



The Development of an Al-Muthala'ah Teaching Book for Sixth-Grade Students at Kulliyyatul Mu'allimin Al-Islamiyyah Darussalam Gontor

Alsadika Ziaul Haq

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
alsadika.haq@student.uin-suka.ac.id

Arih Inas Atiqahwati

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
arih.atiqahwati@uin-suka.ac.id

Tri Wi Farma

Al Azhar University, Cairo, Egypt
triwifarma@gmail.com

ENGLISH ABSTRACT

This study aims to develop a textbook for *Muthala'ah al-Qirā'ah al-Wāfiyah* for sixth-grade students of Kulliyyatul Mu'allimin al-Islamiyyah (KMI), Darussalam Gontor, based on image-based media. The textbook was designed to fulfill the learning objectives established by the Quality Assurance Department and to meet the standards of the KMI curriculum. Based on initial observations, it was found that students had difficulty understanding the existing textbooks due to the lack of media integration. In addition, several errors in sentence construction were identified in the texts, which led to misunderstandings of the intended meanings. This study employed the developmental model proposed by Jerold E. Kemp. The model is circular in nature and illustrates a continuous process in implementing instructional design to create learning that is effective, efficient, and engaging. The results of this study indicate that the *Muthala'ah al-Qirā'ah al-Wāfiyah* textbook is suitable for use in teaching sixth-grade students at KMI Pondok Modern Gontor. This is supported by validation results showing that the Arabic language expert awarded a score of 95.45% (in the very good category), the learning media expert awarded 92.50% (in the very good category), and the instructional design expert awarded an average score of 99% (in the very good category). The developed textbook can assist and facilitate sixth-grade students in understanding the learning materials and increase their interest in learning, particularly in *muthala'ah* lessons.

Keywords: Al-Muthala'ah, Teaching Book Development, Image-Based Learning Media, Arabic Reading Skills

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengembangkan buku ajar Muthala'ah Al-Qirā'ah Al-Wāfiyah berbasis media gambar bagi siswa kelas VI Kulliyatul Mu'allimin Al-Islamiyyah (KMI) Pondok Modern Gontor. Buku ajar ini dikembangkan untuk memenuhi tujuan utama pembelajaran yang telah ditetapkan oleh bagian penjaminan mutu serta standar kualitas kurikulum KMI. Berdasarkan hasil observasi awal, ditemukan bahwa siswa kurang memahami buku teks yang telah digunakan sebelumnya. Hal tersebut disebabkan oleh kurangnya pemanfaatan media pendukung dalam penyajian buku ajar, tampilan buku yang kurang menarik, serta adanya beberapa kesalahan dalam penulisan kalimat pada teks yang mengakibatkan perbedaan pemahaman makna. Penelitian ini menggunakan model pengembangan Jerold E. Kemp. Model ini berbentuk lingkaran dan menunjukkan adanya proses pengembangan yang bersifat berkesinambungan dalam penerapan desain pembelajaran, sehingga mampu menciptakan proses pembelajaran yang efektif, efisien, dan menarik. Hasil penelitian menunjukkan bahwa buku ajar Muthala'ah Al-Qirā'ah Al-Wāfiyah berbasis media gambar dinyatakan layak digunakan dalam pembelajaran siswa kelas VI KMI Pondok Modern Gontor. Hal ini dibuktikan dengan hasil penilaian dari validator bahasa Arab sebesar 95,45% dengan kategori sangat baik, validator media pembelajaran sebesar 92,50% dengan kategori sangat baik, serta validator desain pembelajaran dengan capaian rata-rata sebesar 99% dalam kategori sangat baik. Produk buku ajar yang dikembangkan ini mampu membantu dan memudahkan siswa kelas VI dalam memahami isi teks bacaan serta meningkatkan minat dan ketertarikan siswa terhadap materi pembelajaran, khususnya pada mata pelajaran Muthala'ah.

Kata Kunci: *Al-Muthala'ah, Pengembangan Buku Ajar, Media Pembelajaran Berbasis Gambar, Keterampilan Membaca Bahasa Arab*

Introduction

Effective learning is supported by several interrelated pedagogical components, including approaches, methods, strategies, techniques, learning models, and instructional media (Reksiana, 2019). Among these components, instructional media plays a crucial role in facilitating meaningful learning experiences, as it serves as a bridge between abstract concepts and learners' cognitive processes (Prananingrum et al., 2020). The appropriate use of learning media enables teaching and learning activities to be conducted more effectively and efficiently.

