

DEVELOPMENT OF SHARF TEACHING MATERIALS IN WUSTHĀ FORMAL DINIYAH EDUCATION TO IMPROVE MASTERY OF WORD CHANGE PATTERNS IN ARABIC

(Research in Wusthā Formal Diniyah Education Darul Halim and Ar-Risalah Bandung)

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Abstract

Sharf is a tool for understanding Arabic, of course it has many functions in reading and understanding Arabic. *Sharf* is called the mother of all knowledge, because *sharf* gives birth to sentence forms, while the sentences show various kinds of knowledge. Teaching materials are a very important component in the implementation of the learning process. With teaching materials, educators will be helped so that they feel easier in carrying out learning activities, as well as students will be more helped in their learning. Teaching materials are one of the most important factors in the effectiveness of learning. The purpose of this study is to develop Sharf teaching materials that are intended so that students can learn the science of *sharf* more easily in understanding it. This study uses a Research and Development methodology approach. word change patterns are a very important aspect in understanding language structure. So, word change is a process or state when a word that undergoes modification of its form with the aim of indicating differences in meaning or interpretation. Word changes can occur in several ways, for example through inflection (changing form to indicate nouns, verbs, or adjectives), derivation (using affixes when forming new words), and other morphological changes.

Keyword: Teaching Materials, Sharf, Diniyah, Arabic Language

INTRODUCTION

Formal Diniyah Education or abbreviated as PDF is a pesantren education unit, there are formal and non-formal pesantren education units. Formal education units include formal diniyah education abbreviated as PDF, and mu'adalah education units abbreviated as SPM (Maksum, 2016; Tenri Awaru, 2021). The levels of both education units are the same as other general formal education, starting from Ūla which is equivalent to MI/SD, Wusthā which is equivalent to MTs/SMP, Ulyā which is equivalent to MA/SMA, and Ma'had Aly which is equivalent to College or University, specifically formal education is in the pesantren environment itself, not outside the pesantren environment (Hannan & Umam, 2023; Juwita et al., 2020). As for non-formal pesantren education units, there is equivalency education, namely students live in the pesantren, then can take education packages A, B, and C. In this Sharf learning process, it has a specific purpose, namely in general to recognize and understand word forms in Arabic. Starting from the types of words such as mudzakkār or muannats, single words to words that indicate plurality and to forms of word changes known as tashrīf which are intended to obtain the meaning that is in accordance with what is desired (Adam et al., 2022; Okpatrioka, 2023a; Ritonga et al., 2022).

Graduate Learning Outcomes (CPL) are a very important part in designing and developing teaching materials in Wusthā Formal Diniyah Education (Martanti, 2015; Pristiwanti et al., 2022; Yenti et al., 2023). For CPL *sharf* teaching materials, it includes

students' abilities in mastering word change patterns in Arabic. Students are expected to be able to understand and master word change patterns in Arabic properly and correctly according to the rules of sharf science. The design and development of teaching materials greatly determine the achievement of students, these teaching materials can be designed and arranged systematically which allows students to learn well both inside and outside learning activities with their educators. And then it is expected to be able to analyze words per word in Arabic sentences and understand them in a meaningful way that is in accordance with the designation of each word change pattern (Dodi, 2013a; Mukroji, 2014).

The researcher assumes that the sharf teaching materials to be developed are suitable to be used as a reference in improving students' mastery of word change patterns in Arabic (Dodi, 2013b; Ilmiawan & Arif, 2018). Because the teaching materials have several advantages. The teaching materials are designed and compiled from the easiest and most basic materials, so that students who are learning the subject for the first time do not lag behind their friends who have studied it before. Packaging and presentation of the material begins with general terms found in sharf lessons, such as the word mudzakkar (a word that indicates a man), the word muannats (a word that indicates a woman), the word mufrād (a word that indicates a single), the word mutsannā (a word that indicates the meaning of two objects/people), and the word jam' (a word that indicates many, namely three objects/people or more).

Explanations in each word change and how to analyze each word change so that it can be explained to new words that have not been used as examples which are then used as exercises in changing and analyzing word changes in Arabic (Okpatrioka, 2023b; Ulhaq & Lubis, 2023). In addition, there is an explanation of each binā'-binā' meaning contained in Arabic words, such as words that have binā' muta'addī, lāzim, taksīr, mubālaghah, and so on, and how to use words containing each binā', and so on. Based on these various advantages, the development of this sharf teaching material is expected to be an effective solution in overcoming the obstacles of students in mastering sharf teaching material, namely those related to mastering word change patterns in Arabic. According to Prastowo (2011) Teaching materials or teaching materials are an important part of the implementation of education, through teaching materials teachers will find it easier to carry out learning and students will be more helped and easier to learn. And the development of this teaching material is expected to have a positive impact on improving the quality of learning in the Wusthā Formal Diniyah Education (Cahyadi, 2019; Firdaus, 2024).

