The Psychological Condition of STIQ Amuntai Student's in Learning Arabic

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ARTICLE INFO	ABSTRACT
Article History: Received: 25 February 2021 Revised: 04 March 2021 Accepted: 01 May 2021 Published: 01 June 2021	This study discussed the psychological condition of STIQ Amuntai students in learning Arabic and the factors that affect the psychological condition of STIQ Amuntai students in learning Arabic. This study aimed to determine the psychological condition of students of the Al-Quran College of Science in learning Arabic, both students with religious education background such as Aliyah/Islamic boarding schools and students with public schools background such as high schools, vocational schools. This study also discussed the factors that influenced the psychological condition of students during learning Arabic. This research is a qualitative descriptive study. The data were collected by observation, interviews, and documentation. The process of data analysis is by examining all observed data from related to Arabic learning, checking the validity of the findings by author participation. The conclusion from this study can be argued that the psychological condition of STIQ Amuntai students in learning Arabic was not good, they were less enthusiastic and confused when learning Arabic. It is due to several factors, namely: diverse school backgrounds and lack insights about Arabic such as a lack of management of Arabic learning materials. Beside that they were faced with various other subject matter and the obligation to memorize al-Quran, thus the interest and enthusiasm gradually diminished. The lecturer background is in accordance with their education and the syllabus is in line with the campus syllabus. The teaching methods were not suitable for students abilities. Campus environment that did not use Arabic both from superiors and students. There were inadequate facilities and infrastructure, such as language laboratories that were not used according to their function.
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Keyword	

مستخلص البحث

المشكلات من هذا البحث كيفية الحالة النفسية لطلاب المعهد العالى لعلوم القرآن بآمونتاي في تعلم اللغة

العربية وما العوامل الّتي تؤثر ها لطلاب المعهد العالى لعلوم القرآن بآمونتاي في تعلم اللغة العربية. وقفا على تنظيم البحث السابق، فينفذ هذا البحث لمعرفة الحالة النفسية لطلاب المعهد العالى لعلوم القرآن بآمونتاي في تعلم اللغة العربية سواء كانت خلفيتهم الدّينية أم العامة وما العوامل التي تؤثر ها لطلاب في تعلم اللغة العربية. المجتمع في هذا البحث هو جميع طلاب المعهد العالى لعلوم القرآن بآمونتاي في المستوى الثالث أ أو ب, المستوى الخامس أ أو ب والمستوى السابع للعام الدّراسي 2015 م/2016 م كان عددهم 233 (مئتان ثلاثة وثلثون) طلبًا، أما العينة التي أخذتها الباحثة فهي 50 (خمسون) طلبًا. استخدمت الباحثة للحصول على البيانات في هذا البحث من الملاحظة والمقابلة والوثائق. ولمعالجتها تكسب بتنقيحها واستعراضها وتفسيرها.الاستنباط من هذا البحث ستقدم الباحثة أن الحالة النفسية لطلاب المعهد العالى لعلوم القرآنبآمونتاي في تعلم اللغة العربية ليست جيدة بما فيه الكفاية، وأنها تفتقر إلى العاطفة والارتباك عند تعلم العربية. وذلك لأسباب هي: الخلفية التربويةلطلابمتنوعة ومعرفتهم للغة العربية لا تزال ضئيلة فضلا عن الاهتمام والحماس تعوقها الظروف، مثل عدم وجود إدارة المواد التعليمية باللغة العربية وأنهم يواجهون مجموعة متنوعة من المواد الأخرى، وكذلك الالتزام بحفظ القرآن لطلاب، بحيث تم تخفيض الاهتمام والحماس تدريجيا. والخلفية التعليمية للمدرسين تناسب كلّيتهم وقد أعدلهم المعهد المنهج الدراسي إلا أنّ طرف دراسية لا تناسب كفاءتهم. ولا يستخدم الطلاب والمدرسون اللغة العربية داخل المعهد ونقصًا من المرافق لتعليمية مثل المعمل اللغوي بل إنه لا يستخدم كما هو مطلوب.

كلمات أساسية		تعليم اللغة العربية؛ الحالة؛ النفسية

INTRODUCTION

Youth is time with high spirit, a period dominated by dynamics to face life. Youth is a time to determine various things that will determine the direction and journey of the life (Scales et al., 2016). Youth (12-21) is a period of transition between children and adults (Bonnie et al., 2014). Youth is often known as the ego identity period (Klimstra & Doeselaar, 2017). Generally, the characteristics of youth thinking at the formal operational stage is the ability to think abstractly (Ahmad et al., 2016), thinking logically, and draw conclusions from available information (Sanders, 2021).