In line with ongoing educational developments, teachers are increasingly expected to utilize available instructional media and, when necessary, to develop innovative media that foster engaging and motivating learning environments, even when the resources are relatively simple (Zulkifli, 2018). Consequently, the ability to design and employ instructional media effectively has become an essential professional competence for teachers (Hudaya, 2022).

Among various types of instructional media, image-based media remain one of the most frequently used tools in classroom instruction, particularly in language learning contexts (Karyati, 2017). Visual representations not only support comprehension but also enhance learners' interest, provide contextualized knowledge, and facilitate the application of learning content to real-life situations. Therefore, pictorial media embedded in textbooks must be carefully designed to align with learning objectives, present accurate information, and enrich students' understanding.

Muthola'ah (reading comprehension) is a core component of Arabic language instruction at Kulliyatul Mu'allimin Al Islamiyyah (KMI), Pondok Modern Darussalam Gontor. The primary objective of Muthola'ah instruction is to enable students to comprehend texts quickly and accurately, as well as to articulate the main ideas of each reading passage using concise and appropriate language (Onainor, 2019). As a compulsory subject across all educational levels at KMI, including Grade 6 as the final stage of students' formal education, Muthola'ah plays a strategic role in shaping students' linguistic competence.

However, preliminary observations reveal several pedagogical challenges in the current Muthola'ah textbook used for Grade 6 students, namely *Al-Qira'ah Al-Waafiyah*. The textbook is predominantly text-based, with minimal or no visual support, which tends to reduce students' motivation, particularly for learners with strong visual learning preferences. Moreover, certain vocabulary items and language expressions found in both the student and teacher versions of the book lack standardization, leading to misconceptions and inconsistencies in interpretation.

Findings from initial interviews with students indicate that many experience difficulty in understanding the reading texts due to unfamiliar vocabulary and complex language styles that differ significantly from those encountered at earlier levels. In addition, the unattractive physical design of the textbook—printed on dense, opaque paper without illustrative elements—further diminishes students' interest and engagement. From the teachers' perspective, these issues complicate the instructional process and hinder the achievement of learning objectives, as emphasized by Dick and Carey's instructional design theory, which asserts that instructional effectiveness is

measured by the extent to which predetermined learning goals are achieved (Chang, 2006).

Despite the recognized importance of instructional media and textbook design in language learning, existing studies predominantly focus on general media utilization or reading strategies in Arabic instruction, with limited attention to the systematic development of Muthola'ah textbooks that integrate visual media and standardized vocabulary within the specific context of Islamic boarding school education. In particular, empirical research addressing the development of image-supported Muthola'ah teaching materials tailored to the KMI curriculum for final-grade students remains scarce. This gap highlights the need for a context-specific instructional material development that responds directly to learners' needs and curricular demands.

Therefore, this study seeks to develop an enhanced Muthola'ah textbook (*Al-Qira'ah Al-Waafiyah*) for Grade 6 KMI students by integrating visual elements and improving lexical clarity. The proposed development is expected to facilitate the learning process for both students and teachers, increase students' motivation and comprehension, and ultimately ensure the achievement of learning objectives in accordance with the Kulliyatul Mu'allimin Al Islamiyyah curriculum.

Although prior research has widely recognized the critical role of instructional media and reading comprehension in the teaching and learning of Arabic, most existing studies tend to examine these elements in isolation or within general educational settings. Research on instructional media often emphasizes the use of technology or visual aids as supplementary tools, while studies on reading comprehension in Arabic commonly focus on linguistic strategies, text difficulty, or learner characteristics. However, there remains a notable gap in the literature regarding the systematic development of Muthola'ah textbooks that intentionally integrate visual media with standardized vocabulary, particularly within the specific pedagogical and institutional framework of Kulliyatul Mu'allimin Al-Islamiyah (KMI).

Methods

The method employed in this study is Research and Development (R&D). Research and development refer to a systematic process or set of steps used to develop a new product or to improve an existing one (Haryati, 2012). This study adopts the

development model proposed by Jerold E. Kemp, which is circular in nature. The circular design of this model indicates that the development process is continuous and iterative in implementing instructional designs (Fatmawarni & Chania, 2020).

In the context of learning, this model belongs to a taxonomy of instructional models oriented toward both individual and classical learning activities. Therefore, it is suitable for teachers in designing learning processes that are effective, efficient, and engaging.

Conceptually, the research and development approach consists of several general steps as described by Jerold E. Kemp, namely: (1) determining learning objectives, (2) analyzing learner characteristics, (3) formulating specific learning objectives, (4) determining content or subject matter, (5) conducting pre-assessment, (6) selecting appropriate instructional strategies and procedures, (7) coordinating supporting facilities and resources, and (8) determining evaluation and assessment methods (Sustiawati et al., 2018).

