

THE DEVELOPMENT OF ARABIC LANGUAGE TEACHING MATERIAL DESIGN BASED ON INTERACTIVE MULTIMEDIA FOR INDONESIAN MIGRANT WORKERS IN SAUDI ARABIA

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Abstract

This research aims to develop relevant Arabic language teaching materials for Indonesian migrant workers in Saudi Arabia. The development of this teaching material is based on the need for migrant workers to master basic Arabic language skills to support communication in work and daily life. This research uses literature study methods, surveys, and interviews. The data is focused on obtaining information on the needs of Indonesian migrant workers and relevant literature documents. The research findings are in the form of basic patterns of Arabic used by PMI and the design of material themes that must be included in the teaching module to be developed. Validation of the findings was carried out through a focused group discussion (FGD) with experts. The findings also include a positive evaluation of the order of Arabic teaching materials at the initial level. Therefore, further studies are needed so that the material can be realized in interactive media that allows for wider access.

Keywords: Teaching Materials, Interactive Multimedia, Arabic, Indonesian Migrant Workers

مستخلص البحث

تهدف هذه الدراسة إلى تطوير مواد تعليم اللغة العربية التي تتناسب مع احتياجات العمال المهاجرين الإندونيسيين في المملكة العربية السعودية. يستند تطوير هذه المواد التعليمية إلى حاجة العمال المهاجرين لاكتساب المهارات الأساسية في اللغة العربية لدعم التواصل في العمل والحياة اليومية. استخدمت هذه الدراسة منهجية دراسة الأدبيات، والاستبيانات، والمقابلات. وتركز البيانات على جمع المعلومات المتعلقة باحتياجات العمال المهاجرين الإندونيسيين والوثائق الأدبية ذات الصلة. تتضمن نتائج الدراسة الأنماط الأساسية للغة العربية المستخدمة من قبل العمال المهاجرين الإندونيسيين وتصميم الموضوعات التي يجب أن تدرج في الوحدات التعليمية المزمع تطويرها. تم التحقق من صحة النتائج من خلال مناقشات مجموعات التركيز (FGD) مع الخبراء. تشمل النتائج أيضاً تقييماً إيجابياً لترتيب المواد التعليمية للغة العربية في المستوى الأساسي. لذلك، هناك حاجة إلى دراسات إضافية لتطوير هذه المواد في وسائط تفاعلية تتيح وصولاً أوسع. الكلمات المفتاحية: مواد تعليمية، وسائط تفاعلية، اللغة العربية، العمال المهاجرون الإندونيسيون.

Introduction

Indonesian Migrant Workers (PMI) in Saudi Arabia are Indonesian workers who have been there for a long time, even some of them have families and have descendants there. The shipment of PMI to Saudi Arabia attracts attention because Saudi Arabia is one of the main destinations for migrant workers, especially in the domestic work, construction, and other sectors. Based on data published by Bank Indonesia, in 2021 the number of Indonesian workers in the Middle East was 929,000, and almost 90% were in Saudi Arabia with a total of 833,000 (Bank Indonesia, 2021).

Indonesian migrant workers (PMI) in Arab countries, including Saudi Arabia, basically do not have adequate skills in terms of Arabic communication, even though they have attended training at official institutions. The communication obstacles faced can be very complex and involve several factors (Monica & Theodora, 2019). Some of the common obstacles that may be faced by Indonesian migrant workers in terms of communication are of course the first because of the Arabic language factor. One of the main obstacles is the language difference. Arabic, with all its dialectical variations, can be a major barrier to communication. Indonesian migrant workers who are not fluent in Arabic may have difficulty interacting with their employers, fellow workers, or the local community. This obstacle comes because the level of education and language skills is quite low (Asiva Noor Rachmayani, 2015). If a worker has limited language skills, this can hinder day-to-day communication, especially in formal situations or when carrying out certain job duties.

In addition to the Arabic language barriers, cultural differences and social norms in Arab countries lead to misunderstandings and communication conflicts. Indonesian migrant workers may not be familiar with the norms of communication and business ethics that apply in Arab countries, which can create cultural gaps. Migrant workers often live and work in isolated environments, especially if they work as domestic workers in employers'

residences. This isolation can make it difficult for them to interact with the local community and practice the Arabic they are learning.

