



Developing Character Education-Based Arabic Teaching Materials for Islamic Elementary School

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Article History	ABSTRACT
Received: 09-03-2026 Accepted: 08-06-2026 Published: 12-08-2026	Background: Teaching materials play an important role in the learning process because they serve as a primary reference for teachers and students in achieving learning objectives. When teaching materials are inappropriate, irrelevant, or not aligned with students' needs, they may affect not only learning outcomes but also students' character development. Therefore, teaching materials are needed that not only teach language skills but also help shape students' attitudes and moral values. Purpose: This study aims to develop Arabic teaching materials based on character education at Islamic Elementary School Mi'rojul Ihtida Bondowoso. Method: This study employed a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Results and Discussion: The results show that the developed teaching materials obtained a feasibility score of 82.5% from the material expert (categorized as feasible) and 97.5% from the design expert (categorized as highly feasible). The average student pre-test score increased from 59.4 to 83.2 in the post-test. The paired sample t-test results indicate a significant difference between students' learning outcomes before and after the use of the teaching materials. The N-gain value of 0.5893 (58.93%) falls into the moderate category. Conclusion and Implications: The development of character education-based Arabic teaching materials is considered valid and effective for use in the learning process at Islamic Elementary School Mi'rojul Ihtida Bondowoso. These teaching materials contribute to integrating Arabic language learning with the development of character values among elementary-level students.
Keywords:	<i>Teaching Materials; Arabic Language; Character Education.</i>
	ABSTRAK
	Latar Belakang: Bahan ajar merupakan fondasi penting dalam proses pembelajaran karena menjadi acuan bagi guru dan siswa dalam mencapai tujuan pembelajaran. Jika bahan ajar yang digunakan tidak layak, tidak relevan, atau tidak sesuai dengan kebutuhan peserta didik, maka hal tersebut tidak hanya berdampak pada hasil belajar, tetapi juga pada pembentukan karakter siswa. Oleh karena itu, dibutuhkan bahan ajar yang tidak sekadar mengajarkan bahasa, tetapi juga mampu membentuk sikap dan akhlak.

Tujuan: penelitian ini bertujuan untuk mengembangkan bahan ajar Bahasa Arab berbasis pendidikan karakter di Madrasah Ibtida'iyah Mi'rojul Ihtida Bondowoso

Metode: Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE: Analysis, Design, Development, Implementation, dan Evaluation.

Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa bahan ajar yang dikembangkan memperoleh persentase kelayakan sebesar 82,5% dari ahli materi (kategori layak) dan 97,5% dari ahli desain (kategori sangat layak). Rata-rata nilai pretest siswa sebesar 59,4 meningkat menjadi 83,2 pada posttest. Hasil uji paired sample t-test menunjukkan adanya perbedaan yang signifikan antara hasil belajar sebelum dan sesudah penggunaan bahan ajar. Nilai N-gain sebesar 0,5893 (58,93%) berada pada kategori sedang

Kesimpulan dan Implikasi: Pengembangan bahan ajar bahasa Arab berbasis pendidikan karakter dinyatakan valid dan efektif digunakan dalam proses pembelajaran di Madrasah Ibtida'iyah Mi'rojul Ihtida Bondowoso.. Bahan ajar ini berkontribusi mengintegrasikan pembelajaran bahasa Arab dengan penanaman nilai-nilai karakter pada siswa sekolah dasar.

Kata Kunci

Pengembangan Bahan Ajar; Bahasa Arab; Pendidikan Karakter



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INTRODUCTION

The phenomenon of moral degradation among the younger generation in Indonesia has become increasingly concerning. Various forms of deviant behavior, such as dishonesty, lack of responsibility, poor manners, and the growing tendency toward individualism, frequently appear in daily social life.[1] Several studies also report that students in Indonesia have engaged in disciplinary and ethical violations, including cheating, using inappropriate language, and ignoring school regulations.[2] This situation indicates a serious character crisis that requires immediate attention.

