

Arabic Language Learning AT MTs Mazro'atul Ulum Paciran Lamongan

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Abstract

This study aims to describe and analyze the Arabic language learning process at MTs Mazra'atul Ulum Paciran Lamongan, including the methods used, challenges faced, and efforts made to improve the quality of learning. The background of this study is based on the importance of mastering Arabic as the main language in Islamic studies, especially in Islamic boarding school-based madrasah environments. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that Arabic language learning at MTs Mazra'atul Ulum uses various methods such as qawa'id wa tarjamah, muhadatsah, and mubasyaroh. However, there are several obstacles faced, including low student motivation, limited learning media, and lack of competence of some teachers. To overcome these obstacles, the madrasah has made various efforts such as teacher training, development of learning media, and implementation of more communicative learning methods. This study concludes that Arabic language learning at MTs Mazra'atul Ulum has shown positive developments, but still requires strengthening in terms of pedagogy and supporting facilities so that learning objectives can be achieved optimally.

Keywords: Arabic language learning, MTs Mazro'atul Ulum



INTRODUCTION / المقدمة

Learning is a series of mental and physical activities to obtain a change in behavior as a result of an individual's experience in interaction with his or her environment that concerns cognitive, affective and psychomotor. The Arabic teaching and learning process in Indonesia can be divided into several forms and objectives.

The forms of Arabic teaching are divided into four, the first form of Arabic teaching in the archipelago is to meet the needs of a Muslim in performing worship, especially prayer. In accordance with these needs, the material taught is prayers and short letters of the Qur'an. However, the teaching of verbalistic Arabic was considered insufficient, so the teaching of the second form of Arabic emerged with the aim of deepening the teachings of Islam, by understanding the content of the book. As is the case with those who grow and develop in salaf Islamic boarding schools. Along with the demands of the changing times, which demand Arabic language proficiency is more than just receptive skills, so that Arabic language teaching has emerged in a third form which is intended as a medium of communication both orally and in writing. Which is found in modern Islamic boarding schools. The fourth form of Arabic language teaching in the country is that of formal educational institutions (Efendy, 2010).

Arabic basically has strong roots and is tired of being known by the Indonesian people since Islam entered the archipelago in the 11th or 12th AD. The practice of speaking Arabic has been going on since then even though the teaching of Arabic is only carried out after there is awareness and the need to understand the Qur'an. Hadith and other Islamic sciences. Thus, it can be known that Arabic has a central role in Islamic education, especially

in institutions affiliated with Nahdlatul Ulama (NU). MTs Mazra'atul Ulum Paciran Lamongan, as part of the NU education network, is committed to integrating the national curriculum with local content based on the yellow book. This is in line with the vision of madrasas that want to realize an education that is Islamic, integrative, achievementful, and progressive.

Since its establishment in 1958, MTs Mazra'atul Ulum has undergone significant developments, including an increase in the number of students and accreditation that shows the ever-increasing quality of education. However, challenges in learning Arabic remain, especially in terms of teaching methods, resources, and adaptation to technological developments.

This research is important to evaluate the effectiveness of Arabic language learning methods at MTs Mazra'atul Ulum, as well as to identify factors that affect the success or obstacles in the learning process. The results of this study are expected to provide constructive recommendations for the development of a more effective Arabic curriculum and teaching methods in the future.

METHOD / المنهجية

This study uses a type of descriptive qualitative research (Arikunto, 2006). The location of the research was carried out at Madrasah Tsanawiyah Mazro'atul Ulum Paciran Lamongan. The types of data in this study are divided into two, namely primary data and secondary data. Primary data were obtained in the form of verbal or verbal words or speech and behavior from the subjects (informants) from the results of interviews and observations related to one of the Arabic subject teachers before the learning process in grade VIII D MTs Mazro'atul Ulum.

Meanwhile, secondary data is sourced from documents that can be used as a complement to primary data. Primary data on Text Studies learning that were collected through observation were the teaching methods of Arabic teachers, the atmosphere of the teaching and learning process, the behavior shown by teachers and students and other activities relevant to the focus of the research. Furthermore, the data collection techniques in this study are carried out through: (1) Survey, (2) Observation, (3) Interview, (4) Documentation.

Once the data is collected, the next step is Data analysis. In this study, the author analyzed data consisting of three simultaneous activity streams, including: (1) reducing data, (2) presenting data, and (3) drawing conclusions/data verification. After the analysis process, the validity of the data is checked through three activities, namely: credibility, (b) dependability and (c) confirmability.