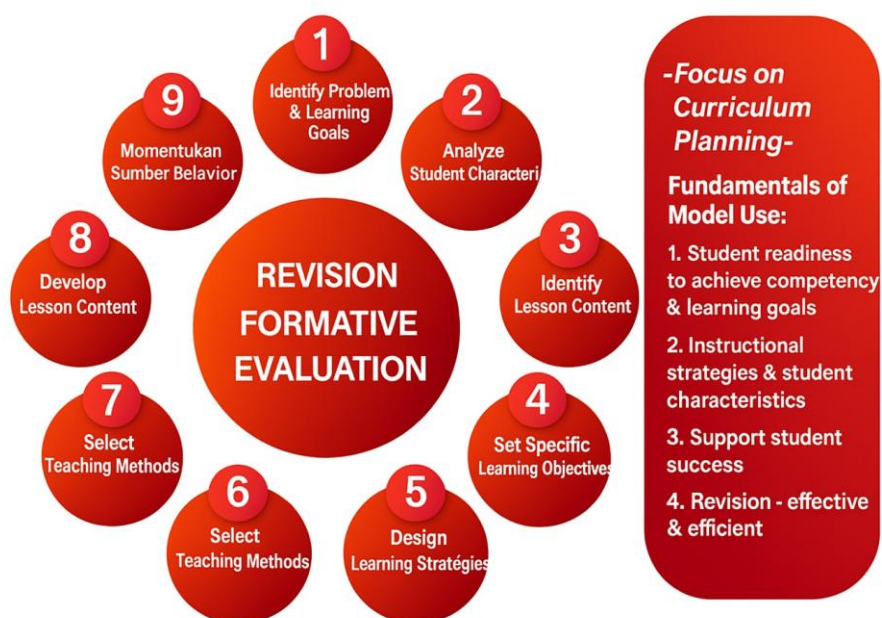


Figure 1. Kemps'model

Result and Discussion

Designing a strategy is an effort made by teachers in creating teaching and learning activities that are conducive to achieving the goal (Nugraha & Zulela, 2020). In practice, learning refers more to systematic efforts in managing the learning environment to grow and develop student learning (Rusman, 2010).

Learning Arabic as a second language aims to enable a person to be able to use a language other than their mother tongue, to understand the structure of the language according to what is heard, and to be able to apply it in speaking, reading, and writing. In short, learning Arabic is essentially developing social communication skills using a second language (Asrori, 2011).

In the teaching and learning process, at least there are pillars of learning that must be implemented, namely approaches, methods, strategies, techniques, and learning media. Even in learning Arabic, the five pillars must exist in the teaching and learning process, to create creative and innovative learning (Masykur et al., 2017). Of the several existing pillars of learning, learning methods and media are very prominent aspects in achieving learning objectives effectively.

Thus, learning media has an important role in the success of learning activities. The purpose of using media is to facilitate children's understanding of the teaching and learning process (Ratnasari & Zubaidah, 2019). There are various kinds of audio, visual, and audiovisual learning media with various characteristics of each. One of the friendliest visual media is a picture book. Even though nowadays various electronic and non-electronic print media have sprung up, this does not cover the role of books, which provide information to students through the cognitive touch of the teachers directly.

However, in practice, learning that takes place in every educational institution will face obstacles and challenges. Of course, the obstacles and challenges that will be faced must be overcome by every educational institution in a way that is not the same. Even the obstacles and obstacles faced between class units in an educational institution will experience differences, considering that Arabic is not the mother tongue and has characteristics that are not understandable. In general, the obstacles or problems faced by students include linguistic and non-linguistic problems (Syaifullah, 2017).

Pondok Modern Darussalam Gontor is an educational institution that makes Arabic the main curriculum in the daily life of students as well as English. Its presence is

increasingly evident at the age of 96 years in Pondok Pesantren, which has 12 male branch campuses and 8 female branch campuses spread across various regions in Indonesia (Suharto, 2014, p. 4).

As an educational institution based on Islamic boarding schools, Pondok Modern Darussalam Gontor integrates formal and non-formal education, as well as religious and general studies 100% simultaneously, with the Islamic boarding school system and strict discipline, within 6 years (Radjfi, 2020). This is something that is rarely found in any educational institution in Indonesia.

Education and teaching are one of the five terms in Pondok Modern Darussalam Gontor (Katni et al., 2019). The education taught at Pondok Modern Darussalam Gontor combines the advantages of the traditional pondok education system with the theory and practice of modern pondok education. Oriented towards social life, as well as the ability to be self-sufficient and not depend on others, in Dutch it is known as *Zelfhulp*. With such an educational pattern, education at Pondok Modern Gontor can give colour and a role to education in Indonesia and even Southeast Asia.

