

Arabic Language Learning Innovations To Optimize Learning In Basic Education

Hawin Fitriyani¹

²Institut Agama Islam Negeri Metro

*hawinfitriyani@gmail.com

Abstract. Arabic is the language of the Qur'an that is important to learn, therefore in optimizing Arabic learning activities it is necessary to have learning innovations by teachers to create effective learning. The use of appropriate methods, systems, and principles to achieve learning objectives is very much needed. The purpose of this study was to determine the innovation of Arabic learning in optimizing effective learning. The method used in this study is a library research method, namely research based on the opinions of experts about Arabic learning innovations. Sources of data used are articles and journals. Data collection techniques by reading and reviewing literature and library materials that are relevant to the problem under study are Arabic learning innovations to optimize effective learning. The results of this study are that in Arabic learning innovation to optimize effective learning, it is necessary to have learning media that is by the subject matter, besides that it also requires methods, strategies, and principles so that what you want to convey can be easily accepted by students so that the creation of learning that is by the learning objectives.

Keywords: Effective 1; Elementary School 2; Learning Innovation 3

Abstrak. Bahasa Arab merupakan bahasa Al-Qur'an yang penting untuk dipelajari, oleh karena itu dalam mengoptimalkan kegiatan pembelajaran bahasa Arab perlu adanya inovasi pembelajaran oleh guru agar tercipta pembelajaran yang efektif. Penggunaan metode, sistem, dan prinsip yang tepat untuk mencapai tujuan pembelajaran sangat diperlukan. Tujuan penelitian ini adalah untuk mengetahui inovasi pembelajaran bahasa Arab dalam mengoptimalkan pembelajaran efektif. Metode yang digunakan dalam penelitian ini adalah metode penelitian kepustakaan yaitu penelitian berdasarkan pendapat para ahli tentang inovasi pembelajaran bahasa Arab. Sumber data yang digunakan adalah artikel dan jurnal. Teknik pengumpulan data dengan membaca dan mengkaji literatur serta bahan pustaka yang relevan dengan permasalahan yang diteliti merupakan inovasi pembelajaran bahasa Arab untuk mengoptimalkan pembelajaran yang efektif. Hasil dari penelitian ini adalah dalam inovasi pembelajaran bahasa Arab untuk mengoptimalkan pembelajaran yang efektif, diperlukan adanya media pembelajaran yang sesuai dengan materi pelajaran, selain itu juga diperlukan metode, strategi, dan prinsip agar apa yang ingin disampaikan dapat tersampaikan. mudah diterima oleh siswa sehingga terciptanya pembelajaran yang sesuai dengan tujuan pembelajaran.

INTRODUCTION

In everyday life, of course, each nation has its own language that is applied such as Arabic, English and Indonesian. The existence of the language has a very important role for every society (Thordardottir & Topbaş, 2021). Likewise with Arabic, which has the privilege that it is used as the word of God because it is a reinforcement to be able to understand various other disciplines. Thus, there is a need for an understanding of the relationship between Arabic and the Qur'an. (Nasution & Lubis, 2023) Because the use of language in the Qur'an is Arabic so that when teaching it it certainly requires Arabic rules, and vice versa (García-Sánchez, 2010). Even in the Islamic world the relationship between Arabic and the Qur'an is well known. Although not all Muslims use Arabic practically, Arabic is the language of Islam (Sáenz-Hernández et al., 2023). It should be noted that Arabs are very proud of their language, although some of them are non-Muslims.

When learning Arabic there are indeed differences with the first language that has been used. The difference lies in the method and material used or even at the time of the steps in the implementation of learning. Everyone basically has the ability to master every language that exists, although at different motivations and measures (Aulia & Anggraeni, 2023). These differences among others lie in the learning objectives to be achieved, the basic abilities possessed, motivation, interest and perseverance (Schunk, 1991).

