Life Skills Approach in Arabic Language Learning at Islamic Boarding School-Based Madrasah Aliyah

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ABSTRACT: This study aimed to find a life skills approach to learning Arabic in Islamic boarding schools based on Islamic high schools. This research is field research using qualitative methods. The location of this research is the Islamic boarding school-based Madrasah Aliyah. Using the form of observation, interviews and documentation in collecting data. As for analyzing the data, researchers carried out several stages of analysis, starting from data collection, reduction, review and evaluation. The results of this study cover two aspects, namely first, the Arabic language learning curriculum implemented in MA Salafiyah and MA Darussangadah is an integrated curriculum between the curriculum of the Ministry of Religion and the curriculum of Islamic boarding schools, based on classical studies and modern books with a language learning orientation. Arabic language actively or passively. Second, the Arabic language learning model at Madrasah Aliyah is based on Islamic boarding schools in Kebumen Regency, namely (1) Arabic learning at MA Salafiyah Wonoyoso is more oriented towards maharah lughawiyah (istima‘, kalam, qira‘ah, and kitabah) as the basis of student competence. The process of learning Arabic is taught by integrating the four maharah lugawiyah through learning Arabic subjects, religious subjects, and linguistic practices in Islamic boarding schools; (2) Learning Arabic at MA Darussangadah develops learning Arabic that is oriented towards active and passive communication skills. This active communication skill is the skill of using spoken and written language. At the same time, the passive ability is the skill of understanding Arabic reading and other people’s speech.

Tujuan penelitian ini adalah untuk menemukan pendekatan kecakapan hidup dalam pembelajaran bahasa Arab di madrasah aliyah berbasis pondok pesantren. Penelitian ini merupakan penelitian lapangan, dengan menggunakan metode kualitatif. Lokasi penelitian ini adalah Madrasah Aliyah berbasis pondok pesantren. Menggunakan metode observasi, wawancara dan dokumentasi dalam mengumpulkan data. Adapun untuk menganalisis data, peneliti melakukan beberapa tahapan analisis mulai dari pengumpulan data, reduksi, review dan evaluasi. Hasil penelitian ini mencakup dua aspek yaitu pertama, kurikulum pembelajaran bahasa Arab yang diterapkan di MA Salafiyah dan MA Darussangadah merupakan kurikulum terpadu antara kurikulum Kementerian Agama dan kurikulum...
I. INTRODUCTION

In Indonesia, learning Arabic has been known by the public for centuries, along with the emergence of the spread of Islam itself. This is evidenced by several Islamic boarding schools in the country, which use Arabic literature for their students (Afandi & Mustajab, 2019). In fact, in subsequent developments in several modern Islamic boarding schools, Arabic is not only used in literary studies but is also used as a mandatory communication tool for students.

Learning Arabic from one institution to another has differences. This is because the orientation or goals to be achieved by each school are also different, as well as in terms of curriculum, learning resources, teachers, methods, media, and evaluations are also different. The seriousness of achieving teaching goals will significantly impact principals and teachers who have a relationship with the program to manage it well so that its implementation will also be exemplary. The problems encountered in the middle of its performance will be easily overcome, and all of this will undoubtedly affect the spirit of students and the final results they achieve. Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and establish religious knowledge, general knowledge, and socio-culture. Arabic lessons taught in Madrasas function as the language of religion and science and a means of communication (Makfiro et al., 2022).

According to (Hermawan, 2018), Arabic must be mastered actively to communicate. So that Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and establish religious knowledge, general knowledge, and socio-culture. Besides that, Arabic lessons taught in Madrasas function as the language of religion and understanding and a means of communication. In the context of learning Arabic for non-Arabs, it is divided into two aspects, namely, learning Arabic for communication in everyday life and learning Arabic for particular purposes (Anwar & Mauludyiah, 2022).
Madrasah Aliyah is one of the Islamic secondary education levels in Indonesia. Arabic learning in madrasas is taught as one of the subjects that supports the mastery of Islamic study material. As an essential subject, Arabic should be given good attention and handling (Atabik, 2021). Learning Arabic in Islamic boarding school-based Madrasah Aliyah is a subject that supports the achievement of the school’s vision and mission and the pesantren's vision and mission without compromising the national curriculum. Regarding content, the concept and process of learning Arabic at the Private Madrasah Aliyah (MAS) is a foundation curriculum or Islamic boarding school subject. The Arabic language subjects at private Madrasah Aliyah are also dominated by Arabic grammar teaching, namely Nahwu and Sharaf, which stand alone as subjects and are directly listed on the lesson schedule at the madrasa or outside the official schedule as an addition. Nahwu and Sharf lessons, which are local content materials, are synergized with Arabic grammar materials studied at the boarding schools that shelter them (Ahmed, 2015).

