School Policy and Teacher Competency to Prepare Literacy Teaching Materials for Early Children Based on Local Stories

Wilda Fitria Yakin*[1], Maskud[2], Faisol Nasar bin Madi[3]

[123] Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
e-mail:wildafitriayakin0227@gmail.com,maskuduinjbr@gmail.com, lbinmadi007@gmail.com

ABSTRACT. This article describes school policies and teacher competencies for preparing literacy teaching materials for early childhood based on local stories at Madrasah Ibtidaiah Negeri 02 Situbondo, East Java. The research method used is a qualitative approach with a case study approach. Data was collected through unstructured interviews, observation, and documentation of relevant archives. The subjects of this research were students, facilitators, and heads of Madrasah Ibtidaiah Negeri 02 Situbondo. The data analysis technique used in this research is the Miles and Huberman data analysis model: data condensation, data display, and conclusion drawing/verification. The research results show that the policy of integrating religious literacy and Arabic literacy in MIN 02 is based on Minister of Education and Culture Regulation No. 23 of 2015 concerning growing interest in reading, outlined in the school's vision, mission, and literacy guidebook. Each class creates an assessment book the teacher uses to assess students' religious literacy and Arabic language skills. They were handed over to parents at the end of each semester. The role of teacher competence in developing Arabic language teaching materials used by Madrasah Ibtidaiah Negeri 02 Sitobondo teachers includes needs analysis through field studies and literature studies regarding regional song sagas about Situbondo. Meanwhile, the design of teaching materials uses the Canva application. They were followed by the testing phase of teaching materials and revision of teaching materials.

Keywords: *School Policies, Teacher Competency, Literacy Teaching Materials, Local Stories.*

INTRODUCTION

Early childhood language skills can be developed and acquired at home and in their social environment. Successful development of early childhood language skills requires family support and involvement in school activities (Abu-Irmies, 2022; Mahfud et al., 2021; Ruhendi & Kosim, 2022). The role of schools is to create language literacy policies and increase teacher competence in preparing integrated material content with the aim of character development based on local cultural values (Zurqoni & Retnawati, 2020). Literacy-based education management needs to be supported by appropriate policies and decision-making. In developing education policy, what must be considered is policy information, methods of obtaining information, policy arguments, and forms of policy analysis (Ghirxi & Borg, 2019). For the policy to be implemented well, implementation stages are needed, including the socialization, piloting, and dissemination stages (Allen, Reupert, & Oades, 2021).

Thus, early childhood language abilities are determined by school policy support and teacher competence in developing fine motor skills through drawing, writing, and storytelling activities (Malkawi & Krishan, 2023). Meanwhile, the teacher's skills in compiling teaching materials significantly contribute to the effectiveness of teacher learning in the classroom. Teachers must also understand that each child has a different learning style and is influenced by their social environment (Zafitri, 2021). The teacher's ability to compile teaching materials determines the success of developing language skills in early childhood classes (M. A. S. Khasawneh, 2022).

Teaching materials prepared to support the learning process can be constructed to provide activity guides that stimulate children's language interactions, increase vocabulary, encourage conversation about books, practice word pronunciation, and develop knowledge about local stories that attract children's interest to participate in the learning process actively language class (Berlin, 2022). Developing teaching materials starts from determining; competency standards, basic competencies, indicators, learning materials, learning activities, and teaching materials (Astuti, 2021).

Several studies regarding the development of Arabic reading materials have shown by Lavrenteva Jannah that teaching materials in English based on local culture can increase students' motivation in learning (Lavrenteva & Orland-Barak, 2023) and these teaching materials are also effective in increasing students' learning motivation (Oktarina, Inderawati, & Petrus, 2022). Borjan Grozdanoski's research also states that preparing foreign language teaching materials with cultural insertion in the school environment can improve students' reading skills (Grozdanoski, 2019). This is strengthened by Al-Busaidi's research, which concluded that preparing foreign language teaching materials containing local culture helps students understand all the ideas and subjects to apply their knowledge in reality (Al-Busaidi, 2019).

Machdalena's research also conducted trials on students who could not read Arabic texts for the 2021 academic year in sixth-grade elementary school subjects by adapting science teaching materials to local culture and succeeded in increasing student learning achievement (Machdalena & Wulandari, 2021). Therefore, developing teaching materials based on local stories is very important because local culture makes it easier for students to understand the vocabulary in the surrounding environment. After all, understanding the vocabulary in their environment helps students understand the text. The research gap and novelty of this research is to develop and continue previous research on developing teaching materials with local story content by adding a research sub-focus, namely school policy in mastering Arabic reading skills among Madrasah Ibtidaiah (elementary school) students.

