

Analysis of Arabic Language Learning at Karangsawo Paciran Lamongan Junior High School

Abdul Taufik Bangga¹, Ahmad Abu Nafi², Muhammad Na'im Alkuzaini³

¹²³ Universitas Sunan Drajat Lamongan, Indonesia

¹taufikupik909@gmail.com, ²naimzaini968@gmail.com, ³binhanafi19@gmail.com

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Abstract

This study aims to analyze the Arabic language learning process at Karangsawo Pacira Lamongan Superior Junior High School, focusing on teaching methods, the role of teachers, learning media, and student learning motivation. Arabic as one of the important subjects in Islamic-based schools requires an effective learning approach in order to improve students' linguistic competence and understanding of Islam. This study uses a qualitative approach with observation, interview, and documentation methods to collect data from teachers, students, and learning documents. The results of the analysis show that Arabic language learning in this school has been carried out with various strategies, but there are still several obstacles such as the limitation of digital learning media and the lack of variety of teaching methods. In addition, student motivation tends to fluctuate depending on the teacher's approach to delivering the material. Therefore, innovation in learning methods and training for teachers is needed to improve the quality of Arabic language learning. This research is expected to be a reference for other schools in developing more effective and contextual Arabic language learning.

Keywords: Analysis, Arabic language, learning of Arabic

INTRODUCTION

Arabic is one of the important international languages, especially in the context of education in countries with Muslim populations. In Indonesia, learning

Arabic at the junior high school (SMP) level is crucial considering the role of this language in understanding Islamic teachings.

Arabic is one of the international languages that has high historical, religious, and academic value. In the context of Islamic education, Arabic is not only studied as a means of communication, but also as a key to understanding Islamic sources such as the Qur'an and Hadith (Mahmud, 2017). Therefore, mastery of Arabic is important for students in Islamic educational institutions, including at the junior high school level.

Karangsawo Pacira Lamongan Flagship Junior High School is one of the Islamic-based educational institutions that pays special attention to Arabic language learning. This school integrates the national curriculum with a typical Islamic curriculum to form students who excel academically and spiritually. Learning Arabic in schools is an important part of efforts to build a generation that is able to read, understand, and practice Islamic values from their original sources.

However, in its implementation, Arabic language learning often faces various challenges, such as limited learning media, low student learning motivation, and lack of innovation in teaching methods (Zarkasyi, 2020). In addition, teachers' competence in managing Arabic classes also greatly determines the success of learning (Mulyasa, 2018). Therefore, an analysis of the process, methods, and results of Arabic language learning at Karangsawo Pacira Lamongan Superior Junior High School is important. The methods used in Arabic language learning are still limited, as well as a lack of innovation in the use of communicative and contextual learning methods (Jannah, 2025).

This study aims to analyze the implementation of Arabic language learning in the school, identify its supporting and inhibiting factors, and provide constructive recommendations for improving the quality of learning. It is hoped that the results of this study can contribute to the development of a more effective and contextual Arabic language learning model in an Islamic-based secondary school environment.

METHOD

This study uses a descriptive qualitative approach. This approach was chosen to obtain an in-depth picture of the Arabic language learning process at Karangsawo Pacira Lamongan Superior Junior High School, including teaching methods, the role of teachers, the media used, and student responses and motivations. Qualitative research allows researchers to understand phenomena holistically and contextually (Sugiyono, 2019).

The research was carried out at Karangsawo Pacira Superior Junior High School, which is located in Lamongan Regency, East Java. The research period lasted from July to August 2025. Research Subjects and Informants in this study is The research informants include from Arabic teacher, Students, and Curriculum Supervisor or Principal as a supporter of learning policy information. The selection of informants was carried out by purposive sampling, which was selected based on their role and relevance to the focus of the research.

RESULT AND DISCUSSION

A. Implementation of Arabic Learning at Karangsawo Paciran Junior High School

1. Arabic Language Learning Methodology

Teaching Arabic is a teaching and learning process that functions to guide, encourage, develop and foster Arabic language skills, both active and passive and foster a positive attitude towards Arabic, in this case Fusha Arabic. Effendy regarding the learning method said that, "Method is a comprehensive plan for the systematic presentation of language based on the determined approach.

According to Suyono and Hariyanto, in the sense of learning methods, they explained that The learning method is all the planning and

procedures as well as the steps of learning activities including the choice of assessment methods to be carried out. A learning method can be considered as an orderly procedure or process, an orderly way or way of doing learning. The meaning of the preparation when associated with the concepts that are developing today includes Competency Standards (SK), Basic Competencies (KD), indicators, learning objectives, learning preparation starting from the opening/beginning activities, core and closing activities, and teaching media (Suyono and Hariyanto, 2011).

Daryanto also explained The learning method is a way of forming or strengthening the understanding of participants (recipients of information) towards the presentation of information/teaching materials. There are three main conditions for teaching and learning activities to take place. The first is the student/student who acts as the recipient of information, the second is the teaching material that will be delivered and the third is the teacher as the introduction and delivery of the material (Daryanto, 2013).

