

DEVELOPMENT OF BALAGHOH MA'ANI TEACHING MATERIALS BASED ON COMMUNITY LANGUAGE LEARNING AT THE TWELFTH-GRADE AL- ITTIFAQIAH INDRALAYA SENIOR HIGH SCHOOL

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ABSTRAK

This study aims to development Balaghoh Ma'ani teaching materials based on Community Language Learning (CLL) for twelfth-grade students Al-Ittifaqiah Indralaya Senior High School to enhance their understanding and engagement in learning. The research employs the Research and Development (R&D) method using the Borg & Gall model, which consists of six main steps: identifying potential and problems, data collection, product design, product validation, revision, and product testing. The developed teaching materials were tested on 21 twelfth-grade students at Al Ittifaqiah Indralaya Senior High School Data were collected through interviews, observations, documentation, questionnaires, and tests in the form of pre-tests and post-tests. The research results indicate that the developed teaching materials received validation scores of 77% from subject matter experts and 80% from media experts, categorizing them as valid. Effectiveness testing showed an improvement in students learning outcomes, with the Paired Sample T-test yielding a significance value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test scores. Additionally, the N-Gain Score of 0.58 suggests that the developed teaching materials were moderately effective in enhancing students' comprehension. Thus, the development of Balaghoh Ma'ani teaching materials based on CLL has been proven to improve students' understanding and engagement in learning while addressing the limitations of conventional, non-interactive teaching materials.

Keywords: Balaghoh Ma'ani, Community Language Learning

ABSTRACT

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INTRODUCTION

Al-Ittifaqiah Indralaya Islamic Boarding School is one of the best Islamic boarding schools in South Sumatra, prioritizing education in Quranic studies and language. In addition to its tagline or mission of Rahmatan Lil Alamin (Nugraha, Razzaq & Imron, 2024). Al-Ittifaqiah Indralaya has designated Arabic and English as its official languages of communication. Besides being mandatory subjects, students at this, Islamic boarding school participate in Arabic and English immersion programs outside formal school hours to enhance their language proficiency. The institution offers various educational levels, including Madrasah Diniyyah, Islamic Kindergarten, Islamic Elementary School, Islamic Junior High School, and Islamic Senior High School. Al-Ittifaqiah Indralaya, the senior high school level, follows two curricula: the madrasah curriculum and the Islamic boarding school curriculum (Al-Ittifaqiah, 2021:2).

The Quran and the Arabic language are inseparable. The Quran is revered for its linguistic excellence, with a sophisticated language style requiring deep comprehension. The study of the Quran has led to the development of Ilmu Balaghah, a discipline closely related to Arabic rhetoric. Ilmu Balaghah assists in analyzing religious Arabic texts such as the Quran, Hadith, and Arabic literature (Hidayah, Mukmin, & Athalla, 2024). It also enhances everyday linguistic intelligence. Balaghah studies are divided into three main branches: Ilmu Ma'ani, Ilmu Bayan, and Ilmu Badi. Ilmu Ma'ani examines how language is used in context, Ilmu Bayan focuses on expressing ideas elegantly, and Ilmu Badi explores linguistic embellishment (Sagala, 2016). Teaching Balaghoh Ma'ani in Madrasah Aliyah at Al-Ittifaqiah Indralaya faces several challenges, particularly in teaching techniques, instructional materials, and learning media, which often feel monotonous and traditional (Muhammad, 2020). Most Islamic boarding schools still employ lecture-based teaching methods, where teachers deliver material while students passively listen without interactive engagement that fosters deeper understanding of Balaghoh Ma'ani (Jumhur & Irmansyah, 2018). This situation negatively impacts students, making them feel less involved and unmotivated to learn. The lack of interaction and active participation in learning decreases interest and comprehension due to stagnant teaching methods and learning materials, which lack innovation and variation (Sabana & Madinah, 2024).

