Development of Arabic Speaking Teaching Materials based on Tourism Anthropology: A Validator's Assessment

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Abstracts: All Arabic Language and Literature departments of State Islamic Universities do not offer a particular curriculum that is based on anthropology for students with special needs. Due to this circumstance, the development of Arabic for Occupational Purposes (AOP) content lags significantly behind that of English for Occupational Purposes (EOP) material in terms of speaking skills improvement with local themes and Indonesian cultural wisdom. This study intends to create teaching resources for Arabic that are based on anthropology and include a tourism theme, such as historical tourism, nature tourism, maritime tourism, culinary tourism, religious tourism, local product tourism, and cultural heritage tourism. The Dick and Carry Research and Development paradigm, which has five stages—analysis, design, development, implementation, and evaluation—is used in this research methodology. Observations in the field and documentation are used as data collection techniques have implications for the presence of Arabic books that are validated and in accordance with the needs of students so that this book is feasible to be applied in improving Arabic speaking proficiency.

Keywords: Teaching materials, Speaking Arabic, Tourism anthropology.

1. INTRODUCTION

In anthropological research, people look at society's cultural facets as assets in the tourism industry (Lehmann, 2022). The study of anthropology and tourism is becoming more and more intriguing because these two scientific fields share ideas and beliefs on the preservation of human products as tangible and intangible cultural heritage (Zhang & Wang, 2022). The significance of anthropological studies is because they are concerned with humans and all human-produced items in society, including those with social, cultural, linguistic, and humanistic components (Napitu et al., 2022). In order to emphasize and explain variations across human groups in terms of material culture, social behavior, language, philosophy on life, and the range of items created, anthropology also uses cross-cultural studies. and developed by humans (Salazar, 2022).

The variety of products produced by humans today has become an object that can attract tourism. This is evidenced by the birth of anthropological exploration in the form of nature tourism, culinary tourism, religious tourism, nature tourism, marine tourism, etc. (Suryandari & Rahmawati, 2022). N.H. Graburn through his work Tourism Anthropology said that the role of anthropology is becoming increasingly important because the development of tourism has produced quite complex sociocultural implications (Bennett-Cook, 2022). Therefore anthropological studies in the field of tourism are expected to play a role in the development of tourism that is beneficial and has a positive impact on the social and cultural life of the community such as revitalization, cultural preservation, and maintaining language (Lonardi & Unterpertinger, 2022). The wrong function of language in the field of tourism anthropology according to Salimando is to change people from potential to actual clients through verbal descriptions and visual elements (Salimando, 2015).

Now, tourism has become an industrial commodity in both developed and developing countries. Tourism is able to open employment opportunities and grow various sources of community income in various fields, including the field of education (Gelter et al., 2022). Indonesia has a diverse, valuable, and interesting culture and social system. With the potential for very rich natural resources, several regions have developed opportunities in the field of tourism based on local culture. As a tropical country, Indonesia is recorded to have exotic flora and fauna, has 11,000 islands, 750 tribes, and has regional languages (Brandon & Brandon, 2020). This makes Indonesia a tourist

destination country. Seeing this potential, the government has also developed the tourism sector by introducing a variety of local tourism potentials to introduce Indonesia to the outside world.

Indonesia's tourism position in 2022 is 32nd out of 117 nations, according to the Travel and Tourism Competitiveness Index (TTCI) (Padmodihardjo, 2022). In terms of its natural, cultural, linguistic, and human resources, this phenomenon makes Indonesia a country with highly promising potential for tourist growth (Agustin et al., 2022). According to the International Visitor Arrivals Statistics, there were 1,557,530 tourists in Indonesia in 2021, 4,052,923 in 2020 (during the pandemic era), and 16,106,954 in 2019. According to newly available national statistics data, the number of tourists from the Middle East increased from about 1,692.348 to 2,609-473 (Statistics, 2021). Development of the tourism business must therefore accommodate the needs of travelers, geographical factors, and the industry as a whole tourism potential so that tourism provides economic benefits to maintain cultural integrity for local communities (Mateoc-Sîrb et al., 2022).

In fact, efforts to develop tourism anthropology based on local wisdom in Indonesia are still experiencing problems, so serious attention is needed to improve the tourism service sector which is supported by human resources and natural resource revitalization. In the education sector, for example, there are not many Arabic materials and books that introduce a variety of Indonesian tours to Middle Eastern countries. Likewise in the service sector, Arab tourist guides in Indonesia are still lacking, while the number of tourists from the Middle East coming to Indonesia continues to increase from year to year.

The above phenomenon is an opportunity and a challenge for tertiary institutions and Arabic Language and Literature departments to be able to explore and elaborate in order to develop Arabic language teaching for special needs including in the field of tourism anthropology so that these materials are closer to the human senses, easy to find, can be visited in person, and is familiar in students' memories because it is directly related to cultural diversity and Indonesian tourism which needs to be promoted in Arabic (Basir & Rusydi, 2021).

Based on observations in the field, it shows that the phenomenon of opportunities for developing anthropology-based Arabic with tourism themes at State Islamic Universities is still experiencing quite serious obstacles. These obstacles can be seen in the unpreparedness of universities in designing Arabic curricula for special purposes, this obstacle is also exacerbated by the lack of educational books and Arabic language teaching materials for tourism. This certainly has an impact on the ineffectiveness of the process of learning Arabic for tourism in general and increasing proficiency in speaking Arabic in particular.

