
		42%	52%	6%	0%	0%	100%
20.	The language presented in the teaching materials is in accordance with the rules of Indonesian language	27	20	3	0	0	50
		54%	40%	6%	0%	0%	100%
21.	The use of symbols, terms, and signs in teaching material has already appropriated with the Indonesian language.	23	24	3	0	0	50
		46%	48%	6%	0%	0%	100%
Jumlah		555	407	100	8	0	1070
Persentase		51.87 %	38.03%	9.35 %	0.75 %	0%	100%

**Sources : Data Spss23**

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Based on the recapitulation table of respondents' responses toward the statement of the effectiveness of moral education teaching materials, it shows that as many as 555 responses with a percentage of 51.87% stated strongly agree, respondents who stated agreed were 407 responses with a percentage of 38.03%, respondents who stated neutral were 100 responses with a percentage of 9.35%, respondents who disagreed as many as 8 responses with a percentage of 0.75% and respondents who stated strongly disagreed as many as 0 responses with a percentage of 0%.

Based on respondents' responses, researchers can conclude that the effectiveness of teaching materials is very good. It can be seen from the percentage of 51.87% of respondents stated strongly agree and only 0.75% of respondents who said they did not agree. This means that the effectiveness of moral education teaching materials is categorized into very good category.

Then, to strengthen in seeing the effectiveness of teaching materials, researchers also conducted interviews with lecturers including the benefits of teaching materials, in terms of content and presentation and the advantages and disadvantages. In general, the lecturer reveals that the material in this teaching material includes moral education, because from this teaching material character can be formed, because according to the moral education lecturer in the teaching material there has been a discussion on the meaning of morality, the difference between morality and ethics, moral towards Allah, Messenger, parents, and the environment.

Then, if we see from the usefulness of these teaching materials, according to the moral education lecturer, these teaching materials certainly provide benefits in helping students understanding to the material of moral education courses. This teaching material has also included the objectives and competencies to be achieved from each theme. The usefulness of these teaching materials can also be seen in terms of convinence in the learning process, where there are also evaluation and practice questions that also included. In terms of language use, the use of language used in this teaching material is good in accordance with good and correct Indonesian and is easy to digest according to the level of students.

Finally, regarding the advantages and disadvantages of teaching materials. In general, the advantages of this teaching material use very simple language so that it is easy to understand. Then the discussion of the material is specific and very clear in accordance with moral education. So that students are expected to be able to apply the content of the material in daily life. However, the weaknesses of teaching material is still very simple, so it is hoped that more pictures will be needed to make it more interesting in reading these teaching materials.

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The results of another similar research was conducted by Ashafani (2019) also revealed that the model of developing teaching materials carried out by teachers was classified as creative with various methods and techniques for delivering teaching materials and handouts for students. The modules and handouts were developed by the teachers by attending training, workshops on the development of teaching materials, MGMP, making summaries and handouts of their own materials depending on students's need. So, with the development of these teaching materials, students can more easily apply teaching materials in daily life.

Research conducted by Faiz Hamzah (2015) which examined the use of modules also resulted that the development of teaching materials modules based on field trials measured using a learning achievement test showed that the average acquisition of learning outcomes on the final test reached 82.22 compared to the initial test which only is at 63.33 which indicates that there is an increase in the acquisition of student learning outcomes by 18.89 after learning to use the developed product.

#### 4. CONCLUSION

Based on the results of research conducted, it can be concluded that the development of teaching materials is developed by considering the content and the design of the teaching materials used by Arabic language education students. The development of these teaching materials has been validated by material team and design material experts by conducting interviews. After being revised, this teaching material has reached the standard of eligibility from the assessment of the material expert team and the design for a teaching material. Furthermore, based on the results of the effectiveness analysis, the use of teaching materials during the trial by distributing questionnaires obtained teaching materials in the neutral category and after being revised up in the very good category. The author hopes that these teaching materials can also be redeveloped by lecturers on an ongoing basis in accordance with the students' need. The author realizes that this moral education teaching material is still not perfect. The author recommends completing this teaching material with additional pictures that are more unique and interesting so that readers like this teaching material, especially using IT-based learning designs.

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