Character education is widely considered a strategic approach to addressing this moral crisis. This perspective is also consistent with the direction of the Merdeka Curriculum, which emphasizes the importance of strengthening students' character through the Pancasila Student Profile. According to Thomas Lickona, the success of education should be reflected in students' ability to develop moral knowing, moral feeling, and moral action in their daily lives.[3] Therefore, character education needs to be systematically integrated into all components of the learning process, including textbooks.

Teaching materials constitute a fundamental component of the learning process, as they serve as the primary source of instruction for both teachers and students and therefore have a substantial influence on learning quality.[4] Beyond the accuracy and relevance of content, the development of teaching materials should also incorporate instructional approaches that encourage students to construct knowledge actively, thereby fostering more meaningful learning experiences.[5] In addition, teaching materials contribute to shaping students' ways of thinking, attitudes, and habitual behaviors through the presentation of learning content, illustrations, classroom activities, and contextual examples.[6] Consequently, the development of Arabic teaching materials should extend beyond linguistic considerations to include the integration of character values that are consistent with broader educational objectives.

A growing body of research has demonstrated that integrating character education into Arabic language learning can foster students' religious values, discipline, responsibility, and social attitudes. Syukran reported that Arabic language instruction in *dayah* facilitates the internalization of character values.[7] Similarly, Alwi found that Arabic learning in Islamic boarding schools

contributes to students' character formation.[8] Comparable findings were reported by Auliyalloh and Saputri, who argued that Arabic language learning promotes moderate character and positive social behavior among students.[9], [10] Furthermore, Solong emphasized the importance of embedding character values within Arabic language instruction as an integral part of the learning process.[11]

Despite these contributions, the existing literature has largely concentrated on the implementation of character education in classroom practice or on identifying character values already embedded in Arabic language learning. Studies that specifically focus on developing character education-based Arabic teaching materials, particularly for Islamic Elementary Schools in line with the implementation of the Merdeka Curriculum, remain scarce. This gap provides the primary rationale for the present study, which seeks to develop Arabic teaching materials that not only strengthen students' Arabic language competence but also support character development in response to current educational needs. The novelty of this study lies in the systematic integration of character values into the learning materials, illustrations, learning activities, and assessment tasks. It is expected that the developed teaching materials will contribute to more meaningful Arabic language learning while addressing the demands of character education under the Merdeka Curriculum.

This issue is further supported by the results of an interview with an Arabic language teacher at Islamic Elementary School Mi'rojul Ihtida Bondowoso. The teacher explained that the teaching materials currently used in the classroom do not adequately support the development of students' character, as they mainly focus on Arabic vocabulary, language skills, and grammatical rules such as *nahw* and *şarf*. In addition, the textbook currently used was published in 2015, making its visual appearance less appealing to students. The teacher also emphasized the need for new teaching materials that are more relevant to current learning developments.

Islamic Elementary School was selected as the research site because this educational stage plays a crucial role in building the foundation of children's character.[12] The age range of 9–12 years represents an important phase of moral development, during which children begin to distinguish between right and wrong and tend to imitate the behavior of adults or role models presented in stories or learning materials.[13] Moreover, madrasahs have distinctive characteristics in integrating general education with religious instruction, making them conceptually relevant for fostering character values

Based on the explanation above, this study offers a novelty by focusing on the Developing Character Education-Based Arabic Teaching Materials for Islamic Elementary School Mi'rojul Ihtida Bondowoso. This study uses the Research and Development (R&D) method to develop and validate Arabic teaching materials based on character education. The development process includes needs analysis, design, development, implementation, and evaluation. The resulting teaching materials are expected to support meaningful Arabic learning by combining engaging content with the integration of character values in a practical and enjoyable manner.

LITERATURE REVIEW

Textbooks serve as sources of knowledge, contain particular cultural elements, and function as a medium of communication between generations. They are also considered the primary source of information for both teachers and students.[14] In the learning process, textbooks are regarded as one of the fundamental components of instruction. Teaching materials present explanations of knowledge, experiences, and theories that are specifically utilized by teachers and students to facilitate the understanding of certain topics or subject matter outlined in the curriculum.