Textbooks used as teaching aids are crucial to the teaching and learning process. The majority of instructional resources used in teaching and learning activities are textbooks (Wang & Hemchua, 2022). To put it another way, textbooks are helpful for presenting course material. It is important to have educational resources available because they can assist students in refining their own thinking skills (Kukulska-Hulme et al., 2022; Winder et al., 2022). Without books like texts, students would struggle to learn both in class and on their own. Therefore, you might conclude that the book serves as the main resource for students from elementary school through graduate school (Alshaye & Aldhefeiri, 2021). According to Aripov, effective instructional materials include the following qualities: of ten criteria, namely: 1) Generating interest in reading. 2) Written and designed according to the psychological conditions of students,

3) Explaining instructional objectives and in accordance with the curriculum, 4) Arranged based on flexible learning patterns, 5) Material structure based on student needs, ranging from easy to difficult, in accordance with the final competencies to be achieved, 6) Providing opportunities for students to practice and explain how to learn teaching materials. 7) Accommodating student difficulties, 8) Providing summaries, 9) Communicative and semi-formal writing style with formal language that is easy to understand, and 10) The density of the material is in accordance with the skills you want to develop (Aripov, 2022; Lee et al., 2015).

Anis in his research on the Arabic Language for Tourism provides information that Arabic language teaching materials in the field of tourism based on hybrid/ blended learning have been developed only in two segments,

namely on aspects of grammar and aspects of discourse for reading proficiency, so it needs to be further developed on language skills. others (Anis, 2019). Mansor in his research also concluded that Arabic for special needs in the field of tourism is still limited to analyzing linguistic discourse in 333 tourism advertisement items, so it is important to develop tourism themes about Indonesia's diversity and diversity (Salman, Idris Mansor, 2021). Fatma Y. Al-Busaidi also mentioned in her research that the challenges faced by the Arabic language program were also caused by the lack of a systematic approach to the integration of local cultures with Arabic themes, to increase language proficiency. Not a few Arabic teaching materials use vocabulary that has Middle Eastern nuances, even though this vocabulary has never been seen and is difficult to find directly in Indonesia (Al-Busaidi, 2015). This means that integrating teaching materials with local culture and themes is important to do to make it easier to learn Arabic materials that are in accordance with the needs of the time and age.

The State Islamic University of Maulana Malik Ibrahim Malang Indonesia's Arabic teaching materials for tourism, or al-Arabiya li shiyahah, are lagging far behind when compared to English for Occupational Purposes (EOP), according to the results of direct observation. Even the Department of English Education and English Literature now offers this content as a required course (Misran, 2019). The Arabic content for people with disabilities, however, has not been particularly created as a separate subject that focuses more on subjects based on Indonesian tourism anthropology.

The stigma that Arabic is more commonly associated with the "Language of Worship and Language of Religion" (Wargadinata & Maimunah, 2021) may be the cause of this reality, hence it seems sensible that those who study Arabic language and literature would feel this way. have not shown their seriousness in presenting Arabic material for special tourism needs, even if there is one. the content of the material is mostly for trips to middle eastern countries, such as al-Arabiyah li Safar, while the Arabic language material that elevates Indonesian tourism and local potential is still very little. Arabic teaching materials for tourism related to speaking skills are also rare. Even though this proficiency is one of the ultimate goals of learning any language (Cholifah & Akmalia, 2021). Proficiency in speaking Arabic is also the most basic language skill that must be mastered and is seen as one of the most complex and challenging materials in language learning for non-native speakers.

The importance of this research is to develop Arabic conversation teaching materials which contain a number of Tourism Anthropology materials with seven themes namely; (1) historical tourism, (2) natural tourism, (3) marine tourism, (4) culinary tourism, (5) religious tourism, (6) local product tourism, and (7) cultural heritage tourism. The seven materials in full present a number of vocabularies, dialogues, exercises, and independent assignments. Thus the purpose of this study is to find out and describe the results of the validation of experts on teaching material products to speak Arabic before being implemented so that the teaching material meets the requirements as a standardized book that can be used by academics and students to improve their speaking skills based on the theme of tourism anthropology.

2. METHODS

This research uses development research methods. Development is adapted from Dick and Carry with the ADDIE model which consists of five stages; analysis, design, development, implementation, and evaluation, (Gustiani, 2019; Wibawa et al., 2016).

