THE REALITY OF ARABIC LANGUAGE LEARNING AT THE SMA/SMK AND *PONDOK PESANTREN* LEVEL: IMPLICATIONS ON ARABIC LANGUAGE EDUCATION IN THE ERA OF COVID-19

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ABSTRACT

The development of Arabic language knowledge and information technology, so that teachers are required to improve their teaching skills in schools and Islamic boarding schools. In the concept of knowledge management, it is explained that one of the abilities that teachers must have in teaching is the ability to improve student learning outcomes. This study aims to develop a comparative analysis between modern-based learning and classical-based learning (*salafiyah*), to improve the study of *nahwu*, *shorof*, and *darsul lughoh* Arabic studies in schools and Islamic boarding schools. The research approach used in this study is a qualitative and quantitative approach or called R & D (Research and Development). The research subjects were *ustadz*, teachers, students, and students. Determination of research subjects was done by purposive sampling technique, observation, and documentation. The validity of this research data using triangulation. Data analysis used the Miles and Huberman model, namely data reduction, data display, and conclusion drawing/verification data. The results of the study prove that learning and teaching in the 4.0 revolution period encourage formal and non-formal educational institutions to improve the competence of teachers or *ustadz*. Modern-based learning and conventional-based learning (*salafiyah*) are important to be creative and innovative in conveying material to students or students. In analyzing the needs of modern and classical-based learning development, data or inputs are obtained from teachers and clerics. From the analysis of the potential and problems possessed by the *santri* or students, they support the development of modern and classical-based learning. 20 informants chose modern and classical-based learning. The focus is on developing modern-based learning research, to support the grammatical improvement of Arabic in Islamic boarding schools, as for mastery of *mufrodat* and *muhadasah* in formal schools.

Keywords: Teaching Arabic, modern, *salafiyah*, schools, and Islamic boarding schools.

1) INTRODUCTION

Indeed, formal and non-formal institutions strive for students and students to stay focused on learning and have fun learning. Both formal schools and non-formal Islamic boarding schools aim to educate the younger generation and students (Al-amery, 2020). The advancement of Islamic civilization is based on the rapid development of Islamic sciences which since then was initiated

by the triumph of Muslims in mastering science, including Islamic sciences (Febriandi & Amri, 2021). The development of Islamic civilization which in the blink of an eye turned into the gold of Islamic civilization which was marked by the establishment of Baitul Hikmah (Kaltsum et al., 2021). Influence until now so quickly, so quickly, information reached the State of Indonesia. The advancement of civilization requires Muslims to master very sophisticated communication information technology (Abu Bakr Siddiq, 2020). Until now, various kinds of social media or information in the form of print media have been realized. One alternative to balance social media, especially information technology, is mastering and understanding language.

Languages recommended by adherents one of the adherents of Islam is the language of the Qur'an, while the Qur'an is in Arabic (Irham et al., 2021). Therefore, the rapid development of Islamic civilization is currently in the world of educational institutions, both formal and non-formal educational institutions (Wildan, 2021). Precisely in 2020, the Minister of Religion and the Minister of Education and Culture, strive for all learning and teaching programs to follow the development of the flow of information and technology. Therefore, the curriculum and syllabus used in teaching have also changed. Until it changes every year, the teacher learning program plan (RPP) automatically adjusts the Arabic learning indicators (Esmaeili, 2021).

Arabic is one of the languages that has touched various languages in the world of Islamic education (Rohman & Rosyadi, 2021). Apart from being the language of Islamic teaching media, Arabic has also been instrumental in supporting the high level of science and technology, enriching national cultural treasures, and as a medium for international political change which is increasingly showing its role today. So that the Arabic language has developed very rapidly (Pransiska & Aulia, 2019).

However, the efforts that have been made are not directly proportional to the results obtained in schools and Islamic boarding schools. From elementary school to Islamic boarding school level, evenly the problems that occur theoretically and practically (Arsyad, 2019). At the elementary level, children lack strong motivation, or students at the vocational level, when given Arabic subjects, their sense of enthusiasm has not yet grown (Rosli Hady, 2020). The problems in the pesantren, the learning provided by the teacher or *ustadz* has not responded well to the students (Hamzah et al., 2020). Because the teaching given is less interesting and fun.

