HUMANISM-BASED ARABIC LANGUAGE TEACHING DEVELOPMENT TO IMPROVE LIVING VALUE OF UNSIQ WONOSOBO STUDENTS

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ABSTRACT

The purpose of this research is to develop humanism-based Arabic language teaching materials, which are the vision and mission of the Wonosobo Al-Qur'an Science University. This textbook will be used to enhance the sense of humanism in UNSIQ students. The method in this study is Research and Development (R&D), which is by developing Arabic language teaching materials based on humanism, which form the basis of vision in UNSIQ universities. This teaching material is not just a textbook but by using the humanism approach that has been implemented at the university. This research step consists of: (1) proposing information, (2) conducting design, (3) developing original product forms, (4) conducting limited trials, (5) conducting revisions, (6) conducting field trials, (7) ) make revisions. Textbooks developed were validated by experts and students during the trial. The subjects of this research trial were PAI students in class A and PAI class B in semester 4 of the Tarbiyah and Teaching Faculty of UNSIQ, Central Java in Wonosobo. Limited trials were conducted on 14 students. Field trials were conducted on two classes consisting of 30 students in the experimental class and 30 students in the control class. Data was collected using validation sheets, observation sheets, and assessment sheets. The results of this research and development are. (1) The model of teaching material developed is Arabic teaching material based on humanism, which is used as the vision of the Al-Qur'an Science University (UNSIQ). Textbooks that are developed are in accordance with established criteria. The assessment of teaching materials and tools from all aspects falls into the "very good" category." (2) after using teaching materials that are developed on the basis of humanism, it enhances student's living values compared to before using textbook development materials.

KEYWORDS: development, teaching materials, Arabic language, humanism

INTRODUCTION

For academic people, textbooks are a necessity and have a vital role. Because with this textbook, they get material to enrich their knowledge. In general, the function of teaching materials themselves is to be a source of basic knowledge that will be taught to students, and this teaching material helps teachers and learners because teaching materials already provide an overview of learning targets and learning steps that will be passed and will be achieved. (Jack Richard, 2010: 281)

Aside from being a source of material, textbooks can function to shape the character and incorporate values to students because, in the preparation of this textbook must pay attention to
the basis and approach as well as several other things. This is in line with Tarigan's opinion that teaching materials must reflect a point of view, principles, approaches adopted, methods, and techniques used (Henri Guntur, Tarigan: no years: 17.

According to Acep Hermawan, Arabic learning in Indonesia shows serious and essential efforts. This is proven by the teaching of these subjects from Kindergarten to Higher Education. Still, according to Asep, this is because Arabic Education has several critical orientations, including; religious orientation, academic orientation, professional orientation, and economic orientation (Acep Hermawan, 2012: 21-22. Included in UNSIQ FITK Arabic is an important subject so taught to every faculty, especially the Tarbiyah faculty, because Arabic is a course that teaches foreign language skills and also has the above orientation.

Humanism itself is the vision and mission of the UNSIQ. The meaning of humanism at UNSIQ is the development, respect and appreciation of human beings intact from various dimensions and abilities in order to be able to carry out the functions and roles of humanity both as servants of God and as His caliphate, by optimizing these functions and roles as triggers for the emergence of new civilizations, or a version of UNSIQ's vision and mission is to direct students to have a big sense of humanity.

Because in FITK UNSIQ Arabic is a subject that must be passed by every student, and humanism is one of the attitudes that must be possessed by students to strengthen living values and also humanism is the vision and mission of the University, the realization of standard Arabic teaching materials in FITK, it is necessary to conduct research with the title above to get suitable teaching materials and direct students to have excellent and correct living values and Arabic competencies.

RESEARCH METHOD

The research method used in this study is R&D (research and development), namely, developing Arabic language textbooks based on humanism at Al-Quran Science University to improve the living value of UNSIQ students. The location of this research is at the University of Science of the Qur'an in the Islamic Education Study Program Faculty of Tarbiyah and Teacher Training on Jalan Kalibeber KM. 3, Mojotengah, Wonosobo, Central Java.

The stages of research carried out following the model of Brog & Gall (1983: 775) are as follows: 1) Information gathering, 2) planning, 3) initial product development, 4) limited trials, 5) product revisions, 6) tests try field, 7) product revision.