RESULT AND DISCUSSION / نتائج البحث و المناقشة

Arabic Language Learning at MTs Mazro'atul Ulum Paciran

Mts Mazro'atul Ulum is one of the MTS institutions located in Lamongan regency, East Java, precisely on jln. Raya Sugio Lamongan Simpang Tiga Sugio, Lebakadi, Sugio District, Lamongan Regency. MTS Mazro'atul Ulum was established since the year under the auspices of the Ministry of Religion. The concept of education at MTS Mazro' Ulum also has a pesantren. MTS Mazro'atul Ulum answers the challenges of changing times that can produce graduates who not only excel in achievement but also are at the forefront of morals. It is proven by the status of the madrasah that is currently accredited A. Same as the vision and mission of MTS Mazro'atul Ulum which wants to

realize MTS Mazro'atul Ulum as a School Leader, National Quality, and Familiar and Professional Human Resources.

Based on the Ministry of Education and Culture number 59 of 2014, it can be seen that the 2013 curriculum aims to prepare Indonesian people to have the ability to live as a citizen who is faithful, productive, creative, innovative and effective and able to contribute to the life of society, nation, state and world civilization. In the 2013 curriculum prep, the educational goals can be seen to develop academic intelligence and academic brilliance. The material in the 2013 curriculum is described based on the 2013 curriculum content standards regulated in the Ministry of Education and Culture number 64 of 2013. In an effort to achieve the Graduate Competency Standards as set for each unit and level of education, the mastery of graduate competencies is grouped into several Competency Levels. The Competency Level shows the stages that must be passed to achieve graduate competencies that have been set out in the Graduate Competency Standards. The 2013 curriculum content standards for Madrasah Aliyahmauk are competency level 5 and 6. In this level of competence, there are four competencies that must be mastered by students, which include attitude, spirituality, social attitudes, knowledge, and skills.

Arabic language material at Mts Mazro'atul Ulum is still at the initial level, namely in mufrodat and Maharah at the initial level, namely (Maharah istima' and Maharah Kitabah). In general, the items of Arabic teaching instruments at Mts schools include the feasibility of content and the usefulness of presentation. In the content feasibility item, it includes six indicators, namely the suitability of the description with the material with core competencies (KI) and Basic Competencies (KD), the accuracy of the material, the improvement of the material, the suitability of culture, training

and evaluation, and the implementation. Then in the item of feasibility of presentation, it includes four indicators, namely presentation techniques, presentation support, material presentation strategies, and coherence and collapse of the flow of thought.

Arabic teaching at Mts Mazro'atul Ulum still uses print media, namely LKS, but teaching there also uses a lot of Arabic media and learning methods. And before the learning starts the teacher gives ice breaking, the goal is for participants to focus more on capturing learning and making students not feel bored, before starting learning the teacher also repeats the previous learning so that learning at Mts Mazro is very creative, innovative, and effective.

The purpose of learning Arabic is to equip students to be able to read and write in Arabic so that they understand history, the future, and can learn lessons from previous generations. In general, the goal is to equip students, namely;

1. Listening Skill
2. speech skill
3. Reading Skill
4. writing skill

The purpose of learning Arabic at Mts Mazro'atul ulum is that students are able to understand and practice Arabic fluently like other foreign languages in daily life by speaking and writing. In addition, the general purpose of learning Arabic, especially in Indonesia, is to understand the Qur'an, Hadith, and the yellow books written by classical scholars . This goal is formed as a direction that will be achieved in every learning material, including Arabic. So that educators know the ability of students to master Arabic language material.

In Arabic language learning applied by Mts Mazro'atul ulum taught by Mrs. Maliyah, the learning there is very effective, innovative and fun because the teaching there uses a lot of media and learning methods, to start learning the teacher uses ice breaking so that students are more enthusiastic in learning Arabic, learning there also if there are active students will be rewarded so that the students there are very active once in learning.

The themes of Arabic language teaching in Madrasah aliyah in accordance with the curriculum of the Ministry of Religion include:

1. clock (الساعة)
2. Our daily life (يَوْمِيَاتُنَا)
3. (profession)
4. Sports (الرياضية)
5. Profession or Occupation (المِهْنَةُ)
6. Clinic Pasien (عِيَادَةُ الْمَرِيضِ)

Learning methods are a way to achieve learning goals. As an educator it is necessary to use methods when learning. In addition, educators are also faced with different conditions of students academically and students' backgrounds. In Arabic language learning at Mts Mazro'atul Ulum taught by Mrs. Maliyah, learning there uses methods that are in accordance with the needs of educators in providing materials in class. These learning methods include:

1. Thoriqoh al-Su'al wa al-jawab (Method Question-and-answer)

A method of learning a language by asking questions and answers to each other or to the teacher. This pattern is good used to support students' mastery and understanding of a material they are studying.

2. Drill Method

The Drill Method is one of the learning methods used by teachers in the learning process activities by providing exercises on what students have learned so as to acquire a certain skill. This method emphasizes students' skills or abilities in terms of motor and mental aspects of the material that has been learned.