The low level of achievement of Arabic language skills, especially the accomplishment of speaking skills (Mokhtar, 2020); (Sanjaya & Hidayat, 2021), is caused by the low quality of teaching conducted by teachers. In the teaching process, the teacher only uses lecture, translation, and memorization methods (Hamad, 2013); (Al-Sobhi & Preece, 2018). Another thing that affects the understanding of Arabic is related to insight and knowledge about the socio-cultural environment of the Arabian peninsula, which will be able to influence Arabic students' understanding of the meaning and understanding of various expressions, terms and names of objects that are common to Arabic.

Several studies have shown that learning Arabic with informal methods can help students improve their Arabic language skills in Madrasas. The communicative approach is an exercise that prioritizes the creativity of students in doing exercises. At this stage, the direct involvement of educators begins to be reduced to allow them to develop their abilities. Students at this stage are encouraged to talk more than the teacher. Learning methods play an essential role in facilitating teaching and learning activities.

According to Ministry of Religion staff Kebumen (Nurul Hayati) that the final orientation of learning Arabic in madrasas is to equip students with four language skills: reading, writing, speaking and listening, as mentioned above. Based on initial information, data showed that there are 21 MAS in Kebumen Regency and some MAS (the Private Madrasah Aliyah) managed by Islamic boarding schools.

From the brief explanation above, the researcher considers it necessary to examine the Arabic language learning model at Madrasah Aliyah in the Kebumen area, which is located in an Islamic boarding school environment. They all have an Arabic curriculum, so they are assumed to have relatively the same concepts and learning processes. In addition to the similarities, of course, it is assumed that there are things that distinguish between these Madrasah Aliyah. So in this study, we look for similarities and differences in Arabic learning models in three Islamic boarding schools based on Islamic boarding schools, namely MA Salafiyah and MA Darussa'adah, located in the Kebumen Regency area.
II. METHOD

This research is field research using qualitative methods. The locations that are the object of study in this study are two Islamic boarding schools based in Madrasah Aliyah in the Kebumen area; first, Madrasah Aliyah Salafiyah Wonoyoso, second; Madrasah Aliyah Darussa'adah. Informants in this study focused on the head of the foundation, the crown of the midrash, the deputy head, teachers, and student representatives. This determination uses Criterion-Based Selection (selection based on criteria), often called purposive sampling. In this case, the subjects used as research samples are considered to know about learning Arabic in each madrasa (Ikhwan, 2021).

In this case, the Foundation party who became the informant were the MA Darussa'adah Foundation Trustees, namely Imam Sibawaih and MA Salafiyah Foundation Trustees KH. Muntaha Mahfudz, Head of MA Darussa'adah M. Idris, S.Pd.I, and Head of MA Salafiyah Hamdan Habib Haidar, M.Pd, S.Ag, Arabic teacher at MA Darussa'adah Dian, S.Pd, and Arabic teacher at MA Salafiyah Zakiyah, S.Pd.I.

III. RESULT AND DISCUSSION

Arabic Curriculum at Madrasah Aliyah Based on Islamic Boarding Schools in Kebumen

Arabic Curriculum at MA Salafiyah

The Arabic language learning curriculum applied at Madrasah Aliyah of Salafiyah in Kebumen is an integrated curriculum between the Ministry of Religion curriculum and Islamic boarding schools, based on the study of classical and modern books with a language learning orientation (Achsin et al., 2021). Arabic actively or passively. The mastery of Arabic material at the Aliyah Salafiyah madrasah is directed at four language skills. The four skills referred to are reading skills (مهمة القراءة), writing skills (مهمة الكتابة), speaking skills (مهمة الحوار), and listening skills (مهمة الاستماع).

According to Ustadz Hamdan Habib Haidar (Boarding school caretaker) at MA Salafiyah Wonyoso, to strengthen students' ability to speak Arabic, students take part in Islamic boarding school study activities, which are held after formal hours at the madrasa. The yellow book is a reference for the nahwu short, such as jurmiyah, impurity, and other books according to the needs of students/santri. Meanwhile, learning Arabic outside formal hours is reinforced at Islamic boarding schools with a separate curriculum compiled by the Asatidz curriculum team. Learning Arabic in Islamic boarding schools with a curriculum prepared by the asatidz of Islamic boarding schools. This aims to strengthen the ability of nahwu short with the study of the yellow book as a reference (Ilmiani & Delima, 2021).

