



Integrated Local Wisdom with 21st – Century Skills for Arabic-Speaking Material Model

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Abstract: The purpose of this study was to develop an integrated model of Arabic-speaking teaching materials with 21st-century skills and the value of local wisdom. This study used a mixed method approach, combining research and development techniques (R and D) using the Borg and Gall model. Participants were teachers (to do the peer assessment of the product / n = 3), experts (Arabic materials, curriculum / n = 2), and students (to get the needs analysis / n = 100). Data collection techniques include observations, questionnaires, tests, documents, and interviews. Data analysis uses qualitative and quantitative techniques. The results of this show that the model of teaching materials that have been developed is feasible to be applied in Arabic-speaking classes. The findings also show that the designed teaching materials have local wisdom values that can act as authentic materials. These teaching materials can not only build 21st-century skills but also build character education through the value of local wisdom. So, teaching materials that are integrated with the skills needs of the 21st century can facilitate learning objectives in producing quality graduates.

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Introduction

The development of science and technology has had a changing impact on everyone's life, including aspects of education (Lase, 2019). Information technology is rapidly changing the workplace and classroom, and the need for education has shifted from a focus on static skills to the ability to learn in a dynamic environment. Higher education institutions seek teaching practices to bridge performance gaps and meet the challenges of ensuring that students are career-ready after graduation (Khawarizmi, Pendidikan dan Pembelajaran Matematika, & Prayudi, 2021). The technological environment of the 21st century has a direct impact on education (Stuchlikova, 2016). So, the demands for the quality of human resources are increasingly competitive and high. Thus, the process of providing education must rethink related to the challenges of education in the 21st century (Kowalczyk-Walêdziak, Korzeniecka-Bondar, Danilewicz, & Lauwers, 2019). One of the challenges faced by educators is certain effective learning methods that support the development of 4C skills as well as challenges in developing students' self-confidence and activeness (Nur, Septiyanti, Yustika, & Fajriah, 2021; Khawarizmi et al., 2021). So, educators must have a readiness strategy in teaching in the era of the industrial revolution 4.0 and facing millennial students and supported by 21st-century skills so that students are able to compete in today's global (Purwanto, 2021; Nababan et al., 2020).

The results of the learning evaluation in the 2020-2021 academic year that are taken from the teachers' report of learning at the end of the semester concluded that there is some

problem related to the material in Arabic-speaking learning. The problems are 1) the theme of teaching materials is more dominated by social and cultural themes of Arab society so it affects student motivation in improving Arabic speaking skills. However, the value of local wisdom and culture has not been fulfilled in the teaching materials available so far. 2) Students prefer to learn from books and passively practice speaking Arabic. 3) Many sources of teaching materials are taken from foreign books so that local cultural values cannot be integrated into teaching. This means that students only learn to speak Arabic in the context of Arab culture, even though local wisdom is also a very important part as a guide or guide for students to develop their skills according to global demands and filter the freedom of information.

From these conditions, an educator must be able to provide teaching materials that have learning methods by the skills needs of the 21st century. In addition, the content of teaching materials must be interesting and stimulate student learning so it must have an attractive layout and design (Aladdin, 2016). It means that the material must provide a new perspective to students. Educators can take advantage of the context from the basis of technological advances to improve students' speaking skills (Manurung, 2015). Because, currently educators still have to involve technology in the design of teaching materials so that they are relevant to today's needs (Pop, 2015). Educators can use the form of video (Richardson-Self, 2017), audio-visual (Zhyrun, 2016), projects (Özdamli, 2011), or YouTube videos (Özdamli, 2011).

However, to face easy access in the global era, educators must also continue to provide teaching materials in the classroom that have values by the culture and local wisdom of the community. These findings are taken into consideration to provide material for speaking Arabic skills. Therefore, this study presents a different concept from previous research, because it focuses on developing Arabic-speaking teaching materials using a combination of the concept of 21st-century skills needs with local wisdom values. So, the Arabic-speaking teaching materials present new things because each theme designed refers to mastering 21st-century skills that are in line with global needs. However, the design of this material still prioritizes the values of local wisdom so that the output of this teaching material also has character learning value.

