Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Nurhidayati[1], Mohammad Ahsanuddin[2], Muhammad Alfan[3], Pabiyah Toklubok@Hajimaming[4], Umi Machmudah[5]

[1,2,3] Universitas Negeri Malang

[4] Universiti Putra Malaysia

[5] Universitas Islam Negeri (UIN)Maulana Malik Ibrahim Malang

SUMMARY: This study aims to (1) develop teaching materials for Arabic paragraph writing skills based on Quranic idiomatic patterns; and (2) describe the feasibility of teaching materials for Arabic paragraph writing skills based on the Quranic idiomatic pattern. The research method used is a development method with development steps (1) preliminary studies or needs analysis, (2) design of teaching materials, (3) developing teaching materials, (4) validation of material experts and Arabic learning, (5) product trials , and (6) dissemination. The results of this development research are in the form of teaching materials for Arabic paragraph writing skills based on idiomatic Qur'anic patterns, which consist of: (1) basic competencies, (2) learning objectives, (3) paragraph concepts and their elements, (4) paragraph development patterns and examples, (5) various examples of idiomatic patterns, (6) the meaning of the idiomatic patterns of Tafsir Al Munir's model, (7) examples of writing idiomatic patterns in paragraphs according to the theme, and (8) practice of writing paragraphs based on the idiomatic pattern of the Qur'an 'ani. Furthermore, based on the expert test of teaching material product learning, the results obtained a validity level of 89.16%, material expert test 90.76% and field test 74.59%, with an average validity level of 86.59%. Therefore, it can be stated that the teaching material product is valid to be used as teaching material for the Paragraph Writing course with a validity level of 86.59% or very valid.

KEYWORDS: Teaching Materials, Writing Paragraphs, Idiomatic Qur'anic Patterns.

INTRODUCTION

Writing paragraphs is one of the important skills, because the ability to write paragraphs is the basis of the ability to write discourse in its entirety, including writing Arabic paragraphs. In daily learning activities the majority of learning tasks must be completed in written form, writing is an activity that must be well organized, because the author does not deal directly with the reader.

For this reason, it is necessary to strive for teaching materials that can manage the writing learning process and direct students to write independently. All languages have specific grammatical and stylistic rules that must be adhered to when expressing written ideas. Teaching materials for Arabic paragraph writing skills based on the idiomatic Qur'anic pattern, are a learning resource for students to practice writing skills, as a guide in developing paragraphs by following the idiomatic Qur'anic pattern, which is a source of Arabic teaching materials.

The Qur'an as a source of Arabic is rich with diverse idiom patterns, including full idioms and partial idioms and has varied constructs and beautiful arrangements. In general, the Arabic idiomatic pattern consists of 5 patterns, namely: number, Extra formula or *tarkib idhofy, semi sentence or shibhul jumlah, transitive verbs with prepositions or al afal mutaadiyah bil ahruf jar, and descriptive synthesis or tarkib washfy.* The richness of the idiomatic pattern of the Qur'an is a very important source of teaching materials to enrich the literacy of teaching materials for Arabic writing skills.

Idioms mean structural patterns of language in the form of phrases or sentences that have meanings that deviate from the constituent lexical meaning elements of the sentence (Silaban, 2020). Based on the research result of Rohman (2019) entitled "Idiomatology of the Qur'an" there are various kinds of idiom patterns in the Qur'an, namely 23 forms of declarative sentence, 1 form of conditional clause, and 4 forms of Extra formula or *tarkib idhofi*. To complement the teaching materials for writing skills, the wealth of idiomatic patterns in the holy book of the Qur'an should be used as a source of literacy that must be correct with beautiful and varied stylistics.

In general, there are two types of idioms, namely full idioms and partial idioms, full idioms are structural constructs whose meaning cannot be analyzed at all from the idiom's elements, while partial idioms are structural constructs whose meaning can still be analyzed from some of the meanings of the lexical elements of the idiom.

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Among the functions of using idioms according to Chaer (2009) is to support language skills with smooth language. Thus the development of writing skills teaching materials using this idiom pattern will be able to produce smooth and interesting written language creativity. In addition, the research results of Silaban (2020) on the Toba Batak language state that the function of the idioms obtained serves to provide advice, satire, and teaching. This is in accordance with the meaning of the idiom in the Qur'anic verse which has various meanings, including giving advice, satire and teaching.

The specialty of this idiomatic pattern is also reflected in the definition of idiom put forward in the Merriam-Webster.com Dictionary (2021) "a style or form of expression that is characteristic of a particular person, type of art. From this understanding, it can be concluded that the idiom pattern is a form of language expression that has the special characteristics of a speaker with a certain style or stylistic that can attract readers with that particular style. The meaning of idioms can be seen in the context of the existing sentences.

Likewise, the pattern of idioms in the verses of the Qur'an which is a stylistic style of Arabic fusha with special characteristics, which has been widely studied, but has not been used for its existence in compiling teaching materials. Therefore, teaching materials for paragraph writing skills by utilizing this idiomatic pattern need to be trained and prepared teaching materials to support the learning process.

Writing skill is a difficult language skill for second or foreign language learners, the difficulty is caused not only in generating and organizing ideas, but also in translating ideas into readable texts and the source of these difficulties is due to aspects of language weakness.

The results of research by Nurhidayati; Muhaiban; & Ainin (2017) show the weak ability of students of the Department of Arabic Literature at Universitas Negeri Malang in Arabic grammar, especially in the use of attributive phrases, extra or adjective or *idhofy and na'ty phrases* which are a problem for them in expressing their ideas in writing. Therefore, in providing writing exercises, they should always pay attention to aspects of the needs and problems that the majority of students face so that students then collaborate in solving the problems they face and finding ideas, choosing the right vocabulary, and obeying the grammatical rules they already know. .

Students' writing skills, especially in writing scientific papers, begin with paragraph writing. The research result of Suryati (2017) show that there are still writing paragraphs that do not have a main sentence, and the types of paragraphs used are still not varied. Therefore, in carrying out writing learning, especially for second/foreign language learners, it is necessary to plan and prepare good guidelines and teaching materials at the time of implementation and evaluation.

The research result of Sungkono (2009) state that teaching materials are very important for teachers, students, and the learning process that can be developed through techniques starting from the beginning, repackaging information, and compiling (starting from scratch, information repackaging, and compilation). the development of teaching materials will be carried out through information repackaging and compilation based on the research results of Rohman (2019) as described above. In addition, the idiom grouping pattern that will be used also refers to Leech's (1974) theory in interpreting the presented idiom patterns, including conceptual meaning, stylistic meaning, affective meaning, reflective meaning, collocative meaning, and thematic meaning.

