

IMPLEMENTATION OF ARABIC LEARNING IN JUNIOR HIGH SCHOOL

Zulheddi

Universitas Islam Negeri Sumatera Utara
zulheddi@uinsu.ac.id

Sefira Wardani

Universitas Islam Negeri Sumatera Utara
sefirawardani@gmail.com

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Abstract

This study aims to analyze: 1) Learning Arabic in Galih Agung Private Junior High School and 2) Implementation of Arabic learning in Galih Agung Private Junior High School. 3) The results of implementing Arabic learning in Galih Agung Private Junior High School.

This research is a qualitative descriptive study. Descriptive research was designed to obtain information about symptom status during the study. Primary data sources in this study are data obtained from events in the study or existing witnesses, such as interviews with principals, teachers, and related students. In contrast, this study's data sources are documents related to learning Arabic and outside the specified informants.

The study results show that: 1) Arabic learning in Galih Agung Private Junior High School includes: curriculum, objectives, methods, and evaluation system for Arabic learning. The pesantren curriculum (Arabic language material) applied to Galih Agung, Private Junior High School students, includes Arabic, Al-khat, Tauhid, Mahfuzat, Nahwu, Sorof, Tafsir, Muthala'ah, Fiqh, Faraidh, Insha', and Imla.' 2) Implementing Arabic learning at Galih Agung Private Junior High School is carried out daily with different Arabic subjects. 3) The results of the implementation of Arabic learning few students could be more fluent in Arabic because these students come from public elementary schools (SD), not from Madrasah Ibtidaiyah (MI) or Integrated Islamic Elementary Schools (SDIT). Even though the student is not fluent in Arabic, the student is still trying to learn Arabic well in order to master Arabic properly and correctly.

Keywords: *Implementation, Learning, Arabic Language*

Corresponding Author:

Zulheddi

Universitas Islam Negeri Sumatera Utara

Email: zulheddi@uinsu.ac.id

INTRODUCTION

Language is fundamental in human life. Humans need language itself in everyday life. Humans need language to convey an idea or idea in their minds. Communication is an introduction to humans in conveying a message. In conveying language, there are different meanings depending on the human's understanding of a language. The goals to be achieved depend on everyone's perspective. (Nuha, 2012: 27). According to Al-Ghalayin, Arabic is the sentence used by Arabs to express their goals (thoughts and feelings). Arabic is the sentence used by Arabs to express their goals (thoughts and feelings). (Al- Ghalayin, 2005: 7).

The guide for Muslims is the Qur'an which is written in Arabic. Muslims often read the Qur'an, but most do not know the meaning of the verse. If we study it further, we will know the meaning of the Qur'an itself. When we understand the Qur'an, it would be nice to practice it. Not only reading the verse but understanding the meaning of the verse. Now Arabic is inferior to other foreign languages; people prefer to learn foreign languages compared to Arabic. Even in the world of work, foreign languages are preferred to Arabic.

Currently, Arabic is familiar with the ears of santri and Santriwati. The language that is always studied when studying Nahwu and Saraf. Especially for santri and Santriwati, Arabic is an obligation to understand because a santri and Santriwati will one day become a teacher. A good teacher is a teacher who can provide helpful knowledge to his students in the future. For this reason, santri and santriwati are required to be able to master Arabic. According to ordinary people's views, pesantren graduates must understand Arabic. (Sugiyono, 2013: 18).

Pesantren and Arabic language are components that have become a unity that cannot be separated. The situation is exacerbated by the community stigma that pesantren graduates have good Arabic language skills. Pesantren with good Arabic language competence of their graduates are usually the target of parents to place their children in the pesantren. The success of Arabic learning does not only depend on whether the pesantren is traditional or modern. Everything is achieved through the competence of the teachers, so traditional pesantren are much better than modern pesantren or vice versa.

SMP Swasta Galih Agung is one of the institutions that stand under the auspices of Pesantren Darularafah Raya Medan. Galih Agung Private Junior High School was established on August 17, 1996, and obtained an Operational or Implementation Permit from the Department of Education and Teaching of Deli Serdang Regency, North Sumatra, with letter number 421.2/4764/PD/2007 on May 2007. Galih Agung Private Junior High School is specifically for antiwar or female students (girls) only.

Galih Agung Private Junior High School, in its operation as an educational institution, has educational objectives, which are stated in the Vision of Galih Agung Private Junior High School, namely: To become a leading educational institution that produces devoted and skilled people with knowledge of science and technology and sports.