Local wisdom is certainly very important and can integrate local wisdom by incorporating local wisdom values into the material, allocating time for discussions about local wisdom, class activities and the process of teaching language skills (Muharom Albantani & Madkur, 2018; Suwito Eko, Eko, Munandar, & Maman, 2020; Darmayenti, Besral, & Yustina, 2021). In addition, materials that have the value of local wisdom can teach students to learn to live simply and have a community that helps each other and respects each other (Fuad, Efendi, & Muhammad, 2020). Even teaching materials based on local wisdom values can provide problem-solving skills for students (Sriyati, Septiani, Udayani, & Amprasto, 2021; Dewi & Ramadan, 2021). Therefore, this study offers a study that has never been done before because it is oriented towards designing Arabic-speaking teaching materials that have local wisdom values and are relevant to the achievement of 21st-century skills.

The purpose of this study is to develop a design of Arabic-speaking teaching materials that combines 21st-century skills with the value of local wisdom according to the needs of achieving the objectives of learning to speak Arabic. The results of the research are expected to be used by students and lecturers in the learning process in the classroom and can encourage students to actively speak Arabic. Educators can understand the concept of the need for teaching materials that can be relevant to the changing conditions of the times.

Research Method

This study employs a mixed method approach, combining research and development techniques (R&D) using Borg and Gall model. A mixed research approach combines quantitative and qualitative research (Creswell & Creswell, 2018). It was conducted during the 2021-2022 academic year at Arabic Education Study Program Universitas Negeri Jakarta. Participants were teachers (to do the peer assessment of the product / n = 3), experts (Arabic materials, curriculum / n = 2), and students (to get the needs analysis / n = 100). As described below, data collection techniques include observation, questionnaires, tests, documents, and interviews.

- 1) Model trials are evaluated using observations in the form of a diary.
- 2) The purpose of document analysis is to discover the outcomes of previous learning methods.
- 3) A questionnaire is used to assess the model by experts and needs analysis.
- 4) The test is used to assess Arabic speaking ability as a result of implementing the model of Arabic speaking material that integrated 21st – century skills and local wisdom value

The procedure of study is described below;

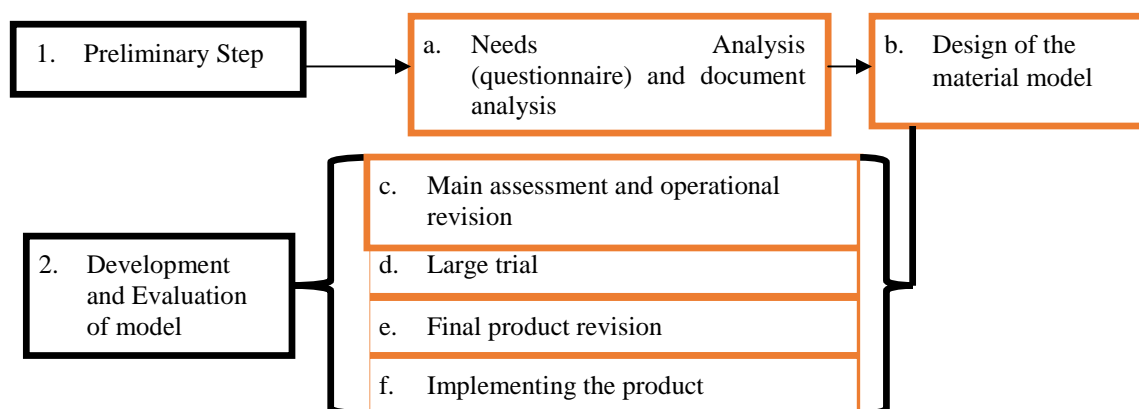


Figure 1. Procedure Study Adapted Borg and Gall Model

While the techniques of data analysis used qualitative that from the peer assessment and judgment experts. The data is presented through the statistical description. The quantitative is taken from the result of the test in the trial test of the model to get the worthiness of the product.

Results and Discussion

1) Preliminary Steps (Needs Analysis, Document Analysis, and Design of Product)

The result of the needs analysis is presented below:

Table 1. Teachers and Students Needs analysis

No	Indicators of Needs Material	%
1	Material has the context of local cultural values	85%
2	Teaching materials contain achievements of 21st-century skills	100%
3	The topic of material are;	
	a. Archipelago cultural tourism	80%
	b. Jakarta cultural tourism	75%
	c. Folklore	85%
	d. Historic sites	80%
	e. Archipelago customs	80%
4	The material is equipped with the concept of sound pronunciation	70%