So far, the research that has taken place in the field of Arabic, including teaching Arabic in schools, Madrasah Aliyah, and Islamic boarding schools, has created quite a stir in the research base (Wargadinata et al., 2020). However, there are still many research efforts that have not been studied and research results have not been obtained. Until researchers from the shortcomings that exist as well as the opportunities for research novelty, which is currently the subject of discussion and analysis of this research. The novelty of this research is the concentration of comparing Islamic boarding school-based teaching (classical) with modern-based learning. As for this learning approach, both are applied in schools and Islamic boarding schools.

The purpose of this research is to develop learning specifically on the learning methods used both in schools and in Islamic boarding schools. However, by researchers, limiting is still rolling in the discussion of Islamic boarding school-based learning and modern-based learning. Islamic boarding school-based learning includes the *mubasaroh* method, the *quwa'id al-sorfiyah* method, the *salafiyah* method, and the quantum learning method. While the modern-based method.

2) LITERATURE REVIEW

One of the efforts to improve the quality of human resources is through learning in schools, consisting of several interacting components (Alhirtani, 2019). These components include

teachers, subject matter, and students. These components interact with each other so that the planned goals can be achieved properly (Anin & Omar, 2021).

The language used by educators in the context of knowledge transfer affects the grasping power of the material received by students, the easier and simpler the language used, the easier it will be. maximizing the delivery of the material (Ronny Mahmuddin & Chamdar Nur, 2020). The Arabic learning method and its innovations will be a challenge for every Arabic teacher (Boon et al., 2021). Therefore, learning Arabic also demands the intelligence of every teacher to understand aspects related to learning outcomes. Namely by achieving new techniques in learning Arabic so that students become more active, skilled, able to master and understand Arabic.

According to Ali Ridho, language is "a system of arbitrary sound symbols used by members of a community to work together, interact, and identify themselves, good conversation (words), good behavior, good manners, good manners, shows the nation, good manners or demeanor, good manners, good manners, shows the nation, manners or temperament and speech indicate a person's character and character (good and bad behavior shows high and low fault or descent) "(Achoita, 2018). Arab is "the name of the nation in the Arabian Peninsula and the Middle East"(Borroni & Boselli, 2021).

Science expert *Usul, lughah* (language) is every *lafadz* (word) that is made to show a certain meaning, the way to know *lughah* is through narration (Ibn Khalil, 2000). While al-Ghalayaini defines a language with *alfazh* express their various intentions) (Albantani & Madkur, 2017). From this context, the Arabic language is defined: the various words used by the Arabs to express their various intentions or purposes, conveyed to us utilizing writing/transfer/History, compiled and preserved to us by the Qur'an and the hadith of the Prophet, and various reliable history in the form of prose and Arabic poetry (Xuan et al., 2020).

Deffendy stated that in terms of Arabic learning methods, each method has theoretical and empirical foundations (Achoita, 2018). Skeptics can say that it seems that all methods are good (Judge, 2011). In fact, to date, no method (even the most ancient (conservative)) has died or been abandoned altogether, and neither method has been dominant at all times or in all places. This is because the choice of a method is determined by many. factors, including teaching objectives, background, the language of students, age of students, available time, teacher readiness, and socio-cultural factors (Thiele, 2016).

3) METHODS

This research was conducted at the Himmatul Amilin Islamic Boarding School and Muhammadiyah 3 Vocational School Yogyakarta. Researchers focus and limit research related to two objects of educational institutions. The reason for choosing the object of research at the Himmatul Amilin Islamic boarding school and SMK Muhammadiyah 3 Yogyakarta, is because these places are relevant to the focus of this research, which is related to the development of pesantren-based and modern-based learning. This research uses a research and development approach following Sugiyono's steps (Sugiyono, 2017).