In terms of teaching, Pondok Modern Darussalam Gontor has an educational unit called *Kulliyatul Mu'allimin al Islamiyyah*. Standing together with its 10th anniversary in 1936, until now, the KMI system still exists as a pioneer of modern education with a classical system, by realizing its curriculum, without having to depend on the government (Hardoyo, 2008).

Learning Arabic is one of the main curricula in Pondok Modern Gontor because Arabic is used as the language of instruction in the education and teaching process in it. In fact, until now, Gontor still exists, applying the direct method of *al Tariqah al Mubasyirah* in teaching Arabic and English (Jubaidah, 2015).

Various materials are taught in learning Arabic at Pondok Modern Gontor, one of which is the *Muthola'ah material*. The purpose of Muthola'ah learning at Pondok Modern Gontor is that students can understand what is read from the text with an accurate and fast understanding, and can express what is read in concise but precise expressions according to the message in the text.

However, based on the initial research that the researchers had conducted by observing and interviewing 6th-grade students at Pondok Modern Gontor Campus 7 Kalianda, the researcher found a problem that the students had difficulty understanding

the textbook, and the language factor was a dominant factor that dominated the existing problems. Aside from the use of quite a beautiful language style, as well as some foreign vocabulary that is rarely heard by students, existing textbooks are also printed on opaque paper and are not yet equipped with illustrations of each material being taught. So thus, students are less interested, as well as less interested in learning it.

To identify more objective problems, researchers also conducted *interviews* remotely. From the identification of problems that researchers get from various campuses, researchers find similarities in the problems. The Researchers had collected data using interviews and questionnaires and found the conclusion that several teachers from existing campuses have difficulty in teaching the material because there is vocabulary that they don't understand.

Therefore, researchers see the need for the development of *Muthola'ah* class 6(*Al-Qira'ah Al-Waafiyah*) to achieve quality and quality, as well as learning objectives that have been set by the KMI Pondok Modern Gontor curriculum section towards perfection. This is in line with the slogan that is always echoed by the leadership of Pondok Modern Darussalam Gontor:

المحافظة على القيم، والتغيير إلى الكمال.

"Maintaining values, and wanting to move forward towards perfection, is *immaterial*, static, but moving, changing." (Darussalam Gontor, 2021).

Product Specifications

Learning activities conducted in every educational institution inevitably encounter various obstacles and challenges. These obstacles and challenges must be addressed by each institution through strategies that may differ from those applied in other educational settings. Even within the same institution, challenges faced by different class units may vary, particularly in learning Arabic, which is not the students' mother tongue, and possesses linguistic characteristics that are often difficult to comprehend. Therefore, in general, the obstacles or problems experienced by students can be classified into linguistic and non-linguistic problems (Syaifullah & Izzah, 2019).

Based on the findings obtained from observations and interviews, the researcher concludes that the learning problems faced by sixth-grade students of Kuliyyatul Mu'allimin al-Islamiyyah in the 2022–2023 academic year indicate the need for engaging

learning activities supported by appropriate learning tools. These tools serve as supporting instruments to achieve the learning objectives formulated in the Kuliyyatul Mu'allimin al-Islamiyyah curriculum. This need aligns with the characteristics of 21st-century learning, which require students to possess skills, knowledge, and readiness in the fields of technology, media, and information, as well as learning and innovation skills (Desrani & Zamani, 2021).

Research and Development (R&D) is currently one of the research approaches that is widely implemented and increasingly in demand. This can be observed through the significant role of scientific development in facilitating and improving the effectiveness of the learning process for students.

According to Sugiyono, research and development is often defined as a process or series of steps used to produce a new product or to improve an existing product (Putra et al., 2020). Based on this explanation, development research can be understood as a systematic research procedure aimed at creating or refining a product and testing its effectiveness so that it can be scientifically justified.

Before discussing development research in greater depth, it is important to note that several development models are commonly used in Indonesia. These models include the Performance-Based Teacher Education (PBTE) model, the Dick and Carey model, the ASSURE model, the ADDIE model, the Borg and Gall model, and the Kemp model.

In this study, the researchers chose to employ the Jerold E. Kemp development model. This decision was made after considering several factors, particularly the detailed and systematic nature of the Kemp model's development process. Moreover, the Kemp model presents a continuous and flexible development framework, allowing researchers to begin the development process from any component as needed (Reksiana, 2022). Jerold E. Kemp formulated nine components within a general instructional design model. The broad, oval shape of the model illustrates that instructional design and development are continuous processes that require ongoing planning, design, development, and evaluation to ensure effective instruction.