With the vision above, Galih Agung Private Junior High School wants to achieve its mission: Developing teacher and student resources and improving facilities and infrastructure in accordance with the times.

Because it is under the auspices of a pesantren, Galih Agung Private Junior High School refers to Pesantren Darularafah Raya Medan, which combines three curricula at once, namely the Ministry of Religion, the Ministry of Education, and the (modern) pesantren. This pesantren has a modern style because it adopts Pondok Modern Gontor in its curriculum, especially in Arabic language development.

The diversity of learning models each pesantren offers significantly impacts the output issued. Graduates of modern pesantren are very proficient in speaking but need to improve in grammatical skills.

Given the diversity of learning models, the author considers it essential to research the curriculum, learning methods, and evaluation system applied at the school so that it can be a reference, as well as the implementation and results of Arabic language learning at Galih Agung Private Junior High School.

RESEARCH METHODS

This research is qualitative descriptive research. Descriptive research is designed to obtain information about the status of symptoms when research is conducted (Ary, 2004, p. 447). Punch states, "*Qualitative research is empirical*

research where the data are not in the form of numbers." (Punch, 2006, p. 3).

Based on the source, research data can be grouped into two types, namely primary data and secondary data. Primary data is the primary data that researchers get directly from research data sources. Secondary data is data obtained or collected by researchers from various existing sources (researchers as second-hand). (Rusdiadi, 2014: 21).

Primary data sources in this study are from events in the research or existing witnesses, such as interviews with the principal, teachers, and students concerned. In comparison, secondary data sources in this study are documents related to Arabic language learning and outside the informants who have been determined.

The data collection procedures in this study were carried out through observation, interviews, and documentation. This is in line with the opinion of Lincoln and Egon G. Guba, quoted by Suharsimi Arikunto that qualitative data collection uses interviews, observation, and documents (archival records). (Arikunto, 2006: 17).

Data analysis techniques in qualitative research can be used in descriptive narratives. According to Miles and Huberman, this technique is applied through three flows (Miles & Huberman, 1992, pp. 16-19): data reduction, data presentation, and conclusion drawing.

RESEARCH RESULTS AND DISCUSSION

Arabic Language Learning at Galih Agung Private Junior High School

A. Curriculum

The curriculum at Galih Agung Private Junior High School for grade VII is the 2013 Curriculum, while the curriculum used for grades VIII and IX is KTSP. In addition to using the national curriculum, Galih Agung Private Junior High School also applies the pesantren curriculum to its students. The pesantren curriculum applied to Galih Agung Private Junior High School students includes Arabic, *Al-khat*, *Tauhid*, *Mahfuzat*, *Nahwu*, *Sorof*, *Tafsir*, *Muthala'ah*, *Fiqh*, *Faraidh*, *Insyah*, and *Imla*.

Given that Galih Agung Private Junior High School is a formal school that

refers to the official government curriculum, the traditionalist spirit that was the forerunner of the pesantren began to shift. It is more accurate to say that the typology of pesantren is more dominant than the typology of comprehensive pesantren.

In the 2000s, the two curricula were combined into the school schedule. At that time, learning activities were held in the morning, afternoon, and evening. The subjects taught were also combined between the two curricula.

However, by considering the benefits to the students, formal learning activities at night are eliminated and compacted during the day, both in the morning and afternoon. Since the last few years, to restore the function and identity of pesantren as Islamic educational institutions that explore the teaching of traditionalist classical books.

In addition to the previously mentioned pesantren curriculum, the *Mufrodat* program is also carried out every Friday night by memorizing at least three language vocabularies to support the Arabic language skills of the students while *madrasah* is carried out on Sundays guided by *ustadzah*; children are taught conversation by using practical repetition and memorization methods. The book used is an Arabic conversation book that each student must own.

The materials taught at Galih Agung Private Junior High School exist in schools and *madrasahs* in general. However, they are adapted to the needs of the pesantren and the applied integrated curriculum. Because part of the curriculum is adapted from the K-13 curriculum and the Gontor Curriculum, the teaching materials also adjust to the curriculum that has been applied. Almost all materials are explained using Arabic. Among the Arabic supporting books used are: *Syarhul Mahfuzat*, *Al-Qira'atr ar-Rashidah*, *An-Nahwu al- Wadih*, *Durusul Lughah Al-Arabiyyah*, *Amsilatul Jumal*, *Ilm Sharf*, and *Al- Amsilah Tashrifiyah*.