The first step is collecting information in preparation for the development of teaching materials. The steps at this stage are the literature study and field survey. A literature study is conducted in order to obtain data and information about differences in humanism in education and humanism that is used as a vision and mission of the university. While the field study was conducted to obtain data directly on the field conditions related to environmental conditions, the learning process, textbooks used to teach Arabic values of data living value students.

While in the planning stage, researchers designed the design of textbooks with the UNSIQ humanism approach. The design of teaching materials is carried out on the basis of the problems that have been analyzed at the information gathering stage so that the model developed is a model developed to overcome all existing problems. The planning includes competency achievement,
goal formulation, learning sequence, and learning device format. The planning stage also consists of determining the qualifications of the parties involved in development research. The validator includes experts in the development of teaching materials, Arabic language experts, as well as learning practitioners and students. In addition, so that research can run smoothly and efficiently, researchers plan the steps to be taken during the study so that research can be directed to achieve research results.

The design of the initial teaching material is carried out with reference to the planned planning stage. At this stage, the researchers designed UNSIQ's humanism-based teaching material by including humanism values in the content of the contents in each text reading and inserting images that describe humanity. This is done to instill the value of humanity, not directly to students. The next step is the validation test of teaching materials by language experts and textbook design experts so that the initial qualitative and quantitative evaluations of the draft of the textbook have been made. These results will also be tested quantitatively and qualitatively.

The initial product revision was carried out according to the results of the validation of Arabic language experts and experts in the development of teaching materials related to the development of teaching materials based on humanism so that input and suggestions were found to revise the initial product of this humanism-based Arabic textbook. Furthermore, the limited trial phase was carried out by a group of small students, namely 15 students, in order to get an assessment and suggestions for improvement on the revised Arabic textbooks.

Then, the second stage of product revision is based on suggestions for improvement and input from students as users of teaching materials in the field. This is done to improve Arabic language teaching materials so that they are better and more suitable for application in the field.

The next phase of field trials or effectiveness is carried out on PAI students by quasi-experimental settings using the design of post-test only control village. The results of the exam consist of assessing students about teaching material models based on UNSIQ’s humanism. The field trials were conducted in two classes, namely PAI class 1A, which numbered 35 and class PAI class B consisting of 35 students. The field trial design can be seen in table 1.

**Table 1.**

| Group                  | Treatment | Post-test |
|------------------------|-----------|-----------|
| Class PAI B (Experiment) | X         | N₁        |
| Class PAI A (Control)   | -         | N₂        |

Description: a

X = Design of Arabic Language Teaching Materials Based on Humanism
N₁ = Results of the assessment of creativity of experimental class students
N₂ = Results of the assessment of creativity of control class students

Furthermore, the third stage product revisions were carried out based on the results of field trials. Qualitative data, information, and the results of the analysis are used as a basis for revising
teaching material products so that a learning model is obtained so that a model that is suitable for printing is obtained.

In collecting data, the instruments used are validation sheets, process evaluation sheets, and product assessment sheets. While the details of the research instruments used to collect data are as follows: the validation sheet used is the type 1) the validation sheet from the teaching material expert, 2) the validation sheet from the Arabic linguist 3) the validation sheet from the campus humanism expert.

There are two types of assessment sheets used, namely, process and product assessments. This assessment sheet is made on the basis of a pre-determined grid. For data analysis techniques, the following steps are

1. Tabulated from all data obtained from the validators for each component, sub-components of the evaluation items in the assessment instruments.
2. Calculate the average score of each subsection of aspects from each aspect.
3. Scores obtained from the Likert scale were analyzed by reference quoted from DEPDIKNAS (Ministry of National Education) are presented in table 2.
4. Data in the form of comments and suggestions were analyzed descriptively qualitatively.

Table 2.
Conversion of the Likert scale into four criteria (Ministry of National Education, 2010: 60)

| No. | Interval Score                          | Category       |
|-----|-----------------------------------------|----------------|
| 1   | $\text{Mi}+1.5\text{SDi} \leq X \leq \text{Mi}+3\text{SDi}$ | Very Good      |
| 2   | $\text{Mi}+0\text{SDi} \leq X < \text{Mi}+1.5\text{SDi}$ | Good           |
| 3   | $\text{Mi}-1.5\text{SDi} \leq X < \text{Mi}+0\text{SDi}$ | Pretty Good    |
| 4   | $\text{Mi}-3.0\text{SDi} \leq X < \text{Mi}-1.5\text{SDi}$ | Good           |

Note:

$\text{Mi} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$

$\text{SDi} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$

$X = \text{average score obtained}$

**RESULTS AND DISCUSSION**

A. Basic Development of Teaching materials

Prastowo (2012: 17) states that teaching materials are all materials that are arranged systematically, which displays a complete figure of the competencies that will be mastered by students and which will be used in the learning process with the aim of planning and studying learning implementation. Teaching materials have a crucial role in the learning process. According to Tian Belawatiwati (2003 1.4-1.9), this critical role includes instructors and learners in both
classical, individual, and group learning.

