

Implementation of Arabic Learning Through The Syarqi Program in The Markaz Arabiyah Pare Course

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Abstract

The fact of student's enthusiasm in participating in learning Arabic in educational units, especially formal education which tends to be monotonous and lacking in designing the learning process so that the material can be conveyed properly and clearly so that the expected goals can be achieved optimally is a problem that is often heard. Considering that in arousing the enthusiasm of students so that they are happy in following Arabic lessons, one of the efforts that can be done is to teach Arabic by preparing a learning plan and teaching Arabic that is good and fun. Therefore researchers conducted further research on these matters. The purpose of this study was to determine the process of learning Arabic in non-formal institutions that prioritize aspects of language proficiency through the Shar'i program at the Pare Markaz Arabiyah Institute starting from planning, implementation, evaluation and constraints that occur in learning activities. The method used in this research is a qualitative phenomenological approach using data collection techniques in the form of observations, interviews, literature studies and documentation. The sample of this study is Arabic teachers and Syarqi class students 1. The results of the study show that: (1) The planning of learning conducted by the teacher in preparing and improving the quality of Arabic skills learning is in accordance with the guidelines for the preparation of a typical Markaz Arabiyah curriculum design. (2) The series of processes in the implementation of Arabic skills learning in terms of teaching and learning activities carried out by teachers consists of 3 series of activities, namely initial activities as preliminary, core activities and closing activities, as a whole can be assessed as good. (3) Evaluation of Arabic learning conducted by teachers is well implemented and the achievement of student evaluation results is quite satisfying. by carrying out three evaluations namely daily evaluation, weekly

evaluation and final evaluation of the program, the evaluation forms that teachers use are in the form of oral tests and written tests. (4) the obstacles that occur in the process of learning Arabic are first from students who have different cognitive abilities, and from Arabic teachers who still need variations in using various learning methods, then the obstacles that arise are the lack of availability of language laboratory facilities for listening subjects.

Keywords: Implementation of Arabic Learning, Syarqi Program, Markaz Arabiyah Pare Course

Abstrak

Adanya antusiasme siswa dalam mengikuti pembelajaran bahasa Arab di satuan pendidikan khususnya pendidikan formal yang cenderung monoton dan kurang dalam merancang proses pembelajaran agar materi dapat tersampaikan dengan baik dan jelas sehingga tujuan yang diharapkan dapat tercapai secara optimal adalah masalah yang sering terdengar. Menimbang bahwa dalam menggugah semangat siswa agar senang dalam mengikuti pelajaran bahasa Arab, salah satu upaya yang dapat dilakukan adalah dengan mengajarkan bahasa Arab dengan menyusun rencana pembelajaran dan pengajaran bahasa Arab yang baik dan menyenangkan. Oleh karena itu peneliti melakukan penelitian lebih lanjut mengenai hal tersebut. Tujuan penelitian ini adalah untuk mengetahui proses pembelajaran bahasa Arab di lembaga nonformal yang mengutamakan aspek kemahiran berbahasa melalui program Syar'i di lembaga Markaz Arabiyah Pare mulai dari perencanaan, pelaksanaan, evaluasi dan kendala yang terjadi dalam kegiatan pembelajaran. . Metode yang digunakan dalam penelitian ini adalah pendekatan fenomenologi kualitatif dengan menggunakan teknik pengumpulan data berupa observasi, wawancara, studi pustaka dan dokumentasi. Sampel dari penelitian ini adalah guru bahasa Arab dan siswa kelas Syarqi 1. Hasil penelitian menunjukkan bahwa: (1) Perencanaan pembelajaran yang dilakukan oleh guru dalam mempersiapkan dan meningkatkan kualitas pembelajaran keterampilan bahasa Arab sesuai dengan pedoman pembelajaran. penyusunan desain kurikulum Markaz Arabiyah yang khas. (2) Rangkaian proses dalam pelaksanaan pembelajaran keterampilan bahasa Arab ditinjau dari kegiatan belajar mengajar yang dilaksanakan oleh guru terdiri dari 3 rangkaian kegiatan yaitu kegiatan awal sebagai kegiatan pendahuluan, kegiatan inti dan kegiatan penutup, secara keseluruhan dapat dinilai. sama bagusnya. (3) Evaluasi pembelajaran bahasa Arab yang dilakukan oleh guru terlaksana dengan baik dan pencapaian hasil evaluasi siswa cukup memuaskan. Dengan melakukan tiga evaluasi yaitu evaluasi harian, evaluasi mingguan dan evaluasi akhir program, bentuk evaluasi yang digunakan guru berupa tes lisan dan tes tertulis. (4) Hambatan yang terjadi dalam proses pembelajaran bahasa Arab pertama dari siswa yang memiliki kemampuan kognitif berbeda, dan dari guru bahasa Arab yang masih membutuhkan variasi dalam menggunakan berbagai metode

pembelajaran, maka. kendala yang muncul adalah kurangnya ketersediaan laboratorium bahasa fasilitas untuk subjek mendengarkan

Kata Kunci: Implementasi Pembelajaran Bahasa Arab, Program Syarqi, Kursus Markaz Arabiyah Pare

ملخص

إن حماس الطلاب للمشاركة في تعلم اللغة العربية في الوحدات التعليمية، وخاصة التعليم النظامي، والذي يميل إلى أن يكون رتيبًا ويفتقر إلى تصميم العملية التعليمية بحيث يمكن نقل المادة بشكل صحيح وواضح بحيث يمكن تحقيق الأهداف المتوقعة بالشكل الأمثل، هي مشكلة تُسمع غالبًا. بالنظر إلى أنه في إلهام حماس الطلاب ليكونوا سعداء بمتابعة دروس اللغة العربية، فإن أحد الجهود التي يمكن القيام بها هو تعليم اللغة العربية من خلال تجميع خطة تعلم وتعليم عربية جيدة وممتعة. لذلك، أجرى الباحثون مزيدًا من الأبحاث حول هذا الأمر. كان الغرض من هذه الدراسة هو تحديد عملية تعلم اللغة العربية في المؤسسات غير الرسمية التي تعطي الأولوية لجوانب إتقان اللغة من خلال برنامج Syar'i في معهد مركز العربية فاري بدءًا من التخطيط والتنفيذ والتقييم والعقبات التي تحدث في أنشطة التعلم. الطريقة المستخدمة في هذا البحث هي منهج ظاهري نوعي باستخدام تقنيات جمع البيانات مثل الملاحظة والمقابلات ودراسة الأدبيات والتوثيق. كانت عينات هذه الدراسة من معلمي اللغة العربية وطلاب صف الأول الشرقي. وأظهرت النتائج أن: (1) التخطيط التعليمي الذي قام به المعلم في إعداد وتحسين جودة تعلم مهارات اللغة العربية كان وفقًا لإرشادات التعلم. تجميع تصميم منهج مركز عربي مميز. (2) تتكون سلسلة العمليات في تنفيذ مهارات تعلم اللغة العربية من حيث أنشطة التدريس والتعلم التي يقوم بها المعلم من 3 سلاسل من الأنشطة، وهي الأنشطة الأولية مثل الأنشطة الأولية والأنشطة الأساسية والأنشطة الختامية، ويمكن تقييمها ككل. بنفس الجودة. (3) تم إجراء تقييم لتعلم اللغة العربية من قبل المعلم بشكل جيد وتحقيق نتائج تقييم الطالب مرضية تمامًا. من خلال إجراء ثلاثة تقييمات، وهي التقييمات اليومية، والتقييمات الأسبوعية، والتقييمات النهائية للبرنامج، يكون شكل التقييم الذي يستخدمه المعلم في شكل اختبارات شفوية واختبارات كتابية. (4) العقبات التي تحدث في عملية

