

Implementation of Arabic Language Learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School

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Abstract

This study aims to describe the implementation of Arabic language learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School, including the planning, implementation, and evaluation processes, as well as identifying supporting and inhibiting factors faced in the process. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The subjects of the study consisted of Arabic teachers, students and vice principals of the madrasah. The results of the study indicate that Arabic language learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School has been implemented in accordance with the curriculum structure, although it is still predominantly using conventional methods. The implementation of learning includes planning, implementation and evaluation activities. Learning using the vocabulary guessing game is very good. Supporting factors include the enthusiasm of teachers and students in learning Arabic as well as a conducive madrasah environment and support from the madrasah. Meanwhile, the obstacles faced include low student learning motivation, limited innovation in the use of communicative and contextual learning methods.

Keywords: Implementation, Arabic language learning, MA Kanjeng sepuh

INTRODUCTION / المقدمة

Arabic has a very important role in the world of Islamic education, because it is the language of the Qur'an and Hadith which are the main sources of Islamic teachings. Therefore, mastery of Arabic is not only seen as a linguistic skill, but also as the main means of understanding religious teachings in depth. In Indonesia, learning Arabic has become an integral part of the curriculum in madrasas, including at Islamic Senior High School (MA), with the hope that students will be able to understand Islamic texts directly.

Kanjeng Sepuh Sidayu Gresik Islamic Senior High School as one of the Islamic educational institutions that is committed to forming a superior generation in religious and general sciences, has integrated Arabic language learning in its curriculum. However, the effectiveness of the implementation of learning does not only depend on the curriculum, but also on teaching methods, teacher competence, the availability of learning media, and student motivation in learning.

In practice, learning Arabic often faces various challenges, such as low interest in students' learning, limitations in innovative teaching methods, and lack of adequate supporting media. This has an impact on students' low mastery of Arabic, both orally and in writing. Therefore, it is important to examine how the implementation of Arabic learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School is carried out, what are the obstacles faced, and how efforts are made by schools and teachers to improve the quality of learning.

Through this research, it is hoped that it can provide a clear picture of the process of implementing Arabic language learning at Kanjeng Sepuh

Sidayu Gresik Islamic Senior High School, as well as become evaluation and input for the development of more effective and contextual learning strategies.

METHOD / المنهجية

This study uses a descriptive qualitative approach (Arikunto, 2006). This approach was chosen because the research aims to gain a deep understanding of the implementation of Arabic language learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School through observation of the processes, interactions, and meanings that occur in the field.

This research was carried out at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School, which is located in Gresik Regency, East Java. The subjects in this study include: Arabic subject teachers, Kanjeng Sepuh Sidayu Gresik Islamic Senior High School students and Deputy Head of Curriculum.

The data in this study was collected through several techniques, namely: 1) Observation: Directly observing the Arabic language learning process in the classroom. 2) In-depth interviews: Conducted with teachers, students, and the school to gather information about implementation, constraints, and learning strategies. 3) Documentation: Collect documents such as lesson plans (Learning Implementation Plan), syllabus, attendance lists, and student evaluation results.

RESULT AND DISCUSSION نتائج البحث و المناقشة

The Purpose of Learning Arabic at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School

The purpose of learning Arabic on behalf of educators is so that the Arabic language is easily mastered by students in learning it, while the purpose for students is to be able to learn and master the Arabic language. According to Al-Fauzan et al, (2006) emphasized that there are three competencies that should be achieved in learning Arabic. The three competencies in question are:

1. linguistic competence, meaning that learners master the sound system of Arabic well, how to distinguish it and pronounce it, know the structure of the language, basic grammar aspects of theory and function; know the vocabulary and its use.
2. communication competence, meaning that learners are able to use Arabic automatically, express ideas and experiences fluently, and are able to absorb what has been mastered from the language easily.
3. cultural competence, meaning to understand what is contained in Arabic from a cultural aspect, being able to express the speaker's thoughts, values, customs, ethics, and art. From the three competencies mentioned above, it can be seen that the objectives of learning Arabic are directed to:

- 1) mastery of the elements of language owned by the Arabic language, namely aspects of sound, vocabulary and expressions, as well as structure.
- 2) use of Arabic in effective communication.
- 3) understanding of Arab culture, both in the form of thoughts, values, customs, ethics, and art.

The statement of al-Fauzan et al. above is strengthened by the opinion of Thu'aimah and al-Naqah (2006) regarding the purpose of learning Arabic for non-Arabs, namely: Understanding Arabic correctly; that is:

1. Listen consciously to the conditions of life in general.
2. Speaking Arabic as a medium of direct communication and expression of the soul.
3. Read Arabic easily, find meanings and interact with them.
4. Writing in Arabic as an expression of functional conditions, and self-expression.

The opinion of Thu'aimah and al Naqah above can be said that the purpose of learning Arabic leads to the mastery of the use of Arabic in speaking, reading, and writing functionally. This means that learning Arabic is expected to bring learners to communicate both receptively and productively.

The purpose of learning Arabic at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School has the following objectives: 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.

Implementation of Arabic Language Learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School

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 (Mulyasa, 2005). 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 purpose of the activity (Usman. 2004. 76)

Meanwhile, according to the learning commission, it 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 forms themselves positively under certain conditions (Komsiyah, 2012).

The implementation of Arabic learning Class X 3 at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School can be described into three main activities, namely learning planning, delivering learning materials, and closing, namely by evaluating learning.

1. Learning planning

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. In this activity, teachers plan

learning activities by compiling learning tools contained in the lesson plans and syllabus.