Arabic is an important aspect of the daily life of Indonesian migrant workers in Saudi Arabia. Therefore, interactive Arabic teaching materials are very important and needed by them. As revealed by Nuruddin, Arabic language teaching materials for prospective Indonesian Workers (TKI) in Middle Eastern countries have not been based on Arabic culture until now. The teaching materials have not been designed to make it easier for prospective Indonesian workers to learn it. Multimedia technology, which is currently developing rapidly, has also not been utilized in learning. This results in Arabic lessons being considered difficult, ineffective and tends to be boring (Nuruddin, 2016).

Several studies on the development of Arabic reading materials indicate that instructional materials based on local culture in English can enhance student motivation (Estuarso, 2017). Furthermore, Ahmad added, good teaching materials/books have many examples of hiwar (conversation). Because with many examples of conversations, at least students can practice it from books. In addition, these materials are attractively designed and printed to include a variety of audiovisual supplements in the form of CDs, DVDs, MP3 files, websites, etc (Wahba, n.d.).

Despite its increasing growth and popularity, teaching Arabic as a second language is challenging for teachers mainly due to the lack of training in teaching and assessment methods, teaching materials and resources and the high variation in Arabic dialects (Wahba, n.d.). Furthermore, traditional Arabic teaching methods cannot address challenges posed by the diversity of background and experiences of students, especially bilingual ones (Almelhes & Alsaiani, 2024).

Based on the above conditions, this study aims to develop Arabic language teaching materials specifically designed for Indonesian migrant workers in Saudi Arabia. This teaching material is expected to provide convenience in mastering

basic Arabic used in daily interactions, both in the workplace and in the social environment.

Literature Review

Teaching materials according to Pannen are materials or subject matter that are systematically arranged that teachers and students use in the learning process. Muhaimin revealed that teaching materials are all forms of materials used to assist teachers/instructors in carrying out learning activities (Kholison et al., 2023; Wijaksono, 2020). The development of materials is an activity in learning the principles and procedures of design, implementation, and evaluation of language teaching materials (Tomlinson, 2012). Teaching materials that are designed in such a way will make it easier for students to understand the content/content of the learning message. Good teaching materials are teaching materials that can minimize the difficulties of learning students' lessons and are expected to be learned independently, anytime and anywhere. Next, John (in Richard, 2010) suggests that the creator of teaching materials should do the following: 1) choose the material appropriately; 2) be creative with existing content; 3) adjusting the material to the needs of students; and 4) complement with additional activities. According to Hall (1995) teachers should be very cautious while choosing the materials because the students can be demoralized if the materials are higher than the level of the students (Yani & Sara, 2018).

The Ministry of National Education formulates the requirements for appropriate teaching materials with reference to UNESCO. The criteria for quality teaching materials or textbooks are outlined in the following quote: "The requirements for quality teaching materials or textbooks are 1) teaching materials have an important role in achieving fair and quality education; 2) teaching materials are the result of a broader process than curriculum development; 3) the content of teaching materials includes human rights principles, integrating processes, pedagogical that teaches peaceful conflict resolution, gender equality, non-discrimination, practices, and attitudes that are in line with the needs of

shared learning; 4) teaching materials facilitate learning to obtain certain measurable outcomes by considering different perspectives, learning styles, and modalities (knowledge, skills, and attitudes); 5) consider the conceptual level, language environment, background, and needs of students in shaping content and designing learning models; 6) teaching materials facilitate learning that can encourage equal participation and experience by all students involved in the learning process; and 7) teaching materials are affordable, durable, and accessible to all learners (Yusuf, 2023).