The Arabic curriculum at MA Salafiyah is seen from studies in the context of learning Arabic for non-Arabs (including learning in madrasas) divided into two aspects, namely learning Arabic for communication in everyday life and learning Arabic for specific purposes. Arabic language for everyday life meets various needs. This program meets the needs of students, for example, to talk to others, talk to teachers, visit the library, attend discussions or seminars, shop at markets, send letters, apply for jobs and so on. Arabic for particular purposes meets specific needs, according to the...
needs of learners, for example, those related to the world of health, economics, politics, law, capital markets and others.

The Arabic language subject at MA Salafiyah Wonoyoso is a subject that is directed at encouraging, guiding, developing, and fostering abilities and cultivating a positive attitude towards Arabic both receptively and productively. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability, namely the ability to use language as a means of communication both orally and in writing. Arabic language skills and a positive attitude towards Arabic are critical in helping students understand the sources of Islamic teachings, namely the Qur'an and hadith, and Arabic books relating to Islam. For this reason, Arabic in madrasas is prepared to achieve basic language competence, including four language skills taught integrally: listening, speaking, reading and writing. Even so, at the class XI (elementary) level, the emphasis is on listening and speaking skills as the foundation of language. At the secondary education level, namely grades XII and XIII (intermediate), the four language skills are taught in a balanced manner.

Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and develops religious knowledge, general knowledge, and socio-culture. Arabic lessons taught in Madrasas function as the language of religion and science and a means of communication (Hamed, 2012). Arabic classes taught at Madrasah Aliyah function as the language of religion and science and a means of communication. Therefore, learning Arabic at the madrasa cannot be separated from other fields of study (subjects) taught there.

The characteristics of learning Arabic at MA Salafiyah Wonoyoso are based on this standard: Arabic is a language subject directed to encourage, guide, develop, and foster skills and foster a positive attitude towards Arabic, both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability, namely the ability to use language as a means of communication both orally and in writing. The ability to speak Arabic and a positive attitude towards Arabic are essential in helping students understand the sources of Islamic teachings, namely the Qur'an and al-Hadith, as well as books in Arabic relating to Islam.

At Islamic boarding school-based Madrasah Aliyah, aspects of grammar are a concern to instil, especially understanding knowledge regarding sentence patterns that can be used to compose various texts and be able to apply them in the form of spoken and written discourse; inside of several diverse texts and able to relate them to social and personal aspects. The ability to communicate actively is also a concern so that students can speak effectively in various contexts, read primary and secondary literature from Islamic references, even works of fiction in Arabic and retell the essence. Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and establish religious knowledge, general knowledge, and socio-culture.

Arabic Curriculum at MA Darussangadah

In learning Arabic subjects, the curriculum used at MA Darussangadah adopts the Ministry of religion curriculum and Islamic boarding schools. According to Ustadz Muntaha Mahfudz (Boarding school caretaker), there is a Ministry of Religion curriculum for material reference in learning Arabic in formal madrasas (MA) and, at the same time, learning Arabic in Islamic boarding schools with a curriculum
compiled by Islamic boarding schools aside. This aims to strengthen the ability of nahwu short with the study of the yellow book as a reference. To support students' ability to speak Arabic, students take part in Islamic boarding school study activities, which are held after formal hours at the madrasa. The yellow book references nahwu shorof such as jurumiyah, imrity, and other books according to the needs of students or santri.

The primary reference for learning Arabic in madrasas is from the guidebook from the Ministry of Religion. Connections are strengthened by nahwu shorof books such as Jurumiyah, Imrity, Kaelani 'izi and Nadzom Maqsud. In each book, it is described as follows: First, Jurumiyah includes lafadzjurmiyah, murodjurmiyah, murodan syarahjurmiyah, i'robjurmiyah; Second, 'Imrithi includes nadhom 'imrithi, lafadz ma'ha, murodi 'imrithi.

The development of learning Arabic in Indonesia at a later stage consists of four dimensions, starting from elementary to tertiary level (Dajani, 2015). The first dimension is a sequential dimension using the abjadiyyah method; the second dimension is the dimension of deepening Islamic teachings for specific purposes with the grammatical-translation method; the third dimension is the modern dimension with direct methods; while the fourth dimension is the dimension of uncertainty but tends to use grammatical translation methods. And this is taught in formal madrasas with the following indicators of learning activities: (1) Explanation of nahwu and sharaf rules by teaching staff and memorization of these rules by students; (2) Memorizing the vocabulary (mufradat) then arranging it according to grammatical rules; (3) Explanation of the contents of the reading by translating word for word and then sentence for sentence; (4) There is almost no practice of using Arabic orally; (5) Have never used props or audio-visual aids.