Figure 1. Sugiyono type Research and Development method (Sugiyono, 2017)

However, the researcher limits the steps of product development or learning to only focus on three stages, namely potential problems, data collection, and product testing. The reason for taking three stages, because of the lack of free time and circumstances. Due to the Covid-19 pandemic, it is difficult to access and obtain data. Due to the position of KBM, teaching and learning activities in schools and boarding schools were closed. As a result of Covid-19, the third PPKM peaked, so that he took the initiative to take three stages in Sugiyono's development steps. The subjects of this study consisted of 5 students and 5 students. Determination of the subject is done by using a purposive sampling technique. Data collection techniques were carried out by interview and observation methods. The data analysis technique followed the Mules and Huberman model, namely by displaying data, reducing data,

4) RESULTS
Potential and problems

Based on the results of observations and interviews in the field, modern-based learning applied at SMK Muhammadiyah 3 Yogyakarta has advantages and disadvantages. The lack of learning implemented by teachers in schools. Students still experience confusion and difficulties in terms of mastery of *mufrodat* or the application of *muhadasah* speaking to be applied both at school and at home. Modern-based learning at SMK Muhammadiyah 3 Yogyakarta still adopts the Ismuba curriculum (al-Islam Kemuhammadiyahan Arabic), which is the curriculum applied by SMK Muhammadiyah 3 Yogyakarta. Under the auspices of the Muhammadiyah Regional Leadership DIKDASMEN Yogyakarta. Of the 5 students who were asked and interviewed by the researcher, they said that there were advantages and disadvantages. The following are interview data with students:

> "*I don't know why, sir, if the subject is Arabic, how come you are weak and not enthusiastic. Yes, why? it's hard to read, sir, and it's an angel how to read it. Most of us are also not from pesantren, more from state schools. If the day, or schedule, the default Arabic is sleepy, sir, monotonous and bored. Is the teacher less attractive huh..? sometimes he, sir, doesn't understand, and that's how he teaches. That's all how? Yes, we are told to read, write, and be explained*"

Above are the results of interviews with students at school. The results of interviews with teachers are below:

> "*Yes sir, so far we have focused on teaching more passively, almost the same as general subjects such as Mathematics, Indonesian, and National Examination subjects. Even though the teacher and team are Arabic teachers, we prefer to teach Arabic grammar according to Arabic book indicator. As for the material that strengthens speaking and the practice of kalam and muhadasah, there is no appropriate model and learning.*"

From the results of interviews at school, together with teachers and school students have not been able to accommodate and accommodate students to become students who are active in Arabic. There is a problem researcher, trying to combine research as an alternative to today's learning. Especially in the era of Covid-19, other problems have emerged, learning is boring. Teachers have not been creative in teaching ways that are interesting, easy, and educate students.

The results of interviews from the Himmatul Amilin (Islamic boarding school) with students:

> "*njih ustadz, even the whole way of teaching in the cottage is limited to reading and being explained. Some Ustadz use rote learning systems and students are asked to follow what the Ustadz says. Every time students come and meet nahwu wadih subjects, they are only asked to write and read the existing chapters. Then students are asked to practice and memorize vocabulary, it runs every week*".

Above the explanation given by the *santri* according to the interview on September 12, 2021. The evidence of the interviews in this study was strengthened by interviews with *Ustadz* who teach

and teach at the Himmatul Amilin Islamic boarding school. The following are the results of the interview with the *Ustadz*:

> "*Sir Asep, because at the Himmatul Amylin Islamic Boarding School, the main focus of concentration is not on Pak's language, but focuses on Al-Qur'an, Tajweed, and Tahfidz Al-Qur'an. In this period the focus of learning leads to the Qur'an. Maybe in the academic year period, the data will focus on mastering the Arabic language. What about the understanding and mastery in terms of mufrodat, sir? Yes, quite well sir. On the one hand, they are from private schools and Muhammadiyah. Some of them even graduated from Islamic boarding schools, from the management at the Himmatul amilin Islamic boarding school they are still new and are still in the recruitment stage. As for the father of the dormitory or santri companion, there are already on duty.*"

Above is the results of interviews with *ustadz* and *santri* at the Himmatul amilin Islamic boarding school. The advantages and disadvantages of Islamic boarding school-based learning. In the study of mufrodat and the study of Darsul Lugeh, the study of recitation. Following the results of interviews at the Himmatul amilin Islamic boarding school, they still choose and apply learning according to the pesantren curriculum under the auspices of the ministry of religion which is in charge of the pesantren sector. In the Himmatul amilin Islamic boarding school, the learning method used is the direct method (*mubasaroh*). In closing the results of the interview, the focus of the new school year period at the Himmatul Amilin Islamic boarding school is in the fields of the Qur'an, mastery of recitation, and *tahfidz* of the Qur'an.

