

Research Article

The Teaching Model of Arabic Language Teachers in Improving the Arabic Language Skills of Students at Muhammadiyah Kwala Madu Langkat Pesantren

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ABSTRACT

Arabic is a subject taught at the Muhammadiyah Kwala Madu Langkat Islamic Boarding School. The teaching model of a teacher greatly influences the Arabic language proficiency of the students at the Islamic boarding school. Therefore, Arabic language teachers must have specific models and strategies in developing the Arabic language skills of the students. This research aims to identify the teaching models used by teachers to improve Arabic language skills, the obstacles faced by teachers in enhancing Arabic language proficiency, and how to overcome these obstacles at the Muhammadiyah Klawu Madu Langkat Islamic boarding school. The research method used in this study is qualitative research. The results of this study indicate that an effective teaching model involves the use of interactive methods and engaging learning media. It is hoped that teachers can create a pleasant learning environment, so that students are more motivated to actively participate in learning. Overall, this research emphasizes the importance of the teacher's role in designing and implementing appropriate teaching models to enhance Arabic language skills among students. Based on the research conducted, it is uniquely found in this study a model in Arabic language teaching that uses an immigrant model, which runs in parallel between the students' linguistic understanding and their use of the Arabic language. This teaching model is considered very effective in improving the students' skills in using the Arabic language.

Keywords: Teaching Model; Teacher; Skills; Arabic Language; Pondok Pesantren; Students

1. INTRODUCTION

Pondok pesantren as an Islamic educational institution plays a significant role in instilling an understanding of the Arabic language, illustrating the model of Arabic language teaching, overcoming obstacles in the learning process and how to address these obstacles, as well as having a significant role in character formation and understanding (Wasil, 2024). Modern pesantren focus more on the ability to actively use the Arabic language rather than passively. General pesantren maintain their primary focus on traditional yellow books, while contemporary pesantren are more open to studying contemporary texts (Sanah et al., 2022).

Arabic is one of the foreign languages that many people have been working on lately to understand and study, whether focusing on a normative and spiritual approach with the belief that Arabic is a religious language because the Quran was revealed in Arabic, or in an educational and consumptive approach, which holds that Arabic is a language worth studying in depth to understand its historical observations and history (Ramadhani et al., 2024). In its development, many Islamic boarding schools have started to develop various models of Arabic language teaching. Which teaching model does not only focus on linguistic theories, because it will result in students becoming passive, and students will also have difficulty speaking Arabic due to the lack of direct practice. Learning Arabic that only focuses on theory will definitely be more boring. To improve the Arabic language skills of students, an approach that combines an active language environment with good discipline is necessary (Oktober et al., 2024).

In the process of language learning, there are four interconnected skills: listening, speaking, reading, and writing. These skills must be taught in order, starting with listening skills as the foundation. Listening skills are the first stage where students must be sensitive in recognizing the sounds of words in Arabic, the length and shortness of vowels, the articulation points of letters, including understanding the meaning of the sounds they hear. Listening skills are very important and must receive significant attention from teachers, because the improvement of these skills will have a positive impact on other language skills (Nurman Ginting, 2024).

In general, in language learning, one of the most frequently observed components is the teaching model. The teaching model used often becomes the main focus in the achievement of language teaching, because it is the teaching model that determines the method of language instruction. Researchers and language teachers always strive to find and determine a more effective teaching model for teaching a language (Khasanah, 2023). Joyce & Weil argue that teaching models are designs that can be used to create curricula (long-term learning plans), prepare teaching components, and guide classroom or other learning. The teacher's teaching model can be used as a choice pattern, which means that teachers select a teaching model that is appropriate and effective to achieve their educational goals (Khoerunnisa & Aqwal, 2020).

According to the Indonesian Minister of Education Regulation No. 02 of 2008, the subject of Arabic is taught to students in madrasah ibtida'iyah starting from grades IV-VI. In the Competency Standards (SK) for Arabic language learning in madrasah ibtida'iyah, it has been mapped into four SKs, namely: listening, speaking, reading, and writing skills. In reality, among the four skills, the most dominant are the passive skills (reading and writing) rather than the active skills (listening and speaking). But among those four elements, the difficulty that always arises in Arabic language learning in madrasahs and other schools that teach Arabic is the lack of students' ability to speak Arabic passively, let alone actively. This is caused by the teachers' lack of knowledge about teaching materials as well as their knowledge of teaching strategies, approaches, media, and language games (Aziza & Muliansyah, 2020).

