

TEACHERS' ARABIC LEARNING STRATEGY IN TANGSEL AND DKI JAKARTA

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Abstract

This paper aims to illustrate the understanding of teachers in Tangsel and DKI Jakarta about Arabic learning strategies, explaining what strategies are used by teachers and explaining how creative Arab language teachers are in carrying out learning and also how is the teacher's effort to create an environment of Arabic language and culture in the classroom. In general, most Arabic language teachers have understood the concept of Arabic learning strategies, and strategies used more expository strategies, and few teachers have high creativity in teaching and use active student-based strategies. Schools / Madrasah considered bona fide and paporit tend to have higher creativity, and the usual schools / madrasas tend to be creative teachers in their learning still need to be improved in strategy development. And the teacher's effort in creating an environment of Arabic language and culture in the classroom is still weak, the majority of teachers have not used Arabic as the language of instruction in the classroom.

Keywords: Strategy, Creativity, Expository, Active Student.

INTRODUCTION

Strategy occupies an important position in the success of learning Arabic. Teachers are not only required to have the ability in mastering the material or learning content in Arabic, but the teacher must also be clever in designing and implementing precise methods to teach students to achieve the learning objectives that have been set. In the Arabic idiom it is said that "al-thariqah au al-istiratijiah la yaqillahammiyyamatanmin al-madah" means the method or strategy is no less important than material.

Arabic has a specific character and a relatively high level of difficulty so that the potential for boredom and boredom occurs. And in the learning process certain strategies are needed that can create a more lively, dynamic learning atmosphere and active learning occurs (Subur, 2006: 7).

What is the teacher's understanding of Arabic learning strategies in Madrasas and Schools in DKI and South Tangerang? How are learning strategies implemented in Madrasas and Schools in DKI and South Tangerang? How is the teacher's creativity in developing Arabic learning strategies in the classroom? As well as how the teacher's efforts in creating an environment of Arabic language and culture in the classroom as a central part in producing Arabic learning in Madrasas and Schools in DKI and South Tangerang. These four questions will be answered in this short article.

THEORY

The meaning of strategy is: Science and art use all the resources of the nation (nation) to carry out certain policies in war and peace; Science and

art lead armies to confront enemies in war, in favorable conditions; Careful plans for activities to achieve specific goals; A good place according to war tactics (KBBI, 2008). Strategy is an art of designing learning process activities. Language learning strategy is the instructor's action to implement language teaching plans. (Hamid, 2018: 2). Learning strategy is a way that is carried out by individuals (teachers) towards other individuals (students) in an effort to continually change cognitive, affective and psychomotor aspects through speaking and writing skills. (Khalilullah 2011: 155).

The strategy according to J. R. David is a plan, method, or series of specific educational goals. It is a plan, method, a series of activities designed to achieve certain educational goals. There are two important things from this definition that need to be observed, that strategy is an action plan and arranged to achieve certain goals (Sanjaya, 2010: 126). Quoting other opinions, among them, Kemp explained that strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved efficiently and effectively. And according to Dick and Carey, the strategy is a set of materials and learning procedures that are used together to produce learning outcomes for students (Sanjaya, 2010: 126). So the most important thing in the strategy is the existence of procedures to achieve learning goals. Or in other words, the strategy is the right plan to achieve what you want.

In the opinion of Sagala and Aswan, the strategy is interpreted as an outline of the direction to act in an effort to achieve a predetermined goal. When associated with learning, the

learning strategy is interpreted as the general patterns of the activities of the student teacher in the purpose of learning activities to achieve the goals outlined (Djamarah and Aswan Zain, 2010: 5).

So the learning strategy is a systematic planning carried out by the teacher and is still an outline plan to achieve certain educational or learning goals. If the learning material is Arabic, the Arabic learning strategy is systematic planning carried out by the teacher and is still an outline plan to achieve Arabic learning objectives.

