

# The Effectiveness of Developing Teaching Materials for Writing Explanatory Texts Sourced From the Interpretation of the Quran in Class XI MAPN 4 Medan

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**Abstract.** The effectiveness of teaching materials in the form of modules obtained an average pretest score of 67% in the 'Enough' category and an average posttest score of 86.4% in the "Very Good" category. Seen an increase in the value between the pretest and posttest through the calculated difference of 19.4%. So that the overall results of the study show that explanatory text teaching materials sourced from the interpretation of the Qur'an are declared effective for use in the learning process.

**Keywords:** Module teaching materials, explanatory texts, texts from the interpretation of the Quran.

## 1 Introduction

Learning Indonesian is a something very important activity for build thoughts and insights, and method look student to something language. Learning Indonesian is not only learn things base in speak however covers related area with language. An educator of course have role important in teach learning Indonesian with creative, innovative, and build liveliness during the learning process teach Indonesian language learning. Because in the learning process teach, the teacher has role important in lead condition class [3]. Claims addressed to the teacher is expected capable realize desire community that has gave trust to schools and teachers in educate [2]. Like moment this, see condition now that a lot occur mischief teen who the more increase, the role that can be done by an educator is attempted build learning process teach with make participant educate have knowledge by Islamic. So that everything Thing the behavior of the participants educate permanent directed and not fall in the more away by association free. Then one things that can made as teaching materials at school nuanced Islamic is learn sourced text from the interpretation of the Qur'an.

One how can developed by educator for used as teaching materials, namely with blend something existing text with interpretation the Qur'an. As is known that Al-Qur'an is guidelines for adherents of Islam. So that from Al-Qur'an alone could made as good guide as guidelines for learning text in Indonesian and of course could customized with needs text the though not on the eyes religious lessons.

MAPN 4 Medan is one of the equal senior high school, because madrasah schools in the learning process same as use 2013 curriculum only just all applied thing in MAPN 4 Medan school is based on values Islamic and may said nuanced in values Islam based on the Qur'an. Certainly, not surprising when teachers who teach also need learning modules. The use of modules in the teaching and learning process is one of the ways that teachers can choose to reduce learning saturation and facilitate students in teaching materials that may be difficult to understand. The use of the module itself is one of the easiest teaching materials to make because it does not cost too much money and has qualified skills [4]. The module is said to be a set of teaching materials that are neatly arranged so that it is expected that the teacher is only a companion or facilitator in learning [5].

One of the teaching materials that can be written in the form of a module is an explanatory text. Explanatory text is one of the texts taught in Indonesian language learning which is included in the type of material that is factual. This is because the explanatory text contains a number of useful facts to broaden insight, knowledge, and additional information for readers [6]. In general, it can be said that an explanatory text is a text that discusses natural events and social events in it which are based on facts. As stated, the explanatory text must explain the natural and social processes that occur around it [1]. There are stages in compiling an explanatory text, this stage consists of three stages, namely a general statement which is interpreted as an introduction to the matter being discussed, the second stage is a series of explanations, and the third stage is interpretation [11].

In addition to building a text using a predetermined structure, in writing an explanatory text, linguistic characteristics are also needed. Linguistic characteristics are included as one of the elements that build a language or sentence in a text [10]. Based on the structure and linguistic characteristics contained in the explanatory text, students will be asked to write an explanatory text in accordance with the existing linguistic structure and characteristics. Then students write explanatory texts that are sourced from the interpretation of the Qur'an with restrictions on natural phenomena in the form of eclipse phenomena and social phenomena in the form of poverty. The Qur'an is a holy book intended for Muslims that gives instructions to the right path and has a function as welfare and happiness for mankind, both for individuals and for groups [7]. The Qur'an has many benefits and everything that is needed if you want to study it more deeply. One thing that can be done is to read and understand the interpretation of the Qur'an itself.