Facing an era that continues to move forward in the midst of globalization, an Arabic educator at the basic education level must have the provisions to fend off the upheaval of the times. Thus, there is a need for Arabic learning innovations to make it easier for educators to teach material

in class so that students easily understand the teaching material. In relation to the field of basic education, Arabic has a strategic (Omar et al., 2023). Likewise, in achieving the results of the learning process, there is a need for learning innovations used in teaching Arabic so as to create an effective teaching and learning atmosphere in order to improve the quality of education. Thus, innovation or renewal needs to be carried out at any time so that educators will continue to think about what strategies should be done in learning in different conditions and situations. Every time you face different situations and conditions, different handling is needed. If applied using the same strategy, it will not guarantee effective or efficient learning. In facing problems like this, an educator must continue to think of new innovations that will be used in learning.

The word Innovation in large dictionaries Indonesian has the meaning of an introduction or inclusion of something new, a new invention but different or previously known both in the form of ideas, methods and tools (Duncan et al., 2023). While the definition of learning innovation is an idea, idea, method and tactic of a teacher in organizing a learning system to get the desired progress in learning outcomes and to achieve an expected learning goal.

While the understanding of the learning method is a systematic way of working that can facilitate the implementation of various learning activities to achieve a determined and expected goal. There is another opinion about the definition of method, according to language is a way, thus method is a way or steps used to achieve a certain goal. So researchers can conclude that the learning method is a way or technique used by educators to convey knowledge to students in the learning process in order to achieve the expected learning objectives. When choosing a learning method, it is required to pay attention to and consider the following things, including the goals to be achieved, the ability of educators, students, the situation of learning

conditions, existing facilities, available time, and the advantages and disadvantages of the method (Huang et al., 2022).

In learning maybe students will feel bored while learning. The second study was conducted by Darisy Syafaah with the title Innovation of Arabic Language Learning in the IAIN Tulungagung Arabic Literature and Arabic Language Research Program, to answer the challenges of the Industrial Era 4.0. The survey results show that Arabic teachers need to have skills in the field of digital use and its application when preparing for technology-based learning innovations (Hmoud et al., 2023). According to the third study of Aulia Rahman, AMCF Ma'had Study, AMCF seeks and innovates for Arabic language learning in Indonesia. In addition, Abdul Hakim, Haeruman Rusandi, M. The results of the research obtained as a result of the fourth research entitled Arabic Language Learning Innovation by Nawawi Hakim (Aloudah, 2022) are based on Noam Chomsky's theory of Arabic Language Learning which applies when teachers understand the theory and have a good understanding of psycholinguistics. Learning a language by considering child psychology has a huge influence on learning success.

Moving on from the previous research above, the researcher wants to study the innovation of Arabic learning in optimizing effective learning to find out what are the learning innovations carried out by teachers to create effective and interesting learning for students in order to achieve the desired learning goals. Therefore, this matter needs to be studied in order to contribute to the development of innovative Arabic language learning.

RESULTS & DISCUSSIONS

In a learning system, applying innovation is something that is emphasized or required. Because with innovation in learning will be more meaningful and fun for students so as to create an effective and efficient learning. In this day and age, which is the era of the development of digital

information technology, utilizing these technological facilities can improve the quality of learning and is one form of application of a learning innovation. Therefore, a teacher is required to have creative and innovative abilities and broad insight into these changes. Especially when teaching Arabic lessons at the basic education level, innovation in learning is needed that can make it easier for educators when delivering teaching materials to students. With the learning innovations carried out can also support the effectiveness of the learning process. As it is well known that students at the basic education stage can be said to still find it difficult to understand Arabic material. Thus, educators are required to innovate in learning so as not to seem monotonous in delivering teaching material, so that students can also easily understand what is conveyed by educators.