Teachers in implementing learning must develop Student Activity Oriented Learning (PBAS). PBAS is a form of innovation in improving the quality of the learning process. With this ability, it is expected that graduation will meet the needs of the community. The aim of PBAS is to: improve the quality of learning to be more meaningful, and develop all the potential that students have (Nurhasnawat, tt: 112).

Mainizar dkk's research concluded that there was a significant influence between learning and Learning cell strategies with an increase in Mahaarat al kalam for MTs students in Riau Province (Mainizar, 2014: 239). This means that the strategy used by teachers in learning Arabic greatly determines the success of learning Arabic. Learning strategies as one of the most important components also change. Learning strategies that are needed today that are centered on the activities of students in an atmosphere that is more democratic, fair, humane, empowering, fun, exciting, exciting, arousing interest in learning stimulates the emergence of inspiration, imagination, creation, innovation, work ethic, and passion for

life. (Junaidah, 2015: 120). Current strategies avoid expository strategies that emphasize the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally (Safriadi 2017: 47).

Although there is no best strategy in learning, what is available is the most suitable strategy for learning, but more expository use will have a negative impact. Moreover, the current condition of students tends to be active and cannot be given material monotonically, not to mention the availability of sophisticated information and communication technology providing dynamic learning information from time to time. Then innovation, development, and modernization of strategies become a necessity that cannot be avoided in learning Arabic.

METHODOLOGY

The research method used in this research is analytical qualitative. The research process is carried out by learning observation and recording to be analyzed based on research questions. The study was carried out in 18 Madrasas / Schools both at the elementary, middle and high school level. The research was conducted between March and June 2018.

RESULTS AND DISCUSSION

The results of the study were obtained in the form of learning steps in Arabic in 18 schools / madrasas that were the object of study. *The first* object, the teacher greets and greets with the phrase "Ahlan wa sahlan" or the question "Kaifa haalukum?", The

teacher and students read the prayer before starting the lesson, the teacher checks the attendance of students, the teacher and students check the readiness of the learning device, the teacher conveys information about the material to be conveyed, the teacher repeats the previous lesson by giving a few questions, the teacher appreciates the active students, after reviewing the previous lesson, the teacher writes the next lesson about *mubtada* and *khobar* on the board, the teacher explains the *mubtada* and *khobar* to students, then the teacher gives training to students by asking to make other examples of *mubtada* and *khobar*, the teacher and students correct the results of the exercise, the teacher together with students make conclusions of learning outcomes, the teacher and students reflect on the learning process that has taken place, including; weaknesses and strengths, feelings and difficulties faced by students. Teachers give questions to some students about the material being studied. The teacher gives assignments to students about the material that has been taught to be done in their homes, the teacher informs the material to be studied at the meeting next. And the teacher and students read "hamdalah" as a closing prayer.

Second, the teacher opens learning and greetings, the teacher explains the material to be discussed on that day to the students, the teacher prepares the learning media to be used (LCD and laptop) with the help of several students, the teacher distributes the conversation paper that must be filled by students, teacher explain how to fill in the dots to complete the conversation to become a perfect conversation by watching the video to be shown by the teacher, the teacher shows Arabic-language videos and students pay attention, the teacher

repeats the previously played video, and students fill in the points available in Conversation paper. Students are asked to ask difficult or incomprehensible vocabulary. Students discuss the right answer to complete the conversation with a bench. Students demonstrate the conversation that has been filled in front of the class. The teacher evaluates and evaluates and the teacher closes with greetings.

