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Arabic Language Learning Management Strategy in Madrasah

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ABSTRACT

Arabic language learning management strategy will be explained in this study. The purpose of this study is to examine and discuss the actual concept of Arabic language learning strategy. The aspects that will be described are as follows: 1) definition of Arabic language learning strategy, 2) function of Arabic language learning strategy, 3) types of strategies in Arabic language learning, 4) learning scope, 5) learning management. This study was designed by applying a descriptive qualitative study approach. Data were obtained from books on the concept of Arabic language learning strategy. The data were analyzed by observing the library by searching and collecting books or references related to this discussion. Based on the results, 1) Arabic language learning strategy are rules, plans and steps in the process of learning activities to realize the goals of Arabic language learning, 2) Arabic language learning strategy functions to prepare material and assist students in mastering the language, 3) Arabic learning scope includes: understanding, goals and principles of Arabic language learning, 4) learning management related to readiness in learning.

Analysis; Istima' Material; Arabic Book; Madrasah Ibtida'iyah

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مستخلص البحث

سيتم شرح استراتيجيات إدارة تعلم اللغة العربية في هذه الدراسة. الغرض من هذه الدراسة هو دراسة ومناقشة المفهوم الفعلي لاستراتيجية تعلم اللغة العربية. الجوانب التي سيتم وصفها هي كما يلي: (١) تعريف استراتيجية تعلم اللغة العربية، (٢) وظيفة استراتيجية تعلم اللغة العربية، (٣) أنواع الاستراتيجيات في تعلم اللغة العربية، (٤) نطاق التعلم، (٥) إدارة التعلم. تم تصميم هذه الدراسة من خلال تطبيق منهج الدراسة النوعية الوصفية. تم الحصول على البيانات من الكتب حول مفهوم استراتيجيات تعلم اللغة العربية. تم تحليل البيانات من خلال مراقبة المكتبة من خلال البحث وجمع الكتب أو المراجع المتعلقة بهذه المناقشة. بناء على النتائج، (١) استراتيجيات تعلم اللغة العربية هي قواعد وخطط وخطوات في عملية أنشطة التعلم لتحقيق أهداف تعلم اللغة العربية، (٢) وظائف استراتيجيات تعلم اللغة العربية لإعداد المواد ومساعدة الطلاب في إتقان اللغة، (٣) يشمل نطاق تعلم اللغة العربية: فهم وأهداف ومبادئ تعلم اللغة العربية، (٤) إدارة التعلم المتعلقة بالاستعداد في التعلم.

استراتيجية، تعليم اللغة العربية، إدارة التعليم

كلمات أساسية

INTRODUCTION

In order to achieve good and quality results, learning should have a strategy. Thus, determining a relevant learning strategy is a must or absolute. The selection and use of relevant learning strategies can shape students to think independently (S. Kim et al., 2019), be innovative and creative and be able to adapt to all kinds of conditions (K. H. Kim & Pierce, 2013). In appropriate or irrelevant learning strategy will have fatal consequences, because it creates a discrepancy between expectations in learning goals and facts that occur in the field, for example a teacher teaches students to become creative, innovative and independent students but the reality is the opposite. These teachers teach in authoritarian and rigid ways. Therefore, students are not motivated to learn and do not understand what is being studied so that these students do not get knowledge in the lesson.

The thought that emerged was that learning Arabic language was a difficult thing to learn (Al-Busaidi, 2015); (Fikri et al., 2021). This can be seen from a previous study by same research outcomes on the difficulties experienced by students when learning Arabic language (Mohammed & Alsrhid, 2013); (Huda, 2022); (Ritonga et al., 2016); (Budiarti et al., 2022). These problems can be due to age, gender, influence of mother tongue and Arabic, mastery of mother tongue, motivation to learn languages and other problems related to this. In fact, each language has a different level of difficulty, depending on the characteristics of the language itself. Both from the aspect of *aswat*, *sharaf*, *nahwu* or *dalalah*. According to Ineu, the problem lies in linguistic and non-language aspects, such as the socio-cultural differences between Arabs and non-Arabs.