1. Arabic Language Learning Objectives

Arabic language learning implemented at Galih Agung Private Junior High School has two objectives: for communication (both oral and written) and for understanding the Yellow Book (*Turats*).

Therefore, in addition to the Arabic language of the government curriculum applied at school, Arabic is also taught in the form of Islamic

activities. At Galih Agung Private Junior High School, Arabic language learning is not presented explicitly but rather learning about the rules of the Arabic language, both grammar (*Nahwu*) and morphology (*Sharf*). In addition, for communication purposes, Arabic is also one of the boarding activities carried out on a scheduled basis by the dormitory caregiver and must be followed by students living there.

2. Arabic Language Learning Methods

The method the board of teachers applies in delivering Arabic learning materials at Galih Agung Private Junior High School prioritizes the application of Arabic in a suitable cottage environment (direct/communicative method). In other words, the method used is the direct method or direct method (*tariqah mubasyarah*), so that in the delivery of material related to the Arabic language, the board of teachers will use the direct method. As much as possible, the teachers/ustadzah explain in Arabic to the santri at Galih Agung Private Junior High School.

This direct method dominates almost all delivery of Arabic language materials, except for the exact sciences, to the communication of santriwati and ustad/ustadzah in the school environment. This is expected to improve the students' Arabic language competence. Indonesian is only used in the first six months the santri come and live in the hut; they are obliged to use Arabic and English after six months as the language of daily conversation, with the provisions of 1 week using Arabic, one week using English. If there is a violation, there will be punishment/sanctions given.

In teaching these books, the direct method is dominant. This method is also beneficial when teaching vocabulary (*mufradat*). In learning, the role of media is vital. Globalization brings many advances in the field of Science and Technology, so in the learning process, there are also advances in media use. Galih Agung Private Junior High School applies to learning with realia media if the vocabulary is related to the name of the object, delivered with expressive facial expressions.

Based on this description, it can be concluded that the Arabic learning

methods at Galih Agung Private Junior High School are as follows: Classical (adjusting to the material), Grammatical (translating the Yellow Islamic classic Book), and Demonstration (for memorizing *microdata*).

3. Arabic Language Learning Evaluation System

The Arabic learning evaluation system at Galih Agung Private Junior High School consists of two models: the official (UTS and UAS scheduled), especially for the Arabic language formal school curriculum. Furthermore, evaluation of the ability to read and understand the Yellow Islamic classic Book, namely written exams (*al- Imtihan at-Tahriri*) and oral exams (*al- Imtihan as-Syafahiy*) for *microdata* and Arabic *Muhadatsah*. The report card (Learning Results) is also received by Santriwati, which includes all general and boarding school subjects.

B. Implementation of Arabic Language Learning at Galih Agung Private Junior High School

After researchers conducted direct observation, interviews, and documentation of the Arabic language learning process at Galih Agung Private Junior High School. The Arabic language learning process at Galih Agung Private Junior High School is carried out every day with different Arabic language subjects. The number of students at Galih Agung Private Junior High School in the 2021/2022 school year is 731, including classes VII, VIII, and IX. As a sample, the researcher interviewed two students from class VII, two from class VIII, and two students from class IX. Of these six people, researchers found two students who needed to be more fluent in Arabic, namely class VII students.

Researchers did not interview all students because, on average, all students are fluent in Arabic. Only a few students are not fluent in Arabic because these students previously studied Arabic subjects at elementary school, even though basic Arabic such as numbers (*Trinidad*) and the like. They first learned Arabic at the boarding school/Galih Agung Private Junior High School. After exploring further, the researcher found two obstacles to learning Arabic material at Galih Agung Private Junior High School, namely internal and external factors. Internal factors hinder a person from learning Arabic language materials that come from within themselves. In contrast, external factors such as the student's

school background hinder a person from learning Arabic language materials from outside. Here the researcher will discuss these two factors, including the following:

1. Internal Factors

Internal factors, commonly referred to as factors, can hinder a person from learning Arabic because of factors that arise within oneself. These students, namely, experience two internal factors:

a) Lazy

Laziness will happen if someone allows laziness to continue to stick in a person, making someone lazy in learning Arabic.

b) Difficulty remembering new vocabulary

A student named Fani, grade VII, said that it was her first time learning Arabic because she was not taught Arabic at school, which made her feel unfamiliar with Arabic lessons. She had difficulty memorizing new vocabulary because she had just heard words that she thought were difficult.