Third, the teacher greets "Assalamu alaikum warahmatullohi wabarokatuh", the student answers "Waalaikumussalam warahmatullohi wabarokatuh", the teacher repeats the lessons that have been learned last week., The teacher immediately teaches new material to students about the "Letter of Jar" Qaidah, Teacher explains the material about "Jar letters" so that students can distinguish the use of dhamir in each sentence, the teacher assigns tasks related to "letter jar" in order to assess students who are understood or not, the teacher tells students to come forward to fulfill the task and answer questions asked by the teacher, the teacher checks the tugas by heading to the place sat the student, Teacher gave the correct answer key related to the loving assignment, The teacher instructed the students to learn the next topic to be studied the following week, The teacher greeted "Assalamualaikum warahmatullohi wabarokatuh", the student answered "Waalaikumussalam warahmatullohi wabarokatuh", finished learning Arabic.

Fourth, the teacher enters the class, then says hello, the teacher asks the students to repeat memorized mufradat which has been doubted with a tone of prayer, then the teacher asks students to memorize mufradat one by one going forward, after the

memorization is finished the teacher asks students to open a textbook and explain some kitabah's training in the book, Students work on the exercises given by the teacher. Students who do not understand are welcome to ask the teacher, the teacher goes around seeing the student's training. After the student finishes the work, the teacher evaluates and assesses the student's exercise and the teacher closes the lesson by saying greetings and some messages.

Fifth, students are invited to recall the mufradat taught, the teacher gives an explanation of the mufradat learning techniques that will be given, the teacher asks about mufradat في البيت and students answer according to their abilities, the teacher corrects students' mistakes, the teacher gives an example of a conversation about في البيت accompanied by an explanation of the meaning words that are still not understood. Students practice conversations about في البيت, Teacher corrects students' mistakes, The teacher asks students to memorize 5 mufradat about في البيت and the Teacher assesses students by asking students to deposit memorized mufradat memorizations.

Sixth, the teacher enters the class by saying greetings, praying before starting the learning, the teacher attend the students, students are invited to recall the mufradat that has been studied as preparation for further learning, the teacher conveys the learning objectives at this time, namely introducing changes from *fi 'il madhi* to *fi 'il mudhari*', the mufrad, mu'anas and jama', the teacher explained to students how to change the *madhi fi'il* to *mudhari*' from *mufrad*, *mu'anas* and *jama* ', the teacher instructed students to pay attention to changes in the final signs in *mudhari* ' from mufrad, mu'anas and jama', the teacher gives

conclusions about the changes in *fi'il madhi* and *mudhari* ' along with the changes from mufrad, mu'anas, and jama', the teacher gives training to know the students' mastery of the changes in *fi'il madhi* to the *mudhari* ', the mufrad, mu'anas and jama' *fi'il*, the teacher examines the exercises done by students, the teacher gives an assessment of the exercises err the students, the teacher discusses and gives answers to the exercises given, and the teacher closes the learning with greetings.

Seventh, the teacher greets and asks how the students use Arabic, students answer greetings and respond to questions from the teacher, the teacher attend the students, the teacher reviews the material that has been learned before, the teacher continues the next learning material, the teacher explains the material in front of the class using conventional methods, Students pay attention and are enthusiastic about the material taught on that day. The teacher asks several students to come to the front of the class and answer questions from the teacher spontaneously then write answers on the blackboard. The teacher corrects the students' answers on the board. The teacher corrects the exercises given to Last week; students listened to the answers from the teacher and then confirmed their answers. The teacher opened the worksheets that contained the exercises and then gave new exercises in the form of making several sentences that were in accordance with the material on the day. The teacher instructed students to do the exercises on the worksheets in a few minutes; the teacher walks around the classroom to monitor students in doing the exercises and the teacher closes the learning.

