

Neurolinguistic-based Learning Design for Madrasah Students

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ABSTRACT

Arabic grammar learning often faces difficulties, especially for students with a non-boarding school background who are unfamiliar with the structure of sentences and terms in Arabic. This study aims to develop Arabic grammar teaching materials in printed media using the Neurolinguistic Programming (NLP) approach to assist students in understanding Arabic rules. The method used in this study is the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The results show that the developed teaching materials received good validation from content and media experts, with scores of 84.76 and 84.61, respectively. The trial on students showed significant improvement, with the average pre-test score of 44 and post-test score of 68.33, and paired t-test results indicated a Sig. value of 0.000, signifying a significant change. The effectiveness of the teaching materials was also supported by an N-Gain Score of 0.4493, indicating moderate effectiveness. The student satisfaction score reached 79.23%, indicating that students were satisfied with the NLP-based teaching materials. However, improvements in material aspects and presentation methods are still needed to meet optimal competency standards.

Keywords : *Teaching Materials; Arabic Grammar; Neurolinguistic Programming*

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INTRODUCTION

Mastery of qowaid or Arabic grammar is a fundamental aspect in constructing Arabic sentences (Irmansyah & Pratiwi, 2021; Nurani et al., 2023; Rohayati et al., 2024; Rohayati & Rahayu, 2017) . This is because qowaid functions to determine the status of sentences in Arabic, such as recognizing the function of subjects, objects, and to see several word changes in Arabic (Aji, 2022; Hidayah, Mukmin, & Eltika, 2023; Hidayah, Mukmin, & Nofiasari, 2024; Irmansyah & Fera, 2018; Nurani & Kartini, 2018) . Mastery of qowaid is also an important reference to avoid mistakes in reading (Jumhur, 2015; Mukmin & Susanti, 2016; Nurani et al., 2019) which can cause misunderstanding of meaning (Effendi, 2022; Imron, 2023) . Unfortunately, qowaid learning still faces various obstacles in the field (Jumhur & Maghfur, 2016) . Students often experience difficulties due to their low ability to understand language structure (Muhammad, 2020) , lack of motivation (Hidayah, Mukmin, & Marfuah, 2023; Jamanuddin, 2015; Wasilah & Aziz, 2018) , ability (Prasetyo, 2019) , willingness (Rohayati & Nursalina, 2018) , practice (Hidayah, Mukmin, & Apriyani, 2024; Wasilah et al., 2024; Wasilah & Agustina, 2016) , as well as an ineffective Arabic language learning system (Nurani, 2022b; Nurani & Firdawati, 2019; Sabana, 2020; Suryati & Nazarmanto, 2022) . This is exacerbated by the lack of media (Irmansyah et al., 2023; Mukmin & Irmansyah, 2017; Nazarmanto & Istiqomah, 2019) and effective learning resources (Imron et al., 2024; Jamanuddin & Fitriyani, 2017; Jamanuddin & Aisyah, 2019; Rohayati, 2018; Wasilah & Zolam, 2019) as well as differences in the backgrounds of Arabic language learners (Hidayah, Mukmin, & Cardasyifa, 2024; Hidayah & Muyassaroh, 2023; Mukmin et al., 2024; Mukmin, 2019) , especially for students from non-Islamic boarding

schools who are very unfamiliar with Arabic terms and grammatical structures (Irmansyah et al., 2022; Rohayati & (Mustayari, 2016) .

To answer these challenges, a learning approach is needed (Jamanuddin & Ibrahim, 2021; Jamanuddin & Kumbara, 2016; Mukmin, 2017; Nazarmanto & Oktafia, 2018; Nurani, 2022a) that can increase motivation and effectiveness of students' understanding of qowaid (Qaaf, 2014) . One relevant approach is Neuro-Linguistic Programming (NLP). Bandler & Grinder stated that NLP views individuals as holistic systems consisting of interactions between the mind-body and patterns of relationships that have been structured, including internal experiences, language, and behavioral patterns. (Nugraheny & Kusuma, 2018) . So, NLP is a discipline that studies how a person's thoughts, language, and behavior interact to form an organized system to achieve specific goals. This NLP approach is believed to be able to foster students' interest in learning, reduce boredom and build positive perceptions of the material being studied.

Although NLP has been used as one of the solutions to various problems in the world of education, NLP has not been widely applied in learning Arabic grammar. Therefore, the purpose of this study is to develop a learning strategy for qowaid teaching materials through the NLP approach packaged in print media, as an alternative solution for students who have limited technological facilities, especially in Islamic boarding schools and traditional schools.

