TEACHER'S STRATEGY IN BUILDING LANGUAGE AWARENESS THROUGH JOYFUL LEARNING

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Abstract:

This research is based on integrating multi-disciplinary science to create effective and efficient learning, namely education management, psychology, Arabic language education which are mixed into a single unit. This study aims to understand the teacher's strategy in building Arabic awareness through joyful learning, especially in developing *maharatul kalam* for students at SMP Nurul Jadid. This study uses a descriptive qualitative approach with a case study type, where the researcher uses interviews, observations, and documentation to collect data. Furthermore, the data obtained are reduced, presented, and concluded according to the themes studied. The results showed that the teacher's strategy in building Arabic awareness through joyful learning in developing students' *maharatul kalam* at school was carried out through; smart language games, puzzles, quizzes, listening to songs, presentation of information. This research has implications for the importance of developing strategies and teaching materials in building children's motivation to achieve the desired goals.

Keywords : *Teacher, Language Awareness, Joyful Learning, Maharatul Kalam*

Abstrak:

Penelitian ini didasarkan integrasi multi disiplin keilmuan untuk menciptakan pembelajaran yang efektif dan efisien, yaitu manajemen pendidikan, ilmu psikologi, pendidikan bahasa Arab yang diramu menjadi satu kesatuan. Penelitian ini bertujuan untuk memahami tentang strategi guru dalam membangun kesadaran berbahasa Arab melalui joyful learning, khususnya dalam mengembangkan *maharatul kalam* siswa di SMP Nurul Jadid. Penelitian ini menggunakan pendekatan kualitatif deskriptif jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi dalam pengumpulan datanya. Selanjutnya, data yang didapatkan direduksi, disajikan dan disimpulkan sesuai dengan tema yang dikaji. Hasil penelitian menunjukkan bahwa strategi guru dalam membangun kesadaran berbahasa Arab melalui joyful learning dalam mengembangkan maharatul kalam siswa di sekolah dilakukan melalui; smart language game, teka-teki, cerdas cermat, mendengarkan lagu, presentasi informasi. Penelitian ini memberikan implikasi tentang pentingnya pengembangan strategi dan materi ajar dalam membangun motivasi anak guna mencapai tujuan yang diinginkan.

Kata Kunci: *Guru, Kesadaran Berbahasa, Joyful Learning, Maharatul Kalam*

INTRODUCTION

Arabic is one of the most attributes (Rahmawati, 2021). Apart from being the language of the holy book al-Qur'an and Hadith, Arabic is the language of religion (Aldosari et al., 2019), he language of Muslims, and the United Nations' official language (UN). There is no doubt that Arabic plays a vital role in studying and deepening knowledge, especially Islamic sciences (Ghallab et al., 2020). This is because, in general, books on Islamic religious knowledge are still written in Arabic (Antoun et al., 2020).

In the learning system, it turns out that learning Arabic is not easy to do (Nassif et al., 2021). Many teachers have difficulty in conveying the material to students. Moreover, vice versa, many students have difficulty learning and receiving explanations from the teacher. This is because Arabic is not a mother tongue or everyday language, and there are also errors in the use of strategies, methods, and media utilization used by teachers in learning Arabic so that they are less able to raise awareness and motivation of children to learn Arabic at home his school.

As happened in LIPS (Language Intensive of SMP Nurul Jadid) as this research site. Many students are less focused and not interested in learning Arabic, especially when learning *maharah kalam* or speaking skills. This is because children feel bored and bored or do not like Arabic. This is in stark contrast to the orientalists who are keen to learn Arabic with specific goals, while the people themselves lack the enthusiasm to learn Arabic (Zainuri, 2021).

It is not easy for students to be proficient in speaking using Arabic because Arabic is not the language of the native speakers that are commonly used (Hidayat, 2012). Many problems are found in students learning rhetoric by using Arabic, both from sources that are not understood and the culture of the language users (Nur, 2016). This is caused by the teaching and learning system that is too monotonous and less able to generate student motivation. The teacher only reads and explains the material using the classical method; by only conveying the material in the guidebook, students are asked to repeat the material that has been read earlier. With this monotonous system, students tend to feel bored due to the lack of lively interaction between teachers and students, thus making students less interested in learning *maharah kalam* in Arabic

A teacher who plays a vital role in learning (Murphy et al., 2020; Rajendran et al., 2020), must increase children's learning motivation (Engin, 2020) by making students not bored when studying *maharatul kalam.* Alternatively, the ability to speak Arabic. Learning motivation will provide convenience in achieving learning objectives if the teacher can manage this well because the success of teaching and learning depends on the teacher's efforts in generating student learning motivation (Fachri et al., 2020).