In the context of language teaching, the contextual learning model has become one of the important approaches. This model emphasizes the importance of linking the material being taught with the real-life context experienced by the students. By using the contextual learning model, students can more easily understand and apply Arabic in their daily lives. This approach also encourages students to actively participate in the learning process, thereby enhancing their motivation and skills in Arabic. In its implementation, teachers need to create relevant and engaging learning situations, so that students can directly see the benefits of the language learning they receive (Mata & Pai, 2024). Based on the explanation above, it can be concluded that it is very important for every student to improve their language skills, which are closely related to the students' abilities in the pesantren. Therefore, the researcher is interested in conducting a study titled "The Teaching Model of Arabic Language Teachers in Improving the Arabic Language Skills of Students at Muhammadiyah Kwala Madu Langkat Pesantren" to understand the teaching model of Arabic language teachers, the obstacles faced in the learning process, and how to overcome these obstacles.

2. RESEARCH METHOD

This research uses a qualitative method that is conducted systematically to collect data in the field. The qualitative method is a method that writes, describes, and explains the events of the object being studied as they are based on the conditions during the research. The male and female students of the Islamic boarding school who are the subjects of this research. With data collection instruments through observation, the researcher directly observed the location of Pondok Pesantren Muhammadiyah Kwala Madu Langkat, located at Jalan Tanjung Pura No. Km 32 Kwala Begunit, Stabat District, Langkat Regency, North Sumatra, and examined the teaching and learning processes in the Arabic language subject.

The researcher found signs of a lack of interest among the students in learning Arabic due to the insufficient models and practices of the teachers in the learning process. Next, interviews were conducted where the researcher interviewed the Arabic language teacher as an informant in this study to understand the teaching models used by the teacher to enhance the students' Arabic language skills, the obstacles faced by the teacher in the learning process, and how to overcome them. The researcher also interviewed the main subjects of this study, the students of the pesantren, to understand the teaching processes and models of the Arabic language teacher, the difficulties faced during learning, and the reasons behind them and lastly, documentation to display photos, audio recordings, and other activities that have been carried out.

The data analysis instrument is carried out by collecting data and then reducing the data. Here, the researcher determines which data is most necessary for the study. Next is the presentation of data after the data has been selected and the results of observations and interviews have been described. The existing results are then organized into structured sentences. Finally, there is verification, where the researcher presents the findings from the research that has been obtained (Septiani & Wardana, 2022).

3. RESULTS AND DISCUSSION

3.1 Results

Based on the research results, the contextual teaching model at Pondok Pesantren Muhammadiyah Kwala Madu Langkat has been successfully implemented. This model connects the learning material with the daily lives of the students, making the learning process more relevant and engaging.

A. Implementation of the Contextual Teaching Model:

1. Conversation Simulation: Students are invited to practice conversation in everyday contexts, such as shopping at the market or discussing a specific theme in groups. For example, in groups, students can take on the roles of sellers and buyers, using the vocabulary they have learned.
2. Mini Project: Students are asked to create a small project, such as a poster or presentation on themes related to Arab culture, such as food, traditions, or festivals. This project can be presented in front of the class in Arabic.
3. Extracurricular Activities: Organizing outdoor activities, such as visits to relevant places, where students can interact with the community using Arabic. For example, visiting the local mosque and communicating with the mosque officials in Arabic.

B. Procedures for the Contextual Learning Model:

1. Context Identification: Teachers must identify real contexts relevant to the material to be taught. This can be done by exploring the experiences and interests of the students.
2. Lesson Planning: The teacher plans the lessons by incorporating activities that connect theory with practice. For example, designing activities that allow students to practice speaking in real-life situations.
3. Implementation of Learning: During the learning process, the teacher directs the students to practice within the predetermined context. This includes providing direct feedback during the activity.
4. Reflection: After the activity, it is important to give the students time to reflect on their experiences. Group discussions can be conducted to discuss what has been learned and how they can apply it in their daily lives.
5. Evaluation: Assessing the Arabic language skills of students through observation and evaluation of projects or activities that have been carried out, as well as providing feedback for future improvement.

With the implementation of these examples and procedures, it is hoped that the students can better understand and master the Arabic language well in a real context, thereby significantly improving their language skills. Thus, the implementation of the contextual learning model at Pondok Pesantren Muhammadiyah Kwalu Madu Langkat significantly contributes to improving the Arabic language skills of the students. Students become more active and motivated to learn, so their learning outcomes can be clearly seen in everyday communication practices.

Based on the results of the observations conducted by the researcher, the teaching model of Arabic language teachers at the Muhammadiyah Kwalu Madu Langkat Islamic boarding school uses a contextual teaching model, similar to other Islamic educational institutions. Which means to provide opportunities for students to be more proficient in communicating, understanding, and using Arabic language effectively. However, in the teaching process, teachers still need to pay attention to the models and methods of teaching so that students do not feel bored and disinterested. From the many students of Pondok Pesantren Muhammadiyah Kwalu Madu Langkat who were observed, perhaps only a few students use Arabic correctly and properly. This indicates a lack of interest among the students in learning and using Arabic. However, there are still some other students who can use Arabic well and correctly.