The model of developing English language teaching materials based on local stories requires students to be more independent and active (Arias Rodríguez, 2017) Integration of local culture in teaching materials will help students to stimulate themselves to find out how they learn and control their learning procedures well (N. Khasawneh, 2022). Good self-regulation helps students set goals for the learning outcomes they want to achieve, whereas students with poor self-regulation will have difficulty setting them (Rizky Anisa & Ipungkarti, 2021).

The research locus was chosen at Madrasah Ibtidaiah Negeri II, Situbondo Regency because it was based on the uniqueness of the results of preliminary observations, which showed that there were student achievements at the provincial and national levels in the Arabic essay writing competition. However, there were still students' reading abilities at low levels; Another reason is that students' input comes from public schools and requires intensive assistance by Arabic language teachers in adapting and developing the ability to read Arabic texts fluently. Based on the uniqueness and efforts of these problems, researchers consider it necessary to reveal the role of teachers in developing Arabic language teaching materials based on local culture in improving reading skills and the implications for the self-regulated abilities of class II students at Madrasah Ibtidaiah Negeri II, Situbondo Regency, East Java.

METHOD

This research was carried out at Madrasah Ibtidaiah Negeri 02 Situbondo in August-September 2023. The research method used is a qualitative approach with natural setting as a direct data source. It is descriptive in written or spoken words from people and observable behavior (John W. Creswell, 2017). The researcher plunged directly into the environment of the research subject in order to obtain the necessary data related to school policies and the role of teacher competence in preparing teaching materials containing local stories aimed at developing Arabic literacy in early childhood.

Data was collected through unstructured interviews, observation, and documentation of relevant archives (Hamilton & Finley, 2020). The subjects of this research were students, facilitators, and heads of Madrasah Ibtidaiah Negeri 02 Situbondo. Sources of information were obtained from several informants who were attached to the research location, as detailed by the informants in the following table;

Table 1. Informant Codes for Madrasah Ibtidaiah Negeri 02 Situbondo

No	Name of Informan	Number	Code
1	Principal	1	KS-1
2	Teachers	2	TC-1, TC-2
3	Students	2	WN-10, RD-11,
4	Parents of students	2	PS-1, DE-2

(Data source; documentation. 2023)

The data analysis technique used in this research is the Miles and Huberman data analysis model: data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 2014). Data condensation is carried out by selecting, simplifying, abstracting, and transforming data that approaches the entirety of written field notes, interview transcripts, documents, and other empirical materials. The stage in data display is in the form of data from interviews that have been restated so that the data can be easily understood and used as a basis for drawing conclusions (Calfee, 2019). Activities in qualitative data analysis are carried out interactively and continue continuously until completion so that the data is saturated.

To obtain the validity of the data in this research, persistent observation and triangulation techniques were used (Richard P. Bagozzi, 2017). The researcher carried out diligent observations through continuous observation of the research object to understand the symptoms more deeply regarding various activities that were taking place at the research location. Meanwhile, researchers carry out triangulation by checking the validity of the data by using something other than the data for comparison with the data (Richey & Klein, 2015).

RESULT AND DISCUSSION

Policy for Integration of Religious Literacy and Arabic Literacy Madrasah Ibtidaiah Negeri 02 Situbondo

The policy of integrating religious literacy and Arabic literacy is based on Minister of Education and Culture Regulation No. 23 of 2015 concerning growing interest in reading with 15-minute reading activities, which was then further developed by Madrasah Ibtidaiah Negeri 02 Situbondo under the school literacy movement guidebook and divided into several stages. As expressed by a class II teacher who has taught at Madrasah Ibtidaiah Negeri 02 Situbondo for 6 years, TC-1:

> "The policy of integrating religious literacy and Arabic language literacy in madrasas has been around for approximately 5 years. The implementation of the policy is also outlined in the school's mission, namely fostering students' religious attitudes through habituation activities, and planned and continuous self-development, which is indirectly in this activity. Students practice getting used to reading independently and according to the reading

materials provided by the school so that one of the school's missions can be achieved through the implementation of this program. "The school and especially the teachers also support the implementation of this program well by being given training in the preparation and research of compiling books or reading materials filled with stories or tales about the Sitobondo community." (Interview. KS-1, August 2023)

The statement that Madrasah Ibtidaiah Negeri 02 Situbondo has implemented this school literacy movement program since 2019 is supported by the statement of the madrasa head and class teacher, who stated.