The problems and challenges of teaching Arabic are limited to the teacher's efforts to increase student motivation (Elnagar et al., 2021). Amid the Covid-19 pandemic, which is now endemic throughout the world, especially Indonesia, it has significantly impacted the world of education (Mustajab & Fawa'iedah, 2020; Adham & Mahmudah, 2021; Rahman & Subiyantoro, 2021). The existence of the Covid-19 pandemic has made the government issue

policies in the field of education to carry out online learning (in networks) as a form of implementing social distancing (Chusna & Utami, 2020). Social distancing is done to break the chain of the spread of the Covid-19 pandemic. In the current pandemic, teachers must make the learning process fun in order to be able to arouse students' learning motivation to learn and even explore Arabic (Nazif & Dosen, 2020), especially in the aspect of speaking skills. This learning motivation needs to be done because the Covid-19 pandemic has made students stressed/stressed due to limitations in doing activities outside the home (Robandi & Mudjiran, 2020).

To overcome these problems, one of the alternatives carried out by LIPS Nurul Jadid is to apply the joyful learning method as a strategy to build motivation and language awareness in children. Through the joyful learning method, students will be more active and not quickly bored during the learning process (Robiyansah et al., 2020). Joyful Learning includes learning strategies to develop student's skills and understanding by emphasizing Learning while working (Permatasari et al., 2014). Fun learning places students as the main characters in the learning process and teachers as facilitators (Baharun, 2015; Rana & Rana, 2020). Joyful Learning may improve students' imaginative ability, trigger enthusiasm for Learning, and motivate students to continue learning (Ariawan & Pratiwi, 2017; Lalima & Lata Dangwal, 2017)

Joyful learning is dynamic learning that provides variations and modifications in Arabic learning, thus making students more active, creative, and innovative. Joyful learning can also form a healthy mentality and make the learning environment fun to enjoy learning and create meaningful learning (Setyawati, 2020). Joyful learning is included in the category of psychological methods in learning. First, the psychological aspect is related to a display, both in terms of color, shape, size, etc. Second, the psychological aspect is related to cognitive (intelligence), affection (resilience), and conation (self-will, and desire/desire).

Moreover, third, related to the psycho-social aspects of the social environment. These three aspects are closely related to each other in forming self-concept. How is the level of intelligence and ability to maintain values and social interactions leading to a perception in thinking? The three aspects above are related to learning Arabic in paying attention to the student's psyche, mental associations, moods, and what students enjoy when the learning process takes place through joyful learning (Primaningtyas, 2018).

This research is based on research from Fachri et al., (2020) which says that applying appropriate joyful learning strategies can improve student learning outcomes. Setyawati (2020) said that you could do learning with a Joyful learning approach to overcome monotonous learning and boredom. Joyful learning as a learning process or experience can make learners feel pleasure in the learning process (Sidi, 2018). Muzaky & Ishari (2020) said teachers must find a solution to overcoming old methods that are considered less effective for millennial students. Joyful learning is considered capable of reviving students' learning motivation when learning Arabic rhetoric.

Based on the phenomenon of the importance of building language awareness in order to be able to increase student learning motivation in learning Arabic through a joy complete learning approach, this research comes with a new approach, in which researchers try to integrate different multi-disciplines, namely education management science, science, and technology, psychology, Arabic language education is mixed into a single unit to create effective and efficient Arabic learning and overcome various problems in the learning, especially in the aspect of *maharatul kalam* or the ability to speak. Therefore, the researcher focused on the teacher's strategy in building Arabic awareness through joyful learning at SMP Nurul Jadid, Paiton, Probolinggo, East Java.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a case study type, where the researcher tries to understand the teacher's strategy in building Arabic awareness through joyful learning, especially in the aspect of *maharatul kalam.* This research was conducted at LIPS (Language Intensive of SMP Nurul Jadid), Paiton, Probolinggo.