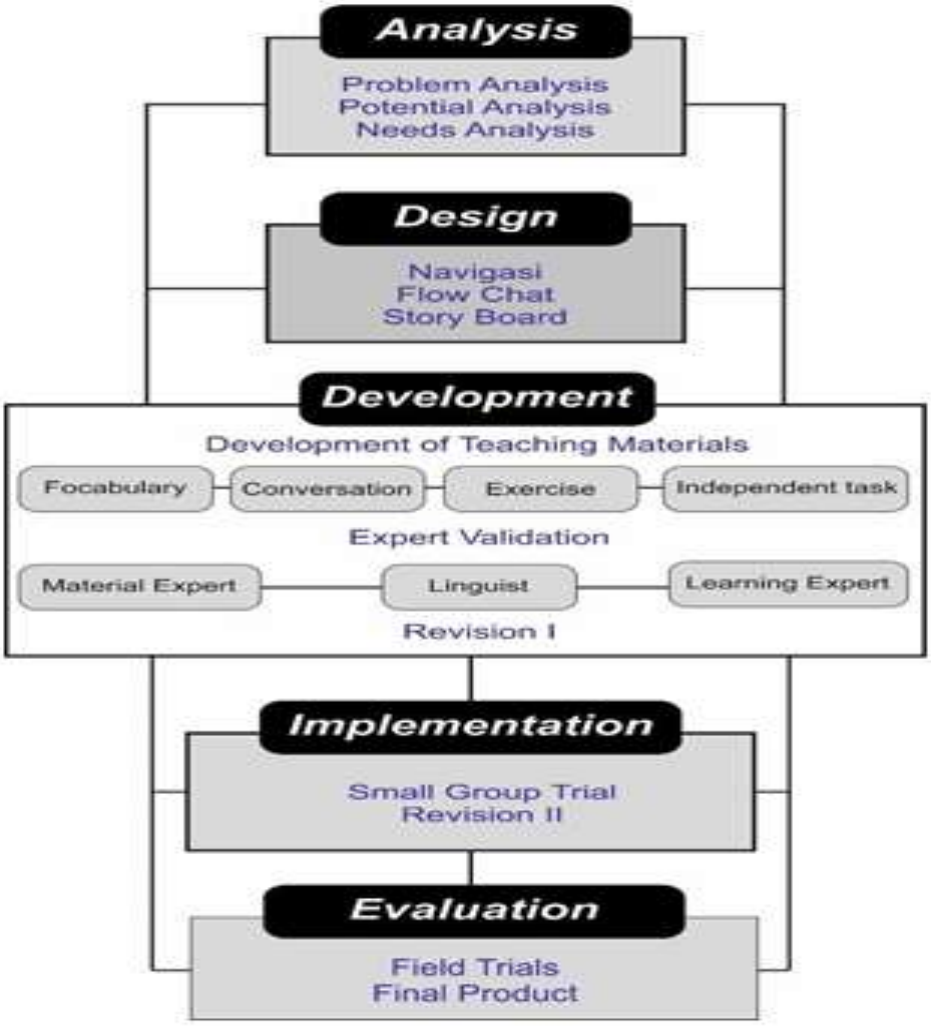


Figure: 1

This research was conducted at the State Islamic University of Maulana Malik Ibrahim Malang, Indonesia. The reason for choosing this location is because of three things; 1) this university has developed an independent learning curriculum that is oriented towards developing Arabic language teaching materials for special needs in the field of tourism, 2) Anthropology-based language Teaching Materials for Tourism are urgently needed in learning Arabic language and literature 3) Anthropology-based Arabic speaking materials and local culture is not widely available, 4) The location is very relevant to the object of research, making it easier for researchers to obtain research data.

The data sources were experts consisting of 2 language validators, 2 material validators, and 2 textbook design validators. Data collection methods are carried out in three ways, namely; 1) Reflective field notes to identify tourism anthropological themes that will be developed in Arabic narratives. 2) Documentation to document tourism anthropology objects, in the form of images, locations, distances, and sites, and 3) Questionnaires, containing questions and statements filled out by experts to obtain information on the validity of the teaching materials developed.

Technical data analysis is carried out by calculating the stability coefficient by experimenting, with the following formula:

All inquiry items

$$P = \frac{X}{Xi} \times$$

P = Average

X = Number of answer for all question

Xi = Number of people in sample

100% = Stability

Tabel 1. Product Quality Assessment.

No	Persentase	Keterangan
1	90-100 %	Very Good
2	75-89 %	Good
3	65-74 %	Enough
4	55-64 %	Less
5	< 54 %	Very Less

3. RESEARCH RESULTS AND DISCUSSION

1. Results of the Validity of Teaching Materials for Speaking Arabic based on Tourism Anthropology

Table 2. Opinion of Experts on the Contents of the Book Arabic for Tourism.

Assessment Results			Criteria/Question	Assessment Items
Yield	Average	Degrees		
Baik	80 %	5	The teaching materials are in accordance with anthropological themes	The contents of the teaching materials
		4	Suitable for undergraduate education students	
		4	Anthropology-based Arabic material makes it easy to communicate	
		4	Teaching materials start from easy to difficult	
		5	Materials related to the curriculum of the Department of Arabic Language and Literature	
		4	The accuracy of selecting samples	
		4	Accuracy of selecting exercises	

Table 1 above shows the answers of the experts regarding the proportionality of the material to Anthropological themes with a score of 5, questions about the appropriateness of the material, appropriate and applicable to the undergraduate level (S-1) with a score of 4, content explanation of the material with a score of 4, the gradation of educational material from easy to difficult is answered with a score of 4, the relationship between the educational material and the curriculum for the Arabic Language and Literature Department with a score of 5. Thus, the contents of Arabic books for anthropology have an average value of 80% with a good degree.