Eighth, the teacher enters the class, greets and prepares learning aids (laptops and power point slides). The teacher tells students the mufradat theme to be studied, namely من يوميات الأسرة. The teacher instructs students to close the book first. Before entering the new theme, inviting students to review the mufradat on the previous theme, بيتي, the teacher showed students the pictures on the power point slides that depict the mufradat to be studied; the teacher explained the meaning of the mufradat theme to be studied; the teacher explained the learning objectives of the day, namely: can identify mufradat (understand the form, writing, meaning and pronunciation), can memorize mufradat, and can make sentences using the mufradat; the teacher explains the image shown on the powerpoint slide; the teacher mentions mufradat about the picture shown, using mudhari fi ' , dhomir أنا ; the teacher instructed students to open the textbook and write it down, and make sentences from each new learning mufradat; the teacher around the classroom paying attention and helping students who were making sentences; the teacher invited students who wanted to collect notebooks to the teacher's desk, teacher inviting students to review mufrad at the new learning; the teacher briefly explains the learning activities that will be carried out at the next meeting; the teacher closes the learning and greets the teacher, arranges the laptop and student assignment notebook, then exits the class.

Ninth, memorization Muraja'ah (Surat Al-Insan 1-20), Submission of Material Titles, Group Distribution, Group Work Submission Systemation, Working Group Tasks (Arranging Numbers from 1-100 in Arabic), Checking the Results of Each Group,

Explanation of the Material About (عدد) by the Teacher, Giving Tasks and Closing.

Tenth, the teacher enters the class and opens the lesson by saying greetings and attending students, the teacher divides students into groups and explains the steps to be taken; the teacher divides several pieces of paper containing the material to be worked on, and some blank paper for students to write Answer, students are welcome to do the assignments given by the teacher with a set amount of time. After completing the work, the student will stick the pieces of paper in sequence, and the representative of the group reads them in front of the class, the teacher evaluates student learning outcomes and gives an assessment for students, and finally, the teacher closes the lesson by praying and greetings.

Eleventh, the teacher opens learning with greetings, the teacher leads the learning lessons, the teacher attend the students. The teacher stimulates the students about the material that has been past, namely about the usual fi'il and fi'il muta'adi by asking the material individually and chosen randomly, the teacher stimulates students by instructing students to give examples of the material in Indonesian, the teacher gives a re-explanation of common fi'il material and to students. The teacher gives an example and instructs the student to analyze which word is in the form of common fi'il; the teacher gives an example sentence with a common fi'il which has complementary words, then explains the difference between complement and object; the teacher then continues learning by explaining fi mil 'adi, by stimulating the students first about the definitions in the textbook; the teacher asks students to

give examples of *fi'il muta'adi* in the form of sentences in Arabic, when the student is wrong the teacher justifies the wrong, after the student gives an example, the teacher asks the analysis students in the example that he has made about the position of each word that exists, then the teacher moves to the next material which is about *fi'il tsulasi mujarod*, the teacher explains the definition of *fi'il tsulasi mujarod*, then gives an example of the word *fi'il mujarod*; the teacher explains 6 wazan *fi'il tsulasi mujarod*, then give each example, the teacher asks students to give con after all from each other individually and randomly, the teacher mentions the word *fi'il* and then asks the students from which version is formed, the teacher motivates students to learn and repeat at home the lessons that have been taught, the teacher closes the lesson with 'a and Master gives greetings then comes out.

Twelfth, the Teacher comes by saying greetings; the teacher opens learning with prayer; the teacher instructs students to move seats from the chair to the carpet below (*halqah*); then the teacher takes care of the material to be taught; the teacher invites students to recall past learning (about dhomir), Disciples open books (there are no Arabic scripts and no images only) pictures about الملابس; then the teacher gives mufradat according to the pictures contained in the book, the Disciples are instructed to write and accuse the mufradat and then translate it; The teacher instructs to invite the mufradat that has been mentioned, the teacher says mufradat in the image that has been mentioned to be mentioned (according to the picture). After the teacher instructs the student to mention again carefully, closing / evaluation, the teacher evaluates the student by mentioning the

mufradat Indonesian; the student mentions the Arabic language, by making a demonstration in accordance with the mufradat. The teacher instructs the students to sit in their respective seats. There are exercises in the book; students are instructed to write mufrad into Arabic and gifts according to the pictures provided in the book. The teacher goes around checking student work, and the teacher closes the learning and gives motivation.

