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DEVELOPMENT OF TEACHING MATERIALS FOR "ENGLISH AND ARABIC FOR EDUCATIONAL OF NATURAL SCIENCE AT THE STATE COLLEGE ISLAMIC OF MANDAILING NATAL

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ABSTRACT
This research aims to develop teaching materials titled English and Arabic for the Education of Natural Science for the Natural Science Education Program at the State Islamic College (STAIN) of Mandailing Natal. The background of this research arises from the lack of integrated teaching materials that facilitate the learning of both English and Arabic in a scientific context, particularly for students in the Natural Science Education Program. To address this need, this study employs a development method with a Research and Development (R&D) approach, which is known to be effective in designing educational products. The research applies the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The strength of this development model lies in its systematic and comprehensive implementation, providing clear guidance at each stage of development. The result of this study is the English and Arabic for Educational of Natural Science textbook, which covers important themes such as introductions, parts of the body, health, plants, animals, environment, and education. These topics are designed to enhance students' English and Arabic language skills within the context of natural sciences. This textbook not only serves as a tool for language skill improvement but also functions as a resource of relevant and contextual scientific knowledge.

Keywords: *English, Arabic dan Educational of Natural Science*

INTRODUCTION

The development of teaching materials is a crucial aspect of enhancing the quality of education. The need for such development often arises from curriculum evolution, advancements in science and technology, and changes in global demands. As society and labor market needs evolve, it is essential to ensure that instructional materials remain relevant and aligned with current developments. Mismatches between teaching materials and student needs, a lack of resources, and the demand to create a stimulating learning environment for creativity and deep understanding form the foundation for developing teaching materials (Rivasintha Marjito & Hidayat, 2024).

According to Dick and Carey "Instructional material development is a systematic process to ensure that the material delivered achieves the established learning objectives (Magdalena et al., 2023). states, "Instructional design is an effort

to design effective and efficient learning materials that meet the needs of learners." "Evaluation is a crucial step in instructional material development because it allows us to determine how effective the material is in achieving learning objectives (Calhoun et al., n.d.)Therefore, the development of teaching materials often includes efforts to improve educational quality, respond to changes in learning paradigms, and ensure that every student can access high-quality and relevant education (Wulandari & Kunci, 2013).

The development of teaching materials is also closely related to the concept of inclusive education, which emphasizes equal learning opportunities for all students, including those with different learning styles or special educational needs. This background highlights the importance of creating materials that can be adapted to varying levels of understanding, learning speeds, and learning styles. The integration of technology in learning also represents a significant factor, as technological advancements offer potential to enhance accessibility, engagement, and learning effectiveness (Therasa, n.d.).

The importance of active learning and student engagement has become a focus in contemporary education. Consequently, developing teaching materials that facilitate these methods is crucial. Diversity in student needs means that each student has different learning styles and needs. Developing teaching materials can help create content that accommodates these diverse needs and learning styles. Addressing specific learning challenges, such as varying levels of understanding or learning speeds, can also be part of the development process (Esteban-Yago et al., n.d.)

This research is expected to produce an output in the form of the development of teaching materials for "English and Arabic for Educational of Natural Science" for students at the State College Islamic of Mandailing Natal.

MATERIALS AND METHOD

A. Materials

Educators and educational experts have introduced various terms related to teaching materials. Fundamentally, teaching materials can be defined as learning resources that are comprehensively and systematically organized based on learning principles applied by teachers and students during the teaching and learning process (Al-Ta et al., 2023) The systematic nature of teaching materials reflects an orderly

arrangement, facilitating the learning process for students. Additionally, teaching materials possess unique and specific characteristics. Uniqueness refers to their particular use for specific purposes and contexts of learning, while specificity indicates that the content is designed to achieve certain competencies aligned with the established learning objectives (Kusuma & Apriyanto, 2018).

According to Belawati, teaching materials can be defined as lesson resources that are arranged comprehensively and systematically according to the learning concepts applied by teachers and students during the educational process. The success of teaching materials lies in their systematic nature, which means they are organized in a structured manner to facilitate the learning process for students. Furthermore, teaching materials have distinctive and specific characteristics. Uniqueness in this context refers to their use for specific goals and particular learning situations. Moreover, the specific nature of teaching materials indicates that their content is designed to achieve specific competencies aligned with the set learning objectives (Wulandari & Kunci, 2013).