تعلم اللغة العربية الأولى هي من الطلاب الذين لديهم قدرات معرفية مختلفة ، ومن معلمي اللغة العربية الذين لا يزالون بحاجة إلى اختلافات في استخدام أساليب التعلم المختلفة ، لذا فإن المشكلة التي تنشأ هي عدم توفر مختبرات اللغة مرافق لموضوع الاستماع. الكلمة الرئيسية: تطبيق تعلم العربية، برنامج الشرق، مركز العربية فاري

Introduction

The world of Arabic education today is a scientific focus of thinkers and observers of Arabic as a focus of education that must be considered development and credibility in the world, because actually Education is a very important thing in the process of the continuation of human life. However, the quality of education is not only seen from the implementation of education, but education is good both in terms of input, process, output, and out come.¹

Therefore the purpose of teaching Arabic must be formulated in such a way so that the direction to be directed is right about the target. In addition, the study of Arabic aims so that students can know the characteristics of Arabic and can distinguish it from other languages, both in aspects of sound, vocabulary, structure, and so on and can get to know the culture of the Arab nation, its character, their environment, and interactions social.²

Republic of Indonesia Law³ on the National Education System, clause 1 verse (10) "Educational units are education service groups that carry out education in the formal, non-formal, and informal channels." formal or informal institutions, this is similar to Susanto's statement⁴ "The course as one form of education in the non-formal education pathway has very close links with the formal education pathway. In addition to providing opportunities for students who want to develop their skills in certain types of education that already exist in the formal education pathway, it also provides opportunities for people who want to develop

¹ Tim Dosen UPI, *Manajemen Pendidikan*. (Bandung: Al-Fabeta, 2009). Pg. 288.

² Jabal Nur, "Konsep Nadzariyyah Al-Wihdah dalam Pembelajaran Bahasa Arab," *Jurnal Al-Ta'dib*, Volume 8 Number 1 (Juni 2017). Pg. 168.

³ Erni Susanti dan lain-lain, "Penerapan Model Pembelajaran Satu Bulan Bisa Baca," *Jurnal UNSRI*, (2018). Pg. 124.

⁴ Herman Susanto dan lain-lain, "Pengelolaan Peserta Didik di Lembaga Kursus Bahasa Inggris," *Jurnal Administrasi Pendidikan FIP UM*, (2016). Pg. 3.

their skills education which cannot be pursued and not fulfilled in the formal education pathway."

One indicator of the problem with learning Arabic is to learn this language, the time required tends to be long, which is rarely found in learning English for example.⁵ Therefore an Arabic education institution is needed which does have sufficient time and good quality, one of which is the existence of course institutions. So that learning Arabic can take place communicatively, teachers should be required to be able to make changes in learning.

These changes include models, approaches, strategies and methods in implementing learning in the classroom.⁶ But in reality the low achievement of Arabic learning is often heard, it is caused by unproductive students, students have dependency, there is no humanistic communication between people in the class, attention is not focused, not fully involved, children students are too often told to "Memorize" without actively participating in the teaching interaction process. This is what makes children easily bored and leave their lessons so that the paradigm arises that learning Arabic is boring. For example in formal education, namely research conducted by Vadhilah⁷ about the problems that have occurred in Madrasah Aliyah Negeri (MAN) Batu Mandi Tilalang Kamang are 1) there is no learning media for istima '2) students come from different educational backgrounds 3) teachers are less motivated to speak Arabic 4) language laboratories as a learning support language does not exist 5) the environment does not support the achievement of a good learning process 6) the method used is not varied 7) the specified learning time is not enough.

Based on the learning problems above, researchers are interested to see the implementation of Arabic learning through the Syarqi program in Markaz Arabiyah. Therefore the researcher wants to study: How is the picture of the Implementation of Arabic learning through the Syarqi

⁵ Ahmad Syalabi, *Ta'lim al-Lughah al-'Arabiyyah lighair al-'Arab*. (Cairo: Maktabah An-Nahdhah Al-Mishriyyah, 1980). Pg. 18.

⁶ Bambang Rianto, "Implementasi Program Pembelajaran Bahasa Arab di Sekolah Dasar di Kota Gorontalo," *JIAJ*, Volume 1 Number 1 (Desember 2016). Pg. 43.

⁷ Syukra Vadhilah dan lain-lain, "Problematisasi Pembelajaran Bahasa Arab di Madrasah Aliyah Negeri (MAN) Batu Mandi Tilatang Kamang," *Arabia*, Volume 8 Number 1 (2017). Pg. 11.

program by taking into account the aspects of planning, implementation, evaluation, and obstacles that arise in learning. The expected benefits after this research is to improve the quality of Arabic learning and students' perceptions so that they are motivated in learning Arabic, thus impacting on the improvement of the learning process and outcomes. In fact, there are many studies on the implementation of Arabic teaching, but the writer tries to show the acquisition of Arabic by learning Arabic which is seen from the 4 indicators in the Arabic institute with the application of 4 Arabic anger.

Methods

The method used in this research is descriptive qualitative. This study is carried out through phenomena that occur in the field through: planning, implementation, evaluation, and constraints. The subjects of the study were Arabic teachers and the population was a number of students studying in Syarqi level 1 Markaz Arabiyah Pare having their address at Jl. Cempaka No. 34 Tegalsari Tulungrejo, Pare, Kediri, East Java 64211 in the period November 2019. And the research instrument here is the researcher himself by measuring the learning quality and teacher professionalism used interviews, observations, and direct observations during Arabic learning activities objectively by researchers in the field.

Arabic Learning Planning at Markaz Arabiyah institution

There are three informants who explained about the vision and mission of the Markaz Arabiyah course institutions. The three participants were Director Markaz, Head of Curriculum and learning, and teachers in the field of study. The informant explained that the vision and mission of the institution is to make Markaz Arabiyah a center of Arabic scientific knowledge and to produce graduates who master the four of Arabic skills and are able to apply it in the global world. the creation of course institutions that KAPOK (creative, active, prestigious, objective, and contributive) build independent and quran generations, excel in achievements and be able to follow the development of science and technology. The vision and mission of the institution created by the institution refers to specific educational objectives. Thus the vision and mission of Markaz Arabiyah course institutions are in line with the objectives of National Education, which is in accordance with law no. 20

of 2003⁸ that the aim of national education is to develop capabilities and shape the dignified character and civilization of the nation in the context of intellectual life of the nation. The aim of national education is also to develop the potential of students to become faithful human beings, and to be devoted to a God who is almighty, virtuous, healthy, knowledgeable, capable, creative, independent, and to be a democratic and responsible citizen.

Curriculum

Director of Markaz and chief of the curriculum and learning explained that the curriculum of all programs in this institution refers to the institution's unique curriculum and submitted to the teachers to be developed in accordance with the needs and objectives of the teaching of each teacher, there is also to develop the curriculum contained in the teaching association and team. Furthermore, the teachers also explained that the teachers refer to the curriculum that has become the hallmark of Markaz Arabiyah namely the Markaz Arabiyah Multiple Intelligence (MAMI) curriculum that has been determined by the institution, then each teacher or class guardian develops it in the implementation of teaching and learning activities.