"The activity of getting used to reading with Arabic meaning has been around since the school literacy movement program was initiated. "One of them is through reading corners or reading corners in classes at school through the assistance of each class teacher." (Interview. TC-1, August 2023)

The background to the policy of integrating religious literacy and Arabic literacy is that for the school itself, this is an effort made so that students can independently get used to seeking new knowledge that they like by reading because, in this way, students are also able to improve their academic achievement (Ghirxi & Borg, 2019). By getting used to reading, it is easier for students to understand reading material and, simultaneously learn to find knowledge that can be used both when learning in class and solving problems in everyday life.

The following is the statement by the Head of Madrasah Ibtidaiah Negeri 02 Situbondo, who supports the continuation of the school literacy movement program, KS-1:

"The background behind the policy itself is because schools, apart from implementing programs that the government has initiated, schools also want their students to have Arabic language skills and a good understanding of religion so that this can equip children to learn more easily both when guided by teachers and when studying independently. "The program implementation is carried out by getting students used to reading for a minimum of 15 minutes and is divided into 3 stages, namely the habituation, development, and learning stages." (Interview. KS-1, August 2023)

Madrasah Ibtidaiah Negeri 02 Situbondo, in preparing policies and programs for the school's literacy movement, has guidelines that refer to government regulations, especially in Minister of Education and Culture Regulation No. 23 of 2015 concerning growing interest in reading with 15-minute reading activities and the school's mission based on the results of observations, document studies and interviews with teachers and school principals.

Based on the statement from the interview results, the school's mission in number 4 reads "*fostering students' religious attitudes through planned and continuous habituation and self-development activities,*" so the school has made efforts to implement literacy activities by getting its students used to reading for 15 years. Minutes, and is divided into three stages, namely the habituation stage, development stage, and learning stage.

Apart from that, schools are also orderly in carrying out these literacy activities by arranging and directing students to read in the classroom corner or reading corner that has been provided and then also taking turns carrying out reading activities in the library at school if students do not follow what the teacher has directed (Hsiao, 2021). Class students will receive sanctions in the form of writing at least 2 books that are read to ensure that students can carry out these activities while also increasing students' level of understanding of understanding reading material. Each class at Madrasah Ibtidaiah Negeri 02 Situbondo also has an assessment book that students use to write conclusions or the results of students' understanding in carrying out reading activities. In this way, the teacher can also see developments in students' understanding of the reading material that the Arabic teacher has prepared (Berlin, 2022).

Every period during which the school literacy movement program is implemented or for one semester, the school conducts a program evaluation to determine the effectiveness of the

program implementation. As stated by the head of Madrasah Ibtidaiah Negeri 02 Situbondo, namely KS:

"Yes, of course, we carry out evaluations of programs that have been implemented to ensure that the school knows what the school's weaknesses are and which ones need to be improved; usually, the evaluation, both learning and other things, is carried out after one semester is over so that we can know what kind of policies which will be carried out in the next semester." (Interview. KS-1, August 2023)

During meetings between parents and the school, report distribution activities, or meetings with parents regularly, the school principal always conveys matters relating to reading habits in students' daily activities. As stated by the Student's Parent/Guardian, KS:

"When a meeting is held with parents at the beginning of each academic year, especially in class I, the school conveys the school's vision and mission, and then the school rules and regulations are also conveyed. "Then the school also explains the programs implemented in the learning process at school so that parents also know about students' activities at school in the hope that parents will also get their children used to reading at home." (Interview. PS-1, August 2023)

This opinion was also reinforced by a statement from a parent of a class 5 student at Madrasah Ibtidaiah Negeri 02 Situbondo. School literacy movement policies were developed during school break activities by asking students to bring reading materials they liked to exchange with their classmates. It ended with discussion activities each student delivered in front of the class. There is a poetry writing competition and reading poetry in the school field. The poems written by the students are posted on the school wall as a form of implementing the school literacy movement, and reading materials are regular non-lesson reading every Wednesday outside of class and then writing the conclusions in the books provided by the school. This is also reinforced by observations made due to several documentary photos when the teacher asked students to read habitual activities outside the classroom in groups or independently (Astuti, 2021).

Based on all of these descriptions, it can be concluded that the role of schools and teachers in establishing religious literacy and Arabic literacy policies is based on Minister of Education and Culture Regulation No. 23 of 2015 concerning the development of interest in reading is then outlined in the vision and mission of Madrasah Ibtidaiah Negeri 02 Situbondo, namely, developing students' morals through cultivating a religious literacy ecosystem which is realized in the preparation of reading materials containing regional songs, stories about Situbondo, the role of the people Sitobondo in Independence so that they become lifelong learners with good religious awareness in order to develop a culture of religious literacy and Arabic language literacy in schools (Ben-Sghaier, Bakari, & Neji, 2020).