Bunting (2018) states how important it is to develop second language writing teaching materials, which include aspects of components, sources, functions, elements of second language writing modalities, and the role of innovation in developing materials. *Materials development has been an essential component in second language writing throughout its existence as an area of instruction, but it has been studied as a discrete focus area only recently. This entry examines different aspects of second language writing materials development. These aspects include components, sources, functions, and modalities of second language writing materials development, and the role of innovation in materials development.*

Based on this study, this study aims to (1) develop teaching materials for Arabic paragraph writing skills based on the Quranic idiomatic pattern; and (2) describe the feasibility of teaching materials for Arabic paragraph writing skills based on the Quranic idiomatic pattern.

LITERATURE REVIEW
Conceptual Principles of Development of Teaching Materials

With reference to several concepts of meaning Leech (1974) and the research result of Rohman (2019) teaching materials for writing skills based on the Qur'anic idiomatic pattern will be developed. The idiomatic Quranic pattern that has been classified and described by Rohman will be more useful if it is used as teaching material for writing skills. To classify idiomatic meanings, Leech uses several meaning concepts, which consist of conceptual meaning, connotative meaning, stylistic meaning, affective meaning, reflective meaning, collocative meaning, and thematic meaning.

Conceptual meaning is a logical meaning that is usually found in a dictionary. Connotative meaning is a meaning that refers to communicative values with additional physical, psychological, or social characteristics. The stylistic meaning is the meaning that is influenced by the social environment of the language user and also the listener. Affective meaning is influenced by the speaker's personal feelings or attitudes towards the listener or something that is spoken. Reflective meaning is the meaning of an expression that can lead to multiple meanings. Collocative meaning is a meaning that contains associations obtained from the word

environment. The thematic meaning is the meaning that is communicated according to the speaker's way of expressing the order and emphasis of the expression.

The Importance of Teaching Materials

Teaching materials are an important element in the learning process, for teachers or lecturers teaching materials are very useful and help relieve teachers or lecturers in the learning process, save teaching time, and make the teacher a facilitator and the learning process becomes effective and efficient. The benefits of teaching materials for students are to make students independent in learning, and to expand study time (Bahraini, 2017).

Research result Mark (2020) underscore the importance of improving metacognitive regulatory skills for the writing performance of university English for Foreign Language (EFL) students, covering six metacognitive parameters (declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, and evaluation) and from discovery In this case, procedural knowledge occupies the highest place that affects writing skills. Based on these findings, the development of teaching materials is intended to increase procedural knowledge literacy in training students' skills in writing paragraphs in Arabic.

Paragraph Development Concept

Paragraph is a unified form of language use that expresses thoughts or topics and is below the level of discourse. Each paragraph contains a unified topic, a unified thought or idea. Broadly speaking, paragraph structures (other than narrative and description paragraphs) can be categorized into three, namely: (1) The main sentence at the beginning of the paragraph and followed by explanatory sentences, (2) Sentences at the end of the paragraph and preceded by explanatory sentences, and (3) The main sentence is found at the beginning and end of the paragraph, interspersed with a number of explanatory sentences (Resmin, without year).

Paragraphs are an important element in developing almost all types of writing, especially scientific writing, both articles, papers, research results, theses, theses, and dissertations. Paragraph elements include main sentences, explanatory sentences, and affirmative or concluding sentences. Finding of Suryati (2017) show that there are still paragraphs without main sentences and there are no variations in the types of paragraph development.

In general, there are 2 ways to develop paragraphs, namely natural paragraph development and logical paragraph development. Paragraph development naturally, is the development of paragraphs based on the chronology of time and place. Paragraphs with natural development are found in descriptive paragraphs and narrative paragraphs, the majority of which do not find the main sentence. The development of paragraphs can logically be grouped into two, namely climax-anti-climax, and general-specific. In addition, there is also paragraph development based on content, which includes comparison techniques, giving examples, cause and effect, and classification (Suparno, Haryadi, and Suhardi . 2001).

Idiom Concept

Idioms are one of the linguistic expressions that always exist in every language. Idioms in each language cannot be changed, added or subtracted. Idioms are combinations of words that have meanings that cannot be analyzed or inferred from their parts (Howell, DH. & Gulland, D.: 1986). Meanwhile, according to Al-Khuli (in Imamuddin & Nashirah, 2003), idioms are constructions whose overall meaning is different from the meaning of each of its elements. As with idioms found in Indonesian and English in Arabic, there are also four forms of idioms, namely idioms in the form of words, phrases, clauses, and sentences (Nurhidayati, 2003).

RESEARCH METHODS

This research development model was adapted from Willis's (1995) R2D2 (Reflective, Recursive Design and Development) development model. The R2D2 model produces three development steps, namely the definition stage, the development stage, and the dissemination stage. The R2D2 development model is a non-linear development model.

Reflective has the meaning of contemplation while recursive has the meaning of repetition. This development model implies that this research is (1) recursive, non-linear, and collaborative, (2) developing planning, (3) product users are involved collaboratively, (4) process evaluation is done authentically, and (5) supporting data used to revise the product in the form of data from interviews, and questionnaires for experts, students, and lecturers at the Department of Arabic Literature, Faculty of Letters, State University of Malang, and Arabic lecturers, Foreign Language Department, Faculty of Modern Languages and Communications, Universiti Putra Malaysia, Malaysia.

This model consists of three components, namely: (1) define, (2) design and develop, and (3) disseminate. Define activities include analysis of the initial needs of students and lecturers, analysis of learning conditions/environment, and analysis of curriculum or learning objectives. Design and develop activities include selecting and classifying idiom patterns from verses of the Qur'an, meaning and making example paragraphs. Disseminate activities include final packaging, outreach, and training. Based on the adaptation of the (Reflective, Recursive Design and Development) development model or R2D2 development model, a product of teaching materials for paragraph writing skills based on the idiomatic Qur'anic pattern was produced.

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

The product of teaching materials for paragraph writing skills based on idiomatic Qur'anic patterns was developed through the steps of forming a collaborative team, preliminary studies, design planning, product design and development, product trials, product revisions, and product socialization. The formation of a collaborative team consists of a team of Arabic writing learning experts, Arabic language experts, and practitioners, namely lecturers and students.

The preliminary study was conducted using documentation, observation, and interview techniques. Through the interview technique, it is hoped that they can obtain information about the condition and need for teaching materials for writing skills in the Department of Arabic Literature, Faculty of Letters, State University of Malang and their opinions about the possibility of using teaching materials based on the idiomatic Qur'anic pattern in writing learning.