Data Collection

Starting from the researchers' anxiety, and curiosity with Arabic learning methods, Arabic learning strategies, development of Arabic teaching materials, learning evaluation. As for the addition of research courses on campus, which are: The output is publication in a journal. Therefore, researchers look for data and references in international and national journals. To make it easier to get the theoretical data, the researchers got Google Scholar data (google scholar). Relevant information data, researchers get in the google scholar research base explicitly. As for additional qualitative and quantitative data, the researchers obtained at SMK Muhammadiyah 3 Yogyakarta, and the Himmatul Amilin Islamic Boarding School. The data in the form of questionnaires and questionnaire data are as follows, the researchers interpret:

Table 1. Modern-Based Arabic Learning

Student's name	Description:	Research Settings
Abdul Karim Ihsan Ismail	Learning Arabic is fun if the teacher teaches it, sir, but I can't speak Arabic yet. Is there an easy lesson, sir?	SMK Muhammadiyah 3 Yogyakarta
Aditya Habib Aliasofah	There is no modern-based Arabic learning that adapts to student learning. How do students learn, sir? Which makes it easy and fun, sir. Ooo…..	SMK Muhammadiyah 3 Yogyakarta
Agung Dwi Riyanto	Can't read and write Arabic properly. Especially reading if there is no value, it's difficult, sir. Okay, okay..	SMK Muhammadiyah 3 Yogyakarta
Alfino Akbar Prakoso	My value is, there is no KKM, sir, is there any easy learning, sir. So far, sir, students are only told to write and read.	SMK Muhammadiyah 3 Yogyakarta

In table 1 above, the questionnaire data and questionnaire results from students submitting and filling out in-depth interview reports. Several variations of learning are found in the classroom, especially at SMK Muhammadiyah 3 Yogyakarta. One, two to three teachers are creative in

teaching, but some teachers are not innovative in teaching. The first factor is not yet up to date in teaching looking for good and interesting learning data.

**Table 2. Islamic boarding school-based learning**

Student's name	Description:	Research Settings
Arma	Haven't been able to read the Qur'an properly, let alone speak Arabic. The input is given by learning Arma that makes it easier to focus on being able to read Arabic *lafadz*	Himmatul amilin Islamic Boarding School
Dwi Arif	There is no Islamic boarding school-based Arabic language learning that adapts the way students learn. How do students learn, sir? Which makes it easy and fun, sir. Ooo…..	Himmatul amilin boarding school
Adnan	Can't read and write Arabic properly. Especially reading if there is no value, it's difficult, sir. These students are from state school alumni who have never previously received education in Islamic boarding schools	Himmatul amilin boarding school
Masrudin	Not at home, sir, bored and bored in the cottage. There is no Islamic boarding school learning that provides strong motivation.	Himmatul amilin Islamic boarding school.

On table 2. Above are the results of questionnaires and questionnaires from students. As for additional interview data from the companion of the Islamic boarding school:

"*Santri does not want to take part in learning if they are asked to study or mutolaah can't sir. The reason is that the teacher who teaches has not been innovative. On the one hand, students cannot read the Qur'an and Arabic. Facilities in Islamic boarding schools are very limited and inadequate to support learning and mastery of mufrodat and muhadasah*".

The data mentioned above are additional data to strengthen this research which provides alternatives and solutions to the problem at the Himmatul amilin Islamic boarding school. Therefore, it is important to find reference data for Islamic boarding school-based learning that is easy and pleasant for students to accept.