School leaders and teachers have also become good motivators and role models for students in developing awareness of religious and Arabic language literacy. Under the role of educators, teachers are not only able to be educators but also role models for students (Malkawi & Krishan, 2023). The principal and class teachers guide students every time they carry out literacy assistance activities by directing students in turn to read and write the results of their understanding to measure changes in understanding obtained by students after the reading process is complete (Allen et al., 2021).

Madrasah Ibtidaiah Negeri 02 Situbondo makes the school a fun and child-friendly learning park so that school residents can manage knowledge and maintain the continuity of learning by presenting a variety of reading books and accommodating various reading strategies. This background is under the goals of the school literacy movement stated in the School Literacy Movement Guidebook (Abu-Irmies, 2022).

Based on the description of all research results and theoretical study discussions, the findings regarding the policy of integrating religious literacy and arabic literacy at Madrasah Ibtidaiah Negeri 02 Situbondo can be summarized in the following table:

Table 2. Policy for Integration of Religious Literacy and Arabic Literacy

No	Literacy Integration Policy	Activity Description
1	Preparation of the Literacy Vision and Mission	Students' religious attitudes through planned and continuous habituation and self-development activities, which indirectly in this activity, students practice getting used to reading independently and following the reading materials provided by the school
2	Formation of a Literacy team	The school forms a literacy organization team, which is then provided with preparation and research training in compiling books or reading materials filled with stories or tales about the Sitobondo community
3	Preparation of Literacy Programs	One of them is through reading corners or reading corners in classes in schools by assisting each class teacher in reading for 15 minutes and divided into three stages, namely the habituation stage, development stage, and learning stage
4	Evaluation and improvement of the Literacy Program	Every period of the implementation of the school literacy movement program or for one semester, the school always conducts a program evaluation to determine the effectiveness of the program implementation carried out by the school

Data source; Processed (2023)

The Role of Arabic Teacher Competence in Preparing Local Story-Based Teaching Materials at Madrasah Ibtidaiah Negeri 02 Situbondo

The role of a teacher in designing or compiling teaching materials determines the success of the teaching and learning process through teaching materials. Teaching materials must be designed and written using instructional principles because teachers will use them to help and support the learning process (N. Khasawneh, 2022). Learning materials or materials are the "content" of the curriculum, namely in the form of subjects or areas of study with topics/subtopics and details .

Based on the results of data collection in the field, researchers found several things related to the role of teacher competence in developing Arabic language teaching materials used by Madrasah Ibtidaiah Negeri 02 Sitobondo teachers through needs analysis through field studies and literature studies, teaching material design, development, and continued design, with the stages of testing teaching materials and revising teaching materials, as explained in detail below.

Needs analysis

This needs analysis consists of two activities: field studies and literature studies. Field studies are conducted through observation activities at the school where the textbook will be used, in this case, Madrasah Ibtidaiah. This observation was carried out to obtain information or data about regional songs, sagas about Situbondo, and the role of the Sitobondo people in Independence, which was the target of writing textbooks. This information will help teachers discover regional characteristics of students' language abilities, orientation in learning Arabic, tendencies, and difficulties they face in learning Arabic. This variety of information and data will help book authors produce textbooks relevant to students' circumstances. This data can be obtained from Arabic teachers and Arabic language class students through interviews. Apart from that, data can also be obtained through observations of teachers and students who are carrying out

learning in class. To obtain this data, research instruments were used as interview guides and observation guides containing various questions and notes related to the students' conditions (Aziz, Sebgag, Zuana, & Suryani, 2022; Fidayani & Ammar, 2023; Zafitri, 2021).

Needs analysis is also done using literature studies examining library materials or reference books related to writing textbooks, mainly regarding regional songs and sagas about Situbondo. The material studied is compared with the curriculum applicable to the educational unit for which the textbook is written, in this context, the 2013 curriculum for Madrasah Ibtidaiah for Arabic language subjects. Studying teaching materials with this curriculum aims to determine the objectives, materials, methods, evaluation, and other aspects of learning mandated by the curriculum. This is important because a good textbook must be able to translate the curriculum message honestly. It is also necessary to examine reference books, source books, and reference books about Arabic and its teaching, all of which are related to textbook material. This study of books about Arabic and its teaching aims to obtain learning material as mandated by the curriculum and allows it to be presented in textbooks.

