Output-based Arabic Language Learning in The Excellent Class of Islamic Junior Highschool in Tulungagung

Umar Faruq¹, Ahmad Nurcholis², Heri Efendi³, Izzatul Laila⁴, Syaikhu Ihsan Hidayatullah⁵
¹Institut Agama Islam Negeri Kediri, Indonesia
²Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
³Madrasah Tsanawiyah Negeri 1 Malang, Indonesia
Corresponding E-mail: umar.faruq63@yahoo.com

Abstract
People spend about 6 hours a day using a gadget, and if it is not controlled properly, their handphones can lead to negative impacts. As the answer, students today are different from learners in the past who focus more on routine activities by reading written sources. In this modern era, they have various accesses to determine the learning resources they want and need for themselves. Furthermore, optimizing ICT use is the main priority in improving Arabic learning quality. It is qualitative research. The study results show that the Arabic language teaching-learning process in the excellent class of MTsN 6 Tulungagung has been using various ICT media. Its implementation has some problems, including the lack of facilities or infrastructure and the teachers’ problem in mastering technology. This research indicates that using ICT is one step forward in the world of education.

Keywords: design, ICT, learning Arabic, excellent class

Abstrak

Kata kunci: desain, ICT, pembelajaran bahasa Arab, kelas unggulan
Introduction

Students today are different from learners in the past who focus more on routine activities by reading written sources. In this modern era, they have various accesses to determine the learning resources they want and need for themselves. In contrast, Arabic language learning at MTsN 6 Tulungagung is still less optimal due to various factors from the teachers, students, and the environment (Ritonga et al., 2016). Most learning process still uses whiteboards as the main medium for transferring knowledge, in contrast to the digital era where everything is packaged practically and easily (Al-Omari, 2016). So, this is a challenge for Arabic teachers that are generally still less attractive to most students (Prihartini & Buska, 2020).

The main priority in improving Arabic learning quality is by optimizing the use of ICT as the main learning media. The learning process is closely related to learning media (Wekke & Lubis, 2016). The appropriate media chosen by the teachers will make the learning process easier, fun, not boring, and not stagnant (Ghani et al., 2014). Media includes a physical tool to convey teaching material or content such as books, films, videos, slides, and others (Albantani & Madkur, 2017). Following ICT (information, communication, and technology) development, the up-to-date media is very suitable for learning Arabic (Ritonga, Kustati, et al., 2021).

The main problem in implementing ITC is the uncompleted facilities/infrastructure and the Arabic language teachers’ lack of mastering technology (Uril Bahruddina, Muhammad Fadli Ramadhana, Halomoan Halomoanb, Diaya Uddeen Deab Mahmoud Alzitawic, 2021). Of course, it becomes an obstacle to learning the ICT-based Arabic language in schools (Arifin et al., 2020). This argument is reinforced by the journal "Information and Communication Technology-Based Arabic Learning in Padang City" by Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, they stated that it is very important to develop ICT-based media in this digital era (Ritonga et al., 2016). However, the obstacles experienced by several educational institutions are the unclear format for using ICT to integrate two or more subjects or scientific fields. Muhimmatul Choiroh also conducted another research in his article entitled "Evaluation of Arabic Language Learning Based on E-Learning Media". He explained various types of media that are relevant for evaluating Arabic language learning, and also explained the advantages and disadvantages of e-learning-based evaluation media, especially Google Form media (Muhimmatul Choiroh, 2021). Another study by M. Abdul Hamid, Danial Hilmi, and Syaiful Mustofa entitled "Development of Arabic Teaching Materials based on Constructivism Learning Theory for Students". The test results show that this book effectively meets students' needs in improving Arabic language competence through mastery of the vocabulary in their environment (Hamid et al., 2019). The next research was conducted by Moh. Fery Fauzi, Ahmad Fatoni, and Irma Anindiati in their article entitled “Information and Communication Technology (ICT)-based Arabic Language Learning Evaluation Quality Improvement Training for Arabic Language Teachers. The results obtained state that learning evaluation is very important for a program and its goals, whether it is an education, learning, or training program (Fauzi et al., 2020). MTsN 6 Tulungagung is chosen because it is one of the schools implementing ICT-based learning media with its strength and weakness.