With the advancement of modern technology, teaching materials can be designed into interactive learning software so that learning activities become more interesting, effective and efficient (El Hanif, 2022). The type of teaching materials must be adjusted to the curriculum and after that a learning plan is made, as in the example below:

1. Visual teaching materials consist of printed materials such as hand outs, books, modules, student worksheets, brochures, pamphlets, *wallcharts*, photos/drawings, and non-printed, such as models/mockups.
2. Listening (audio) teaching materials such as cassettes, radios, vinyl records, and audio compact discs.
3. Audio-visual teaching materials such as video , *compact disks*, films.
4. Interactive multimedia teaching materials such as CAI (Computer Assisted Instruction), *Interactive Learning Multimedia Compact Disc (CD)*, and web-based learning *materials*.

Multimedia in learning can be classified into three characteristics (Kholison et al., 2023), namely: First, multimedia is used as one of the elements of learning in the classroom. For example, when a teacher wants to explain a material through teaching in the classroom or based on a reference book, multimedia is used as a complementary medium to explain the material taught in front of the class. Second, multimedia is used as an independent learning material. In this second type, multimedia may or may not be able to support learning in the classroom. Third, multimedia is used as the only medium in learning. Thus, all

learning facilities that support learning learning have also been provided in this package. This kind of package is often called CBL (*Computer Based Learning*).

Multimedia is a very interactive activity, inviting students to follow the learning process by selecting and controlling the screen between the information windows in the presentation of media. With multimedia, various learning styles of students are accommodated such as auditory, visual and kinesthetic students, so that they can choose media that suits their respective learning styles. The purpose of using multimedia in education and training is to involve students in multi-sensory experiences to improve learning activities (El Hanif, 2022).

Methods

In this study, the researcher uses the Design Based Research (DBR) method, a research that uses an approach that designs or develops a product either in the form of strategies and learning materials, programs, or systems that have a goal as a solution to educational problems. According to Kenney, the DBR method is a method that aims to improve learning and theory development based on problems found in the field (Kholison et al., 2023). The products produced and developed in this study are in the form of teaching materials for Arabic language materials for Indonesian Migrant Workers in Saudi Arabia.

As for data collection, the methods used are literature studies, surveys, and interviews. Literature studies are used to obtain information about what materials are already in Arabic books for special purposes such as Arabic for Indonesian Workers. Meanwhile, the subjects of this research are Indonesian Migrant Workers working in Saudi Arabia. The number of Indonesian Migrant Workers who were resource persons in this study was 11 people. The research instruments used by the researcher to obtain data in this study are questionnaires and interviews. Instruments in the form of questionnaires were used to obtain Arabic language patterns used by Indonesian migrant workers in Saudi Arabia.

Result and Discussion

Preliminary Study

The study in this study began by first analyzing the variations of Arabic used by Indonesian Migrant Workers in Saudi Arabia and analyzing the need for their Arabic language improvement. The researcher conducted interviews, observations, questionnaires, and document studies on the Arabic language used by Indonesian Migrant Workers in Saudi Arabia.

Based on data obtained from respondents on how the use of Arabic by Indonesian Migrant Workers (PMI) in Saudi Arabia, it is understood that it is often influenced by the local dialect or language of 'Amiyah which varies depending on the region where they work. Here are some basic rules in Saudi Arabian dialect Arabic:

1. In negative expressions, in Saudi Arabia it does not add ش or as in Egyptian شي ,dialectssuch as: ما معك (not with you), ما في (none), مو (not)
2. In reading some hijaiyah letters, such as the letters ق and ج in the Saudi *Qaf* dialect, Gaf is read, while ج is pronounced as it is, "jim". Such as: **gahlam** (غلم) for "pen" instead of **qalam** (قلم).
3. Prefer to use harakat *kasrah* rather than *fathah*, such as in the word anta (أنت) becomes "inta" (انت), nahnu (نحن) becomes "nihna" (نحن), liman (لمن) becomes (لمن) limin
4. Shortening and Simplification of Words, such as "fii ayna" (في أين) to "fein" (فين), **Shoo** (شو) for "what", **Abi** (أبي) for "I want" from the formal form **urīd** (أريد).
5. General terms:

- Isim (names of objects) which in all Arabic dialects are almost the same, except for a small part, such as: tomato (Saudi: bandura بندورة, Egyptian: Tamathim طماطم), chicken (Saudi: dajaj دجاج, Egyptian: Farakh فرخ), water (Saudi: **mūyah** مويه)

