DESIGN OF ARABIC PHONOLOGY TEACHING MATERIALS BASED ON THE ADDIE MODEL

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Abstract

This research aims to produce learning products in the form of teaching materials for Arabic Phonology courses. This development research is based on the unavailability of innovative teaching materials that are in accordance with the demands of the 2023 Hasanuddin University curriculum (K-23) in the Arabic Phonology course in the Arabic Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University. This research is a research that refers to the ADDIE model which consists of analysis, design, development, implementation, and evaluation. The data collection technique in this study uses validation questionnaires (validation of media experts and validation of material experts) and student response questionnaires. The results of the validation of Arabic phonology teaching materials showed that material experts assessed the textbooks as well qualified, as well as design experts assessed the textbooks as well qualified. The response of students during the trial showed that the textbooks produced were in good qualifications. Thus, Arabic phonology teaching materials are feasible, and ready to be used in learning, especially in the study program in Arabic Literature, Faculty of Cultural Sciences, Hasanuddin University.

Keywords: *Teaching materials, phonology, Arabic, ADDIE, effective*

1. Introduction

Teaching Arabic phonology at the university level in Indonesia still faces various challenges. Phonology, which includes aspects of pronunciation, intonation, and mastery of typical Arabic sounds, has an important role in building students' communication competencies. As part of language skills, a good mastery of phonology allows students not only to understand Arabic more deeply, but also to speak and listen with better accuracy and fluency (Hassan, 2014). However, in reality, many students in the Arabic study program have difficulty mastering the unique phonemes in Arabic, especially pharyngeal consonant sounds such as, [ح], [خ], and [ع] which is not found in Indonesian or their regional language (Arsyad, 2020).

This problem is also driven by the lack of teaching materials specifically designed to address these challenges. The teaching materials used are often not well structured or not designed based on the specific needs of students in Indonesia. According to research, the success of language teaching is highly dependent on the availability of relevant and effective teaching materials, which can support students in understanding the linguistic aspects of the language being studied. In this context, the development of specialized and structured phonology teaching materials is very necessary, especially by using proven instructional design models(Richards & Rogers, 2001).

The ADDIE model, which consists of five core stages, namely Analysis, Design, Development, Implementation, and Evaluation, is one of the learning design models that has proven to be effective in the development of teaching materials. This model allows developers to conduct a comprehensive needs analysis and develop teaching materials that are more responsive to student needs. In the context of Arabic phonology teaching, the ADDIE model provides a structured and flexible framework, which allows educators to identify students' specific needs, design relevant content, and evaluate the effectiveness of developed teaching materials(Aldoobie, 2015)(Branch, 2009).

This research is based on observations of students of the Arabic Literature Study Program, Faculty of Cultural Sciences, which shows that most students have difficulty in producing Arabic sounds accurately. This problem not only hinders their speaking skills, but also affects their understanding of Arabic in general, as inaccurate sounds can lead to misunderstood meanings (Rahman, 2022). By using the ADDIE model, the teaching materials developed are expected to help students overcome these difficulties through a systematic and comprehensive learning approach.

In addition, the development of teaching materials based on the ADDIE model also aims to improve the quality of phonology learning in the Arabic Literature Study Program Faculty of Cultural Sciences, which specifically aims to prepare graduates with good Arabic language competence. The availability of structured phonology teaching materials is also expected to be a solution to the limitations of contextual teaching materials, which are in accordance with the characteristics of students in Indonesia (Nunan, 2015). With this approach, the development of teaching materials is not only an effective means of learning, but also enriches phonology learning resources that are still limited.

In addition, various studies also show that the application of the ADDIE model in the development of teaching materials not only helps students achieve better linguistic competence, but also increases their interest in learning. As Brown and Green (2011) reveal, the ADDIE model allows for a more interactive and adaptive learning process, which is particularly relevant in the context of language education. With evaluation at every stage of development, the ADDIE model allows educators to continuously adjust teaching materials according to student feedback and test results, so that teaching materials can always be updated and relevant to the latest needs.

Therefore, this study aims to develop Arabic phonology teaching materials using the ADDIE model in the Arabic Literature Study Program, Faculty of Cultural Sciences. Hasanuddin University. This research is expected to produce teaching materials that are effective, structured, and in accordance with student needs, as well as contribute to the development of Arabic language learning resources in Indonesia. With this approach, students are expected to overcome challenges in learning phonology and achieve better competence in pronunciation and understanding Arabic sounds.