Documentation study techniques are used to obtain information about the syllabus and

Semester Lecture Plans (RPS) to obtain data on basic competencies and learning materials contained in the RPS. Observation technique is used to obtain information about the attitudes and activities of lecturers and students in learning to write.

To clarify the implementation stage will be described in the following table.

Table 1. Stages of Research Implementation

Number	Activity Stage	Indicator	Achievements
1	Preliminary studies	The needs of lecturers and students in learning to write Study the Curriculum and RPS in the Department of Arabic Literature FS UM	1. Classification of needs 2. Identify basic competencies and learning objectives
2	Design and Development	1. Analysis of the types of idiomatic patterns from the Quran 2. Meaning 3. Giving examples and explanations 4. Making paragraph writing exercises with idiomatic Quranic patterns	1. Identify different types of idiomatic patterns 2. Presentation and explanation of meaning 3. Presentation of example paragraphs 4. The arrangement of the exercises
3	Expert test	1. Obtain input from Arabic language experts and learning experts from the Department of Arabic Literature FS UM and the Foreign Language Department, Faculty of Modern Languages and Communications of UPM Malaysia	1. Obtaining input for product revision materials
4	Field Test	1. Obtain input from lecturers and students from the Department of Arabic Literature FS UM	1. Obtaining input for product revision materials
5	Report writing	1. Compiled the final report and product results	2. Print-ready reports and products
6	Dissemination and training	1. Product socialization	1. Product utilization and assistance

There are two types of data in this study, namely qualitative data and quantitative data. Research data in the form of information obtained from the results of preliminary studies, interviews, field notes, and results of collaborative team discussions were analyzed qualitatively. Research data in the form of information obtained from questionnaires and expert test assessment rubrics, questionnaires for lecturers, and questionnaires for students, as product users, and students as learning subjects were analyzed in the form of percentages quantitatively.

Field testing of the product of this research was conducted in 3 classes of writing courses at the Department of Arabic Literature, Faculty of Letters Universitas Negeri Malang (UM). The research design used in the field trial is descriptive quantitative

and qualitative research. In accordance with the descriptive research design, the researcher used an existing class group. The feasibility of teaching material products was analyzed from the results of the percentage of questionnaires given to experts, lecturers and students as evidenced by the average questionnaire results and verified by the results of the interview conclusions.

Analysis of the feasibility of teaching materials using data from questionnaires and interviews with reference to the assessment guidelines according to (Hobri, 2009) are as follows.

Table 2. Criteria for Product Effectiveness Level
(1) Score 85–100 : categorized as very high.
(2) Score 65 – 84 : categorized as high.
(3) Score 55 – 64 : categorized as moderate.
(4) Score 35 – 54 : categorized as low.
(5) Score 0 – 34 : categorized as very low.

RESULT

Development of Teaching Materials for Arabic Paragraph Writing Skills Based on Idiomatic Qur'anic Patterns

Based on the analysis of the Semester Lecture Plan (RPS) for the Second Writing or *Kitabah Tsanawi* course, data were obtained that paragraph writing is part of the learning material, which begins with writing sentences. There is very little literature that can be used for paragraph writing material. In fact, there are no special teaching materials that provide paragraph writing exercises. Likewise, teaching materials that use the idiomatic Qur'anic pattern have not been found. Even though the idiomatic pattern of the Qur'an is a good language pattern, it comes from the Qur'an which is the source of the Arabic language.

The results of interviews with students stated that they did not really understand the pattern of idioms originating from the Qur'an, and they were interested in understanding it as additional material in language, both to develop writing and speaking skills. The results of reading the literature on idiomatic patterns of the Qur'an obtained data that there are various idiomatic patterns that can be used to develop students' language skills, these idiomatic patterns can be used to increase students' insight into language activities. Especially in developing paragraph writing skills, this idiomatic Qur'anic pattern can be used as an opening sentence, supporting sentence, or closing sentence.

Even though they have understood the meaning of the idiom pattern, students have not been able to use it in writing activities without explanations and examples of how to use it, to write paragraphs. Therefore, teaching materials are needed that explain paragraphs, paragraph elements, examples of using the idiomatic Qur'anic pattern in writing paragraphs, and providing exercises in writing paragraphs.

Based on the RPS study, data was obtained that the paragraph writing material was part of the writing course material. Therefore, this teaching material is designed as follows.
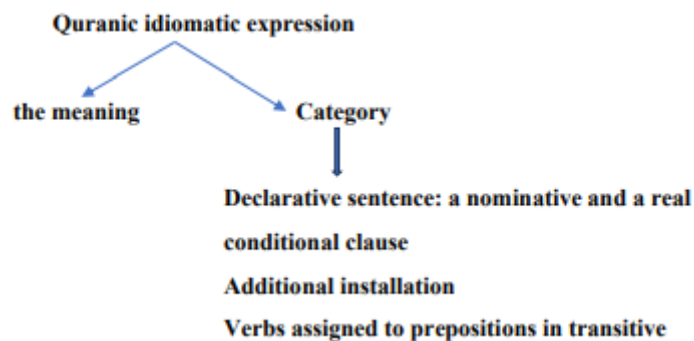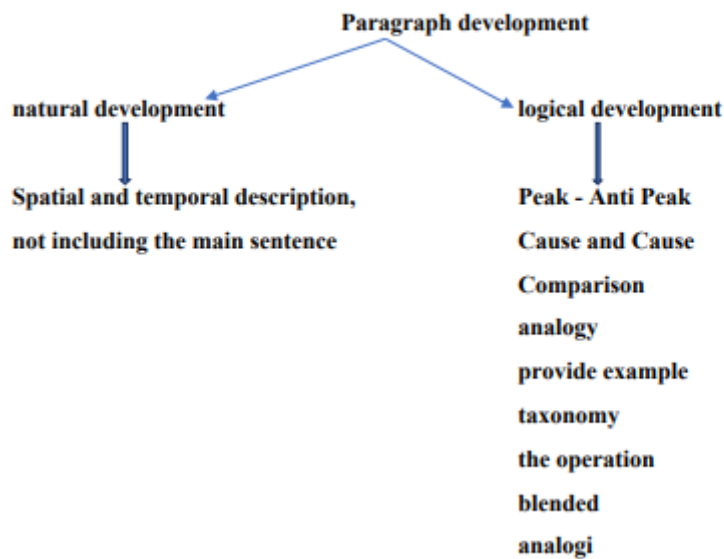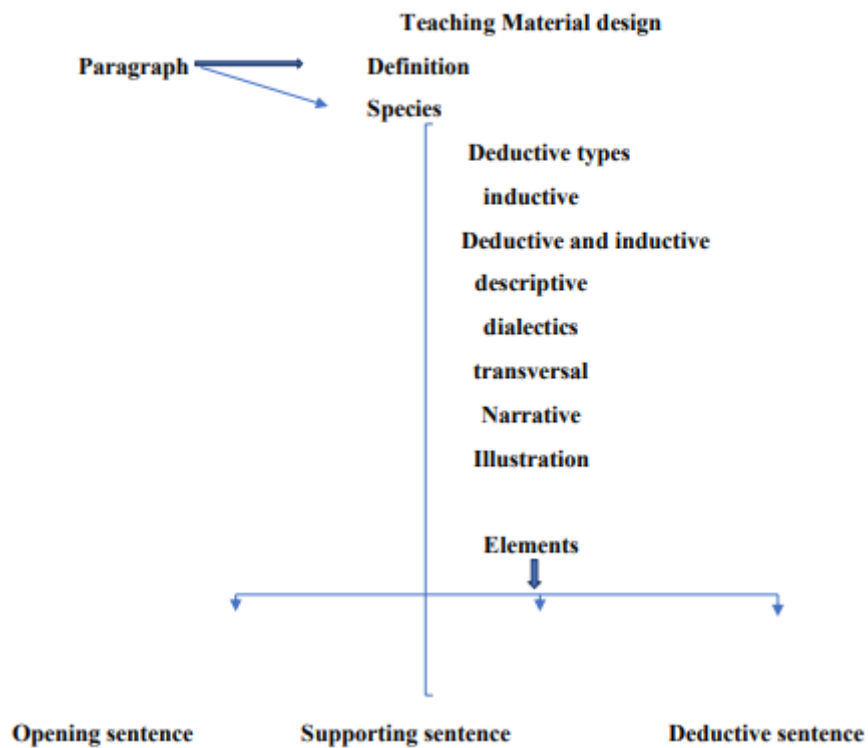
Core competency
1. Students' ability to understand the truth of the paragraph
2. Students' ability to understand the reality of the Qur'anic idiomatic expression
3. Students' ability to understand how to develop a paragraph on the basis of Qur'anic idiomatic expressions