RESEARCH METHODOLOGY

The research method used in this study is Research and Development (R&D). R&D is a research approach designed to develop specific products and evaluate their effectiveness. According to Amile and Reesnes, as cited by Rishania Diah Ayu Atha Bahtiar, Research and Development (R&D) is a research approach aimed at creating specific products and assessing their effectiveness. Based on this definition, it can be concluded that the R&D method is used to develop specialized products and enhance the quality of existing ones to meet established standards and criteria, ultimately leading to the development of new products through a series of stages and validation (Irmansyah, Qaaf & Yuslina, 2023). The researcher begins by collecting necessary data, followed by system development, testing, and evaluation of the developed system. In this R&D study, the researcher applies the Borg & Gall development model. This model is an adaptable approach suitable for various types of product development. The steps in the Borg & Gall research model include:

240



(1)Identifying potential and problems, (2)conducting research and data collection (needs assessment), (3)developing the product framework (initial model), (4)initial field testing (product validation), (5)major product revisions, (6)further field testing (limited-scale testing), (7)operational product revision, (8)operational field testing (large-scale testing). (9)final product revision, and (10)dissemination and implementation (Retnawati, 2016:3). However, in this study, the researcher only conducted six steps:



First, Potential and Problems: The potential in this research lies in the improvement of students' scores and their enhanced comprehension of Balaghoh Ma'ani, The problem identified is that the existing teaching materials are monotonous and difficult to understand. Second Research and Data Collection: This stage involved conducting interviews with teachers and students studying Balaghoh Ma'ani administering tests to students, and carrying out research to assess the effectiveness of the developed teaching materials. Third, Product Design: The researcher designed Bolaghob Ma'ani teaching materials based on Community Language Learning to improve students comprehension of Baloghon Ma'ani. Fourth, Product Validation: This process was conducted to evaluate how effectively the developed teaching materials could be utilized. Fifth, Product Revision: In this stage, the researcher revised the materials to address weaknesses identified in the Community Language Learning-based teaching materials. Sixth, Product Testing: The testing phase aimed to evaluate the effectiveness of the developed Balaghah Ma'ani teaching materials based on Community Language Learning in the twelfth-grade class at Al-Ittifaqiah Indralaya Senior High School.

In this research, the developed teaching materials were titled Development of Balaghoh Ma'ani Teaching Materials Based on Community Language Learning. The research subjects were 21 twelfth grade students at Al-Ittifaqiah Senior High School. Data collection techniques included interviews, observations, documentation, questionnaires, and tests: (1) Interviews: Conducted as face-to-face communication between the researcher and respondents, allowing the researcher to directly inquire about the research subject as prearranged. Interviews served as the primary data source and reference for development (Sugiyong, 2016). (2)Observation: A structured process integrating psychological and biological contexts, where observation and memory play essential roles (Sugiyono, 2016). This method was used to examine Baloghoh Ma'ani teaching materials and the instructional methods employed in Baloghoh Ma'ani learning at Al-Ittifaqiah Islamic Boarding School. (3)Documentation: Refers to written materials serving as information sources. Researchers analyzed various documents such as books journals, official documents, regulations, meeting records, and others. Documentation played a role in collecting necessary data, including archives and photos related to Balaghah Ma'ani learning activities. (4)Product Validation: This stage involved expert validation questionnaires for content and media experts, while student response questionnaires were used during the testing phase. (5)Testing: A tool used to gather information about the research subjects abilities through measurement processes. Testing served as a method for collecting accurate and reliable



data regarding the studied characteristics. In this study, pre-tests and post-tests were conducted to evaluate the significance of differences in students scores before and after the implementation of the research. In this research, the researcher provided 15 pre-test questions before testing the product, which consisted of Balaghoh Ma'ani teaching materials based on Community Language Learning in the twelfth-grade science class at Al-Ittifaqiah senior high school. After the product trial, the researcher also administered 15 post-test questions to assess the significance of students scores before and after the research and product testing (Sugiyono, 2016)

The researcher conducted data validation analysis by using a dependent pre-test and post-test on a single sample group, specifically twelfth-grade science students, to compare their learning performance before and after the implementation of the Balaghoh Ma'ani teaching materials based on Community Language Learning. To measure validity, the researcher conducted the following dependent prerequisite tests: (1) Normality Test: Conducted using the Shapiro-Wilk method. (2) Paired Sample T-Test: Performed after the Normality Test, this analysis tested the dependent hypothesis to determine whether there were significant differences between pre test and post-test scores. (3) N-Gain Score Test. Used to measure the significance of differences between pre-test and post-test scores.