The researchers want to uncover, describe, and analyze how the implementation of ICT-based Arabic language learning designs in this school as well as know the problem faced in its implementation and what is the follow-up plan to solve the obstacles.

Method

This research was qualitative. In this type of research, the researcher collected, classified, analyzed, and drew a conclusion based on the data analysis without generalizing. The research findings are based on the paradigm, strategy, and implementation of a qualitative model to interpret the phenomenon and reality of ICT-based Arabic language learning designs in the excellent class of MTsN 6 Tulungagung. The researchers use a theoretical orientation or perspective analysis method. It takes a phenomenological approach in
which the researcher tries to find the meaning of a reality behind the interactions between subjects and objects. The subject itself functions as an instrument to solve the meaning of reality in a phenomenon that occurs. Whereas in this study, the phenomenon is the reality of ICT-based Arabic language learning design in the excellence class of MTsN 6 Tulungagung (Taylor, S. J, Bogdan, 1992).

The research site is MTsN 6 Tulungagung. The research subjects were teachers, vice principals, principals, and students. The instrument is the researchers who are tasked with planning, collecting data, analyzing and interpreting the data, and reporting the research results. The sources of data included informants, activities, locations, archives, or documents related to phenomena. Data collection techniques included an in-depth interview, document analysis, and observation.

The resource person for this research is Mrs. Naimatu Salimah. M.Pd., one of the Arabic teachers at MTsN 6 Tulungagung. She was born in Tulungagung on December 20, 1976. She was an alumnus of MTsN 6 Tulungagung. She continued her study at the Pesantren (Islamic boarding school) Mambaul Ma'arif at the same time at MAN Denanyar Jombang. She continued his undergraduate education at STAIN Malang majoring in Arabic, and finally, her magister program was pursued at IAIN Tulungagung majoring in Arabic Language Education.

In learning Arabic, he prefers to teach talking, she usually teaches with the lecture method combined with a visual media laptop and LCD projector. She also likes to teach mufrodat using songs, it makes students more easily memorize the mufradat. Mrs. Naim prepares a Lesson Plan (RPP) for one semester in the learning planning process. She also prepared some materials taken from the module. Besides, she also added material from other books to make the students' knowledge deeper and broaden. Mrs. Naim shared exercises following the maharah and subject matter in question-answers and written tests for evaluation.

Researchers use an interactive Miles and Huberman data analysis emphasizing data continuity up to saturation point. It begins with data reduction, display, and conclusion drawing/verification. In addition, researchers used inductive, deductive, and comparative methods to conduct the analysis. The next step is testing the validity by cross-checking the data from observations, interviews, and existing documents. The validity testing is done by triangulating the sources, time, and methods. Besides that, the researcher also used the peer-debriefing method by discussing the data obtained with relevant experts, including research colleagues who are lecturers in the Arabic Language Education of UIN Satu Tulungagung (Miles & Huberman, 2014).

**Result and Discussion**

**ICT-based Learning Design in Senior Highschool**

ICT includes all technologies that can be used to store, process, display, and convey information in the communication process such as (Dale Schunk, 2018):

First, computer technology. Computer-based learning media or what can be called computer-assisted learning (computer-assisted instructional/CAI) is one of the most interesting learning media to increase students' learning motivation. The use of computers as interactive learning media can be realized in various forms, including computer-assisted learning (CAL) programs, computer conferencing, electronic mail or electronic mail (e-mail), and multimedia computers which are then called interactive learning multimedia. Learning through this CAI is offline so that its use does not depend on access to the internet (Syuhadak et al., 2021).