Arabic language learning is actually to develop communication skills in order to implement the language skills that have been learned. To achieve this, a strategy is needed in learning activities. Therefore, all forms of obstacles or difficulties that exist in learning activities can be overcome by having strategies in Arabic language learning. Arabic language learning strategy is a powerful way to plan or design learning activities starting from the introduction, core activities to closing in order to achieve optimal results from Arabic language learning activities.

Strategy is a valuable aspect in language learning activities, in this case Arabic language learning. The success of a language learning process is often seen from the learning strategy applied, because with the strategy, all forms of targets that have been determined will be achieved (Pawlak, 2021); (Salam et al., 2020); (Salim et al., 2022); (Manik et al., 2022). Thus, many emerging various strategies from various aspects. All of that is intended to achieve learning targets

The success of the learning process is inseparable from the learning components, one of which is the strategy used in learning. Strategy has a big influence on the success of learning. Intraprasert stated that learning strategies are the main elements consisting of methods, designs, procedures, techniques in implementing the targets to be achieved in learning (Intaraprasert, 2020).

Along with the explanation above, (Amrullah et al., 2020); (Mantiri, 2015); (Mustofa et al., 2022) on her study, "Arabic Language Learning Strategy", showed that learning strategy is a number of rules when learning activities start from beginning to end in order to implement something to be achieved. Hakim also stated that in the learning strategy there are components including learning activities from the introduction, delivery of material, to closing in the form of an evaluation from the teacher on mastery of student material (Hakim et al., 2022). (

Based on the explanation above, starting from the problems that occur in learning and associated with the theory of Arabic language learning strategy, the authors are interested in discussing Arabic language learning strategy

METHOD

Literature research was conducted with a qualitative descriptive approach. Data were obtained from books, articles, journals. The important point of this study was to thoroughly analyze and describe from beginning to end the concept of Arabic language learning strategy. The primary sources of this study were the books "learning strategy oriented to standard learning processes", "Teaching Arabic: Media and Methods" by Ahmad Muhtadi Anshor and "Teaching Management (An Introduction Towards a Professional Teacher)" by Ahmad Rohani. Meanwhile, the secondary sources were books and journals related to the concept of Arabic learning strategies.

To obtain data, the technique used was observation in books, articles and journals. The data obtained were then analyzed accurately and in depth to achieve a comprehensive understanding of the Arabic language learning strategy concept.

RESULTS AND DISCUSSION

Concept of Arabic Language Learning Strategy

Definition of Arabic language learning strategy

In learning activities, teachers must have a strategy so that students can understand the material delivered by the teacher in order to achieve the expected learning goals (Munna & Kalam, 2021); (Rofingah & Muhlasin, 2022); (Muslim & Harisca, 2021); (Rasmuin & Nafisah, 2019); (Nafi'ah & Baroroh, 2019).

In the field of learning, the word "strategy" is often defined as "a plan, method, or series of activities designed to achieve a particular educational goal". Learning strategy is a plan, related to the steps or series of learning designed to achieve the expected learning goals. Learning is defined as a process carried out by someone to get a new behavior change universally (Lachman, 1997). The general definition of learning strategy is a process in learning that must be carried out by teachers and students in order to realize the achievement of set learning goals. Strategy refers to planning for the realization of certain goals.

Another opinion says that learning strategy is planning, rules or procedures arranged in a systematic and planned manner that are prepared by teachers to be applied in learning activities in order to realize the targets that have been set (Brook, 2021); (Fuadiah et al., 2019).

According to the experts, learning strategy is a method used by teachers in the learning process so as to provide convenience and facilities for students for the realization of learning goals (Landøy et al., 2020); (Zaim et al., 2019); (Lachman, 1997).