Purposes or Proficiency Visas Required
1.1 That students be able to explain the meaning of the paragraph
1.2 Students' ability to mention types of paragraph
1.3 Students' ability to categorize the elements of a paragraph
1.4 Students' ability to explain how to develop a paragraph
1.5 Students' ability to identify the topic of the paragraph
2.1 Students' ability to explain the meaning of the idiom
2.2 Students' ability to write a sentence containing the Qur'anic idiomatic expression
2.3 Students' ability to fill in the blanks from the Qur'anic paragraph
3.1 Students' ability to develop the commanding paragraph on the basis of Qur'anic idiomatic expressions
3.2 Students' ability to develop the freedom clause on the basis of Qur'anic idiomatic expression

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Concept Maps

Teaching Material design

Paragraph → **Definition**

Species

Deductive types

inductive

Deductive and inductive

descriptive

dialectics

transversal

Narrative

Illustration

Elements

| Opening sentence | Supporting sentence | Deductive sentence |

Paragraph development

natural development — logical development

Spatial and temporal description, not including the main sentence

Peak - Anti Peak

Cause and Cause

Comparison

analogy

provide example

taxonomy

the operation

blended

analogi

Quranic idiomatic expression

the meaning — Category

Declarative sentence: a nominative and a real conditional clause

Additional installation

Verbs assigned to prepositions in transitive

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Examples of paragraphs in which the style of idiomatic expression in the Qur'an
workouts
Explain the meaning of the paragraph
Explain the types of paragraph
Explain the classification of the elements of a paragraph
Explain the types of paragraph development
Writing the sentence in the Quranic idiomatic expression
Writing the restricted paragraph in the Quranic idiomatic expression

Based on the design of the teaching materials that have been prepared, the teaching materials were developed, which consists of 5 chapters. The first chapter contains the nature of paragraphs and their elements; the second chapter contains the nature of idioms, and their classification, the third chapter contains examples of paragraphs and their development, the fourth chapter contains examples of the use of idioms in sentences, and the fifth chapter exercises the use of writing idioms in sentences and paragraphs.

FEASIBILITY OF ARABIC PARAGRAPH WRITING TEACHING MATERIALS BASED ON QUR'ANI IDIOMATIC PATTERNS

After the process of developing the product of teaching materials, it was then tested and validated to material experts, and Arabic learning experts, and after getting input, it was revised and tested on students. Before the teaching materials are tested on students, a material expert test is carried out to determine the feasibility of the teaching materials developed. The material expert test was carried out by an Arabic learning expert from UIN Maulana Malik Ibrahim, a lecturer in the Arabic language study program at the State University of Malang and a lecturer in the Arabic language study program at Universiti Putra Malaysia. In general, the results of the material expert test stated that 51.90% said it was very good, 34.60% said it was good, and 13.50% said it was quite good, or reach a validity level of 90.76%. Expert tests are carried out to provide an assessment of the quality of the teaching materials developed covering the following aspects.

Aspects of the type and size of the Arabic font used, 25% stated very good, 50% good and 25% quite good. Things that need to be improved are the size and font of the letters which sometimes do not meet the standards, and need to be replaced with fonts that are easy to read, for example the syakala majala font with a minimum size of 14 or 15.

The truth of the theoretical concept is stated to be 75% very good, and 25% good. This shows that only a few written words and sentences need to be revised, namely the word Al Qur'an which should use a long sign, and the writing of the letter *hamzah qoth'i* which should use the hamzah head sign, has not been written. In addition, there are some words that are not written correctly because of unintentional errors.

The conformity of the structure with Arabic grammatical rules was stated to be very good as much as 75%, and good as much as 25%. Some inputs for the grammatical structure, namely related to the writing of harokat or i'rab words that should be in accordance with the grammatical rules of khaal should be manshub, but it is written marfu', as well as writing errors about dhomir or pronouns for men and women that have errors.

The suitability of indicators with basic competencies and learning objectives, stated to be 100% very good, this shows that basic competencies and learning objectives have been translated into concrete indicators of competency achievement (GPA) at the beginning of teaching materials, so that learning objectives can be evaluated for achievement.

The verbs used in the formulation of operational indicators, clear, and measurable, are stated to be 100% very good. This shows that the GPA has been described in the teaching materials, which are operational verbs and are easy to measure.

The presentation of teaching materials fulfills a systematic, coherent organization, and has a good sequence, stated that 25% is very good, 50% is good, and 25% is quite good. The reviewer's input should be more varied in the practice and added with image visualization to make the material more interesting.