Table 3. Opinion of Language Experts on Book Structure.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Good	85%	4	Textbooks are presented in the language available to students and appropriate to their level of language and structure	Language and structure
		4	The correct choice of the word or term	
		5	Linguistic structure and style not create confusion or ambiguity	
		4	Use of Arabic standard	

Table 3 above shows the results that the linguists' responses to textbook structures are presented in language that is easily understood by students according to their level, with a score of 4, the accuracy of having words and terms with a score of 4, the structure and style of language are not ambiguous with a score of 5 and the use of language is in accordance with the standard rules of fushah Arabic, so that overall the average score of the book structure from the aspect of language is 85% with a good degree.

Table 4. Opinion of Experts on Textbook Test Forms.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Very Good	100%	5	The textbook includes a test according to the material studied in the form of the test	Test form
		5	The tests are varied and interesting	

Table 4 above shows the results that the expert's response to the form of the test in Arabic books for tourism corresponds to the material studied, with a score of 5, while the forms of the test are arranged in a variety and interesting manner with a score of 5, so it can be concluded that the evaluation model in textbooks obtains the average value of 100 with very good degrees.

Table 5. Opinion of Experts on the Rules and Forms of Arabic Writing on the Material.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Sangat Baik	93%	5	Pay attention to basic spelling rules in writing, such as madd, washl and fashl letters, hamzah, etc	Forms of Arabic writing
		4	Pay attention to punctuation and other characteristics of Arabic writing, such as commas, periods, question marks, etc	
		5	Fonts are clear to read and the size is suitable	

Table 5 above shows the results of the expert's response to the form of writing in Arabic books for tourism, according to the basic rules of spelling-imla' with a score of 5, punctuation according to the characteristics and characteristics of Arabic writing with a score of 4, and the font used is clear, easy to read with a proportional size, with a score of 5. Thus, the results of the expert assessment on aspects of the form of Arabic writing, are at a very good degree with a score of 93%.

Table 6. Expert Opinion on Page and Cover Presentation.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Very Good	87%	4	Writing book titles with clear and appropriate calligraphy with graphic design Page Presentation and Cover	Assessment Items cover
		5	Choose the color used on the cover page, comfortable, pleasing to the eye and not eye strain	
		4	Choose the right image on pages and covers	

Table 6 above shows the results of the expert's response to the presentation of pages and covers as follows: first, writing the title of the book in calligraphy, clear and in accordance with the graphic design, with a score of 4, second, choosing the color of the cover is comfortable, pleasing to the eye and not straining the eyes with a score of 5, third, the selection of images on the cover and each page according to the title and theme of the page, with a score of 4. Thus, the display of Arabic book covers and pages for tourism is at a good level.

Table 7. Opinion of Experts on the Presentation of Text and Images in Textbooks.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Very Good	100%	5	Display the title with clear and various fonts so that students can pay attention and follow it Presentation of text and images	Presentation of text and images
		5	Appearance Text is attractive, encouraging people to learn Arabic	
		5	Selecting a suitable image for the unit or subject	

Table 7 above shows the results that the expert's responses regarding the presentation of text and images in the display aspect of the title, text and images in each unit and subject are at a good level.

Table 8. Opinion of Experts on the Use of Textbooks.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Very good	100%	5	Clarity of instructions for using textbooks Use of textbooks	Use of Textbooks
		5	Ease of use of the textbook	

The results of the study are shown in Table 8, First, answer clarity instructions on the use of textbooks, the expert answered with a score of 5 (strongly agree). Second, the ease of use of textbooks is also considered very good with a score of 5, thus the use of textbooks is at a very good degree.

Table 9. Expert Opinion on all Textbook Components.

Assessment Results			Criteria/Question	Assessment Items
Yield	**Average**	**Degrees**		
Sangat Baik	92%	5	Entire introduction All textbook components	All textbook components
		4	All user manuals	
		5	All learning objectives	
		5	The entire material organization or content	
		4	All practice questions and tests	

Table 9 displays the study's findings. The expert first awards a score of 5 for finishing the introduction. The user guide came in second with a score of 4. The learning objectives' thoroughness received a score of 5 (Strongly Agree) in the third category. Fourth, the expert gives a score of 5 (Strongly Agree) in agreement with the content's overall structure. Fifth, the expert gives the presentation of practice questions and tests a score of 4 (agree), indicating that they are acceptable. The researcher concluded that a very high percentage of all textbook components met the requirements of instructional materials.

According to experts, Arabic travel novels that are focused on anthropological topics must pay attention to the range of teaching materials that represent aspects of Indonesian tourism, besides that teaching materials must be supported by various, interesting and appropriate anthropological images. by theme. Through the results of the evaluation of the experts above, the materials and textbooks for Arabic for tourism were declared valid with a total score of 92% with a good degree and suitable for use.

Another note given by experts is that Arabic books for tourism must pay attention to the correct delivery method according to the learning method for non-native students. Besides that, practice questions should be arranged based on themes, and contain questions in the Higher Other Thinking Skills (HOTS) category, such as analyzing text, evaluating the accuracy and appropriateness of spoken language, and creating new ta'bir patterns needed when speaking. .