One approach to learning is humanistic. According to Hilmi (2013: 10), the humanistic approach to learning starts from the idea of "humanizing humans." So, the humanistic flow starts from the assumption that the child or student is first and foremost in education. He is a subject that is the center of educational activities. Adherents of this school believe that students have the potential, have the ability, and the strength to develop. Humanist educators also hold to the Gestalt concept, that the individual or child is a comprehensive whole. Education is directed at fostering whole human beings not only in physical and intellectual aspects but also in terms of social and affective aspects (emotions, attitudes, feelings, values, etc.).

Alwasilah (1996: 23) states that the humanist approach considers learners to be a whole person or as unity. Humane defined learning is not only referred to as the material or materials as the ultimate goal, but the students see the textbook and materials to help develop themselves as human beings. It is the aspects of learning with a humanist approach.

From the description above, theory and problems that exist in the field, the authors develop Arabic-based Arabic teaching materials, this textbook will then be applied to students to increase their living value.

B. Development Results and Discussion

The results of the development are humanism-based Arabic teaching materials as a realization of the planning stage, which is carried out in stages. Initial product development includes: 1) compiling draft textbooks, 2) setting themes, 3) composing reading texts, 4) determining new mufrodat. The results of this stage are in the form of textbooks whose parts can be described in table 3.

| No. | Component       | Description                                                   |
|-----|-----------------|---------------------------------------------------------------|
| 1   | Title           | The title listed above to know the theme to be studied        |
| 2   | New Mufrodat    | Vocabulary that must be memorized its meaning which will later be useful for understanding reading text |
| 3   | Reading Text    | Contains texts that correspond to the theme that contains the new mufrodat |
| 4   | Question / exercise | Several or questions to determine the ability of students    |
| 5   | Language games  | A game to improve the willingness and ability of students     |

Syntax or stages in the implementation of learning with Arabic teaching materials based on humanism can be understood from the following table.
Table 4.
Learning syntax with Arabic textbooks based on humanism

| Phase                  | Syntax                  | Activity / Activity                                                                 |
|-----------------------|-------------------------|-------------------------------------------------------------------------------------|
| Learning orientation  | Explain the purpose of  | explain the steps of learning; prepare students to study.                           |
| Reading new themes    | Understanding the theme or title and memorizing and understanding the meaning of the new mufrodat |
| and mufrodat          | Understanding text reading and based on new vocabulary and discussion about the text that cannot be understood |
| Understanding Text    | Answering and filling in questions and exercises according to text                  |
| Exercises             | Games to improve ability and motivate learning Arabic                              |

A limited trial by a small group of 15 students had been done to get assessments and suggestions for improvements related to revised teaching materials. A limited trial was conducted by providing a simulation of learning Arabic. The activities provided include 1) an explanation of the syntax/stages of learning, 2) the learning approach used, 3) the use of teaching materials, student worksheets, and assessment sheets. After the simulation activities are completed, students are given an Arabic textbook assessment sheet developed.

Field Trials use two classes, namely PAI A and PAI B. The class selection for the experimental class and the control class is made randomly with the assumption that the initial abilities of students are the same. PAI A class is used as a control class with 35 students and PAI B class as an experimental class with 35 students.

The experimental class was treated with learning activities using Arabic textbooks developed in its learning. Field trials produce data on the assessment of student creativity in learning Arabic. The data will be analyzed to determine the effect of the use of humanism-based Arabic teaching material design on students' living values. In addition, at the time of the field trial, student assessments were obtained, and some findings were lacking in the learning model, which was used as reference material to revise textbooks until the final product was obtained.