The Arabic subject curriculum at MA Darussangadah has the following objectives: first, to develop the ability to communicate in Arabic, both orally and in writing, which includes four language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and write (the book). Second, to raise awareness about the importance of Arabic as a foreign language to become the primary learning tool, especially in studying the sources of Islamic teachings. Third, developing an understanding of the interrelationships between language and culture and broadening cultural horizons. Thus, students must have cross-cultural insight and involve themselves in cultural diversity. This Madrasah Aliyah has a learning orientation at this level and the ability to understand texts with an emphasis on al-'irâb (Nahwu) material. At this level, hiwâr and morphological material must still be given. Nahwu learning must also be applicable and relevant to other related lessons.

In Arabic itself, there are not only various branches and knowledge in Arabic literature. So this has been developed by MA Darusangadah in developing the madrasah curriculum to strengthen students' unique abilities. So Arabic is also a language that can accommodate users' needs and absorb various scientific and technological developments in various fields. Implementation of Arabic in the educational curriculum the existence of Arabic has several branches, including (1) hiwâr (dialogue), (2) qawâ'id (nahwu and nerves), (3) mutâla'ah, (4) mufradât, (5) insyâ', (6) imlâ', (7) mahfudât, (8) tarjamah, (9) balâghah.

Learning Arabic in Madrasah Aliyah is based on pesantren in the district from one institution to another. In this case, the difference is related to the curriculum and
learning models in the classroom. Arabic is a subject that develops oral and written communication skills to understand and express information, thoughts, and feelings and establish religious knowledge, general knowledge, and socio-culture. Arabic lessons taught in Madrasas function as the language of religion and science and a means of communication. If you look at the handbook for Arabic subjects at Madrasah Aliyah, the scope that must be learned in Madrasah Aliyah Arabic consists of themes about introductions, family life, hobbies, work, youth, health, public facilities, tourism, stories of Islam, Islamic culture, general insight and Islamic figures in each discussion, the rules of Arabic grammar that students must master are also studied. The Graduate Standards is undoubtedly what has been expected. Namely, students can gain listening, speaking, reading, and writing skills by learning these materials.

**Life Skills Approach in Arabic Language Learning at Islamic Boarding School-Based Madrasah Aliyah**

**Life Skills Approach in Arabic Language Learning at MA Salafiyah**

According to the explanation from Ustadzah Zakiyah (Arabic language teacher), the ability emphasized in students is more the ability of nahwu shoro as a provision in reading the yellow book. This is inseparable from this Madrasa, which is based on Islamic boarding schools, so that students or students have the opportunity to learn Arabic, both at madrasas and at Islamic boarding schools.

In the Arabic language learning design at MA Salafiyah Wonoyoso, the teacher is more of a facilitator, helping students to facilitate the ongoing mastery of Arabic subject matter. In learning Arabic, students are trained by practising speaking and writing using Arabic. This is so that the exercise so can make students able to master Arabic. Students must also learn the rules of Arabic, *imla*, and *balaghah* so that they can correctly express and read and understand Arabic. In addition, in learning Arabic with active learning, namely, learning emphasizes the media used to convey learning, what learning activities are carried out by students, and how teaching and learning structures are used, especially in teaching language proficiency (*maharah*), both *istima*, *kalam*, *qira‘ah*, and *kitabah*.

Teachers must consider several things in choosing a model: First, Consideration of the goals to be achieved; Second, consideration of learning materials and materials; Third, consideration of students; Fourth, other non-technical considerations. MA Salafiyah has done this by considering developing Arabic language learning. In learning Arabic, Arabic is taught by integrating Arabic teachers in madrasas with teachers in the dormitories. However, it doesn't have to be in the same position (Habib, 2019). However, almost all Arabic teachers in madrasas are also involved in language training in the dormitories. This provides a massive opportunity for synchronization and complementarity between Arabic subject matter in madrasas and language practices in the dormitories. Indeed, learning Arabic in madrasas emphasises mastering linguistic theory or is more cognitive. In comparison, programs in dormitories emphasise using language or skills as a means of communication.

Implementing intensive Arabic learning in Madrasas is very good for developing students' ability to communicate in Arabic by getting students used to speaking in formal classes using Arabic. Then, raising students' awareness of the importance of Arabic as a foreign language has become the primary tool in learning, especially about the sources of Islamic teachings (Ilmiani et al., 2022). And foster an understanding that language and culture are two things used to broaden knowledge's horizons.