RESULTS AND DISCUSSION

The findings of this research and development study on the development of Balaghoh Ma'ani teaching materials based on Community Language Learning in the twelfth-grade class at MA Al-Ittifaqiah align with the research questions, which focus on how the development of Balaghoh Ma'ani teaching materials based on Community Language Learning is carried out at Al-Ittifaqiah Indralaya senior high school and how effective this development is in improving student learning outcomes. This study was conducted in the twelfth-grade science class at MA Al-Ittifaqiah Indralaya. The developed product was tested in this class, which consisted of 21 students. The selection of this grade level was based on the alignment of the developed teaching materials with the Balaghoh Ma'ani curriculum for the second semester of twelfth grade. The objective was to ensure that the students, as research subjects, could fully comprehend the material presented in the teaching resources. The content developed in these materials corresponds with the topics currently being taught in the classroom by teachers, as per the established boarding school curriculum. Thus, the Community Language Learning-based teaching materials can be easily implemented for twelfth-grade students at MA Al-Ittifaqiah Indralaya. This research and development study employed the Borg & Gall development model, which consists of six key stages: identifying potential and problems, conducting research and data collection, designing the product, validating the product, revising the product, and testing the product (Retnawati, 2016: 3).

How is the Development of Balaghoh Ma'ani Teaching Materials Based on Community Language Learning in the Twelfth-Grade Class at MA Al-Ittifaqiah **Potential and Problems**

The initial step in this research and development study was analyzing potential and problems to support a more effective product development process. Based on an interview



with the Head of Administration at Madrasah Aliyah Al-Ittifaqiah Indralaya, Mrs. Dian Indah Oktarina, S.S, Al Ittifaqiah Indralaya senior high school is a formal senior high school within Al-Ittifaqiah Islamic Boarding School, where Quranic studies and language learning are the primary educational focus. Al-Ittifaqiah Indralaya Senior High School implements two curriculum the madrasah curriculum, following Ministry of Religious Affairs regulations for general subjects, and the pesantren curriculum for islamic studies. In this context, Balaghoh is included in the pesantren curriculum.

Based on an interview with Balaghoh teacher Ustadzah Lenni Umar, Lc. Bolaghoh learning, particularly Balaghah Ma'ani, still follows traditional teaching methods passed down through generations. The instructional materials used are still Arabic books containing multiple Arabic linguistic disciplines, such as sorof (morphology) at the beginning and balaghoh at the end. This structure makes the textbook highly complex, with explanations that lack clarity. The teaching method remains the same as before, relying on lectures (ceramah). Regarding instructional media, Ustadzah Lenni stated thaf only a whiteboard is used as a teaching aid. Field observations and interviews with twelfth grade science students at Al-Ittifaqiah Indralaya Senior High School revealed that students struggle to understand Balaghoh lessons. The teaching materials are difficult to comprehend. and the script or font used in the textbooks is hard to read. As a result, students remain passive during lessons due to their difficulty grasping the material. This leads to boredom and a lack of motivation to study Balaghoh.