The exercises related to writing paragraphs based on the idiomatic Qur'anic pattern that were developed are relevant to the objectives and teaching materials, stated as very good 75% and quite good 25%. The advice given should be that the exercises are made more varied and given examples first so that the exercises are easier to do

The clarity and straightforwardness of the teaching materials were stated to be very good 25%, good 50%, and quite good 25%. Input from reviewers, so that the direction of developing teaching materials is clear, it is highly recommended for researchers to determine the "Model" of developing teaching materials adopted. Idiomatic is material content written as teaching materials, but in its development the "Strategy" or "Model" teaching materials have not appeared. This strategy or model will determine the

performance of a teaching material. Improvements made by researchers are to create a development model based on higher-order thinking as exemplified in the paragraph writing development table above.

The ease of understanding aspect of the material developed is stated to be very good 25%, good 50%, and quite good 25%. Input from reviewers, so that the examples of exercises are varied. For this reason, the developer adds an aspect of practice by not only asking students to practice writing paragraphs, but also practicing determining the theme of writing, from the paragraphs that have been exemplified, or determining the theme of the paragraphs written by themselves.

Regarding the aspect of using illustrations and examples, it is stated that 25% is very good, 50% good, and 25% is quite good. Input from reviewers, to add pictures or illustrations to make teaching materials interesting. Therefore, the developer inserts a picture or illustration, in the material or exercise, according to the theme of the paragraph. Related to the closeness of illustrations to everyday life, the examples are stated to be very good 25%, good 50%, and quite good 25%., it is recommended that the illustrations be varied, with interesting coloring.

In terms of the practicality and applicability of the teaching materials, 75% are very good, and 25% good, it shows that the teaching materials and exercises developed are practical and ready to be applied to be used as teaching materials for paragraph writing courses. For the aspect of variation in teaching materials, it is stated that 25% is very good, 50% good, and 25% is quite good. Material variations and exercises were added by developers related to various examples of paragraph development, both natural and logical types of paragraph development. Some examples of paragraphs that must be revised are related to giving the theme of each paragraph, correcting sentence patterns and certain vocabulary, as shown in the following table. In addition, several things that have been requested to be added to the paragraph development aspect are the preparation of a hight of thinkings HOTS-based paragraph development model, so that the performance of the development model is more focused.

Learning Expert Validation Results

In addition to being tested on teaching material experts, this teaching material was also tested on Arabic learning experts, to determine the feasibility of the teaching materials developed. The expert test of teaching materials was carried out by an Arabic learning expert from UIN Maulana Malik Ibrahim, a lecturer in the Arabic language study program at the State University of Malang and a lecturer in the Arabic language study program at Universiti Putra Malaysia. In general, the results of the learning expert test stated that 78.30% said it was very good, and 21.70% said it was good, or reach a validity level of 89.16%. The purpose of the learning expert test is to provide an assessment of the quality of the teaching materials developed covering the following aspects.

The suitability of basic competencies with the characteristics of writing skills obtained a very good score of 100%. Likewise, related to the accuracy of the formulation of competency achievements with a description of student competencies in writing paragraphs based on idiomatic Qur'anic patterns and the suitability of learning objectives with basic competencies, and operational, clarity, and measurable verbs used in the formulation of learning objectives also obtained very good scores. 100%. Thus, regarding aspects of competence and the formulation of learning objectives, there is no need for revision.

The description of the practicality and applicability of the learning objectives of the teaching materials developed was very good at 75%, and good at 25%. To improve the quality of this aspect, more training aspects are added than the theoretical concept. As for the aspects of truth and variation of the idiomatic patterns presented, the score is very good 50%, and 50% good. It is recommended that more examples of the use of idioms in writing sentences that can be understood easily be given.

The accuracy of the theme in the example paragraph can develop the selected idiomatic Qur'anic pattern which is rated very good 75% and 25% in the good category, the thing that needs to be revised is the addition of an example of writing a paragraph containing an idiomatic Qur'anic pattern accompanied by an explanation.

The suitability of the paragraph examples developed with the correct paragraph concept was rated very good at 75% and 25% in the good category. What needs to be revised is the addition of examples of each paragraph based on the development model. The added model is paragraph development based on natural and logical development.

The accuracy of the content of the paragraph elements that are used as examples, and an explanation of the correct paragraph concept, as well as an explanation of the elements that must exist in the paragraph, obtained a very good score of 100%. Thus, related to these three aspects, there is no need for revision.

Regarding the exercises that were developed both in terms of the ability to measure all aspects of the learning objectives, conformity with the characteristics of students' thinking, the availability of exercises to encourage students to be skilled in writing the correct paragraphs, and the suitability of the exercises with the requested idiom pattern, obtained a very good score of 50% and good 50%. The suggestions given should be preceded by some examples of the use of idioms, according to the type of paragraph developed.

Student Validation Results

In general, the validation results from students as product users stated that the paragraph writing skills teaching materials developed were very good by 17.14%, good at
60.48%, quite good by 20.17%, and less by 0.27%, or reach a validity level of 74.59%.

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Meanwhile, students who answered less stated that they did not understand the material being developed, therefore it was necessary to translate and provide easier examples of paragraphs, considering that the pattern of Qur'anic idioms was new to them.

From the aspect of teaching materials they state that teaching materials can increase student involvement actively in learning in class, in this case the results obtained are very good at 12.9%, good 67.7%, quite good 19.4%, and not good 0 %. Student activity is the main thing that must be considered in the learning process, through active involvement the learning objectives can be achieved perfectly, and the classroom atmosphere becomes lively.

Regarding the description of the use of teaching materials for the implementation of group and independent learning processes, the results were very good 22.6%, good 67.7%, and quite good 9.7%, and not good, 0%. The importance of group learning in the learning process is vital, considering that the peer learning process is an interesting learning method, which can increase learning motivation.

The developed teaching materials also present a gradual learning process, both for group and individual study. This is in accordance with the principle of presenting teaching materials gradually starting from easy material to more difficult material. In this case the results obtained are very good 22.6%, good 67.7%, and quite good 9.7%. This teaching material is also considered applicable and practical to practice writing paragraphs with very good results 16.1%, good 67.7%, and 16.1%. Teaching materials can be objects or people that can be used to facilitate the learning process.

The suitability of the basic competencies developed with the topic / subject matter, namely writing idiomatic Qur'ani-based paragraphs obtained very good results 19.4%, good 61.3%, and quite good 19.4%. What needs to be added is the variety of examples and the use of interesting media to explain the meaning of paragraphs and idioms used. In this case the developer adds material with illustrations and pictures as well as explanatory videos in the form of ppt and video recordings.