This computer-assisted learning program utilizes all the capabilities of computers, consisting of a combination of almost all media including text, graphics, images, photos, audio, video, and animation. All of these media will converge to support each other and merge into one medium with extraordinary capabilities. One of the advantages of this computer media which is not owned by various other media is its ability to facilitate the interactivity of students with learning resources (content) on the computer (man and machine interactivity) (Brosh, 2019).
Second, multimedia technology. Learning media included in multimedia technology include digital cameras, video cameras, sound players, and video players. Multimedia is often interpreted as a combination of many media or at least consists of more than one media. Multimedia can be interpreted as a computer equipped with a CD player, sound card, and speakers that can process motion pictures, audio, and high-resolution graphics. Multimedia programs in general can be classified into four categories as follows (Teh et al., 2009): entertainment includes games and interactive films, education, for formal, non-formal education, enrichment, and refreshment, references, such as encyclopedias, and business, including company profile, financial programs, and others.

Third, telecommunications technology. This communication technology is now growing rapidly in cell phones and facsimiles and various forms, such as cell phones, e-mail, Facebook, Twitter, and so on. But along with the increasingly rapid development, communication technology is required to be able to provide many benefits to the world of education (Kurniawan et al., 2021).

Fourth, computer network technology. This technology consists of hardware such as LAN, internet, wifi, and others. In addition, it also consists of supporting software or network applications such as web, e-mail, Html, java, PHP, database applications, and others (Dewey et al., 2013). One form of utilizing information technology for learning is the development of internet-based education. E-dukasi.net is an educational portal that provides learning materials, communication facilities, and interaction between educational communities. This developed learning site or portal is equipped with facilities for providing learning materials covering all subjects for all levels and educational pathways, tutoring, guidance, and counseling or consultation, tutorials, remedial, e-mail, discussion forums, mailing lists, and others (Lian, 2021).

With this internet technology, a delivery and communication system between students and teachers, teachers and teachers, students with other students, and students with learning resources can be done in various forms and ways, both simultaneously (synchronous) or not (asynchronous) (Sahkholid Nasution, 2016).

According to Naimatu Salimah as the Arabic language teacher at the MTsN, students at MTsN 6 Tulungagung are more happy or enthusiastic about learning when using audio-visual technology compared to printing technology. They will feel bored in class if faced with sheets of Arabic books.

The interview data above is reinforced by the results of observations of researchers at MTsN 6 Tulungagung. It can be concluded that the implementation of technology in learning Arabic means that educational technology is an applied discipline. Which means he shows progress based on needs in the field. The need to learn and make learning more effective. The application of technology in learning Arabic at MTsN 6 Tulungagung uses printing technology in the form of Arabic books, dictionaries, worksheets, questions from the teacher, or learning media through pictures and writings. The writing is related to vocabulary, and the second uses audio-visual technology in the form of cellphones and LCD’s.

ICT-based Arabic Learning Design

A common problem that most Arabic teachers complain about is that most students assume that learning Arabic is very difficult and boring. It is caused by several factors such as Arabic being a foreign language whose usage is considered small, lack of teaching time, less interesting learning, and so on (Wargadinata et al., 2020). Some think that learning Arabic just because of religious motives makes Arabic language development passive and even tends to stagnate. Even though efforts to develop the Arabic language are not new anymore, the methods and systems used seem traditional (Gobbetti & Di Cagno, 2012).

Many factors can support learning so that it is not boring and stagnant, one of them is by following the development of ICT in line with methods and media. Most junior high school levels have to use methods and media that support students so they don't feel bored while learning Arabic, the use of ICT may solve those problems (Ritonga, Widodo, et al., 2021). This is closely related to
learning patterns. It refers to a model that describes the position and role of the teacher and students in the process. So the process of utilizing ICT-based learning media in learning Arabic must be based on the consideration that the media can facilitate the learning process, increase understanding, and provide convenience to the material presented. Shortly, the teacher must adjust the material with the media used (Mardiah, 2014).

Before understanding the characteristics of learning media, the teacher must first analyze the objectives and characteristics of the field of study. Important aspects that will be discussed in this step include the definition of objectives and characteristics. The classification of objectives is related to the classification of the type of content in the field of study and the structure of the content. The results of this analysis will be input to determine the media to be used (Mahdi & Lubis, 2020). Lubis mentioned nine factors to be considered in media selection including (1) institutional resource constraints; (2) suitability with learning materials; (3) learner characteristics; (4) teacher attitudes and skills; (5) learning objectives; (6) the relationship in the learning process; (7) learning location; (8) learning time; (9) the level of media richness (Lubis et al., 2009).