Material design and product design

Activities in material design include selecting and sorting material, collecting material, classifying material, and arranging material. For example, choosing appropriate vocabulary, simple sentence structures, commonly used expressions, easy choices of texts, and other material obtained from literature studies and field studies. This activity was then followed by preparing a framework for presenting the material. The product design is the design of the textbook in terms of the shape and size of the book, type and quality of printing, type, and quality of paper, color, and so on, which are related to the physical shape of the book in general (Malkawi & Krishan, 2023).

Based on interviews with Arabic language teachers at Madrasah Ibtidaiah Negeri 02 Situbondo, TC-1 was stated.

> "The pattern of developing teaching materials that I often use usually depends on the type of material, but what I usually do is a psychological pattern starting from a general part to a more specific or in-depth part, but sometimes there are also clause patterns and other patterns depending on the type of material. This is done to make it easier for students to understand the lesson." (Interview, TC-1. September 2023)

However, this was also expressed by Mrs. TC-2.
> "I use a variety of teaching material development patterns, but we must be sensitive in choosing patterns that are appropriate to the type of material that will be taught to students to make it easier for students to understand the material that will be presented." (Interview, TC-2. September 2023)

Based on what has been conveyed by Arabic language teachers, it can be understood that Arabic language teachers generally feel sufficient in understanding the development patterns of teaching materials, namely based on their suitability to the type of material to be taught.

Development of teaching materials

Development activities are activities to implement and realize everything that has been designed and designed at the design stage. This stage includes arranging textbook material into units or study units, creating exercises, and compiling evaluation tools. Apart from that, it also regulates the physical appearance of the book, such as determining the color and quality of the cover paper, determining the position of the book title and author's name on the cover page, determining the pictures and illustrations on the cover, compiling the foreword and foreword, compiling the table of contents, and so on related to the physical appearance of the book, both inside and out, as designed and designed at the product design stage (Alabdulhadi, 2019; Al-Busaidi, 2019).

This stage produces an initial textbook product as a textbook draft. Based on the data collection results in the field, researchers found several things related to the steps for developing

Arabic language teaching materials at Madrasah Ibtidaiah Negeri 02 Situbondo. Based on interviews with TC-1 teachers, it was stated that:

> "I used three steps in developing the first teaching material: looking at and understanding the things contained in the KI-KD so that when choosing the material, it was appropriate to the learning domain. Second, analyze the type of material that will be taught in order to achieve the desired competency. "Third, determine the suitability of the material with KIKD so that you can adapt the material to the domain to be taught."

This explanation is in line with the statement of the Tc-2 class teacher as follows: "*The steps for developing the material that I use must first be to pay attention to the aspects contained in the KI-KD to make it easier to choose the material you want to teach, then choose material under the KI-KD.*"

The results of interviews with Arabic language teachers regarding the steps for developing teaching materials show that the teachers of Madrasah Ibtidaiah Negeri 02 Situbondo have used various steps in developing teaching materials. However, based on what the Arabic language teachers said, only one teacher has come close to understanding the steps. -The remaining steps for developing teaching materials still need to be more appropriate in using these steps for developing teaching materials due to the teacher's lack of understanding of the procedures for developing teaching materials.

The teaching materials developed by teachers at Madrasah Ibtidaiah Negeri 02 Situbondo include developing regional song culture and pictures of the surrounding environment that attract students' interest. This regional song can help students remember the vocabulary given by the teacher. Apart from the songs and pictures used as media, practice questions in teaching materials are also part of developing teaching materials that make it easier for students to memorize Arabic vocabulary (Grozdanoski, 2019). Integrating local cultural elements in the learning process will make it easier for students to understand learning material with concrete examples appropriate to the culture of the area where they live.

The Arabic vocabulary teaching materials developed by researchers are language skills, namely listening and reading. In the listening section, several pictures represent the vocabulary that will be taught without giving meaning to the vocabulary to introduce the use of local culture in students' mastery of Arabic. Students are then directed to remember the pictures and the vocabulary beneath them after students observe and draw their conclusions regarding the meaning of the vocabulary presented.

The procedure used is to associate Arabic vocabulary with its translation. This is done by involving the Arabic vocabulary in Javanese, which sounds more or less the same as part of the foreign word; after being associated with a local language with similar sounds, a mental picture forms the interaction between the keywords and the translation of the vocabulary being studied. Students can use extensive references to search for Arabic vocabulary adapted to the song "Situbondo Phandalungan" lyrics. This helps develop creativity and express ideas in song lyrics to create an Arabic vocabulary structure by singing in groups.