The functions of teaching materials can be viewed from three perspectives: for students, for teachers, and for the learning process itself. For students, teaching materials provide knowledge

and information in a systematic and structured manner while supporting the development of various competencies related to the subject being studied. For teachers, they function as structured instructional guides that help deliver learning content in accordance with curriculum requirements. The basic competencies and subject matter expected by the curriculum are systematically organized within the materials.[15] In terms of the learning process, teaching materials can support different forms of instruction, including classical learning, individual learning, and group learning.

Quality teaching materials should meet several important criteria, including appropriate content, effective presentation of material, and clear language with adequate readability.[16] The content should align with the curriculum, present clear and well-defined linguistic or literary concepts, and remain meaningful while respecting the diversity of students' backgrounds. The presentation of the material should also stimulate students' interest and motivation to learn. Therefore, it should include attractive illustrations, clear explanations, and activities that encourage active student participation. Furthermore, the language used should correspond to the students' level of development so that the material can be easily understood.

The development of teaching materials generally involves four main procedures. The first stage needs analysis, which serves as the foundation for determining and developing the materials. At this stage, developers typically analyze students' initial characteristics and prior knowledge as the basis for development. The second stage is the design process, which includes formulating learning objectives, selecting subject topics, determining appropriate media and learning resources, and choosing suitable instructional strategies. The third stage is the development phase, which involves elaborating and completing the components of the materials. This stage represents the core of the development process. The final stage is evaluation, which aims to assess the quality of the developed materials in terms of their effectiveness, efficiency, and the extent to which the development objectives have been achieved.[17]

In addition to supporting cognitive learning outcomes, teaching materials can also serve as a medium for cultivating character values among students. Character education refers to efforts undertaken by teachers to instill moral values in students so that they develop attitudes such as empathy, honesty, responsibility, diligence, and respect for others.[18] Teachers can also act as role models through the way they deliver learning materials, communicate with students, and demonstrate tolerance during the learning process.

Within the Merdeka Curriculum, character development is integrated into competency-based learning and is embodied in the six dimensions of the Pancasila Student Profile.[19] These dimensions comprise: (1) faith in God Almighty and noble character, which emphasizes the cultivation of spiritual values and ethical conduct in daily life; (2) global diversity, which encourages students to appreciate cultural, religious, linguistic, and social diversity while maintaining their national identity; (3) mutual cooperation, a fundamental value in Indonesian society that promotes collaboration, empathy, and shared responsibility; (4) independence, which refers to students' capacity to take responsibility for and manage their own learning and behavior; (5) critical reasoning, which fosters analytical and evidence-based thinking in addressing problems and making decisions; and (6) creativity, which encourages students to generate original ideas and innovative solutions that benefit both themselves and the wider community. In addition, the implementation of the Merdeka Curriculum requires learning to be responsive to the diverse characteristics of students through differentiated instruction, including in Arabic language learning.[20]

Character education should be developed through a gradual process consisting of habituation, understanding, and reasoning. One effective strategy for cultivating character values is by integrating them into teaching materials. This approach is considered effective because textbooks remain the primary learning resource used during classroom activities. Since students

interact extensively with textbooks throughout the learning process, these materials play an important role in shaping students' knowledge, attitudes, and behaviors.

In this study, character education is positioned within the framework of Arabic language learning rather than as a separate instructional objective. Arabic language learning is viewed as a means of helping students develop both communicative competence and positive character through language learning activities. Learning components such as vocabulary, dialogue, reading, writing, and other classroom activities are designed not only to improve students' language skills but also to foster values such as religiosity, honesty, responsibility, discipline, cooperation, and mutual respect. Therefore, character education is not treated as an additional topic but is integrated into the entire Arabic language learning process through contextual and meaningful teaching materials.