In the content section of the text, the expert also provides additional notes, so that Arabic teaching materials for tourism, generate interest in reading, are structured based on flexible learning patterns, the structure of the material is designed with the needs of students in mind and the achievement of learning competence can be identified based on speaking practice. Besides that, on certain themes, teaching materials should provide a summary of examples of sentence patterns, which can later be developed into various expressions. On the aspect of anthropological substance, Arabic teaching materials for tourism must meet four criteria, namely factual, conceptual, procedural and metacognition. The four criteria are broken down into several substances, namely 1) the competency to be achieved must be clear to increase maharah al-Kalam, 2) The substance discussed must be correct, complete and actual, 3) The level of legibility, both in terms of language difficulties and substance must be appropriate with the level of learning ability 4) The systematics of preparing teaching materials must be clear, coherent, complete and easy to understand.

2. Visualization of the results of product preparation for the development of teaching materials for speaking Arabic based on tourism anthropology

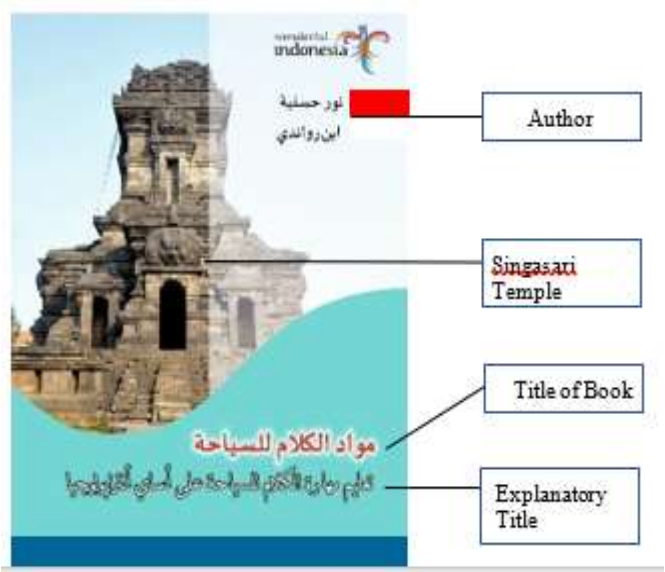


Figure 1. The Outer Cover of the Book.

Figure 2. Inside Cover.

خصائص الكتاب

خصائص الكتاب

إن لهذا الكتاب خصائص تميزه من غيره. وهي كما يلي:

١. هذا كتاب تعليم مهارة الكلام للسياحة على أساس أنثرابولوجية. بصفة عامة يهدف إعداد هذا الكتاب إلى تسهيل تعلم اللغة العربية وتقوية مهارة المحادثة وسهولة التدريب الميداني عليها عبر السياحة في إندونيسيا من خلال التعامل مع السياح العرب وكذلك التعريف بالمجتمع الإندونيسي وثقافته وحضارته والوجهات السياحية المهمة في إندونيسيا ويمكن هذا الكتاب أن يكون دليلا مهما لمرشد السياحين العرب.

٢. بصفة خاصة يهدف هذا الكتاب إلى تنمية مهارات المحادثة لدى الطلاب في كافة الجوانب المتعلقة بالسياحة والحضارة الإندونيسية وما تحتوية من مفردات وجمل، و تنمية معارف الطلاب حول تاريخ مجتمعهم وحضارتهم وأماكن السياحة المهمة في إندونيسيا - وخاصة السياحة في مدينة مالانج وما حولها في جزيرة جاوى الشرقية- مما يمكنهم من العمل في مجال الإرشاد السياحي، ويمكن استخدامه كدليل وقاموس سياحي ميسر لمرشد السياحين.

٣. كانت الموضوعات السياحية في هذا الكتاب ترتبط بمجال أنثرابولوجيا، وتتمثل في سبعة دروس دراسية، وهي السياحة التاريخية، والسياحة الطبيعية، والسياحة البحرية، وسياحة المأكولات، والسياحة الدينية، وسياحة المنتجات المحلية، والسياحة التراثية.

٤. في بداية الدروس قدمت الكاتبة وصفها وأهداف تدريسها والمؤشرات التعليمية حتى يكون الطلاب أكثر استعدادا لبدء تعلم الموضوعات.

٥. يبدأ عرض المواد التعليمية في كل وحدة بشكل منهجي بعرض المفردات أو المصطلحات المتعلقة بالموضوع، والأمثلة العملية لنصوص الحوار، والتدريبات التي تركز على جوانب الكلام وتنتهي بالوظيفة التي يعملها الطلاب خارج الفصل الدراسي، حيث يمارسها الطلاب في المواقع السياحية حسب التوجيهات الواردة في الكتاب.

٦. يتم تقديم عرض المفردات أو المصطلحات مصحوبة بالصور التي تتعلق بالموضوعات في بداية كل درس للتغلب على قيود المفردات أو المصطلحات في فهم نصوص الحوار، وكذلك العمل على التدريبات والوظائف الموجودة.

Figure 3. Book characteristic.

