

# Arabic Learning Management; Methodological And Psychological Perspective

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## Abstract:

This study aims to analyze the planning, implementation and evaluation of learning Arabic from a methodological and psychological perspective at UPT SMA Palopo City. This research is a type of field research whose study is descriptive-qualitative to reveal the meaning behind the reality of learning Arabic at UPT SMA Palopo City. The data collection method was through interviews which were then analyzed qualitatively using data reduction, data presentation and research conclusions. The results showed that: Learning Arabic at UPT SMA Palopo City includes three processes, namely: 1) The planning process for learning Arabic at UPT SMA Palopo City includes making syllabus, lesson plans and learning media to be used; 2) Implementation, learning Arabic at UPT SMA Palopo City includes initial activities, delivery of material and closing. Implementing learning Arabic at UPT SMA Palopo City could be more optimal; 3) Evaluation, which includes evaluation of students in the form of semester exams, assignments and so on.

**Keywords:** *Management, Arabic Language, Methodology, Psychology*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang perencanaan, pelaksanaan dan evaluasi pembelajaran bahasa Arab dalam perspektif metodologi dan psikologi di UPT SMA Kota Palopo. Penelitian ini merupakan jenis penelitian lapangan yang kajiannya bersifat deskriptif kualitatif untuk mengungkap makna dibalik realitas pembelajaran bahasa Arab di UPT SMA Kota Palopo. Metode pengumpulan data melalui wawancara yang kemudian dianalisis secara kualitatif dengan menggunakan reduksi data, penyajian data dan kesimpulan penelitian. Hasil penelitian menunjukkan bahwa: Pembelajaran bahasa Arab di UPT SMA Kota Palopo meliputi 3 proses yaitu: 1) Proses perencanaan pembelajaran bahasa Arab di UPT SMA Kota Palopo meliputi pembuatan silabus, RPP dan media pembelajaran yang akan digunakan; 2) Pelaksanaan, pembelajaran bahasa Arab di UPT SMA Kota Palopo meliputi kegiatan awal, penyampaian materi dan penutup. Pelaksanaan pembelajaran bahasa Arab di UPT SMA Kota Palopo belum optimal; 3) Evaluasi, yang meliputi evaluasi terhadap mahasiswa berupa ujian semester, tugas dan sebagainya.

**Kata Kunci:** *Manajemen, Bahasa Arab, Metodologi, Psikologi*

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## INTRODUCTION

The development of science cannot be separated from the role of Arabic. Arabic has urgency as a medium and knowledge (Ghallab et al., 2020; Al-Juda, 2017). Arabic contributes to the development of communication (ElJundi et al., 2019). In addition, Arabic contributes as an independent language with all its characteristics (Oueslati, Cambria, HajHmida, & Ounelli, 2020). This role shows that Arabic significantly impacts science (Abu Farha & Magdy, 2019).

The existence of the Arabic language is considered to have a very high level or standard of difficulty based on the observations of Muslims and non-Muslims. This assumption is proven by the data and privileges that Arabic has but not other languages (Ritonga et al., 2022). Arabic is unique not only because it is a revelation but also as a science that contributes to the development of Islamic knowledge. This can be seen in the use of Arabic in writing books. The role of Arabic is so important that it impacts the world of education, especially in applying Arabic in the 2013 curriculum as a specialization lesson. This, of course, supports the existence of Arabic in society, especially in the world of education.

Even though Arabic has a significant contribution, the level of mastery of Arabic is a classic problem that continues (Nasrullah, 2018). This is evidenced by the minimal application of Arabic in communication. In addition, the use of Arabic in understanding literature still needs to be improved. This is based on the assumption that students think Arabic has a great difficulty level. Thus, students will have a less motivated mindset, so some take Arabic lessons out of compulsion (Rozak & Albantani, 2018; Taufiqurrochman et al., 2020; Ritonga et al., 2022).

This case must be addressed immediately among educators and policymakers. It is undeniable that Arabic language problems are related to the learning system and other aspects (Yanti & Afrani, 2018). This phenomenon includes language problems (*al-'āmil al-lugawi*) and non-linguistic problems consisting of psychological and methodological (Antoun et al., 2020; Guellil et al., 2021).

Linguistic problems in learning Arabic include grammatical, syntactic, semantic, etymological, lexical and morphological aspects. This linguistic problem is a difficulty faced by students due to the characteristic factors of Arabic as a foreign language (Fauzan, 2019). The characteristics of the Arabic language have a different level of difficulty and uniqueness compared to other foreign languages (Wulandari, 2019; Aflisia & Hazuar, 2020). Thus, solutions to language problems can be carried out by identifying aspects of problems experienced by students in the form of vocabulary problems, pronunciation and so on (Wijaksono, 2020).