3. Singing method

The singing method is a technique of understanding material using singing and aims to make it easier for students to memorize mufrodat and understand the material taught.

As for the Evaluation of learning Evaluation carried out at MTS Mazro'atul Ulum in Arabic language learning, the teacher there always gives a test after giving the material to the students so that the teacher knows which students do not understand and which students already understand in learning. After the teacher knows the abilities of the students, the teacher will provide learning time for the students, which is outside of school hours. And the teacher who teaches Arabic subjects is Mrs. Maliyah, she also conducts language lessons in her own home so that MTS Mazro'atul Ulum students do not only study at school but outside.

Evaluation is a process to obtain the data and information needed to determine the extent and how the learning has been carried out in order to make the assessment (judgment) and improvements needed to maximize the results. The above definition is based on the opinion of Mahrens & Lehmann which states that evaluation is a process of planning, obtaining and providing information that is indispensable for making alternative decisions. The above definition is based on the opinion of Mahrens & Lehmann which states that evaluation is a process of planning, obtaining and providing information that is indispensable for making alternative decisions.

The purpose of learning outcome assessment is of course the same as the purpose of learning evaluation and learning that is carried out. Evaluation is an important factor that is one of the benchmarks for the success of the learning process. Therefore, it is very important to really know the purpose of the evaluation, so that what you want to achieve in the evaluation process can happen. The objectives of evaluating learning outcomes according to Arifin are as follows:

1. Knowing the level of students' mastery of the material that has been given.
2. To know the skills, motivations, talents, interests and attitudes of students towards the learning program.
3. To determine the level of progress and conformity of students' learning outcomes with the standard of competency and basic competencies that have been set.
4. Diagnose the strengths and weaknesses of students in participating in learning activities.
5. Selection, which is selecting and determining students who are suitable for a certain type of education.
6. Determining grade promotion.
7. Placing students according to their potential.

Problems in Arabic Language Learning at MTs Mazro'atul Ulum Paciran
Although various methods have been applied, there are several obstacles in learning Arabic at MTs Mazra'atul Ulum, including:

Student Educational Background: Most students come from elementary schools who do not yet have a solid foundation in Arabic, such as an understanding of nahwu and shorof. This causes students to feel difficult and

lack motivation in following learning. There are also students who cannot read hijaiyah letters, so it is difficult when reciting, memorizing and reading Arabic texts.

1. **Teacher Competency Limitations:** Some Arabic teachers at MTs Mazra'atul Ulum do not have an educational background that is appropriate to their field. This has an impact on the quality of teaching and students' understanding of the material taught.
2. **Limited Learning Resources:** The lack of interesting and relevant learning media makes students less interested and difficult to understand Arabic material.

Based on the analysis above, some of the recommendations for the development of Arabic language learning at MTs Mazra'atul Ulum are:

1. **Teacher Quality Improvement:** Recruit Arabic teachers with appropriate educational backgrounds and provide regular training to improve their competence.
2. **Relevant Curriculum Development:** Develop an Arabic language curriculum that suits the needs and characteristics of students, as well as integrate technology in the learning process.
3. **Provision of Varied Learning Resources:** Provide a variety of learning resources, such as books, apps, and other digital media, to support effective and engaging learning of Arabic.
4. **Increased Parent and Community Engagement:** Involve parents and communities in the learning process to create an environment that supports students' Arabic language development.

CONCLUSION / الخلاصة

Based on the results of the research conducted on learning Arabic at MTs Mazra'atul Ulum Paciran Lamongan, it can be concluded that several important points are as follows:

Arabic language learning has a strategic position in the curriculum of MTs Mazra'atul Ulum because it supports students' understanding of the yellow book and strengthens the Islamic identity that is the hallmark of madrasas.

The learning methods used are quite varied, such as the methods of qawa'id wa tarjamah, muhadatsah, mubasyaroh, as well as qiro'ah and istima'. This approach is able to help students in developing four basic Arabic skills: listening, speaking, reading, and writing.

There are significant obstacles in the learning process, including the limitation of teacher competence, the lack of modern learning media, and the background of students who do not have a solid foundation in Arabic.

Improvement efforts have been made by the madrasah, such as teacher training, the development of technology-based learning media, and the use of a more contextual and interesting learning approach.

Further strategic steps are needed, such as improving the quality of teacher human resources, adjusting the curriculum to the needs of students, and wider involvement of the family environment and Islamic boarding schools in supporting the Arabic language learning process.

Thus, Arabic language learning at MTs Mazra'atul Ulum shows quite good progress but still needs to be strengthened in various aspects in order to be able to produce graduates who not only understand Arabic theoretically, but also are able to apply it in daily life and the context of Islamic science.

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