المقدمة

مقدمة

إن الطلاب الاندونيسيون يكتسبون معارف كثيرة عن اللغة العربية وفروعها وعلومها ولكنهم لا يستطيعون تطبيق هذه المعارف على أرض الواقع. وممارسة اللغة العربية ممارسة عملية. لذا كانت الحاجة ماسة الى إنتاج هذا الكتاب لتوفير بيئة لغوية إفتراضية تركز على تنمية مهارة الكلام في جانب البيئة السياحية الإنثروبولوجيا من أجل اكتساب مهارات التواصل والكلام تمكن الطالب من خلالها التطبيق العملي داخل إندونيسيا خاصه في هذا المجال حيث تتوفر بيئة عربية حقيقية من خلال السياح العرب . حيث يستطيع الطالب تنمية مهارة معهم مباشرة في بيئات سياحية مختلفة تغطي كافة المجالات في مختلف مناطق الجذب السياحي المتنوعة في إندونيسيا

وهذا الكتاب متخصص في تنمية مهارات المحادثة العربية في السياحة الأنثرابولوجية بإندونيسيا ، وسوف يركز على الجانب الانثروبولوجي الذي يهتم بالمجتمعات وحضارتهم ، لكي يكون هذا الكتاب أكثر شمولية في اكتساب المفردات وصناعة الجمل وتنمية مهارات المحادثة العربية، من خلال تغطية أغلب الموضوعات المتعلقة بالسياحة والثقافة والحضارة الإندونيسية والتعريف بها، حيث ترتبط اغلب أماكن السياحة فيا بتاريخ المجتمع الإندونيسي عبر كافة العصور وما تحتويه من قصص وروايات وأبطال وأساطير.

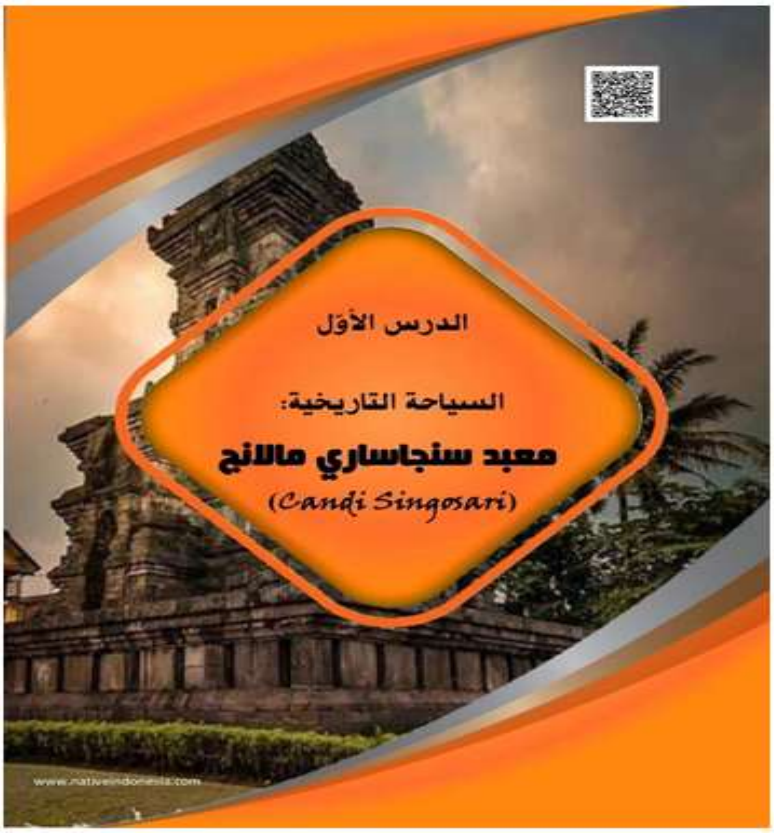
ومن أجل ذلك، كانت الموضوعات التعليمية في هذا الكتاب تركز على الموضوعات السياحية على أساس مجال أنثرابولوجية إندونيسية وخاصة بما في مدينة مالانج وما حولها في جزيرة جاوى الشرقية. وترتب هذه الموضوعات في سبعة دروس بموضوعات متنوعة وهي السياحة التاريخية، والسياحة الطبيعية، والسياحة البحرية، وسياحة المأكولات، والسياحة الدينية، وسياحة المنتجات المحلية، والسياحة التراثية.

ويعمل هذا الكتاب على تسهيل تعلم اللغة العربية وتقوية مهارة المحادثة وسهولة التدريب الميداني عليها عبر السياحة في إندونيسيا التي تتوفر فيا بيئة عربية من خلال التعامل مع السياح العرب وكذلك التعريف بالمجتمع الإندونيسي وثقافته وحضارته

Figure 4. Introduction.

Figure 5. Instructions for Use for Lecturers.

Figure 6. Instructions for Use for Students.



الدرس الأول
السياحة التاريخية
معبد سنجاساري مالانج (Candi Singosari)

الوصف الدراسي

يحدد تاريخ صنيور إندونيسيا منذ العصور القديمة (٢٠٠٠ م). وكانت عبارة عن مجموعة من الممالك المستقلة. وكانت مملكة سنجاساري واحدة منها. وتحتوي هذه المملكة على آثار تاريخية لا تزال قائمة حتى اليوم. من هذه الآثار معبد سنجاساري في هذه المحادثة. تقدم الحوار بين سائح عربي ومرشد سياحي أثناء زيارة معبد سنجاساري.

الأهداف الدراسية

١. يفهم الطلاب العوالم التاريخية المتعلقة بمعبد سنجاساري.
٢. يفهم الطلاب المفردات والمصطلحات عن السياحة التاريخية.
٣. يشرح الطلاب شفويا عن معبد سنجاساري وعلاقته بحالة تاريخ إندونيسيا.