In addition to innovating in learning, educators are also required to have technical skills to master technology in order to be able to make changes operationally and think positively about existing technology and changes. In addition to utilizing media in the form of information technology facilities, Arabic learning innovations can also be realized by choosing Arabic learning methods, principles and systems. In addition to using ideas or methods, learning innovations used by teachers when teaching can also be applied through their creativity in choosing media that can create more interesting and not monotonous learning.

In the learning process, the media is an intermediary or tool to communicate information to students, and can bring learning closer to reality and put emphasis on what is considered important. This is because various learning reveals the structure of learning. This can motivate the student learning process. According to Zheng (Wu et al., 2023) the effectiveness of multimedia use requires attention to the design and use of multimedia itself. If a teacher has paid attention to this, then obstacles in the learning process when using media will not occur.

In the selection of media, several things must be considered, including the clarity of intent, purpose of selection and knowledge of the media, knowledge of the characteristics of each media, as well as methods, materials, and suitability of the media used. Various types of media that can be applied in the Arabic learning process include: 1) Audio media, which is in the form of sound such as MP3, radio, tape recorder and so on; 2) Visual media such as drawings, photos, slides, paintings, prints, power points and others; 3) Audio visual media that is a combination of sound and image for example such as sound frame films, youtube, and video cassette (Bunce et al., 2023).

Innovative learning can be adapted from learning models that are fun for students or the term in English learning is fun. This is the key to the application of innovative learning. If students have instilled this into their own minds, then students in class are no longer passive, feel pressured, may fail, limited choices, and of course boredom for them (Emeksiz & Tan, 2023).

There are various terms in the world of education that prospective educators need to know about innovation, namely discovery, invention, and innovation. The definition of disclosure is the discovery of an object that is found or an object that actually exists but is not yet known to humans. Invention is something that is discovered completely new, meaning the work of man. While the definition of innovation is an idea, element, event, and method that is perceived or observed as something new for a person or group of people or society.

A learning can be said to be effective if it can meet the facilities of students in order to achieve the learning objectives that have been set. Therefore, a teacher needs to prepare it by developing strategies that are in accordance with the characteristics of students and are able to make them achieve the competencies set in a learning objective. To support the learning situation in order to achieve predetermined competencies, a teacher needs to

develop instructional strategies so as to create an innovative and very effective learning in the teaching and learning process. Suparman argues that there are four main components to instructional strategies, namely: sequence of instructional activities, methods, media, and time.

The first Arabic language learning in the archipelago was to meet the basic needs of Muslims in carrying out worship ceremonies such as establishing prayers. Depending on these needs, the subject is limited to prayers and short surahs from the Qur'an, commonly known as Juz' amma. Fuad Effendy said that the method commonly used is the abjadiyah method known as the baghdadiyah method (now replaced by the Iqra method).

In the learning process, teachers should have a teaching style or art, in order to create an interactive learning. One strategy that can be used is to provide opportunities for students to stimulate and inspire creativity through various effective Arabic learning strategies using different methods (Dahou et al., 2023)

The famous methods that are still used today in Arabic language learning are as follows:

Tarjamah Grammar Method

This method is a combination of two methods, namely grammar with tarjamah or more often referred to as the traditional method (Rhee, 2022). The reason is because this method prioritizes the content of language texts and information related to the language. The grammatical method of tarjamah has a theoretical basis, namely the existence of a universal logic or can be called the logic of the universe which includes the basis of all languages in the world, and that grammar is part of logic and philosophy (Su & Fu, 2023). Thus learning language can strengthen the ability to think systematically, the ability to memorize and can also solve problems.

This method does not pay attention to intensive conversations and

students tend to be passive. The subject matter is usually from various nahwu (grammar) books, dictionaries or mufradat, and reading texts. The most prominent thing in this method is the language of instruction, which is the student's mother tongue (Li & Zhang, 2023). The tarjamah grammatical method has characteristics including: students are taught to read carefully and carefully about texts or thought texts that have been written by figures and experts in various fields of science in ancient times in the form of verses, scripts (prose), aphorisms (Al-Hikam), or allusions (Proverbs).

