The Effectiveness of Arabic Learning Materials to Improve Students' Listening Skills at Darussalam Islamic Boarding School

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Abstract: Listening skill is one of the essential aspects of Arabic learning. There was no teaching material for Arabic listening skills in the form of books at Kulliyyatul Muallimin al-Islamiyyah (KMI) Gontor which lead to an imbalance of harmonies among four Arabic language skills. This article aimed to develop the teaching materials for listening skills after being tested based on the problem formulation. Using the ten-stage Borg and Gall development model, this article was a form of research and development (R&D). Data for the Wilcoxon formula analysis was acquired from Gontor Islamic Boarding School in Ponorogo, Indonesia, through observation, interviews, questionnaires, achievement tests, and documents. This article focused on 5th grade with a sample of 33 students for the first experiment and 60 students for the second experiment implementing stratified random sampling. The result showed that textbook form for Kulliyyatul Muallimin al-Islamiyyah (KMI) Gontor at the 5th grade for listening teaching materials was effective in developing Arabic skills ability. According to the data, student listening skills have improved by 60.12%. Due to this learning material effectiveness, it is essential for educators, institutions, and students to maximize the use of this material in order to collaborate on enhancing Arabic language proficiency.

Introduction

Due to numerous obstacles in Arabic learning,[1] to resolve it there are four language skills listening, speaking, writing and reading.[234] The most fundamental

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[1] Noor Amirudin, "Problematika Pembelajaran Bahasa Arab," *Tamaddun : Jurnal Pendidikan dan Pemikiran Keagamaan*, (2017): 1–12, https://doi.org/10.30587/tamaddun.v0i0.66.

[2] M. Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif untuk Meningkatkan Kecakapan Berbahasa," *Jurnal Shaut Al-Arabiyah* 7, no. 1 (2019): 13–30, https://doi.org/10.24252/saa.v1i1.8269.

language skill is listening,[567] because it is the main foundation.[8910] According to Abdul Majid Al-Arabi, listening is the ability to understand language signals without being amplified, attenuated, or distorted.[11121314] Learning goals are in need of educational material[1516] and heavily rely on the scheduled book because it serves as the focal point of the learning process.[1718] The term "learning materials" refers to written or spoken language resources made available to Arabic language learners, including lesson plans

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[3] Wahyudi Buska, Yogia Prihartini, and Nur Hasnah "Analysis of Students' Arabic Proficiency for Vocabulary Mastery in State Islamic Junior High School in Muaro Jambi," *Innovatio: Journal for Religious Innovations Studies* 18, no. 1 (2018): 51–62.

[4] Bandar Mohammad Saeed Al-Sobhi and Abdul Shakour Preece, "Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions," *International Journal of Education and Literacy Studies* 6, no. 1 (2018): 1-11.

[5] Elly Handajani, "Penggunaan Teknik Dictogloss untuk Meningkatkan Kemampuan Mendengarkan Siswa," *Jurnal Pendidikan* 6, no. 1 (2018): 31–35, https://doi.org/10.36232/pendidikan.v6i1.99.

[6] Muhamad Fathoni, "Pembelajaran Maharah Istima'," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 199–218, https://doi.org/10.36668/jih.v1i1.162.

[7] Arne Lervåg, Charles Hulme, and Monica Melby-Lervåg, "Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex," *Child Development* 89, no. 5 (2018): 821–838.

[8] Hindun Makram 'Abdul Haris 'Abdul Malik, "Tanmiyah Maharah al-Istima' wa al-Qur'an lada Talamidz al-Marhalah al-Ibtidaiyyah Bathiyi at-Ta'allum bi Istikhdam Istiratijiah al-Hawasi al-Muta'adidah," *Al-Majalah al-Tarbawiyah li Ta'lim al-Kibar* 2, no. 1 (2020): 472–98, https://doi.org/10.21608/altc.2020.116937.

[9] Nurul Zuhriyah, "Pengembangan Bahan Ajar untuk Mahâratul Istima'," *Al-Af'idah: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 3, no. 1 (2019): 61–72, https://doi.org/10.52266/al-afidah.v3i1.312.