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Based on the explanation from Ustadzah Zakiyah (Arabic Language Teacher), it is said that learning Arabic is taught by integrating the four *maharah lughawiyyah* through learning Arabic language subjects, religious subjects, and linguistic practices in Islamic boarding schools. Thus the pattern of learning Arabic at MA Salafiyah Wonoyoso can be explained that *maharah lughawiyyah* (*istima‘*, *kalam*, *qira’ah*, and *kitabah*) is taught to students through an integrated approach from three aspects, namely first, from Arabic subjects with various materials. Second, from religious subjects developed in Arabic, the teaching materials, the language of instruction in learning, and the evaluation process. Third, various linguistic practice materials at Islamic boarding schools and daily communication while at Islamic boarding schools are carried out in Arabic. The four *maharah* will be mastered together through the learning process, even though, at a glance, only the ability of the *nahwu shorof* rules is emphasized. However, the emphasis is on all aspects because Arabic is a communication tool. Indirectly it will require mastery of vocabulary, sentence patterns, understanding of meaning, and the ability to write in Arabic.

Teachers in Arabic studies use more eclectic (mixed) methods because the teacher refers to the material, the available time allocation and the situation of the students, and then how to combine the existing techniques. The use of this mixed method will be able to represent the many current methods. Among the combined methods in delivering Arabic subject matter, among others, is the *qawaid wa tarjamah* method having *qawaid* material. The way of reading in conveying *qiro‘ah* material. The direct and audio-lingual methods are, of course, by looking at the steps for presenting each of these methods properly and correctly.

Of the many methods that have been combined, as conveyed by the MA Arabic teacher above, of course, many things need to be prepared before implementing this mixed method. This is in line with the explanation given by those who said that several things need to be prepared before applying the hybrid approach to learning Arabic, namely preparing an ideal room, supporting equipment, and handouts or teaching materials. The evaluation steps carried out in preparation for this mixed method were adapted to the characteristics of the Arabic learning material being studied, including holding reflections at the end of Arabic learning, asking students to show performance in the form of active communication, giving assignments, and so on.

Several exciting models can be seen in learning Arabic by teachers at MA Salafiyah, namely the *qawaid wa tarjamah* method. This method is considered the most effective in providing an understanding of the rules to students, especially when teaching book study. Because this Madrasah emphasises students' success in reading and translating bald books, the material design is more towards *maharah qira’ah*. However, teachers are still trying to keep other *maharachs* from being left behind. Students translate an Arabic text into the target language by translating written texts. Readers are taken from existing books, or can teachers be creative in creating readings while emphasizing specific grammatical structures. The learning process seems monotonous because it is only focused on memorizing and understanding Arabic rules, so students sometimes get bored with the learning process. Because this method emphasises *maharah qira'ah* and scriptures, the portion for training students to develop *maharah* and *istima‘ kalam* is less.
In the learning process, the teacher makes every effort to motivate and stimulate students to achieve learning goals. To overcome the tedious learning process, the teacher usually intersperses it with games or songs to memorize the rules. To overcome deficiencies in maharah istima’ and kalam, the teacher tries to do it outside of school hours (Arabic tutorials) which are carried out in the afternoon and evening. One of the efforts that can be made to improve student learning outcomes is the application of cooperative learning methods, which are group-centred and student-centred methods that involve students actively discussing, exchanging thoughts or ideas, respecting each other's opinions, and solving problems together. So, with the application of this method, learning Arabic, which was initially passive and considered a scourge, will convert into active, participatory, constructive, and fun learning.

According to the Arabic language teacher (Ustadzah Zakiyah) at MA Salafiyah, using ICT-based learning media mainly uses PowerPoint with LCD in class. The teacher created some of the materials developed for PowerPoint presentations in text and animation. For example, to show the change of fi’il madhi to mudhori’, and so on, by giving energy and colour to the mudhra’ah letters. This is also the availability of ICT-based facilities and media, such as LCDs and laboratories which are still limited. Hence, the existing LCDs are still mobile and must be brought from the office when teachers want to use these facilities. The use of Arabic learning media that is used also uses active speakers and LCDs in learning, although this is not only sometimes. Audio media in the learning process is usually used to listen to spoken texts or istima’ material. While LCD media is generally used to provide enrichment and display images related to the mufrodat being conveyed. In addition, materials that already exist online are generally more appropriate for learning and less suitable for the Madrasah Aliyah age.

In a theoretical context, the use of video in learning is quite good. This is because video fulfills the function of a text ranging from informative to interactive, and even this function is maximized by the presence of audio-visual elements that bridge understanding of the material presented. Even though it has been proven that video can have a significant positive impact on learning, the problem that must be considered is the selection of the right video content. To overcome the problem of choosing the right video content, teachers can take one of two ways: making their videos or downloading videos from video streaming service provider sites. Based on the use of the media, the use of media and learning resources is essential to develop. Madrasahs need various alternative media and learning resources that enable students to have a more varied learning experience and be more active in practising Arabic. Interaction with the outside world, especially with Arab nations, will be easier if you take advantage of internet media. This media also provides updated learning materials that keep up with the times.

