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ARABIC LEARNING MANAGEMENT METHODOLOGICAL AND PSYCHOLOGICAL PERSPECTIVE

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Abstract:

Abstract:

This study aims to describe (1) the planning, implementation and evaluation of Arabic learning at UPT SMA Palopo City, (2) the obstacles to learning Arabic at UPT SMA Palopo City based on methodological and psychological aspects, (3) the results of the Arabic language learning process at the Palopo High School UPT. This research is a type of field research whose study is descriptive qualitative in nature to reveal the meaning behind the reality of learning Arabic at UPT SMA in Palopo City. The method of collecting data is through interviews which are then analyzed qualitatively by using data reduction, data presentation and research conclusions. The results showed that: (1) Arabic language learning at UPT SMA Palopo City includes 3 processes, namely: (a) The process of planning Arabic language learning at UPT SMA Palopo City includes making syllabus, lesson plans and learning media that will be used; (b) Implementation, learning Arabic at UPT SMA Palopo City includes initial activities, delivery of material and closing. The implementation of Arabic language learning at UPT SMA Palopo City has not been optimal; (c) Evaluation, which includes evaluation of students in the form of semester exams, assignments and so on. While the evaluation of Arabic teachers is carried out at the beginning of the new school year. (2) Obstacles in learning Arabic at UPT SMA Palopo City in terms of 2 aspects, namely: (a) Methodological aspects which include the learning methods used that are not in accordance with the learning objectives formulated in the syllabus and lesson plans, the absence of a gradation system set by the teacher, inadequate Arabic learning facilities and infrastructure, the use of monotonous learning methods, and the competence of language teachers. inadequate arabic; (b) Psychological aspects, namely the lack of student motivation in participating in Arabic language learning, lack of student confidence in using Arabic and the large number of students who are not alumni of Islamic boarding schools and have not studied Arabic before. (3) The results of learning Arabic at UPT SMA Palopo City are viewed from 3 aspects, namely; (a) Cognitive Aspect, namely the Arabic language value of students at UPT SMA Palopo City is still relatively low and fluctuates every semester. (b) Affective Aspects, namely students of UPT SMA Palopo City have low awareness of the importance of Arabic in the future, so that the discipline of learning Arabic is still lacking. (c) Psychomotor aspects, namely the Arabic language skills of the students of UPT SMA Palopo City are low. For example, lack of confidence in using Arabic.

Keywords: Arabic Learning, Methodological Aspects, Psychological Aspects

INTRODUCTION

Today, the main problem faced in learning Arabic, namely the level of mastery of Arabic by students has not shown significant results. Indications of this can be seen from the level of use of

Arabic which is still minimal among students when interacting. The language they commonly use is non-Arabic. Likewise, the level of ability to understand Arabic literature or texts has not met expectations. Another fact shows the emergence of an impression among students who regard Arabic as a difficult language to learn. This impression forms an a priori mindset of students towards Arabic, so that their participation in Arabic subjects is not motivated by curiosity but because of compulsion.

This phenomenon deserves serious attention from related parties, especially the teaching team so that they reflect on this issue. It is a necessity, learning Arabic in Indonesia is still faced with various problems, both directly related to the learning system and indirectly. Revealing two fundamental problems in learning Arabic in Indonesia, First, the problem of language (al-'āmil al-lugawi). Second, non-linguistic problems consisting of psychological, and methodological (Nazri Syakur, 2010).

Linguistic problems in learning Arabic include grammatical, syntactic, semantic, etymological, lexical and morphological aspects. This language problem is a difficulty faced by students because of the characteristics of Arabic as a foreign language. The characteristics of the Arabic language have a different level of difficulty and uniqueness compared to other foreign languages. Thus, the solution to this linguistic problem can be done through identifying aspects of the problems experienced by students in the form of vocabulary, pronunciation and so on.