المؤشرات

١. استخدم الطلاب المفردات والمصطلحات المتعلقة بالسياحة التاريخية مثل معبد سنجاساري
٢. استخدم الطلاب التعبيرات أو الجمل عن السياحة التاريخية مثل معبد سنجاساري فرديا أو مجموعة
٣. شرح الطلاب تاريخ معبد سنجاساري شفويا

مواد الكلام للسياحة

بعد الثقافة الصين : وصلا رحلتهم إلى معبد مالانج

ميس: إلى أين ستكون وجهتك بعد هذا ؟

ميس: سنكون وجهتنا إلى معبد مالانج وهو الذي يقع في قرية مالانج ، ترومالانج (Turen) ، مالانج

ميس: كم مسافة للوصول إلى هناك؟

ميس: حوالي ٣٠ كيلو متر تقريبا

ميس: لماذا سمي بمعبد مالانج؟

ميس: يذكر في الكتاب نكار كرتاكاما (Nagarakretagama) و بارارتون (Pararaton) ، فإن اسم هذا المعبد هو في الحقيقة جاجاوالي (Jajawali) كما قد توضح في القصيدة (١ كارانجاسا ١ من نكار كرتاكاما أن ملك ويسنوردانا من سينجوساري استخدم اسما بوراندانا (Bureh) ، وهو بمعنى "الجبال" ، مع مفهوم يستخدم كاقتدار إلى مكان مقدس

ميس: ما خصائص معبد سنجاسري مقارنة بالمعابد الأخرى؟

ميس: خصائص معبد سنجاسري نظر من خلال بادما لوباس (Padma Lapis) وكذلك اللوباس (Lapis) التي تكون شائعا هناك مملكة سنجاساري

ميس: على ماذا يرتكز هذا المعبد؟

ميس: قد تم الإنتهاء في عام ١٣٦٤ ويشار على أن رجا كابيرانان (Kertanagara) هو الذي بناه

ميس: ما هي وظيفة معبد مالانج في عصر مملكة سنجاساري؟

ميس: يقال إن هذا المعبد كان يستخدم ملكا لعبادة أبوج الملك و هو ذلك الذي معرفته من الحقيقة والنسبة المعبة

ميس: ما هو مضمون النقوش على جدار هذا المعبد؟

ميس: وفقا للبيانات التي أعطيت تلك ويسنوردانا ، أي شيفا بوذا (Siwabudha) تعني الدخول في معبد مالانج على كل من العوالم البوذية والشيفية

ميس: هل جميع المعابد في مالانج لها صلة بمملكة سينجوساري؟

بعد انطلاق معبد سنجاساري إلى معبد سينجوساري

ميس: الحمد لله

ميس: حقيا لا شراء أكثر الدخول إلى المعبد

ميس: كم ثمن التذكرة؟

ميس: تكلف ..... روبية للدخول إلى معبد سنجاساري

ميس: من يدير المعبد سنجاساري؟

ميس: يديره مكتب مالانج رينجنسي للسياحة

ميس: على ماذا يدل معبد سنجاساري؟

ميس: يقال أنه تم بناؤه حوالي عام ١٢٠٠ ميلادية إلكرانا نكتا كرتاجايا (Kertanagara)

ميس: لماذا سمي بهذا الاسم؟

ميس: إلى هذا المعبد كان أحي معبد في دايرا سنجاساري و لكن المعبد الكبير قد اختفت دون أثر

ميس: على ماذا يرتكز معبد سنجاساري؟

ميس: قد تم ترميم معبد سنجاساري من قبل حكومة الهولند في عام ١٩٣٠ م و هذا يستند واضحا من خلال النحت في المعبد

ميس: أخاف سيوا شاكيا في هذا المعبد

ميس: نعم ، سمي أعلاه ذلك

الحوار

قم الحوار التالي بالتعاون مع زميلك أمام الفصل!

معبد سنجاساري مالانج
(Candi Singosari Malang)

ميس: السلام عليكم ورحمة الله و بركاته

ميس: وعليكم سلام ورحمة الله و بركاته

ميس: أنا ميس راندي، كلفت من مكتب مالانج السياحي لمرافقك كمرشد سياحي بمعبد مالانج

ميس: أهلا بك لتشرفك بحلولك

ميس: ما اسم فضيلتك؟

ميس: اسمي ميس السيوطي من مصر

ميس: دعني أتساءل التي تود زيارتها اليوم؟

ميس: أريد التعرف على ممكلة سنجاساري التاريخية بمدينة مالانج

ميس: سنذهب إلى معبد سنجاساري الذي يقع في القرية ريمكو (Rimko) سنجاساري مالانج حوالي ١ كيلو متر من مدينة مالانج في الجهة سيوراي