The purpose of this study is to develop Sharf teaching materials that are intended so that students can learn Sharf science more easily in understanding it. The academic basis underlying this study is that teaching materials are based on the demands of the Formal Diniyah Education curriculum, considering the needs of students, and helping students in obtaining alternative teaching materials besides books or text books that are sometimes difficult to understand or digest, and helping educators in increasing references for implementing learning (Azhar, 2023; Juanda & Tamsir, 2022).

Then this study is strengthened by learning theories that state that learning is a change in perception or understanding, namely what is called Cognitivism Theory. This theory states that a person's behavior is determined by their perception and understanding related to situations related to their learning goals.

Then besides that, this study is also based on a literature review of relevant previous studies, both in the context of developing teaching materials and teaching Arabic

language science, namely Sharf science. By specifically considering the learning that takes place at the Wusthā Darul Halim and Ar-Risalah Bandung Formal Diniyah Education institutions, this study will offer valuable insight into sharf teaching materials in order to improve mastery of word change patterns in Arabic. This study is highly expected to be able to contribute to improving the quality of learning as expected.

This study has relevance to other multidisciplinary sciences. From the aspect of language education, this study explores the basics of Arabic language science, which is generally known as Arabic language tool science. This study discusses how someone is able to recognize patterns of change in Arabic from the basics. In the context of Islamic education, this research science contains Islamic values, because Islam originates from the holy book of the Qur'an, which is known for its very beautiful Arabic language, to understand the holy book of the Qur'an, of course starting from knowing Arabic from the most basic things.

In the aspect of educational psychology, this study fosters students' self-confidence, because it presents very basic teaching materials, so that students do not feel anxious and afraid of being left behind by their other friends who have previously known this sharf science. In this case, it gives all students the opportunity to learn from the beginning together. In the aspect of sociology, there is also relevance, in accordance with the definitions of educational sociology put forward by experts, including according to Charles A. Ellwood, he explained that educational sociology is a science that studies the teaching and learning process and studies one person with another. According to H.P. Fairchild (1962:547), he explained that educational sociology is applied to solve fundamental educational problems. Meanwhile, according to Abuddin Nata, he explained that sociology is a science that discusses problems in education, such as vision, mission, goals, curriculum, teaching materials, teaching and learning processes, quality of graduates, teachers, facilities and infrastructure, management, evaluation, environment, and so on using a sociological approach based on teaching values.

In the socio-cultural context, this study offers the results of the development of appropriate teaching materials that are collaborated with explanations in Indonesian that are easy to understand. The development of teaching materials offered in this study reflects the background of students who mostly understand Indonesian and have Indonesian culture. As for the technological aspect, the results of this study will also be developed in the form of slides or webs that can be accessed from devices. Therefore, this study covers multidisciplinary sciences as explained above.

The development of sharf teaching materials is thought to be able to overcome problems in sharf learning such as mastery of word change patterns, so that research on the development of these teaching materials is a necessity.

Sharf teaching materials in Darul Halim and Ar-Risalah Formal Diniyah Education are designed with the aim of increasing students' knowledge of Arabic or reading Arabic writings, so that they gain a basic understanding of proper Arabic grammar that is in accordance with the demands of the language itself.

METHOD

This study uses a Research and Development (R & D) methodology approach. R & D research according to Sugiyono (2019) is a research method used to achieve and produce the intended product and test its effectiveness. According to Borg and Gall (1983: 772), he explained that Educational Research and Development (R & D) is a form of process used in the development and validation of educational products. The stages in

this process of Research and Development (R & D) innovative research in education are usually referred to as the R & D cycle, which consists of reviewing research findings related to products that then need to be developed .

The development model used by researchers in this study is the ADDIE development model. The ADDIE instructional design first appeared in 1975, developed by the Technology Center at the University of Florida for the United States military.

The first stage carried out by researchers is to analyze the needs that include curriculum and teaching material analysis. This analysis can be done by reviewing the problems that exist in the learning environment, technological developments, and student characteristics. The analysis process can be done by asking questions such as (1) can the new product being developed overcome the problems faced in learning?, (2) does the new product being developed receive support facilities to be implemented, and (3) after the product is developed and formed, can educators implement it or not?