Several studies have examined the development of teaching materials in Arabic language learning. Manba' al-Ma'isyah al-Hikmah developed Arabic teaching materials based on an ecological approach within the Merdeka Curriculum.[21] Ridha al-Anshari developed a companion book for *Matan al-Ajurumiyyah* based on Ausubel's learning theory.[22] Meanwhile, Qurrotu 'Aini investigated the development of a *Mahārat al-kalām* learning module application based on the Make a Match method.[23] Although these studies developed Arabic teaching materials using various approaches, most of them primarily focus on linguistic aspects or instructional methods. Studies that specifically integrate character education values into Arabic teaching materials, particularly at the Islamic Elementary School level, remain relatively limited.

METHOD

This study employed a Research and Development (R&D) method. The main objective of this method is to produce or develop a specific product and to validate and evaluate its feasibility and effectiveness before it is implemented more broadly.[24] The development model used in this study was the ADDIE model, which consists of five main stages: analysis, design, development, implementation, and evaluation.[25] In general, this model provides a systematic and structured framework for designing and developing educational products. Each stage can also be evaluated and revised to produce a product that is valid, practical, and effective. This research was conducted at Islamic Elementary School Mi'rojul Ihtida Bondowoso, Indonesia, during the 2025/2026 academic year.

The population of this study consisted of 126 students at Islamic Elementary School Mi'rojul Ihtida. The sample included 15 fifth-grade students selected through purposive sampling because they had acquired basic Arabic language skills and met the objectives of the product trial. Although the sample was appropriate for this development study, its relatively small size is acknowledged as a limitation. Future studies should include larger and more diverse samples.

The research instruments included several tools. Pre-test and post-test sheets were used to measure students' level of understanding before and after the use of the teaching materials. Interview guidelines for teachers and students were employed to collect initial data regarding school conditions, learning problems, expectations, and learning needs. Teacher response questionnaires were used to identify teachers' perceptions of the developed teaching materials in terms of curriculum suitability, usability, and usefulness. Student response questionnaires were used to obtain data on students' responses as users of the developed materials. In addition, expert validation sheets for material experts and design experts were used to evaluate the feasibility of the developed teaching materials and to identify potential weaknesses or errors.

Data analysis in this study employed both qualitative and quantitative approaches. Qualitative data were collected through interviews, observations, and documentation. Subsequently, the qualitative data were analyzed using the interactive model of Miles and Huberman, which

comprises three main activities: data reduction (data condensation), data display, and conclusion drawing/verification. During the data reduction stage, the collected data were selected, organized, and simplified according to the research objectives. The reduced data were then presented systematically in narrative descriptions, tables, and Pictures to facilitate interpretation. Finally, conclusions were drawn and continuously verified to ensure the trustworthiness and consistency of the findings.[26]

Second, quantitative data analysis was carried out using several statistical techniques. The Likert scale was used to analyze expert validation questionnaires as well as teacher and student responses. A normality test was conducted to determine whether the data were normally distributed. A paired sample t-test was used to analyze the pre-test and post-test results from the same sample group in order to determine the effectiveness of the developed product. In addition, the N-Gain score was calculated to measure the extent of students' improvement after the implementation of the learning product. The statistical analysis was conducted using SPSS software.

RESULT AND DISCUSSION

1. Needs Analysis

The researcher conducted a preliminary observation at Islamic Elementary Schools Mi'rojul Ihtida to identify the condition of students during the learning process. This observation aimed to obtain a real Picture of students' learning activities in the classroom, their level of engagement during learning, their responses, their interest in the material, as well as the interaction patterns between the teacher and students. These findings served as the basis for conducting the needs analysis.

The results of the observation showed that students' conditions were quite diverse, both in terms of academic ability and learning motivation. During the learning process, some students appeared enthusiastic when the teacher asked questions, while others tended to be passive, merely listening without showing active participation. On several occasions, the researcher also found that some students had difficulty maintaining focus and were easily distracted, especially when the teacher explained the material for a long period of time.

The classroom observations were further supported by an interview with the Arabic language teacher. She explained that although Arabic instruction had generally been implemented well, it had not yet reached its full potential. The continued use of outdated teaching materials with limited visual appeal had also reduced students' engagement during classroom activities. These findings underscore the need to develop new teaching materials. When teaching materials are designed on the basis of the actual needs of teachers and students, the content, learning activities, and integrated character values become more relevant to the classroom context. Such relevance helps address shortcomings that were not accommodated by the previously used textbooks, thereby providing a stronger foundation for more effective learning.