The psychology of students is about the activities of students, both those that can be observed or not (Skinner & Belmont, 1993). Generally, the activities (and appreciation) can be searched for the underlying psychological laws (Bambaeeroo & Shokrpour, 2017). It is very important for lecturers to know these laws so that they will be able tounderstand the students (Connor et al., 2016), (Suhaida & Azwar, 2018).

In this life, there is a teaching-learning process, whether intentionally or unintentionally, consciously or unconsciously. From this learning process will get a result that is generally called the result of teaching (Hu & Szente, 2009), (Hasan, 2020). Learning is a business process undertaken by individuals to obtain a whole new change in behavior as a result of the individual own experiences in interaction with the environment (Espino-Díaz et al., 2020), (Mcguire, 2015).

One of the factors that may reduce the student motivation is the subject matter and the lecturer who delivers the subject matter (Wahab, 2013), (Hayat, 2019). Regarding the subject matter, students often complain as boring (Ritonga et al., 2021), (Fareh, 2015), difficult, useless, too much material for a limited time, and so forth (Amer, 2020), (Elnaggar, 2019). Every experienced orator knows that the listener must be aroused first,

then their attention will be attracted. Likewise, teachers who face students must know and always practice these rules (Cicekci & Sadik, 2019).

The relationship between teachers / lecturers and students is like the relationship between children and parents. If parents have the task of educating children at home, the teacher / lecturer has the task of educating both at school and campus. This relationship must be maintained so that they can understand each other. However, this relationship can be tenuous because of negative thoughts. These negative thoughts often appear in the minds of students. For example, students think that their teacher / lecturer is fierce and gets angry easily or too restrictive. Therefore, teachers / lecturers should strive to bridge the wide gap in the relationship between them. Try to understand the students, encourage their enthusiasm to study hard, and give easy to practice advice (Huyen & Nga, 2003). How Powerful is the Result of Negative Thoughts.

Rightly, lecturer must encourage student to solve the problems during learning. The students must cooperate with other colleagues in his duties. To be able to stimulate the laziness, overcome the difficulties, encourage the sluggish (Noursi, 2018), and guide them all. All that teachers do to bring students to improve intelligence and understanding in teaching (Winarti et al., 2019).

Activities in learning really need a strong motivation and determination in it (Wood, 2019). Strong motivation is a willingness that can be moved from one point to other point (Deci et al., 1991). Motivation is the driving force of human life (Bańka, 2016), motivation is the initial spirit for someone in carrying out all actions and decisions (Sekhar et al., 2013). If we want to compare it, motivation is like a spirit that makes the human body come alive, develop and reach civilization (Anjomshoa & Sadighi, 2015).

This motivation issue can also be related to interest issues. It is defined as a condition that occurs when a person sees the characteristics or temporary meanings of a situation associated with his own wants or needs. It shows that interest is a tendency of a person soul (usually accompanied by feelings of pleasure) (Wijaya et al., 2019). The lack of motivation and interest from students in learning greatly affects their psychology (Gbollie & Keamu, 2017). Thus there is laziness, lack of enthusiasm and difficulties in learning.

As a socio-cultural Arabic, of course, it is different from the socio-cultural as one of the Indonesian people (Mubarak et al., 2020). It also raises problems related with learning Arabic. Due to the socio-cultural differences, between Arabic and Indonesian there are differences, among others, expressions, terms or the names of objects (Mahmud et al., 2020). The problem that may arise is that the expressions, terms, and names of objects that are not found in Indonesian are not easily and quickly understood by Indonesian students who do not know socio-cultural aspects of Arabic.

To overcome this problem, it is necessary to compile Arabic language subject matter that contains things that can provide an overview of the socio-cultural aspects of the Arab nation. Of course, the material must relate to the practice of using Arabic (Syaifullah & Izzah, 2019). This issue is considered very important, because after all knowledge around the socio-cultural Arabic peninsula will be able to accelerate the understanding of Arabic learners about the meaning and understanding of various expressions (Aronson & Laughter, 2016), (Arwani, 2017) terms and names of objects that are unique to Arabic. Generally , the term has no similarity in Indonesian, but if you are familiar with it you will usually put it in the right situation .