5	The material is equipped with simple and clear grammatical concepts	85%
6	The material is combined with Arabic language skills such as reading, writing, and listening	65%
7	Learning strategies are aligned with the use of learning media and technology applications	90%
8	The material has attractive and clear illustrations	70%
9	The learning media used can include colour pictures, vocabulary lists, or videos	70%
10	The exercises presented are varied and according to the current level of need	75%
11	Evaluation of learning is done orally	90%
12	Variation of learning activity;	
	a. Memorizing dialogue	80%
	b. Making dialogue	75%
	c. Storytelling	90%
	d. Discussion	90%

While the result of the material document used in the class is following;

- 1) The first criterion is the objectives and approaches related to the textbooks used. The scope of this teaching material has the characteristics of three language competence goals to be achieved for students. However, it has not met the integrated concept of local cultural values and 21st-century skills that are needed today.
- 2) The second criterion is design and management. The presentation and addition of new vocabulary in textbooks have a systematic gradation but are not supported by pronunciation exercises that are difficult to pronounce.
- 3) The third criterion is the content of the material. This textbook only consists of one book which does not pay attention to the content of the dialogue that is not by the needs of students because the book was written not based on an analysis of the needs of the learner
- 4) The fourth criterion is the skill. As explained in the learning objectives that this book has speaking skills that are directly related to communication competence. So that this book has the appropriateness of the objectives to be achieved with the skills presented.
- 5) The fifth criterion is the topic. The topics of discussion contained in the teaching materials that are being used emphasize more on topics related to general situations and do not have a close relationship with the context of everyday interactions
- 6) The sixth criterion is methodology. This book is considered to lack a coherent system for teaching and the inconsistent form of text places more emphasis on reading.
- 7) The seventh criterion is the lecturer's teaching guidebook. The teaching materials used today in learning to speak Arabic have a guide that is difficult to use for independent study because of the large number of materials presented.
- 8) The eighth criterion is practice. The book used has a fairly difficult evaluation level and is not to the needs of the context of learning Arabic in Indonesia. This means that the exercises given are not simple and students experience many difficulties when working

From the results of the analysis of the data needs and documents of teaching materials that are being used, the following is the design of the model for speaking Arabic teaching materials that are integrated with 21st-century skills and the value of local wisdom.