The third stage is to develop various problems that have been previously analyzed, with the aim of improving the quality of products that are in accordance with existing problems in order to create better products or teaching materials that are truly ready to be implemented. The fourth stage is to implement the product resulting from the development process to research subjects, then further applied to real conditions. Then the fifth stage or the final stage in the ADDIE model is evaluating the product resulting from the development, the aim is to find out whether the product is suitable for use or not in the learning process, to provide an assessment of the development of teaching materials that have been carried out.

RESULTS AND DISCUSSION

Teaching materials are one of the very important components in achieving teaching objectives. These teaching materials consist of various facts, generalizations, concepts, laws or rules contained in the subject.

Teaching materials are a very important component in the implementation of the learning process. With teaching materials, educators will be helped so that they feel easier in implementing learning activities, as well as students will be more helped in their learning. Teaching materials become a guideline for learners, such as scheduled face-to-face learning or independent learning. Teaching materials are one of the most important factors in the effectiveness of learning. Good teaching materials will affect the quality of learning, conversely poor teaching materials will also affect the learning process.

Then *sharf*, the word *Sharf* according to language is the *masdar* of the word *sharafa yashrifu sharfan* with the meaning of changing. *Sharf* is part of *Nahwu Science*, which emphasizes the discussion of the form of words and their condition when the *mufrad* is. According to the term as stated by Moch Anwar, which was quoted by Limas Dodi in his article, namely changing the form of the original word to other forms to achieve the desired meaning which can only be achieved by making changes. *Sharf* is a science that studies or discusses Arabic grammar and its conditions, starting from the original letters (*mujarrad*), additional (*ziyādah*), and words that do not have *ilat* letters (*shahīh*).

Development of Sharf Teaching Materials in Formal Diniyah Education Wusthā The Nature of Sharf Teaching Material Development

Development is a process or activity that aims to improve or fix something, such as a product, service, or skill. Teaching materials are a very important element in the

implementation of education or learning. With materials, educators or instructors will find it easier to implement learning, and students will also feel helped in their learning. Teaching materials can be created from various situations, according to the demands, needs, and characteristics of the material presented. Teaching materials are all forms of materials used to encourage educators or instructors in implementing learning activities. Teaching materials are a set of materials or lesson substances that are packaged systematically, presenting a complete figure of the competencies that will be mastered by students in learning activities.

Development is an effort to improve technical, theoretical, conceptual, and moral abilities according to needs through education and training. Development is a process of forming learning logically and systematically with the aim of determining everything that will be done in the learning process by paying attention to the potential competencies of students. Development can also be defined as the use of technical knowledge with the aim of producing new materials or equipment. So, development is a process or activity that aims to improve or improve something, such as a product, service, or skill.

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Sharf is a basic science of Arabic, in this science of *sharf* it discusses the ins and outs of words, such as changes that are changed by adding letters or changing the shape

of letters, so is discussed in this sharf about how to interpret Arabic words properly and correctly according to its rules.

It can be concluded that the development of sharf teaching materials is the process of designing, compiling, and improving learning materials that are in accordance with the needs of students related to word conditions, as well as changes in word patterns in Arabic caused by the addition and or reduction of letters, and changes in meaning caused by changes in words.

Purpose of Sharf Teaching Materials

In presenting teaching materials, of course, there are clear objectives to be achieved, in general these objectives are as follows:

1. Helping students to learn something. Various information obtained from learning sources, then arranged in the form of teaching materials, this can foster discourse and a vehicle for students, because the material presented is something new and interesting.
2. Facilitates educators in implementing learning activities. Educators are facilitators in teaching and learning activities who will feel the ease in implementing them because there are teaching materials that have been arranged, and can be delivered in a variety of ways.
3. Teaching and learning activities become more interesting. With the existence of diverse teaching materials, it is hoped that learning activities will not be monotonous or fixated on just one source.
4. Facilitate students in the learning process, understand the material, provide easy access, be attractive, and easy to own.
5. Providing teaching materials that are in accordance with the curriculum, by considering the needs of students, educational institutions, and in accordance with the characteristics, regions, and environments of students.
6. Evaluating the materials presented to students, and developing them in accordance with the demands of the times.