Based on these findings, the researcher identified the core problem as the lack of accessible and engaging teaching materials. Therefore, developing interactive instructional materials is essential to enhance student engagement and participation in learning. The proposed solution is to develop flalaghoh Ma'ani teaching materials based on Community Language Learning. This community-based learning approach encourages students to be more active in class and helps them overcome boredom, allowing them to focus better and understand fiolaghoh concepts more easily

Data Collection and Research

After identifying potential and problems, the next step is data collection. This process is crucial for understanding students' needs regarding the teaching materials to be developed through research and development. Data collection was conducted using three methods: interviews, observations, and the distribution of student needs questionnaires. The interviews and observations focused on the learning process of Balaghoh with the twelfth-grade teacher atAl-Ittifaqiah Indralaya Senior High School, Ustadzah Lenni Umar, Lc. The complete results are presented in the following table:

Table 1. Observation Aspects

No	Observation Aspects	Explanation
1	Teaching Materials	The teaching material used is a book titled “قواعد اللغة العربية “
2	Teaching Method	The method used in Arabic Language is the lecture method
3	Teaching Media	The media used is whiteboard



4	Student Interactions	The students are passive, and there is no interaction among them during the learning process.
5	Teacher's role	Before the lesson begins, there is a 10-minute session for the teacher to provide motivation. This session is also used as a sharing session, a program that has been implemented by all teachers at MA Al-Ittifaqiah since 2021.

Based on observations of the Balaghoh learning process in the twelfth-grade science class at Al-Ittifaqiah Senior High School, it was found that teachers are still using the same teaching materials that have been used for years. This is because the textbook is considered relevant to the material being taught, and there has not yet been an update to more effective teaching materials. The lecture method is primarily used as it is efficient in delivering content within a short time. However, when used continuously, this method becomes less effective, leading to student boredom and passivity in learning.

Following the interviews and observations, the researcher conducted an analysis of students' needs for Balaghoh Ma'ani teaching materials based on Community Language Learning. The analysis technique used in the student response questionnaire followed the Likert scale. The questionnaire contained four answer choices for each question provided (Budiaji, 2013). The scoring system for student responses regarding the development of Balaghoh Ma'ani teaching materials based on Community Language Learning is as follows:

Table 2. Questionnaire Scoring

No	Answer Indicators	Total
1	Strongly Agree	
2	Agree	
3	Disagree	
4	Strongly disagree	

The results of the distributed questionnaire are calculated using the following formula:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

P : Percentage being calculated

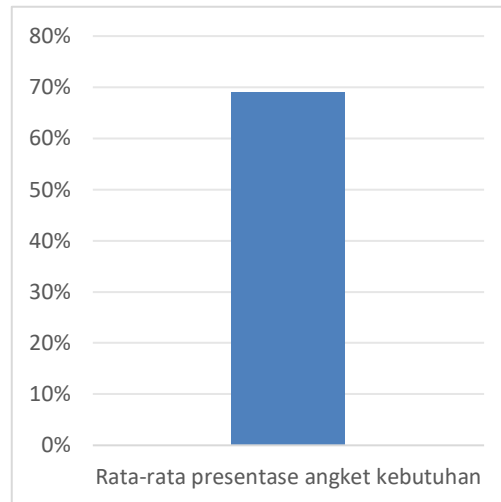
$\sum X$: Total responses for a specific item

$\sum X1$: Highest possible total responses for that item

100 : Constant multiplier to express the result as a percentage

The results of the needs analysis questionnaire for twelfth-grade science students regarding the developed Balaghoh Ma'ani teaching materials are as follows:





Picture 1. he average percentage of the needs analysis questionnaire.

From the needs analysis questionnaire distributed and completed by 21 twelfth-grade science students at MA Al-Ittifaqiah Indralaya, a result of 69.21% was obtained, classified as good/valid. The details can be seen in the following table:

Table 3. The range of the needs analysis questionnaire

Range	Range	Validity
80-100 %	Very Good	Very Valid
65-80%	Good	Valid
55-64%	Quite Good	Quite Valid
40-45%	Not Good	Less Valid