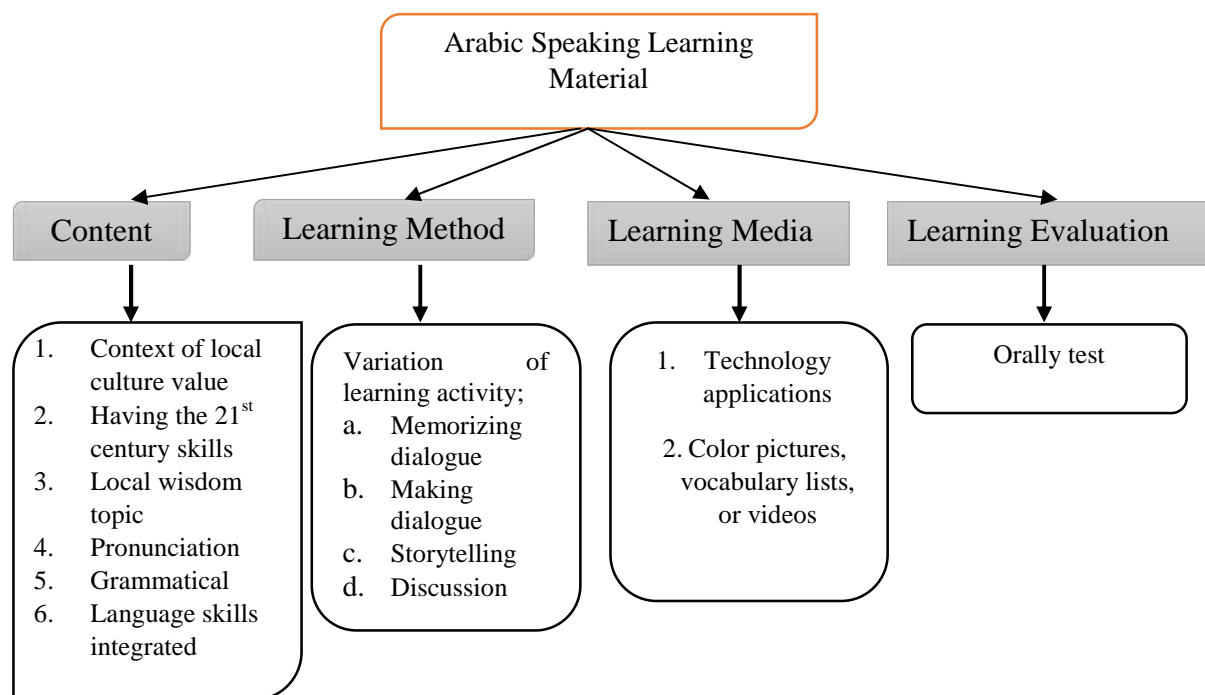


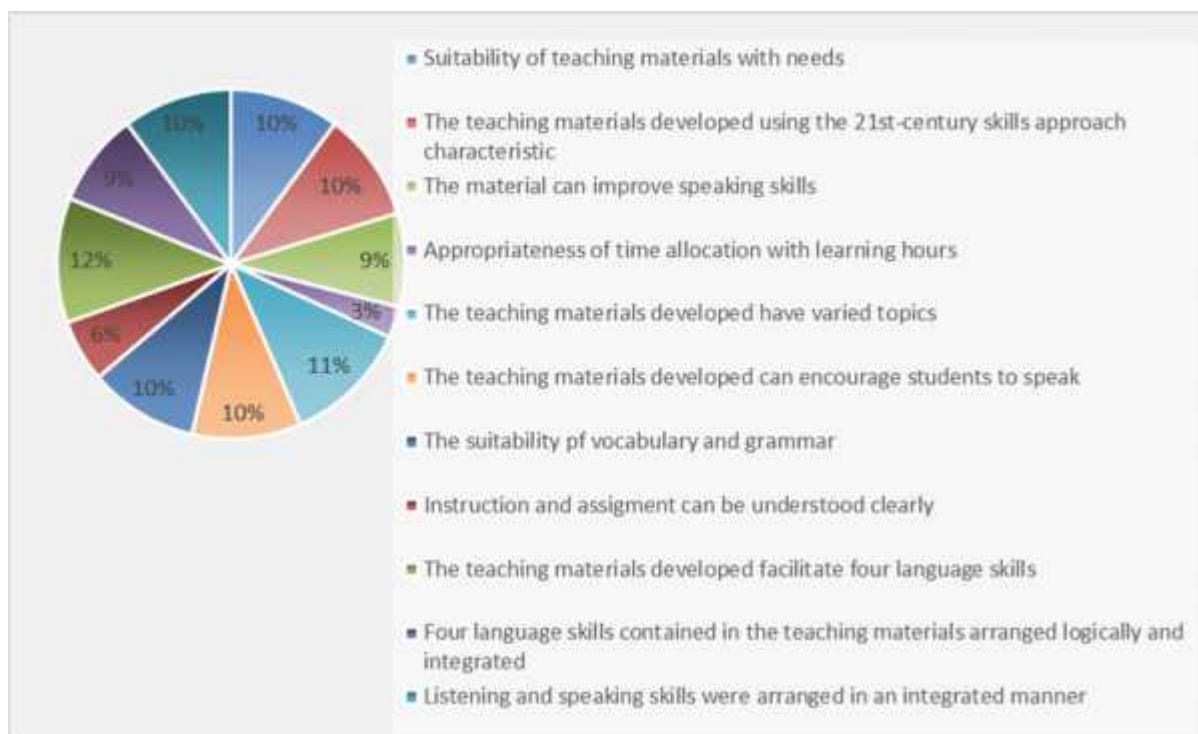
Figure 1. Draft 1 of Arabic Speaking Material Model that Integrated 21st-Century Skills with Local Wisdom Value

2) Development and Evaluation Model

a) Main Field testing and Operational Product Revision

Main field testing used peer assessment (teacher's perception), students' perception, and judgment experts. The results of the assessment from colleagues obtained several inputs, namely; 1) the content of the learning materials needs to be improved. The sorting of the subjects is adjusted to the student's language level, each subject must contain images that can be used as learning media, and the meaning of new vocabulary in the subject needs to be made a special place. 2) Grammar should be explained briefly in terms of meaning and examples by providing grammar exercises used for speaking, increasing speaking skills training in teaching material exercises. 3) In the aspect of the presentation, it is necessary to formulate questions originating from the four components of the 21st century to see the presentation of learning with 21st-century characteristics. 4) The graphic aspect of the layout of teaching materials needs to be rearranged and there must be a balance between the subjects of the teaching materials so that balance and uniformity are seen and reduce the boxes in each subject.