Teaching materials relate to various types of content used to support educators in conducting classroom activities. These materials can include both written and non-written resources, as noted by Pastowo On the other hand, Widodo defines teaching materials as a set of resources encompassing learning content, approaches, parameters, and evaluation techniques that are structured and engaging. All these elements aim to achieve the desired learning outcomes, namely acquiring competencies and sub-competencies with all their complexities (Setyowati dkk, 2018).

(Fitriah, 2020) states that teaching materials involve various types of resources used to support educators during the learning process. These materials can be either written or non-written. The use of teaching materials allows students to systematically and sequentially master a competency or basic competence, thereby ensuring that their skills comprehensively cover the entire competency in a thorough and integrated manner.

Emphasizes the essential function of teaching materials in the educational process. These materials play a key role by offering clear directions for structuring learning activities, providing comprehensive content and resources for each task, serving as a link between teachers and students, being easily accessible to help

learners reach their goals, and being applicable in programs aimed at improvement (Eguren et al., n.d.)

According to Dick and Carey (2005), teaching materials are essential components in learning that must be systematically designed to ensure that the material delivered achieves the established learning goals. Heinich et al. (2002) add that appropriate use of teaching materials can enhance learning effectiveness and help learners achieve learning objectives. Therefore, the development of teaching materials must be carried out carefully and based on a thorough analysis of learning needs (Rukmi Octaviana et al., n.d.).

Overall, teaching materials play a crucial role in the learning process. Their functions include providing clear guidance for learners in conducting learning activities, presenting comprehensive materials and equipment for each activity, serving as a bridge between educators and students, being usable independently by learners to achieve desired goals, and being applicable in improvement programs. Thus, the importance of teaching materials in supporting learning effectiveness and achieving specific learning objectives is evident (Phd et al., 2018)

English language learning is a stage where individuals acquire communication skills in English. The main goal of English language learning is to enable students to listen, speak, read, and write in this language. This learning process involves understanding grammar concepts, vocabulary, and the use of English in various communicative contexts (Alek, 2023)

English language learning is a complex and dynamic process involving various linguistic and non-linguistic aspects to develop learners' language competencies. In English language learning, students are taught basic language skills including listening, speaking, reading, and writing. Each of these skills is interrelated and crucial for achieving effective communication in English. This learning process aims not only to teach grammar and vocabulary but also to develop critical thinking skills and a broader cultural understanding (Sharifian, 2013)

Arabic language learning is an educational process aimed at teaching learners to communicate in Arabic, both orally and in writing. This process includes mastering four main skills: listening, speaking, reading, and writing, as well as understanding grammar, vocabulary, and pronunciation. In addition to linguistic aspects, Arabic language learning often involves introducing the culture and social

context in which the language is used. This is important for understanding the use of the language in a broader and deeper context (Muhammady, n.d.)

According to Ahmad (2010), Arabic language learning aims not only to master the language technically but also to understand the cultural and social values embedded within it. This learning strives to create effective communication skills and mutual respect for cultures by providing knowledge about history, customs, and relevant social norms. This approach allows learners to better understand and appreciate Arabic as part of a rich cultural heritage (Setyawan, 2017)

English for Specific Purposes (ESP) refers to teaching English tailored to the specific needs of learners in various professional, academic, or technical fields. Unlike general English courses that focus on overall language proficiency, ESP targets language skills and vocabulary relevant to specific contexts such as business, medicine, engineering, or law. The main goal of ESP is to equip learners with the language skills necessary to function effectively in their areas of interest. This approach emphasizes practical language use over theoretical knowledge, ensuring that learners acquire communication skills that can be directly applied in their professional or academic environments (Hyland, 2022)

According to Hutchinson and Waters ESP is driven by learners' needs and designed to be relevant to their specific requirements. They argue that ESP courses should be tailored to meet the linguistic demands of particular fields or professions, thereby enhancing the relevance and effectiveness of language teaching. For example, a Business English course may focus on language used in meetings, negotiations, and presentations, while a Medical English course might concentrate on medical terminology, patient communication, and clinical documentation (Anqi Dou, 2024).