2. Implementation of Arabic Language Learning

Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills and values, and attitudes. According to experts Nurdin and Usman, implementation comes down to activity, action, action, or the existence of a system, implementation is not just an activity, but an activity that is planned and to achieve the goals of the activity.

Learning can be interpreted as a process of interaction between learning participants and a learning environment for certain achievements. According to Miarso, quoted in the book learning and learning by Indah Komsiyah, learning is managing the environment deliberately so that a person shapes themselves positively under certain conditions.

The implementation of Arabic learning Class VIII D at SMP UKASA Paciran can be described into three main activities, namely learning planning, delivering learning materials, and closing, namely by evaluating learning.

Planning comes from the word plan, which is making decisions about what to do to achieve a goal. Planning is one of the initial functions of management activities in achieving goals effectively and efficiently. Planning is also referred to as a view of the future, thus the process of a planning must start from setting goals that will be achieved through needs analysis and complete documents, then determining the steps that must be taken to achieve these goals.

The implementation of learning is an activity with educational value, educational value colors the interaction that occurs between teachers and students. Interaction with educational value because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins. In the implementation of learning, teachers carry out several stages of learning implementation, including opening, delivery of learning and closing.

Opening lessons are activities carried out by teachers to create a learning atmosphere that allows students to be mentally prepared to participate in learning activities. In this activity, we observed teachers opening learning with greetings, student attendance, and asking about the previous material, the purpose of opening learning is to generate attention and motivate students. Inform the scope of the material to be studied and the limitations of the assignments that students will do. Provide an overview of the methods or approaches that will be used as well as the learning activities that will be carried out by students. Appreciating, which is associating the material that has been learned with the material to be studied.

The delivery of learning materials is the core of a learning implementation process. In delivering the material, the teacher delivers the material in sequence from the easiest material first, to maximize student acceptance of the material delivered by the teacher, the teacher uses the method as a tool for delivering learning materials. The purpose of delivering learning materials is to help students clearly understand all problems in learning activities. Help students to understand a concept. Involve students to think, understand the level of understanding students in receiving learning.

Closing the learning. The activity of closing learning is an activity carried out by the teacher to end the core activities of learning. In this activity, we observed the teacher evaluating and briefly repeating the material that had been delivered.

3. Objectives of Arabic Learning

The purpose of learning Arabic is theoretically the goal of growing Arabic language skills. Djago Tarigan H.G revealed that with continuous language learning, language skills can be obtained, namely, listening, speaking, reading and writing. Purpose of learning Arabic

For the educator, it is so that the Arabic language is easy for educators to master in learning it, while the goal for the student is to be able to master the Arabic language, therefore in essence the purpose of learning Arabic is to be mastered by using it actively.

Arabic lessons in madarasah have a purpose; Develop the ability to communicate in Arabic, both oral and written, which includes four language skills, listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). In addition, it also aims to foster awareness of the importance of Arabic as one of the foreign languages to be the main tool for learning,

especially in studying the sources of Islamic teachings, and developing an understanding of the interconnectedness between language and culture.

4. Arabic Language Learning Materials at Karangsawo Junior High School

According to Pannen, learning materials are systematically arranged materials or subject matter that teachers and students use in the learning process. Thus, Arabic teaching materials are Arabic language learning materials which are a combination of knowledge, skills, and attitude factors, which are systematically arranged so that teachers and students can use them in the Arabic learning process.

The Arabic language learning material at Karangsawo Paciran Superior Junior High School, is designed to introduce students to vocabulary and expressions related to daily life, starting with Chapter 1, which discusses about Clock (Hours). In this chapter, students learn to mention time, ask questions about the clock, as well as express activities related to time, such as school schedules or other times. Chapter 2, continuing with the theme Our Diary (Our Daily Lives), where students are taught vocabulary and phrases to talk about daily routines, such as morning, noon, and night activities. Next, Chapter 3 discusses the theme Hobby(Hobbies), where students are introduced to different types of hobbies, such as sports, music, and art, as well as how to express interests and hobbies in Arabic. With a sequential and contextual approach, this material aims to ensure that students not only master Arabic technically, but also be able to use it in everyday conversations according to their interests and needs.

5. Arabic Language Learning Methods at Karangsawo Junior High School

Learning Method is a term related to comprehensive planning to present subject matter in a sequential and orderly manner. The method is procedural in the sense that the application of a method in learning is done

with regular and gradual steps starting from teaching, and assessment of learning outcomes.

There is a difference between strategies, methods, and techniques. According to Sunhaji, strategy is the chosen way to deliver material by looking at the situation, conditions, learning resources, needs and characteristics of students. Method is the operational step of the learning strategy. While Engineering is a way, tool, or media that teachers use to direct students' activities towards the goals to be achieved. The relationship between strategies, objectives, and learning methods is described as a single system that starts from the determination of learning objectives, strategy selection, and goal formulation and then applied into various relevant methods during the learning process.