Data collection techniques used are interviews, observation, and documentation. The data analysis technique used is data reduction, presentation, and conclusion. Data reduction is sharpening, classifying, directing, removing unnecessary so that conclusions can be drawn. Data presentation is an activity when a collection of information is compiled, thus giving the possibility of drawing conclusions and taking action. Meanwhile, the researcher concludes continuously while in the field by rethinking during writing, reviewing, and exchanging ideas.

RESULTS AND DISCUSSION

Language Intensive of SMP Nurul Jadid (LIPS) itself is a linguistic institution under the Nurul Jadid Islamic Boarding School Probolinggo, which focuses on developing foreign languages, was founded in 2002. This institution aims to develop the linguistic potential of students at the Nurul Jadid Islamic boarding school at the junior high school level. Through this institution, it is hoped that students can be motivated to study harder and develop their linguistic competence based on strengthening the learning environment in a dormitory.

Motivation is understood as an urge for someone to do something to achieve a specific goal, for example, achievement (Engin, 2020; Kuswanto & Anderson, 2021). Motivation in learning is needed to help show promising results (Alkan & Arslan, 2019; Syakroni & Muali, 2019). Motivation can foster self-confidence in students to be more active in learning and involve themselves in their learning (Fajri et al., 2021), especially in learning Arabic. There are several ways to foster motivation in student learning activities: joyful learning (Islam et al., 2018). Joyful learning itself is a learning process involving students to feel happy, interested, and comfortable in attending the learning process (Hasnah et al., 2021). Joyful learning places students as more active actors and teachers as facilities only (Yabo, 2020). However, he remains a guide for

students. The things prioritized in the joyful learning method are the speed of thinking and understanding the explanations that the teacher is trying to convey (Widyawulandari et al., 2019). The joyful learning method will make the teacher direct the students according to the guidebook but with a more fun strategy (Waterworth, 2020).

To overcome the problems that occur to students during the learning process, teachers must be more creative in motivating students to no longer view Arabic as boring. One can be with the joyful learning method (fun learning). Teachers can use this method to increase interest in learning and increase learning motivation so that cases that befall students are resolved or reduce the risk of student boredom and stress (Thote & Kumar Sen, 2019).

Teachers must design and design learning in a planned and systematic manner. Teachers must use all functional aspects and facilities to support the joyful learning method. Not necessarily in the classroom, the teacher must also make the outside environment a place to learn Arabic through various media, whether it is visual, audiovisual, audio, etc. With the application of joyful learning in learning Arabic at LIPS (Language Intensive of SMP Nurul Jadid), it is hoped that it will accelerate the working system of the brain and memory of students and produce different qualities in a shorter and more enjoyable time. Because, with the joyful learning method, the students must be more active and involved directly with the object and practice the joyful learning method directly in learning Arabic.

The pleasure of learning *maharah kalam* in Arabic should make every student feel comfortable and enjoyable, as experienced by this LIPS (Language Intensive Program of SMP Nurul Jadid) student. Some students are interested in joining the program out of curiosity, some because of an interest in foreign languages, and some are forced to enter at the request of their parents. Students who are already interested in learning before are easier to feel comfortable in the learning process, in contrast to students who learn not on their own accord; they tend to feel bored, less enthusiastic and even feel pressured in the Arabic learning process.

Several benefits can be obtained by both teachers and students of LIPS (Language Intensive of SMP Nurul Jadid) in the application of the Joyful Learning method to motivate, such as mastering the material and achieving student learning targets in a shorter period, increasing learning variations that help in developing creativity. Teachers and students are directly involved in observing, demonstrating, performing, and playing a direct role during the learning process. In applying the Joyful Learning method at LIPS (Language Intensive of SMP Nurul Jadid), the staff must pay attention to the ease/difficulty of the method, whether the method is attractive or not, the simplicity of the method, the benefits of the method, the accuracy of the method, the validity of the method, and the structure of the method. As explained by Hikmatuddiniah as the linguistic staff at LIPS, in improving students' ability and thinking power in learning Arabic, LIPS (Language Intensive of SMP Nurul Jadid) uses several methods.