Similarly, Arabic for Specific Purposes (ASP) refers to teaching Arabic with a focus on specific professional or academic needs. This approach is increasingly important in contexts where Arabic is used in specialized fields such as diplomacy, international relations, trade, or religious studies. ASP programs are designed to meet the specific linguistic needs of learners who require proficiency in Arabic for particular purposes, such as understanding legal documents, engaging in diplomatic negotiations, or studying classical Islamic texts (Fatoni, 2019)

B. Method

This research employs a development method with a Research and Development (R&D) approach. Research and development involve investigative activities aimed at acquiring new knowledge or creating new and improved products, services, or processes. This encompasses a range of activities, from basic research aimed at expanding scientific understanding to applied research focused on specific practical objectives. According to Emily (Hemilia et al., 2022) R&D plays a crucial role in developing more effective curricula and teaching methods. Innovations in education can create more meaningful learning experiences for students.

The aim of this research is to develop a textbook titled "English and Arabic for Educational of Natural Science" for the Educational of Natural Science at the State College Islamic of Mandailing Natal. The results of this research will be utilized by English and Arabic lecturers teaching in this program. Borg and Gall state that R&D involves "a series of steps undertaken with the goal of developing a product, testing the product, conducting field trials, and making adjustments to the product after the field-testing phase (Fitrina Defi & Pratami, n.d.)

DISCUSSION

The development of the "English and Arabic for Educational of Natural Science" teaching materials aims to produce instructional content for students in the Natural Science Education Program at the State College Islamic of Mandailing Natal. These materials are designed in modular format, covering key topics in natural sciences such as biology, physics, and chemistry, presented in both English and Arabic.

The results of this development show that the materials are not only adequate in content but also relevant to students' needs for understanding scientific terminology in both foreign languages. Each module is equipped with example questions, exercises, and learning activities designed to progressively enhance students' English and Arabic language skills.

In the initial implementation phase, the teaching materials were trialed with a group of students through several class sessions. The trial results are as follows: (Mancipe Triviño & Ramírez Valenzuela, 2019).

1. Improvement in Concept Understanding: Most students demonstrated an enhanced understanding of basic natural science concepts after using these

bilingual teaching materials. Students were able to relate terminology in English and Arabic to the concepts they were learning, which facilitated their overall comprehension of the material.

2. Language Skills: Language proficiency tests showed significant improvement in reading and writing abilities in both languages. Students who previously struggled with understanding scientific texts in foreign languages are now more confident and capable of analyzing texts more effectively.
3. Learning Motivation: Students reported that using two languages in their studies increased their motivation to learn. They felt that this new challenge encouraged them to be more active in the learning process and to approach the material from different language perspectives.
4. Class Interaction and Discussion: There was also an increase in classroom interaction. Students became more active in discussions, particularly when comparing terms or concepts in the two languages. This more dynamic discussion helped deepen understanding and enhance critical thinking skills.

The development of the "English and Arabic for Educational of Natural Science" materials at State College Islamic of Mandailing Natal is a strategic effort to strengthen students' foreign language skills, particularly in English and Arabic, which are relevant to the natural sciences discipline. This development process involved several key stages: needs assessment, content planning, material creation, and trial testing and evaluation.

1. Needs Assessment

The initial development phase began with identifying student and curriculum needs. This process involved surveys and interviews with students and faculty of the Natural Science Education Program, revealing that many students faced difficulties accessing scientific literature, which is largely available in English and Arabic. It was found that students in the Natural Science Education Program need proficiency in English and Arabic to access scientific literature and educational resources available in these languages. Mastery of these languages is essential for enriching knowledge and enhancing competitiveness both nationally and internationally. This need is supported by literature stating that foreign language proficiency is crucial in higher education,

particularly in disciplines requiring access to global scientific resources (Siddique Kadwa et al., n.d.)