Then, in the interview results with Ustadz Khairul Amrin Siregar as an Arabic language teacher at the Aliyah level in the Muhammadiyah Kwalu Madu Langkat Islamic boarding school, the teaching model used in the teaching and learning process is the contextual teaching model. According to Ustadz Khairul Amrin's explanation, the method used in the contextual teaching model is the direct method or *thariqah mubasyarah* to provide four skills, namely listening, speaking, reading, and writing, where the teacher delivers directly using Arabic. Then the teacher also provides vocabulary using real objects, pictures, and synonyms or antonyms. If there are students who do not understand using Arabic directly, the teacher first translates it into Indonesian. The teacher also uses learning media in the classroom, such as an infocus projector or digital TV, as supporting media for the learning process. The obstacles faced by the teacher in the learning process are that not all students want to delve into Arabic, and the way the teacher addresses these obstacles is by motivating the students that Arabic is not only a religious language but can also serve as a global language. In the interview, the process of learning outside the classroom or in the field was also explained, where senior students engage in activities such as vocabulary, conversation, and speech with junior students aimed at deepening their understanding of the Arabic language. As for the students who do not follow the language rules, they will be punished by wearing colorful hijabs for female students and standing in the field for male students if they violate the language rules.



Figure 1. Interview with an Arabic Language Teacher

In conclusion, based on the data provided about the language programs and activities at the Muhammadiyah Kwala Madu Langkat Islamic boarding school, it can be concluded that this boarding school uses a contextual teaching model in the implementation of its programs. This model uses the direct method or *thariqah mubasyarah* as well as techniques for adjusting the practice of Arabic by the students in their daily lives both inside and outside of school.

3.2 Discussion

Based on the findings in this study, the teaching model of Arabic teachers at Pondok Pesantren Muhammadiyah Kwala Madu Langkat aligns with the opinion of Joyce & Weil that a teaching model is a plan that can be used to develop curricula, design teaching materials, and guide classroom learning. This is in line with the indications of the teaching model according to (Khoerunnisa & Aqwal, 2020). The presence of various elements can develop language skills in accordance with the language environment that has already been taught in Kwala Madu. The process of improving Arabic language skills at the Muhammadiyah Kwala Madu Langkat Islamic boarding school is similar to that at other Islamic boarding schools, aiming to provide students with the opportunity to become more competent and proficient in communicating, understanding, and using Arabic effectively in their daily activities (Arab et al., 2024).

The teaching model for teacher teaching skills is a very important factor for success in Arabic language learning activities. The method in the teaching and learning process that is effective and efficient is very important for its success. Teachers must be aware of the use of appropriate teaching models and pay attention to aspects that influence students' interest in learning. Teachers are required not only to master the material but also to deliver it using enjoyable teaching models that align with the characteristics of the students and can overcome the obstacles causing the lack of interest among students in the learning process (Abd Rahman, 2024). Essentially, this analysis aims to provide a deeper review of the Arabic language teachers' teaching models in enhancing the Arabic language skills of students. The researcher will explore methods and strategies that can be implemented by teachers and students to achieve effective learning. In addition, the importance of student motivation and interacting in everyday Arabic is also emphasized in this research. By implementing the models and strategies used, it is hoped that it can support teachers and students in overcoming obstacles in the process of teaching and learning Arabic and achieving superior progress in their Arabic language skills (Ritonga, 2023).

4. CONCLUSION

It can be concluded that the teaching model of Arabic language teachers to improve the Arabic language skills of students has various variations in conveying language knowledge from all perspectives, one of which is by using the direct method *thariqah mubasyarah*. The tangible results of this Arabic language teaching and learning process, with both in-class and out-of-class instruction tailored to the needs of the students, aim to enhance their learning skills. In a challenge faced during the learning process, such as the lack of interest among students in learning Arabic, it can be overcome by motivating the students and improving the teaching model to be more effective so that the students do not feel bored, by using learning media such as an infocus projector or digital TV available in the classroom. Then, based on the explanation provided above, learning Arabic is a continuous process that focuses on language skills from four perspectives: listening, speaking, reading, and writing.

RECOMMENDATION

Based on the above conclusion, several suggestions can be made to various parties, including:

1. To the Teachers

It is hoped that teachers can deliver effective learning materials. And can determine a teaching model that matches the students' proficiency or an appropriate teaching model so that the students are more enthusiastic about learning and using Arabic.

2. To the Arabic Language Instructors

It is hoped that more time can be dedicated to paying attention to the students in speaking Arabic correctly and properly so that Arabic can be practiced as perfectly as possible, and even become a special characteristic that distinguishes the Muhammadiyah Kwala Madu Langkat Islamic boarding school.

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