2. Method

2.1. Research Design

The design of this study uses a *Research and Development* (R&D) design that focuses on the development of teaching materials. The development model chosen is the ADDIE model, which consists of five main stages, namely: analysis, design, Development, implementation, and evaluation. This model was chosen because of its ability to create teaching materials that are effective and relevant to the needs of learners, and provide a clear structure in the development process. By following this stage, it is hoped that the teaching materials produced can meet the expectations and needs of students in learning Arabic phonology.

The research procedure with the ADDIE model begins with the analysis stage. At this stage, a needs analysis is carried out through observation and interviews with lecturers and students. The purpose of this analysis is to find out the problems faced by students in understanding Arabic phonology, as well as to evaluate the limitations of the teaching materials used previously. By identifying these problems, researchers can formulate appropriate and relevant solutions to improve the learning process. This stage of analysis is very crucial, because the results will be the basis for the design of teaching materials to be developed.

After the analysis stage, the research proceeds to the design stage. Based on the results of the analysis, the teaching materials are designed in the form of modules that include the introduction of hijaiyah letters, letter pronunciation, and tajweed rules related to phonology. The design of this module considers various important aspects, such as the level of student understanding and the way the material is delivered in an interesting way. In addition to modules, learning media in the form of audio is also designed to help students practice letter pronunciation. With the variation in the form of teaching materials, it is hoped that students can more easily understand and master Arabic phonology.

The development stage is the next step, at this stage the teaching materials that have been designed are developed into products that are ready to be tested. This development process involves creating modules, recording audio media, and integrating teaching materials into other

learning tools. In this stage, it is important to ensure that all teaching materials developed meet the quality standards that have been set. Thus, the teaching materials produced are not only interesting, but also effective in achieving learning goals.

After the development stage, the teaching materials that have been developed are tested in learning activities. During this period, pre-test and post-test data were taken to evaluate the level of student satisfaction with the teaching materials. The implementation process also includes direct observation of students' interactions with teaching materials and their responses to the teaching methods applied. By collecting this data, researchers can assess how feasible teaching materials are to be used in learning activities.

The last stage in the research procedure is evaluation, which is carried out in two stages: formative evaluation and summative evaluation. Formative evaluation is carried out during the development process, involving feedback from teachers and students for the improvement of teaching materials. This feedback is invaluable, as it can provide insight into aspects that need to be improved or improved before teaching materials are widely used. Meanwhile, summative evaluation is carried out after implementation, through the analysis of pre-test and post-test results to measure the effectiveness of teaching materials. The results of this evaluation will be the basis for determining the success of the research and providing recommendations for further development in the future.

By following all the stages that have been described, this research is expected to produce quality teaching materials that are in accordance with the needs of students in learning Arabic phonology. Thus, this research not only contributes to the development of teaching materials, but also has the potential to improve the quality of Arabic language education. Efforts to continue to improve and develop existing teaching materials are an important step in creating a more effective and enjoyable learning environment for students.

Visually, the stages of *the ADDIE* model used in this study can be seen in Figure 1.
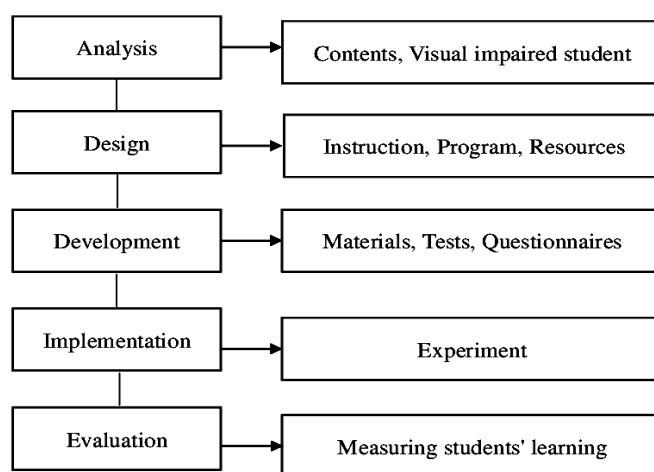
Picture 1 Stages of ADDIE model development activities

2.2. Research Subject

The subject of this research involves several parties, namely material experts, media experts, lecturers and students. Material experts will provide input related to the phonology

content to be taught, while media experts will help in selecting the right media for teaching materials. Lecturers will be involved in the implementation and evaluation process of teaching materials, while students will be the main users of the teaching materials developed .