2. Content Planning and Development

Based on the identified needs, the next step was planning and developing the content. Learning materials were structured into modules covering major topics in natural sciences. A development team consisting of natural science faculty and experts in English and Arabic created the learning modules integrating both languages in teaching key natural science topics. These modules were developed using the Content and Language Integrated Learning (CLIL) approach, which is effective for teaching academic content through foreign languages (Coyle, Hood, & Marsh, 2010). Each module is presented in a bilingual format, emphasizing scientific terminology commonly used in both languages. The content includes not only theory but also exercises and activities designed to enhance language and scientific understanding (Izzah & Wulandari, 2023)

3. Material Creation and Development

The teaching materials were developed with input from experts in natural sciences and English and Arabic. They collaborated to ensure that the materials were both scientifically accurate and effective in improving students' language skills. Learning technologies, such as multimedia and digital platforms, were integrated to make the learning process more interactive and engaging. The development involved creating interactive and comprehensive modules using active learning methods like case studies and simulations. The use of digital technology was also integrated to make learning more engaging and aligned with current student needs (Afifah et al., 2023)Each module includes exercises, questions, and activities designed to reinforce language skills and scientific understanding

4. Trial Testing and Evaluation

After developing the materials, they were tested with a group of students from the Natural Science Education Program. The trial aimed to measure the effectiveness of the materials in improving students' understanding of scientific content in both languages. The trial results showed significant improvements in students' abilities, both in understanding scientific concepts and language

proficiency. The trial also included evaluations from faculty observing the learning process, who found that the use of bilingual materials encouraged more active student engagement in the teaching-learning process

5. Evaluation and Revision

Based on the trial results, a comprehensive evaluation of the materials was conducted. This evaluation aimed to identify weaknesses and areas for improvement in the materials. The evaluation followed an outcome-based education model focusing on achieving the established learning objectives (Spady, 1994). Revisions were made to enhance quality and relevance and to accommodate students' varying levels of ability. The evaluation involved analyzing feedback from students and faculty and assessing the achievement of learning objectives. The results were used to identify areas needing improvement, such as content refinement, adjusting material difficulty, or developing more effective teaching methods. The development team then revised the materials, focusing on improving the quality and relevance of the content (Donnelly et al., n.d.)

Overall, the development of the "English and Arabic for Educational of Natural Science" materials at State College Islamic of Mandailing Natal represents an innovative step aimed at enhancing students' language and scientific competencies. It is also part of the institution's efforts to strengthen educational quality and prepare students to compete on a global stage.

RESULTS

The development of the "English and Arabic for Educational of Natural Science" teaching materials at the State College Islamic of Mandailing Natal is carried out systematically to enhance students' competencies in both English and Arabic. This process involves needs assessment, planning, development, trial testing, evaluation, and full implementation. The results demonstrate that these teaching materials are effective in improving students' scientific understanding and language skills. With the appropriate approach, students become better equipped to access and comprehend scientific literature in both languages, which is a crucial requirement in modern higher education.

Students in the Natural Science Education Program at State College Islamic of Mandailing Natal require teaching materials that are not only academically adequate but also support the enhancement of English and Arabic language competencies. The required materials are bilingual and designed to strengthen their understanding of scientific terminology in both languages. Furthermore, the teaching materials must be designed to be interactive and relevant to contemporary scientific contexts while accommodating various levels of student ability.

The teaching materials must align with the curriculum implemented by the program, which is designed based on national higher education standards. These materials should cover key topics in natural sciences, such as biology, physics, chemistry, and earth science, and be systematically organized to facilitate student comprehension (Zulfah & Aznam, 2018)

The development of the "English and Arabic for Educational of Natural Science" materials at State College Islamic of Mandailing Natal is a strategic effort to support the achievement of curriculum goals set by the Natural Science Education Program. These materials are designed with consideration of alignment with core competencies, learning outcomes, and relevance to other courses within the program. The following is an overview of the alignment of these materials with the curriculum:

a. Integration with Basic and Core Competencies

The teaching materials are developed based on the basic and core competencies established in the program's curriculum. Basic competencies include students' ability to understand, analyze, and communicate scientific concepts in English and Arabic. The materials are designed to develop these skills progressively, according to the students' level of ability.

The curriculum of the Natural Science Education Program has established basic and core competencies that students must achieve, including proficiency in English and Arabic within scientific contexts. The development of these teaching materials is based on these competencies, with the goal of enhancing students' abilities to understand, analyze, and communicate scientific concepts in both languages. According to Sudirman (2021), teaching materials developed based on basic competencies can help students achieve the expected competencies more effectively (Kamal, 2020)

b. Alignment with Learning Outcomes

The expected learning outcomes of the program serve as the primary reference for the development of the teaching materials. These outcomes include proficiency in English and Arabic used in scientific contexts, the ability to access and understand scientific literature in both languages, and effective communication within academic and professional settings. The materials are designed to support the achievement of these learning outcomes.