While the result of student's perception of the product is presented in the following chart;



Graph 1. Students' Perception Toward the Material Model

The results of student questionnaire answers (students' perception) that the model of teaching materials developed are by student needs (87.5%), the teaching materials developed are by the characteristics of the 21st-century skills approach (87.5%), improving speaking skills (75%) Appropriateness of time allocation with learning hours (25%) and (100%) students answered that the teaching materials that were developed effectively could be used in learning. While students' perceptions related to the content of teaching materials speak Arabic that the teaching materials developed have varied topics (100%), the teaching materials developed can encourage students to speak (87.5%), the suitability of vocabulary and grammar on their abilities. students (87.5%), orders and assignments can be understood clearly (50%), partially answered (37.5%), the teaching materials developed facilitate four language skills, (100%) four language skills contained in the teaching materials arranged logically and integrated (75%), partially answered (25%) and listening and speaking skills were arranged in an integrated manner (87.5%).

b) Large Trial of Product and Final Revision of Product

At this stage, the researcher conducted a feasibility test which was assessed through expert testing, student assessments after conducting large group trials, and test scores (learning evaluation results). This is done to improve the results of developing a model of teaching material that is to the needs of students. While the result of the judgment expert are presented in the following table;

Table 2. Judgment Experts Result

Components		Experts		Total	Average
		A	B		
A	Eligibility of Teaching Materials				
	1. Conformity with this Competency and indicators developed	3	4	7	3.5
	2. Suitability to student needs	4	3	7	2.5
	3. Conformity with teaching materials	3	4	7	3.5

	4. Actual and Meaningful	3	3	6	3
	5. Conformity with morality/character values	4	4	8	4
B	Language				
	1. Readability	4	3	7	3.5
	2. Clarity of information	3	4	7	3.5
	3. Conformity with grammar	4	4	8	4
	4. Use of language effectively and efficiently	3	4	7	3.5
C	Material presentation				
	1. Clarity of purposes	4	3	7	3.5
	2. Order of serving	4	3	7	3.5
	3. Giving motivation	4	3	7	3.5
	4. Complete information	3	4	7	3.5
D	Graphics				
	1. Use of fonts	3	4	7	3.5
	2. Layout	3	4	7	3.5
	3. Illustrations, pictures, photos, videos	3	3	6	3
	4. Design show	3	3	6	3
	Total	77	78		77.5
	Average	3.85	3.39		3.87

Table 2 shows the cumulative assessment of the expert team of 84.24 on a scale of 100 and 3.37 on a scale of 4 with good categories. Thus, theoretically and conceptually based on the assessment of experts, the model of Arabic-speaking teaching materials that are integrated between 21st-century skills and local wisdom values can be used and only makes improvements to emphasizing local wisdom values with 21st-century skills. Researchers can focus on the 4Cs (Critical Thinking, Communication, Creative Thinking, and Collaboration). The model of 21st-century skills-based kalam teaching materials designed to improve students' Arabic speaking skills, in general, has contained four main components of 21st-century skills which include content, cognition, communication and character to achieve the goal of understanding content and language. While the result of students' test for Arabic speaking skills after implementing this material in the class is described below;

Table 3. The result of the Statistic Descriptive of Arabic Speaking Test in Large Trial

Statistic Descriptive	Pre-test	Post-test
Average	76,92	85,36
Median	75	80
Mode	75	80
Minimum	68,5	76,5
Maximum	84,5	92
Standard Deviation	3,80	4,22
Variants	14,41	17,78

From the table above, it can be explained that the average score of the pre-test group is 76.92 and the post-test group is 85.36. Thus there was an increase in the value of 8.44 points. While the minimum pre-test score is 68.5 and the post-test has increased to 76.5, and the maximum score for the pre-test is 84.5 while the post-test is 92. Based on the data above, learning by using the teaching material model 21st century skill-based kalam has increased. To find out the significance of the increase in the 21st-century skill-based Arabic learning outcomes score, it was carried out using the statistical technique of the average difference test, namely the t-test. The test results can be displayed as follows.