Curriculum evaluation is carried out at the end of each program once a month which curriculum must be in line with the vision and mission of the institution. If the vision and mission of the institution is a major goal to be achieved, then the curriculum developed by the teachers should be able to describe the goals of the institution. In this case there is a match between the curriculum and the vision and mission of the institution that is providing basic abilities, knowledge and skills that are useful for students, in accordance with the subjects in the institutional program that has been designed while the details are in the Learning Plan.

Lesson Plan

Lesson plan is a process of preparing various learning decisions that will be carried out in the process of learning activities to achieve predetermined learning competencies. So that if the planning of teaching that is not good will result in a learning process that is not optimal, generally the success of the implementation of learning by someone is largely determined by how much quality the plan is made. The teacher as a learning designer is responsible for making the design of learning

⁸ Kemendiknas, *Sistem Pendidikan Nasional*. (Pasal 3, 2003).

programs that are his responsibility in accordance with established competencies.⁹

The lesson plan for the Syarqi level 1 program designed in general by Arabic teachers and teams at the Markaz Arabiyah course institutions includes: Materials: Tarakib, Istima, Kalam, Tarjamah. Class / Force: Syarqi 1/19 School Year: November 7 -7 December 2019 Main Material: Malzamah Arabiyah Time Allocation: 1JP / Material (60 minutes). Core Competencies: KI-1 Understanding and applying knowledge (factual, conceptual and procedural) based on his curiosity about science, technology, art and culture related to phenomena and visible events of KI-2: Processing, presenting and reasoning in a concrete realm (using parsing , arranging, modifying and creating) and abstract domains (writing, reading, calculating, drawing and composing) according to what is learned at the same institution and other sources in the theoretical point of view.

Basic Competencies and Indicators of Achievement:

Time	Subject				
	Kalam/Speaking	Istima'	Tarakib/Structure	Translation	Vocab

⁹ Sri Wahyuni dan Abd Sykur Ibrahim, *Perencanaan Pembelajaran Bahasa Berkarakter*. (Bandung: Al-Fabeta, 2009). Pg. 11-12.

Week 1	<p>Students are able to talk well about introductions , daily work, hours, days, and months through: Good understanding and application, Absence of shame and despair, and Exercise in class and assignments.</p>	<p>Learners know good words on the themes of telephone calls, family, home, and Islamic knowledge 1 through : Correct mistakes in questions, Focus on listening , and Exercise in class and assignments</p>	<p>Learners understand well about the Kaimat material and its elements, filiyah sentences, subject (actors) types, and the concept of the subject and object through: Knowing the rules in concept and pronunciation, applying them to the Qur'an, and exercises in class and assignments</p>	<p>Students are able to master the concepts well around the meaning of the letter jer in the book of Alfiah through: Analyzing errors in translation , good understanding and application , and keep trying exercises in class and assignments</p>	<p>Students memorize vocabulary in malzama at least 200 vocabulary words</p>
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Week 2	<p>Students are able to talk well about time sharing, storytelling, and making statements and suggestions through: Good understanding and application, Absence of shame and despair, and class exercises and assignments</p>	<p>Learners know good words on the theme of songs, Islamic knowledge 2, motivation, and presentation through: Correcting errors in questions, Focusing on listening, and exercises in class and assignments</p>	<p>Learners understand well about the material sentences Ismiyah, kana and the device, inna and the device, answer', wisdom, and passion through: Knowing the rules in concept and application, applying them to the Qur'an, and exercises in class and assignments</p>	<p>Learners know the common mistakes that often occur in translation: Analyze errors in translation, good understanding and application, and class exercises and assignments</p>	<p>Students memorize vocabulary in malzama at least 400 vocabulary (combined with last week)</p>
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week 3	Students are able to speak well about feelings, intended goals, criticism, and problem solving through: Good understanding and application, Absence of shame and despair, and exercises in class and assignments	Learners know good words on the theme of press interviews, biographies, and controversies through: Correcting errors in questions, Focusing on listening, and exercises in class and assignments	Learners understand well about the material I'rab (rafa', nasab, khafd, and jazm) through: Knowing the rules in concept and its application, applying it to the Qur'an, and exercises in class and assignments	Students know good words on the theme Afalul mutaadiyah bi harfil jar through: Analyzing translation errors, good understanding and application, class exercises and assignments	Students memorize vocabulary in malzamat at least 600 vocabulary (combined with 2 weeks ago)
week 4	Students' knowledge is integrated through all teaching materials and they are ready to take the final exam of the program				

Learning Objectives: Understanding and understand the concepts of every material that is taught properly and correctly, Can apply the concept

of every material that is studied properly and correctly. **Learning Materials:**

Day	Subject				
	Tarakib	Istima'	Kalam	Translation	Vocabulary
Monday 1	الكلام وعناصره	مكالمة تلفونية	التعارف	مفهوم الترجمة	الدرس 2-1
Tuesday	الجملة الفعلية	العائلة و البيت	الأعمال اليومية	مفهوم الترجمة 2	الدرس 4-3
Wednesday	الفاعل و أنواعه	هل تعرف الإسلام	الساعة	تطبيق الترجمة	الدرس 6-5
Thursday	أحكام الفاعل	من تاريخ الإسلام 1	الأيام والأشهر	معاني الجر	الدرس 8-7
Friday	الاختبار الأسبوعي 1 و لقاء الأسبوع				
Monday 2	لمفعول و أنواعه	الأنشودة	مقسم الأوقات	الأخطاء العامة	الدرس 10-9
Tuesday	الجملة الاسمية	من تاريخ الإسلام 2	سرد القصة	الأخطاء العامة	الدرس 12-11
Rabu	كان و أخواتها	النصائح	إلقاء البيانات	الأخطاء العامة	الدرس 14-13
Kamis	إن و أخواتها	شهادة الأفلام	الخريطة	تحليل النص	الدرس 16-15
Jumat	الاختبار الأسبوعي 2 و لقاء الأسبوع				
Senin 3	المعرفة	لقاء صحافي	الشعور	أفعال المتعدية	الدرس 18-17
Selasa	النكرة	سيرة ذاتية	المرام	بحرف الجر	الدرس 20-19
Rabu	التوابع	ورشة العلمية	تحليل المشكلات	تحليل النص	الدرس 22-21
Kamis	الإعراب و الرفع	الاختتام	المراجعة	تحليل النص	الدرس 24-23
Jumat	الاختبار الأسبوعي 3 و لقاء الأسبوع				
Senin 4	النصب	المراجعة	المراجعة	المراجعة	الدرس 26-25
Selasa	الخفض	المراجعة	المراجعة	المراجعة	الدرس 28-27
Rabu	الجزم	المراجعة	المراجعة	المراجعة	الدرس 30-29
Kamis	المراجعة	حفظ المفردات	حفظ المفردات	حفظ المفردات	الدرس 15-1

Jumat	الاختبار النهائي	الدرس 30-16
Sabtu	حفلة الوداع	

Learning Model: Inquiry Based Learning, Approach: Scientific, Learning Strategies: Cooperative Individual Learning, Learning Methods: Lectures, Discussions, Questions and Answers, and Active Learning, Media: Students as Models, Teaching Materials: Books "Malzamah Arabiyah" Middle East Program level 1.