The problems of learning Arabic from the psychological aspect include problems of motivation and the level of self-confidence of students learning Arabic. Low motivation and self-confidence become psychological problems related to the mentality of students. This is in line with the assumption put forward by Janan that the low motivation to learn Arabic is due to the perception that Arabic is difficult (Ahmad Janan, 2006).The low motivation and confidence in learning Arabic greatly affects the success of learning. So that motivation has an important role in growing interest in learning Arabic at school.

In connection with the importance of paying attention to the psychological aspects of students in learning Arabic, the management ability of a teacher in the application of learning methodologies is very much needed through interesting learning methods, the use of innovative learning facilities and infrastructure, the use of consulting service time outside the actual learning hours. This is done in order to increase the interest, motivation and confidence of students in learning Arabic so that students are not ashamed to apply the knowledge gained through Arabic conversation activities in everyday life.

The problems of learning Arabic from the methodological aspect are related to the elements of teaching and learning Arabic itself. These elements relate to teaching objectives, curriculum materials, time allocation, teaching staff, students, methods, and learning media (Asyrofi, Syamsuddin , 2006). Methodological problems are vital things that need to be studied carefully, properly, correctly, and comprehensively. The methodological aspect is indeed not the sole cause of the low achievement in mastering Arabic among students, however, according to Sumardi in Suharno (2013), the methodological aspect is the main aspect that gets the most attention among other aspects. This fact shows that the learning methodology still poses many problems for the psychological development of students when learning Arabic. Because the learning method used by the teaching staff will influence the motivation and level of self-confidence of students in learning Arabic.

Based on the researchers' initial observations to several UPT High Schools (SMA) in Palopo City, the following facts were found, First, the learning carried out by Arabic language teachers was still not optimal. The students have not been able to communicate using Arabic based on the demands of the curriculum. The assistance provided by teachers to students has not received maximum handling. Second, the learning activities carried out by Arabic teachers in the classroom still do not meet the needs, interests, and increase students' confidence in using Arabic.

In general, the objectives of learning Arabic in Palopo High School from the psychological and methodological aspects are that students are able to communicate in Arabic and students are able to understand Arabic literature. Efforts to achieve these goals can be done through the stages of planning, implementation and evaluation carried out by every high school in Palopo City. At the planning stage, it includes the making of a syllabus, the design of Arabic learning which emphasizes the psychological and methodological aspects as well as the making of learning media at UPT SMA in Palopo City. The implementation stage is the process of implementing lesson plans, learning situations, and learning methods used by teachers that emphasize psychological and methodological aspects. The next stage of evaluation is the process of evaluating the performance of Arabic language teachers at UPT SMA Palopo City to determine the progress of teachers in teaching so that students are able to communicate Arabic well. So that through this stage, learning patterns will be obtained that contribute to Arabic language learning at UPT SMA Palopo City.

RESEARCH METHODS

This research uses field research which is descriptive qualitative. This research is to reveal the meaning behind the phenomenon of social reality through Arabic language learning at UPT High School in Palopo City in terms of methodological and psychological aspects. In this study using primary data sources and secondary data. The primary data in this study are expressions, utterances, utterances as well as testimonies and actions of the subjects studied at UPT SMA in Palopo City which were obtained through in-depth interviews and observations made by researchers. While secondary data in this study were obtained through important documents such as demographics, facilities and infrastructure of UPT SMA in Palopo City,

In this study using purposive and snowball sampling techniques. The informants determined by the researcher were the head of the UPT SMA in Palopo City as the person in charge of the school, the Deputy Head of the UPT SMA in Palopo City, the Arabic language teacher at the

UPT SMA in Palopo City and students at the high school in Palopo City. [20] Data collection techniques are observation, interviews and documentation. The research instrument used in this research is an observation list sheet for technical observation steps, interview guidelines and document study guidelines in the form of a list of documents needed in data collection.

The data processing procedures while in the field were analyzed interactively and took place continuously, which [15] consisted of three activities, namely: data reduction, data display and conclusion drawing/verification (Miles, Mathew B., and Huberman A. Maichel, 1992).The validity of the data used in this study are credibility, transferability, dependability, and confirmability (Sugiyono, 2011).