[10] Hasan Hasan, "Keterampilan Mengajar Bahasa Arab Materi Istima Menggunakan Media Lagu," *Ittihad* 15, no. 28 (2018): 41–51.

[11] Nienke C. Homans and Vroegop Jantien L., "The Impact of Face Masks on the Communication of Adults with Hearing Loss during COVID-19 in a Clinical Setting," *International Journal of Audiology* 61, no. 5 (2022): 365–370.

[12] Fahrur Rosikh, Alif Kafa Thoyyibah, and Muhimmatus Sholihah, "Pengaruh Permainan al-Asrar al-Mutasalsilahah terhadap Keterampilan Mendengar Bahasa Arab Siswa," *Kilmatuna: Journal of Arabic Education* 1, no. 2 (2019): 138–147.

[13] Ali Anas Nasution, "Ta'lim Maharah al-Istima' lada al-Thulab al-Mutaqadimin," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan dan Bahasa Arab* 7, no. 01 (2019), https://doi.org/10.24952/thariqahilmiah.v7i01.1866.

[14] Muhamad Fathoni, "Pembelajaran Maharah Istima'," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 199–218, https://doi.org/10.36668/jih.v1i1.162.

[15] Mugenyi Justice Kintu, Chang Zhu, and Edmond Kagambe, "Blended Learning Effectiveness: The Relationship between Student Characteristics, Design Features and Outcomes," *International Journal of Educational Technology in Higher Education* 14, no. 1 (2017): 1-20.

[16] Asni Furoidah, "Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, https://doi.org/10.36835/alfusha.v2i2.358.

[17] Muh Arif, "Efektivitas Media Pembelajaran dalam Penguasaan Kosa Kata Bahasa Arab," *A Jamiy : Jurnal Bahasa Dan Sastra Arab* 9, no. 1 (2020): 1–15, https://doi.org/10.31314/ajamiy.9.1.1-15.2020.

[18] M. Abdul Hamid, Danial Hilmi, and M. Syaiful Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme untuk Mahasiswa," *Arabi : Journal of Arabic Studies* 4, no. 1 (2019): 100–114, https://doi.org/10.24865/ajas.v4i1.107.

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and curriculum.[1920] The ability to listen is included in this field.[2122] One of Islamic education system in Indonesia with a specialized program for Arabic and English learning is Darussalam Gontor Islamic Boarding School.[23] The 5th grade student of Gontor nearly reached perfection in their educational achievement[24] and need extra assistance since they have a significant impact on other students from classes one through four.[25] The large issues in Arabic listening skill are that listening skill is ignored and it is only learned outside of the classroom.[26] The absence of a textbook and unique teacher listening skills training makes this issue substantially worse; as a consequence, it is highly challenging to develop listening skills.[2728]

Besides, previous research has been done by Edi Kurniawan Farid, Muhammad Nur Kholis, Rustamaji, Ahmad Zubaidi, and Wahyudi. Farid concluded in his findings that a listening learning book for non-native Arabic language learners at the Islamic Intermediate School in Probolinggo, East Java that was effective at enhancing their ability to listen, their willingness to do so, and their perceptions that listening is straightforward.[29] Meanwhile, Kholis found that an optimum design based on Android learning applications with design expert validation of 93.75 and material expert

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[19] Deborah Dubiner, "Second Language Learning and Teaching: from Theory to a Practical Checklist," *Tesol Journal* 10, no. 2 (2019): e00398.

[20] Ana Achoita, "Tasmim al-Mawadi al-Dirasiat fi Ta'lim al-Maharah al-Lughawiyah al-Arba'," *Tadris : Jurnal Penelitian dan Pemikiran Pendidikan Islam* 13, no. 1 (2019): 51–66, https://doi.org/10.51675/jt.v13i1.57.

