THE IMPLEMENTATION OF AN ARABIC LANGUAGE TRAINING PROGRAM FOR GONTOR YOUNG MUSLIM SCHOLAR'S CAMP 2021 PARTICIPANTS

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ABSTRACT

Arabic language skills are important for Muslim scholars who study Islam by referring to primary sources such as the Qur'an, hadith, and classic books. The ability to read Arabic writings is the first step toward a comprehensive understanding of Islam. As a result, there is a great level of urgency in studying Arabic, and many educational institutions have focused on it. The purpose of this study is to describe how the Arabic language training program for Gontor Young Muslim Scholars Camp participants was implemented. This study employs a descriptive qualitative approach, with data collected through observation, interviews, and a review of documents. The program implementation process was separated into four stages, according to the findings of this study: 1) planning, 2) organizing, 3) implementing, and 4) controlling. This program is supported by two factors such as; 1) internal factors obtained from the participants, 2) external factors originating from curricular and extracurricular activities, methods, interesting learning strategies, and from a supportive environment.

Keywords: Arabic Learning, Young Muslim Scholar's Camp, Gontor

1) INTRODUCTION

In the crisis of the Covid-19 outbreak, the online learning system is a solution in overcoming the educational problems that occur. Online learning is designed to maintain the implementation of the teaching and learning process in the spread of the pandemic outbreak (Cahyani et al., 2020). This learning system can overcome the limitations of time, place, and distance in carrying out the learning process during the pandemic. With this process, it is hoped that students can continue to learn by accessing lessons through the use of technology that is available anytime and anywhere.

In addition, after more than a year, various educational institutions have implemented offline learning. These institutions carry out learning activities by implementing strict health, social and physical distancing protocols . The institutions in question include Islamic boarding schools and educational institutions with a boarding school or dormitory system

(Hasanah et al., 2021). In its implementation, the institution carries out face-to-face learning activities by complying with the requirements and rules set by the government.

But on the other hand during this pandemic, it's good to learn online and offline both have their obstacles in the implementation process. This is like what happened in the Arabic language training program for Gontor Young Muslim Scholars Camp participants 2021. Many of them find it difficult to understand the main references of classical Arabic books. Because based on available data, nearly 85% of Gontor Young Muslim Scholars Camp participants are not alumni of Islamic boarding schools who have good Arabic language skills (Fakhri, 2021). With the situation, they are somewhat difficult to read and understand those of us *turast* studied.

To be able to overcome the problems above, the Gontor Young Muslim Scholars Camp Program has the initiative to provide additional programs to equip participants with Arabic language skills. This initiative is called the Arabic language training which aims to provide them with capital in reading, understanding and analyzing the Qur'an, hadith, and classical books as their main reference in studying religion. Because in fact mastery of Arabic is the intellectual basis for prospective ulama who have character, global insight and mastery of contemporary science to answer the challenges of thinking that are currently happening (Wahab, 2014). Therefore, the implementation of the Arabic language training program is one step in helping PKU participants to become intellectual scholars.

Based on the description above, the author would like to describe the Arabic language training program for Gontor Young Muslim Scholars Camp participants in improving their Arabic language skills (reading, listening, writing and speaking skills). This research aims to provide useful and useful scientific insights for educational institutions who want to develop and innovate ideally in the procurement of effective and efficient Arabic language training programs.

2) METHODS

This research was conducted on supporting activities for the Arabic language training program for Gontor Young Muslim Scholars Camp participants. The method used in this research is descriptive qualitative, where one approach uses a knowledge paradigm based on observation with narrative research strategies, phenomena, grounded theory studies, or case studies. The data collection techniques in this study used observation, interviews, documentation and field analysis techniques (Sugiyono, 2014). While the objects in this study were the Arabic language training program for Gontor Young Muslim Scholars Camp participants by taking the main data source from the Education and Training Center (PUSDKLAT) Darussalam Gontor University as a facilitator providing data on program implementation, then teachers and administrators and committees involved in this program.