Thirteenth, Master gave greetings, teacher opened learning activities by reading "Basmallah"; Teacher gave ice breaking before delivering core material; Teacher repeated the lesson last week by giving students mufradat and asking students to make sentences; Teacher instructing students to open textbooks then the teacher reads *qira'ah* text to be studied, the teacher asks students to listen and ask questions about mufradat that students have not yet known, the teacher asks some students to reread the *qira'ah* text that has been read by the teacher; the teacher divides students into several groups; the teacher asks each group to find the contents contained in the *qira'ah* text, the teacher asks students to discuss what has been obtained, then the teacher asks each group to take turns in order to present the results of the discussion, the teacher asks each group to gather the results of the discussion, the teacher concludes the learning. The teacher gives motivation to students and teachers close learning activities with greetings.

Fourteenth, the teacher greets students and prays together, the teacher checks attendance, and the position of the seat is adjusted to the learning activities, the teacher prepares a

medium / Arabic learning aids using a projector in the form of a slide show (picture), the teacher uses the direct method, namely by ask students to use the target language (Arabic). With the intention that each student obtain the correct understanding. And the teacher uses the mix method in the form of audiolingual. To find out the students' knowledge, the teacher asks the subject matter again in the previous chapter. The teacher asks the students individually about the material in the previous chapter about بيتي, the teacher displays the learning material to be learned using a slide show (picture) about من يوميات الأسرة, the teacher reads the vocabulary in the slide show, and tells students to recite the vocabulary, the teacher explains to the students the meaning of the vocabulary, the teacher reads the vocabulary in the form of pictures repeatedly to the students, so students quickly remembering it, the teacher told students to read the vocabulary in the slide show individually without showing the slide show, just the picture, the teacher told the students to write the vocabulary they had learned related to the من يوميات الأسرة, the teacher told the students to make a sentence with n using individual من يوميات الأسرة vocabulary, the teacher guides students to translate the vocabulary that has been learned and the teacher closes the learning with prayer and hamdalah then say hello.

Fifteenth, the Teacher greetings, the teacher asks students to sing the Arabic vocabulary they have memorized, beforehand, like vocabulary about the room and profession, the teacher distributes textbooks to students, the teacher instructs students to open their textbooks according to the material to be taught namely qira'ah material about بيتي. The teacher reads the

qira'ah text in the lesson book and the students listen to it, the teacher appoints one of the students to read the text interchangeably, while the other listens, the teacher justifies the student reading when the student reading is inappropriate. Teacher giving students the opportunity to ask questions about their vocabulary that they have not known. The teacher writes vocabulary that they do not know on the board. The teacher reads some qira'ah texts while translating the text with students. The teacher divides students into 5 groups according to the paragraphs in in qira'ah text, the teacher instructs students to translate the text according to their respective groups, the teacher instructs two students to come forward to read their translation results one person reads the Arabic text and one other person reads the Indonesian text, the teacher assesses the work done by students, teachers and students together answer the questions in the textbook by the way the teacher reads the question and the student answers the question according to their respective parts and the teacher closes the lesson.

Sixteenth, the teacher comes by saying greetings, the teacher opens learning with prayer, then the teacher tells the material to be taught, the teacher invites students to recall past learning, the teacher shows Arabic language discourse on the projector and the student is ordered to open the book LKS (material about) يوم العيد, Then the teacher explains & translates the mufradat if it is difficult, then the student is instructed to listen to and repeat the mufradat mentioned, the Teacher asks the student the essence of the discourse. After the teacher instructs the student to recite carefully, the Teacher evaluates the student by mentioning the Indonesian mufradat, the student mentions the Arabic

language, sometimes by making a demonstration in accordance with his mufradat, the teacher instructs him to do the exercises he made on googleform and the value will be immediately seen on the projector, the teacher goes around checking the students' work and asks what is not understood and the teacher closes learning and provides motivation.