Table 4. The result of the t-Test to Get the Effectiveness of the Product

	\bar{x}	dk	s^2	t_{hitung}	t_{tabel}	
					=0,05	=0,01
Pre-test	76,92	24	14,41	5,12*	2,01	2,68
Post-test	85,36	24	17,78			

Based on the calculation results obtained t-count = 5.12, this value is greater than the t-table, with a significant level of 0.01 and the value of t-table = 2.68. Thus, it can be concluded that the post-test and pre-test mean scores are significantly different. Based on these tests, it can be concluded that the student's scores have increased after participating in learning using the developed model. Thus, it can be stated that the model of Arabic-speaking teaching materials that are integrated with 21st-century skills and the value of local wisdom can improve students' Arabic-speaking skills. The results of this test indicate that the effectiveness of the developed model is significantly tested. The following is the final model of Arabic Speaking Material Model That Integrated 21st-Century Skills with Local Wisdom Value

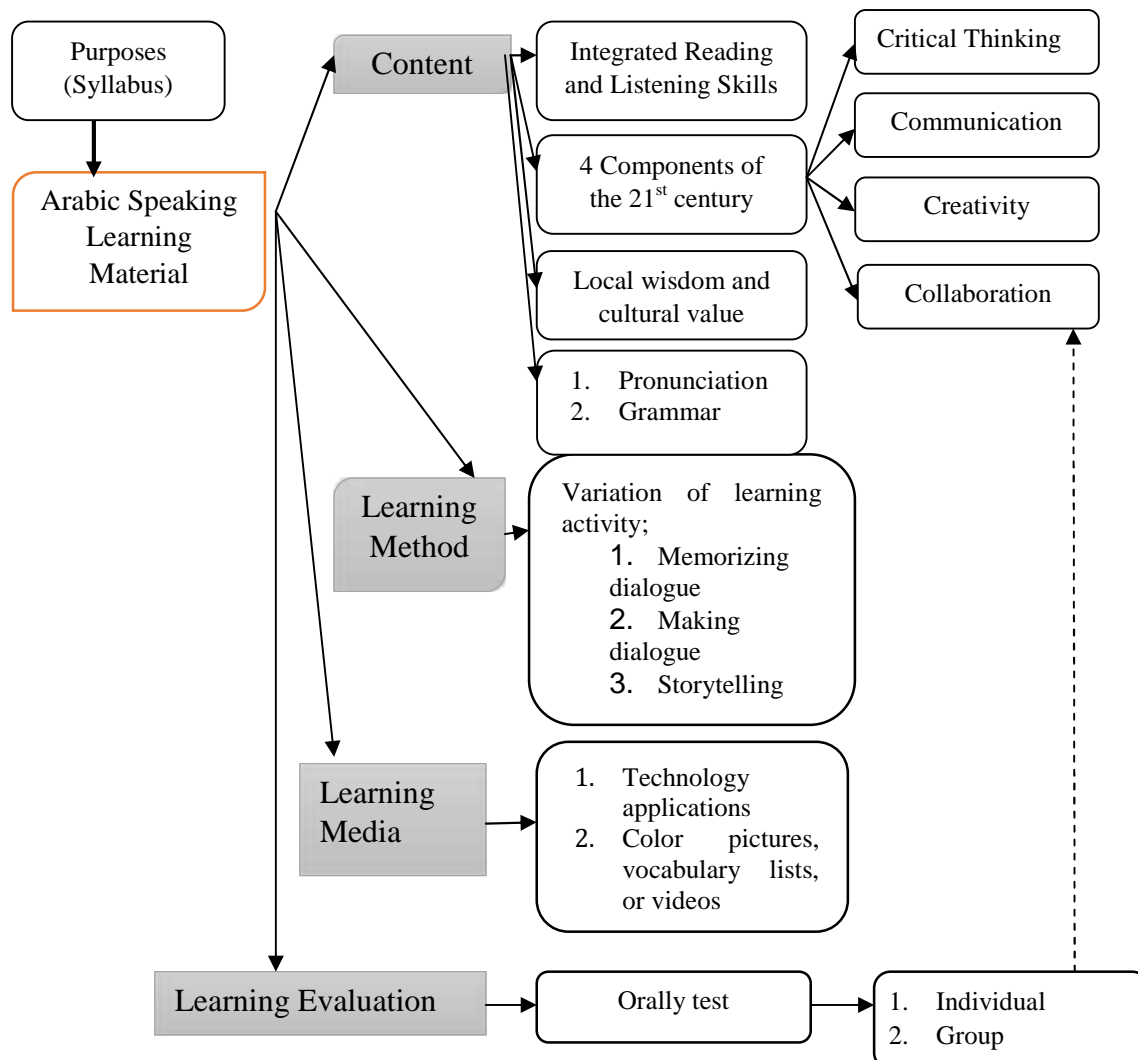


Figure 2. Draft 1 of Arabic Speaking Material Model That Integrated 21st-Century Skills with Local Wisdom