Direct Method

In this method, there is an assumption that Arabic language learning is the same as mother tongue learning, in the sense that the use of the destination language or foreign language must be done directly and intensively in communicating through listening and speaking. While reading and writing skills can be developed afterwards. In this method, Arabic teachers use foreign languages or destination languages directly when explaining material in the learning process. The use of mother tongue is avoided and students are accustomed to thinking and practicing using foreign languages and destination languages

In this method, what is emphasized is the practice of conversation between teachers and students which is carried out continuously using the mother tongue, both in explaining the meaning of vocabulary and translating which in this case requires a medium. What needs to be used as revision material here is in the use of direct methods that become the language of instruction in learning is Arabic by emphasizing aspects of correct pronunciation (an nutqu as shahih). Therefore, in its application, this method requires the following: 1) The learning material in the first stage is in the form of oral exercises (syafawiyah); 2) The material continued with exercises in reciting simple words, both from nouns (isim) and verbs (fi'il)

that students often listen 3) Then continue the practice by reciting simple sentences used in students' daily activities.4) Provide opportunities for students to practice through questions and answers with their friends and teacher; 5) Qiro'ah material must be accompanied by Arabic discussion, either in explaining the meaning contained in the reading material or the position of each word in the sentence; 6) In between learning, it is taught about grammatical material, but not in detail.; 7) Material write Taught with exercise write sentence simplethat has been known or taught to students; 8) During the learning process should be assisted with appropriate teaching aids or media.

Reading Method

The existence of this method is because the direct method is prioritized only speaking proficiency and less attention to reading and writing. Although it is called the reading method, it does not mean that the learning process is only limited to reading exercises, but writing and speaking exercises are also given with limited portions. In this method the main goal is reading proficiency, so that students can understand the text for their learning needs.

Audiolingual Method

In the audiolingual method, there is also an assumption that language is first caused by speech or habits. Therefore, teaching must begin with listening to the sounds of language and make it a habit that must be repeated many times with repetition techniques. This method has the main goal of mastering four language skills in a balanced manner with the order of presentation, listening and speaking, then reading and writing.

Communicative Method

The basic premise of this method is that everyone has an innate ability or ability called a language acquisition tool. Language skills, therefore, are creative and determined more by internal factors, questioning the relevance and effectiveness of habituation activities to the stimulus response training model. The following assumption is that the use of language consists of not only four language skills, but several abilities within a broad communication framework, depending on the role, situation, and purpose of the dialogue of the participants, meaning to include

Eclectic or Mixed Method

According to Fuad Effendy, this method is a combination of various elements that exist in the previous method, especially the tarjamah method and the direct method. The assumption in this method is that there is no perfect method, so each method has its own disadvantages and advantages and has the power to make learning effective. The next assumption that there is no one method that suits all purposes, the most important thing in a learning is that it can meet the needs of students so that teachers have the authority to choose which method suits student needs.

In Arabic language learning, in addition to using methods, there are also various systems as innovations in learning which include integrated, separated, and combined. Here is an overview of the system referred to above:

1. Integrated System

Abdul Alim Ibrahim argues that language is a closely related unity and is not presented in separate forms. Thus, in this system there is only one subject, one hour of meeting, one book, one evaluation, and one value of learning outcomes. The advantages of this theory lie in its strong theoretical foundation, both psychological theory, linguistic theory, and educational theory. According to Fuad Effendy, the weakness of this

principle is that if applied at the university level, it is less able to accommodate the deepening of language elements or certain language skills that are indeed a real need for language learners. Several public high schools in Indonesia have applied this integrated system.

2. Separate System

This system is the opposite of an integrated system. About the separation system language lessons are divided into several subjects such as nahwu, shorof, muthola'ah, insya'istima' muhadatsah, imla' and koth. Each subject has its own syllabus, curriculum, session times, books, assessments, and learning outcomes.