FINDING AND DISCUSSION

Planning, Implementation and Evaluation of Arabic Learning at UPT SMA Palopo

a.   Arabic Learning Planning at SMA Negeri Palopo

The purpose of learning Arabic can be achieved if you manage Arabic learning well. Arabic learning management includes planning, implementation and evaluation of learning. Before learning begins, first the teaching staff or teachers plan Arabic learning. Planning activities have an important role for teachers, students and schools in achieving Arabic learning goals. [1] This is in line with the theory put forward by Rosyid (2019) that planning is useful in the process of implementing learning to optimize the results achieved.

Learning planning aims to identify learning related to whether the learning implemented has implemented the concept of active student learning or the desired learning objectives have been achieved. The concept of planning for Arabic learning at SMA Negeri Palopo can be seen from various perspectives, namely as follows:

a)   Syllabus and lesson plans

Based on the results of the research, it is known that in the management of Arabic learning planning at SMA Negeri Palopo City, the teaching staff has prepared things related to the success of learning such as syllabus and lesson plans (RPP). Based on data in the field, it shows that Arabic language teachers at SMA Negeri Palopo City have an awareness of making syllabus and lesson plans as a condition for successful Arabic learning.

This is in line with the assumption put forward by Nana Surya Permana (2017) that planning means determining the work that must be carried out by the group to achieve the formulated goals, so to make it easier to carry out various activities, careful planning is needed before processing and implementing them. Based on this, it is known that learning planning has an important role in the success of learning Arabic, especially at SMA Negeri Palopo. Thus, the role of the teacher in making the syllabus and lesson plans is very important to facilitate the implementation of Arabic learning in the classroom.

According to Fahmia Akilah (2018) that the planning carried out always pays attention to existing problems, needs, situations, and circumstances. Based on these assumptions, it shows that in planning Arabic learning always pay attention to the problems and needs of students in learning Arabic. Based on research findings in the field, it is known that the Arabic language teacher at SMA Negeri Palopo does grouping students based on the level of ability and religion of the students. The Arabic language teacher at SMA Negeri Palopo classifies the level of ability for the needs of learning Arabic in the classroom. It aims to help students to understand the learning material according to their respective ability levels.

In addition, based on the findings in the field, it is known that in planning learning generally Arabic language teachers at SMA Negeri Palopo pay attention to the differences in students' religions. This is because students who are non-Muslims generally have difficulty understanding and learning Arabic. Thus, the Arabic language teachers at SMA Negeri Palopo City carry out a learning system that is in accordance with the needs of each student.

b. Implementation of Arabic Learning at SMA Negeri Palopo

Based on the findings in the field, it is known that in general the implementation of Arabic language learning at SMA Negeri Palopo is almost the same as other subjects starting with initial activities, delivery of Arabic language subject matter and closing. The Arabic learning process is of course guided by the Arabic learning plans that have been made previously in the syllabus and lesson plans. However, based on the findings in the field, generally Arabic language teachers at SMA Negeri Palopo do not carry out learning according to the syllabus and lesson plans that have been made previously. The Arabic language teacher at the Palopo City Public High School is only guided by the package book or guide book that is used. In addition, the Arabic language teachers also did not explain the syllabus and lesson plans that had been made to students at the beginning of learning.

According to Jensen, in the implementation of learning, it is necessary to pay attention to 3 important principles, namely:

a) Good lessons should have a sense of coherence and flow. This means that learning must be continuous between lessons that have been, are being and will be taught.

b) A good study should be all-encompassing and entertaining; In order to avoid boredom and burnout, lesson plans don't have to follow the same pattern day after day. there should be a variety of topics, languages, and skills at each meeting. Each lesson should also have some variation in terms of class setting whether it is grouping the whole class, small groups, pairs and individual activities.

c) A good lesson is flexibility. Lesson plans are not meant to be a binding tool for teachers. Good teachers know when it's time to change an activity, regardless of what the lesson plan.