Seventeenth, the teacher enters the class while saying greetings, the teacher greets students, the teacher asks students to read prayers to learn, the teacher conveys the learning objectives, the teacher instructs students to repeat the vocabulary that has been learned by singing, the teacher asks all students to stand up, the teacher asks students one by one about the vocabulary that has been learned, students who can answer are allowed to sit, the teacher delivers new material, the teacher asks some students to make examples and writes them on the board, the teacher instructs students to come forward while memorizing the vocabulary they have learned while attending students and checking the cleanliness of the nails and tidiness clothes, the teacher gives homework and evaluates previous homework, the teacher gives motivation to students. The teacher closes the learning, the teacher asks the students to read the prayer finished learning and the teacher greets.

And the **eighteenth**, the Teacher says greetings and prayers together, the teacher checks the attendance of students, the teacher conveys the learning objectives, the teacher prepares the learning media, the teacher asks the previous lesson and relates it to the next lesson, the teacher asks the students to see, observes the qira'ah texts to be studied, the teacher gives a

new mufradat by reciting it, students respond to what is conveyed by the teacher, the teacher feeds the related questions mufradat, students try to answer the questions submitted by the teacher, the teacher instructs students to open open lessons, students are given the opportunity to read qira'ah texts in the student book, the teacher instructs one of the students to translate the qira'ah text that is read, students conclude the contents of the qira'ah text, the teacher reads the text and is followed by students as a closing lesson, the teacher ends the lesson by reading hamdalah and the teacher greets students before leaving school.

From the aspect of the teacher's understanding of the Arabic learning strategies in Madrasas and Schools in DKI and South Tangerang shows that teachers have a high understanding of Arabic learning strategies. Although some are not Arabic education alumni, they are used to attending training and education about Arabic learning strategies.

Learning strategies applied in Madrasas and Schools in DKI and South Tangerang tend to use expository more. Teachers convey more than not students who find themselves. 10 out of 18 teachers use expository strategies while the rest have used non-expository strategies.

Regarding the teacher's creativity in developing Arabic learning strategies in the classroom there is a tendency that schools that are categorized as creative teachers in developing learning strategies are better than non-favorite schools / madrasas. This tendency is due to the favorite schools / madrasahs that have more opportunities to be included in trainings as well as the availability of more adequate infrastructure.

However, the level of teacher creativity in general still tends to be monotonous and there are similarities with each other. And there is a tendency of learning Arabic is still explicitly teaching knowledge and nerves not language skills.

The teacher's efforts in creating an environment of Arabic language and culture in the classroom as a central part in producing Arabic learning in Madrasas and Schools in DKI and South Tangerang are still weak. The majority of teachers have not used Arabic as the language of instruction in the classroom. The environment of view that is in the classroom has not shown a sufficient Arabic perspective. In general, the Arabic environment has not been created in the learning class.

CONCLUSION

From the above explanation, it can be concluded that the teacher's understanding of Arabic learning strategies in Madrasas and Schools in DKI and Tangerang Selatan is high. The applied learning strategies tend to use expository more, teacher's creativity in developing Arabic learning strategies in the classroom; schools that are categorized as creative teachers in developing learning strategies are better than non-favorite schools / madrasahs, because in favorite schools / madrasahs more opportunities are included in trainings as well as more adequate infrastructure availability. But in general, the level of teacher creativity in general still tends to be monotonous and the tone is similar to each other. And the teacher's effort in creating an environment of Arabic language and culture in the classroom is still weak, the majority of teachers have not used Arabic as the

language of instruction in the classroom. The viewpoint environment in the classroom has not shown a enough in the Arabic perspective.

In the future, it is necessary to look at the linearity of Arabic teachers from the aspect of education, there is a need for a lot of training using examples of application of Arabic learning strategies and need to habituate and develop the environment of Arabic language and culture in the classroom, both listening and viewing.

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