Try out teaching materials

Before the textbook is printed, a trial is carried out first. This trial consists of expert tests and field trials. These two testing forms aim to determine textbooks' suitability and readability. Field trials were carried out by applying the textbook in lessons by Arabic teachers, involving small groups of students who would later use the book. Expert testing is carried out by submitting a textbook draft to an Arabic language learning expert to be tested and assessed in terms of scientificity, readability, and appropriateness and to see whether the requirements for a good textbook are met. From the field test, the level of difficulty and ease of the textbook can be determined, as well as its strengths and weaknesses.

Meanwhile, from expert tests it can be seen the level of readability and scientificity, and the level of fulfillment of the characteristics of a good textbook. The authors receive input, suggestions, and constructive criticism from these three parties - teachers, students, and experts - to improve

and perfect the textbook in various aspects. A questionnaire and interview guide were used to obtain data from this trial, which contained various questions related to the criteria for readability, appropriateness, and the characteristics of a good textbook (Machdalena & Wulandari, 2021).

Revision of teaching materials

Revision or improvement of textbooks is carried out based on the results of field tests and expert tests. These two tests found positive and negative aspects of the textbook draft, in addition to producing suggestions, input, and criticism from teachers and experts, even from students. Based on this, the book authors made revisions and improvements by correcting errors, adding essential things that must be there, and eliminating things that needed to be under the requirements and characteristics of a good textbook. In this way, textbooks meet the expectations of teachersand experts and fulfill students' desires in terms of the quality of the material, presentation, and appearance of the textbook.

Based on this description, the researcher concluded several strands related to the role of teacher competence in developing Arabic language teaching materials used by Madrasah Ibtidaiah Negeri 02 Sitobondo teachers through the following picture:
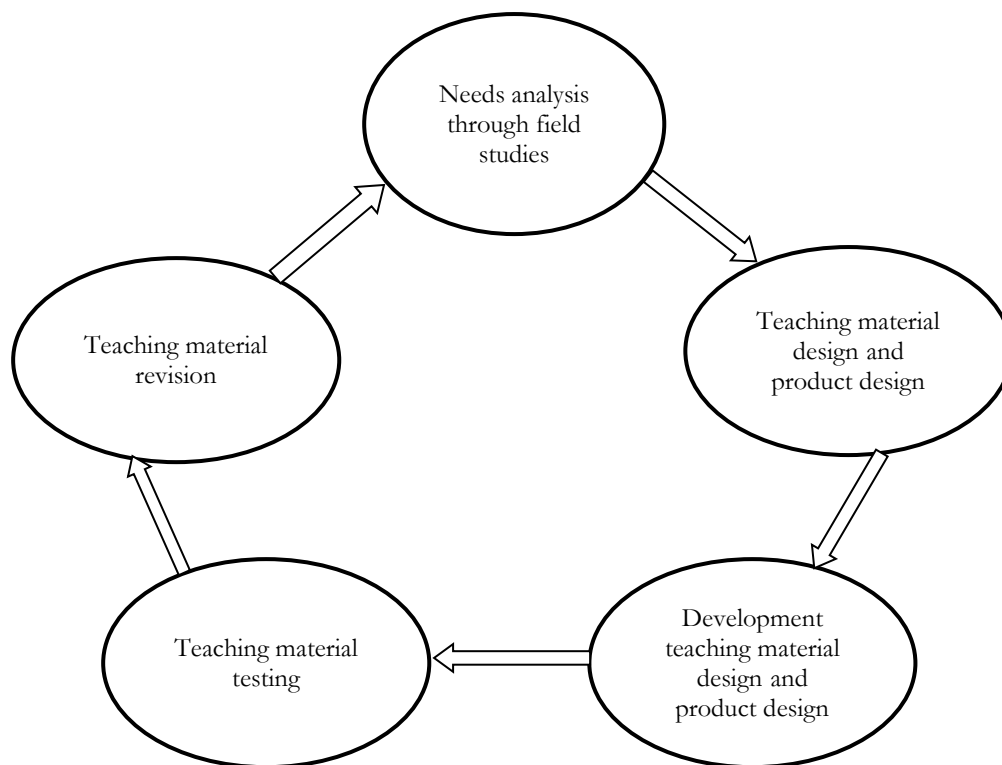
Figure 1. The Role of Teacher Competence in Preparing Teaching Materials

Needs analysis through field studies and literature studies, teaching material design, development, and planning followed by the teaching material testing and teaching material revision stages.

