



## Active Learning of Arabic Language at High School in Jombang

**M. Dzikrul Hakim Al Ghozali<sup>1\*</sup>, Mustamim<sup>2</sup>**

<sup>1</sup>Arabic Language Education, Universitas KH. A. Wahab Hasbullah

<sup>2</sup>Sharia Economics, Universitas KH. A. Wahab Hasbullah

\*Email: [m.dzikrul@unwaha.ac.id](mailto:m.dzikrul@unwaha.ac.id)

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### ABSTRACT

*Active learning is learning that focuses on students in every learning process. The purpose of this study is to describe active Arabic learning at five madrasah/high schools in Jombang. The research approach used is a qualitative approach. Data related to active learning patterns were obtained by interviewing Arabic teachers at five madrasah/schools. Furthermore, the collected data were analyzed using a qualitative descriptive analysis method with the steps of data reduction, data display, and drawing conclusions/verification. this study concludes that: First, identification of Arabic language elements is the most urgent thing for trainers, teachers and learners in the process of learning Arabic. Second, the practice of active learning Arabic in five madrasah/schools has different learning patterns or is not patent. Third, the active learning patterns used include drill, role playing, study groups, self learning, mudzakarrah.*

**Keywords:** *Active Learning; Arabic Language; High School.*

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### INTRODUCTION

Arabic can be said to be a classic language that is unique, artistic, and dialectable, (Nashoih, 2022) meaning that it has the potential to have various dialects according to the physiology of different nations and races. In studies of the history of language or research on the substance of language, it shows that Arabic has several characteristics that are not shared by other languages in the world and that makes Arabic a superior language.

Arabic with its great literature is considered one of the great languages in the world, since the middle of the century it has become a language of universality, one of the great languages like Latin, English, French and Russian. Arabic has also always played a role in developing Arab and Islamic societies. There is no doubt that the dynamics of the journey of the Arabic language basically returns to Islam and the dynamics of its development, and because Arabic has a character that is able to maintain its existence and is able to transform from generation to generation (Nahgiyah & Relmasira, 2019).

The Arabic language is an inseparable part of the Islamic religion, and Islam is also inseparable from the Arabic language: the two actively forge a mutually reinforcing bond, like a green tree with elongated branches, a majestic shade of shade, and its fruit to eat. Arabic with its spread is not only close to Islam. However, Arabic is also close to Islam with all its basic factors that emerge as basic principles for serving the Islamic handbook. With the role of Arabic, he strengthens us to the essence of great responsibility in teaching and learning Arabic. Without exaggerating we say: "indeed spreading the Arabic language and teaching it is the responsibility of religion and the responsibility of civilization for every Muslim" (Hamid et al., 2022).

Based on this responsibility, the non-Arab Muslim community pays attention to the teaching of Arabic, because it is convinced by its existence that Arabic is the most urgent means for perfecting Islamic teachings, shari'ah and its laws and beliefs. Arabic is a means of providing mutual understanding and mutual attachment among Muslims in the East and West, if the community pays great attention to learning Arabic in schools, institutes and colleges, as some societies stipulate Arabic as compulsory material. in teaching and learning regulations, such as those in Pakistan, Nigeria, and Malaysia (Kauchak, 2012).

Teaching a second language is a teaching process that focuses on the competencies that will be

achieved by learners in the learning process. And this is a complex process and has implications for several components that support each other to achieve language learning goals. There is one postulate put forward by Ali al-Hadidy which states that learning a foreign language is not an easy or easy thing because this process experiences difficulties that require thought, research and attention. However, with the research and studies carried out it will be possible to find methods for teaching foreign languages (Arabic) easily in a relatively short time and with an effective effort, meaning teaching and learning foreign languages (Arabic) within a few months. able to communicate actively with the natives and enabled him to attend studies at several institutes and universities.

If we look back on foreign language teaching methods, it will be clear that research and studies conducted by linguists from century to century have resulted in several methods, including; Translation method of the 15th century, Direct method of the 19th century, Reading method in 1929, The Aural Oral Approach in 1943. Communicative method in 1957. Eclectic method in 1961. And there are still many modern methods that follow it (Nurjanah, 2019).

Language teaching methods are built on the foundations of psychology (psychology) and linguistics (linguistics) theories. Psychology explains a process of people learning something. Linguistics provides insight related to language matters. Information from both of them is mixed into a way or method that facilitates the teaching and learning process, to achieve certain goals (Natsir & Ptkais, 2023).

On this basis, Arabic learners should be familiar with theories, research and experiments, and be able to choose something that meets the essence of the goals to be achieved when learning a language. Must also master the competence to communicate and socialize (Mutholib, 2018).

Linguists argue that the main goal in learning Arabic is that learners are able to get used to speaking in the way their native speakers do with Arabic or in a form that is almost similar to it, because the main function of language is to provide mutual understanding between individuals and individuals (Sirojudin & Al Ghozali, 2022). another, and while talking and conversing are the most important and dominant medium for giving each other understanding. However, there are still obstacles for language learners to arrive at speaking competence. This becomes food for thought for developing the curriculum and its design to improve the learning process and effective learning outcomes.

