

ARABIC LANGUAGE TEACHERS' EFFORTS IN OVERCOMING STUDENTS WHO EXPERIENCE DIFFICULTIES IN READING ARABIC TEXTS IN GRADE 3 MTs MADANI PAO-PAO

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ABSTRACT

The purpose of this study was to determine the efforts of teachers in overcoming students who have difficulty reading Arabic texts in grade 3 of MTs Madani Pao-pao. What factors can influence students' learning difficulties in reading Arabic texts in grade 3 of MTs Madani Pao-pao, and what obstacles faced by teachers in overcoming students' learning difficulties in reading Arabic texts. The type of this research is field research. The data collection techniques are observation, interview and documentation techniques. Based on the results of the research that has been conducted, it can be concluded that the efforts of teachers in overcoming students who have difficulty reading Arabic texts in grade 3 of MTs Madani Pao-pao are by providing attention and motivation, using media and giving rewards. The influencing factors are internal factors (maturity, intelligence/IQ, motivation and interest) and external factors (family environmental factors, community environment and school environment). The obstacles faced by teachers in overcoming students' difficulties in reading Arabic texts are lack of facilities and infrastructure, limited time in the teaching and learning process, different student characteristics, and lack of student interest in learning Arabic.

Keywords: Teacher efforts; student learning difficulties; reading Arabic texts

1. INTRODUCTION

In the learning process, learning difficulties are not always caused by low intelligence (mental disorders) but can also be caused by non-intelligence factors. Therefore, a high IQ does not necessarily guarantee learning. Learning difficulties here include impairments in learning abilities, including speaking, writing, and memorization. In principle, every student deserves the opportunity to achieve satisfactory academic achievement. However, in everyday life, it is clear that students have differences in physical abilities, family background, habits, and learning approaches, which can sometimes be quite striking.

Meanwhile, the provision of instruction in schools is generally only aimed at students with average abilities, leaving those with lesser abilities who are less able to understand the lesson neglected. As a result, students who fall outside the average category (both very intelligent and very stupid) do not receive adequate opportunities to develop according to their abilities.

By diagnosing learning difficulties, teachers can determine the causal factors or underlying factors behind students' learning problems. Diagnosing learning difficulties is the process of identifying problems or disabilities in students' learning by examining the underlying causes and

analyzing the symptoms or apparent learning barriers. From this perspective, diagnosing learning difficulties is understood to be an effort or activity that requires a process to determine students' learning problems by identifying their underlying causes.

Students who experience learning difficulties are characterized by certain characteristics. The characteristics of students who experience learning difficulties are as follows: (a) students experience difficulty in recognizing or interpreting what is felt, seen, and heard. (b) students who experience difficulty in paying attention or focusing on learning activities. (c) students experience difficulty in building new understanding or drawing conclusions from what is learned. (d) decreased academic achievement and social skills in learning.

During the learning process that causes students' difficulties in learning can be influenced by two factors, namely internal factors and external factors, internal factors are factors from within the child itself which include: intellectual ability, affection such as feelings and self-confidence, motivation, maturity to learn, age, gender, learning habits, memory ability, and sensory abilities such as seeing, listening, and feeling. While external factors are factors from outside the child, which include how to educate children by their parents at home and teacher factors at school, as well as learning tools at school that are incomplete, the quality of learning, learning instruments or facilities in the form of hardware or software as well as the environment, both social and natural environments, curriculum and others.

Learning difficulties experienced by students at school should be a concern for both teachers and parents. A student's difficulties can be detected by errors made in assignments and test questions. An error is a deviation from the correct answer to a test item. This means that a student's difficulties can be detected through incorrect answers.

Based on the explanation above regarding learning difficulties, it can be concluded that the difficulties experienced by MTs Madani Pao-pao students can be of various types and can be classified based on the source of the difficulty in the learning process, in terms of receiving lessons. Thus, learning difficulties are students' difficulties in receiving lessons during the learning process. Learning difficulties experienced by students can impact academic achievement because to achieve good learning outcomes can be obtained from school or outside of school with the provisions and efforts of students in learning. Therefore, the role of parents and teachers is very influential in guiding students in overcoming the learning problems of students who are low achievers and difficult to approach.