Something interestingwhen looking at the existing phenomena, that is   learning Arabic is still not optimal, it is due to several factors that are considered significant, including, a) The lecturer only emphasizes theory and language knowledge more than language skills, b) Instructional materials are not relevant to the needs of students either

orally or in writing, but mostly revolve around discussion of language elements such as: phonology, morphology, and syntax, and are less affluent in using these language elements., c) The learning process is more dominated by the teacher, giving less opportunity for students to play an active role, d) Language structure is discussed separately, is less integrative and does not emphasize meaningfulness, the language structure taught is independent of its socio-cultural context, e) The assessment system emphasizes more on cognitive aspects, and does not require integrative language skills.

In the Quran at the beginning of surah al-Muddasir, Rasulullah saw. described as a person experiencing anxiety. This condition of anxiety was described in the Prophet of Allah. who shivered. Usually a person who experiences anxiety will tremble, sweat, feel cold and so on depending on the level of anxiety. The anxiety faced by the Prophet Muhammad is a psychological impact after receiving revelation. Rasulullah saw. Fell anxious not knowing what to do through the instructions in the above verse. Anxiety is also a psychological condition commonly experienced by learning individuals; for example, anxiety when not knowing what to do, when facing exams, before graduation, etc.

Learning activities for each individual are not always able to take place naturally. Sometimes it is fluent, sometimes it is not, sometimes it can quickly grasp what is being learned, sometimes it is very difficult. In terms of enthusiasm, sometimes the spirit is high, but sometimes it is also difficult to hold a concentration. In the situation where students cannot learn properly, that is what is called "learning difficulties."

At STIQ Amuntai, Arabic lesson is the main subjects that must be studied, especially for students majoring in Arabic Language Education (PBA). However, after observing and conducting interviews with some of the students, most of them found it difficult to learn Arabic, especially those who graduated from MA or SMA, even those who graduated from Islamic boarding schools. It is not uncommon in certain locales that many students repeat their exams during the final test in Arabic courses. The author also often hears complaints from students about Arabic lessons. During the Field Experience Practices (PPL) there were students who did not dare to teach Arabic. Then the author also interviewed one of the STIQ lecturers, he wanted to find an Arabic teacher to teach in high school, but the students did not want with various unclear reasons.

STIQ also programs various kinds of extracurricular activities through SEMA (Student Senate) or BOM (Student Autonomy Body), one of which is Bi'ah Lughawiyyah to further strengthen the students in Arabic. Due to the lack of interest and enthusiasm of the students the progam is not running, the program stopped in line with the change in the management of SEMA and BOM.

METHOD

This research is a qualitative descriptive approach. Data sourced from secondary data and primary data. Primary data in this study such as events or activities, sources (informants), places or locations. Meanwhile, the secondary data sources for researchers, in this case the documents of the Amuntai College of Alquran Sciences (STIQ) were in the form of class schedules, academic calendars, syllabus, or documents in the form of videos or photos and other data. The data collection techniques in this study used interviews, observation, and documentation. Furthermore, the data collection instrument was the researcher himself. Data analysis in this case begins by examining all collected data from various sources such as interviews, observations, and document studies.

RESULTS & DISCUSSION

1.   Psychological Condition of STIQ students in Learning Arabic

The results of interviews and observations with lecturers at STIQ showed that the psychological condition of students in learning Arabic was l not good. Students had lack enthusiasm, some were confused in lessons. Besides that, when interviewing several other lecturers, some said that the students were very enthusiastic, it is seen as contradicting the situation of the students from the results of the interviews the authors conducted. Thus it can be concluded that some of the lecturers have not been able to see the psychological state of their students, what the students really want. However, there are some lecturers who are concerned with their students, attention in understanding the student psychological condition, so that they are comfortable with the lecturer.

Table 1. Result of Research

No	Psychological Condition	Data source
1	Students do not pay attention to the explanation of lecturers, they are busy wrapping the textbooks before being asked by the lecturer, some even shelter	Student by observation
2	When the lecturer enters the student is still talking. When the lecturer explained that the students did not pay attention, then because there were too many students in the local area so that the lecturers did not pay attention to the students who were in the corner, they talked to each other. Only students at the front pay attention to the lecturer's explanation.	Student by intervie and observation
3	The average student has a very strong motivation to learn Arabic	Student by interview
4	Students are very enthusiastic in listening, although some complain in part with the assignments given.	Student by observation

The relationship between teachers and students is inseparable between the child and the parents. If parents have the task of educating children at home, then the teacher has the task of educating children or students in school. The relationship between teachers and students needs to be maintained so that they can understand each other (Keiler, 2018). However, the relationship between teachers and students can be strained due to the appearance of negative thoughts. These negative thoughts appear more often in the minds of learners. For example, students think their teacher is fierce and irritable or the teacher is too restrained. Therefore, teachers should strive to bridge the wide gap in teacher-student relationships. Try to understand their world, encourage them to study hard, and give advice in their language that is not very good, but easy to practice.