- Fi'il (verb) as a noun has only minor differences such as: "will/will" (Saudi: Yebgha يبغى, Egyptian: 'Aiz عايز)

Development of learning material products

In this phase, the researcher tries to create an Arabic language teaching module based on the needs analysis described above. The material is developed using the نصريات الوحدة (Nadzariyâtu al-wahdah) approach, which is a holistic approach where Arabic language material is presented comprehensively in each chapter. Each chapter provides material to encourage Indonesian migrant workers to improve their speaking skills. More specifically, the development of teaching materials goes through three phases, namely: setting subject objectives, setting themes/themes and formulating assessments/assessments.

Based on the above objectives, the teaching materials are described in the following themes:

Table 1. Material Design and Theme in Teaching Modules

الدرس الأول الموضوع: حول افراد العائلة لصاحب المنزل
المادة: - الحوار حول افراد العائلة لصاحب المنزل - المفردات حول افراد العائلة لصاحب المنزل - القواعد عن اسماء الضمائر
الدرس الثاني الموضوع: حول استخدام الأدوات المنزلية
المادة: - الحوار حول استخدام الأدوات المنزلية - المفردات حول استخدام الأدوات المنزلية

- القواعد عن اسم الإشارة
الدرس الثالث الموضوع: حول تحضير الأطئمة أو الشراب
المادة: - الحوار حول تحضير الأطئمة أو الشراب - المفردات حول تحضير الأطئمة أو الشراب - القواعد عن اسم الاستفهام
الدرس الرابع الموضوع: حول استقبال الضيوف
المادة: - الحوار حول استقبال الضيوف - المفردات حول استقبال الضيوف - القواعد عن اسم الموصول
الدرس الخامس الموضوع: حول مكالمة هاتفية
المادة: - الحوار حول مكالمة هاتفية - المفردات حول مكالمة هاتفية - القواعد عن ظرف المكان

<p>الدرس السادس</p> <p>الموضوع: حول التعاملات في السوق</p>
<p>المادة:</p> <ul style="list-style-type: none"> - الحوار حول التعاملات في السوق - المفردات حول التعاملات في السوق - القواعد عن العداد
<p>الدرس السابع</p> <p>الموضوع: حول العناية بالطفل</p>
<p>المادة:</p> <ul style="list-style-type: none"> - الحوار حول العناية بالطفل - المفردات حول العناية بالطفل - القواعد عن ظرف الزمان
<p>الدرس الثامن</p> <p>الموضوع: حول العناية بالشيخوخة</p>
<p>المادة:</p> <ul style="list-style-type: none"> - الحوار حول العناية بالشيخوخة - المفردات حول العناية بالشيخوخة - القواعد عن الفعل الماضي
<p>الدرس التاسع</p> <p>الموضوع: حول الملفات الرسمية</p>

المادة :
<ul style="list-style-type: none"> - الحوار حول الملفات الرسمية - المفردات حول الملفات الرسمية - القواعد عن الملكية
<p>الدرس العاشر</p> <p>الموضوع: حول الأنشطة المكتبية</p>
المادة :
<ul style="list-style-type: none"> - الحوار حول الأنشطة المكتبية - المفردات حول الأنشطة المكتبية - القواعد عن الفعل المضارع

Before the developed teaching materials are tested, they must first be validated with Arabic teaching material book experts. Validation is carried out by asking experts to evaluate the results of the development of Arabic textbooks prepared by researchers to obtain approval to be used in the learning process. In the next stage, this teaching material will be continued to be developed into interactive media in the form of a website so that Indonesian migrant workers can access Arabic learning modules anywhere and anytime so that it is easy to learn them.

Conclusion

The development of daily situation-based Arabic language teaching materials for Indonesian migrant workers in Saudi Arabia has made a positive contribution in helping them master the communication skills needed in work and daily life. The teaching materials presented in the form of interactive

multimedia are not only relevant and accessible, but also effective in improving the Arabic language skills of migrant workers. Thus, this teaching material is expected to be a practical solution to overcome the communication challenges faced by Indonesian migrant workers in Saudi Arabia, while improving their overall well-being.

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