Product Design

After all data was collected, the next stage was planning the design of the Balaghoh Ma'ani teaching materials based on Community Language Learning (CLL). This design aligns with the theoretical standards of Community Language Learning, which emphasizes a language learning community. In this study, the researcher selected a minimalist and elegant design, considering that the target audience consists of senior high school students. The researcher applied the CLL approach in designing the teaching materials, where students are required to be active participants, as learning is centered around student-teacher interaction and student collaboration within language learning groups. The CLL steps implemented in this material development process include: (1)Formation of learning groups, (2)Facilitator-guided student-centered approach, (3)Reflection on meaning, (4)Creative expressions such as Muhadatsah (conversation), storytelling, poetry, and other activities, (5)Ma'ani modeling, where the facilitator explains meanings and provides examples of Balaghoh Ma'ani in daily life (Irsyad, 2024). The teaching materials were designed in A5 paper format, in accordance with the materials used at MA Al-Ittifaqiah, with a line spacing of 1.5, Times New Roman font, and complemented by simple graphics and tables. The product design for the teaching materials consists of a front cover, back cover, table of contents, and lesson content. The lesson content includes Qowaid (grammar), Al-

Misal (first example), Anwaun (types/categories), Al-Misal (second example), and Tamrinat (exercises) from 1 to 3. In this design, the first CLL step is applied at the beginning of the lesson, where the facilitator asks students to form groups. In the Qowaid, Al-Misal (first example), and Anwaun sections, the researcher applies the second CLL step. The third CLL step is implemented in the Al-Misal (second example) section. The fourth CLL step is applied in Tamrinat 1 and 2, while Tamrinat 3 follows the fifth CLL step. The goal of this design is to encourage students to be more active in the learning process and to enhance comprehension. The teaching materials use simpler language and highlight key points of Balaghoh Ma'ani concepts, making learning more engaging and accessible for students.

Design Validation

The teaching materials designed in this research and development study will be validated by two validators: a content validator and a media validator. In this study, the validation process uses the Likert scale. The Likert scale is a measurement tool developed by Likert, consisting of four or more question items combined to generate a score or value (Budiaji, 2013). Experts calculate the validity of the validation results using the following formula:

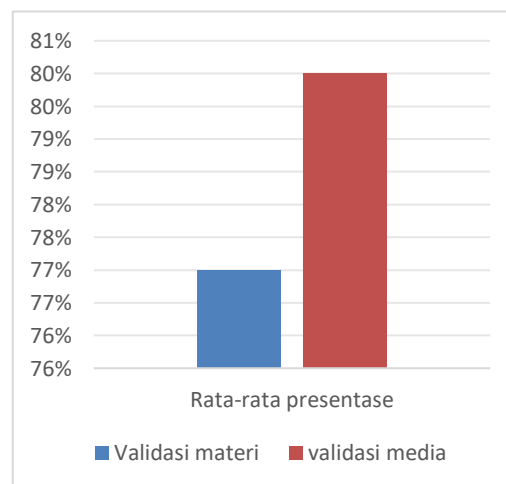
$$validation (V) = \frac{\text{validation score}}{\text{total scorer maximum}} \times 100\%$$

Once the validity percentage is determined, it can be interpreted using the following table:

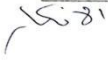
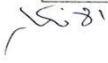
Table 4. Criteria for Validity Assessment Scale

No	Score	Validity Category
1	5%-39%	Sangat Baik
2	40%-54%	Kurang Baik
3	55%-64%	Cukup Baik
4	65%-80%	Baik
5	80%-100%	Sangat Baik

The average results of the content and media expert validation can be seen in picture 2.



Picture 2. The validation data from content and media experts.