Based on the explanation above, Arabic learning media is essential in learning Arabic for delivering material. The press will help and make it easier for a teacher to provide material and can foster student enthusiasm in the Arabic learning process. However, it requires a teacher to be more creative and innovative when choosing the media to be used regarding the suitability of the Arabic material. We hope that this article can be a study material for a teacher related to Arabic learning media.
Life Skills Approach in Arabic Language Learning at MA Darussangadah

According to Ustadz Idris (Arabic teacher), the Arabic language learning model develops an Arabic learning model related to active communication skills. This ability is the skill of using language orally and in writing. In contrast, the passive ability is a skill to understand Arabic reading and other people's speech. The teaching of Arabic taught in madrasah aliyah has a dual function: the language of knowledge, a means of communication and the language of religion. Therefore, learning Arabic at Madrasah Aliyah is inseparable from other fields of study that use Arabic. (Rosyidi & Ni’mah, 2011) state that speaking skills are essential in the language. Because speaking is part of the skills the teacher learns, speaking skills are fundamental to learning a foreign language.

According to the explanation of Ustadz Dian (Arabic language teacher), integrated Arabic learning carried out at MA Darussangadah by one of the Arabic teachers, namely the activity begins with greetings and questions of greeting or dialogue by the Arabic teacher, and students answer them in Arabic. Then the teacher explains the topic or theme of "fasli (classroom)", which is raised through examples of sentences from nouns, such as; tables, chairs, blackboards, and so on. The teacher also relates it to asking students what the shapes of the objects in the class are. The teacher then answers by associating other similar things by giving questions back to students about the existing madrasa building, and then students begin to understand. Then the teacher adds that the madrasa building is a form of construction with Arabic, and the teacher associates it with explaining through Qaidah An-nahwiyah that the building has a relationship with the structure of the house.

In the next stage, the teacher explains the learning steps students must follow in learning Arabic. The teacher gave the theme "madrasati" at this third meeting, students were asked to listen to examples of sentences delivered by the teacher, and students made other examples with the same theme. The teacher then instructs students to listen and record both difficult words and sentences found in the reading that is heard. Students who have completed the previous task are welcome to demonstrate it in front of the class (muhadatsah). The teacher provides opportunities for other students to submit complicated sentences and for other students to answer. In this activity, students are guided to search independently by collaborating with other students so that learning is not centred only on the teacher (teacher-centred). After students actively seek and find answers alone. The teacher instructs students to make a script with the theme of madrasati and then present it to their group mates.

According to Ustadz Idris, in vocabulary teaching activities, Arabic teachers choose vocabulary related to what is around students by choosing language that is related to everything that is around students so that students can more readily accept new vocabulary. This makes them happy in learning and easy to use in communication. How to provide Arabic language is, of course, different for each class. For example: in the mubtadi’ class (elementary, class X), they still don’t master much vocabulary, so they must start learning it. We can use chants or songs, bring samples of the object to be taught by the mufradat and then point at it, and we can also ask students to listen and then imitate what has been conveyed by the supervisor. Meanwhile, in the Mutawasith class, where most of them have mastered the vocabulary or mufradat, giving new language can be done in several ways, namely by demonstrating the body,
providing synonyms or antonyms for words, providing word associations, using the body as a visual aid, and so on.

The learning process in the classroom, which is used by the teacher in general, is tariqah mubasyirah, namely, teaching Arabic directly with the language of instruction in Arabic. The learning strategies and techniques vary depending on the material, such as lectures, questions and answers, practices, discussions, assignments, and others. The learning process is conducted classically during formal hours, while those outside the classroom are carried out outside standard hours. In terms of using ICT-based Arabic language learning media, they generally use LCD media with PowerPoint presentations. Besides that, language laboratories and audio-visual media such as films, khithabah, and other materials are used to enrich students' mastery of language. The availability of the internet network at this Islamic boarding school also provides opportunities for teachers to use online materials in learning.

Media and Arabic learning resources by utilizing online media to access nathiq ashli (native speakers) in learning have a positive impact on increasing students' motivation and confidence in speaking Arabic properly. This is evidenced by the achievement of the Arabic language competition for students from Islamic boarding schools who use ICT to display materials from Nathiq Ashli, which are superior to non-Islamic boarding schools or non-dormitory public and private madrasas. So this is also supported by the competence of the Arabic teacher in the field of ICT, the addition of facilities related to the development and use of ICT as a medium and source of learning Arabic, and the ability to speak active Arabic to motivate students further.