Picture 1. Modern Based Learning before Covid-19
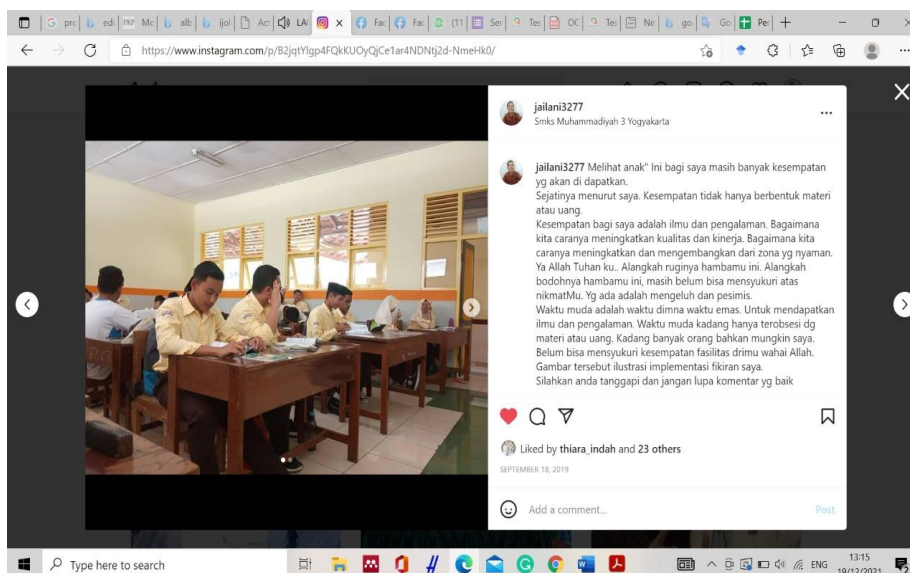
Picture 1 above is modern-based learning, the application of learning is still conventional in Arabic subjects in the chapter on the family. The teacher directs students to write about everyday life experienced at school and home. This learning indicator implies that students are expected to be able to analyze family material in Arabic. The second indicator is that students can read and write Arabic in the C1 qualification which is in the curriculum material and Arabic syllabus. This documentation was taken in 2019 which is on the researcher's Instagram. However, the addition of complete and perfect data will be completed in 2021, to be precise, accompanied by interview evidence.

Picture 2. Islamic boarding school-based Arabic learning
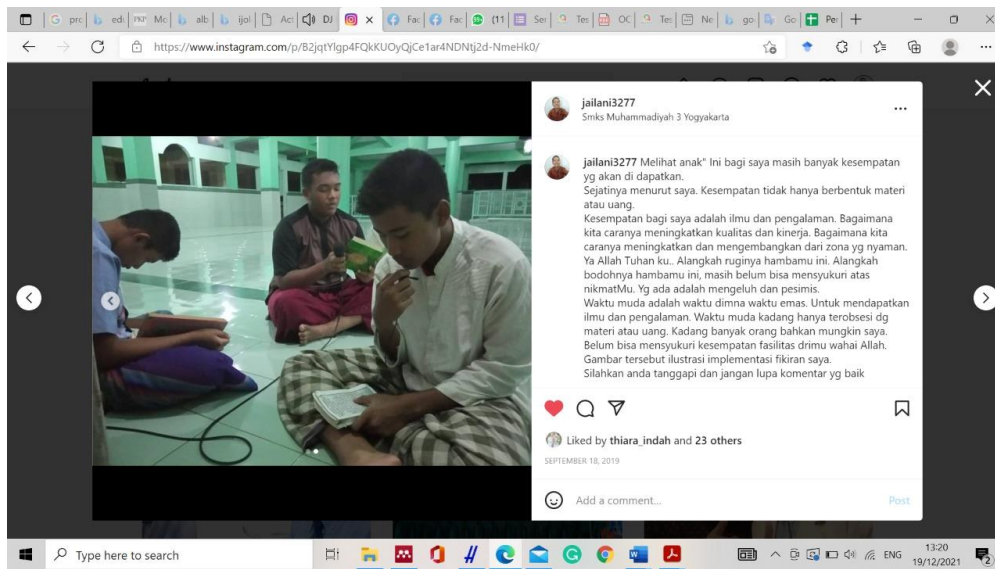
In the picture above, the researcher interprets that Arabic language learning and Al-Qur'an hadith learning can be directed to Islamic boarding schools. In pesantren learning here, students start with the *khalaqoh* model, which is rotating with the teacher at the beginning of delivering the material to be delivered. The relevant material in the picture above is learning the Qur'an and Arabic, *santri* are asked to memorize by the teacher. *Santri* memorizes per verse of the Qur'an per 5 *mufrodat* in learning.