The discussion and presentation learning method applied by Arabic teachers in grade VIII D SMP Superior UKASA, The method is applied to increase student involvement in the learning process. In each session, students are divided into small groups to discuss specific material relevant to the curriculum. In this discussion session, students were given 10 minutes to complete the assignment from the teacher. These discussions not only encourage students to share opinions and ideas, but also practice communication and teamwork skills. With the guidance of the teacher, students can explore various points of view and deepen their understanding of the material being taught, after the session is discussed and the assignment is finished, students are asked to present the results of their group discussion in front of the class by reading their assignments to the teacher and friends, after which the results are graded by the teacher, and if there are any errors in the assignment it will be corrected together at the end of the lesson before closing learning by teachers. This presentation method aims to hone public speaking skills and increase students' confidence.

Through the application of these two methods, Karangsawo Superior Junior High School seeks to create a dynamic and collaborative learning atmosphere, which can facilitate the development of students' academic and social competencies.



Documentation of discussion and presentation methods for students of grade VIII D SMP Unggulan Karangsawo

6. The Role of Arabic Learning Media

Learning media is one of the factors that can make teaching and learning activities interesting and fun. Teachers and students are involved in learning activities that are ultimately able to achieve learning goals. Especially learning Arabic. Media can make learning interesting and meaningful. With the right learning media, lessons that seem difficult become easy, teachers who have difficulty explaining certain subject materials end up being easy and not boring. The use of media is very necessary so that learning is not boring and becomes a fun activity (Rosikh, 22). That way, the role of media in learning is very large from determining the running of the teaching and learning process in the classroom and outside the classroom. Regarding the role of media in learning, especially

Arabic, AL-Fauzan said that the role of media in learning includes: First, enriching students' learning experiences. In various literature, it is stated that the role of media in learning is very large in shaping students' personalities because with media children can directly experience the explanation of the material that is being delivered by teachers both inside and outside the classroom. Second, economical, with the existence of learning media, it becomes shorter and faster than without using media so that learning becomes effective and efficient. Third, increase students' attention to lessons. With learning media, students are closer to the material being discussed in class. Fourth, making students more ready to learn. By using learning media, students will get directly an active and effective learning situation so that they are able to produce better results and leave an impression on students.

7. Arabic Language Learning Evaluation/Test

Evaluation of learning and learning is a process to determine the value of learning and learning that is carried out, by through assessment and measurement activities of learning and learning. The definition of measurement in learning and learning activities is the process of comparing the level of success of learning and learning with the measure of learning and learning success that has been determined quantitatively. The definition of learning assessment and learning is the process of making decisions on the value of learning success and learning qualitatively.

The purpose of the Arabic language learning evaluation is to determine the effectiveness and efficiency of the Arabic language learning system, both regarding the objectives, materials, methods, media, learning resources, environment, and the assessment system itself. There are several types of Arabic language learning evaluations, namely planning and

development evaluations, monitoring evaluations, impact evaluations, economic efficiency evaluations, and comprehensive program evaluations.

B. Analysis of Arabic Language Learning at Karangsawo Paciran Junior High School

1. Supporting Factors/Success of Arabic Language Learning at Ungulan Karangsawo Paciran Junior High School

According to the results of our surveys and interviews, one of the factors that support the success of Arabic learning at Karangsawo Paciran Superior Junior High School is the activeness of students in the classroom. Active students not only find it easier to understand the material, but also more confident in communicating using Arabic. This activeness is reflected in their participation in discussions, questions and answers, as well as speaking or writing exercises conducted in class. With high engagement, students can apply the vocabulary and phrases they have learned in a more tangible context, such as talking about their daily activities or hobbies. In addition, the dynamic and interactive classroom atmosphere supports the creation of a fun learning environment, where students feel more motivated to continue learning and master the Arabic language well. This factor, coupled with the support of creative teachers and using the right methods, makes learning Arabic at Karangsawo Flagship Junior High School more effective and fun.

2. Problems of Arabic Language Learning at Karangsawo Flagship Junior High School

The problem in learning Arabic at Karangsawo Superior Junior High School is that there are still some students who have difficulty writing and connecting Arabic letters correctly. Even though students have learned the

basics of Arabic writing, some of them still find it difficult to write sentences fluently and according to the rules of proper letter connection

3. Problem-solving solutions from teachers

As a solution to overcome the problem of learning Arabic at Unggulan Karangasawo Junior High School, especially for students who have difficulty in writing and connecting Arabic letters, the school through the teacher held additional lessons at the boarding school after school. This lesson aims to provide intensive guidance to students so that they can practice writing correctly and strengthen Arabic letter connection skills .

CONCLUSION

The implementation of Arabic language learning at Unggulan Junior High School Karangasawo Paciran involves three main stages: planning, implementation, and evaluation. This process begins with careful planning to achieve clear learning objectives, followed by implementation that includes opening activities, delivering materials, and closing through evaluation. This learning aims to develop active Arabic language skills, both in listening, speaking, reading, and writing, as well as increasing students' awareness of the importance of Arabic in religious and cultural contexts. The material taught is systematically arranged, starting from basic topics such as time, daily activities, and hobbies, which aims to ensure that students not only master the language technically but also be able to communicate in daily life. The learning methods used are discussions and presentations, which encourage active student involvement as well as hone communication and teamwork skills. Through this approach, it is hoped that learning Arabic will become more dynamic and fun, and can improve students' academic and social competence.

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