Based on the phenomena and theories above, the research objective is to describe active learning and its several models, to describe the practice of active learning Arabic at several senior high schools in Jombang and to know the active learning patterns used there.

## **METHOD**

This study uses a qualitative approach. Where in it there is a process to understand a social phenomenon from the perspective of the individual being studied. The main goal is to describe, study and explain the phenomenon. Understanding of this phenomenon can be obtained by describing and exploring it in a narrative (Sugiyono, 2013).

In this study, the author tries to understand the practice of active Arabic learning in several madrasas/schools in East Java by exploring it in a narrative. From this narrative, the author tries to explain the approach used by teachers in the madrasa/school studied. Data was collected through interviews with Arabic teachers in the madrasas/schools studied. Interviews were used to obtain data on active learning practices carried out in the teaching and learning process. Furthermore, the collected data were analyzed using a qualitative descriptive analysis method with the steps of data reduction, data display, and conclusion drawing/verification (Ainin, 2014).

## **RESULT AND DISCUSSION**

### **Result**

In this section, the author conducts interviews with 5 (five) Arabic teachers about the active Arabic learning they do in their respective madrasa/schools. Interviews were conducted for 3 (three) days on Monday 20 March 2023, 1 and 8 April 2023 at 14.00 s.d. 15.30. The result as follows:

- **Active Arabic Learning at MAN 1 Jombang.**

Siti Aisyah is an experienced Arabic teacher taught more than 10 years at MAN 1 Jombang. The handbook used in teaching is a book published by the Ministry of Religion. According to him, students become active when learning in class using language games, of course not all material is given using the language game method. On the other hand, he uses the Drill method, this method makes sleepy students become more enthusiastic and lose their sleepiness. He argues that at their age, their intellectual growth has not reached the desire to practice speaking. Therefore, drill methods and language games can lead them to practice language.

- **Active Arabic Learning at MAN 3 Tambakberas Jombang.**

Yanti is an Arabic teacher who has taught for more than 5 years at MAN 3 Jombang. The learning process that runs at MAN 3 Jombang is IT-based, where students receive lessons online. They were divided into study groups consisting of 5 people. Then assignments are sent to each group via the Google Classroom application. This applies to Maharah Istima' and Kalam. He can directly monitor the development of students' abilities through the application, bearing in mind that students at their age tend to be embarrassed to stand in front (speak).

- **Active Arabic Learning at MA Darussakam Ngesong Jombang.**

Eni Rahmawati is an Arabic teacher who has taught for more than 15 years at MA Darussalam Ngesong. He said that learning Arabic will be an active learning if the teacher has good competence and really understands the field he is facing. Learning Arabic at this school uses various methods such as cooperative learning, problem solving, brainstorming, self learning, educational games, role playing. Students are trained to have the courage to debate in Arabic through debating groups that are ready to take part in competitions at the national and international levels.

- **Active Arabic Learning at MA Al Bairuny.**

Rohman is an Arabic teacher who has taught for 3 (three) years at MA Al Bairuny. The handbook used in teaching is a book published by the Ministry of Religion. According to him, learning Arabic will be active when using the strategy of repeating (mudzakarah) the lessons that have been learned, whether done individually or in groups.

- **Active Arabic Learning at MA Al Munawaroh Jombang.**

Amin Awal Amarudin is an Arabic teacher who has taught for 9 (nine) years at MA Al Munawaroh Jombang. The handbook used in teaching is a book published by the Ministry of Religion. According to him, students will become active in learning the 4 language skills when they join a group. Students do not hesitate in expressing language when they are together with the theme, in this case self-confidence arises. High student confidence will make Arabic learning active.

## **Discussion**

From the five examples above, it can be concluded that active learning of Arabic focuses on students. The teacher is only a guide in the process of learning Arabic in the classroom. Students are required to be active in linguistic practices. The methods used by teachers in active learning are varied and varied, not sticking to one method. Among the methods used by the teacher are the talqin method, group study, language games and role playing. And the material taught is not based on textbooks published by the Ministry of Religion. Several respondents thought that the book was irrelevant; both in terms of material and active learning contexts. Limited Arabic learning hours are a drawback in the implementation of active learning at the secondary level.

In the current era, a teacher in teaching Arabic is required to carry out multi-perspective academic reading. So that Arabic language teachers are not fixated on one approach, method or one technique in teaching Arabic. Active learning does not limit the teacher's space for developing Arabic language learning in real conditions on the ground.

## **CONCLUSION**

Arabic has characteristics as part of a classical language which is unique, artistic, and dialectable. Some characteristics that are not owned by other languages in this world. This unique characteristic of Arabic has the potential to cause problems and difficulties in learning Arabic as a second language for students. Understanding and efforts to identify the elements of Arabic are the most urgent things for trainers, teachers and students in the process of learning Arabic.

The practice of learning Arabic in nine madrasahs/schools has different learning patterns or not patents, where a teacher makes their students play an active role in the learning process. In addition, Arabic language teachers are also adaptive to educational and learning theories, so that they are able to design and apply several strategies and learning methods actively and effectively in order to achieve the set curriculum targets. Active learning patterns used in learning Arabic in nine madrasahs/schools include drill, role playing, study groups, self learning, mudzakah.

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