Based on the documentation data above, it means that modern-based learning and Islamic boarding school-based learning have advantages and disadvantages. Modern-based learning is learning, in general, that is packaged attractively and makes it easier for *santri* to learn according to the current Arabic curriculum development. The learning of Islamic boarding schools today is taught in Islamic boarding schools Himmatul Amilin is learning that is implemented with the correct rules and methods. The method, this learning strategy is the direct method, the communicative method, the Arabic grammatical method, the *quwaidu an-nahwi,* and *quwaidu as-sarfiyah* methods. The disadvantages of modern-based learning include: all students do not understand and follow, and teachers have not been innovative even though many learning methods and strategies have developed. While the shortcomings of Islamic boarding school-based learning for students are that students have not been able to respond to mufrodat material, and are weak in mastering passive Arabic theory.

Modern-Based and Modern-Based Learning Trial

Based on product trials in schools and Islamic boarding schools students and students are very enthusiastic, Modern-based learning and pesantren-based teaching are both in demand by students and students. From 10 students and 5 students delivered the results of the evaluation given by the researcher. The results of student and student questionnaires and questionnaires varied, some

supported and gave suggestions. The suggestions and inputs made by the researchers are made into product revisions in this Arabic language learning as well as a description of the learning development product.

Figure 2. Product usage percentage
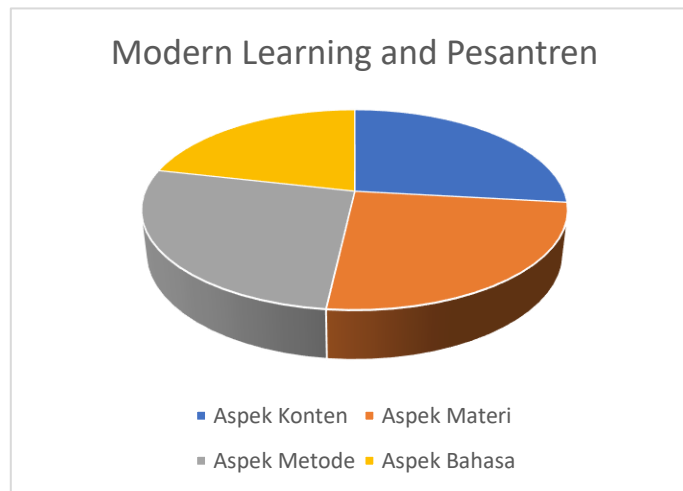
In the aspect of content in blue, it is very sufficient in learning Arabic. The method content section in Arabic learning media contains material in chapters that are easily understood by students and students. The material aspect of orange color forgiving and sufficient conditions with good criteria, evidenced by students and good learning outcomes. Aspects of the yellow color method, because the researchers combined this learning with media learning. This means that this learning derivative is still related to Arabic learning media which contains interesting content and visualizations, it is hoped that the material in learning can be studied at home and everywhere. Finally, in the language aspect, there are writing errors. Lack of letters and excess letters in the existing vocabulary per word. However, by researchers, it has been improved by the way students and students learn. As for the input and suggestions by students and students, the duration is too excessive and the colors in the learning or media are still unattractive.

4. DISCUSSION
Development of the *tafakkur* method in modern-based learning
Tafakkur method is part of modern-based learning, this method is well designed and enjoyable for students and students. The scope of the *tafakkur* method refers to students in schools and students at Islamic boarding schools. This method is packaged interestingly and adapts to the development of student learning.

Picture 3. *Tafakkur* method, teaching media
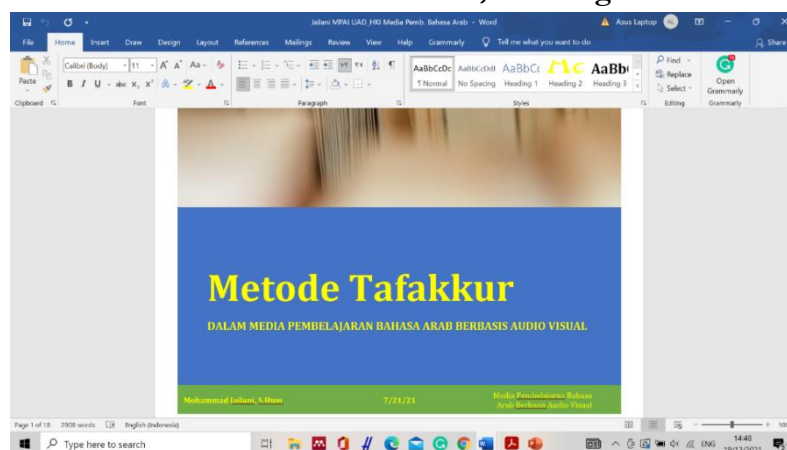
The material presented in Arabic learning themed (Introduction) "*taaruf*" there are several strategies and methods applied by educators in delivering the material in Arabic learning media. The learning materials are as follows:

1. Mufrodat/ Muhadasah

Students are directed to be able to practice vocabulary related to family material. In this chapter, discourses and conversations about *ta'aruf* will be described. Students with this theme are expected to be able to recognize some expressions and *taaruf* in Arabic.

Among them are *almihnah*, food, and kitchen utensils. Followed by student practice, including reading, writing, and listening, the final result of the material is the practice of conversation about introduction and greeting.

2. Listening Arabic learning method

In this method, an example of an Arabic conversation will be given and then at the end, it will be checked, including being corrected by the educator, regarding the Arabic text and its translation. In listening, students focus and adjust the material presented with concentration and focus. Learning videos that are shown with visualization of interesting pictures or acting conversations in the video or media.

3. Arabic learning method of writing the book

Hijaiyah letters that cannot be written together. Writing material for students to learn to write well.

4. Method of learning Arabic reading (*qiroah*)

In this method, students are directed to read well, reading Arabic learning material about *taaruf*

5. Method of learning Arabic speaking (kalam)

In this method, students make a conversation or short story of daily life at home with their family. To train in pronouncing Arabic.

The above is a method of learning that is packaged well and hypnotizes students and students. Learning methods that provoke the role of students and students are active in learning. The average of 80% of students and students is obtained from the product test of the value (assessment) of students and students multiplied by the aspects on the indicator of the *tafakkur* method. Namely on the aspect of content, aspects of methods, aspects of language, and aspects of material so that the average results obtained are 8.0 out of 10 students and 5 students. To facilitate product testing, researchers use a Likert scale on five assessment indicators.

Table. 3 Percentage Scale (Arikunto, 1996)

Achievement Percentage	Value Scale	Interpretation
76% score 100%	4	Very worth it
51% score 75%	3	Worthy
26% score 50%	2	Decent enough
0% score 25%	1	Not worth it

After the questionnaire was obtained from the respondents, it was then analyzed using the percentage score formula in table 9 above. If all the data has been in the form of a percentage then it is transformed into a table of 10 percentage scale. The last analysis is an analysis of effectiveness which refers to the opinion of Carswell (2000) that in a qualitative review the measurement of effectiveness in general and the most prominent is by looking at the success of the program, the success of the targets, satisfaction with the program, the level of inputs and outputs as well as the achievement of overall goals.

To facilitate the results of the assessment, researchers use the scale Likert above, in the process of calculating product tests on students and students. The final result shows 8.0 of the formula process and product test developed by Sugiyono in development research. The *tafakkur* method is an easy method and intellectual method.

5) CONCLUSION

Based on the results and discussion above, conclusions can be drawn. Whereas Arabic language learning based on Islamic boarding schools and modern-based at SMK Muhammadiyah 3 Yogyakarta and Pondok Pesantren Himmatul amilin has advantages and disadvantages of each. The advantages and disadvantages of learning are how teachers and educational institutions are creative and innovative in developing their schools or cottages. Based on the results of interviews and research surveys both from questionnaires and questionnaires, students still experience deficiencies in understanding mufrodat material. Therefore, from these results, the researchers provided an alternative learning method using the *tafakkur* method in Arabic learning media. The *tafakkur* method is part of modern-based and Islamic boarding school-based Arabic learning.

The research test on student development products was very enthusiastic and the average value was 8.0 with the formula for calculating the scale Likert on the development method developed by Sugiyono. Following these results, it is certain that the product of this method is feasible and effective to use in SMK Muhammadiyah 3 Yogyakarta and modern Islamic boarding schools or Salaf Islamic boarding schools. The implication of this research is to make it easier for students to learn Arabic, both active Arabic, and passive Arabic. With the development of information technology, this learning is relevant to the Arabic curriculum in modern times.

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