Based on the explanation above, Arabic learning media is essential in learning Arabic for delivering material. The press will help and make it easier for a teacher to provide material and can foster student enthusiasm in the Arabic learning process. However, it requires a teacher to be more creative and innovative when choosing the media to be used regarding the suitability of the Arabic material. We hope that this article can be a study material for a teacher related to Arabic learning media.

**Comparative Analysis of Arabic Language Learning at Islamic Boarding School-Based Madrasah Aliyah**

**Comparison of Arabic Curriculum at MA Kebumen**

In comparing the Arabic language learning curriculum at Madrasah Aliyah in the Kebumen district, similarities were obtained, namely the learning Arabic language curriculum used by adopting the curriculum of the Ministry of religion and the curriculum of Islamic boarding schools in the use of the 2013 curriculum concerning the PAI curriculum and Arabic from the Ministry of Religion for the Madrasah Aliyah (MA) level. During formal hours, learning Arabic in Madrasas is more aimed at providing students with four skills, namely reading skills (مهارة القراءة), writing skills (مهارة الكتابة), speaking skills (مهارة الحوار), and listening skills (مهارة الاستماع). At the same time, learning Arabic outside of formal hours is strengthened in Islamic boarding schools with a separate curriculum compiled by the Asatidz curriculum team. Arabic language learning at Islamic boarding schools with a curriculum compiled by Islamic boarding schools asatidz. This aims to strengthen the ability of nahwu shorof with the study of the yellow book as a reference. In the industrial revolution era (Albantani & Madkur, 2019); (Ilmiani & I. Miolo, 2021), learning foreign languages, especially Arabic, equips students to achieve the four language skills needed (listening, speaking, reading and writing).
In developing the objectives of the Arabic language curriculum in madrasas, which integrate the goals of the Arabic language curriculum in madrasas and Islamic boarding schools to develop student competencies, namely: a) Students can master Arabic both actively and passively. b) Students can read various Arabic literature in the turats book or the yellow book as well as contemporary texts. c) Arabic is understood by students as a tool for understanding religion as a condition for becoming a scholar, as well as having a broad cultural horizon to become intellectual with global insight.

The two Madrasah Aliyahs have differences in the Arabic language learning curriculum regarding objectives and references to Arabic books. Each Arabic language curriculum is by the vision and mission of the madrasa, teachers, and the direction of the goals of the Islamic boarding school, which is part of the madrasa. This is what gives the nuances of learning that are unique to each of these madrasas. This can be used as a guideline for compiling a learning program that can be used as a whole. So this is where madrasas and teachers act as facilitators in equipping students with the ability to understand material and learning resources related to Arabic because each student has different characteristics and tendencies in learning so that the teacher has learned leadership in the classroom to direct the learning process towards the desired learning goals (Wekke, 2017).

At MA Salafiyah Kebumen, the Arabic language learning curriculum aims to strengthen students' ability to speak Arabic by participating in Islamic boarding school study activities held after formal hours at the madrasah. The yellow book references the nahwu shorof, such as jurmiyah, imrity, and other books according to the needs of students/santri.

The characteristics of learning Arabic at MA Salafiyah Wonoyoso are based on this standard: Arabic is a language subject directed to encourage, guide, develop, and foster skills and foster a positive attitude towards Arabic, both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability, namely the ability to use language as a means of communication both orally and in writing. The ability to speak Arabic and a positive attitude towards Arabic is essential in helping students understand the sources of Islamic teachings, namely the Qur'an and al-Hadith, as well as books in Arabic relating to Islam.

At MA Darussangadah, to strengthen students' ability to speak Arabic, students participate in Islamic boarding school study activities held after formal hours at the madrasa. The yellow book references the nahwu shorof, such as jurmiyah, imrity, and other books according to the needs of students/santri. The primary reference for learning Arabic in madrasas is from the guidebook from the Ministry of Religion. Connections are strengthened by nahwu shorof books such as Jurumiyah, Imrity, Kaelani 'izi and nadzom maqsud. In each book, it is described as follows: First, Jurumiyah includes lafadz jurmiyah, murodjurmiyah, murodan syarah jurmiyah, i'robjurmiyah; Second, 'Imrithi includes nadhom 'imrithi, lafadz ma'na, murodis 'imrithi. This Madrasah Aliyah has a learning orientation at this level and the ability to understand texts with an emphasis on al-irâb (Nahwu/Syntax) material. At this level, hiwâr and morphological material must still be given. Nahwu learning must also be applicable and relevant to other related lessons.
Comparison of Arabic Language Learning Models in MA Kebumen

Learning Arabic at three Madrasah Aliyah, namely MA Salafiyah and MA Darussangadah Kebumen, have in common that they provide intensive learning of Arabic to encourage, guide, develop and foster students' abilities to promote a positive attitude toward Arabic. In addition, it supports the ability of students or students to use Arabic, which is used as a means of written and oral communication. Learning Arabic in madrasas is supported by activities carried out intensively daily outside of school hours (Islamic boarding school activities).