METHOD

This research is a research and development (Research and Development/R&D) which aims to produce (Sabana et al., 2024) Qowaid teaching materials based on Neuro-Linguistic Programming in the form of printed media. The development model used namely ADDIE which consists of from Analysis, Design, Development, Implementation, Evaluation. Study This implemented in class IX C MTs Aulia Scholars consisting of 15 students as selected respondents with purposive sampling technique , namely sample selection based on criteria understanding of Arabic grammar and availability time (Hidayah et al., 2021; Imron et al., 2023) .

Procedure development based on ADDIE , namely :

Analysis: Data were collected through field observations, teacher interviews, and student questionnaires to identify learning needs as the foundation for developing teaching materials.

Design: A draft product was planned by referring to NLP theory, creating a flowchart, and aligning learning objectives with the curriculum.

Development: The product was developed according to the initial plan and validated by content and media experts.

Implementation: The product was revised based on expert feedback and tested through individual trials with students.

Evaluation: The final product was evaluated and revised based on trial feedback to ensure its effectiveness and readiness for use.

Data collection techniques and instruments were conducted through observation, semi-structured interviews, literature studies, questionnaires, and tests. The product validation questionnaire was given to material and media experts, while the product needs and satisfaction questionnaire was given to students. Tests consisting of pre-tests and post-tests were given to students to see the effectiveness of the teaching material product on students' understanding of Arabic qowaid.

Data analysis techniques are divided into qualitative data analysis techniques and quantitative data analysis techniques. The qualitative data analysis technique used is the source triangulation technique for data from interview observations (Nurseha & Sabana, 2022). The quantitative analysis techniques used are data validity testing by calculating the average expert validation score, prerequisite testing with normality testing using the Shapiro-Wilk test, effectiveness testing using paired sample t-test and N-Gain Score to see the effectiveness of the product on students' understanding of Arabic qowaid.

FINDINGS AND DISCUSSION

Process of Developing Qowaid Teaching Materials Based on Neurolinguistic Programming

This research uses the ADDIE development model which consists of 5 steps, namely as follows:

Analysis (Analysis Stage)

The analysis stage was carried out through observation and documentation in class IX MTs Aulia Cendekia Palembang to identify the need for developing teaching materials. Based on the results of the observation, it was found that learning Arabic language rules used LKS arranged according to the Merdeka Curriculum. However, the LKS had an unattractive appearance because of the lack of color and visual elements, as well as the limited use of learning media. This condition has an impact on the low interest of students in learning Arabic language rules. The results of the student needs questionnaire support these findings, with the percentage of need for more interesting teaching materials of 73.86%.

Design (Design Stage)

The design stage includes formulating the concept of teaching materials and determining basic competencies and main elements in learning, namely the objectives of learning Arabic language rules (Jamanuddin & Baruna, 2016; Mukmin & Ghofur, 2018). The concept of teaching materials is compiled based on the principles of Neurolinguistic Programming (NLP) by referring to relevant references regarding the NLP approach and the principles of teaching material development. The preparation of the initial concept is visualized in the form of a flowchart, which describes the flow and structure of the systematic preparation of materials as the basis for product development.