2. External Factors

External factors can prevent someone from being lazy in learning due to situations and conditions from outside, not from within themselves. These students, namely, experience two external factors:

a) School Background

A student named Fani said that she used to come from elementary school, not from madrasah or Integrated Islamic Elementary School (SDIT). When learning Arabic, the student had difficulty memorizing new vocabulary that she thought was unfamiliar.

a) The Role of Parents

In a situation like this, the role of parents is also essential because whatever the child does depends on how the parents educate and guide the child. A student named Rizka said that her parents did not come from a madrasa or Integrated Islamic Elementary School (SDIT) graduate, so it can be said that her parents were not from a madrasah. Naturally, the student still needs to

become fluent in Arabic. Then the researcher asked what preparations were made before starting Arabic lessons.

From the results of the researcher's interviews with informants, the researcher can conclude that teachers and students, before starting the Arabic language learning, several things need to be prepared. The preparation made by the teacher refers more to the learning contract (learning strategy, value system, and the like) and explaining the purpose of learning Arabic, conducting a *ta'aruf pre-test* to students in Arabic. While the preparations made by students who are not yet fluent in Arabic refer more to preparing a small book to record new vocabulary, and the media used are notebooks and pens.

For students who are already fluent in Arabic, there are no preparations made because students who are already fluent in Arabic only repeat the learning material. Then the researchers conducted interviews, observations, and documentation following the Arabic learning process. The teacher starts learning by greeting, asking for news, and reading prayers before learning. Reading prayers before learning is regularly carried out by teachers and students.

The benefits obtained after learning Arabic are that it makes it easier for students to interpret hadith, yellow book books, and the Koran. Not only can students interpret, but students can also learn Arabic conversation; students who usually speak Indonesian can now speak with their friends using Arabic. In addition, it can also broaden students' horizons in Arabic vocabulary.

In addition to the interview process, researchers used data from observation and documentation to complete this research. Implementing students' Arabic language learning at Galih Agung Private Junior High School in the 2021/2022 school year means that almost all students understand what the teacher has taught and delivered. Few need help understanding Arabic due to their background in non-Islamic-based schools.

Although a few students do not understand Arabic, most students understand what the teacher has said. Although they have obstacles, students can overcome them so they can follow the Arabic learning process well.

From the informants above, the researcher can conclude that the student's

grades in learning Arabic are all good, and no one gets bad grades; although one student is not fluent in Arabic, the student manages to get good grades.

C. Results of Arabic Language Learning Implementation at Galih Agung Private Junior High School

From the results of the researcher's interview with the informant, the researcher can conclude that two students need to be more fluent in Arabic due to two factors, namely internal factors (within oneself) and external factors (from the surrounding environment). From these problems, it is known that these students come from public schools rather than from Islamic boarding schools or Islamic-based schools. The researcher can conclude that a general elementary school background is one of the factors that the student is not fluent in Arabic.

From the researcher's interview with the student above, the researcher can conclude that the student can overcome the problems he faced, for example, when he is lazy. The student can overcome the problem by gathering with his friends who are diligent in studying so that laziness will disappear by itself. Diligent learning will positively impact oneself so that Arabic lessons will be mastered. Studying continuously will make someone able to master Arabic lessons so that they can have the view that Arabic lessons are not difficult because they often study them. Then, to overcome the difficulty in memorizing vocabulary, the student overcomes it by writing it continuously until he memorizes it. According to the researchers, this solution is very appropriate to overcome difficulties in memorizing vocabulary because writing continuously will make it memorize automatically.

CONCLUSION

Arabic language learning at Galih Agung Private Junior High School includes curriculum, objectives, methods, and evaluation system of Arabic language learning. The pesantren curriculum (Arabic language material) applied to Galih Agung Private Junior High School students includes *Arabic, Al-khat, Tauhid, Mahfuzat, Nahwu, Sorof, Tafsir, Muthala'ah, Fiqh, Faraidh, Insya', and Imla'*

Arabic language learning at Galih Agung Private Junior High School is implemented daily with different Arabic language subjects. As a sample, researchers

interviewed two students from class VII, two from class VIII, and two from class IX. Of the six people, researchers found two students who were not fluent in Arabic, namely class VII students. Then, the researcher found two obstacle factors in learning Arabic material at Galih Agung Private Junior High School: internal and external factors.

As a result of the implementation of Arabic language learning, a few students need to be more fluent *in* Arabic because they come from public elementary schools, not from Madrasah Ibtidaiyah (MI) or Integrated Islamic Elementary Schools (SDIT). Even though the student is not fluent in Arabic, the student still tries to learn Arabic well in order to master Arabic properly and correctly.

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