[21] Wahyu Asyhari, "Media Short Movie terhadap Pembelajaran Maharah al-Istima' dan Maharah al-Kalam di SMP Muhammadiyah 1 Godean Yogyakarta," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa dan Sastra Arab* 8, no. 1 (2022): 1–16, https://doi.org/10.30821/ihya.v8i1.12223.

[22] Muhammad Nur Kholis, Abdul Ghofur, and Muhammad Zaenuri, "Tasmim Al-Wasail al-Ta'limiyyah li Maharati al-Istima' Khilala Android," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 73–94, https://doi.org/10.24042/albayan.v12i1.5692.

[23] Humas Gontor, "Gontor dan Bahasa," *Pondok Modern Darussalam Gontor*, September 12, 2022, https://www.gontor.ac.id/catatan/gontor-dan-bahasa.

[24] Iwan Wahyudi, "Puncak Aktifitas Santri Itu di Kelas 5. Ini Kegiatan Setiap Jamnya," *Walsantornews*, October 1, 2020, http://walsantornews.com/2020/10/01/puncak-aktifitas-santri-itu-di-kelas-5-ini-kegiatan-setiap-jamnya/.

[25] Ismatul Maula, The interview with language advisaory council staff about Arabic Languange learning in Gontor Islamic Boarding School, August 9, 2022.

[26] Isma Nurhayani, "Pengaruh Penggunaan Metode Bercerita terhadap Kemampuan Menyimak Siswa pada Mata Pelajaran Bahasa Indonesia," *Jurnal Pendidikan Uniga* 4, no. 1 (2017): 54–59, https://doi.org/10.52434/jp.v4i1.36.

[27] Ismatul Maula, The interview with language advisaory council staff about Arabic Languange learning in Gontor Islamic Boarding School, August 9, 2022.

[28] Retno Widia Agustin and Mutiara Ayu, "The Impact of Using Instagram for Increasing Vocabulary and Listening Skill," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 1–7, https://doi.org/10.33365/jeltl.v2i1.767.

validation of 87.5%.[30] On the other hand, Rustamaji stated that the Arabic textbook *Maharatu al-qira'ah* improves students' proficiency in Arabic content, particularly reading abilities, for Agro-industrial Technology study programs of Darussalam University Gontor.[31]

Zubaidi also explained that the *Maharah al-Istima'* test instrument for electronic-based Arabic students using the Kahoot Application at UIN Sunan Kalijaga Yogyakarta showed the results of the expert valuator that the material quality of the application is obtained by an average of 5.37 and the media quality of the application is obtained by an average of 4.75.[32] Then, Wahyudi found that the product improved the Arabic skills of PTKIN college students in Jambi by 98% after going through the validation process.[33] A few researchers worked on developing textbooks for students and teachers. This was in line with the aim of this article, which was to provide learning materials to improve Arabic skills. As a result, this article focused on the development of Arabic learning materials to improve the listening abilities of 5th grade students at Darussalam Gontor Modern Islamic Institution, which will subsequently be assessed to establish the level of effectiveness.

It is necessary to design learning media to strengthen listening skills in this environment.[34] The purpose of this article was to design the effective Arabic learning materials in 5th grade students at Darussalam Gontor Modern Islamic Institution in increasing their listening skills. It was provided by selecting Borg and Gall research and development technique, which is the research method, used to obtain a specific production and a successful experiment. As a result, in utilizing Wilcoxon data analysis

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[29] Edi Kurniawan Farid, "Tatwir al-Mawadi al-Ta'limiyyah li Maharoh al-Istima' li Darosa al-Lughah al-'Arabiyyah li Ghoiri al-Nathiqin Biha," *Alsuna: Journal of Arabic and English Language* 1, no. 2 (2018): 114–120, https://doi.org/10.31538/alsuna.v1i2.79.

[30] Muhammad Nur Kholis, Abdul Ghofur, and Muhammad Zaenuri, "Tasmim Al-Wasail al-Ta'limiyyah li Maharati al-Istima' Khilala Android," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 73–94, https://doi.org/10.24042/albayan.v12i1.5692.