ميس: هيا أن سنستغرق الذهاب الى هناك للمحافظة في هناك؟

ميس: حوالي نصف ساعة

ميس: حسنا فيا بنا

الدرس الأول
السياحة التاريخية
المفردات والمصطلحات الجديدة
استخدم المفردات التالية لتطبيق الكلام في السياحة التاريخية!
سياحة تاريخية
مكتب
معبد
مملكة سنجاساري
قرية
تذكرة
حكومة هولندية
صورة تذكارية
نقوش
٤. اختر إحدى الصور التالية وتكلم عنها!
٥. تكلم أمام الفصل حول الأماكن السياحية الموجودة بولاية مالانج! (على الأقل مكانان اثنان)
٦. أجر الحوار مع زميلك وأنتما كالمرشد والسائح في معبد سنجاساري!
٧. تكلم أمام الفصل عن السياحة المتعلقة بتاريخ معبد سنجاساري!
التدريبات
أ. أجب عن الأسئلة التالية!
١. ماذا تعرف عن معبد سنجاساري؟
٢. اشرح عن موقع معبد سنجاساري الجغرافي!
٣. اشرح للسائح كيف يصل إلى معبد سنجاساري مستعينا بالخريطة التالية!
Ke Sumberya
Ke Dilka
مواد الكلام للسياحة
٩
١٠
٤
ج. تحدث مع زميلك!
١. ما رأيك في السياحة التاريخية؟
٢. هل تحب أن تشتغل في مجال السياحة التاريخية؟ ولماذا؟
٣. هل سبقت الزيارة إلى أماكن السياحة التاريخية؟ ومتى؟ ومع من؟
٤. بكم التذكرة للدخول إليها؟
٥. اشرح عن رحلتك في السياحة التاريخية!
الوظيفة
الوصف للوظيفة:
أجر الحوار مع سائح عربي في أي موقع من المواقع السياحية التاريخية بولاية مالانج / مدينتك بالأساليب التالية:
١. اختر الموقع من مواقع السياحة التاريخية في مدينة مالانج / مدينتك!
٢. أن يكون مضمون الحوار من ٥٠٠ كلمة حول السياحة التاريخية ومتعلقة بأنثرابولوجيا!
٣. سجل وظيفتك في فيديو حوالي ٥ - ١٠ دقائق!
٤. ثم اجعل [illegible] كما المكتوب في الصحفة الأولى من هذا الدرس!
ب. تعبير مصوّر
أجب عن الأسئلة ثم كوّن قصّةً قصيرة وقدّمها بأسلوبك أمام الفصل!
١. أين تقف السيارة؟
٢. من في السيارة؟
١. إلى أين يذهب السائح؟
٢. كم ساعة يصل إلى المعبد؟
١. ماذا يفعلون في المكتب؟
٢. كم ثمن التذكرة في المعبد؟
١. ماذا يفعلون في المعبد؟
٢. مع من هناك؟
١. أين ضبط هذا الصنم؟
٢. ما هذا؟
١. ماذا يفعلون في المعبد؟
٢. مع من هناك؟
١١
١٢

The outcome of product development is an Arabic book based on tourism anthropology that satisfies the following fundamental standards for creating textbooks: (1) A4 paper (21 cm x 29.7 cm) is used for books. This site is in accordance with ISO (International Standards Organization) paper dimensions (Heires, 2008). (2) Researchers have attempted to create teaching resources for Tourism Arabic that feature appealing images; the printed appearance is dominated by colors like red, blue, and green, which show zeal, serenity, joy, and other positive values when learning; this can sensory draw students' attention to the material's content. (3) Because it is provided in its whole with four different examples, the instructional material for Arabic speaking is particularly suitable for the needs of students. stages, namely giving vocabulary, conversation, practice, and self-study. (4) Book pages are visually equipped with a preface, main page, book subject, purpose, a guide for using the book, and table of contents. On the final page, the teaching materials are equipped with a new vocabulary glossary, author biographies, and a list of references.

4. CONCLUSION

The findings of this study are anticipated to have an impact on the development of standardized Arabic language teaching materials for the tourism industry, which are currently lacking. These products can be used to enhance speaking abilities as well as investigate the potential of Indonesian tourism with Arabic narratives. The creation of anthropology-based teaching resources primarily aims to promote and preserve regional tourist attractions that might help lecturers make connections between the content being covered and the local conditions or circumstances. Students of the Department of Arabic Language and Literature at UIN Maulana Malik Ibrahim Malang can use the teaching materials offered in the textbook in their tourism classes because they are based on an Arabic teaching curriculum in Indonesia.

Judging from the indicators of learning books, the material has been developed anthropologically which carries tourism themes, so it is different from other book products. The difference can be seen in the following themes: historical tourism (Singasari temple in Malang), nature tourism (Coban Rondo waterfall), marine tourism (Bale Kambang beach), restaurant and cafe tourism (at restaurants), religious tourism (a visit to Auliya's grave), local product tourism (at the Sunday market), and heritage tourism (Malang Mask dance). Therefore, as a whole, the teaching materials that have been developed can be used en masse by lecturers in the Arabic Language and Literature Department. The results of the assessment of the six validators as a whole are at a good degree of 80% and very good 90% to 100%. With these values, this book is declared feasible to be applied in improving students' speaking skills, because it is in accordance with the objectives of language learning for special needs, presented in a factual, interesting, and easy-to-learn manner, contains sequential vocabulary material, conversations, exercises, and self-study, presents tourism themes that are easy to access and visit, use the fushah language, and bring a variety of tourist objects closer together as interactive teaching materials for speaking Arabic.

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