المطلوب :
الاجابة

فقدرب الأول :

رق الجمل الى ثلاثة انواع : الحبر الاصداء، الحبر الطليبي، الحبر الاسكر

علي : اساجع الى فهم كيفية بناء الجملة بشكل صحيح عاصمة في استخدام الاعمال

المطر يعطل الآن

لأنك تتحمده، إنك سوف تتفصح

لقد تعلم الطالب الدرس

ان الأستاذ مريض

الكاتب متعب

<p>التدريب الثاني : اجعل فرقة ! وكل الفرق تتكون من طالبين ثم اقرأ الحوار الاتي امام الفصل!</p> <p>احمد : السلام عليكم! هل سمعت عن اخبار جديدة في المدرسة اليوم؟ هفصة : وعليكم السلام! نعم، سمعت ان هناك فصل جديد سيتم اضافته إلى البرنامج الدراسي. احمد : حقاً؟ ما هو الموضوع الجديد؟ هفصة : يبدو أنه سيكون موضوعاً جديداً حول التكنولوجيا والابتكار. سيكون هناك دروس حول استخدام الحواسيب وتطبيقات الذكاء الاصطناعي. احمد : مثير جداً! أنا متحمس لتعلم المزيد حول التكنولوجيا. هل ستسجل للدورة الجديدة؟ هفصة : بالطبع! اعتقد أنه سيكون مثيراً جداً. كما أنني سمعت أن هناك مختبراً جديداً سيتم تجهيزه بأحدث التقنيات. احمد : رائع! سأحاول أيضاً. يبدو أننا سنكون لدينا الكثير لاستكشافه وتعلمه في الفصل الجديد. هفصة : بالتأكيد! سأكون سعيدة بأن يكون لدينا فصل مثقاً.</p> <p><i>أحلى خمرية حركلة المنة تكون من طابطين</i></p>	<p>التدريب الثاني : اجعل فرقة ! وكل الفرق تتكون من طالبين ثم اقرأ الحوار الاتي امام الفصل!</p> <p>احمد : السلام عليكم! هل سمعت عن اخبار جديدة في المدرسة اليوم؟ هفصة : وعليكم السلام! نعم، سمعت أن هناك فصل جديد سيتم اضافته إلى البرنامج الدراسي. احمد : حقاً؟ ما هو الموضوع الجديد؟ هفصة : يبدو أنه سيكون موضوعاً جديداً حول التكنولوجيا والابتكار. سيكون هناك دروس حول استخدام الحواسيب وتطبيقات الذكاء الاصطناعي. احمد : مثير جداً! أنا متحمس لتعلم المزيد حول التكنولوجيا. هل ستسجل للدورة الجديدة؟ هفصة : بالطبع! اعتقد أنه سيكون مثيراً جداً. كما أنني سمعت أن هناك مختبراً جديداً سيتم تجهيزه بأحدث التقنيات. احمد : رائع! سأحاول أيضاً. يبدو أننا سنكون لدينا الكثير لاستكشافه وتعلمه في الفصل الجديد. هفصة : بالتأكيد! سأكون سعيدة بأن يكون لدينا فصل مثقاً.</p>
Before Revision	After Revision

Picture 4. Improvements to content and writing

In the learning process, teachers still dominate as the primary source of knowledge (teacher-centered) by using the lecture method, explaining material from textbooks without involving students in the learning process (Rozali, Irianto, & Yuniarti, 2022). This study aims to break the stigma that explaining material from teaching resources makes students passive in learning (Fahmi & Apriyanti, 2024). In the Balaghoh Ma'ani teaching materials based on Community Language Learning, specific steps require students to be more active by fostering student-teacher and student-student interactions. The teaching materials also include tasks that require students to collaborate in completing assignments. This approach encourages active participation and interaction among students during Balaghoh lessons, enhancing engagement in the teaching and learning process (Hidayah & Hermansyah, 2018).

Effectiveness of the Development of Balaghoh Ma'ani Teaching Materials Based on Community Language Learning in the Twelfth-Grade Class at MA Al-Ittifaqiah Indralaya

After completing the five stages mentioned above, the next step is product testing to evaluate the effectiveness of the developed materials. The trial was conducted on a single sample group, consisting of twelfth-grade students at MA Al-Ittifaqiah Indralaya.