CONCLUSION

Based on the description of the research results, it can be concluded that the policy of integrating religious literacy and Arabic literacy at Madrasah Ibtidaiah Negeri 02 is based on Minister of Education and Culture Regulation No. 23 of 2015 concerning growing interest in reading with 15-minute reading activities, which was then further developed by Madrasah Ibtidaiah Negeri 02 Situbondo under the school literacy movement guidebook. The background to the policy of integrating religious literacy and Arabic language literacy is an effort made by schools to develop

a good understanding of implementing the commands and prohibitions recommended by the Islamic religion through the habit of reading, which can be applied in their daily lives.

Each class also has an assessment book that students use to write conclusions or results of students' understanding in carrying out reading activities. In this way, teachers can also see developments in students' understanding of reading material. At the end of each semester, there is a meeting between parents and the school to distribute report cards and meetings with parents, and the principal always conveys matters related to the development of students' levels of religious literacy and language literacy.

The role of teacher competence in developing Arabic language teaching materials used by Madrasah Ibtidaiah Negeri 02 Sitobondo teachers through needs analysis through field studies and literature studies to obtain information or data about regional songs, stories about Situbondo, the role of the Sitobondo people in Independence which is a source in writing teaching materials refers to Core Competencies and Basic Competencies so that when choosing material according to the Arabic language learning domain, it is followed by analyzing the type of material that will be taught in order to achieve the desired competencies. Studying teaching materials with this curriculum aims to determine the objectives, materials, methods, evaluation, and other aspects of learning mandated by the curriculum. Meanwhile, the design of teaching materials uses the Canva application.

The Canva application designs the foreword, table of contents, and layout of material paragraphs. Development continues with the testing phase of teaching materials and revision of teaching materials. Before the textbook is printed, a trial is carried out first. This trial consists of expert tests and field trials. These two testing forms aim to determine textbooks' suitability and readability. After going through the testing phase, the book writer makes revisions and improvements by correcting errors, adding essential things that must be there, and eliminating things outside the requirements and characteristics of a good textbook.

REFERENCES

Abu-Irmies, A. J. (2022). Difficulties of Teaching Arabic to Speakers of Other Languages in Jordan. *Implementation Science and Education Journal*, *39*(1), 1–15.

Alabdulhadi, M. M. J. (2019). Religious tolerance in secondary Islamic Education textbooks in Kuwait. *British Journal of Religious Education*, *41*(4), 422–434. https://doi.org/10.1080/01416200.2019.1585329

Al-Busaidi, F. Y. (2019). The Socio-Cultural Factors Influencing Learners of Arabic in the Sultanate of Oman. *International Education Studies*, *12*(8), 72. https://doi.org/10.5539/ies.v12n8p72

Allen, K., Reupert, A., & Oades, L. (2021). Implementing school policy e ff ectively. *IMSCI 2021 - International Multi-Conference on Society, Cybernetics and Informatics, Proceedings*, *14*(2), 101–119.

Arias Rodríguez, G. L. (2017). Students' language skills development through short stories. *Ikala Revista de Lenguaje y Cultura Journal*, *22*(1), 103–118. https://doi.org/10.17533/udea.ikala.v22n01a07

Astuti, Y. (2021). Pengembangan Perangkat Pembelajaran Cooperative Tipe Group Investigation Untuk Meningkatkan Motivasi Berprestasi Dan Kemampuan Berpikir Kritis Fisika Peserta Didik. *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika*, *7*(1), 65. https://doi.org/10.31764/orbita.v7i1.3855

Aziz, A., Sebgag, S., Zuana, M. M. M., & Suryani, I. (2022). Learning Arabic Pegon for Non-Javanese Santri at Pesantren. *Jurnal Pendidikan Islam*, *8*(2), 113–126. https://doi.org/10.15575/jpi.v8i2.19581

Ben-Sghaier, M., Bakari, W., & Neji, M. (2020). Classification and Analysis of Arabic Natural Language Inference Systems. *Procedia Computer Science*, *176*, 551–560. https://doi.org/10.1016/j.procs.2020.08.057

Berlin, A. W. (2022). Developing E-Module of Islamic Reading Text Materials. *Journal of Foreign Language Teaching and Learning*, *7*(1), 24–40. https://doi.org/10.18196/ftl.v7i1.13210

Calfee, R. C. (2019). Social Methodology: Sclence Quo Vadis And Data Analysis. *New York: Longman*, *5*(2), 307–318.