According to Ahmadi, Amri, and Elisah, learning strategy is a form of activity carried out by teachers and students in order to achieve optimal learning targets. (Ahmadi, Amri, and Elisah, 2011: 11)

Meanwhile, (Mustofa, 2011: 9) stated that learning strategy is related to the method used by teachers in the learning process so that it is carried out optimally by paying attention to learning goals and aspects that help the success of a learning process.

Based on this definition, there are several aspects that need to be considered. First, learning strategy is a surefire way of using methods and using various resources in the learning process. Second, the learning strategy is designed to achieve the learning process, meaning that the direction of strategy development is specific goals. The preparation of the learning framework is related to aspects of learning steps, facilities and learning materials that are directed to achieve the expected learning goals. Thus, before setting a learning strategy, clear goals must be formulated as a form of implementation of a strategy.

Meanwhile, another definition states that the Arabic language learning strategy contains plans and procedures in a systematic or effective way to achieve targets in predetermined learning. (Mustafa and Hamid, 2012:67)

Arabic language learning strategy is a set of plans, procedures and infrastructure that teachers will apply in a learning process from the beginning to the end of the learning process by taking into account the learner's condition, learning resources, methods and techniques used and the personality of the students.

In preparing a learning strategy, the first step is to choose an appropriate or relevant learning strategy. There are 6 important aspects when determining the right strategy. These criteria are (1) learning goals, (2) content, (3) learners, (4) learning situations, (5) time allocation, (6) facilities.

Function of Arabic language learning strategy

The functions are as follows:

1. Assist in language acquisition.
2. Assist in the learning planning process.
3. Provide content or learning materials to students.
4. Prepare all aspects needed from learning resources, methods, techniques, media and models used in learning activities.

Types of Arabic language learning strategy

Bisri Mustofa in his book stated that Arabic language learning strategy consists of *عناصر اللغة* and *المهارات اللغوية*. *عناصر اللغة* consists of *mufradat* (vocabulary), *Nahwu* (grammar). Meanwhile, the language skills are *istima'*, *kalam*, *qira'ah*, *kitabah*. (Bisri Mustofa, 2011: 67)

1. *Mufradat*' learning strategy

Mustofa classified the learning strategy for 'mufradat' in 3 stages namely, a) beginner (*mubtadi*), b) intermediate (*mutawasith*), c) advance (*mutaqoddim*).

2. *Nahwu*' learning strategy

The '*nahwu*' learning has two learning models namely *qiyasiy* and *istiqraiyy*. *Qiyasiy* presents the rules first and then the examples. Whereas *istiqraiyy* is the opposite of *qiyasiy*, namely by presenting the examples first and then the rules.

3. *Istima'* learning strategy

In *istima'* learning strategy, many aspects can be performed by a teacher, namely by listening to short words that can be understood by students, discussing the material that has been read and then asking questions related to the text or material being discussed.

4. '*Kalam*' learning strategy

There are 3 stages namely, a) beginner, b) intermediate, c) advance.

5. '*Qira'ah*' learning strategy

This strategy is carried out silently or also called silent reading or reading aloud.

6. '*Kitabah*' learning strategy

Learning to write can apply grammar and translation methods and direct methods. In the grammar and translation method, writing skills are taught first, but in the direct method, it starts with the shautiyah skills first, then continues with writing. (Bisri Mustofa, 2011: 67)

Definition of Arabic language teaching

Teaching is related to technique and all matters related to learning process (Ahmad Muhtadi Anshor: 5). It is different from the opinion of Ramayulis that teaching is the process of transferring knowledge from individuals who have knowledge (teachers) to other individuals who do not know (learn) based on the learning process (Ramayulis: 72). In this case, Ahmad Rohani also stated that teaching is an activity (process) of learning with two subjects, namely teachers and students (Ahmad Rohani: 1).

Based on the explanation above, it can be concluded that teaching is an activity in transferring knowledge between teachers and students through the learning process.

Meanwhile, language is a medium for communicating between humans in the form of sounds produced by individual speech organs (Gorys Keraf: 1). According to Mustofa Al Ghulayini, Arabic language is the word used by Arabs to communicate. (Mustofa Al-Ghulayini: 13).