Picture 5. Product Testing Process Using Balaghoh Ma'ani Teaching Materials Based on Community Language Learning

A pre-test was conducted before implementing the product trial using Balaghoh Ma'ani teaching materials based on Community Language Learning. After the product trial was carried out by applying these materials in Balaghoh lessons for the twelfth-grade science class, the researcher administered a post-test to students. The purpose of the post-test was to evaluate the effectiveness of using Balaghoh Ma'ani teaching materials based on Community Language Learning. The results of the pre-test and post-test can be seen in the following table:

Table 5. Pre-Test and Post-Test Scores for Balaghoh

No	Responden	Score	
		Pre Test	Post Test
1	R1	45	80
2	R2	65	87
3	R3	45	80
4	R4	45	73
5	R5	60	77
6	R6	60	83
7	R7	55	67
8	R8	50	80
9	R9	65	83
10	R10	55	80
11	R11	60	87
12	R12	53	87
13	R13	60	73
14	R14	53	77
15	R15	60	80
16	R16	55	93
17	R17	60	93
18	R18	55	80

19	R19	60	83
20	R20	70	93
21	R21	50	77

Next, the researcher conducted a normality test to determine whether the pre-test and post-test data followed a normal distribution. The normality test was performed using the SPSS application. The normality test can be conducted using the Kolmogorov-Smirnov method for large samples ($n > 50$) and the Shapiro-Wilk method for small samples ($n < 50$). Data is considered to follow a normal distribution if Sig. > 0.05 , while data is considered not normally distributed if Sig. < 0.05 (Quraissy, 2020).

Table 6. Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.186	21	.056	.941	21	.232
POST TEST	.163	21	.150	.947	21	.305

a. Lilliefors Significance Correction

The significance value (Sig.) in the pre-test results is $0.232 > 0.05$, and the significance value (Sig.) in the post-test results is $0.305 > 0.05$. Therefore, the conclusion from the table above is that the pre-test and post-test data follow a normal distribution. Next, a paired sample t-test was conducted on two paired data sets (pre-test and post-test) from a single class, the twelfth-grade science class at MA Al-Ittifaqiah. This test is used to determine whether there is a significant difference in the mean scores between two paired samples. The decision rule for the paired sample t-test is as follows: if the Sig. (2-tailed) value is < 0.05 , then H_a is accepted, and H_o is rejected. However, if the Sig. (2-tailed) value is > 0.05 , then H_o is accepted, and H_a is rejected (SPSS, 2000).

Table 7. Test Paired Sample T-test Result

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	PRE TEST - POST TEST	-25.333	7.165	1.563	-28.595	-22.072	-16.203	20	.000

It is known that the Sig. (2-tailed) value is $0.000 < 0.05$, meaning that H_a is accepted



and H_0 is rejected. Based on the results of the paired sample t-test, it can be concluded that there is a significant difference in Balaghoh learning outcomes before and after the implementation of Balaghoh Ma'ani teaching materials based on Community Language Learning.

After confirming a significant difference between pre-test and post-test scores through the paired sample t-test, the next step is conducting the N-Gain (Normalized Gain) score test. This test aims to evaluate the effectiveness of students' comprehension improvement after the product trial. The N-Gain score test determines the difference between pre-test and post-test scores. The effectiveness categories of the N-Gain score are as follows (Sukarelawan, Indratno, & Ayu, 2024).

Table 8. Category score N-Gain

Score N-Gain	Category
$g > 0,7$	Tinggi
$0,3 \leq g \leq 0,7$	Sedang
$g < 0,3$	Rendah

Table 9. Presentase score N-Gain

Presentase	Category
<40	Tidak Efektif
40-55	Kurang Efektif
56-75	Cukup Efektif
>76	Efektif