Smart Language Game

The method of playing is termed the smart language game at LIPS (Intensive Institute of SMP Nurul Jadid), whose learning does not require a room or is commonly called outdoor. The game is a game that uses word throwing as the material in it. The teacher will give certain *mufradat* or vocabulary to students who line up in a circle. Students who have a turn will then be challenged to explain the definition of *mufradat* and make a few sentences from it quickly. If they fail, the student will receive a light punishment. There is also a word connection game where students are invited to make a word starting with the last syllable piece of the previous word. If the word 'Ahmar' is given at the beginning, other students must make words with the initial syllable 'Mar,' for example, '*Marratan*'

Novi Firdausiyah as coordinator of LIPS (Language Intensive of SMP Nurul Jadid), has confirmed the validity of the information above. Playing the game will motivate students to learn because naturally, students feel happy with the method packaged well as a game. As a student at LIPS (Language Intensive of SMP Nurul Jadid), Amelia said that "with creatively packaged learning like this game, students will forget the monotonous material that they perceive as a burden in learning."

Games or games are a fun thing. Games that can be used as learning methods are fun and essential in developing skills in learning *maharah* kalam in Arabic. Not only motivating, but the games above can also build students' creativity in thinking critically with confidence both in the learning they are currently engaged in and in the future. Even Shepherd, and Zwiefelhofer in their research, stated that "it will be a good technique to motivate students to ask for learning if the game is used as a direct learning medium" (Rakhmadhani et al., 2013).

Puzzles

Hikmatuddiniah also said that LIPS (Language Intensive of SMP Nurul Jadid) also uses puzzles to increase student interest in learning. The puzzles given by the teacher to students can be called games because here, students will also play guessing words for vague images or cross columns given by the teacher using Arabic. In this crossword puzzle game, the teacher will give a paper containing an arrangement of numbered boxes filled with words, each box filled with one letter to form a word placed horizontally or vertically. The equation or meaning for each number is given as a clue to finding the word. Sometimes the teacher also describes an object or animal using Arabic then, letting students guess the results of the description.

Novi Firdausiyah has also confirmed this as coordinator of LIPS (Language Intensive of SMP Nurul Jadid). Not much different from the previous games, this puzzle also motivates students to learn Arabic with a happy and relaxed feeling. Learning with puzzle media makes students more interested because they feel challenged to find answers to existing questions and adapt them to the available answer columns (Rakhmadhani et al., 2013). This is in line with what khalifatunnisa' as staff at LIPS (Language Intensive of SMP Nurul Jadid) said, where students will be more enthusiastic about learning

directly related to each self, compared to the colloid method, which uses more theory only. Make the teacher more dominant in a learning forum.

Learning motivation significantly influences learning Arabic, especially for students because students will have a higher enthusiasm for learning needs. Puzzles are one of the joyful learning methods that are pretty relevant in this problem, where the teacher will raise the learning motivation of students who are less responsive when learning Arabic. Using puzzles as a fun learning method will also help significantly improve student achievement in learning Arabic.

Quiz

In addition to games and puzzles, Hikmatuddiniah also said that LIPS (Language Intensive of SMP Nurul Jadid) uses scrutiny as a method and teaching material to compete for the sharpness of thinking and dexterity in answering questions quickly and accurately as well as measuring student abilities and generating student motivation in learning. Arabic. Students will compete with each other to raise their hands to answer the questions given by the teacher quickly, precisely, and accurately. The teacher can ask students any questions about Arabic, for example, 'How many elements are there in making a sentence?' The best time to give puzzles is at the end of the lesson because students who can answer quickly and accurately will get permission to answer questions go home first.

Budiana, in his research, suggests that the quiz technique can improve students' thinking skills because this technique can explore students' thinking skills through questions asked by the teacher by providing answers quickly and accurately (Nasution & Nurdalilah, 2018). In this case, measuring students' ability is no longer an assessment that blocks the concept of a colony which is considered boring by students. Teachers can measure students' Arabic learning activity by looking at the answers from each individual. Amelia, one of the students at LIPS (Language Intensive of SMP Nurul Jadid), said that "with the intelligent method, students will pay more attention to the quantity and quality of their learning to gain more knowledge in the field of Arabic."

Careful intelligence is a learning method that involves the spontaneity of the whole brain to think or what is commonly called whole-brain thinking. Students will spontaneously remember something they have learned, then answer when the teacher gives the question orally. Intelligence is one of the brain-based learning that explains the importance of the individual as a learner and a decision-maker who makes knowledge according to his understanding (Nikmah, 2015).