Assessment of the suitability of the paragraph with the objectives and teaching materials stated that it was very good as much as 22.6%, good 58.1%, and quite good 19.4%. Paragraph development is structured to measure learning outcomes, it also plays a role for developers of teaching materials to find out the contribution of the use of teaching materials in facilitating students to achieve competencies or learning goals (Personal, undated). The thing that needs to be improved is the variety of paragraphs starting from writing sentences in which there is a Qur'anic idiom pattern, filling in empty words and sentences, determining the theme to writing free paragraphs. Overall, the results of expert tests and field tests can be seen in table 3 below.

Table 3. The results of expert tests and field tests can be seen in the following table

Number	Test Type	Validity level	Very good	Good	Fairly	Poor
1	Expert Material	90,76	66,15	32,30	1,53	0
2	Expert Learning	89,16	78,30	21,70	0	0
3	Field/ Student	79,59	17,14	60,48	20,17	0,27
Average		86,50	53,86	53,86	10,85	0,27

Based on the expert test and field test in table 3, it was found that the teaching materials were valid to be used as teaching materials for paragraph writing courses with a very good and good validity level of 92.02%.

DISCUSSION

The product developed in this research is teaching material to practice paragraph writing skills, which is devoted to the use of idioms in the Qur'an. The Qur'anic idioms used are idioms classified based on the research results of Rohman (2019) entitled "Idiomatology of the Qur'an", there are various kinds of idiom patterns in the Qur'an, namely 23 forms of declarative sentence, 1 form of conditional clause, and 4 forms of Extra formula or *tarkib idhofi*. To complement the teaching materials for writing skills, the wealth of idiomatic patterns in the holy book of the Qur'an should be used as a source of literacy that must be correct with beautiful and varied stylistics.

Not all of the various idiom patterns can be used easily by students, therefore it is necessary to develop these teaching materials, in order to gain an understanding related to this Qur'anic idiom, through understanding the classification of idioms, their original meanings, and their figurative meanings, as well as the classification of meaning according to Leech (1974). Leech's classification that is appropriate for the meaning of Qur'anic idioms in this study is the classification of connotative, stylistic, affective, reflective, collocative, and thematic meanings. For example, the meaning of qurrotu a'yun, is not interpreted conceptually, but is interpreted according to the sentence reference, namely baby.

Therefore, in the writing process, the right strategy is needed to produce correct and good writing. As stated by Congjun Mu (in Mahbubah, et al, 2021) classifies writing strategies into five main strategies including Meta-cognitive strategies, rhetorical

strategies, cognitive strategies, communicative strategies, and affective strategies. Meta-cognitive strategy consists of sub-strategy planning, monitoring and evaluation. Second, the rhetorical strategy consists of organizational sub-strategies, first language use, formatting/modeling and comparison. Third, the Cognitive strategy consists of sub-strategies generating ideas, revising, elaborating, clarifying, retrieving, practicing and summarizing. Fourth, the Communicative strategy consists of avoidance, reduction and readership sub-strategies. Fifth, the social/affective strategy consists of sub-strategy of resources, getting feedback, setting goals and rest/suspension.

The strategy as mentioned can be used by the author, as needed. Likewise, in terms of writing paragraphs based on the idiomatic Qur'anic pattern, students can use cognitive strategies, for example in generating ideas, students can use pictures or illustrations in the teaching materials to generate the main idea of the paragraph, in addition to encouraging sentences in the material. Teaching can also motivate students to express creative writing ideas.

The connotative, stylistic, affective, reflective, collocative, and thematic meanings used are the communicative meanings of a referenced meaning, which is influenced by the social environment when the Qur'an was revealed, and the meaning obtained when the word is associated with the context and context of idiomatic patterns.

In addition, this teaching material was developed based on the theory of paragraph writing, which includes paragraph elements, types of paragraph development, and the function of using idioms. In general, paragraph elements consist of opening sentences, explanatory sentences, and closing sentences (Saryono and Soedjito, 2021). However, not all types of paragraphs have opening sentences that contain the main idea of the paragraph, for example in narrative, descriptive, inductive, and mixed paragraphs.

Regarding the characteristics of the paragraphs developed in this teaching material, it refers to the opinion of Al Khoni (2017) which states that a paragraph should be limited and interrelated and have interrelated development techniques. A paragraph has one idea that is connected to the meaning of the word, and the sentence, with the theme of the paragraph, is chained. Sometimes a paragraph is developed with techniques from general to specific or from specific to general, with interesting words and sentences. This is also in line with the opinion of Siddiq (2005) which states that a paragraph is a collection of sentences whose meanings and pronunciations are intertwined and function to develop an idea. A paragraph is sometimes a free text with a free theme, unrelated to other paragraphs, and is a thought in the form of an idea, or is part of an article, or book, or research result.

Besides being developed with reference to the theory of paragraph preparation and the concept of idioms, the teaching materials in this study were also developed and revised based on the validation results of material experts and Arabic learning experts and were also tested in writing classes in the second semester, namely the Kitabah Tsanawiyah or Second Writing course.

The test results related to the description of the use of teaching materials for the implementation of group and independent learning processes obtained very good results. and Rusmawati (2017) who stated that there was a significant positive relationship between peer support and learning motivation. In addition, this teaching material also supports independent learning that is balanced with group study with peers.

The developed teaching materials also present a gradual learning process, both for group and individual study. This is in accordance with the principle of presenting teaching materials gradually starting from easy material to more difficult material. These teaching materials are also considered applicable and practical to practice writing paragraphs. Teaching materials can be objects or people that can be used to facilitate the learning process. This is in line with Personal statement (without year) that the use of teaching materials, such as textbooks, study assignments, and other supporting materials will be able to facilitate, motivate, improve, and enhance learning and learning activities.

The suitability of the basic competencies developed with the topic / subject matter, namely writing idiomatic Qur'ani-based paragraphs obtained very good results 19.4%, good 61.3%, and quite good 19.4%. What needs to be added is the variety of examples and the use of interesting media to explain the meaning of paragraphs and idioms used. In this case the developer adds material with illustrations and pictures as well as explanatory videos in the form of ppt and video recordings.

The effectiveness of visualization of teaching materials was also stated by Kalua and Rukmini (2016) who stated that based on the results of the study, audio-visuals had an impact of 20% on improving understanding, 50% group discussion, 75% direct experience, 90% sharing knowledge with others, while the lecture material only has an impact of 5%. Personal (2021) also states that visual elements in teaching materials are able to replace the role of words in describing a concept or knowledge. The use of image elements in teaching materials in this case will be able to help clarify the concepts and knowledge communicated and extend the memory or retention of students or audiences to the content or subject matter that has been studied.