For example, the material about family members and the skills to be mastered are memorizing *mufra*dat and *qirā’ah*. So, the learning media used are pictures and PowerPoint slides. The choice of media is based on the consideration that the purpose of the material is to make it easy to memorize and understand mufrodat properly and correctly (Munayf Hudhair al-Dhawiy, 2013). So, first, the teacher demonstrates the material using the pictures completed with the mufrodat. The picture shows the meaning of the mufrodat and children are trained to read continuously so they can easily memorize properly and correctly. Second, the teacher uses PowerPoint slides to display readings on the "about family members" sub-them. And third, after students understand the reading, they can demonstrate it in front of the class (Zurqoni et al., 2020).

The learning process with ICT-based media like this shows that students' understanding of the material is more in-depth and fun. And for teachers, the use of media makes it easy and very helpful in explaining readings about family members effectively and efficiently in the teaching and learning process (Trentman, 2013).

Based on the results of the interview with Naimatu Salimah, as the Arabic language teacher at MTsN 6 Tulungagung, uses the development of Arabic learning technology to place more emphasis on traditional media and methods due to the limited facilities available. Even so, teachers also use media in the form of modern technology such as cellphones, LCDs, computers, and audio visuals when needed.

The use of technology in learning Arabic at MTsN 6 Tulungagung uses printing technology in the form of Arabic books, dictionaries, worksheets, questions from the teacher, or learning media through pictures and writings. The writing is related to vocabulary, and the second uses audio-visual technology in the form of cellphones and LCDs. Teachers must be truly innovative in the learning process.

In addition, Naim, an Arabic teacher at MTsN 6 Tulungagung, uses various innovations in using Arabic learning technology. For example, in *mufra*dat or *qawā’id* lessons, the teacher creates poetry or songs related to the material being taught. Before the main learning activities begin, the teacher invites his students to "reason" about the previous material. In this way students feel unsaturated in the process of learning Arabic.

From various documentations that researchers found, Arabic teachers at MTsN 6 Tulungagung also utilize modern learning technologies such as cellphones, laptops and LCDs. The teacher not infrequently asks students to look for references from the internet, YouTube and Google regarding the material being taught.
The Output of ICT-Based Arabic Language Learning Design in the Excellent Class

1. The Implementation of Pattern of ICT-Based Arabic Language Learning Design in the Excellent Class of MTsN 6 Tulungagung

a. Curriculum and Goals

MTsN 6 Tulungagung uses the K-13 curriculum. The selection of the 2013 curriculum (K-13) aims to equip students with knowledge as a whole and to face increasingly advanced global challenges. This curriculum emphasizes students' activeness to discover lesson concepts with the teacher’s role as a facilitator.

b. Media and Facilities

MTsN 6 Tulungagung is one of the schools that is growing day by day, there are lots of innovations every year. This is evidenced by the community's great interest in sending their children to MTsN 6 Tulungagung, a strategic and comfortable place with a green nuance so that students feel concentrated and fresh in their studies.

Excellent classes and some classes at MTsN 6 Tulungagung already have quite complete facilities so that the learning process in the classroom can run optimally, effectively, and efficiently. Of course, in learning Arabic, teachers also use these various facilities as learning media.

According to Ms. Naimatus Salimah, learning Arabic at MTsN 6 Tulungagung already uses various kinds of media, including a projector. With the help of a projector, children learn mufradat, and understand Arabic sentences in an easy and fun way so that students feel fresh and learn more relaxed, besides that the children are aware of the progress of ICT.

Media or facilities used in learning Arabic include PowerPoint media, pictures, objects around, speakers, laptops, and LCDs.

c. ICT Media Implementation, Methods, and Strategies

Based on observations, learning Arabic at MTsN 6 Tulungagung follows the KI, and KD in line with the media used, techniques, and models. The following is an implementation used by Arabic teachers in learning Arabic following the material provided such as:

1) Mahārah Istimā'  

Listening skill is a person's ability to digest and understand the words or sentences spoken by certain speakers or media. Manually, a laptop or PowerPoint plays mufradat and conversations related to the material, after students have listened, questions and answers or chain whispers are shared to find out how students catch the mufradats.