[31] Abdul Hafidz Zaid, Hibatul Wafi, and Rustamaji Rustamaji, "Design of Learning Media of Arabic Subject for Agro-Industrial Technology Study Program at the University of Darussalam Gontor," *At-Ta'dib* 14, no. 2 (2019): 126–136, https://doi.org/10.21111/at-tadib.v14i2.3710.

[32] Ahmad Zubaidi, "Development of Maharah al-Istima' Test Instrument for Electronic Based Arabic Student using the Kahoot! Application," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77, https://doi.org/10.15408/a.v7i1.13002.

[33] Wahyudi Wahyudi and Yogia Prihartini, "Development of Arabic Learning Material Based on Eclectic Method" *3rd Asian Education Symposium (AES 2018), Atlantis Press,* (2019): 538–544, https://doi.org/10.2991/aes-18.2019.120.

[34] Muhammad Iqbal, "Penggunaan Metode Mim- Mem untuk Mengembangkan Keterampilan Berbicara," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2018): 113–130, https://doi.org/10.35931/am.v1i2.48.

and quantitative and qualitative methodologies, it is necessary to figure out the needs and test the effectiveness of that specific product in order for the community to get the benefit from it.

Methods

This research design is based on the Research & Development (R&D) strategy which began by gathering data about teaching listening skills of students in 5th grade of Kulliyyatul Muallimin Al-Islamiyyah Gontor Ponorogo Indonesia. This institute was chosen because it is enriched with the curriculum that teaches both Arabic and English. Based on the observation, there was a lack of concern about balancing four Arabic language skills (listening, speaking, reading, and writing) in the teaching process. Speaking and reading skills were taught while ignoring the importance of listening skill and they learned it outside of the classroom instead. In the absence of study materials for listening skills, this research designed new materials that can be tested for its effectiveness.

This R&D research is outlined by Borg and Gall[35] the design process includes the results of the study concerning the listening material teaching based on the research, followed by a field test of 5th grade at KMI Gontor and then revision to fix any defects discovered during testing by the researcher. These are the ten steps Borg and Gall used in this research:
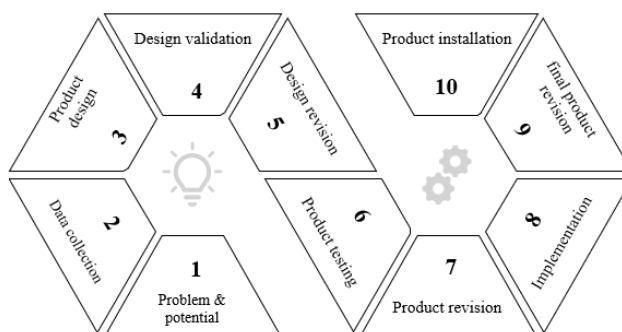

Figure. 1 The Ten Steps of R&D by Borg and Gall

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[35] Walter R. Borg and Meredith D. Gall, *Educational Research: an Introduction* (Longman, 1983).

Both primary and secondary sources were used to gather the data. *Al-Marja' Fi Ta'lim al-Lughah al-Arabiyyah Bilughat Ukhra* by Rusydi Ahmad Thuaimah, Educational Research: An Introduction by Meredith D. Gall, Statistik: Desain dan Analisis Eksperimen by Sudjana, and other books on the design and development of educational materials, Arabic language expert and educational material design Expert, Head Master, Arabic Language Teacher, KMI Gontor 5th grade students are among the primary sources. Secondary sources include Arabic teaching and research publications, as well as written documents.

The population for this study was all 5th grade students at the Darussalam Islamic Boarding School, and the Stratified Random Sampling method was used to collect the sample for this study.

Table 1. Sample number of 5th grade students of KMI Gontor

The Society	Group Type	Sample Number
The 5th grade Student at Darussalam	First Experiment	33 Students
Islamic Boarding School	Second Experiment	60 Students
Total		93 Students

The 6th grade in KMI Gontor has 371 students. According to sampling methods, it is better to take the entire population if the study population is less than 100; however, if the study population is higher than 100, the research may take 10% to 15%, or 20% to 25% or more.[36] As a result, the research received a 25%. The sample count required is 371 x 25 / 100 - 0 100 – 93 as shown on the previous table.