The Jerold E. Kemp development model remains widely used in educational development research and instructional design. This is due to its systematic structure, which helps organize teaching and learning activities more effectively and makes their

implementation more manageable. Consequently, the Kemp model is highly relevant for teachers in creating learning environments that are conducive, effective, and time-efficient (Fatmawarni & Chania, 2020).

In detail, the textbooks developed by the researchers using the Kemp development model, which were adapted to the results of the field needs analysis, are described as follows:

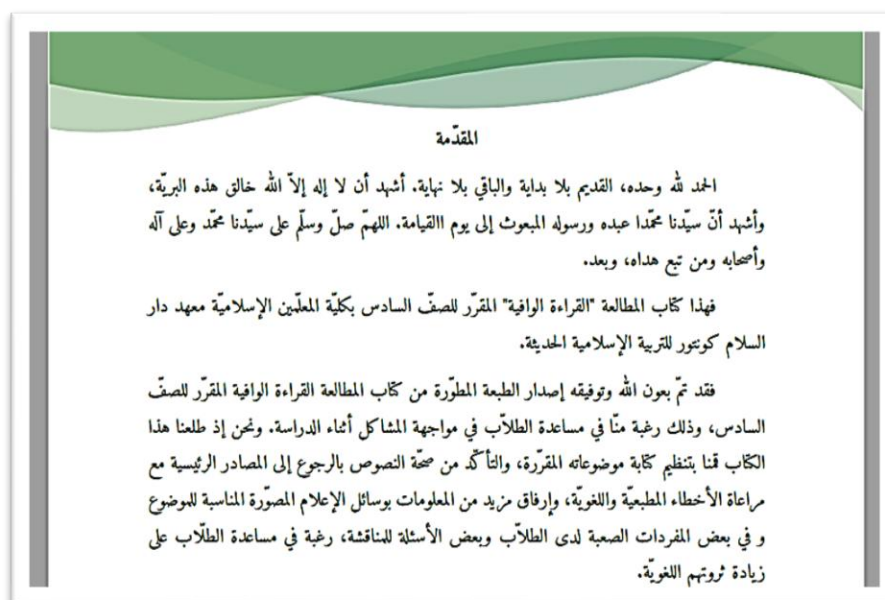


Figure 2. Introduction



Figure 3. Vocabulary Delivery Method

خطوات تدريس المطالعة :

الخطوات	تفصيل الخطوات
التعارف	١. إلقاء السلام ٢. تنظيم الفصل (إذا لم يكن منظماً) ٣. السؤال عن المادّة وكتابة التاريخ الهجري والميلادي بمشاركة التلاميذ ٤. إعلان موقف المدرّس لأجل العملية
المقدمة	الأسئلة أو البيان الموجز الذي يوصل أذهان التلاميذ إلى درس جديد، ثم كتابة الموضوع
العرض - والربط - والاستنباط	شرح الكلمات (انظر طريقة شرح الكلمات)، ووضع التلاميذ الكلمات الجديدة في جمل مفيدة، إذا احتاج إلى ذلك للتأكد من الفهم شرح مضمون الموضوع مع الربط وتحليله بالمناقشة والتشويقات، ثم الاستنباط بأخذ المغزى إذا احتوى