2.3. Research Instruments

To collect data, this study used several instruments, including questionnaires, interviews, and tests. The questionnaire will be used to collect data on the needs of students and teachers related to learning Arabic phonology. Interviews will be conducted with material experts and teachers to get more in-depth input on the development of teaching materials. In addition, tests will be used to measure the effectiveness of teaching materials after implementation.

2.4. Research Procedure

The research steps are carried out in accordance with the ADDIE model. In the Analysis stage, a survey is carried out to identify the needs of students and teachers. Then, in the Design stage, teaching materials are planned by taking into account input from experts. In the Development stage, teaching materials are developed and compiled. After that, at the Implementation stage, the teaching materials are tested in the classroom, and at the Evaluation stage, the results of the trial are analyzed to improve the teaching materials that have been developed.

2.5. Research Instruments

The instruments used to collect data in this study consist of two types, namely expert validation questionnaires and user satisfaction questionnaires (students). The use of expert validation questionnaires is very important in the process of developing teaching modules, because this instrument serves to ensure that the material presented meets the educational standards that have been set. Through this questionnaire, the experts involved provided an objective assessment regarding the content, design, and feasibility aspects of the teaching materials. Thus, this validation process not only improves the quality of the material, but also provides assurance that the teaching material is relevant and can be used effectively in the learning environment.

On the other hand, user satisfaction questionnaires play an important role in evaluating the practicality of teaching materials from a student's point of view. This questionnaire is designed to collect feedback from students regarding their experiences when using teaching materials in the learning process. The information obtained from this questionnaire can provide valuable insights into how students receive and apply teaching materials, as well as the challenges they face in using them. By understanding student perceptions, teaching material developers can make the necessary improvements so that the material presented is more in line with their needs and expectations.

There are two types of instruments used to collect data, namely expert validation questionnaires and student satisfaction questionnaires. Expert validation questionnaires are used to validate teaching materials from aspects of content, design, and feasibility, so that it can be ensured that the material presented is in accordance with educational standards. Student

satisfaction questionnaires are used to measure the practicality of teaching materials from a student perspective, providing insight into how teaching materials are received and used in the context of learning.

3. Results and Discussion

The results of this research are oriented towards product development that aims to improve the quality of learning, especially in the phonological aspect. The products resulting from this development research are Arabic Phonology teaching materials that are suitable for use in learning. Based on the research that has been conducted, significant data has been obtained regarding the development process which includes needs analysis, validation of material experts and design experts, and product trial results.

3.1. Needs Analysis

At this stage, the analysis of student needs related to learning Arabic phonology is very important to understand the challenges faced by students. Through interviews conducted with ten students of the Arabic Literature Study Program Class of 2023, it was revealed that most of them had difficulties in understanding and mastering Arabic phonology learning materials. One of the main factors identified as the cause of this difficulty is the unavailability of more structured and engaging teaching materials. Students revealed that the current material tends to be monotonous and less able to motivate them to learn deeper. In addition, many of them feel that the approach used in teaching phonology is not interactive enough, thus making the learning process less effective. This dissatisfaction can be seen from the results of interviews, where some students stated that they felt confused by the basic concepts of phonology that should be an important foundation in language mastery.

From the results of the analysis, it can be concluded that to improve students' understanding of Arabic phonology, it is necessary to make changes in teaching approaches. This includes the development of more interactive and engaging teaching materials, as well as the application of diverse teaching methods that suit the needs of students. By taking these steps, it is hoped that students can more easily understand phonological concepts and apply them in their daily language practice. Therefore, it is important to involve lecturers and related parties in designing more effective learning strategies, in order to create a more conducive learning environment for students.