This system has advantages as educators and curriculum designers get sufficient opportunities to pay special attention to certain fields of study and subjects according to views that he thinks are very important. In addition to having advantages, in this system there are also weaknesses that can break the integrity of language and eliminate its substance and nature. This can make students' knowledge and language experience cut into pieces, so they cannot apply it properly in their daily lives .

3. Combined System

The teaching of Arabic using a separate system was implemented in Islamic boarding schools until the 60s. Meanwhile, the beginning of the implementation of an integrated system was in the mid-70s until now. One of the educational institutions that combines the two systems is at KMI pondok Modern Gontor where the integration system is implemented for 1 year and the separation system for the next year. In addition to the school level, there is also a higher education level that applies an integration system in the first year (2 semesters) with only one course, namely Arabic with a total of 12 credits then after that it is presented separately .

In learning Arabic, there are also main problems that are often

experienced by Indonesians, namely the difference seen from the aspect of the first language and the aspect of the second language. However, because it has something to do with differences in the structure of words and sentences found in the mother tongue and target language. To deal with these problems, it is necessary to examine the principles used in learning Arabic, including:

1. Priority Principle

Most of these principles have been implemented in modern schools with references as below: a) Speaking and listening exercises take precedence before writing and reading exercises; b) Teaching sentences takes precedence over teaching words; c) Teaching high-frequency vocabulary is preferred even if there are elements of shaz or mu'tal before other vocabulary is taught; d) Language teaching needs to use the normal pace as is the case with native speakers.

2. Principle of Accuracy

In this principle, students are emphasized not to make mistakes in language so that incorrect language habits do not occur both in terms of sound, structure and meaning.

3 Gradation Principle

The term gradation describes that: a) Students are taught from the unknown to the easy to the difficult; b) The subject matter taught refers to the previous material both in terms of vocabulary, shorof, nahwu, and meaning.

4. Principles of Motivation

To actualize this motivation principle, the way that can be done is as follows: a) Reward students who answer correctly by complimenting them; b) Instilling a competitive spirit among students; c) Incorporate simulation elements in practice activities; d) Forming educational and harmonious communication among teachers and students; e) Modify learning

5. Validation Principles: a) Learning is done with practice, not with grammatical explanations for beginner students; b) Explanation Explanation of the meaning of sentences as much as possible through real things such as using visual media, vivid and realistic images.

Education understands students by repeating various examples that can be explained in the easiest way and has more to do with the meaning in the form of writing. For example, when educators teach about isim, examples are objects around the classroom, such as benches, tables, chairs, blackboards, erasers, rulers, and so on.

Thus, the innovation of Arabic language learning at the basic education level really needs to be done by educators as a support in learning effectiveness, among others, by using media, methods, systems, and learning principles. If educators have made innovations in learning, it does not rule out the possibility that the completeness of student learning will increase because they can understand the subject matter well. Likewise, educators will feel satisfied when they see the increasing achievements of their students.

CONCLUSION

From the explanation above, researchers can conclude that in the innovation of Arabic language learning to optimize learning in basic education, it is necessary to have learning media that are in accordance with the material to be taught to students using audio, visual, and audio-visual media. In addition to using media, another Arabic learning innovation is to use methods, systems, and principles in learning. These methods are the grammatical method of touching, direct method, reading method, audiolingual method, communicative method, and eclectic or mixed method. Some of the systems in effective Arabic learning innovation include integrated systems, separation systems, and combined systems. While the learning principles used include the principle of priority, the principle of accuracy, the principle of gradation, the principle of motivation, and the

principle of validation. With the efforts mentioned above, the hope of achieving the goal of effective Arabic learning will definitely be easy to obtain.

In this study, the researcher only examines Arabic learning innovations to optimize learning in basic education limited to literature review, for this reason, it is hoped that future research will examine more deeply the process of application or implementation of learning innovations for Arabic using qualitative methods of field studies / case studies.

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