Data is collected through observation, interviews, questionnaires, achievement tests, and documents. Direct observation is used to collect data on daily student activities in the teaching and learning process and the development of students who learn using these listening materials teaching. The questionnaire was used to collect data from Arabic language experts on the validity of this textbook for developing listening skills and from 5th grade students to see how their insight differed. Meanwhile, the pre and post-tests are used to determine students' acquisition and development of listening skills

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[36] Retno Rahayuningsih, "The Effect of Reading Habit and Vocabulary Mastery Towards Students' Reading Comprehension (Survey at State Senior High School in Central Jakarta)," *Wanastra : Jurnal Bahasa dan Sastra* 12, no. 2 (2020): 266–271, https://doi.org/10.31294/w.v12i2.8458.

after using this textbook. The documents are used to learn about KMI Gontor founding date, conditions, students, and teachers.

The analysis of such data involves both quantitative and qualitative data. The test strategy is "Pretest-Posttest," using the *t-test* method with "Paired Sample Test" if it is natural and using Wilcoxon if it is not.[37][38] The research question is determined by the findings of the pre and post-tests.

Results and Discussion

The result of this research is a textbook as the learning material for students in the 5th grade at the Darussalam Gontor Islamic Boarding School, which suits the middle to advanced level to enhance listening skills. After being submitted to listening skill specialists, designed materials have undergone various adjustment levels. To create this learning material, the integrated curriculum for non-Arabic speakers' books entitled *Al-Arabiyyah li al-Nasyiīn, al-Arabiyyah li al-Alam, al-Arabiyyah bayna Yadayk, and Durus Lughah al-Arabiyyah* were utilized as a backup. As an outcome of this article, it was discovered that Gontor Islamic Boarding School specially created learning methods for 5th grade students effectively improve their listening skill. Presentation, for students and teachers, the learning materials are provided as a book. Its design was intended to help students improve their skill for Arabic linguistic ability. The specifics are as follows:

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[37] Maryadi Maryadi, "Measuring the Effectiveness of Government Policy: Controlling Local Government Idle Fund," *Journal Of Applied Business Administration* 4, no. 1 (2020): 65–70.

[38] Sunarti Sunarti, Nadhifah Murliana Chairunnisa, Muhammad Irwan, and Akhmad Rizal, "Comparing Students' Learning Result on Reading Comprehension through SQ3R and Reciprocal," *Jurnal Imiah Pendidikan dan Pembelajaran* 5, no. 3 (2021): 455–464, https://doi.org/10.23887/jipp.v5i3.39974.

Figure. 2 The Textbook as the Learning Materials of Listening Skills

Figure 2, a number of the pages are 107 pages, including the covers and there are 15 topics included in these teaching modules. There are four components to each subject: Inner cover: the title of the unit, illustrated image, general objective, and particular objectives. Main text in the disk: a text for students to listen to. New vocabulary: The audiovisual text vocabulary, by giving meaning, explains the pupils' understanding. Phrases: They contain types of phrases found in audio texts with the meanings indicated therein. Trainings: There are types of training to determine the students understanding of the audible and summarize the audio text and the vocabulary used therein. Vocabulary and phrases, this book vocabulary offers new terms and expressions found in audiovisual materials. The meanings, phrases, and explanations are given in Arabic and a picture. Training and Questions, the training in this book differs depending on its goal of listening skill development in design. The following are these exercises, expression exercises, and vocabulary exercises.