The natural phenomenon in the form of an eclipse is one of the phenomena that must occur on this earth. But its circulation has a time and procedure that can be explained in science. Even so the circulation between the earth, moon, and sun has been described in the Qur'an. This movement that has occurred has been stated in the Qur'an which can be seen first through Surah Yunus verse (10): 5

Based on the verse above, it is explained that Allah ordained it to happen without a purpose, it must have a purpose in it. So that the indication of the signs of Allah's power in the calculation

of the days in a lunar month can be calculated through the place of its orbit. The Qur'an also explains the same thing about the social phenomenon, namely poverty, which is contained in Surah Al-Mudatsir (74): 42-44.

## 2. Method

In this study using research and development (R & D) methods. This research method is a method of developing learning materials. The purpose of this research is to develop explanatory text teaching materials sourced from the interpretation of the Qur'an at Madrasah Aliyah Persiapan Negeri 4 Medan. The development model used in this study is the Borg and Gall development model adapted by Sugiyono [9] saying that there are 10 steps in conducting research or creating a product and then testing it which is described in the image below.

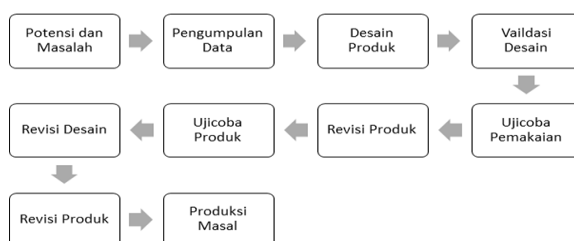


Fig. 2 Borg and Gall Development Models in Sugiyono (2019)

The developed teaching materials will be analyzed using the validation of a team of material experts and teaching material design experts. Assessment will be given using a rubric developed by the researcher by modifying expert opinion according to needs. The criteria for assessing teaching materials are of course based on the suitability of teaching materials sourced from the interpretation of the Qur'an and fully guided by the syllabus as well as to see the effectiveness of the explanatory text writing module that is sourced from the interpretation of the Qur'an. Then the data that has been obtained is then analyzed quantitatively descriptively, namely by calculating the percentage of indicators for each category in the teaching materials developed through the formula:

$$X = \frac{\sum x}{n} \quad (1)$$

Information:

X = average

x = total value

n = sum of values

Then it is calculated to get the percentage through the formula below

$$\text{score percentage} = \frac{\text{number of indicators per category}}{\text{total number of indicators per category}} \times 100\% \quad (2)$$

## 3 Result and Discussion

The results of the pretest and posttest were obtained from tests performed to student with give trial test for see effectiveness learning with use module text sourced explanation from the

interpretation of the Qur'an. Test this conducted to participant educate class XI IA 1 Madrasah Aliyah Persiapan of the State 4 Medan with a total of IA 35 students. Then will seen acquisition results write text sourced explanation \_ from the interpretation of the Qur'an before and after use teaching materials in the form of module with based on criteria effectiveness use module. Following is the criteria.

**Table 1.** Criteria Effectiveness Module Usage

Score	Criteria	Percentage
<b>A</b>	Very good	$85\% \leq x \leq 100$
<b>B</b>	Well	$70\% \leq x \leq 84\%$
<b>C</b>	Enough	$55\% \leq x \leq 69\%$
<b>D</b>	Not good	$40\% \leq x \leq 54\%$
<b>E</b>	Very Not Good	$0\% \leq x \leq 39\%$

Acquisition the results of the pretest obtained value 2345 with the average value obtained IA 67% with 'enough ' criteria. While the posttest value obtained score whole of 3025 with 'very good ' criteria. So that could said that module teaching materials write text sourced explanation from the interpretation of the Qur'an could used as additional teaching materials because experience enhancement grades obtained by students.

**Table 2** Difference between Pretest and Posttest scores

Group	Total value	Average	Difference
<i>Pretest</i> (before)	2345	67%	19,4%
<i>Posttest</i> (after)	3025	86.4%	

Based on the table above, can be seen that effectiveness learning Theory text explanation when the pretest is obtained score whole of 2345 with an average of 67% while for effectiveness teaching materials using module text sourced explanation from the interpretation of the Qur'an get score whole of 3025 with an average of 86.4%. Difference percentage from the pretest and posttest scores were 21.25% with score more posttest percentage good from percentage pretest value. So that could concluded that use module teaching materials developed more effective. For see distribution frequency student pretest score attached in table as following.