3) RESULTS

Based on the background of the problem above, the authors limit the discussion to two scopes: 1) Discussion regarding the implementation of the Arabic language stabilization program for the participants of the Gontor Ulama Cadreization Program (PKU). 2) Discussion on the supporting aspects in improving the Arabic language skills of the Gontor Ulama Cadreization Program (PKU) participants.

The Implementation of the Arabic Language Training for Gontor Young Muslim Scholars Participants

Accordance with observations and interviews regarding the Arabic language training program for Gontor Young Muslim Scholars Camp participants, researchers get the result that in the process of implementation of the program is divided into four stages, 1) Planning, 2. Organizing, 3) Actuating), 4) Controlling.

Planning

A good curriculum planning process will have a positive impact on teaching and learning activities. Based on the existing theory, the curriculum includes two aspects, namely planning and implementation (Idi, 2014). Planning means the stages in determining clear goals and objectives that are prepared before starting the implementation of the curriculum itself. While the implementation stage is the process of implementing the curriculum that has been previously designed (Hermino, 2014). Therefore, by carrying out these two processes, it is hoped that the learning process can achieve the predetermined goals.

In addition to the existing planning process, in the Arabic language training program for Gontor Young Muslim Scholars Camp participants have carried out these stages. Based on the results of the interview, it was found that this program consists of academic (curricular) and non-academic (extracurricular) activities which are arranged in a period of three months (PUSDIKLAT, 2021). The authors attach the plans for the two activities as follows:

a. Curriculum Activities

Through the study of documentation, researchers obtained data that the curriculum for activities in this program consists of curricular activities (learning Arabic language skills and Arabic language knowledge) and supporting activities. The plans for curricular activities which include learning language skills are arranged as follows:

Table 1. Curriculum Activities

No.	Day	Lesson	Tutor
1	Sunday	*Muthala'ah*	Subliansyah, S.Pd
2	Monday	*Ta'lim Mufradat*	Fajriman, S.Pd
3	Tuesday	*Tarkibul Jumal*	Anhar, S.Pd
4	Wednesday	*Muhadatsah*	Harisman, S.Pd
5	Thursday	*Mufradat*	Ibnu Fitrianto, S.Pd
6	Saturday	*Durushullughah*	Ario Sofian, M.Pd

In addition to the language skills learning activities above, in this program the participants are also provided with various materials related to linguistics. The activity contains the delivery of linguistic material related to the dynamics of Arabic Language Science, which is carried out once a week under the direct supervision of expert lecturers who have competence in their respective fields. The following are additional Arabic language knowledge materials and teachers, including:

Table 2. Materials and Teachers Program

No.	Themes	Lecturer
1	The Effect of Environment on Mastery of Arabic	Dr. Ahmad Hidayatullah Zarkasyi, M.A
2	History of the Development of Arabic	Dr. Abdul Hafidz Zaid, M.A
3	The Role of Arabic in the International World	Alif Cahya Setiyadi, M.A
4	Training to Read the Book of Turast Well and Correctly	Syamsul Arifin, M.Pd
5	Training Maharatul Istima' Well and Correctly	Muhammad Wahyudi, M.Pd
6	Learning Media (*Arabic GameArabic Game*)	Ahmad Kali Akbar, M.Pd
7	Arabic Semantics	Muhammad Ismail bin Syuhada, M.Pd.I
8	*Al-Muhadastah Al-Ma'asyirah*	Dedi Mulyanto, M.Pd

Judging from the table above, we can see that the addition of some Arabic language material was arranged to increase the linguistic insight of the program participants regarding the overall scope of the Arabic language. With it, it is hoped that the participants will also understand the knowledge, characteristics, and all things related to the treasures of the Arabic language itself.

b. Supporting Activities

To support existing curricular activities, this program is also supported by the availability of various extracurricular activities which are an additional value in improving the Arabic language skills for Gontor Young Muslim Scholars Camp participants. The activities in question are as follows:

Table 3. Supporting Activities

No.	Name of Activities	Responsible
1	*Ilqo* dan *Hifzh Mufradat*	Committee
2	*Mahkamah* Bahasa	Committee
3	*Game* Bahasa Arab	Committee
4	*Insya Usbu'i*	Committee

In addition to the language activities above, the participants in this program are also equipped with the ability to read books turast. This is supported by the activity of books reading turast with asatidz which is held every week. The schedule for the books readings of turast that are used as references are as follows:

Table 4. The Schedule of Books Reading Turast

No.	Day	Book	Lecturer
1	Monday	*Mukasyafatul Qulub*	Hasib Amrullah, M.Ud
2		*Ulumul Qur'an*	Dr. Sujiat Zubaidi Shaleh, M.A
3	Tuesday	*Al-Qowaid Al-Fiqhiyah*	Dr. Imam Kamaludin, Lc. M.A
4	Thursday	*Tafsir Jalalain*	Dr. Khoirul Umam, M.Sc
5	Saturday	*Al-Qonun fi Aqidah Al-Islamiyah*	Dr. Kholid Muslih, Lc. M.A

Organizing

Structurally, the process of organizing is needed in implementing the learning activities. At the learning management stage this process is divided into three, namely: 1) curriculum planning organizations, 2) curriculum implementation organizations and 3) curriculum evaluation organizations (Hermino, 2014). All parts of the organization will try to run and implement the curriculum into an effective and efficient form of teaching and learning activities.

In its implementation, the organizing stage is something that should not be underestimated. Because this stage is included in the curriculum design which aims to make it easier for students to carry out learning activities effectively (Wahyudin, 2014). As for the Arabic language training program for Gontor Young Muslim Scholars Camp participants, researchers get the result that the entire organizator or the person running the program is under the same committee formation, not divided like the distribution of the above organizations. The committee is a combination of undergraduate and postgraduate students, as well as lecturers who are involved in guiding during the implementation of activities.

The following is the committee format for this program, including:

Table 5. The Committee of Program

No	Section	Total
1	Mentor	2 Persons
2	Committee Leader	1 Person
3	Vice	1 Person
4	Secretary	1 Person

5	Treasurer	1 Person
6	Teaching Division	4 Persons
7	Activity Division	4 Persons
8	Archives Division & Documentation	3 Persons
9	Public Relations Division	2 Persons

Actuating

The implementation stage is an advanced process from the planning and organizing stage. This stage is a process of implementing, applying innovations, ideas, concepts and designs into practical actions that aim to have a positive impact on changes in the cognitive, affective and psychomotor domains (Fathurrahman, 2017). This stage is carried out by the organizing committee with the aim of achieving the objectives of the activity (Wahyudin, 2014). In this stage, each individual in the organization will try to implement the curriculum design that has been determined at the previous planning stage.

At the implementation stage, all organizing committees carry out their duties in accordance with their respective mandates. In supporting the success of this program, each individual committee member works hand in hand in carrying out their mandate. Therefore, to deal with the existing limitations, the committee has a daily picket schedule in carrying out their duties, such as preparing classes, contacting lecturers, preparing places, to purchasing consumption. It is intended that the committee's obligations as a student and their duties as a committee can go hand in hand in accordance with what is expected.

Controling

Based on the existing order, controlling stage is the final stage in the implementation of the stabilization program of this Arabic language. Basically, this stage includes two aspects of activities, namely *monitoring* and evaluation. *Monitoring* means the process of supervising or monitoring the implementation of existing activities with a focus on finding information related to the implementation of the program. The evaluation in this case means the systematic effort made by the committee in collecting data, analyzing, and interpreting it to obtain information on the level of success of the activities that have been carried out (Muhaimin et al., 2015).

Based on the results of interviews, in its implementation the committee monitors every activity in this program directly, either just to see the ongoing state of the activity or directly interact with the program participants. program participants, every week on Friday the committee always holds game an Arabic which aims to strengthen the participants' understanding of what they have learned in classroom learning activities. In addition, the committee also held a pre-test at the beginning of the activity to determine the participants' initial abilities and will hold a post-test to determine the success of this Arabic language strengthening program. Through this series of processes, it is hoped that there will be an increase in the language skills of the program participants. the Arabic language training program for Gontor Young Muslim Scholars Camp participants

Supporting Factors of the Arabic language Skills for for Gontor Young Muslim Scholars Camp participants

According to the results of research using interview and observation techniques, researchers found that the supporting factors in improving t for Gontor Young Muslim Scholars Camp participants consisted of two factors, namely internal factors and external factors.