Colours, this book employed a variety of colors to stimulate students because each color serves a different personality function that aids in the educational process.[39] It accomplishes what the research set out to do. White color: Its application is intended to make the text easier to read, keep students from becoming bored, and motivate them to learn Arabic, which is crucial for their futures. It also makes it easier for researchers to

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[39] Sawi Sujarwo and Rina Oktaviana, "Pengaruh Warna terhadap Short Term Memory pada Siswa Kelas VIII SMP N 37 Palembang," *Psikis : Jurnal Psikologi Islami* 3, no. 1 (2017): 33–42, https://doi.org/10.19109/psikis.v3i1.1391.

adorn pages by adding tasteful and practical ornamentation. Blue: The primary cover should feature this color heavily because it complements the book objective of improving listening skills. Tan color: Enhancing the lamp ornamentation is used for the front main casing end or on the side of the left case. Saffron: It is a shade of red. It is used to demonstrate how to apply the book, units, and topics in a specific way. In writing related to the male, saffron is next to that color. Red: This color is utilized when writing to encourage students to pay close attention to crucial issues.

Pictures, to add interest and enthusiasm that perfectly matches the definitions of the new words are explained, illustrated, and meant to help the people to understand the words in the context of the particular pictures, a picture of each subject is included in the inner cover of each unit teaching materials. For example, in the first unit, the title is "الـصَّلاةُ قُرَّةُ العَيْن" the image of the group prayer process was developed to clarify the subject. In the second unit, the title is "قِصَّة جَمَال الصِّدْق" An accompanying picture was placed between two persons to illustrate the units. In the third unit, the title is "أَهَمِّيَّةُ الْعِلْمِ" To depict the units and many other sorts of images, a picture of beautiful thought were created, taking into account the unit suitability.

Steps in Teaching, the three teaching steps are as follows: the first boot lasts ten minutes. Second, the primary tasks, which last for 40 minutes, include detailed explanations, three times of audio recording subtraction, exercise solutions, and new word definitions. The conclusion comes in third. According to the aforementioned, learning materials created as textbooks through this research with data collecting, presentation, and extraction are effective because they have influenced how students' listening skills have improved. Data collection and analysis phases, design implementation, and efficacy evaluation have been researched. Students' achievement rate between the pre-test and post-test appears to be significantly different. This indicates that the 5th grade students' listening abilities are effectively developed by the learning material design.

In Johnny opinion, using learning materials in educational activities is crucial.[40] They provide complete and essential tools and resources for each activity, serving as a channel of communication between learners, enabling students to use them on their own to complete required tasks, and having the potential to be used to enhance learning, among other things.[41] Teaching resources assist students in learning Arabic in various subject areas, not just in terms of content but also in developing their logical and critical thinking abilities.[42]

Descriptive statistical analysis, it means analysis by describing the previous data after collecting it to be clear, but without taking an extrapolation. The research presented the mean, median, and modus for the pre and post-test results.

Table. 2 Pre-Test Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	6,7	6,7	6,7
	4	15	25,0	25,0	31,7
	5	24	40,0	40,0	71,7
	6	13	21,7	21,7	93,3
	7	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Table 2 shows that the student with a score of 3 on the pre-test is four or 6.7 out of hundred. The student who got a score of 4 is 15 or 25 out of hundred, and the student who got a score of 5 is 24 or 40. Out of a hundred, the student nt who received a score of 6 is 12 or 21.7 out of a hundred students who get a score of 7 is 4 or 6.7 hundred. Their total number will be 60 students.

[40] Setya Setya and Warman Warman, "Study on the Management of Learning Media in Supporting Teaching and Learning Activities at SMP Negeri 13 Samarinda," *Unmul Civic Education Journal* 4, no. 1 (2021): 75–82, https://doi.org/10.30872/ucej.v4i1.1277.

[41] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127–144, https://doi.org/10.29240/jba.v3i1.764.

[42] Abdul Hafidz Zaid, Hibatul Wafi, and Rustamaji Rustamaji, "Design of Learning Media of Arabic Subject for Agro-Industrial Technology Study Program at the University of Darussalam Gontor," *At-Ta'dib* 14, no. 2 (2019): 126–136, https://doi.org/10.21111/at-tadib.v14i2.3710.