Regarding the suitability of developing paragraph writing exercises with the objectives and teaching materials, it is stated that it is very good as much as 22.6%, good 58.1%, and quite good 19.4%. The development of paragraph writing exercises is structured to measure learning outcomes, this also plays a role for developers of teaching materials to find out the contribution of the use of teaching materials in facilitating students to achieve competencies or learning goals (Personal, no year). The thing that needs to be improved is the variation of paragraphs starting from writing sentences in which there is a pattern of Qur'anic idioms, filling in empty words and sentences, determining themes to writing free paragraphs.

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

The first suggestion for users of these teaching materials, especially lecturers or lecturers, should be to use this textbook according to the students' initial abilities. If students' initial abilities are still minimal, a more detailed explanation is needed regarding the use of these teaching materials before students are asked to use these teaching materials independently.

This teaching material specifically aims to train students to write paragraphs based on idiomatic Qur'anic patterns, but this book can also be used to train students' ability to write paragraphs in general. Lecturers can create existing exercises with other exercises that are more varied, and use other idiom patterns. Idiom patterns that have not been trained in this book can be tested with independent or structured exercises.

CONCLUTION

The product developed in this research is teaching material to practice paragraph writing skills, which is devoted to the use of idioms in the Qur'an. The Qur'anic idioms used are classified based on the results of Rohman's (2019) research entitled "Idiomatology of the Qur'an." there are various kinds of idiom patterns in the Qur'an, namely 23 forms of declarative sentence, 1 form of conditional clause, and 4 forms of Extra formula or *tarkib idhofi*. To complement the teaching materials for writing skills, the wealth of idiomatic patterns in the holy book of the Qur'an should be used as a source of literacy that must be correct with beautiful and varied stylistics.

Not all of these various idiom patterns can be used easily by students, therefore it is necessary to develop these teaching materials, in order to gain an understanding related to this Qur'anic idiom, through understanding the classification of idioms, their original meanings, and their figurative meanings, as well as the classification of meaning according to Leech (1974). Leech's classification that is suitable for the meaning of Qur'anic idioms in this study is the classification of connotative, stylistic, affective, reflective, collocative, and thematic meanings. For example, the meaning of qurrotu a'yun, is not interpreted conceptually, but is interpreted according to the sentence reference, namely baby.

Therefore, in the writing process, the right strategy is needed to produce correct and good writing. As stated by Congjun Mu (in Mahbubah, et al, 2021) classifies writing strategies into five main strategies including meta-cognitive strategies, rhetorical strategies, cognitive strategies, communicative strategies, and affective strategies. Meta-cognitive strategy consists of planning, monitoring and evaluation sub-strategies. Second, the rhetorical strategy consists of organizational sub-strategies, first language use, formatting/modeling and comparison. Third, the Cognitive strategy consists of sub-strategies generating ideas, revising, elaborating, clarifying, retrieving, practicing and summarizing. Fourth, the communicative strategy consists of avoidance, reduction and readership sub-strategies. Fifth, the social/affective strategy consists of sub-strategy of resources, getting feedback, setting goals and rest/suspension.

The strategies as mentioned can be used by the authors, according to their needs. Likewise, in terms of writing paragraphs based on idiomatic Qur'anic patterns, students can take advantage of cognitive strategies, for example in generating ideas, students can use pictures or illustrations in the teaching materials to generate the main idea of the paragraph, in addition to encouraging sentences in the material. Teaching can also motivate students to express creative writing ideas.

The connotative, stylistic, affective, reflective, collocative, and thematic meanings used are the communicative meanings of a referenced meaning, which is influenced by the social environment when the Qur'an was revealed, and the meaning obtained when the word is associated with the context and context of idiomatic patterns. the.

In addition, this teaching material was developed based on the theory of paragraph writing, which includes paragraph elements, types of paragraph development, and the function of using idioms. In general, paragraph elements consist of opening sentences, explanatory sentences, and closing sentences (Saryono and Soedjito, 2021). However, not all types of paragraphs have opening sentences that contain the main idea of the paragraph, for example in narrative, descriptive, inductive, and mixed paragraphs.

In addition to being developed with reference to the theory of paragraph preparation and the concept of idioms, the teaching materials in this study were also developed and revised based on the validation results of material experts and Arabic learning experts and were also tested in writing classes in the second semester, namely the Kitabah Tsanawiyah course. This teaching material obtained an average value of very good validity, namely 86.59 or very feasible. Thus, this teaching material is very feasible to be used as a complementary learning resource for writing courses.

Abbreviations

1. FS: Fakultas Sastra (Faculty of Letter)
2. UM : Universitas Negeri Malang (State Malang University)
3. UPM : Universiti Putra Malaysia
4. RPS: Rencana Perkuliahan Semester (Semester lesson plans)
5. R2D2 (Reflective, Recursive Design and Development) or development model
6. EFL : English for Foreign Language
7. PNBP: Penerimaan Negara Bukan Pajak (non-tax revenue)

Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns

Authors' contributions

Both authors read and approved the final manuscript.

Authors' information

has got both his Ph.D. in Arabic language Teaching from State Malang University, Indonesia, Malang State Islamic University Maulana Malik Ibrahim Malang Indonesia, and

Universiti Putra Malaysia. He has taught English for 8 years at diferent schools and University for the last 16 years. Besides, he has been supervising Ph.D. students in Arabic language Teaching . Besides, he has been conducting studies on various topics in Arabic language Teaching.. Nurhidayati, Mohammad Ahsanuddin, Muhammad Alfan, Pabiyah Hajimaming, and Umi Machmudah has been an Assoc Professor and lecturer at various institutions in Indonesia. and levels for more than 10, and 30 years. He has also been supervising M.A and Ph.D. students in TEFL. As well, he has been conducting studies and project works on diverse topics in Arabic and Language Teaching in education.

The Research and Publication Ethics Statement

The Ethics Committee/Board approval for this study was obtained from Universitas Negeri Malang Indonesia in 5/03/2021 by No 5.3.724/UN32.14.1/LT/2021 ethical considerations were violated in this study.

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), we hereby declare that I/we had no conflicting interests regarding any parties of this study.

Availability of data and materials.

The data used in this work is available for reviewers on request at any time.
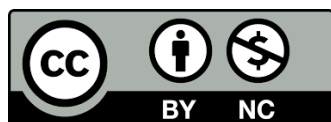
Declaration Competing interests

We declare that there are no competing interests.