Another difficulty students experience is developing their ideas. Teachers also stated that they struggle to remember previously taught material, which leads to students being confused and unable to provide answers when asked questions. Providing learning motivation during extra tutoring sessions is designed to encourage students with learning difficulties to continue studying diligently, both at school and at home.

Teachers can address learning difficulties by creating a positive learning environment, mastering Arabic language learning concepts, providing rewards, repeating lessons, and presenting them in an engaging and varied manner. Using appropriate media and learning methods can help ensure effective learning and achieve learning objectives.

The method chosen must be appropriate to the difficulties faced by students, especially as a lack of motivation to learn can easily lead to forgetfulness, which can lead to learning difficulties in Arabic. Therefore, teachers need to review previously taught material to provide

opportunities for students to recall learning without realizing it. One theory is to ask questions about previous material and relate it to the learning material to be taught. During the pandemic, the learning process was changed to an online learning system. This change in learning system has resulted in most students being unable to or still lacking understanding of Arabic language learning, such as reading Arabic texts provided by teachers. This is because during online learning, students experience difficulties in reading and writing without the full guidance of teachers or parents. Therefore, the learning process cannot be achieved or is less successful.

Based on the description above, it can be concluded that students' difficulties in learning Arabic include difficulties in reading Arabic texts. This greatly affects the continuity of the student learning process. Students can understand the lessons delivered by the teacher, but they cannot answer the questions in the textbook because some students' reading skills are still less than optimal. Therefore, the author is interested in taking the research title: Arabic Language Teacher Efforts in Overcoming Students Who Have Difficulty Reading Arabic Texts in Grade 3 of MTs Madani Pao-Pao.

2. METHODS

The research method used is descriptive qualitative. This method, in observing research data, is not limited or isolated by variables, populations, samples, or hypotheses. Likewise, the qualitative method does not use quantum models, and measurements are holistic in nature, namely interpreting data in relation to various possible aspects.

The subjects of this study were the homeroom teachers of grade 3 students at MTs Madani Pao-pao. Data were collected through interviews. The primary data source in qualitative research is information and actions, while additional data such as documents and other sources are used. Data sources can be grouped into two groups: primary data and secondary data.

The focus of the research is an emphasis on a broader and deeper angle (compared to quantitative research which has a narrower perspective, such as only testing hypotheses). In this case, qualitative research studies the breadth and depth of a phenomenon to reveal a richer and more meaningful explanation of a phenomenon that is the object of research regarding teachers' efforts in overcoming students who have difficulty reading Arabic texts at MTs Madani Pao-pao.

In the data collection process, the first thing that researchers must do is determine the locations of data sources. After determining the location of the data source, start collecting data. Data collection techniques are the most important step in research, because the main goal of research is to obtain data. Without knowing the data collection techniques, researchers will not get data that meets the established data standards. The data collection techniques in this study include interviews, observation, and documentation.

Data validity checking techniques are not only used to support what has been accused of qualitative research concepts. This data validity test is also related to triangulation, which is a methodological concept in qualitative research that qualitative researchers need to understand next, namely triangulation techniques. The purpose of triangulation is to increase the theoretical, methodological, and interpretative strength of qualitative research. Triangulation is also defined as the activity of checking data through various sources, techniques, and time.

The data analysis process is carried out since the data collection. However, the data analysis stage after data collection is indeed an essential activity and requires the researcher's accuracy. Activities in data analysis, data reduction, data display and data conclusion/verification. The first step the researcher does is data reduction, data reduction is defined as summarizing, selecting the main things, focusing on important things. After the data obtained from the results of observations and interviews with the existing grade 3 MTs Madani Pao-pao teachers, the data is selected then detailed and written so that it can know how to overcome the learning difficulties of Arab students in Overcoming Students Who Have Difficulty Reading Arabic texts in Grade 3 MTs Madani Pao-Pao low. The second step taken is data reduction, after the data is reduced, the next step is data presentation, the data is presented in the form of a report or written field notes regarding how to overcome learning difficulties. The final step taken is verification, data verification carried out in this activity is to draw conclusions from the data that has been taken and compare it with theories that match the teacher's efforts in overcoming students who have difficulty reading Arabic texts in Class 3 MTs Madani Pao-Pao.