Determination of the results of the validation criteria and assessment of Arabic teaching materials based on humanism is based on table 5.
Table 5.
Criteria for determining the results of the validation and assessment of learning models

| Aspects                        | Interval          | Categories            |
|--------------------------------|-------------------|-----------------------|
| Rational development of teaching materials | 6.5 ≤ X ≤ 8      | Very good             |
|                                | 5 ≤ X < 6.5       | Good                  |
|                                | 3.5 ≤ X <5        | Fairly Good           |
|                                | 2 ≤ X <5          | Less                  |
| Supporting theory              | 9.75 ≤ X ≤ 12     | Very good             |
|                                | 7.5 ≤ X <9.75     | Good                  |
|                                | 5.25 ≤ X <7.5     | Fair Good             |
|                                | 3 ≤ X <5.25       | Less                  |
| Syntax                         | 19.5 ≤ X ≤ 24     | Very good             |
|                                | 15 ≤ X <19.5      | Good                  |
|                                | 10.5 ≤ X <15      | Fairly Good           |
|                                | 6 ≤ X <10.5       | Less                  |
| Social System                  | 9.75 ≤ X ≤ 12     | Very good             |
|                                | 7.5 ≤ X <9.75     | Good                  |
|                                | 5.25 ≤ X <7.5     | Good enough           |
|                                | 3 ≤ X <5.25       | Less                  |
| Reaction Principle             | 6.5 ≤ X ≤ 8       | Very good             |
|                                | 5 ≤ X <6.5        | Good                  |
|                                | 3.5 ≤ X <5        | Good Enough           |
|                                | 2 ≤ X <5          | Less                  |
| Support System                 | 6.5 ≤ X ≤ 8       | Very good             |
|                                | 5 ≤ X <6.5        | Good                  |
|                                | 3.5 ≤ X <5        | Fairly Good           |
|                                | 2 ≤ X <5          | Less                  |

Based on the results of the validation and assessment of learning models by experts and when testing is limited as well as field trials, each aspect of the assessment gets a score in the category of "very good" based on the assessment criteria in table 4, with details of the assessment presented in figure 1.
Determination of the results criteria validation and assessment of the applicability of the content and language of language teaching materials are based on the following table 6.

Table 6.
Criteria for determining the value of the results of validation and evaluation RPP

| Aspect       | Interval Scoring | Category       |
|--------------|------------------|----------------|
| Format       |                  |                |
|              | $9.75 \leq X \leq 12$ | Very good     |
|              | $7.5 \leq X < 9.75$ | Good          |
|              | $5.25 \leq X < 7.5$ | Fairly Good   |
|              | $3 \leq X < 5.25$  | Less           |
| Language     |                  |                |
|              | $16.25 \leq X \leq 20$ | Very good     |
|              | $12.5 \leq X < 16.25$ | Good         |
|              | $8.75 \leq X < 12.5$ | Good Enough   |
|              | $5 \leq X < 8.75$  | Less           |
| Content      |                  |                |
|              | $22.75 \leq X \leq 28$ | Very good     |
|              | $17.5 \leq X < 22.75$ | Good         |
|              | $12.25 \leq X < 17.5$ | Good Enough   |
|              | $7 \leq X < 12.25$  | Less           |

Based on results of validation and assessment of content and language by experts and when limited trial and trial in the field is made, each aspect of the assessment gets a score in the category
of "very good" based on the assessment criteria in table 5, with details of the assessment presented in figure 2.

![Figure 2. Diagram of the results of the validation and assessment of the RPP](image)

Determination of the results of the validation and Assessment of the Student Worksheet (ASW) is based on table 7.
Table 7.
Criteria for determining the value of the results of validation and assessment of the Student Worksheet (ASW)

| Aspects | Intervalscore | Category |
|---------|---------------|----------|
| Format  | 13 ≤ X ≤ 16   | very good|
|         | 10 ≤ X <13    | Good     |
|         | 7 ≤ X <10     | Good Enough|
|         | 4 ≤ X <7      | Less     |
| Language| 16.25 ≤ X ≤ 20| Very good|
|         | 12.5 ≤ X <16.25| Good |
|         | 8.75 ≤ X <12.5| Fairly Good|
|         | 5 ≤ X <8.75   | Less     |
| Content | 26 ≤ X ≤ 32   | Very Good|
|         | 20 ≤ X <26    | Good     |
|         | 14 ≤ X <20    | Fairly Good|
|         | 8 ≤ X <14     | Poor     |

Based on the results of the MFI’s validation and assessment by experts and based on limited trial as well as field trials that already done, each aspect of the assessment gets a score in the category of "very good" based on the assessment criteria in table 6, with details of the assessment presented in figure 3.