Table. 3 Post Test Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	3	5,0	5,0	5,0
	7	11	18,3	18,3	23,3
	8	14	23,3	23,3	46,7
	9	32	53,3	53,3	100,0
	Total	60	100,0	100,0	

In table 3, the evidence shows that the student who obtained a score of 6 in the post-test is three students or 5.0 out of hundred, then the student who got a score of 7 is 11 students or 18.3 out of hundred, and the student who got a score of 8 is 14 students or 14 out of a hundred. 23.3 out of a hundred, and the student who got a score of 9 is 32 or 53.3 out of a hundred, so the total number is 60. Because of the previous data, the mean result in the post-test (8.25) is higher than the mean result in the pre-test (4.97). Conditional test, normality test is the test to know the normality of the distribution, and this is one of the conditions for the parameter test.[43]

Table. 4 The Result of the Normal Test

N		60
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,88974813
Most Extreme Differences	Absolute	,200
	Positive	,110
	One-Sample Kolmogorov-Smirnov Test	-,200
Test Statistic		Unstandardized Residual
Asymp. Sig. (2-tailed)		,000c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In view of the previous data, the result in the pre-test is (0,000), which is lower than the result (0,05) and it means abnormal, and the result in the post-test is (0,000), which is lower than the result (0). 05), this means unnatural, and the researcher must use

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[43] Fatih Orcan, "Parametric or Non-Parametric: Skewness to Test Normality for Mean Comparison," *International Journal of Assessment Tools in Education* 7, no. 2 (2020): 255–265.

the method (Wilcoxon). The homogeneity test (Uji Homogenates) is the test to find out the similarity between the two variables or the two groups.

Table. 5 The Result of Homogeneity of Variances Test

		Levene Statistic	df1	df2	Sig.
NILAI PRE-POST	Based on Mean	,266	1	118	,607
	Based on Median	,012	1	118	,911
	Based on the Median and with adjusted df	,012	1	108,391	,911
	Based on trimmed mean	,199	1	118	,657

From the table 5, it is known that the result in the pre-test and post-test (0.607) is higher than the result (0.05), so it is evidence of the similarity between the two variables in the distribution, the test after it, which is the deductive test or the test, fulfills the research hypothesis. Testing the research hypothesis, reflecting on the previous table, the result in the pre-test (0.000) and the post-test (0.000) is lower than the result (0.05). This means that the test distribution is not normal, so the researcher should use the (Wilcoxon) method. The statement is as follows: In the first, The researcher determined the null hypothesis (Ho) and the optional hypothesis (Ha) for statistics, which are as follows:

Table. 6 The Result of Wilcoxon Data Analysis

		N	Mean Rank	Sum of Ranks
Postest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	60[b]	30.50	1830.00
	Ties	0[c]		
	Total	60		

a. Postest < Pretest

b. Postest > Pretest

c. Postest = Pretest

Table. 7 The result of statistic test

	Postest - Pretest
Z	-6.813[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The previous table shows that the value of 0.000 is less than 0.05. That is, there is a clear difference between the average score of students on the pre-test and the average score of students on the post-test. And that the design of conversation materials to develop the listening skill of 5th grade students is effective. The null hypothesis: There is no difference between the mean results of the students in the pre-test and the post-test. Optional Hypothesis: There is a difference between the average results of students in the pre-test and the post-test. In order to decide on Wilcoxon method of accepting one hypothesis over another, the researcher identified the following controls: If the value is less than 0.05, the null hypothesis is rejected, and the optional hypothesis is accepted. If the value is higher than 0.05, the null hypothesis is accepted, and the optional hypothesis is rejected.[44]

The data from the previous table shows that the significant result is 0,000 less than 0,050. This result indicates that the null hypothesis is rejected, and the optional hypothesis is accepted. This result suggests a difference between students' test results before and after applying the designed learning materials and after using them. This means that there is a significant difference between the average result of the students in the pre-test and the post-test, and this, if indicative, indicates that the design of the educational materials for listening skill lessons (audio recordings) is effective in developing and promoting the listening skill of the students of the fifth semester at the Darussalam Islamic Boarding School, Al-Haram II based on the differences and indicators between the results in the pre and post-test.