Internal Factors

Based on the results of interviews, it can be seen that internal factors are one of the factors that affect the improvement of the Arabic language skills of program participants. This factor comes from the motivation obtained from the asatidz, friends and the committee who always provide direction and support to be even more active in learning Arabic. All these motivations were absorbed and contemplated by each participant, so that it turned into a strong intention and desire, great enthusiasm and determination, and high motivation to learn Arabic. This encouragement provides a good stimulus for the participants, so that they can carry out all learning activities with sincerity. With an awareness of their abilities, the participants have good self-confidence to always try to study harder in improving Arabic language skills.

External Factors

Apart from internal factors as one of the supporting factors in improving Arabic language skills, in this case external factors also have a significant role. These factors, among others, come from a conducive language environment, supportive learning facilities, and all the activities carried out in this program; both curricular activities in the classroom as well as extracurricular activities such as the study of books *turast, ilqo* and *hifzh mufradat*, *insya usbu'i*, *courts* language and Arabic games.

In curricular activities, during the learning process participants will be provided with several tasks that will support their Arabic language skills. In reading skills, participants will be given an Arabic text in the form of a story, either from books or other sources. With that they were assigned to find and record difficult vocabulary, as well as to understand what has been read.

In listening skills, participants are given the opportunity to watch videos or short films in Arabic and are assigned to analyze the flow of the video and record the new vocabulary they get. Meanwhile, in writing skills, participants were given the task of making *insya* with various themes. The assignments they make will be checked directly and taught regarding the preparation of Arabic sentences. These activities are carried out together so that they can find out each other's shortcomings and take lessons from each other's mistakes.

In speaking skills, participants were asked to do activities *muhadstah for* 5-10 minutes with various themes after the lesson was finished. In addition, they are also required to directly practice all the material that has been taught, both in class and in daily life in the dormitory.

In addition to all the aspects above, the use of direct methode (*thoriqoh mubasyirah*) as a learning method in this program also has a positive impact on improving Arabic language skills. Not only that, the teachers who are asatidz also contribute greatly to improving Arabic language skills. The participants always get motivation, input, and good examples from all asatidz. The sincerity of the asatidz What they feel in the learning process is a positive stimulus and suggestion to always be sincere and enthusiastic about carrying out all the activities in this Arabic language learning program. Some of the points above are external

factors that are very supportive in improving for Gontor Young Muslim Scholars Camp participants.

4) DISCUSSION

Based on the results of the research conducted by the researchers using interview techniques, observation and field analysis, in general the implementation of the Arabic language training program for Gontor Young Muslim Scholars Camp participants in 2021 has gone well according to the schedule and curriculum that has been made. In particular, more practical conclusions can be drawn regarding this program, including:

First, the stages of planning, organizing, implementing, controlling the schedule and curriculum as well as evaluating this program run according to the mutually agreed time contained in the Term of Reference (ToR) of for Gontor Young Muslim Scholars Camp participants in 2021. However, in addition to that in its implementation, time constraints are an obstacle that slightly hampers activities during the program.

Second, the implementation of academic and non-academic activities can meet the needs of Gontor Young Muslim Scholars Camp participants to improve Arabic language skills (*maharah istima', maharah qira'ah, maharah kitabah, maharah kalam*). As for outside of the four Arabic language skills In addition, the available infrastructure is also very supportive in the sustainability of this program.

Suggestion

First, the Education and Training Center (PUSDIKLAT) Darussalam Gontor University as the institution that oversees this program, should make a standard curriculum according to the ability level of students in the Arabic language education and learning process during the activity.

Second, the Education and Training Center (PUSDIKLAT) Darussalam Gontor University, should need to complete the facilities and infrastructure in preparation for teaching that are lacking in order to run the Arabic language learning process smoothly and make it easier for teachers, committees and hostel administrators to carry out their mandate.

Third, the Education and Training Center (PUSDIKLAT) Darussalam Gontor University, it would be nice to re-synchronize the time with the schedule of activities in the Gontor Ulama Cadreization Program (PKU). With this, it is hoped that learning activities can be maximized to fill the void of time.

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