The whole soul of the teacher must be devoted to the efforts to encourage his students to be enterprising and advanced. It is not surprising that then he must be an accomplished person, who is competent with his colleagues in fulfilling his duties. To be able to stimulate lazy people, overcome difficulties, encourage the sluggish, and guide them all. All of that must be owned by a teacher in order to be able to bring his students to gain intelligence and understanding in teaching.

2. Factors that Affect Psychological Condition of STIQ Students in Learning Arabic

Based on the results of interviews with lecturers and students, there are several factors that influence the psychological condition of students in learning Arabic such as :

Student Factor

These student factors consist of school background and interest in learning Arabic.

From interviews, the students have different background. Some students were from Islamic boarding schools, MA and SMA or SMK. Students from Islamic boarding schools, of course had more insight into Arabic than those with MA, SMA or SMK. On the other hand, some of them were MA graduates but their abilities were the same as those of the pesantren. As for SMA or SMK students, their insights were far behind. In terms of their interest in Arabic, they generally had high interest when they enter STIQ. According to one of the lecturers, the interest and enthusiasm reduce ecause they face lack of Arabic learning then on the other hand there were still a lot of subject matter they have to learn and the obligation for all students to memorize the Quran . Finally, the students became overwhelmed in managing time then they were difficult to learn Arabic deeply.

Lecturer Factor

This factor includes educational background of the lecturer, syllabus teaching and the methods used. From the results of interviews that their educational background was good because they were graduated from universities in the Middle East and some of them from local universities with PBA major.

From the syllabus, they mostly used the syllabus provided by the campus, but some of them did not use it because they want to adjust to the abilities possessed by their students. Although the campus itself does not prohibit lecturers from developing syllabus according to their respective thoughts.

Lecturers used various teaching methods by looking at the condition of the students. And most of them use an eclectic method. However, the lecturers thoughts were not entirely in accordance with the wishes of the students. Most students were not enthusiastic about learning and their interest decreases because the method presented by the lecturer was not suitable with the understanding of student, only students with intelligence that are able to understand the lecture.

Environment Factor

From interviews with 50 STIQ students, almost all of them said that the campus environment did not support Arabic. Because there was no application of Arabic, either from campus staff (lecturer) or from the students themselves. There is indeed a goal to build an Arabic language environment at STIQ, but it has not been able to, due to a lack of motivation and interest from students. It is unfortunate that students whose PBA majors have mastery of Arabic both nahwu and hiwara become very minimal.

Facility Factor

In this case, many students said that the facility was lacking, because the language laboratory at STIQ was not used according to its function. Some students said that the facilities of learning media was available such as projectors, LCD and large TV in every study room.

CONCLUSIONS

The psychological condition of STIQ Amuntai students in learning is still not good, they lack passion and confusion in learning. The lack or good psychological condition of STIQ Amuntai students in learning Arabic is caused by several factors, namely: a) The diverse background of the student school and their insights about Arabic are still lacking and interest and spirit are hampered by circumstances, such as the lack of management of Arabic learning materials and they are faced with a variety of other subject matter and the obligation to memorize the Quran for its students, so that interest and spirit gradually become reduced, b) The lecturer's background is in accordance with his education and syllabus according to what is provided by the campus. Only teaching methods are not in accordance with the ability of students, c) Campus environment that does not use Arabic either from superiors and students, d) Facilities and infrastructure that are still lacking, such as language laboratories that are not used according to their functions.

To the government in order to further increase its attention and assistance either in the form of morals or materials to improve the quality of Arabic language teaching in public formal education institutions, private or universities that have Arabic language education institutions. To the management of STIQ Amuntai in order to increase efforts in order to realize the goals to be achieved in education, including trying to get students (i) good at Arabic that includes four skills, namely, listening, writing, reading and speaking. For example, by teaching Arabic outside of lesson hours or extracurricular. To the lecturers of Arabic language teachers to pay more attention to the psychological state of students (i), which can really speak Arabic and which can not. So that in the provision of materials do not burden students who do not speak Arabic. As well as always motivating students (i) to increase interest and passion in learning Arabic. To students (i) to further improve the quality or achievement of learning, especially achievements in learning Arabic so that when graduating and becoming an Arabic teacher, he really becomes a professional teacher who indeed mastered Arabic.

ACKNOWLEDGMENT

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