2. Implementation of learning

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 its implementation, learning Arabic in class X of Kanjeng Sepuh Sidayu Gresik Islamic Senior High School, teachers carry out several stages of learning implementation, including:

a. Opening the lesson (Initial Activity)

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 the teacher opening the learning with greetings, attending students, and asking about the previous material. The purpose of opening learning is to arouse and motivate students, inform the scope of the material to be studied, direct students to aspects related to the core of the lesson, as well as the limitations of the tasks that students will do. Then, it is followed by providing an overview of the methods or approaches that will be used and the learning activities that will be carried out by students. After that, the teacher does not forget to make

appreciation, namely associating the material that has been learned with the material to be studied.

- b. Delivery of learning materials (is the core of a learning implementation process)

In delivering the material, the teacher delivers the material in order, from the easiest material first, with the aim of maximizing student acceptance of the material delivered by the teacher. In delivering material, teachers use methods as an aid, and methods can also make learning more fun, so that it can be easily accepted by students, and does not make students bored during learning. The purpose of delivering learning materials is to help students clearly understand all problems in learning activities, help students to understand a learning concept, engage students to think, and understand the level of understanding students in receiving learning.

- c. Closing the learning (Final Activity)

The activity of closing learning is an activity carried out by the teacher to end the core activities of learning. In this activity, teachers are also not bored of providing learning motivation to students, so that they are more enthusiastic in pursuing knowledge, especially the teacher, not forgetting that the teacher also advises students to review the lessons that have been learned at home. In this closing activity, we observed the teacher

evaluate and briefly repeat the material that has been delivered.



Figure 1: Implementation of Arabic Language Learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School

Arabic Language Learning Methods at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School

In Arabic the word method is derived from the word *ṭhāraqa*, yat ḥruqu. (طرق يطرُق مصدره طريقة) which means way, way, which is synonymous with the word *uṣḥūb* which means way, way, method and system (Munawir, 1984). According to Arsyad (1997) Method is a comprehensive plan that concerns the presentation of language material in an orderly manner, there is no one part that contradicts the other and everything is based on the approach that has been chosen, procedural. While Engineering (*Uṣḥlūb*) is what

actually happens in the classroom and is the implementation of the method, it is implementive.

As one of the components of learning, methods have a very important role in teaching and learning activities. It can even be said that in teaching and learning activities, everything uses methods. Because the method is a tool to present materials or subject matter in order to achieve the teaching goals that will be delivered to students.

Meanwhile, learning itself is a deliberate effort and planned in such a way by the teacher, so as to allow the creation of a conducive learning atmosphere and activities for the students. The learning process is two series of activities carried out by an educator which is called teaching followed by an activity called learning that takes place at a predetermined time to achieve a certain goal.

The learning method used at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School is the direct method (mubasyaroh). When learning teachers use direct methods, but it is not boring for students, teachers have their own tricks in teaching that make students not bored in learning. The method was directly developed by Charles Berlitz. According to Sumardi Mulyanto, the direct method is a method that emphasizes the use of the target language (the language learned) in language learning and is not allowed to use the mother tongue. In addition, the direct method can be interpreted as a way of presenting foreign language learning materials, namely the teacher directly applies the foreign language as the language of instruction without using the mother tongue of the student, then the teacher can interpret by using props such as the picture card that we use when observing at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School.

In addition to the use of the mubasyaroh method, teachers also use media and games to make it easier for students to learn Arabic. According to Abdul Hadi, the media is everything that is an intermediary in the teaching and learning process, namely by distributing information to the recipient (Asrori & Ahsanuddin, 2011).

The media used in learning Arabic at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School is that teachers apply the media of guessing mufrodat pairs which aim to liven up the class, make variations in learning, and make students more active and involved in learning, so as to make students actively and enthusiastic to think about finding a pair of mufrodat that matches the picture.

The media of guessing pairs mufrodat is used as a game or game that is carried out at the beginning of the chapter in the introductory mufrodat, by way students are divided into several groups, and each group consists of 5 to 6 students, then each group goes forward and practices the game, by matching the existing mufrodat with the appropriate picture. As for the assessment aspect of this game, it is divided into 3: namely,

1. Calculated how many mufrodat are paired
2. It is calculated how much of the mufrodat matches the image
3. And how many mufrodat are misplaced

However, to judge the winning and losing groups in this mufrodat game is to calculate how many mufrodat are suitable in the placement of the picture or correct in its placement



Picture 2 : Media and Guess the Mufrodat Game

In general, the implementation of Arabic learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School has gone well, although it still needs to be strengthened in the aspects of learning methods, media, and strategies so that the goals of learning Arabic can be achieved optimally. With the use of language games, students show their activeness and motivation in learning Arabic.

CONCLUSION / الخلاصة

Based on the results of research on the implementation of Arabic language learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School, it can be concluded that the implementation of Arabic learning at Kanjeng Sepuh Sidayu Gresik Islamic Senior High School has been carried out in accordance with the applicable curriculum. The learning process includes planning, implementation, and evaluation. The teacher uses Arabic methods and games. With the use of these games, it seems that the enthusiasm of students in learning increases.

Among the supporting factors for the implementation of learning include the enthusiasm of teachers in teaching, the support from the madrasah, and a religious school environment so as to encourage students to be more familiar with the Arabic language. Meanwhile, the obstacles faced include the methods used in learning Arabic, which are still limited, as well as a lack of innovation in the use of communicative and contextual learning methods. In addition, differences in students' backgrounds are also a challenge in the learning process.

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