3. RESULTS AND DISCUSSION

According to the Indonesian dictionary, the definition of effort is an attempt, an endeavor to achieve something intended, solve a problem, or find a way out. Effort is an effort or requirement to achieve a certain goal, effort, reason, endeavor can also be said to be an activity by directing energy, mind, or body to achieve something intended goal. So it can be concluded that teacher effort is an activity carried out by teachers in order to guide, educate, teach, and transfer knowledge to students according to their abilities and professionalism, so as to achieve something desired or to be achieved. Teachers have the task of encouraging, guiding, and providing learning facilities for students to achieve goals. Teachers have the responsibility to see everything that happens in the classroom to help the student's development process.

The role of teachers in education and learning is to serve as role models for students. Teachers need to deliver learning in a fun, engaging, creative, friendly, and flexible manner. Furthermore, teachers serve as facilitators, inspirational, motivators, and promote imagination, creativity, and teamwork, as well as foster character development. Teachers also provide social empathy for students. This is a role that technology cannot replace.

The teacher's role as educator is primary and foremost. This role is more visible as a role model for students and shapes their personalities. As managers, educators have a role to uphold the rules and regulations agreed upon at school, providing direction or guidelines and regulations to ensure the school's rules and regulations are implemented effectively.

Based on Law Number 14 of 2005 concerning teachers and lecturers, Article 10 paragraph (1) states that "teacher competencies as referred to in Article 8 include: pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education." Based on the explanation above, the researcher can conclude that the duties and functions of elementary school teachers in the context of this research are that teachers must be able to educate, teach, guide, direct, train, assess, and evaluate students. Have a good personality, have a great sense of responsibility and be pious to God Almighty.

The indicators of each component of the duties and functions of elementary school teachers are as follows: indicators of teacher function duties in teaching consist of 1) making teaching program plans, 2) implementing teaching programs, 3) implementing follow-up to

teaching programs. Indicators of elementary school teacher function duties in educating consist of: (1) developing student potential, (2) developing student personality, (3) implementing adjustments in the implementation of education. Indicators of teacher function duties in training and directing consist of (1) providing learning motivation, (2) providing guidance in learning, (3) getting used to positive behavior. Indicators of teacher function duties in guiding consist of: (1) making guidance program plans, (2) implementing guidance programs, and (3) implementing follow-up to guidance programs. Meanwhile, indicators of elementary school teacher function duties in assessing and evaluating consist of (1) preparing evaluation plans, and (2) implementing and utilizing evaluation results.

Understanding Learning Difficulties

So, learning difficulties are a condition that creates obstacles in the student's learning process. These obstacles cause the student to experience failure or at least less success in achieving learning goals. Learning difficulties are caused by various factors, therefore the role of counselors is very necessary. Students need a simple, practical, and easy-to-apply method to be able to learn effectively and overcome the various learning difficulties they experience.

As stated by Ahmadi, learning difficulties are a gap between expected academic achievement and actual academic achievement. They further state that individuals with learning difficulties are individuals with normal intelligence, but show one or more significant deficiencies in the learning process, whether in perception, memory, attention, or motor function. Learning difficulties are various forms of real difficulties in listening, speaking, reading, writing, reasoning, and/or calculating.

Learning difficulties arise from both internal and external factors, with these difficulties resulting from a student's inability to fully absorb learning. Learning difficulties are problems that prevent a student from achieving their learning goals as expected.

Factors Influencing Learning Difficulties

Factors that influence learning difficulties. Behavioral changes are one of the goals of learning, but there are several factors that influence learning difficulties. There are 2 types of factors that influence learning difficulties, namely: (a) internal learning factors, internal factors are factors that come from within the individual himself, for example maturity, intelligence, motivation, and interest. (b) external factors, external factors are closely related to the social or environmental factors of the individual concerned. For example, the state of the family environment, community environment, teachers and teaching aids used at school.

Teachers' Efforts to Overcome Students' Learning Difficulties

Teacher Efforts as Educators The process or implementation of education is an effort to realize educational goals. Therefore, after entering the classroom, the teacher's role is as a leader, not merely to control or criticize. To be able to perform this task well, teachers must possess professional skills that include: mastery of material, classroom management, managing teaching and learning programs, using media and learning resources, managing teaching and learning interactions, assessing student achievement for the benefit of the lesson, and understanding and organizing school administration.

Teacher Efforts as a Mentor Guidance through assessment and training is one component of education, considering that guidance and training are activities of assistance and guidance provided to individuals in general, and students in particular in schools in order to improve their quality. This is relevant to education because education is a conscious effort aimed at developing personality and potential (talents, interests, and abilities).