Learning Steps:

No	Activity Steps	Time Allocation
1	Introduction (Orientation and Adaptation of Hifz Mufradat)	15 minutes
	a) The teacher together with the students prepare physically and psychologically the students to take part in the learning by praying, asking the attendance of students while giving questions about vocabulary, cleanliness and neatness of class, readiness of notebooks and learning resources. b) Teachers motivate students to always be enthusiastic about learning. c) The teacher reminds again about the concepts learned by students related to the new material to be learned.	
2	Core Activities	40 minutes
	<ul style="list-style-type: none"> • Observing: a) Students observe the pronunciation or form of words, phrases and sentences in Arabic that are played or displayed. b) Students imitate the pronunciation of Arabic words, phrases and sentences that are played. c) Students listen to words whose pronunciation is similar • Questioning: a) Students ask the meaning of Arabic words, phrases and sentences contained in the material both individually and in groups. b) Students do question and answer about Arabic words, phrases and sentences contained in material that is not yet understood. 	

	<ul style="list-style-type: none"> • Exploring: a) Students memorize words that are different from the words that have been provided. b) Students deposit each word or sentence obtained • Analyzing: a) Students distinguish the sounds of Arabic words, phrases and sentences on related topics. b) Students answer questions related to related topics. • Communicate: a) Students pronounce Arabic vocabulary according to the topic and its meaning. b) Students use appropriate words in completing Arabic sentences 	
3	Closing	5 Minutes
	a) Students are given the opportunity to ask questions about material that is not yet understood. b) The teacher gives oral questions / practice questions about learning outcomes. c) The teacher gives an explanation and alignment of the concept if there is something wrong. d) The teacher and students reflect on the learning process that has taken place, including; weaknesses and strengths, feelings and difficulties experienced by students. e) Teachers say greetings as a closing	

Assessment Techniques: Attitude Assessment and Knowledge Assessment, Assessment Instruments, and Enrichment

According to Sa'bani¹⁰ Every teacher in the education unit is obliged to prepare a complete and systematic Learning Plan so that learning takes place interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity and independence of students. Teachers in preparing the Learning Plan must pay attention to the principles of preparing the Learning Implementation Plan as stated in the standard process in accordance with the provisions of the Minister of National Education Regulation No. 41 of 2007¹¹ that the components of the Lesson Plan/RPP

¹⁰ Faizuz Sa'bani, "Peningkatan Kompetensi Guru dalam Menyusun RPP melalui Kegiatan Pelatihan pada MTs Muhammadiyah Wonosari," *Jurnal Pendidikan Madrasah*, Volume 2, Number 1, (Mei 2017): 15.

¹¹ BSNP, *Permendiknas RI Nomor 41 Tahun 2007 Tentang Standar Proses untuk Satuan Pendidikan Dasar dan Menengah*. (Jakarta: BSNP, 2007). Pg. 8-11.

include: (1) Identity of Subjects covering Education Unit, Class, Semester, Study Program, Subjects and Number of Meetings, (2) Competency Standards, (3) Basic Competencies, (4) Indicators of Competency Achievement, (5) Learning Objectives, (6) Teaching Materials, (7) Time Allocation, (8) Learning Methods, (9) Learning Activities include; Preliminary Activities, Core Activities, and Closing Activities, (10) Learning Outcomes assessment, and (11) Learning resources.

The process of implementing Arabic learning

1. Pre-instructional (Initial Activity)

Below, the author describes the initial (pre-instructional) part of the implementation of Arabic learning in the Markaz Arabiyah course institutions through the Syarqi 1 Program.

(1) First Observation

The initial observation that the author did took place on Tuesday, November 19, 2019. that the first observation activity began by following the implementation of Arabic learning activities conducted by Arabic teachers in the Syarqi program level 1. After that the writer sat in the back row at the left of the participants male students, the author can see several facilities that appear in the study room including; teaching desk, whiteboard, marker pen, trash can, bookshelf, lights and sports mat. In the first observation also the author found out the number of students in Syarqi level 1 numbered 16 people and the schedule of Arabic subject matter every week was Monday to Thursday starting at 5.30-11.30 and continued with brain storming at 16.00-17.00.

In general, throughout the material at the opening stage of learning activities, the teacher starts with guidance from the class leader along with the students, which follows the instructions "Qiyaman, greetings, two and سوالان" instructions are apparently typical instructions of Markaz course institutions where students and teachers participate active in the initial procession of learning. With these instructions the students stood up then answered greetings praying together and were ready to be asked by the teacher about the vocabulary per day, amounting to 40 vocabularies, for students who could answer questions about the vocabulary were allowed to sit and for those who were not witnessed by being powdered in the face area.

Then after checking the student's task book, the teacher continued the next material by instructing the student to open the textbook package the next part of the material is about Tarakib Fiil material, in this section the teacher gives examples of intonation and correct writing in sentences. And for the greeting material about talking about daily work and preparation for practice, Istima prepared material about the story that was played, it seemed that the students were very enthusiastic about paying attention and listening to their audio scripts, then for Translation students were instructed to write an existing concept. Overall, the Arabic skills learning material at an early stage has been going well. The second observation that the author made on the following day was on Wednesday, November 20, 2019. Observation was carried out during the procession of the implementation of Arabic learning in the Syarqi program level 1 Markaz Arabiyah course institutions with a focus on observations on all learning components including curriculum, teachers, students learning media, learning methods, teaching materials, and learning evaluation. As for the subject matter on that day the same as before.

At the opening stage the same as yesterday, the teacher follows the class chairman's instructions, after checking everything the teacher announces that the final week there will be a muzakiroh assessment or memorization of the new vocabulary that the teacher has delivered in the previous week, seen by students taking notes that the teacher announces in their notebooks. After that the teacher instructs all students to open the package book according to their respective material. In the Tarakib material, students are welcome to understand early on Maful, in the Istima material 'preliminary exercises are prepared by singing the teacher writing on the blackboard and students are ready to listen, then in the teaching greeting material explaining the name of the month and also in the next hour the initial concept for talk about life choices and reasons, then for the translation material students are prepared to read common mistakes that occur in translation. From each general skills the teachers emphasize that the aim of this learning is so that students are accustomed to Arabic both listening, reading, or practicing it in speaking.

(2) Third Observation

The third observation that the author made the following day was Thursday, November 21, 2019. On this day the activity began after a few minutes the teacher was late entering the classroom. When entering the classroom the teacher said greetings according to the instructions of the class leader then the teacher immediately checked the attendance of the students instructing all students to open the package book according to their respective material. In Tarakib material, students are allowed to understand early on the use of Maful in sentences, in Istima 'material the initial training is to prepare an audio script about the conversation with the teacher writing on the board and the students are ready to listen, then on the greeting greeting the teacher explains the initial steps to become MC continued in the next hour the initial concept to talk about life choices and reasons that are seen by students, then for students to translate material prepared material أفعال المتعدية بحرف الجر. From each general skills the teachers emphasize that the initial purpose of learning is so that students are accustomed to Arabic both listening, reading, or practicing it in speaking. After that the teacher motivates students by conveying motivation according to the material field taught by the teacher.