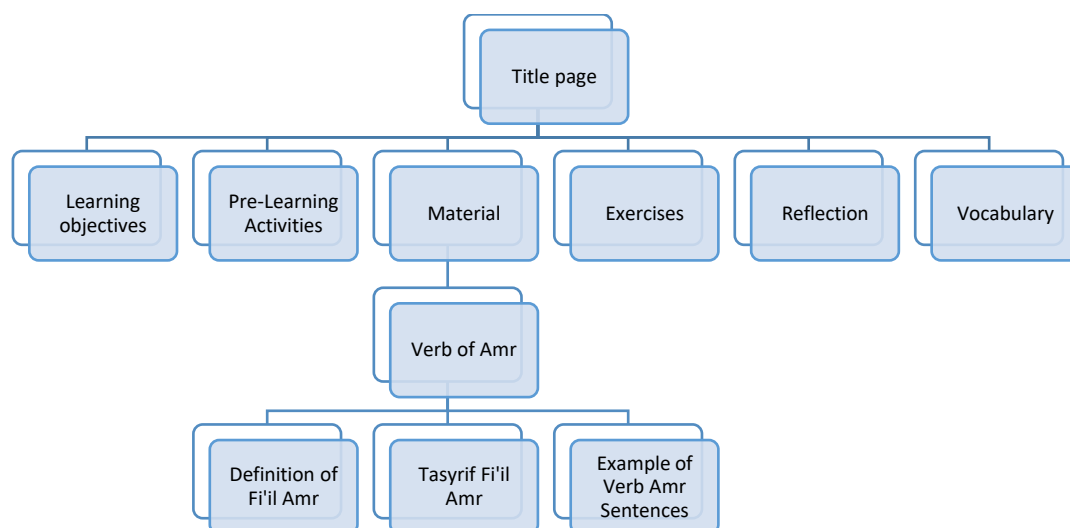


Figure 1. The initial concept is presented with a flowchart.

Development (Development Stage)

In the development stage, qowaid teaching materials based on the Neurolinguistic Programming (NLP) approach were developed based on the initial concept that had been prepared. The development was carried out using the Canva application and included Arabic language rules material from various sources of grade IX textbooks. The initial product was then validated by one material expert and one media expert. The results of the material expert validation showed a feasibility score of 84.76 (very good category), with suggestions for improvements in harakat, grammatical terms, and additional examples. The media expert validation obtained a score of 84.61 (very good category), with input related to cover design, visual emphasis, and clarity of chapter titles. All comments and suggestions were used as a basis for revising the product before the implementation stage.

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Implementation (Implementation Stage)

At the implementation stage, the product is tested individually to obtain user feedback regarding the clarity of the content, ease of use, and attractiveness of the appearance.

Evaluation (Evaluation Stage)

Evaluation is carried out by revising the product based on the results of previous trials, to produce teaching materials that are suitable for use in learning.

Effectiveness of Developing Qowaid Teaching Materials Based on Neurolinguistic Programming for Grade IX Students at MTs Aulia Cendekia Palembang

After the five stages in the ADDIE development model have been implemented, the next step is to test the effectiveness of the qowaid teaching material product based on the Neurolinguistic Programming (NLP) approach in class IX MTs Aulia Cendekia. The testing was carried out through the implementation of a pre-test and post-test to determine the increase in students' understanding of the qowaid material after using the developed teaching materials. The results of the pre-test and post-test are presented as follows.

Test Results

The results of the product effectiveness test were conducted through a pre-test and post-test on 15 students of class IX C MTs Aulia Cendekia. This test aims to see changes in student understanding before and after using qowaid teaching materials based on the Neurolinguistic Programming (NLP) approach. The results of the analysis showed an increase in the average score from 44 (pre-test) to 68.33 (post-test), although not all students showed an increase in scores and not all of them exceeded the KKM limit.

Normality Test

Normality test done using Shapiro-Wilk because amount small sample. The test results showed that the pre-test data has mark significance of 0.146 and post-test data of 0.369. Both are greater than 0.05, so it can be concluded that the data is normally distributed.

T Test

Hypothesis testing done using paired t-test for now effectiveness use qowaid teaching materials based on Neuro-Linguistic Programming (NLP) approach. The test results showed a significance value (Sig. 2-tailed) of 0.000 (<0.05), so H_0 was rejected and H_a was accepted. Thus, the use of teaching materials based on the NLP approach is effective in improving students' understanding of qowaid.

N-Gain Score Test

The results of the N-Gain Score test showed an average value of 0.4493. Based on the interpretation criteria, this value is in the moderate effectiveness category (0.3–0.7), which indicates that the use of qowaid teaching materials based on the Neuro-Linguistic Programming (NLP) approach has a moderate level of effectiveness in improving student understanding.

CONCLUSIONS

This study developed Arabic qowaid teaching materials based on printed media with a Neurolinguistic Programming (NLP) approach to overcome students' difficulties in learning Arabic language rules. Based on the results of the development, this teaching material has proven effective in improving students' understanding. The pre-test results showed an average score of 44, while the post-test showed an increase to 68.33, with statistical tests showing significant changes. The N-Gain Score test also showed a value of 0.4493, indicating the effectiveness of the product in the moderate category. Validation by material and media experts showed good scores, namely 84.76 and 84.61, indicating that the product is worthy of further application. Students are satisfied with this teaching material, as evidenced by a satisfaction score of 79.23%. However, improvements are still needed in several aspects of the material and presentation methods to achieve more optimal competency standards. Thus, this teaching material can be an effective alternative in improving students' understanding of Arabic language rules, especially for students with non-pesantren backgrounds.

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