These findings support Prastowo's view that teaching materials developed in accordance with learners' needs are more effective in facilitating the learning process.[4] They are also consistent with previous studies indicating that needs analysis serves as a strategic foundation for developing contextual, adaptive, and learner-centered teaching materials.[27]

2. Design

The design stage involved the development of teaching materials based on the Phase C Learning Outcomes stipulated in the Decree of the Director General of Islamic Education No. 3302 of 2024. The design incorporated colorful illustrations, a well-organized layout, and themes closely related to students' everyday lives. These features were intended to enhance learning by capturing students' attention at the beginning of instruction and sustaining their engagement

throughout the learning process.

The visual design also played an important role in facilitating students' understanding of the learning materials. Clear and meaningful visual elements enabled students to process information more easily, thereby reducing cognitive load during learning. As students became more attentive and motivated, they were more actively involved in processing new information, which in turn supported a better understanding of Arabic. This finding is consistent with Haerullah's view that meaningful learning is achieved when instructional materials are presented in ways that reflect learners' characteristics.[5] It also aligns with the constructivist perspective, which argues that learning becomes more meaningful when new knowledge is connected to students' prior experiences.[28] Likewise, Nawil Hadad *et al.* emphasize that teaching materials lacking variety and contextual relevance may diminish students' motivation to learn.[29]

Before the product was developed and implemented, it was necessary to examine its feasibility. This feasibility assessment aimed to ensure that the product was appropriate for learning needs, both in terms of content and visual presentation. Therefore, the validation process was conducted through two expert evaluations, namely a material expert and a design expert. The following are the scores given.

Table 1. Expert Validation Results of the Developed Arabic Teaching Materials

Expert	Indicator	Percentage	Category
Expert 1	Content	82.5%	Feasible
Expert 2	Design	97.5%	Highly Feasible

3. Development

The following describes the details of the development of character education-based teaching materials.

Mahārat al-Istimā'–Kalām. The learning process begins with the presentation of mufradāt to introduce the vocabulary related to the chapter being studied. This activity is equipped with a barcode connected to audio as a medium for practicing Mahārat al-Istimā' (listening skills). Meanwhile, mahārat al-kalām (speaking skills) is designed through paired dialogue activities and speaking practice. Before performing the practice, students are required to complete the missing parts of the dialogue based on the available audio barcode. This activity is intended to strengthen students' characters of cooperation and self-confidence.

Mahārat al-qirā'ah–Viewing. Students are directed to read a text according to the given theme. This reading activity aims not only to train students' comprehension of the text but also to foster the character of reading interest and critical thinking. Students also participate in group discussions to discuss the content of the text and identify the moral messages contained in it. Through this discussion, students are trained to cooperate and respect others' opinions.

Mahārat al-kitābah–Presenting. The learning process is designed through activities of writing sentences and simple texts gradually. Students complete writing tasks independently or in a structured manner based on examples that have been studied previously. This activity aims to strengthen students' independence and responsibility, as well as train their seriousness in expressing ideas in written form.

Evaluation and Reflection. In the evaluation and reflection section, students are directed to assess and evaluate the learning process that has been carried out, both in terms of their understanding of the material and the attitudes they demonstrate during the learning activities. This reflection activity aims to develop the characters of honesty and responsibility, as students are trained to provide objective self-assessments of their learning experiences.

Pre-Project Activities. In the pre-project section, learning is designed through simple activities related to students' daily lives. These activities emphasize the strengthening of characters such as environmental awareness, responsibility, and cooperation. Through these pre-project activities, students are encouraged to collaborate, participate actively, and apply the character values they have learned.

Through these learning activities, students do not merely receive information from the teacher but actively construct their own understanding through interaction, practice, and direct learning experiences. Such an approach promotes deeper understanding than instruction that relies primarily on the transmission of information. At the same time, character values are not presented as separate content but are embedded throughout the learning activities. This enables students to develop Arabic language competence while cultivating positive habits through meaningful learning experiences.