From the descriptions and opinions of experts about Arabic language learning above, it can be concluded that Arabic language learning is a form of teaching and learning activity in the form of systematic activities in conveying knowledge from teacher to students so that students can master and understand Arabic language to achieve learning goals.

Goals of Arabic language learning

Arabic language learning has 2 goals including long-term oriented goals (global goals) and short-term oriented goals (specific goals) (Tayar Yusuf: 189).

1. Global goals

- a. Able to understand the sources of Islamic law
- b. Able to know and understand books related to Islamic religious teachings that have been written using Arabic language.
- c. To be able to communicate and write essays using the Arabic language.
- d. Can be used as a medium to gain other knowledge (supplementary).

2. Specific goals

As for what is meant by specific goals is something that will be achieved from these subjects (Abubakar Muhammad: 5). Specific goals are an explanation of the global goals themselves. For example, the global goals of maharatul qira'ah are the accuracy of reading text according to good pronunciation, as well as being precise in understanding the contents of the reading and instilling the ability to repeat the material studied

(reproduction). While specific goals are to pronounce each letter according to its makhraj fluently, namely dza, tsa, or jim and so on .

According to Abdul Muhith, teaching goals cannot be ruled out, because teaching goals can determine learning content and teaching strategies as well as the form of teaching evaluation that will be applied. As for language teaching, it is prioritized on aspects of the application of language actively and passively. Active language skills are related to mastery of conversation or writing which are often referred to as productive skills. Meanwhile, passive language proficiency means being able to understand language through *istima'* and *qira'ah* or also called receptive skills.

Based on the information above, students should be able to use language from a productive aspect, both written and unwritten. Abdul Muhith classified teaching goals in general both for beginner, intermediate, and advance levels as followst (Abdul Muhith: 40):

1. Can know and understand the meaning of prayer and can apply it.
2. Have knowledge of Al-Qur'an and Hadith and can understand well.
3. In order to understand about knowledge related to Islamic teachings on sources that come from books with Arabic language.
4. Able to speak and compose using Arabic language

From the description above, it can be concluded that the goals of Arabic language learning put forward by Tayar Yusuf and Abdul Muhith have the same meaning, namely learning goals are one of the most important points and must be considered before the learning process is carried out and in these learning goals are directed at the ability to master language skills (listening, speaking, reading and writing). Apart from mastering the four language skills, the learning goals also mention that students can understand the sources of Islamic teachings.

Principles of Arabic language learning

In the book by Ahmad Muhtadi Anshor it is stated that there are 11 principles in Arabic language learning namely:

1. The principle of speaking skills before writing skills

In learning it should be started by practicing the *istima'*, *kalam*, *qira'ah* and *kitabah* aspects. This principle is the basis of the audio-lingual method. In language studies, it is explained that language will be more perfect if it is expressed in the form of dialogue (Juwariyah Dahlan: 121). This implies that it does not mean that it will only teach skills centered on speaking skills, but also on writing skills. Without knowing the use in the form of speaking skills it is not complete and perfect in perfecting the 4 skills that must be mastered by language learners (Fuad Effendy et al: 36).

2. The principle of basic sentences

In this case, the teacher gives students basic sentences in the form of conversations or dialogues (*hiwar*) to memorize. This activity is very important to do, because it is not an easy thing for students to remember the sentence forms of a foreign language or a second language being studied compared to remembering the sentence forms of their own mother tongue or first language.

3. The principle of sentence patterns as a habit

In this principle, the pattern of sentence practice aims to make it a habit through *tadrib - tadrib* (pattern - practice). This sentence pattern exercise starts from sentences that are relatively easy to sentences that are classified as comprehensive.

4. The principle of *ta'bir*

This principle teaches students the form of *ta'bir*, not a word that stands alone or not connected with other words. In learning vocabulary, it should always be related to the context, so that students know and use the words in the relevant meanings and goals..