Based on the author's observations on all pre-instructional activities (initial activities) on the material Tarakib, Istima ', Kalam, and Tarjamah conducted by the teachers as a whole it was concluded that the process of implementing Arabic learning in the Syarqi 1 program was good and in accordance with the formulation of Rusman¹² which revealed that the process of implementing learning includes preliminary activities namely; a) Prepare students psychologically and physically to participate in the learning process. b) Asking questions about the material that has been studied and related to the material to be learned. c) Delivering students to a problem or task to be carried out to study a material and explain the learning objectives or BC that will be achieved. d) Delivering an outline of the scope of the material and an explanation of the activities that students will do to solve the problem or task. By looking at the

¹² Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2017). Pg. 20-23.

initial activities that teachers often do in the implementation of Arabic learning in accordance with the opinion of Rusman described above.

2. Instructional (Core Activities)

Below, the author presents a discussion of the core (instructional) activities of the implementation of Arabic learning in the Syarqi Program level 1 Markaz Arabiyah course institutions.

(1) First Observation

Preliminary observations that the author made on Tuesday, November 19, 2019. In the first observation activities the teacher asks the material the day before that has been learned, then the teacher asks students to prepare textbooks and subsequent textbooks on teaching about Tarakib namely Fiil material students are explained by the teacher about fiil concepts both past, present, and commands with easy-to-understand examples and pointing one by one to make examples in perfect sentences, then for greeting material students learn about daily work and students progress one by one to practice talking about daily work interspersed with games and iyel-iyel, in the Istima material prepared material about the story being played looks students very enthusiastic about paying attention and listening to audio scripts while filling in the empty words that have been prepared by the teacher, on the Kalam material the teacher guides the students who come forward to de Even though they are still hesitant in speaking in the following hours the teacher also instructs students who have not spoken in front to come forward while guiding their conversation, then to translate students pay attention to what the teacher explains about the meaning of *عن* and *على* while actively inviting teachers to discuss and ask questions. In general, the core soldering of students is actively invited to explore the discussion and interspersed with games and core motivation.

(2) Second Oservation

The second observation that the author made on the next day was on Wednesday, November 20, 2019. In the core (instructional) activity the writer saw the teacher explain and repeat the material the previous day then the teacher linked the next material on today, namely speaking material, Istima, Tarakib, and translate. The teacher asks students to open a book on page 29 of the qiro'ah section with the title *في الشارع* this title includes qiro'ah text to practice reading Arabic and

the teacher gives examples of how to read it well, then after that the teacher gives the opportunity for students to ask questions vocabulary they don't know yet. In this section, students can open their respective textbooks according to the teacher's instructions and pay attention to the qiro'ah text that the teacher is reading, then the student asks the teacher about new vocabulary that he does not know yet.

In general, after completing the core discussion or mid-course the teacher invites students to play games in the classroom so that the nuances of learning do not get bored and arouse students' enthusiasm for learning, students are very happy and full of enthusiasm. After refreshing and returning to the spirit, the teacher asks students to focus more on the material being discussed.

(3) Third Observation

The third observation was made the next day, Thursday, November 21, 2019. In the core activity of the Arabic learning implementation that the teacher did was the teacher repeated what had been delivered the previous week, after that the teacher continued the material today about grammatical of Arabic isim + colors- the color that matches the muzakkar or muannas. After the teacher explains the material, the teacher continues by giving exercises that the teacher has made and writing them on the board. The students were calm in working on the questions the teacher gave. In general, teachers can master the class by looking around and checking the work of students. The teachers showed cheerfulness and enthusiasm so that the teaching and learning process became better and more enjoyable.

Based on the author's observations on all instructional activities (core activities) conducted by the teacher in the process of implementing Arabic learning in the Shyarqi program level 1 Markaz Arabiyah course institutions are good, the teacher carries out these core activities by pleasing students for example by games, then interactive, and also can make it easy for students to understand the lessons delivered. This is according to Rusman's formula¹³ which revealed that the process of implementing learning includes core (instructional) activities namely; The core activity is a learning process to achieve goals, which is carried out interactively, inspirational, fun, challenging, motivates students to actively

¹³ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2017). Pg. 20-23.

become information seekers, and provides sufficient space for initiative, creativity, and independence in accordance with their talents, interests and physical development as well as psychological learners.

3. Post Instructional (Closing Activities)

Following below, the author presents a discussion of the post-instructional activities section of the implementation of Arabic learning in the Shyarqi Program level 1 Markaz Arabiyah course institute.

(1) First Observation from the closing learning activities carried out on Tuesday, November 19, 2019

The closing activity is the final activity of learning, the teacher fills in again by throwing questions to students about the material that has been submitted. All students answer together. Then the teacher throws back the questions to the individual students, but some who can answer correctly and some others answer carelessly. Broadly speaking, in this first stage of observation the author sees the learning media used are textbooks, blackboards, active speakers, and markers. While the method often used for meetings this time is the lecture and question and answer method for Tarakib and the translators. Whereas Istimia and kalam are more direct methods with students being actively involved in the learning process so that each material can be concluded either by students and ready to be applied.

(2) Second Observation from the closing learning activities carried out on Wednesday, 20 November 2019.

The closing activity on the second observation that the author saw was that the teachers generally re-checked the students' mastery of the material that had been delivered by asking the conclusions of the material, then the students were also asked to continue to repeat the last training the teacher gave a fun game as a cover of the learning activities in that day, it was seen that all students were enthusiastic about participating in the fun game. After completing the teacher again informs the students that the day to come is material related to the material of today and before that has been learned.

(3) Third Observation from the closing learning activities carried out on Thursday, 21 November 2019

end of the learning activity on the third observation that the author sees is the teacher repeats the material, then the teacher concludes the material on that day while motivating students with the game. In

general, the teachers carry out teaching and learning activities until the end time with a bell that rings.

Based on the activity-closing activities that the author has explained above that the teacher is good enough in closing the learning activities and in accordance with the theory presented by Rusman¹⁴ which revealed that the process of implementing the closing activities of learning namely; the teacher together with students and / or themselves make a summary of the lesson, make an assessment and / or reflection on activities that have been carried out consistently and programmed, provide feedback on the process and learning outcomes.

From the series of instructional posts observed, all the points explained by Rusman¹⁵ in the form of making conclusions by repeating the material briefly, conducting an assessment by providing practice questions, and providing follow-up activities that have been carried out in learning.

Based on the above explanations the writer made observations in this research three times, overall the teachers had carried out pre instructional, instructional and post instructional activities well, in accordance with the Learning Plan that the teacher made and also in the implementation of their activities in accordance with the theory- existing theory. In this case the pre-instructional activity (initial / preliminary activity) is considered good because it can be seen from the greeting of the teacher, reading the Koran as an opening, checking the presence, repeating past material, and discussing the assignment or homework that has been carried out.

Implementation of Arabic Learning Teachers Aspect

Sanjaya¹⁶ explained why this learning planning needs to be done by the teacher, this is due to several things, namely: learning is a process that aims, learning is a process of cooperation, learning is a complex process and the learning process will be effective when utilizing various available facilities and infrastructure including utilizing resources study.

¹⁴ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2017). Pg. 20-23.

¹⁵ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2017). Pg. 20-23.