The results of the feasibility test that has been carried out in the large group test, the final model are shown in Figure 2. From the results of the initial product assessment and trials that have involved expert judgment, colleagues or students show the product improvement

process that is tailored to their input. Even the product feasibility assessment is also taken from the test results that compare the learning outcomes before and after using the developed product. The results of the overall evaluation show that the model of speaking Arabic teaching materials is not only oriented to the concept of Arabic culture that has been taught so far. However, the material needed is related to the concept of cultural values in Indonesia that describes the value of local wisdom. This means that students can apply the Arabic language both in national and international contexts. This is certainly relevant to the demands of 21st-century skills which are in line with the demands of Arabic language skills in the global era. The material that has been developed can achieve learning objectives to achieve 21st-century skills.

The characteristics resulting from the teaching materials that have been developed are a combination of language skills, the provision of basic grammatical and pronunciation concepts that are by the needs of speaking Arabic in national and international contexts, teaching materials have the value of local wisdom, the teaching materials learned can build the skills needed in the 21st century (Khawarizmi et al., 2021). Because teaching materials taken from the Middle East can cause gaps in the achievement of Arabic language skills for beginners, such as the lack of phonetic aspects being taught, monotonous forms of exercise, directing students to memorize, and types of dialogue that are not by student culture in Indonesia (Zulharby, Zulharby, Rasyid, & Nuruddin, 2019; Tajuddin, Kamal, & Zuryati, 2019).

This finding explains that educators have a role as material developers for the classes they teach (Farani & Winarni, 2018). Teachers play a major role in determining 21st century learning outcomes. Teachers' perceptions and understanding of innovation in education influence their actions, decisions, and practices in the classroom. Teachers are the main factor that contributes to students' performance in mastering 21st century skills which consist of 4Cs: i) creativity, ii) communication, iii) collaboration and v) critical thinking skills (Rusdin, 2018). In the era of society 5.0, universities have an important responsibility to produce competent graduates. In order to produce competent graduates, the education process in higher education must be carried out based on 21st century competencies (Arsanti, Zulaeha, Subiyantoro, & S, 2021)

It is therefore seen as an important part of the teaching process to conduct a needs analysis. This means that educators can emphasize the future career needs of students, with particular emphasis on the eleven 21st century education sub-skills. 21st century education emphasizes a number of indicators that must be fully understood by teachers, students, parents, and other education stakeholders (Menggo, Ndiung, & Midun, 2022). Education needs to make instructional changes to ensure our students succeed as future innovators. It also highlights how educators can connect students' current knowledge with authentic, motivating experiences, as well as enable them to be creative and collaborate (Alismail & McGuire, 2015)

Conclusion

The results of the study conclude that Arabic-speaking teaching materials today must be linked to the achievement of 21st-century skills so that they can produce quality graduates who can meet global needs or the 4.0 revolution. Moreover, the demands of the development of life increasingly demand the quality of relevant education along with the development of science and technology. However, the results of the product trial show that the model of teaching materials that have been developed is feasible to be applied in Arabic-speaking classes. The findings also show that the designed teaching materials have local wisdom

values that can act as authentic materials. These teaching materials can not only build 21st-century skills but also build character education through the value of local wisdom.

Recommendation

The results of this study recommend several things aimed at various parties involved in the process of providing education. First, lecturers should strive to develop teaching materials and arrange them according to student needs from the demands of the quality of human resources in the global and digital era. For universities, they must understand that the provision of teaching materials is not only focused on one learning approach and mastery of teaching materials only through memorizing dialogues and sentence patterns but looking for approaches that can encourage students to be active in expressing ideas and ideas. So, teaching materials that are integrated with the skills needs of the 21st century can facilitate learning objectives in producing quality graduates. Universities can take advantage of the concept of developing teaching materials in designing the vision, mission and learning objectives. Higher education institutions at the State University of Jakarta can also provide opportunities and opportunities to improve the quality and competence of learning resources to educators widely and freely so that they can innovate and be creative according to the needs of learning quality. This condition should be used by all lecturers to conduct research and development of teaching material models and is expected to improve the quality of learning and lectures.

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