c. Evaluation of Arabic Learning at SMA Negeri Palopo

Learning evaluation has an important role in achieving the objectives of the Arabic language learning carried out.Learning evaluation or assessment includes an assessment of student learning

outcomes and an assessment of the learning process (Taufik Akhmad, 2018). Based on the findings in the field, the evaluation of Arabic learning conducted at SMA Negeri Palopo City is as follows:

No	Data source	Field Finding Data
1	Arabic Teacher	1. Doing UTS and UAS
		2. Conduct a Q&A session at the end of the lesson
		3. Giving homework to students
2	Headmaster	1. For communication, the principal and teachers hold a joint meeting at the beginning of the year to evaluate and innovate in building good management
		2. Supervise Arabic learning
		3. Improving the quality of the implementation of the Arabic language by facilitating supporting things such as books or class attributes.

Source: Author's processed data

Based on the data from the field findings at SMA Negeri Palopo City, it shows that the evaluation management of Arabic learning at SMA Negeri in Plaopo City is a management that is carried out based on cooperation between related parties such as Arabic language teachers and school principals. In general, the form of evaluation of Arabic learning carried out by Arabic teachers in each school is the same, namely through exams, questions and answers and giving homework.

Obstacles in Arabic Learning at Public Senior High Schools in Palopo City are reviewed on the Methodological and Psychological Aspects

After carrying out Arabic learning management such as planning, implementation and evaluation, of course the elements of the teaching staff including teachers, students and principals at SMA Negeri Palopo City certainly found various obstacles. Based on the findings in the field, the following are the obstacles to learning Arabic based on methodological and psychological aspects at SMA Negeri Palopo:

Aspect	Data source	Field Finding Data
Methodological	Arabic Teacher	1. The method used is not in accordance with the learning objectives that have been formulated in the syllabus and lesson plans
		2. Gradation (The stages of giving material are not a serious concern)
		3. There is no achievement target at every level
		4. Teachers teach not based on the syllabus and lesson plans but on the textbooks used
		5. The use of monotonous learning methods such as lectures.
		6. The competence of the Arabic language teacher is not sufficient
	Headmaster	1. The lack of facilities and infrastructure in learning Arabic
		2. The limitations of Arabic language teachers in schools
		3. Lack of additional lessons for Arabic
Psychological	Arabic Teacher	1. Lack of student motivation in using and practicing the language that has been learned
		2. Lack of self-confidence of students in using and practicing the language that has been learned
		3. Lack of facilities and infrastructure in the school environment
		4. The number of students who are not alumni of Islamic boarding schools and do not understand the basics of Arabic

Source: Author's processed data

Based on the data table, the field findings indicate that the implementation of a process will find inhibiting or constraining factors as well as supporting factors as a balance between positive and negative, but both sides of these factors can be feedback so that it can be re-planned so as to achieve learning improvements (Safrida Yuniati and Sugeng Prayoga, 2019). This also applies to learning Arabic, especially at SMA Negeri in Palopo City.

Based on Arabic language learning at Public Senior High Schools in Palopo City, there are inhibiting factors in methodological and psychological aspects. As expressed by the principal and teaching teachers, almost the same thing said that the most dominant inhibiting factor was the methodological aspect, namely the learning method used by the Arabic language teacher himself. The use of monotonous learning methods is caused by the lack of facilities and infrastructure in learning Arabic. This is because Arabic lessons, which are currently not too prioritized, even at the level of public schools such as SMA and SMP for Arabic lessons have been removed from the collection of subject matter studied at school. Besides that, the existence of gradations, namely the lack of attention to the stages in providing Arabic language material, is a methodological obstacle in learning Arabic. The lack of attention to the gradation system has an impact on the achievement of Arabic language learning goals at SMA Negeri Palopo City.

While on the psychological aspect, the main obstacle experienced by Arabic language teachers at SMA Negeri Palopo is the low motivation and confidence of students in using Arabic. The contributing factor is the number of students who are not alumni of Islamic boarding schools or those who have minimal basic Arabic language, so it greatly affects them in terms of motivation and enthusiasm to understand every material presented by the teacher both in class or outside the classroom (school environment).