Figure 4. Learning Strategy



Figure 5. Subject Teacher Indicator



Figure 6. Formulation of General and Specific Instructional Objectives

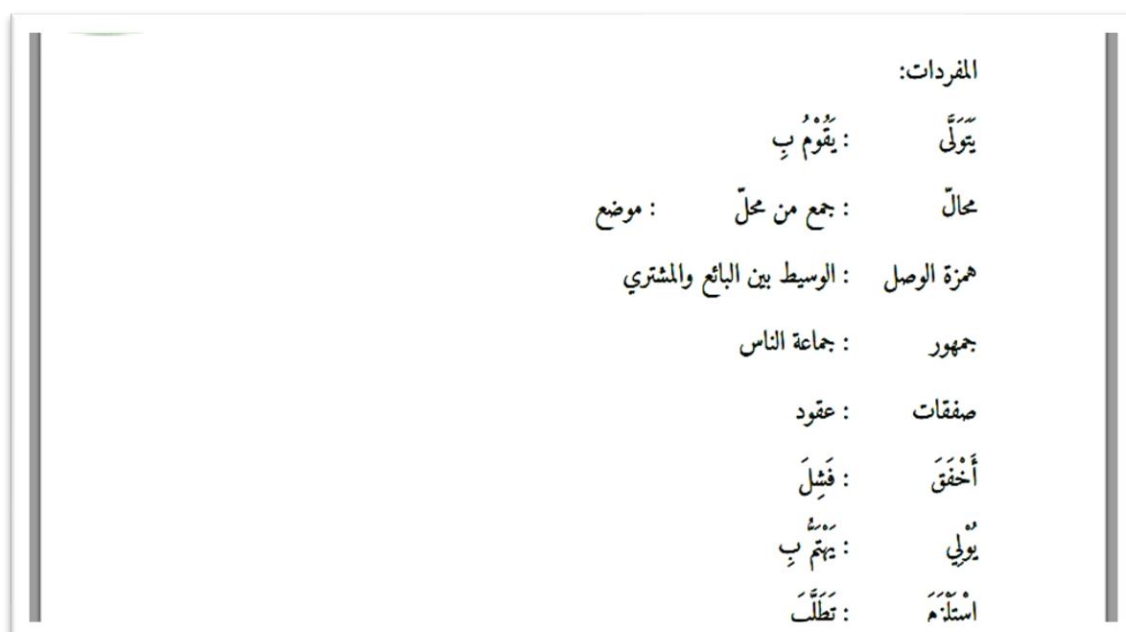


Figure 7. Vocabulary Development



Figure 8. Development of supporting media for each text

Product Feasibility

The scope of research and development can be viewed in terms of the level of novelty and complexity of the products produced. At the master's level, development research is conducted to improve existing products and to continue testing the effectiveness of the products resulting from the development process. Consequently, the products produced are expected to have practical value in supporting work processes, making them more effective, efficient, and satisfactory (Sugiyono, 2013).

To examine the feasibility of the products developed in this study, the researchers submitted the products for validation to experts and practitioners. According to Sugiyono, experts are individuals who possess doctoral qualifications and have expertise relevant to the field of the product being developed, while practitioners are individuals who have experience in using similar products (Sugiyono, 2013).

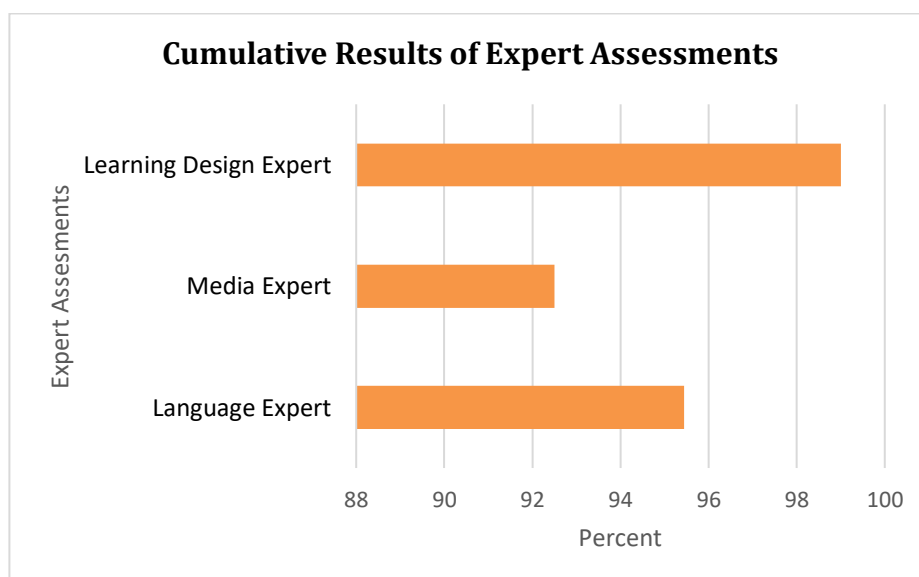
Based on Sugiyono's perspective, the researchers distributed validation questionnaires to experts to assess the feasibility of the developed product. The experts involved in this validation process consisted of Arabic language experts, learning design experts, and learning media experts. Through this process, it was expected that the validity of the developed product could be ensured and that constructive evaluations from experts in the relevant fields could be obtained before its wider implementation.

Based on the assessment conducted by Arabic language experts, the researchers concluded that the percentage score for product validation in the linguistic aspect reached 95.45%. This result indicates that the product is categorized as very good and highly feasible from a linguistic perspective.

Meanwhile, based on the assessment by media experts, the percentage score for product validation in the learning media aspect reached 92.50%. This finding suggests that the media components integrated into the product are of very good quality and feasible for use.