Istima' Ghina'

Istima 'ghina' (listening to songs) is one of the methods in Arabic. The song is one of the arts that various groups, especially young people, favor. Like today, many young people like to listen to songs from their devices. This can be an inspiration for teachers to use Arabic songs as a learning strategy, according to Hikmatuddiniyah's statement, which explains that twice a month, the teacher will play Arabic songs for students to record and memorize. Then a few days

later, the students were asked to sing the song they had heard, written, and memorized. As a type of art, songs will become more enjoyable during the Arabic learning process. That way, students are also easy to adapt and get used to Arabic, making students more daring and confident in using Arabic. Students will understand complicated and challenging material (Purwanto, 2018).

Teachers must be able to link the knowledge that students have learned with new things related to learning Arabic. Salamun added that learning methods are different ways to achieve different learning outcomes under different conditions (Febriyona et al., 2019). *Istima' ghina* is one of the variations of the Arabic learning method used by LIPS in motivating students to learn more about Arabic. With this variation of the song method, students will adapt to Arabic because of the frequent pronunciations spoken in thick Arabic songs. Students must also know the meaning and purpose of the song to help facilitate learning Arabic. The song's rhythm that is not too fast and not too slow makes it easier for students to remember the new *mufrodat* in the song. The use of the song method as Joyful Learning will improve students' ability to speak Arabic so that it will make students feel compelled to learn more about Arabic, especially in terms of pronunciation or what is called *maharah kalam*.

Information Presentation

Information presentation method by LIPS (Language Intensive of SMP Nurul Jadid). Presentation is an activity of speaking in front of one or more people which is usually the theme of business, social, education or it could be about everyday life. (Karom, 2014) In the world of education, efforts are made to use various ways in order to make students motivated to learn languages. Arabic is the information presentation method used by LIPS (Language Intensive of SMP Nurul Jadid). Although the speech method is too commonly used in the learning process, even some of the students will feel bored with the method that is considered a colony, but the information presentation method used by LIPS (Language Intensive of SMP Nurul Jadid) is different from the lecture method that was usually used before.

Hikmatuddiniah as the staff and Novi Firdausiyah as the chairperson at the institution said that students would read some articles that they found in newspapers, magazines, or even what they saw directly in their environment and daily life. They will write down the information that has been obtained in Arabic afterward; students will present their findings. In this method, students will use four basic Arabic lessons at once, namely: *qira'ah* (reading), *kitabah* (writing), *istima '*(listening), especially kalam (speaking). Although not as easy as the methods previously mentioned, this method is quite varied, creative, and innovative. Students will try to use their thinking power, imagination ability, and the ability to stimulate each individual's thinking to process the information they get either from the mass media, magazines, books, or even from the surrounding environment.

Information presented is an alternative to support Arabic learning. Amelia agreed with this opinion, a student at LIPS (Language Intensive of SMP Nurul Jadid). He stated that this method is pretty good in a lesson although, it

cannot be said to be simple because students must first seek information from various angles and then present it in front of other students after making the information as a script or short script for presentation media.

Joyful learning can quickly motivate students in the process of learning Arabic. The application of joyful learning can produce quality graduates and form a broad-minded soul who can be ready to appear before the community and national cadres who can change the nation's civilization for the better (Fachri et al., 2020).

The joyful learning methods used in LIPS (Language Intensive of SMP Nurul Jadid) are considered capable of generating student motivation to learn and improving the mood of students who are bored or bored. There are many benefits to using joyful learning in learning Arabic. Many things can help teachers and students by using joyful learning strategies. Teachers can easily equate their perceptions with students in learning Arabic. With pictures, films, and videos, teachers do not need to bring in things that are too dangerous or difficult to make students understand the material presented, such as wild animals, volcanic eruptions, poles, etc. (Nurseto, 2012). Based on the explanation above, it can be seen that students who have high learning motivation will have a more creative and innovative mindset than students who have moderate and low learning motivation with their perceptions through the joyful learning method.

CONCLUSION

Based on the explanation above, it can be concluded that students' interest in learning Arabic at LIPS (Language Intensive of SMP Nurul Jadid) can be overcome with joyful learning, which is needed to help show good results as well as to overcome the problems that occur to students during the learning process. Teachers can use some of these Joyful Learning methods to increase interest in learning and increase learning motivation so that, with the application of joyful learning in learning Arabic at LIPS (Language Intensive of SMP Nurul Jadid), it is hoped that it will accelerate the brain work system and students' memory also produce different qualities in less time and more fun.

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