REFERENCES

1) Al Khoni, Ahmad (2017) *Kitabatul Faqrah wa anashiruha.* https://www.alukah.net
2) Alwi, H., Dardjowijoyo, S., Lapoliwa, H., Moeliono, A. M.. (1998) *Tata Bahasa Baku Bahasa Indonesia.* Edisi Ketiga. Jakarta: Balai Pustaka.
3) Asrori, I. (2004) *Sintaksis Bahasa Arab: Frasa- Klausa-Kalimat*. Malang: Misykat.
4) Bahraini (2017). Efektivitas Pengembangan Bahan Ajar Ilmu Pendidikan Islam Berbasis Model Pembelajaran Kooperatif Tipe Jigsaw Melalui Kegiatan Desiminasi pada STAIS DDI Maros. *Jurnal.uin- alauddin* . artikel: Vol 6 No1 Januari-Juni 2017
5) Bunting, John D. (2018) Second Language Writing Material Development. *The TESOL Encyclopedia of English Language Teaching*. 18 Januari 2018
6) Choer, Abdul. (2009) Pengantar Semantik Bahasa Indonesia. Jakarta: Rineka Cipta.
7) Hobri. (2009) *Metodologi Penelitian dan Pengembangan (Development and Reseacrh) (Aplikasi Pada Penelitian Pendidikan Matematika).* Jember : FKIP Universitas Jember
8) Howell, DH. & Gulland, D. (1986) *Dictionary of Engglish Idioms.* England: Penguin Book Ltd.
9) Imamuddin B. & Nashirah I. (2003) *Kamus Idiom Arab – Indonesia Pola Aktif*. Depok: Ulinuha Press.
10) Kalua, Kesih dan Rukmini, Elisabeth . (2016) Bahan Ajar Audio Visual sebagai Bahan Visualisasi untuk Pendidikan Ilmu Biomedik Dasar Histologi: Resensi Bahan Ajar Medical Education Unit (MEU) Fakultas Kedokteran Universitas Katolik Indonesia Atma Jaya. Vol. 5 | No. 2 | Juli 2016 | *Jurnal Pendidikan Kedokteran Indonesia*. https://jurnal.ugm.ac.id/jpki/article/download/25323/16225.
11) Kridalaksana, H. (1993) *Kamus Linguistik*. Edisi Kedua. Jakarta: PT Gramedia.
12) Leech, Geoffrey. (1974) *Semantics.* Suffolk: Richard Clay (The Chaucer Press) Ltd.
13) Mahbubah, L. Sutaman , S. Syuhadak, S (2021) Strategy for Writing Scientific Research among Students in Department of Arabic. *Izdihar:Journal of Arabic Language Teaching, Linguistics, and Literature* 4 (1) 71-84. DOI: https://doi.org/10.22219/jiz.v4i1.1584071

14) Mark, Feng Teng. (2020) Effects of Cooperative- Metacognitive Instruction of ELF Learners' Writing and Metacognitive Awareness. *Asia Pasivic Journal of Education*. DOI: 10.1080/02188791.2020.1835606. Routlage Taylor and Francis Group. https://doi.org// 10.1080/02188791.2020.1835606

15) Merriam-Webster.com Dictionary, Merriem-Webster, **Error! Hyperlink reference not valid.**. Accessed 8 January 2021.

16) Nurhidayati (2003) Jenis dan Konstruksi Idiom dalam Bahasa Arab. Dalam: *Al –Arabi: Jurnal Bahasa Arab dan Pengajarannya.* Malang: Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang.

17) Nurhidayati (2010) Analisis Semantik Idiom yang Mengandung Unsur Preposisi dalam Bahasa Arab. *Jurnal Al Arabi*: *Jurnal Bahasa Arab dan Pengajarannya* Malang: Jurusan Sastra Arab, Fakultas Sastra, Universitas Negeri Malang.

18) Nurhidayati (2017) *Pengembangan Bahan Ajar Menulis Berpola Tarkib Idhofi Dan Na'ty dengan Pendekatan Pembelajaran Berbasis Masalah*. Penelitian tidak dipublikasikan. Malang: LP2M Universitas negeri Malang.

19) Pratama, Dio wira; dan Rusmawati, Diana. (2017) Hubungan Dukungan Sosial Teman Sebaya Dengan Motivasi Belajar Dalam Program Sekolah Lima Hari Di Sman 5 Semarang. *Jurnal Empati*, Oktober 2017 Volume 6 (Nomor 4), halaman 231-235 231 garuda.ristekdikti.go.id/article.php.

20) Pribadi, R.Benny A. Tanpa Tahun. Pengertian dan Prinsip-prinsip Pengembangan Bahan Ajar https://www.pustaka.ut.ac.id/lib/wp-content/...

21) Ramlan, M. (1986). *Sintaksis*. Yogjakarta:C.V. Karyono. Resmini, Novi. *Pengembangan Paragraf*. file.upi.edu/Direktori/Fpbs/Jur._Pend._Bhs._Dan_Sastra_Indonesia/196711031993032Novi_Resmini/Pengembangan_Paragraf.Pdf

22) Rohman, Abdur. (2019) . *Idiomatologi Al Qur'an*. Desertasi Pasca Sarjana . Surabaya :Universitas Islam Negeri Sunan Ampel

23) Saryono, Djoko dan Soedjito (2021)Seri Terampil Menulis Paragraf . Penerbit: Bumi Aksara Jakarta Timur.

24) Silaban, Immanuel dan Mulyadi (2020) Bentuk, Makna, dan Fungsi Idiom dalam Bahasa Batak Toba. *Jurnal Education and Development*: Vol. 8 No 1 Edisi Februari 2020. Tapanuli Selatan: Institut Pendidikan Tapanuli Selatan.

25) Shidiq, Muhammad Syamsul Haq. (2005) *Kaifa Naktubu Faqrah Jayyidah.* https://www.madarisweb.com/ar/articles/2941

26) Sungkono (2009) *Pengembangan Dan Pemanfaatan Bahan Ajar Modul Dalam Proses Pembelajaran* . https://journal.uny.ac.id/index.php/mip/article/viewFile/6154/5341. Acces 10 Januari 2021

27) Suparno, Haryadi, dan Suhardi (2001) *Bahasa Indonesia untuk Ekonomi*.Yogjakarta: Ekonesia

28) Suryati, Maria Meltiana (2017) Unsur Paragraf, Jenis Paragraf, dan Pola Pengembangan Paragraf pada Tajuk Rencana Surat Kabar Kompas:Edisi 1-15 Desember 2016.

29) Skripsi pada Prodi Pendidikan Bahasa Sastra Indonesia. Yogjakarta: Universitas Sanata Darma. https://repository.usd.ac.id/11935/2/131224022_full.pdf

30) Willis, J. (1995) A. Recursive, Reflective Instructional Design Model Based on Constructivisit Interpretivist Theory. *Education Technology*. Vol.35 (6) pp.5-23.