Arabic Learning Outcomes of UPT SMA in Palopo City

Learning Arabic certainly has a goal to be achieved. The purpose of learning Arabic which is planned at UPT SMA Palopo City is that students are able to communicate Arabic well and understand Arabic literature. Based on the findings in the field, it was found that learning Arabic at UPT SMA Palopo City is still far from the expectations and plans that have been set previously. This is because the planning, implementation, and evaluation processes were not carried out optimally.

Based on the principles of formulating learning objectives proposed by Grounloud, learning outcomes indicators are expressed as the achievement or change in attitudes, knowledge, and skills (Groundloud, Norman, 2000).

Learning Arabic at UPT SMA Palopo City is carried out with the aim of achieving and changing students' attitudes, knowledge and skills in Arabic. The learning outcomes are determined and influenced by various factors, especially in terms of the psychological and methodological aspects of learning Arabic. Based on the findings in the field, it is known that in general students at UPT SMA Palopo City have not been able to achieve the learning objectives that have been set previously. Based on the psychological aspect, especially in terms of self-confidence and interest in learning Arabic, it was found that most of the students were still shy and hesitant to use Arabic in their daily lives.

In addition, students at UPT SMA Palopo City also do not have good motivation and interest in learning Arabic, so this has an impact on the learning outcomes achieved. The following learning outcomes can be measured by paying attention to 3 aspects that students have:

a. Cognitive Aspect

Based on the findings in the field, it is known that the average value of Arabic language owned by students at UPT SMA Palopo City is relatively low and fluctuates every semester. This is evidenced by the data display as follows:

Data on the Development of Arabic Language Values for Senior High Schools (SMA) in Palopo City in 2017-2019

No	School name	Average value		
		2017	2018	2019
1	Palopo 1 Public High School	76.35	76.85	78.28
2	Datok Sulaiman Palopo High School	71.78	77.68	77.59
3	Palopo 3 Public High School	73.48	73.86	73.20

Source: Administration of UPT SMA Palopo

Based on these data, it shows that the average value of Arabic learning outcomes achieved by students is relatively low. The results of the cognitive learning show that the Arabic language learning applied at the Palopo High School UPT has not succeeded in providing good achievements when viewed from the cognitive aspect. The following are the results of learning Arabic for students of UPT SMA Palopo City in terms of the following aspects:

Knowledge is the ability of students which includes the ability to recall the learning material that has been studied previously. This knowledge can be in the form of knowledge of formulas, subject matter and so on. This knowledge or memory is the lowest level of thinking. Based on the findings in the field, information was also obtained that in general students at UPT SMA Palopo City have not been maximal in developing knowledge which includes cognitive domains at the knowledge level, namely: memorizing, identifying, mentioning, recalling, showing, naming, compiling lists, underline, match, choose, define, state, and so on.

Understanding is the cognitive ability of students in terms of knowing the learning material from various aspects or aspects. A student can be said to understand something if he can provide a detailed explanation of something using his own words. Comprehension is a higher level of thinking than memory or memorization. Based on the findings in the field that the level of Arabic understanding of the students of UPT SMA Palopo City has not been able to summarize the contents of Arabic reading fluently and clearly, has not been able to answer questions about reading texts using their own language editor, has not been able to respond optimally to teacher orders delivered in Arabic. , has not been maximal in translating short sentences from Arabic into Indonesian, and others.