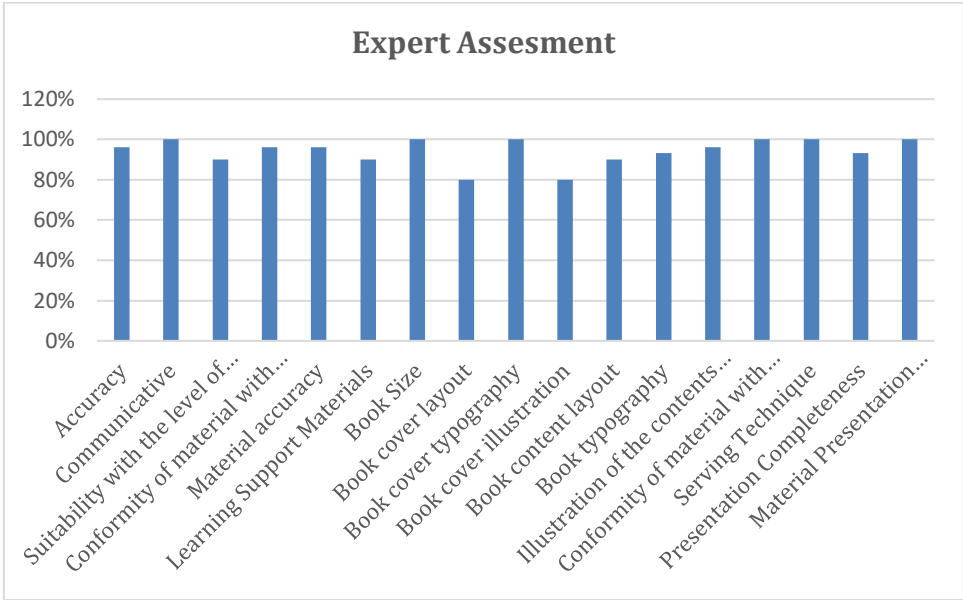
Furthermore, according to the assessment conducted by learning design experts, the percentage score for product validation in the learning design aspect reached 99%. This result demonstrates that the learning design embedded in the developed textbooks is very good and highly feasible for implementation.

Based on the evaluations provided by the three groups of experts, the researchers summarize the feasibility results in the diagram presented below.



Graph 1. Cumulative Results of Expert Assessments

Based on the feasibility assessment of the experts, the researcher can conclude the results of the assessment using the diagram below:



Graph 2. Expert assessment results

From several assessments from the experts that the researcher is aiming for, the researcher tries to cumulate these values by referring to the following formula (Anas Sudijono, 2010):

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage Score

F = Number obtained

N = Maximum score of the expected aspect

$$P = \frac{258}{270} \times 100\%$$

So, the total percentage figure is 95.56%.

Thus, the researcher can conclude that the textbook product developed is feasible to be applied and implemented in *Muthola'ah* grade 6 *Kulliyatul Mu'allimin al Islamiyyah* students.

Even so, researchers do not deny the existence of evaluations and input from experts, including: a) There needs to be audio support from the vocabulary that has been collected. b) It is necessary to add conclusions from each title contained in the developed

textbook. c) It is necessary to reconsider the problem of media placement as a support for reading texts so that it is more systematic to understand.

Product Effectiveness

A research and development result will be said to be a great result based on its novelty, complexity, and usefulness. In another sense, the products produced can provide practical benefits in helping work to make work more effective, efficient, and satisfying (Sugiyono, 2019). The instrument that researchers used to measure product effectiveness is a test technique. The indicators that the researcher measures in the test that the researcher will measure are as follows:

Basic Competency	Indicator	Type Processing Skills	Topic	Number of Questions	No. Problems
Understanding reading texts with perfect understanding , including the four components of language skills.	State the definition of a seller according to the reading text and interpret the moral qualities he must have.	Define and interpret	المثل الكامل للبائع	2	1
	Processing words by paying attention to the differences in <i>dhamir</i> used in the reading text	Using <i>qawa'id</i> skills	الحياة الطيبة، الرفق بالخدم والضعفاء	5	2,3 &4
	Analyzing the differences between pessimistic and optimistic souls mentioned in the reading text.	Analyze	الطبيعة المتفائلة	3	6&7
	Actualize attitudes towards parents and be able to mention the prohibition on disobedience to both.	Actualization of the attitude of	الأسرة	3	8&9

Graph 3. Test measurement indicators

Furthermore, after determining the test measurement indicators and the scoring rubric, the researcher validated the supervisors before conducting the pre- and post-test trials. In addition, the researchers also tested the validity, reliability, difficulty level of the questions, and the differential power of the questions. As for the results of the *pre-test & post-test*, the researchers analyzed them using homogeneity and normality tests. And in the final stage, the researcher conducted a *T-test* on textbooks *muthala'ah* that had been developed by researchers. Based on the T-test, the researchers can conclude the results as follows:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	13.8269	52	4.74743	.65835
	posttest	32.5769	52	7.37602	1.02287