The needs analysis shows that students of the Arabic Literature Study Program at Hasanuddin University face various challenges in learning Arabic phonology, especially in terms of the limitations of teaching materials which are an inhibiting factor in the learning process. These limitations are often due to a lack of resources available, both in the form of relevant textbooks and digital materials accessible to students. In an initial survey of 5 students, 70% of them revealed that they found it difficult to understand the basic concepts of phonology due to the lack of existing references. This shows that without adequate teaching materials, students will find it difficult to achieve a deep understanding of phonology, which is an important component in the overall mastery of the Arabic language.

Further analysis shows that there is a close relationship between the quality of teaching materials and student learning outcomes. Research shows that students who use varied and

interactive teaching materials tend to have a better understanding and are able to apply their knowledge in a broader context. Therefore, the development of innovative and relevant teaching materials is needed to support phonology learning more effectively and efficiently.

By paying attention to the needs and challenges faced by students, it is important for the study program to design teaching materials that not only meet academic standards, but also in accordance with the practical needs of students. This includes the development of learning modules that cover various aspects of phonology, from sound recognition to the analysis of sound structures in Arabic. Thus, students not only learn theory, but also can see the practical application of what they learn in daily life.

In conclusion, the development of effective and efficient teaching materials is a crucial step in improving the quality of Arabic phonology learning in the Arabic Literature Study Program, Hasanuddin University. By meeting students' needs for better learning resources, it is hoped that they can overcome existing challenges and achieve a deeper understanding of phonology. This step will not only improve the quality of education in the study program, but also contribute to the development of broader Arabic language competencies among students.

3.2. Material Expert Validation

Material validation involves an Arabic expert who has competence in assessing and evaluating products. This activity was carried out by providing 10 statements with the highest score of 5 and the lowest score of 1. The results of product validation by material experts can be seen in Table 1.

Table. 1 Validation results of material experts

It	Clarity of content	Score	Value Maximum
1	Suitability of Materials with Learning Competencies	4	5
2	Suitability of Materials with Student Ability Levels	4	5
3	Depth of Matter	3	5
4	Accuracy of Concept Presentation	4	5
5	Relevance of the Material to Current Topics	4	5
6	Relatedness Between Chapters/Sections of Material	5	5
7	Accuracy of Terms and Definitions	4	5
8	Clarity and Readability of the Material	3	5
9	Completeness of Sources and References	4	5
10	Inclusion of Examples and Illustrations	4	5
	Percentage	39	50

Table 1 shows the validation results that cover various important aspects of the teaching material. First, on the criteria of suitability of the material with learning competencies, the product obtained a score of 4 out of a maximum of 5, indicating that the material prepared was sufficient in accordance with the expected learning objectives. Furthermore, the suitability of the material with the student's ability level also received the same score, which is 4, which indicates that the material can be understood by students according to their current level of

knowledge. However, the depth of the material received a lower score, which is 3, which indicates that there are certain aspects that need to be expanded so that students can understand the concept more deeply.

The criteria for the accuracy of the presentation of concepts and the relevance of the material to the current topic each received a score of 4, indicating that the content of the material is quite appropriate and relevant to the latest developments in the field of Arabic. The connection between chapters or parts of the material gets the highest score, which is 5, which indicates that the structure of the material is well structured and supports each other. The accuracy of the terms and definitions also received a score of 4, which indicates that the terms used in the material have been appropriate and contextual appropriate. However, the clarity and readability of the material only got a score of 3, which shows that there is room to improve the way of delivery to make it easier for students to understand.

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After revisions based on feedback from material experts, the second stage of validation was carried out and resulted in a total score of 48 out of a maximum total score of 50, with an average of 4.8. This score is included in the "very valid" category, which reflects that the improvements made have had a positive impact on the quality of the teaching materials that are prepared. This shows that the validation process is not just a formality, but a very important step in the development of quality teaching materials. Thus, product validation by material experts not only guarantees the suitability and accuracy of the material, but also contributes to the improvement of students' learning experience in studying Arabic phonology. Therefore, it is important to continue to involve experts in every stage of material development so that the quality of the education provided can continue to improve.

3.3. Validation of Design Experts

Product design validation involves a design expert who has competence in assessing and qualifying the design of teaching materials. The activity was carried out by giving 10 statements with the highest score of 5 and the lowest score of 1. The results of the validation carried out by the design experts can be seen in Table 2.