¹⁶Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*. (Jakarta: Kencana, 2015). Pg. 31

there are 5 informants who explained the competence of teachers, namely Director Markaz Arabiyah, Head of Curriculum and Learning, Teachers and students. In this case the Director Markaz Arabiyah and the Head of Curriculum and Learning explained that the teacher in the field of Arabic studies at this institution is one of the teachers who are competent in their fields because the teacher is a graduate of Arabic and Middle Eastern education which can know and master Arabic with well, the teacher's expectation as someone who is authorized to teach and educate students must have good qualifications and abilities so that efforts in conditioning the learning environment can change the behavior of students for the better. Besides that the Arabic teachers at this institution have a good attitude and their work is in accordance with the standards set by the institution. Furthermore, Arabic teachers explained that language teachers must possess the knowledge, skills and abilities about the four competencies that Arabic teachers must possess, namely listening, speaking, reading and writing skills. Besides that, a teacher must be sensitive to his students. The task of the teacher as a profession includes educating, teaching and training.¹⁷ At Markaz Arabiyah, the teachers have educated, that is, developing the character of students, then teaching teachers at Markaz have transferred knowledge and the use of technology, as well as training teachers at Markaz Arabiyah, often developing the skills students have in the classroom or outside the classroom especially in speaking skills by weekly performance.

In teaching and learning activities a teacher must use a method in delivering material. In this case teachers in the field of Arabic studies at Markaz Arabiyah course institutions use various methods, namely lecture method, tickrar method, active learning method. The lecture method is more often used when conversational, Arabic qiroah and grammatical material, the Tikrar method (repetition) are used in delivering vocabulary, and the active learning method is more towards active discussion.

An effective Arabic learning method certainly refers to the competency standards and basic competencies to be achieved in the teaching and learning process. Teachers as educators, are not only required to carry out teaching routines, but more important is to make students as more active learning subjects. Therefore the teaching method applied in

¹⁷ Sofyan Sauri, "Membangun Karakter Bangsa Melalui Pembinaan Profesionalisme Guru Berbasis Pendidikan Nilai," (2009). Pg. 3.

Arabic education is how teachers can create a pleasant learning atmosphere.

learning media used by Arabic skills teachers at Markaz Arabiyah course institutions are Arabic textbooks, whiteboards, sepulchrum, projectors, and active audio. Furthermore, the Arabic skills teachers also said that the institution lacked learning facilities in the form of language laboratories. With Istima teaching labs, it will be easier and maximum to be able to deliver the material and students will be more interested because in addition to seeing the material that will be delivered there will also be inserted animations that make students interested. Then the audio speaker in the performance lab will facilitate the teacher in delivering muhadatsah material, with the audio speaker the student can immediately listen to examples of conversations from the original Arabs and that will be more interesting to the students' attention.

Based on interviews with Arabic lecturers at the Markaz Arabiyah course, he revealed that the teaching material used by the teacher in the learning process was a grade 1 Syarqi textbook entitled "Malzamah Arabiyah Middle East Program level 1", MAMI Research. This book contains several books anchovies are very important for students to learn, the book contains language skills are: In the initial stages of this book the teacher teaches new vocabulary to support students' knowledge as an introduction to language skills, then students are trained to speak by reading dialogue texts, then students are trained to read in simple Arabic text. In addition to learning that in this book students are also provided with simple grammatical knowledge of Arabic. In the package book also presented a form of evaluation or varied exercises from each discussion of different skills.

As has been explained, Arabic books at Markaz Arabiyah course institutions are books that are used as learning tools in which they contain exposures about specific subjects or fields. In addition Sumantri¹⁸ expressed that teaching materials are one of the learning resources in the form of concepts, principles, definitions, content groups or contexts, data and facts, processes, values, abilities and skills.

Based on the presentation of Director Markaz Arabiyah, Arabic teachers and students at the institute shows that the presence of the teacher

¹⁸ Mohammad Syarif Sumantri, *Strategi Pembelajaran Teori dan Praktik di tingkat Pendidikan Dasar*. (Jakarta: PT. Rajagrafindo Persada, 2016).

has a lecturer management function. In a learning process teachers often hold daily tests or give assignments to their students. The form of this activity is actually included in the category of learning evaluation. As quoted by Zakky¹⁹ that evaluation is an activity carried out with regard to the process of determining the value of a thing.

There are several informants who convey about the evaluation of learning that teachers do at the institution. Director Markaz Arabiyah said that mandatory evaluations carried out by all teachers at this institution were divided into two times, namely at the time of the weekly assessment and final assessment of the program, in addition to the two times the teacher was encouraged and given the freedom to conduct an evaluation of learning at a separate time, for example at once a week after each lesson, or at the time of each chapter. Furthermore, students explain along with the teacher's presentation that the evaluation of learning in Arabic subjects is conducted at the end of each meeting in teaching and learning activities in the classroom, both the practice questions done at the institution or in PR. As for the exercises the teacher gives in the evaluation of learning in the form of vocabulary memorization tests, multiple choice exercises, completing sentences, pairing table A in table B, arranging correct sentences and practice answering essay questions or descriptions. Thus, in this activity, the Teacher uses non-test techniques namely observation through vocabulary memorization, and test techniques in the form of description tests, and objective tests. This is consistent with the theory presented by Farid²⁰ that there are two forms of evaluation, namely Test technique and non-Test Technique, while Test Technique is an evaluation technique that uses a set of questions that must be done by students within certain limits such as; essays, descriptions, true-false tests, matchmaking, entries, plural choices, etc. And non-test techniques are evaluations that do not use the set of questions that must be done by students such as; questionnaire, interview, observation, curriculum vitae, portfolio and check-list.

¹⁹ Zakky, "Zona Referensi Ilmu Pengetahuan Umum.Tujuan Pendidikan Nasional Menurut Undang- Undang, tap MPR dan Para Ahli," <https://www.zonareferensi.com/tujuan-pendidikan/> accessed on 15 December 2019.

²⁰ Farid Ismail. "Bentuk-bentuk Evaluasi," <https://manhijismd.wordpress.com/2010/04/06/bentuk-evaluasi/> accessed on 15 December 2019.

Implementation of Arabic Learning Students Aspect

Based on the presentation of the Chairperson of curriculum and learning Markaz Arabiyah Al Ustadz Miqdarul khair Lc. explained that the total number of students in Markaz Arabiyah amounted to 187 students in the period 7 November - 7 December 2019 the class of Iadad program numbered 35 students, Iadad class 2 there are 26 students, Syarqi 1 program classes are 16 students, Syarqi 1B classes are 21 students, Syarqi 2 classes are 13 students, Syarqi 3 classes are 18 people, Takhassus 1 classes are 21 students, Takhassus 2 classes are 37 the total number of students in the 19th class totaled 187 students. Based on the explanation, the number of students taught by teachers in the Syarqi 1 A program is 16 students, 10 male students and 6 female students. The informants who responded to the Arabic learning that the teachers did at the level 1 Syarqi program of Markaz Arabiyah course institutions were generally considered varied, they explained that many teachers gave different impressions. In opening the teacher is always enthusiastic, polite, friendly, cheerful happy, in conveying coherent material and using language that is easily understood by students.

In the end of program. Teachers of Arabic skills said that the achievements of their students are different, some get the title of mumtaz, jayyid jiddan, jayyid, and also Maqbul. because they understand the lessons conveyed by teachers who really memorized and understand, and some are confused in understanding the material. Thus the students' achievement is at a sufficient level to indicate that the teacher has been quite successful in conducting teaching and learning activities in learning Arabic.