2) Mahārah Kalām

Speaking skills are the ability to express sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor. In learning, students can also use laptops and power points to display pictures or biographies, students come in front of the class to speak Arabic according to the material.

3) Mahārah Qirā’ah

Reading is a process that is carried out and used by readers to get messages to be conveyed by writers through the medium of words or written language. In her lessons, Naim usually divides students into several groups, then she displays Arabic reading of the material on PowerPoint, then each group translates, then one of the group members presents in front of the class.

4) Mahārah Kitābah

Writing skill is the ability to describe or express thoughts, starting from the simplest aspects, such as writing words, to the more complex aspects, it is called composing. This relates to qowaid material, and in her lessons, Naim uses power points in the form of concept maps, then she continues with the lecture method, and at the end, an exercise is held to find out how well students understand information.
From the 4 mahārah teaching-learning process above, according to Mrs. Naim, ICT media can be used in all maharoh, and in using ICT media the teacher must be able to adjust to the maharoh that will be taught. Students greatly enjoy using ICT media and creating two-way interactions between teachers and students is good. Furthermore, it creates conducive conditions and motivates students. On the other hand, the use of ICT-based learning media provides fun, convenience, and speed in learning, and involves students in high-tech sophistication (advanced skills). This situation is a very important factor to achieve learning effectiveness.

d. Featured Programs

Featured programs at MTsN 6 Tulungagung include Scouting, Badminton, Football, Volleyball, Banjari, Drum Band, Physics Olympiad, Chemistry, Biology, Mathematics, Qirāʻat/Tilāwātīl Qur’ān, Taghoni, culinary art, Calligraphy, and English Speech.

2. Problems in the Implementation of ICT-Based Arabic Language Learning Designs in the Excellent Class

a. External
   1) Input students are heterogeneous in mastering Arabic.
   2) Students’ lack of confidence in learning the Arabic language.
   3) Teachers lack master technology.

b. Internal
   1) Limited time to prepare for ITC-based learning.
   2) There is no additional program for Arabic lessons
   3) Facilities and infrastructure that cannot be used.
   4) Not all classes have an LCD.

3. Follow-up Plan for ICT-Based Arabic Language Learning Designs in the Excellent Class

According to the observations and interviews with Naimatus Salimah an Arabic teacher at MTsN 6 Tulungagung school, the school should always pay attention to school facilities and infrastructure so that the teaching and learning process runs smoothly according to the original purpose. In addition, there is a need for teacher development in mastering technology, because the rapid advancement of technology is increasing the demand for teachers to learn more so they can take advantage of newer media that are suitable for the millennial generation, so they don't get bored in the learning process.

Mrs. Naimah also said that it was necessary to hold e-mail-based teaching. The school had a special e-mail for student assignments so that students can positively operate social media. This has been practiced in other lessons but in Arabic lessons, it is still not implemented, such as sending via e-mail or WhatsApp.

Based on the interviews it can be concluded that ICT can be implemented in all Arabic language skills. While from the observations, the researchers found many advantages of its implementation including the students having better motivation when they use various media in learning. Furthermore, from the documentation, the ICT implementation had been arranged in the school curriculum, making ICT-based learning run well.

Conclusion

The Excellence Class of MTsN 6 Tulungagung has been using ICT in the Arabic language teaching-learning process. ICT media can be used in all mahārah and students greatly enjoy it, it creates good two-way interactions between teachers and students, as well as increases students’ motivation to learn Arabic. The ICT media used are laptops, LCD projectors, etc. The problems raised in this implementation are heterogeneous input students are in mastering Arabic, students’ lack of confidence in learning the Arabic language, teachers’ lack mastering technology, limited time to prepare ITC-based learning, there is no additional program for Arabic lesson, the broken facilities and infrastructure, and not all classes have an LCD. The follow-up plan to solve the
problems is by facilitating teachers to join some additional training or workshop related to technical mastery and providing up-to-date ICT facilities to support the Arabic language teaching-learning process.[]

References