Table. 2 Validation results of Design Experts

No.	Clarity of content	Score	Value Maximum
1	Cover quality	4	5
2	Layout	4	5

3	Clarity of Typography (Font & Font Size)	4	5
4	Consistency in the use of spaces, headings, subheadings, and typing material	4	5
5	Clarity of writing/typing	3	5
6	The completeness of the components in each chapter of the teaching material	4	5
7	Accuracy of the presentation of the material	4	5
8	Accuracy of the placement of charts, tables, or illustration images	4	5
9	Clarity of the order in which the material is presented	4	5
10	Display coloring	3	5
	Sum	**39**	**50**

Table 2 shows the validation results that cover various important aspects of the design of teaching materials, such as cover quality, layout, typography clarity, and consistency in the use of spaces, headings, subheadings, and material typing. From these results, it can be seen that the quality of the cover, layout, and clarity of the typography each received a score of 4, indicating that the design experts rated these elements quite well, although there is still room for improvement. On the other hand, the clarity of writing or typing obtained a score of 3, which indicates that there are several aspects that need further attention to improve readability and comprehension of the material.

Furthermore, the completeness of the components in each chapter of the teaching material and the accuracy of the presentation of the material also received a score of 4, indicating that the structure and content of the teaching material were quite adequate. However, it is important to note that the accuracy of the placement of charts, tables, or illustrations also obtained a score of 4, which indicates that the visualization of the material has been done well, but can still be improved to support better understanding by students. With the clarity of the order of presentation of the material, which also received a score of 4, it can be concluded that the flow of information delivery in the teaching materials is well organized.

Based on the results of the first stage of validation, Arabic phonology teaching materials obtained a total score of 40 out of a maximum score of 50, with an average of 4, which is included in the "valid" category. These results show that overall, the teaching materials have met the standards set by design experts. However, to ensure that the final product truly meets the needs of the user, revisions are made to improve the material before proceeding to the second validation stage. In the second stage of validation, the teaching materials managed to obtain a total score of 44 out of a maximum score of 50, with an average of 4.8, which is included in the "very valid" category.