Application or application is the process of applying the theory obtained in everyday life. Based on the findings in the field that the cognitive learning outcomes of Arabic students of UPT SMA Palopo City are that most students have not been able to make example sentences in Arabic according to the sentence patterns that have been taught, students are able to demonstrate hiwar

according to the examples that have been given, students can produce scripts permission letter does not enter in Arabic which will be sent to the teacher, and others

2. Affective Aspect

Receiving is a person's ability to respond to stimuli to himself in the form of problems, situations, symptoms, and others. Included in this level is awareness and desire to receive stimuli, control and select symptoms or stimuli that come. Based on the findings in the field, it was found that some students at UPT SMA Palopo City have not realized that learning Arabic will be beneficial for their lives now and in the future, because Arabic is the "key" to understanding Islamic teachings from their direct source. This is because students perceive English as much more important and needed than Arabic. Based on these assumptions resulted in low motivation to learn Arabic at school. Besides that,

Valuing is one aspect of affective knowledge which is the process of assigning value to an object or process that is carried out. If these activities are not carried out, there will be regret. The valuing process in learning Arabic is found at the UPT SMA Palopo City, which is lowthe willingness of students to learn Arabic, both at home, at school, and in the community because it is based on the belief and judgment that learning Arabic is very beneficial for a Muslim. This shows that most of the students at UPT SMA Palopo City only learn Arabic during the lesson. There are even students who are lazy to do Arabic assignments because they are considered difficult to understand.

3. Psychomotor Aspect

Psychomotor abilities are abilities possessed by students related to skills mastered after gaining experience and learning. Simpson (1956) stated that psychomotor learning outcomes are seen in the form of individual skills and abilities to act. Based on Harrow's theory (in Subino, 1987; and Sudjana, 1990), the psychomotor learning outcomes of Arabic students of UPT SMA Palopo City are as follows:

Perception is the ability of the lowest psychomotor learning outcomes, namely the ability to distinguish a symptom from a symptom, the ability to catch stimuli, receive signals, and translate them into action. Based on the findings at the UPT SMA Palopo City that most of the students' ability to identify the differences in the sounds of Arabic letters, words and sentences that are listened to is still low, the ability to distinguish long and short vowels, syiddah, nun and tanwin is relatively lacking and the ability to catch the main intent of short speeches is low. in Arabic.

Based on the findings of the students of UPT SMA Palopo City that there are still students who are hesitant or embarrassed in asking simple questions using Arabic, are embarrassed to answer questions in Arabic in their own sentences, and lack confidence in conducting questions and answers or discussions on certain themes with friend next door.

In learning Arabic at the UPT SMA Palopo City, it was found that students still lacked in conveying their own ideas or opinions using Arabic fluently, did not write down their own ideas or opinions in Arabic, and lacked self-confidence in expressing the ideas or contents of paragraphs in Arabic with their own language. alone.

CONCLUSION

1. Learning Arabic at UPT SMA Palopo City includes 3 processes, namely: (a) planning includes making syllabus, lesson plans and learning media that will be used; (b) Implementation, learning Arabic at UPT SMA Palopo City includes initial activities, delivery of material and closing. The implementation of Arabic language learning at UPT SMA Palopo City has not been optimal; (c) Evaluation, which includes evaluation of students in the form of semester exams, assignments and so on. While the evaluation of Arabic teachers is carried out at the beginning of the new school year.

2. Obstacles in learning Arabic at UPT SMA Palopo City in terms of 2 aspects, namely: (a) Methodological aspects which include the learning methods used are not in accordance with the learning objectives formulated in the syllabus and lesson plans, the absence of a gradation system set by the teacher, learning facilities and infrastructure lack of Arabic, the use of monotonous learning methods, and inadequate competence of Arabic teachers; (b) Psychological aspects, namely the lack of student motivation in participating in Arabic

language learning, lack of student confidence in using Arabic and the large number of students who are not alumni of Islamic boarding schools and have not studied Arabic before.

3. The results of learning Arabic at UPT SMA Palopo City are viewed from 3 aspects, namely; (a) Cognitive Aspect, namely the Arabic language value of students at UPT SMA Palopo City is still relatively low and fluctuates every semester. (b) Affective aspects, namely students of UPT SMA Palopo City have low awareness of the importance of Arabic in the future, so that the discipline of learning Arabic is still lacking. (c) Psychomotor aspects, namely the Arabic language skills of the students of UPT SMA Palopo City are low. For example, lack of confidence in using Arabic.

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