Evaluation of Arabic learning skills in the Syarqi Program

Director of Markaz Arabiyah explained that the purpose of the evaluation of learning is so that the learning process is more effective, and knows the students' understanding of the material that has been taught, and students are able to master foreign language learning in this case Arabic lessons. Furthermore, Arabic lecturers explain the purpose of evaluating learning is to find out the weaknesses and abilities of students in learning Arabic, to find out the achievements of the competencies to be achieved from the existing textbooks, and to arouse students' enthusiasm

with the results the test they achieved. Sumantri²¹ Sumantri revealed that the purpose of evaluation of learning is to monitor students in achieving learning objectives, so they can determine whether improvements or additions are needed by students and find weaknesses in the subject matter and find the cause. In addition, the evaluation of learning is carried out to determine the progress of students' achievement to the extent of the efficiency of methods, media, teachers, materials to be mastered by students and to find out students who have learning difficulties.

The Arabic skills of teacher representatives explained that the competency to be achieved from learning Arabic is to look at the indicators of student achievement listed in the textbooks of each class. The indicators of student achievement from the Malzamah Arabiyah Syarqi level 1 textbook that the teacher teaches are as follows: Believing that Arabic is a gift from God; Familiarize yourself with always speaking Arabic; Increase the vocabulary in Arabic Students are able to have daily conversations in Arabic, Students are able to recite Arabic readings with the correct intonation, Students are able to answer Arabic questions, Students are able to understand Arabic grammatical, Students able to have simple dialogues with correct grammatical, students are able to write expressions in correct Arabic. The purpose of national education according to Law No. 20 of 2003²² that the purpose of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country.

The Arabic skill teachers explained that the evaluation forms that teachers often do are oral and written tests. Oral tests that teachers usually use in the form of questions and answers and vocabulary vocabulary, this test aims to determine the memorization of new vocabulary that is taught at the beginning of each chapter in the package book, and to find out the extent of students' understanding of the materials that have been explained by the teacher. As for the form of writing tests that teachers do in the form of multiple choice, complete answers, match, arrange into correct sentences, follow as exemplified, and answer questions. All forms of evaluation tests are outlined in the evaluation activities both daily,

²¹ Mohammad Syarif Sumantri, *Strategi Pembelajaran Teori dan Praktik di tingkat Pendidikan Dasar*. (Jakarta: PT. Rajagrafindo Persada, 2016). Pg. 227.

²² Kemendiknas, *Sistem Pendidikan Nasional*. (Clause 3, 2003).

filling out the exercises in the textbook, or during the weekly assessment, and the final assessment of the program. The teacher's explanation above indeed shows that the form of evaluation carried out in accordance with the form of tests presented by Daryanto and Amirono²³ that in terms of the form of the evaluation based on the objectives are divided into five types, namely: diagnostic evaluation. Namely the evaluation aimed at examining the weaknesses of students and the factors causing it. Selective evaluation. Namely the evaluation used to select students who are most appropriate in accordance with certain program activity criteria. Placement evaluation. Namely evaluation used to place students in certain educational programs. Formative evaluation. Namely to find out to what extent students have formed after attending certain programs. In its place the formative test can be seen as a diagnostic test at the end of the lesson. Summative evaluation. Namely the test carried out after the end of giving a group of programs in school experience.

Based on the presentation of the Director Markaz Arabiyah and the Arabic teachers that the method of assessment in the Markaz Arabiyah course institutions is to add up the daily value of the students in the form of test scores, assignments or homework given each week, then weekly scores and End of Program scores. The overall value is added up and divided by 4, the result is the final value of students who will be included in report cards. (Daily Test scores + Task values + weekly grades + final evaluation scores): 4 = Student's final grade. the explanation above is the method of teacher assessment in Markaz Arabiyah course institutions which is almost in line with Daryanto and Amirono's opinion that there are six techniques / ways of assessment namely: Performance (Performance). Namely observations of student activities. Assignment. Namely the assessment of a task that must be completed within a certain time. Work result. Namely the assessment of the ability to make technology and art products. Written test. Namely choosing answers include: multiple choice, right-wrong choice, and supply answers such as: filling in or completing a short answer, description. Portfolio. Namely assessment through a systematic collection of works (work). Attitude assessment. Namely the assessment of students' behavior and beliefs about the object.

²³ Daryanto dan M. T. Amirono, *Evaluasi dan Penilaian Pembelajaran Kurikulum 2013* (Yogyakarta: Gava Media, 2016). Pg. 55.

The Arabic skills teacher explained that the evaluation time at the Markaz Arabiyah course institute was divided into three parts namely; Daily Evaluation Daily evaluation time is an evaluation activity conducted by the teacher once a week at an Arabic lesson meeting, the evaluation is in the form of memorizing new vocabulary tasks, exercises to work on questions, muhadasah exercises or even assignments that become homework. Weekly Evaluation Weekly evaluation is a learning evaluation activity that is carried out after the schedule stated in the academic calendar of the institution. Final Evaluation Program Final Evaluation Program is a learning evaluation activity that is carried out after the schedule stated in the academic calendar of the institution or the end of all active teaching and learning activities.

Based on the lecturers' explanation above, it can be seen that the Arabic teachers have planned well and in detail until the evaluation time has been scheduled. The Director of Markaz Arabiyah and Teachers explained that the location of the learning evaluation was carried out in the hall of the Markaz Arabiyah course institute during the weekly evaluation and evaluation of the Final Evaluation Program with a scheme randomizing all students from the Idad program to the Takhassus program combined in one hall room and overseen by the hall all scheduled teachers.

Arabic skills teachers revealed that the evaluation of learning was in accordance with the learning objectives. Namely changes in behavior that occur from students in the form of the level of knowledge, level of understanding, and language skills of students. The change that occurs from the level of knowledge is that students are able to memorize or recall in this case repeating the knowledge they have received. Furthermore, the level of understanding is the ability of students to interpret, interpret or translate things in their own way about the knowledge they have received. Besides that, the function of learning evaluation results can be used to provide motivation towards teaching and learning, complete information about learning progress and learner learning setbacks and can serve as consideration for determining student increment.²⁴

²⁴Mohammad Syarif Sumantri, *Strategi Pembelajaran Teori dan Praktik di tingkat Pendidikan Dasar*. (Jakarta: PT. Rajagrafindo Persada, 2016). Pg. 227.

Obstacles That Occur In The Arabic Learning Process

The first informant from the Director Markaz Arabiyah, he revealed that so far there were no obstacles arising from Arabic teachers, neither the homeroom teacher nor the students reported, the Arabic lecturer later said that the problem was when the teacher explains Arabic grammatical material and teaches conversations or qiro'ah to students who still cannot read the hijaiyah letters continued. Furthermore, the students said that the teacher explained the lesson too quickly and the teacher's writing on the blackboard was unclear making it difficult to read, besides that other friends interfered with the comfort of learning because they were playing around.

The informant from the Director Markaz Arabiyah explained that the obstacles arising from the students were that there were still students who were already sitting in the Syarqi level 1 class but still could not read Arabic sentences perfectly. Furthermore, from the Arabic teachers, it is also difficult to create a class atmosphere in the classroom because the focus of students is also different, there is a joke too. Furthermore, the students said that there were friends who liked to disturb learning in class, lacking enthusiasm if there were no fun games from Arabic teachers.