This achievement shows a significant improvement compared to the first stage, which reflects the effectiveness of the revisions carried out. Based on the average score of the two stages of validation by design experts, a total score of 8.3 and an average of 4.2 were obtained, which is included in the category of "very valid". This confirms that Arabic phonology teaching materials not only meet the expected quality standards, but also show the potential to provide a better learning experience for students. Thus, it is important to continue the evaluation and revision process on an ongoing basis so that the resulting products remain relevant and effective in supporting Arabic language learning.
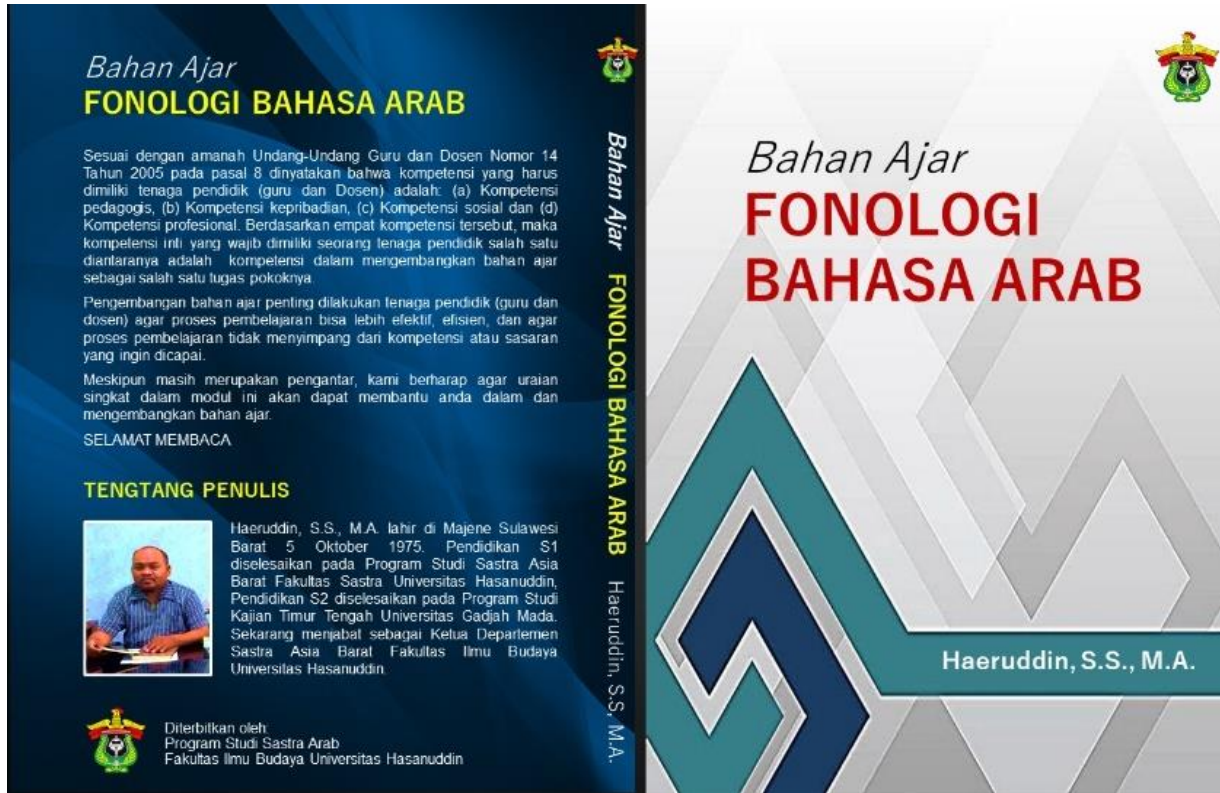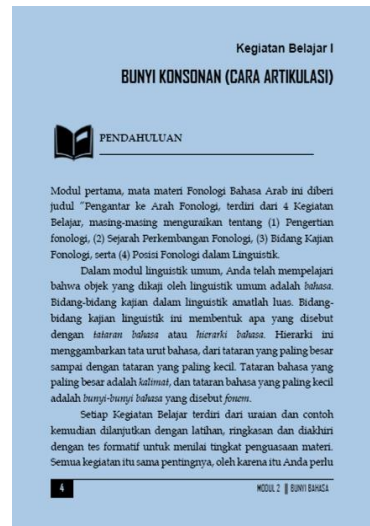
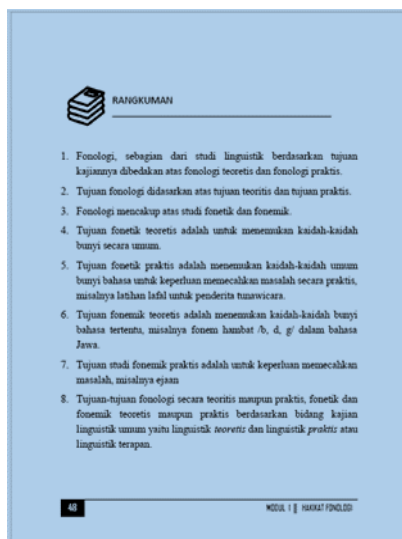Picture 2 Teaching Materials Cover
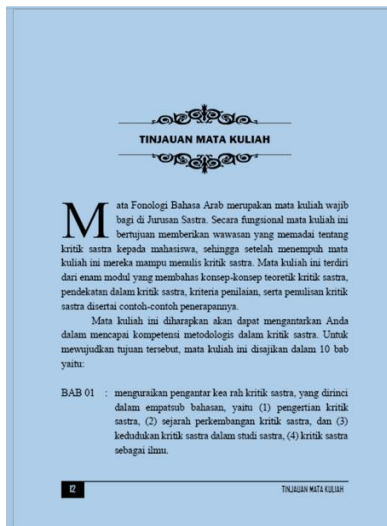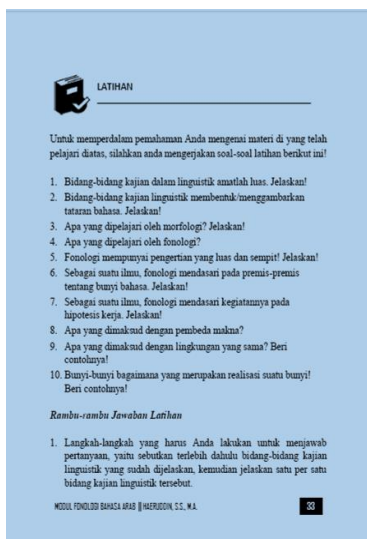