Function of Sharf Teaching Materials

The existence of teaching materials presented certainly has many functions, both for educators and students. In general, the function of teaching materials for educators in learning is as follows:

- a. Saving learning time. This first function is called saving learning time, because the teaching materials have been well-arranged in accordance with the curriculum and competencies to be achieved. This greatly helps educators to prepare teaching materials within a certain period of time, and in addition, educators can make the best use of the learning time they have.
- b. Changing the role of educators. The role of educators who initially only focused on being teachers and transferring knowledge to students, with the existence of teaching materials, the function of educators will become facilitators who mediate and facilitate the learning process. Because the task of educators is not only about the academic grades of students, but educators also act as facilitators who have a role as a service, and provide convenience in the learning process for their students. In addition, educators are also needed to pay attention to the environment that is less pleasant, classes that are less conducive, or encourage students so that their interest in learning becomes better.

- c. Improving the learning process. Learning activities are a form of process and effort of an educator to improve the quality and quantity of the character of their students so that they become better people, because education is a way for self-development for each individual. In addition, the learning process is a series of activities to organize the environment so that students can learn well and conductively.
- d. Learning guidelines. Guidelines can be interpreted as a basis for reference, because teaching materials can help direct all activities in the learning process, such as providing materials according to the competencies that need to be given to students.
- e. Evaluation tools. Evaluation is a measurement or assessment of the learning process that has been carried out. Or evaluation is an activity related to the process of determining the value of a learning. Educators can evaluate the teaching materials that have been taught to students during a certain period of time, and educators can evaluate the level of ability of their students whether they have achieved the competencies that have been set or not.

The function of teaching materials for students in learning is as follows:

- a. Can learn without being accompanied by educators or other students. After completing the learning process at school, students are able to repeat the material that has been taught at home. Because the teaching material has been arranged according to the demands of the curriculum and can be studied independently easily.
- b. Students can learn anytime and anywhere. With the teaching material that has been arranged, students are greatly helped to learn anywhere and anytime without having to have an educator beside them and without having to be at school. In addition, they can understand the teaching material more deeply and more broadly.
- c. Students can learn at their own pace. The teaching material is arranged according to the learning plan for a certain period of time. But students can study some teaching materials first without having to wait for educators or other students to explain at school.
- d. Students can learn according to the order of the material they choose themselves. The teaching material that has been arranged does indeed make it easier for students in their learning process. In addition to helping students learn at any time, they can also select the order of teaching materials that they will learn first. So, students do not need to wait for instructions from educators to learn existing materials.
- e. Helping students to become independent learners. Independence is an attitude that is able to take the initiative, overcome problems faced, have self-confidence and can do things on their own without having to wait for help from others. Teaching materials can make students become independent, such as studying the materials they get by themselves whenever and wherever they are.
- f. Then the function of teaching materials for educators, namely as a guideline or guide for them. Teaching materials become the director of all student activities in the learning process and the substance that should be learned and mastered.
- g. Teaching materials also function to encourage the implementation of teaching and learning, and can also be submitted as a work that is assessed to increase the credit points of teachers or educators for promotion purposes, then it will increase the teacher's income if his/her essay is published.

Teaching materials are a collection of learning experiences, facts and information given to students, and directions and values that they want to develop with them, or motor

skills that can be obtained by them, which aim to achieve comprehensive growth and based on the objectives set in the curriculum, in other words, learning materials are media and sources of learning information that are very important in increasing the effectiveness of learning.

Based on the previous definition, teaching materials are educational components that have been prepared by teachers for the learning process to work systematically to achieve learning objectives. Teaching materials are materials to complement the three elements of education: a teacher, a student, and an educational subject. Teaching materials are considered one of the most important teaching materials. Therefore, educators are required to prepare them, especially materials related to teaching Arabic to foreign speakers. Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. The materials in question can be written or unwritten materials. Types of teaching materials such as printed materials include books and modules, audio teaching materials, audio-visual teaching materials, and interactive multimedia teaching materials. Teaching materials can be any form of material used to assist teachers or instructors in carrying out the learning process in the classroom. The materials in question can be written or unwritten materials. Meanwhile, according to Widodo, teaching materials are a set of tools containing learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively in order to achieve the expected goals, namely achieving competencies and sub-competencies with all their complexities.

Characteristics of Arabic Language Teaching Materials There are at least three main components of teaching materials that are the characteristics of teaching materials, including in this case Arabic language teaching materials, namely: main components, complements, and evaluation of learning outcomes.