**Table 3.** Distribution Frequency of Learning Outcomes Pretest Score Writing Explanatory Text sourced from the Tafsir of the Qur'an

Interval	Frequency	Percentage
50-56	4	11.42%
57-63	4	11.42%
64-70	20	57.14%
71-76	5	14.28%
77-83	0	0
84-90	2	5.7%
<b>Amount</b>	<b>35</b>	<b>100%</b>

Table distribution frequency obtained through the assessment that has been explained in section attachment, so that obtained criteria evaluation for determine score results study students. Based on table distribution frequency above seen that students who earn the value of 50-56 is 4 students with acquisition percentage namely 11.42%, students who get grades 57-63 totaling 4 students with acquisition percentage namely 11.42%, students who get the value of 64-70 is 20 students with acquisition percentage namely 57.14%, students who get the value of 71-76 is 5 students with acquisition percentage that is 14.28%, students who get the value of 77-83 is 0 so that score percentage is also 0%, and students who get grades 84-90 totaling 2 students with acquisition percentage 5.7%.

Value test results posttest is results obtained after doing test with use module write text sourced explanation \_ from the interpretation of the Qur'an. During the posttest, students get results obtained have good difference from results test before use module. For see distribution frequency student posttest scores attached in table as following.

**Table 4.** Distribution Frequency of Posttest Scores of Learning Outcomes Writing Explanatory Text sourced from the Tafsir of the Qur'an

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
<b>80-83</b>	9	25.7%
<b>84-86</b>	11	31.42%
<b>87-89</b>	0	0%
<b>90-92</b>	11	31.42%
<b>93-95</b>	4	11.42%
<b>96-98</b>	0	0%
<b>Amount</b>	<b>35</b>	<b>100%</b>

Intervals obtained through score calculations that have been attached to section attachment. Based on table distribution frequency above seen that students who earn grades 80-83 totaling 9 students with percentage that is 25.7%, students who get grades 84-86 totaling 11 students with acquisition percentage namely 31.42%, students who get the value of 87-89 is 0 students with acquisition percentage i.e. 0%, students who get grades 90-92 total 11 students with acquisition percentage namely 31.42%, students who get the value of 93-95 is 4 so that score percentage is also 11.42%, and students who get the value of 96-98 is 0 students with acquisition percentage 0%.

Based on results percentage earned from the pretest and posttest there 'are enough' difference significant in learning Theory text explanation before use module and after use module text sourced explanation from the interpretation of the Quran based on from results table assessment above. Through this module, it is easier for students to learn explanatory texts sourced from the interpretation of the Qur'an.

Therefore, the module developed is good to be applied to class XI students. Especially for students who go to Islamic-based schools because they contain the Qur'an to be adapted to the explanatory text material. So that students can learn two things at once, namely natural phenomena or social phenomena that can be found in the Qur'an. This can make students better understand that everything in the world has been explained in the Qur'an. For that, humans are just ordinary creatures and have no power.

## 4 Conclusion

Based on the results of the research and discussion regarding the development of the explanatory text module sourced from the interpretation of the Qur'an for the students of class XI Madrasah Aliyah Persiapan Negeri 4 Medan, it can be concluded that the results obtained in the pretest and posttest testing of students in class XI Madrasah Aliyah Persiapan Negeri 4 Medan by using the explanatory text module. Sourced from the interpretation of the Qur'an was declared effective with an average score at the pretest of 67% in the 'Enough' category and the score at the posttest an average of 86.4% in the category of 'Very Good'. So it can be seen that there is an increase in the value between the pretest and posttest through the calculated difference, which is 19.4%. This assessment is carried out using the results of tests that have been carried out on students with the effectiveness criteria obtained, namely very good.

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