These findings are consistent with Thomas Lickona's view that character education is most effective when it is integrated into everyday learning activities rather than taught as a separate subject.[3] They also support the findings of Fajriyah, who reported that integrating character values into teaching materials enhances students' learning interest, reading comprehension, and character development.[30]



Picture 1. *Mahārat al-Istimā' and al-Kalām* Learning Activities



Picture 2. *Mahārat al-Istimā'–Kalām* Exercises



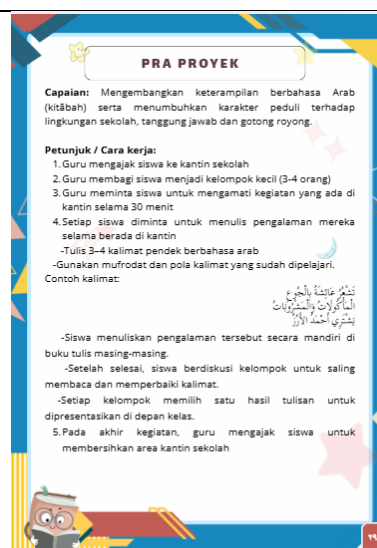
Picture 3. *Mahārat al-Qirā'ah* Learning Activities



Picture 4. *Mahārat al-Kitābah* Learning Activities



Picture 5. Evaluation and Reflection Activities



Picture 6. Project Preparation Activities

4. Implementation

The teaching materials that had been declared feasible were then implemented directly in the selected classroom. The implementation of the product aimed to test the quality and effectiveness of the developed teaching materials. The researcher carried out the implementation with fifteen fifth-grade students at Madrasah Ibtidaiyah Mi'rojul Ihtida as the research subjects.

Table 2. The responses guru provided by the teacher during the use of the teaching materials

No	Statement	Answer Score	Maximum Score	Percentage	Category
1	The material is aligned with the learning objectives.	3	4	75%	Feasible
2	The language used is easy for students to understand.	4	4	100%	Highly Feasible
3	The appearance and design of the teaching materials are attractive to students.	4	4	100%	Highly Feasible
4	The exercises or tasks provided are appropriate to the abilities of Madrasah Ibtidaiyah (MI) students.	3	4	75%	Feasible
5	The material promotes the value of responsibility.	4	4	100%	Highly Feasible
6	The material encourages students to develop discipline.	4	4	100%	Highly Feasible
Total		22	24	91,67%	Highly Feasible

Table 3. The following are the students' responses when using the teaching materials.

No	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
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1	This book is interesting and makes me enthusiastic about learning Arabic.	73.33%	26.67%	0%	0%
2	The Pictures and exercises help me understand the lesson.	66.67%	33.33%	0%	0%
3	The exercises or tasks are not too difficult.	60%	40%	0%	0%
4	This book encourages me to learn more discipline.	53.33%	46.67%	0%	0%
5	This book teaches me to be responsible.	60%	40%	0%	0%
6	I would like to learn again using a book like this.	80%	20%	0%	0%

The positive responses from both teachers and students indicate that the developed teaching materials were highly acceptable for classroom use. This high level of acceptability suggests that the materials effectively addressed users' needs in terms of content, presentation, and learning activities. These findings are consistent with those of Septina, who found that the quality of instructional design, ease of use, and alignment with students' characteristics are key factors influencing teachers' and students' acceptance of teaching materials.[31]

5. Evaluation

Two tests were conducted to determine the effectiveness of the developed teaching materials, namely a pretest and a posttest. The results of the pretest provided an overview of students' ability levels before using the teaching materials, while the posttest was administered after the implementation of the teaching materials. This procedure was carried out so that the researcher could objectively compare the results of the pretest and posttest and identify whether there was an improvement or decline in students' abilities. Furthermore, Syafriani argues that learning can be considered effective if it produces a significant improvement in learning outcomes as a result of the treatment given.[32]

Table 4. Pre-test and post-test scores

Results	Total	Average
Pre-test	891	59.4
Post-test	1248	83.2

Table 5. Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,104	15	,200*	,976	15	,938
Posttest	,123	15	,200*	,971	15	,878
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

A normality test was conducted to determine whether the pre-test and post-test data were normally distributed before performing further statistical analysis. In this study, the Shapiro-Wilk test was employed because the sample size was fewer than 50 participants. The results showed significance values of 0.938 for the pre-test and 0.878 for the post-test. As both values exceeded

the 0.05 significance level, the pre-test and post-test data were considered to be normally distributed. Therefore, the data met the assumptions required for subsequent parametric statistical analysis.