Figure 3.
MFI validation and assessment results diagram
Determination of the results of the validation and assessment process sheet criteria learning is based on table 8.

Table 8. 
Criteria for determining the value of the results of the validation and assessment process assessment sheet

| Aspect   | Interval Scoring | Category  |
|----------|------------------|-----------|
| Format   | 9.75 ≤ X ≤ 12    | Very good |
|          | 7.5 ≤ X <9.75    | Good      |
|          | 5.25 ≤ X <7      | Fairly Good|
|          | 3 ≤ X <5.25      | Less      |
| Language | 13 ≤ X ≤ 16      | Very good |
|          | 10 ≤ X <13       | Good      |
|          | 7 ≤ X <10        | Fairly Good|
|          | 4 ≤ X <7         | Less      |
| Content  | 13 ≤ X ≤ 16      | Very Good |
|          | 10 ≤ X <13       | Good      |
|          | 7 ≤ X <10        | Fairly Good|
|          | 4 ≤ X <7         | Less      |

Based on the results of the validation and assessment of the learning process assessment sheet by experts and the limited trial as well as field trials that already done, each aspect of the assessment gets a score with the category of "very good" based on the assessment criteria in table 7, with details of the assessment presented in Figure 4.
Diagram of validation results and assessment of the assessment process sheet learning

Determination of the results of the validation criteria and assessment of the product assessment sheet is based on the following table 9.

Table 9.
Criteria for determining the value of the results of the validation and assessment of product evaluation sheets

| Aspect  | Interval Scoring | Category        |
|---------|------------------|-----------------|
| Format  | \(9.75 \leq X \leq 12\) | Very good       |
|         | \(7.5 \leq X < 9.75\) | Good            |
|         | \(5.25 \leq X < 7.5\) | Quite Good      |
|         | \(3 \leq X < 5.25\)  | Less            |
| Language| \(13 \leq X \leq 16\) | Very good       |
|         | \(10 \leq X < 13\)  | Good            |
|         | \(7 \leq X < 10\)   | Good Enough     |
|         | \(4 \leq X < 7\)    | Less            |
| Fill    | \(9.75 \leq X \leq 12\) | Very good       |
|         | \(7.5 \leq X < 9.75\) | Good            |
|         | \(5.25 \leq X < 7.5\) | Fairly Good     |
|         | \(3 \leq X < 5.25\)  | Less            |
Based on the results of the validation and assessment of the product assessment sheet by the expert and limited trial and field trials that already done, every aspect of the assessment gets a value with the category "very good" based on the assessment criteria in table 8, with details of the assessment presented in Figure 5.

Figure 5.
Diagram of the results of the validation and assessment of the product assessment sheet

The values of living values of students after using teaching materials are generally presented in table 10.
Table 10.
Results Assessment of student creativity in making science props

| No. | Creativity Aspects of Learning Process Assessment | Classroom |  |
|-----|-------------------------------------------------|-----------|--------|
|     |                                                 | Experiment | Control |
| 1   | Fluency                                         | 3.85      | 3.65   |
| 2   | Flexibility                                     | 3.85      | 3.68   |
| 3   | Originality                                     | 3.91      | 3.36   |
| 4   | Elaboration                                     | 3.94      | 3.24   |
|     | Average                                         | 3.89      | 3.48   |

| Rating Products | Classroom |  |
|-----------------|-----------|--------|
|                 | Experiment | Control |
| 1    Fluency     | 3.86      | 3.64   |
| 2    Flexibility | 3.88      | 3.64   |
| 3    Originality| 3.91      | 3.27   |
| 4    Elaboration | 3.86      | 3.48   |
|     Average     | 3.88      | 3.51   |

| Average all ratings | 3.88 | 3.50 |

The Arabic language teaching material design that is developed is used in Arabic learning to improve student's living value. However, the teaching material developed is different because it uses the humanism approach as the university's vision and mission. The design of teaching materials developed follows the development stages developed by Borg & Gall.

The design of Arabic language teaching materials developed has been through the stages of validation by experts and assessment at the time of limited trials and the field trial. In the validation stage, experts validate Arabic teaching materials until the expected Arabic textbook products are obtained. In the next stage, the products were assessed by students at the time of limited trials. At this stage also, the same as the previous stage, students give assessments and comments for the development of learning model products to be better. The next stage is field trials, which aim to get an assessment of teaching material products that are developed and find out their effectiveness in increasing students' living values.