It is necessary to build a good relationship between teachers and students in the learning process. This challenge becomes more complicated when other languages use different letters and writing styles. Active and fun situations are not enough if the learning process is impractical. It does not produce what students must master after the learning process. Children face the challenge of learning a foreign language in terms of skills such as writing, reading, and speaking. So it is necessary to build learning patterns that provide a fun and exciting atmosphere (Alnajdi, 2018).

Teaching materials and learning methods can cause demotivation in various ways. The lack of use of multimedia-based learning media can also be one of the triggers for the emergence of student demotivation in learning Arabic. Lubis stated that the use of information and communication technology is essential in teaching Arabic so that teaching materials and materials become easier to understand, provide more experiences for students and enable them to obtain information quickly and, at the same time, the objectives of teaching and learning Arabic in class can be achieved (Lubis, 2009); (Ritonga et al., 2021). The difference in the Arabic language learning model in the two Madrasah Aliyah Kebumen refers to the orientation aspect of mastering Arabic proficiency in each student. This cannot be separated from the objectives of the Islamic boarding school-based Arabic language curriculum, which is the final orientation of learning objectives. This is because it departs from the vision and mission of learning Arabic, which is the uniqueness of these madrasas.

Learning Arabic at MA Salafiyah Wonoyoso in general equips students to have skills in qiro'ah, khitabah, hiwar, and istima'. However, the ability that is emphasized is the ability of nahwu shorof as a provision in reading the yellow book. This is inseparable from this Madrasa, which is based on Islamic boarding schools, so that students or students have the opportunity to learn Arabic, both at madrasas and at Islamic boarding schools. In learning Arabic, students are trained by practising speaking and writing using Arabic. This is so that the exercise really can make students able to master Arabic. Students must also learn the rules of Arabic, imla', and balaghah so that they can correctly express and read and understand Arabic.

Learning Arabic at MA Salafiyah Kebumen is taught by integrating Arabic teachers in the madrasa with teachers in the dormitories. However, it doesn't have to be in the same position. However, almost all Arabic teachers in madrasas are also involved in language training in the dormitories. This provides a massive opportunity for synchronization and complementarity between Arabic subject matter in madrasas and language practices in the dormitories. Teachers in Arabic studies use more eclectic (mixed) methods because the teacher refers to the material, the available time allocation and the situation of the students, and then how to combine the existing techniques. The use of this mixed method will be able to represent the many current
methods. Among the combined methods in delivering Arabic subject matter, among others, is the qawaid wa tarjamah method in providing qawaid material.

The Arabic language learning model at MA Darussangadah, the teacher develops an Arabic learning model related to active communication skills. This ability is the skill of using language orally and in writing. At the same time, the passive ability is a skill to understand Arabic reading and other people's speech. The teaching of Arabic taught in madrasah aliyah has a dual function: the language of knowledge, a means of communication and the language of religion. Therefore, learning Arabic at Madrasah Aliyah is inseparable from other fields of study that use Arabic. Contextual Arabic learning is also implemented at MA Darussangadah by one of the Arabic teachers, namely the activity begins with greetings and questions of greeting or dialogue by the Arabic teacher, and students answer them in Arabic.

So it is necessary to review the Arabic language learning curriculum in Islamic boarding schools based at Madrasah Aliyah as a form of adjustment to the needs of students and the direction of the national curriculum policy. According to (Ritonga et al., 2022), the consequences faced by pesantren are curriculum revisions, more operational costs, adjustments to methods of learning media, and the need to increase teacher competence in utilizing technology-based media.

IV. CONCLUSION

Learning Arabic at Islamic boarding schools based on Madrasah Aliyah has a specific practical objective to strengthen students' ability to speak Arabic comprehensively. The primary goal of learning Arabic is to understand nahwu shorof and develop communication and understanding of Arabic texts. So the teacher in the process of learning Arabic needs to integrate the four maharah lughawiyah, namely (reading skills (مهارة القراءة), writing skills (مهارة الكتابة), speaking skills (مهارة الحوار), and listening skills (مهارة الاستماع) with learning Arabic subjects, the religious eye studies, and linguistic practices in both madrasah and Islamic boarding schools. The findings of this study emphasize the importance of integrating the Arabic language curriculum at madrasah aliyah with the pesantren curriculum to comprehensively develop students' Arabic language skills. Teaching Arabic at Madrasah Aliyah or Islamic boarding schools has a dual function: the language of knowledge, a means of communication and the language of religion.

V. REFERENCES


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