5. The principle of the sound system used

In this principle, teachers are asked to teach the sound system in a structured way so that it can be practiced through application, example, comparison and *tadrib*.

6. The principle of limiting *mufradat*

Teachers are prohibited from burdening students by teaching too many *mufradats* while students are studying sound systems and sentence patterns.

7. The principle of the *kitabab* has been studied

Write sentence patterns and *mufradat* according to what has been studied before.

8. The principle of translation and use of language

In translation, the Arabic language is taught first, then the translation material is given.

9. The principle of teaching grammar

In learning grammar, it is better to start with practicing sentence structure patterns. Then if the students have mastered several sentence patterns, then the teacher explains the basic rules in stages and in an organized way.

10. The principle of material selection

The material is selected based on the consideration of differences in the first language, namely the mother tongue and the foreign language studied (second language).

11. From manipulation to communication

In this principle, training activities in the use of sentence patterns can be developed into communicative activities centered on aspects of communication.

Learning Management

Definition fo learning

M. Sobry Sutikno explained that learning is a process carried out by individuals to get changes or as a result of experience in interacting with the environment. According to Thursan Hakim, learning is a process in the human person which is shown in the form of skills, knowledge, attitudes, habits, understanding, thinking power, and other abilities (Ahdar Djamaluddin et al: 7).

In this case, Bell Gredler also stated that learning is a process carried out by individuals gradually and continuously in acquiring knowledge, values and skills. Meanwhile, according to Mayer, learning concerns the knowledge and affectiveness of an individual due to experience. In line with that, Gegne stated that learning is a process that

occurs between several interrelated elements and produces a form of attitude change (Karwono, Heni Mularsih: 13). Muhammad Darwis Disopang in his study mentioned that learning is a process of changing behavior and understanding, which previously had no potential, then with the learning process occurring, behavior and understanding are getting better (Muhammad Darwis Disopang: 237).

Thus, it can be concluded that learning is a process that can change one's behavior gradually and sustainably.

Principle of Learning

In order for learning to occur as desired, it is necessary to pay attention to several principles in learning. In this case, the principles of learning will be put forward as stated by Rothwall (1961) (Karwono, Heni Mularsih: 34-43):

1. The principle of readiness

In this principle, attention is paid to the readiness of students before the process of learning activities is carried out so that students can focus more on participating in learning activities.

2. The principle of motivation

In this principle, students can initiate and work on conditions for learning activities according to their motivation.

3. The principle of perception

In principle, it is explained that students have different views or perceptions in terms of learning.

4. The principle of goals

Students must have clear goals in mind when the learning process occurs.

5. The principle of different individuals

Paying attention to the differences in each individual so that it can provide convenience in achieving learning goals.

6. The principle of retention and transfer

Retention and transfer are useful if students can store something they learn into their memory and apply the learning results in new situations or conditions.

7. The principle of cognitive learning

In this principle, it can be understood that learning is a cognitive process related to aspects of thinking, analyzing, evaluating, and being creative.

8. The principle of affective learning

This principle explains that an individual will be given an assessment through the response they give to the environment.

9. The principle of psychomotor learning

Psychomotor learning is a learning process related to how an individual can control physical activity.

10. The principle of evaluation

This principle must be carried out, in order to provide new directions for students.

CONCLUSION

Based on the formulation of the problem described above, it can be concluded that: First, the Arabic language learning strategy is a procedure followed by teachers in learning activities in order to achieve the Arabic language learning goals that have been designed. Second, the function of the Arabic language learning strategy is to assist learning activities in order to achieve the specified learning goals. Third, in the learning scope, there are teaching goals directed at the ability to master four language skills (listening, speaking, reading and writing) and to understanding the sources of Islamic teachings. Fourth, in learning management it is necessary to apply learning principles namely; readiness in learning, motivation, perception, goals to be achieved, individual characteristics, retention and transfer, cognitive learning, affective learning, psychomotor learning, and evaluation.

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