Fidayani, E. F., & Ammar, F. M. (2023). The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, *6*(1), 25–45. https://doi.org/10.31538/nzh.v6i1.2866

Ghirxi, J., & Borg, D. (2019). A Policy on Inclusive Education in Schools: Route to Quality Inclusion. *Ministry for Education and Employment*, *23*(2), 15–27.

Grozdanoski, B. (2019). Teaching arabic as a foreign language: The importance of cultural awareness. *Publicaciones de La Facultad de Educacion y Humanidades Del Campus de Melilla*, *49*(5), 131–148. https://doi.org/10.30827/PUBLICACIONES.V49I5.13874

Hamilton, A. B., & Finley, E. P. (2020). Reprint of: Qualitative methods in implementation research: An introduction. *Psychiatry Research*, *283*(2), 112–129. https://doi.org/10.1016/j.psychres.2019.112629

Hsiao, H.-C. (2021). Effects of Defense Suppliers' Practice of Online Character Education on the Employees' Learning Motivation and Perception of Integrity During COVID-19. *Frontiers in Psychology*, *12*, 771124. https://doi.org/10.3389/fpsyg.2021.771124

John W. Creswell. (2017). Qualitative Inquiry and reseacrh Design: Choosing Among Five Traditions. In *Sage Publication* (Vol. 1). London: (Thousand Oaks, London, and New Delhi: Sage Publication, 2017).

Khasawneh, M. A. S. (2022). Language Skills and Their Relationship to Learning Difficulties in English Language from the Teachers' Point of View. *The Journal of Quality in Education*, *12*(19), 104–113. https://doi.org/10.37870/joqie.v12i19.308

Khasawneh, N. (2022). Linguistic Needs of Non-Native Students of Arabic Language at Saudi Universities. *International Journal of Language Education*, *6*(3), 245–253. https://doi.org/10.26858/ijole.v6i3.21623

Lavrenteva, E., & Orland-Barak, L. (2023). Conceptual-analytical framework for exploring culture in EFL coursebooks: Analysis of teaching materials from a multimodal perspective. *Social Sciences and Humanities Open*, *7*(1), 100441. https://doi.org/10.1016/j.ssaho.2023.100441

Machdalena, V., & Wulandari, A. A. (2021). Using local culture as teaching materials for improving students' reading comprehension. *The 4th International Conference on Language, Society, and Culture in Asian Contexts, KnE Social Sciences*, 60–69. https://doi.org/doi:10.18502/kss.v1i3.725

Mahfud, C., Astari, R., Kasdi, A., Mu'ammar, M., Muyasaroh, M., & Wajdi, F. (2021). Islamic cultural and Arabic linguistic influence on the languages of Nusantara; From lexical borrowing to localized Islamic lifestyles. *Wacana, Journal of the Humanities of Indonesia*, *22*(1). https://doi.org/10.17510/wacana.v22i1.914

Malkawi, N., & Krishan, T. (2023). Utilization of Teaching Language Skills Across the Curriculum for Developing Language Skills to Rich Academic Content in All Subjects. *World Journal of English Language*, *13*(1), 312–318. https://doi.org/10.5430/wjel.v13n1p312

Miles, M. B., & Huberman, A. M. (2014). *Analisis Data Kualitatif. Terjemahan Tjetjep Rohendi Rohidi* (I). Jakarta: Universitas Indonesia Press.

Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning. *Studies in English Language and Education*, *9*(3), 1128–1147. https://doi.org/10.24815/siele.v9i3.24660

Richard P. Bagozzi, Y. Y. and L. W. P. (2017). Construct Validity in Organiational Research. *Administrative Science Quarterly*, *36*(3), 421–458.

Richey, R. C., & Klein, J. D. (2015). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, *16*(2), 23–38. https://doi.org/10.1007/BF02961473

Rizky Anisa, A., & Ipungkarti, A. (2021). Effects of illiteracy and a lack of critical thinking ability in Indonesian education. *Conference International Series Journal*, *11*(02), 1–12.

Ruhendi, A., & Kosim, N. (2022). Developing Arabic Language Teachers' Competence and Performance through Teacher Profession Education. *Jurnal Pendidikan Islam*, *8*(1), 37–50. https://doi.org/10.15575/jpi.v8i1.18243

Zafitri. (2021). Teachers' Strategies In Teaching Speaking Skill To Junior High School Students. *English Education Journal (EEJ)*, *12*(4), 540–557.

Zurqoni, & Retnawati, H. (2020). Has arabic language learning been successfully implemented? *International Journal of Instruction*, *13*(4), 715–730. https://doi.org/10.29333/iji.2020.13444a