The main components include the main information or topics to be conveyed to students, or that students must master, the complementary components include additional information or topics that are integrated with the main teaching materials, or topics to enrich students' insights, such as enrichment materials, additional reading, schedules, syllabuses and other non-printed supporting materials, and the learning outcome evaluation components include tests and non-tests that can be used for formative and summative tests of students during the learning process. In order for learning materials to facilitate learning, each teaching material must meet components that are relevant to students' needs. These components must also be able to provide motivation, be easy for students to learn and understand. More importantly, it is relevant to the nature of the subject being presented. In addition, teaching materials must also have certain characteristics that distinguish them from books.

In order to facilitate and motivate students in learning and understanding the contents of teaching materials, the teaching materials must be available:

- a) Instructions that are able to present easy steps to understand and follow each learning process according to the material presented;
- b) Each material presented must first explain the learning objectives to be achieved, with the aim of knowing the level of student achievement of the material being studied;
- c) To support the presentation of the material, a map or a content framework in the form of a diagram needs to be presented so that students can know and understand the parts that cover the main topic and at the same time can see the relationship of each part in the main topic;

- d) The presentation of the material from the main topic to the sub-topic is described in this section clearly and assisted by pictures/illustrations.
- e) Summary,
- f) Formative evaluation, and follow-up for the next learning activity,
- g) Reading list, and
- h) Answer key.

So, in general, good Arabic language teaching materials consist of at least: 1) student books; 2) teacher books; and 3) a number of components including: workbooks or activity books, additional reading materials, test books, listening cassettes, pronunciation cassettes, grammar practice materials and vocabulary dictionaries, and video materials are also added.

Development of Arabic Language Teaching

Development of Arabic Language Teaching Materials In order to achieve effective and efficient learning and achieve the goals, periodic development or revision is certainly very important. Dick and Carey stated that there are two developments or revisions that need to be considered to achieve the above, namely:

- (1) revision of the content or substance of the learning materials to be more precise,
- (2) revision of the methods used in using the learning materials.

In developing teaching materials, there are several factors that need to be considered, namely:

- a. **Content of teaching materials** The content of teaching materials is related to the validity or scientific truth of the content and is related to the harmony of the content or truth of the content based on the value system adopted by the community or nation. Related to the validity of the content, the content of the Arabic language teaching materials developed should be based on the concept and theory of Arabic language learning, the latest developments, and the results of empirical research conducted in the field of Arabic language science. As for the harmony of the content, the content of the Arabic language teaching materials is adjusted to the value system and philosophy of life that applies in the country and society in the environment where the school is located.
- b. **Accuracy of content coverage** This is related to the content of teaching materials in terms of the breadth and depth of the content or material, as well as the integrity of the concept based on the field of Arabic language science. The depth and breadth of the content of teaching materials greatly determine the level of teaching materials that will be developed for students according to their abilities and the level of education they are taking. The main references in determining the depth and breadth of the content of teaching materials are the curriculum (including the syllabus).
- c. **Digestibility of material** This is related to the ease of the teaching material being understood and comprehended by students as users, including: logical presentation, coherent presentation of material, examples and illustrations, easy aids, orderly and consistent formats, and explanations of the relevance and benefits of the teaching material.
- d. **Use of language** The use of language in the development of teaching materials is related to the selection of language varieties, word selection, use of effective sentences, and the arrangement of meaningful paragraphs.
- e. **Appearance or packaging** Related to the arrangement of the layout of information on one printed page and packaging in a multimedia teaching material package.

- f. Illustration Illustrations are used to attract, motivate, communicate, help students' retention and understanding of the contents of the message, can be in the form of tables, diagrams, cards, schemes, photos, and so on.
- g. Completeness of components Related to the teaching material package that can function as the main component, complementary component, and component for evaluating learning outcomes.

CONCLUSION

The conclusion of this study states that the development of Sharf teaching materials in formal Diniyah education at the Wusthā level effectively enhances students' understanding of Arabic word pattern changes in a systematic and structured manner, making it easier for students to master the complex Sharf material. The developed teaching materials not only meet curriculum requirements but are also tailored to students' characteristics and cultural backgrounds, complemented by evaluation components that support effective learning processes. The study recommends continuous development of teaching materials by incorporating innovative learning technologies such as interactive digital media, along with ongoing evaluations to ensure the relevance and effectiveness of the materials in improving students' competencies comprehensively. Furthermore, training for educators on how to utilize these teaching materials is crucial to optimize the implementation of learning and positively impact the quality of formal Diniyah education.

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