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	pretest - posttest	-	7.89111	1.09430	-	-	51	.000	
		18.75			20.9469	16.553	17.1		
		000			0	10	34		

Graph 4. The value of the Paired Sample Test results

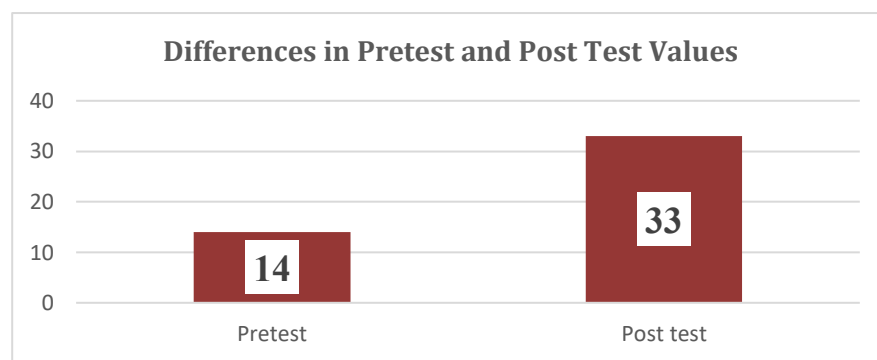
Based on the output table of the *paired sample test* above, it is known that the sig. (2-tailed) is 0.000 < 0.05, then H₀ is rejected, and H_a is accepted. This is by the opinion of Singgih Santoso, in the decision-making guidelines on the *paired sample test* based on the significant value of the SPSS output results are as follows:

- If the sig value (2-tailed) < 0.05 then H₀ is rejected, and H_a is accepted.
- If the sig value (2-tailed) > 0.05 then H₀ is accepted, and H_a is rejected.

So, it can be concluded that there is a difference in the average *pretest* & *post-test*, which means there is an influence on the use of media-based *muthola'ah* textbooks developed by researchers.

output table *The Paired Sample Test* above also contains information about the value of *man-paired differences*, which are $13.8269 - 32.5769 = -18.75000$, and the difference between these differences is between -20.94690 to -16.55310 .

The results of the pre- & post-test trials can be described in the following diagram:



Graph 5. Pretest & Posttest result scores

Based on the results of the comparison of pretest and posttest values above, it can provide a clear picture that textbooks developed based on image media help students understand and increase their learning interest, as well as play an important role in learning activities. The developed textbooks also make it easier for teachers in the learning process. This is following *Hasan Syahatah*, which states that learning media can be used by students personally in listening to a story conveyed by the teacher, helping solve learning problems faced by students, facilitating the learning process carried out by teachers and students, and being able to attract attention. students to the material presented (حسن شحاتة, 1993).

Opinion Hasan Syahatah above, Hamdani revealed that picture media is very fun, motivates students to look away from the page of the book which makes it easier to describe situations, helps convey knowledge and binds it in the mind, brings students to the imagination in learning a language that is easy and fun, as well as facilitating a

communicative approach in language learning that is very close to normality, as well as facilitating the improvement of listening, speaking and reading skills (Hamdani, 2011).

While practically, the researcher found that there was a significant influence from the use of picture media-based *muthala'ah* textbooks which facilitated the learning process in the classroom. output table *paired sample test* above, it is known that the sig. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected, and H_a is accepted.

This research is limited to the development of visual media-based teaching materials using Jerold Kemp's model, encompassing needs analysis and product revision. The focus of the research is solely on the quality of instructional design and its implications for Arabic language learning, without examining external factors or broader curricular aspects. The finding, therefore, reflects the effectiveness of visual media within the designed instructional context.

Conclusion

This study developed a Muthola'ah textbook for Grade 6 KMI students using the Jerold E. Kemp instructional design model, which consists of nine systematic and flexible stages adapted to field needs. The development process was followed by feasibility testing involving Arabic language experts, learning design experts, and learning media experts. The validation results indicate a feasibility score of 95.56%, categorizing the textbook as Very Good and suitable for use in Grade 6 Kulliyatul Mu'allimin al-Islamiyyah learning.

The effectiveness test demonstrates that the developed textbook is very effective in enhancing students' reading interest and reading skills. This finding is supported by a significant and measurable improvement between pretest and posttest scores, indicating that the integration of visual media contributes positively to students' comprehension and engagement in Muthola'ah learning.

This research is limited to product development and validation, including instructional design, expert assessment, and readability testing, without examining long-term implementation effects. Nevertheless, the findings suggest that the application of the Kemp model and the integration of visual media strengthen the alignment between objectives, materials, and presentation strategies, thereby supporting the effectiveness of Arabic language learning.

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