The results of the analysis show that the results of validation and assessment by experts and students at the time of limited and field trials of Arabic language teaching products from all aspects are in the "very good category." While all elements of the content and language of teaching materials, ASW, and assessment sheets, the results of the validation and assessment get a score with the category of "very good" from all aspects.

The results of the effectiveness test of Arabic textbooks developed on the student's living value as a whole show that the experimental group in which learning uses Arabic language teaching materials has a higher value than the control group. This shows that the application and implementation of learning with Arabic language teaching materials that are developed can increase students' living values, which consist of aspects of honesty, tolerance, authenticity, and independence.
Figure 6.
Comparative diagram of the value of the experimental & control class learning process

Figure 7.
Comparison diagram of the value of the experimental and control class products

Figure 6 and 7 provides a clear breakdown of differences in the value of students' living values in the learning process and the product between the experimental and control classes. The experimental class has a higher value than the four aspects of the assessment conducted. The most striking difference between the experimental class and the control class is the honesty and tolerance aspects. In the assessment of the learning process, the aspect of honesty is meant that students can show the honesty attitude of their personality. By learning to use teaching material products, students are directed to see the phenomenon of reading material and bring forth an attitude of honesty. In the aspect of tolerance in question is that a student can have a sense of tolerance as in Arabic textbooks that use a variety of images. In the aspect of tolerance, it is expected that students have a sense of tolerance by not blaming and justifying selfishness. In the aspect of togetherness, students improve life together between types of race, ethnicity, nation, and religion.
CONCLUSION

This research was conducted for approximately 1 year which aims to design teaching materials because teaching materials in the learning process are a necessity and have a very important role because with this textbook they get material to enrich their knowledge. Besides being a source of material, textbooks can function to shape characters and incorporate values to students because in the preparation of this textbook must pay attention to the basis and approach as well as several other things.

Learning Arabic in Indonesia shows a serious effort and is considered important. This is proven by the teaching of these subjects from Kindergarten to Higher Education. Still according to Asep, this is because Arabic Education has several important orientations including religious orientation, academic orientation, professional orientation, and economic orientation.

Humanism itself is the vision and mission of the Unsiq campus where this teaching material was developed. What is meant by humanism at Unsiq is the development, respect and appreciation of the whole human being from various dimensions and its ability to be able to carry out the functions and roles of humanity both as servants of God and as His caliph. With the optimization of these functions and roles is a trigger factor for the emergence of new civilizations. Or humanism version of the vision and mission of UNSIQ is to direct students to have a high sense of humanity.

Because at FITK UNSIQ Arabic is a subject that must be passed by every student, and humanism is one of the attitudes that must be possessed by students to strengthen living values and also humanism is a vision and mission of the University, the realization of standard Arabic teaching materials in FITK, it is necessary to conduct research with the title above to get good teaching materials and direct students to have good and correct living values and competencies in Arabic.

The research method used in this study is R&D (research and development). Namely developing Arabic language textbooks based on humanism at Alquran Science University to improve the living value of Unsiq students. The location of this research at Al-Qur'an University of Science and Islamic Religious Education Study Program Faculty of Tarbiyah and Teacher Training on Jalan Raya Kalibeber KM. 3, Mojotengah, Wonosobo, Central Java. The design of the initial teaching material is carried out with reference to the planned planning stage.

The next step is the validation of the teaching materials by the language expert and the textbook design expert so that the initial qualitative and quantitative evaluation of the textbook draft has been made.

The initial product revision was carried out according to the results of the validation of Arabic language experts and experts in the development of teaching materials related to the development of teaching materials based on humanism.

Then the second stage of product revision is based on suggestions for improvement and input from students as users of teaching materials in the field. This is done to improve Arabic language teaching materials so that they are better and more suitable for application in the field.

Then the third phase of product revision is based on the results of the field trial. Qualitative data and information and the results of the analysis are used as a basis for revising teaching material products so that learning models are obtained so that a model that is suitable for printing is obtained and after the results of the research are as follows:
(1) the design of Arabic teaching materials based on humanism to improve the living values of students who are designed and used are in accordance with the criteria applied. And also the components of the development of teaching materials and some supporting aspects are in the "very good" category.

(2) after using instructional materials that are designed, the value of student's living value is higher than before using the previous teaching material. And also after using this teaching material the ability of Arabic students also increased.

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