The materials are designed to ensure that students can achieve the expected competencies, such as mastery of scientific terminology in English and Arabic, and the ability to read, write, and communicate scientifically. According to Anshari (2022), alignment between teaching materials and learning outcomes is crucial for success in higher education, as it ensures that students acquire skills relevant to their academic and professional needs. (Yoon & Gruba, n.d.)

c. Synchronization with Other Courses

The development of the "English and Arabic for Educational of Natural Science" materials is also aligned with other courses in the curriculum related to natural sciences and education. This synchronization ensures that the content taught in the English and Arabic courses is relevant to the broader learning context, enabling students to integrate their language knowledge and skills with other subjects they are studying.

To support holistic learning, the materials are synchronized with other courses in the curriculum related to natural sciences and education. This synchronization ensures that language learning is not isolated but aligned with the scientific content covered in other courses. This approach is consistent with Yusuf and Rahma's (2020) view on the importance of curriculum integration for creating more contextual and meaningful learning experiences (Hermawan et al., 2024).

d. Flexibility and Adaptability

While these materials are designed based on the current curriculum, they are also created to be flexible and adaptable to potential future changes in the curriculum. This flexibility is crucial given the rapid advancements in science and technology, which may require adjustments in teaching approaches and materials. With this flexibility, the materials can remain relevant and effective in supporting learning.

It is important to note that these materials are also designed to be flexible and adaptable to future curriculum changes. This is essential given the dynamic nature of scientific and technological developments. According to Ridwan (2019), flexibility in teaching materials allows higher education to remain relevant and responsive to changes in global and local environments.

e. Curriculum-Based Assessment

The assessment of the effectiveness of the teaching materials is also conducted based on curriculum assessment standards. This includes evaluating students' language proficiency, their understanding of scientific concepts, and their ability to apply this knowledge in academic and professional contexts. The materials incorporate various types of assessments, including exams, assignments, and projects, all aligned with curriculum standards. (Shavelson et al., 2008)

The materials include various types of assessments designed to measure students' abilities according to the standards set in the curriculum. These assessments include written exams, project assignments, and presentations, all aimed at evaluating students' understanding and application of English and Arabic in scientific contexts. Sari's (2021) research indicates that curriculum-based assessments can enhance alignment between learning and expected outcomes.

The development of the "English and Arabic for Educational of Natural Science" materials at State College Islamic of Mandailing Natal has been carefully designed to ensure alignment with the applicable curriculum, considering core competencies, learning outcomes, synchronization with other courses, and curriculum-based assessments. These materials are expected to support the achievement of educational goals and produce graduates who are proficient in English and Arabic within the context of natural sciences. (Sanah & Hamid, 2020)

The "English and Arabic for Educational of Natural Science" book developed at State College Islamic of Mandailing Natal represents an effort to integrate English and Arabic language learning with fundamental concepts of natural sciences. This book is designed to enhance students' abilities to understand and apply scientific terminology in both languages while providing relevant knowledge to support their studies in the field of natural sciences.

The content of the "English and Arabic for Educational of Natural Science" book includes various important themes designed to strengthen students' abilities to

use English and Arabic in the context of natural sciences (Ethelb, 2019). The book serves as a comprehensive guide to improve scientific literacy and prepare students for engagement in academic and professional discussions at a global level. The material in this book includes topics such as meeting people, parts of the body, health, plants, animals, environment, and education.

CONCLUSION

The development of the "English and Arabic for Educational of Natural Science" teaching materials at the State College Islamic of Mandailing Natal is carried out systematically to enhance students' competencies in both English and Arabic. This process involves needs assessment, planning, development, trial testing, evaluation, and full implementation. The results indicate that these teaching materials are effective in improving students' scientific understanding and language skills. With the appropriate approach, students become better equipped to access and comprehend scientific literature in both languages, which is a crucial requirement in modern higher education.

Students in the Natural Science Education Program at State College Islamic of Mandailing Natal require teaching materials that are not only academically adequate but also support the enhancement of English and Arabic language competencies. The required materials are bilingual and designed to strengthen their understanding of scientific terminology in both languages. Furthermore, the teaching materials must be designed to be interactive and relevant to contemporary scientific contexts while accommodating various levels of student ability.

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