Table 10. Score Test N-Gain Score

Descriptive Statistics

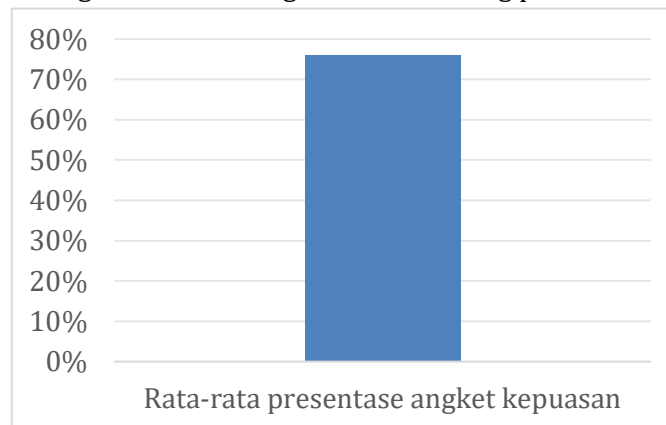
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	21	.27	.84	.5804	.14390
NGain_Persen	21	26.67	84.44	58.0362	14.38976
Valid N (listwise)	21				

The N-Gain score calculation in the table above is 0.58, categorized as moderate, with an N-Gain percentage of 58.03%, which falls under the fairly effective category. Therefore, it can be concluded that the development of Balaghoh Ma'ani teaching materials based on Community Language Learning is moderately effective for use in Balaghoh learning. After completing the study, the researcher distributed a satisfaction questionnaire to twelfth-grade students at MA Al-Ittifaqiah Indralaya. The scoring system used in the satisfaction questionnaire for the developed teaching materials is as follows:

Table 11. Scoring in the Satisfaction Questionnaire

No	Indicator answer	Total
1	Very satisfied	
2	Satisfied	
3	Not satisfied	
4	Very dissatisfied	

From the satisfaction questionnaire distributed to 21 twelfth-grade science students at MA Al-Ittifaqiah Indralaya, the results showed that 76.38% of the students were satisfied with the developed teaching materials. This was stated by Nailah, Putri Auliya, and Vira after the product trial, where they expressed their satisfaction with the developed teaching materials. They found that the language and writing in the new materials were easier to understand compared to the previous materials they used. Additionally, they did not feel bored during lessons, as the new teaching materials encouraged more interaction and collaboration among students throughout the learning process.



Picture 6. Presentase satisfaction questionnaire

CONCLUSION

Results of the Development of Balaghoh Ma'ani Teaching Materials Based on Community Language Learning The development of Balaghoh Ma'ani teaching materials based on Community Language Learning used the Research and Development (R&D) method with the Borg and Gall model, following six development steps: (1)Identifying potential and problems, (2)Data collection, (3) Product design, (4) Product validation, (5) Product revision, and (6) Product testing. In the first step, the research identified learning objectives and observed Maharah Istima' learning activities to align the teaching media with students' needs. The second step involved data collection through interviews, observations, and questionnaires. The third step focused on designing Balaghoh Ma'ani teaching materials based on Community Language Learning. The fourth step, product validation, aimed to assess the feasibility of the developed materials. The media expert validation received a score of 80%, while the content expert validation received 77%. The fifth step involved

revising the product, particularly correcting errors in the content.

Effectiveness of the Development of Balaghoh Ma'ani Teaching Materials Based on Community Language Learning in Twelfth-Grade MA Al-Ittifaqiah Indralaya The significance value in the pre-test results was $0.232 > 0.05$, and in the post-test results, it was $0.305 > 0.05$, indicating that the pre-test and post-test data followed a normal distribution. Additionally, the Sig. (2-tailed) value was $0.000 < 0.05$, meaning that H_a was accepted, and H_o was rejected. From the paired sample t-test results, it can be concluded that there is a significant difference in Balaghoh learning outcomes before and after implementing the Balaghoh Ma'ani teaching materials based on Community Language Learning. After confirming the significant difference in pre-test and post-test scores through the paired sample t-test, the next step was conducting the N-Gain (Normalized Gain) score test to measure the effectiveness of students' comprehension improvement after the product trial. The N-Gain score calculation resulted in 0.58, categorized as moderate, with an N-Gain percentage of 58.03%, classified as fairly effective. Therefore, it can be concluded that the development of Balaghoh Ma'ani teaching materials based on Community Language Learning is moderately effective for use in Balaghoh learning.

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