Teacher Efforts as Assessor The teacher as assessor is the most complex aspect of learning, because it involves many backgrounds and relationships, as well as other variables that have meaning when related to the context that is almost impossible to relate to every aspect of the assessment. There is no learning without assessment, because assessment is the process of determining the quality of learning outcomes, or the process of determining the level of achievement of student learning objectives.

Teachers' Obstacles in Overcoming Students' Learning Difficulties

During the classroom learning process, many students experience learning difficulties. These learning difficulties can manifest themselves in listening, thinking, speaking, writing, spelling (Abdurrahman, 2012), or even in arithmetic. The teacher's role as educator, teacher, and guide does not always go according to plan. The various learning methods and media used often face their own challenges. One of these is the time-consuming problem of procuring materials for creating learning media. This is because not all necessary materials are readily available.

According to the conclusions that researchers can draw, the obstacles faced by teachers are limited abilities in planning and implementing Arabic language learning and assessing Arabic language learning. This is caused by both the educational process they have undergone and the lack of training in Arabic language learning, resulting in learning using the Arabic language approach not being able to be implemented properly.

Lack of infrastructure and media and learning methods are obstacles for teachers in overcoming learning difficulties, as well as the lack of teachers in understanding students, limited time during the learning process, students who are too active, limited school facilities such as school facilities and infrastructure, different student characteristics result in obstacles for teachers in overcoming student learning difficulties, the presence of students who have different family backgrounds, unique character differences from one another and the lack of student interest in thematic lessons are one of the obstacles/barriers/hurdles for a teacher in overcoming student learning difficulties in elementary school.

Strategies for Overcoming Learning Difficulties

According to Junie, strategies for helping children with learning difficulties are common strategies used by teachers. These strategies include: 1) Giving Rewards. We've heard of rewarding children to get good grades. Many parents use this technique to encourage their children to study and achieve. 2) Giving Punishment. Contrary to the first point, giving punishment can usually create negative perceptions in children about learning activities. If this condition is given continuously, it will cause problems with children's emotions and behavior. As a result, children will feel anxious, depressed, and have a phobia of school. 3) Learning While Playing: Playing for students is an activity done for pleasure or satisfaction. Through play, children can gain better information. This means teachers must be able to design interesting and enjoyable learning activities. However, don't encourage children to study while playing too often, because they will view the teacher as their own friend. Therefore, teachers need to maintain their authority and firmness when managing the class to avoid being belittled by students. 4) Repeating Lessons: Students' tendency to forget and become confused makes it necessary to repeat the material. Repeating the material allows students to remember the lesson without realizing it. By providing a variety of questions, students will certainly not get bored when their lessons are repeated.

The indicators of students who experience learning difficulties in elementary school are a lack of attention and guidance from parents in the learning process, a lack of maturity, intelligence, motivation, and interest in learning, as well as the state of the family environment, community environment, teachers and a lack of facilities and infrastructure such as teaching aids at school. as well as students experiencing a decline in achievement, completing assignments late, and a lack of interest in learning Arabic.

4. CONCLUSION

Teachers' Efforts in Overcoming Students Who Have Difficulty Reading Arabic Texts in Class 3 of MTs Madani Pao-Pao, namely by making various efforts to overcome students' learning difficulties, such as: a) learning difficulties are a problem that causes a student to be unable to follow the learning process properly as expected. b) Teachers' efforts in overcoming students' learning difficulties in Arabic subjects, namely teachers must provide special handling and attention, teachers carry out remedial teaching, teachers use learning strategies and media, teachers relate Arabic material to everyday life, then always provide learning motivation to students, give gifts (rewards), and repeat past learning.

Factors that can influence students' learning difficulties in Arabic include: a) Internal factors are factors that originate from within the individual, such as maturity, intelligence (IQ), motivation, and interest. b) External factors are closely related to the social or environmental factors of the individual concerned. For example, the family environment, community environment, teachers, and teaching aids used at school.

The obstacles faced by teachers in overcoming students' learning difficulties in the language subject are: Lack of availability of materials to be able to create learning media, inadequate facilities and infrastructure available at the school, limited time during the learning process, lack of student interest in Arabic lessons, lack of student learning motivation, different student characteristics and low student absorption capacity.

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