In this case the Arabic skills teachers explained that so far the methods that teachers often use are fine and do not become obstacles or obstacles when the Arabic learning process is carried out. All materials are well presented and can be accepted by students. But based on the author's observations in the first, second and third observations. The method that the teacher applies to students in delivering learning material in class still requires another method, because not all material and discussion are delivered using the lecture and question and answer method only. Because the authors get several students within 20 minutes after the learning process begins they are bored and cool playing or chatting while the teacher is still explaining the material.

In this case the Director Markaz Arabiyah and the Arabic skills teachers explained that learning media is still developing, so far the teacher uses simple but sufficient media ranging from textbooks, markers, whiteboards, infocus, active audio speakers. While other facilities are still needed such as language laboratory facilities to teach listening, and to more clearly convey additional material that is not in the textbooks and as a trigger for students' enthusiasm for learning with the animation shown.

As conveyed by Sumantri²⁵ that one component of learning media learning resources is aids, both in the form of electronic devices, pictures, visuals, books, etc. that are used by teachers in channeling the contents of the lesson. Learning media can be used by teachers to: clarify information / messages; put pressure on the things that are important; provide variations; clarify the structure of learning, and increase motivation.

The thing that happened was related to the students 'constraints due to various factors and returned to the students' psychology as Sardiman²⁶ has classified psychological factors in learning as follows: (a) Attention, the intention is the concentration of psychic energy aimed at an object of learning; (b) Observation, is a way of knowing the real world; (c) The response, which is meant is a picture / mark that remains in memory after people make observations; (d) Fantasy, is the ability to form new responses based on existing responses; (e) Memory ; (f) Thinking; (g) Talent is one of the human abilities to carry out an activity and has existed since humans have existed; and (h) Motivation. Material or teaching material is everything that students want to learn and master, both in the form of knowledge, skills and attitudes through the process of learning activities. In this case, the Arabic teachers explained that the teaching material used by teachers was from the Syarqi level 1 package book written by MAMI Research "Malzamah Arabiyah Middle East Program level 1". Then the teacher explained that there were no obstacles at all. Because the teaching material from the textbook is easy to understand and contains some material that is very important for students to learn, starting from vocabulary and four aspects of language skills, namely: listening, reading, speaking and writing.

Based on the explanation of the Arabic skills teachers above, it is in harmony with what Hermawan²⁷ stated that the main purpose of foreign language learning is the development of students' ability to use the language both oral and written. the Arabic skills teachers explained that the evaluation of Arabic learning conducted at the Markaz Arabiyah

²⁵ Mohammad Syarif Sumantri, *Strategi Pembelajaran Teori dan Praktik di tingkat Pendidikan Dasar*. (Jakarta: PT. Rajagrafindo Persada, 2016). Pg. 304.

²⁶ A. M. Sardiman. *Interaksi & Motivasi Belajar Mengajar*. (Jakarta: PT Raja Grafindo Persada, 2010). Pg. 45

²⁷ A. Hermawan, *Metodologi Pembelajaran Bahasa Arab*. (Bandung: PT. Remaja Rosdyakarya, 2014). Pg. 129.

course institute was no problem. Both at the time of evaluation teachers give each day as well as at the time of the weekly assessment and final assessment program. Evaluation is going well and the results of students' grades from the implementation of the evaluation are generally quite good, even though the value of students that can vary. In other words, students can successfully achieve the goals set in a program as stated by Sumantri²⁸ that learning evaluation is carried out to monitor students in achieving learning objectives, so that the data determines whether improvements or additions are needed by students and find weaknesses in the subject matter and look for causes and find solutions to overcome them.

Conclusion

The Syarqi Program is a program that is focused on developing Arabic learning for those who already have a basic of Arabic one. This program is the flagship program at Markaz Arabiyah which has 3 levels with a one-month level of study. As the name implies, the program emphasizes Middle Eastern learning by instilling vocabulary that is often used there and the habit of speaking Arabic in the classroom and boarding environment. The Learning Program in the Syarqi program is a quality learning program. This is evidenced by the quality of learning in the regular classroom program and the language support program, the Dormitory program, both of which complement each other. The Arabic learning process which involves 4 students directly between students and teachers directly and intensively is contained in the regular class program where there is learning planning, learning implementation process, and learning evaluation.

Learning planning conducted by teachers in preparing and improving the quality of Arabic learning through Syarqi program level 1 institute Markaz Arabiyah Pare course has been declared good, this is evidenced by the existence of good curriculum and learning practices according to the regulations of the Minister of Religion of the Republic of Indonesia Number 912 of 2013, in connection with that the Arabic Learning Implementation Plan which was prepared by the teacher was in accordance with the guidelines for the preparation of the RPP/Lesson Plan

²⁸Mohammad Syarif Sumantri, *Strategi Pembelajaran Teori dan Praktik di tingkat Pendidikan Dasar*. (Jakarta: PT. Rajagrafindo Persada, 2016). Pg. 227.

as stated in the process standard in accordance with the provisions of the Minister of National Education Regulation (Permendiknas) no 41 of 2017.

The process of implementing Arabic learning in the level 1 Syarqi Program Markaz Arabiyah which is carried out by the consists of 3 series of activities, namely initial activities as preliminary, core activities and closing activities. In the process of implementing Arabic learning in terms of teaching and learning activities as a whole can be considered good, it is because the teacher can prepare students to actively participate in learning Arabic with enthusiasm and enthusiasm with the steps and methods of creative teaching, steps of activities also carried out in accordance with the Learning Implementation Plan (RPP) that has been made. Then in the learning process the teacher uses the Syarqi 1 level Arabic textbook entitled "Malzamah Arabiyah level 1 Middle East Program", MAMI TOUR which is used as teaching material which is written in 4 skills implicitly or explicitly. As for the deficiencies that arise in the process of implementing Arabic learning is the learning method used by the teacher is still at the developmental stage, so far the teacher only applies the lecture and appointment method in delivering the material at each learning meeting but it can still be covered up by variations of games and iyels- iyel so that students are more conducive, besides that there is also a lack of learning support facilities, so far the teacher has used textbooks, markers, whiteboards, active speakers and classroom facilities in their learning. This class program is also supported by the Sakan program which has a good language environment with bais multiple intelligence so that teaching in the classroom will have a positive impact on the daily lives of students.

Evaluation of Arabic learning conducted by teachers at the Markaz Arabiyah chair consists of three evaluations namely daily evaluation, weekly evaluation and final evaluation of the Program. Where the student's final score is composed of daily test scores + assignment scores + weekly scores + final exam scores = divided 4. The evaluation forms that teachers use are oral and written tests. The oral test is applied to determine the students' vocabulary memorization skills, while the written test is applied to determine the students' understanding of the material that has been taught. Besides that, the purpose of the activity of learning evaluation is to find out the abilities and weaknesses of students in Arabic, to find out the achievements of the competencies to be achieved in the textbooks, and

to arouse students' enthusiasm with the results of the evaluation they have achieved.

Constraints that occur in learning Arabic in Markaz Arabiyah Pare institutions are not so many obstacles that occur, only from a number of supporting factors including: first the obstacles that arise from students namely students who are still joking in class in the process of learning Arabic so that it annoys his friend who is focused on learning, in addition there are still students who have not been able to read Arabic sentences perfectly, the two obstacles that arise from Arabic teachers are that teachers are less varied in using various learning methods so that students get bored easily in following activities teaching and learning, then the last is the obstacle that arises from the learning media that there are still some learning media that are less supportive such as the unavailability of active focus and audio speakers in the Arabic Laboratory.

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