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[44] Kevin N. Griffith and Yevgeniy Feyman, 'Amplifying the Noise: The Dangers of Post Hoc Power Analyses', *Journal of Surgical Research*, 259.Amplifying the Noise: The Dangers of Post Hoc Power Analyses (2021), A9-11.

Edi Kurniawan Farid,[45] Muhammad Nur Kholis,[46] Rustamaji,[47] Ahmad Zubaidi,[48] and Wahyudi[49] conducted earlier studies. Like this research, which intends to provide instructional materials to improve listening abilities, those studies are provided as a textbook for students and teachers. This study varies from previous studies in that it examines the effectiveness of designing Arabic learning materials to improve the listening ability of 5th grade students at the Darussalam Gontor Modern Islamic Institution.

This textbook development implies that the findings from the study can be used as a textbook or as teaching resources for students in 5th grade. In the end, it might enhance the Arabic language abilities, particularly in listening skill. It can also be consulted when conducting additional research to create new textbooks or teaching aids. It is the teacher responsibility to increase students' interest in the Arabic language, particularly in the skill of listening, because it is the primary production of the four skills for understanding religion and assisting students in understanding Al-Qur'an. Perhaps other researchers should look for new designs for educational materials, because students' needs in one institution differ from those in another, and students' needs at all educational levels differ.

Conclusion

The 5th grade learning materials at Darussalam Islamic Boarding School have the appearance of a textbook for teachers and students. The design aimed to assist students in learning how to listen to material relevant to their lives while studying Arabic. All of this occured following various procedures for designing educational materials to determine the student Arabic language level. This was accomplished through vocabulary, idioms,

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[45] Edi Kurniawan Farid, "Tatwir al-Mawadi al-Ta'limiyyah li Maharoh al-Istima' li Darosa al-Lughah al-'Arabiyyah li Ghoiri al-Nathiqin Biha," *Alsuna: Journal of Arabic and English Language* 1, no. 2 (2018): 114–20, https://doi.org/10.31538/alsuna.v1i2.79.

[46] Muhammad Nur Kholis, Abdul Ghofur, and Muhammad Zaenuri, "Tasmim Al-Wasail al-Ta'limiyyah li Maharati al-Istima' Khilala Android," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 73–94, https://doi.org/10.24042/albayan.v12i1.5692.

[47] Abdul Hafidz Zaid, Hibatul Wafi, and Rustamaji Rustamaji, "Design of Learning Media of Arabic Subject for Agro-Industrial Technology Study Program at the University of Darussalam Gontor," *At-Ta'dib* 14, no. 2 (2019): 126–136, https://doi.org/10.21111/at-tadib.v14i2.3710.

[48] Ahmad Zubaidi, "Development of Maharah al-Istima' Test Instrument for Electronic Based Arabic Student using the Kahoot! Application," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77, https://doi.org/10.15408/a.v7i1.13002.

conversations, images, and hands-on linguistic training. To meet the requirements of the research and development (R&D) curriculum submitted by Borg and Gall as the method was used. The data showed that the significant result was less than 0,050 by using Wilcoxon. This result indicated a difference between students' test results before and after applying the designed learning materials and after using them. The students listening ability was also reported to have increased, as can be proven from the pre-test and post-test results. This article differed from earlier studies in that it focuses on the design of Arabic learning materials to enhance the listening abilities of 5th grade students at the Darussalam Gontor Modern Islamic Institution and describes it according to experts ratings. This also proves that the Arabic teaching materials that have been developed are very effective in improving students listening skills, especially at the Darussalam Islamic Boarding School. It is envisaged that in the future, Arabic learning would be carried out using a variety of educational instruments that collaborate through appropriate utilization.

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Author Contributions Statement

FS and LM offered ideas and planned the research carried out using the research-development model, FH contributed to conducting the tests, analyzing data, and developing theoretical foundations, analyzed the sources related to this research, SA did some editorial objectives of academic research, and SB developed a framework and directions for data processing.

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