Table 6. Paired Samples Statistics					
		Mea	N	Std.	Std. Error
		n		Deviation	Mean
air 1	Pre test	59,4000	15	2,64035	,68173
	Post test	83,2000	15	3,46822	,89549

The mean pre-test score was 59.40, whereas the mean post-test score increased to 83.20, with both scores obtained from the same group of students.

Table 7. Paired Samples Test										
		Paired Differences						f	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
air 1	Pre test - Post test	-23,80000	,61245	,41633	-24,69295	-22,90705	57,166	4	,001	,001

The results of the paired-samples *t*-test showed a mean difference of -23.80 between the pre-test and post-test scores. The negative value indicates that the average post-test score was higher than the average pre-test score. The analysis yielded a *t* value of -57.166 with 14 degrees of freedom (df) and a two-tailed significance level of $p < 0.001$. Since the significance value was below the 0.05 threshold, the null hypothesis (H_0) was rejected, indicating a statistically significant difference between the pre-test and post-test scores.

Table 8. Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain Score	15	,48	,72	,5893	,06463
Ngain Persen	15	47,62	72,2	58,9327	6,46278
Valid N (listwise)	15				

An N-Gain score of 0.5893 (58.93%) indicates that students' learning improvement after the intervention fell within the moderate category. This result suggests that the implemented learning process was effective in improving students' learning outcomes. It also indicates that most students demonstrated a meaningful increase in their understanding between the pre-test and post-test.

The observed improvement reflects not only the delivery of the instructional content but also the quality of the teaching materials developed through the ADDIE model. Guided by a needs

analysis, the materials were designed to ensure that the content, learning activities, and character values were aligned with students' characteristics and the instructional challenges identified in the classroom. As a result, students experienced learning that was more relevant to their needs, making the process of understanding Arabic more accessible.

The effectiveness of the teaching materials was further supported by their visual design, which combined colorful illustrations, an organized layout, and themes drawn from students' everyday experiences. For students at the Islamic Elementary School level, these visual features helped maintain attention throughout the learning process and facilitated more effective processing of the instructional content.

The learning activities also contributed to the effectiveness of the materials by positioning students as active participants in the learning process. Activities such as listening to audio recordings, engaging in dialogues, participating in group discussions, reflecting on their learning, and completing mini-projects encouraged students to construct knowledge through direct learning experiences rather than simply receiving information from the teacher. Consequently, the learning process not only improved students' Arabic language competence but also promoted deeper understanding through active engagement.

CONCLUSION AND IMPLICATIONS

Based on these results, it can be concluded that the character education-based Arabic teaching materials developed in this study are feasible to be used in the learning process and are effective in improving students' learning outcomes. Classroom observations conducted during the implementation of the teaching materials indicated that students participated actively and showed positive engagement in learning activities. In addition, the integration of character values in the learning materials also provides a positive contribution to supporting the development of students' attitudes and behavior during the learning process.

The implications of this study indicate that the development of teaching materials designed in accordance with students' needs, the applicable curriculum, and the integration of character values can support more effective Arabic language learning while also increasing students' engagement and learning outcomes.

However, this study has several limitations. First, the number of research subjects was limited to one class. Second, the implementation of the teaching materials was conducted within a limited period of time. Therefore, future research is recommended to test the developed teaching materials with a larger sample size and in different school contexts. In addition, future studies may further develop character education-based Arabic teaching materials by utilizing more varied learning technologies in order to make the learning process more interactive and effective.

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