Picture 3. Course Overview
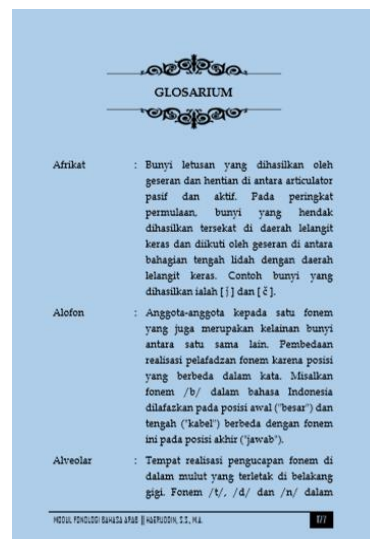

Picture 4. Preface

Picture 5. Learning Excitement 1

Picture 6. Summary


Picture 7. Exercise

Picture 8. Glossary

3.4. Feasibility Test Results

After going through a validation process by material experts and media experts, Arabic phonology teaching materials were tested on 40 students of the Class of 2024 who were enrolled in phonology courses at the Arabic Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University. This feasibility test process has a clear purpose, which is to evaluate the quality of teaching materials from various aspects that are very important, including the clarity of content, appearance, and effectiveness in supporting the learning process. This feasibility test focuses on 10 aspects created in the form of questions that cover various dimensions that contribute to the student learning experience. Thus, the results obtained are expected to provide a comprehensive picture of how well this teaching material can meet the needs of students. In detail, the results of the feasibility test of the developed teaching materials can be seen in table 3.

Table. 3 Feasibility test results
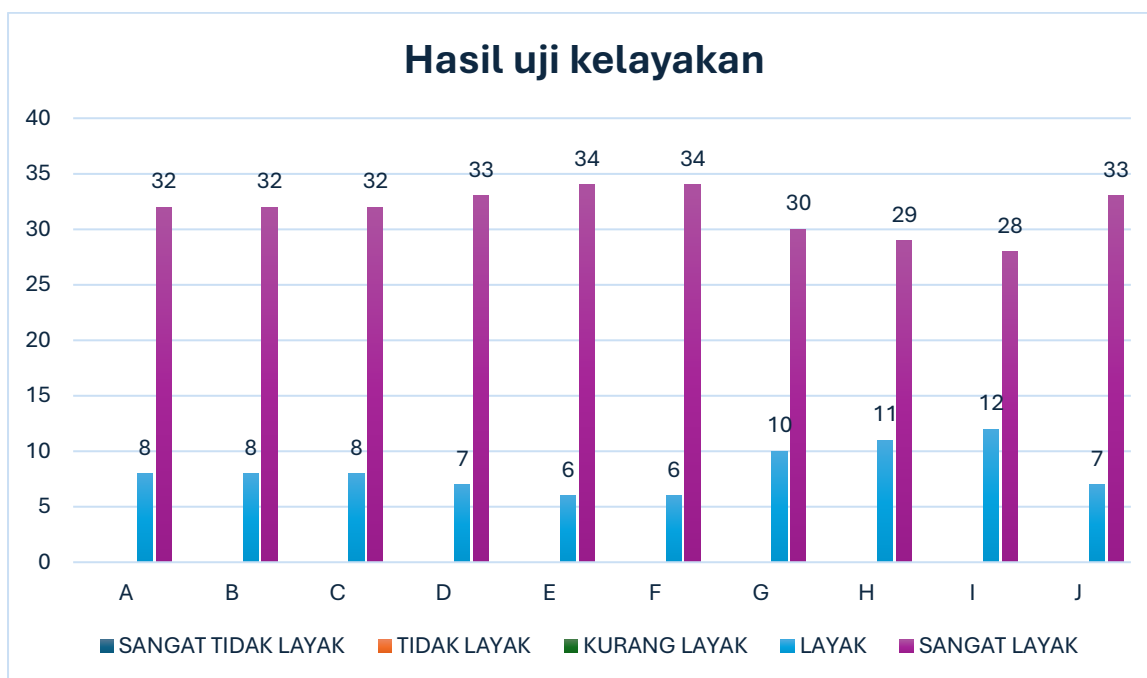
Information

  Score 40–50: Teaching materials are very effective and very suitable for student needs.
  Score 30–39: The teaching materials are quite effective, but there are still some areas that need improvement.
  Score 20–29: Teaching materials require significant improvement in several aspects.
  Score 10–19: Teaching materials are ineffective and need to be thoroughly revised.

From the results of the evaluation of the quality of Arabic phonology teaching materials developed, several main aspects were assessed based on the suitability of the material with learning competencies, student abilities, depth of material, as well as aspects of relevance and readability. The results of the evaluation can be seen in the following assessment scores: 1) The Suitability of the Material with Learning Competencies obtained a score of 4 out of 5. This shows that the material is generally in line with the expected learning objectives, but there is still room to improve its relevance to specific competencies. 2) Suitability of the material to the student's ability level also received a score of 4 out of 5, which indicates that the material is sufficiently in accordance with the average student's ability, although it can be further adjusted to accommodate a wider variety of abilities. 3) Depth of Material scored 3 out of 5, which indicates that the material presented is not yet fully in-depth or comprehensive. This is a concern for further development so that the material can accommodate a more detailed and in-depth understanding, 4) The Accuracy of Concept Presentation is assessed with a score of 4 out of 5, indicating that the main concepts have been well explained, although it can still be improved to improve accuracy and precision, 5) The Relevance of the Material to the Current Topic received a score of 4 out of 5, which indicates that this material is sufficiently in accordance with the latest issues or developments in Arabic phonology, 6) The Relationship Between Chapters/Sections of the Material obtained a perfect score of 5 out of 5. This signifies

that the structure of the material is very cohesive, with each chapter or section logically related, facilitating the learning flow for students, 7) The Accuracy of Terms and Definitions received a score of 4 out of 5, indicating that the terms and definitions are already quite accurate, although there is still potential for improvement to further clarify some technical terms., 8) The Clarity and Readability of the Material received a score of 3 out of 5, which means that the material needs to be simplified or better explained so that it is easier for all students, especially those with lower reading skills, 9) The completeness of Sources and References with a score of 4 out of 5 indicates that the teaching materials already include adequate references, although they may still be able to be supplemented with more relevant and up-to-date sources, 10) The inclusion of Examples and Illustrations was also scored with a score of 4 out of 5, indicating that the teaching materials already included helpful examples, although the addition of more varied illustrations or examples could enrich the material.

Overall, this teaching material obtained a total score of 39 out of a maximum of 50, resulting in a percentage of 78%. This percentage shows that the quality of teaching materials is quite good, but there are some areas that can still be improved, especially in terms of material depth and readability. With further development, this material has the potential to provide more effective support in the learning process of Arabic phonology in the classroom.

4. Conclusion

The development of Arabic phonology teaching materials based on the ADDIE model has been successfully carried out and shows satisfactory results. This development process involves five key stages: requirements analysis, design, development, implementation, and evaluation, which are integral components of the ADDIE model. Each stage plays a critical role in ensuring that the teaching materials align with both academic standards and the needs of students.

In the requirements analysis phase, a comprehensive review of students' current level of proficiency in Arabic phonology and their learning needs was conducted. This step provided a foundation for designing materials that are both relevant and accessible. During the design phase, a curriculum framework was established, integrating pedagogical principles that cater to the diverse learning styles and levels of the students in the Arabic Literature program at Hasanuddin University (UNHAS).

In the development phase, the teaching materials were created, incorporating a variety of multimedia elements such as audio-visual aids, interactive activities, and practice exercises, to enhance engagement and understanding. The materials were then implemented in real classroom settings, where initial feedback was gathered from students and instructors alike. This feedback was crucial in refining the materials to ensure they were both practical and effective.

The final phase, evaluation, involved an assessment of the effectiveness of the teaching materials in improving students' abilities in Arabic phonology. The results of this evaluation showed that the materials were not only academically valid but also practical and effective for promoting student learning. Students demonstrated a significant improvement in their understanding of Arabic phonological concepts, which is a testament to the materials' success in addressing the learning needs identified in the initial analysis phase.

Overall, the development of these teaching materials based on the ADDIE model has proven to be a valuable approach for enhancing the learning of Arabic phonology, providing both a theoretical and practical framework that supports students' academic growth and language acquisition skills.

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