The problems of learning Arabic from a psychological aspect include problems of motivation and self-confidence of students learning Arabic. Low motivation and self-confidence are psychological problems related to students' mentality (Syarifullah & Izzah, 2019). The low motivation to learn Arabic is due to the perception that Arabic is difficult (Engin, 2020; El Iq Bali et al., 2021). Low motivation and self-confidence in learning Arabic significantly affect learning

success because this will affect learning success (Tokan & Imakulata, 2019).

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 needed through interesting learning methods, the use of innovative learning facilities and infrastructure, the use of consulting services time outside of actual learning hours. This is done to increase students' interest, motivation and confidence in learning Arabic so that students are not ashamed to apply the knowledge gained through Arabic conversation activities in everyday life.

In addition, to increase motivation to learn Arabic, it is necessary to take a communicative approach using the constructivism theory (Suparno, 2018; Hamid et al., 2019). This theory explains that students actively construct knowledge through interaction with their environment and will understand themselves through the experience without any coercion learning from their teacher. Thus the psychological aspect is vital in determining and applying the methodology of learning Arabic.

The problems of learning Arabic from a methodological aspect include the Arabic language learning system (Hamid et al., 2019). The learning system can be in the form of planning, implementing and evaluating learning (Ahmed, 2019; Nazif & Lecturer, 2020; Khtere & Yousef, 2021). Methodological problems need to get more attention because they will impact other aspects. Based on the assumption that the method aspect significantly influences other aspects. This shows that methodological aspects can impact the psychological development of students in learning Arabic because the learning method used by the teaching staff will influence the motivation and level of student confidence in learning Arabic.

From the explanation above, the most important thing for a teacher, especially an Arabic teacher, in choosing a learning method is paying attention to students' psychological aspects. One of the psychological aspects of students is their motivation to be involved in learning in class. Low student motivation in Arabic is closely related to the impression that Arabic is challenging. This impression arises from the fact that learning Arabic only sometimes includes elements of practice and habituation. Therefore, strong motivation significantly impacts learning, and solid motivation can be formed through training and habituation (Tan et al., 2022).

These problems must be immediately given a quick and appropriate solution to create a sound Arabic learning system. Izzan's (2007) research states that a person's lack of motivation and interest in learning Arabic is due to a poor methodological system. In addition, the existence of linguistic developments causes the methodology of Arabic to be included.

The explanation above shows a relationship between student psychology and the methodology Arabic teachers use in learning. This can be seen in Arabic lessons, which students perceive as difficult. This requires foresight and competence from Arabic teachers in carrying out learning in class. Therefore, the researcher focuses his study on the management of learning Arabic from a methodological and psychological perspective.

## 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. This study uses primary data sources and secondary data. The primary data in this study are expressions, utterances, 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 essential documents such as demographics, facilities and infrastructure of UPT SMA in Palopo City,

This study used 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. 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 consisted of three activities: data reduction, data display and conclusion drawing/verification (Milles & Huberman, 2014). The validity of the data used in this study is credibility, transferability, dependability, and confirmability (Sugiyono, 2019).

## RESULTS AND DISCUSSION

### Learning Planning

Learning planning is vital in determining the quality of learning in schools, especially learning Arabic. Planning activities are one of the learning management that must be carried out before implementing learning so that learning objectives can be adequately achieved (Cravens & Hunter, 2021; Thoyib, 2022). *Learning planning* is a systematic activity to achieve the desired goals (Akmansyah & Hadiati, 2022; Fitriah, 2022). Based on the interviews conducted by researchers with Arabic subject teachers at UPT SMA Negeri 1 Palopo, the planning for learning Arabic in each school is almost the same as the learning plans for subjects in general.

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 Arabic language learning at Palopo City Public High School can be seen from various perspectives, namely as follows:

### *Syllabus Preparation*

Making a syllabus is one of the teacher's lesson plans. The syllabus facilitates the learning process, especially in learning Arabic. Based on the results of interviews conducted with the Arabic subject teacher at SMA Negeri 1

Palopo, it was always consistent in making the syllabus before teaching Arabic in class. The interview results were reinforced by an interview with the head of UPT SMA Negeri 1 Palopo that every teacher in all subjects at UPT SMA Negeri 1 Palopo was required to make a learning syllabus, including Arabic lessons. Making a syllabus always refers to the rules for an effective and efficient syllabus.

Before implementing Arabic language learning at SMA Negeri 3 Palopo, subject teachers, especially Arabic, were required to compile a syllabus as a guide and reference for implementing learning in class. The syllabus is structured to make it easier to achieve the learning objectives of Arabic teachers in class.

Every teacher must make a syllabus for learning Arabic at UPT SMA Negeri 3 Palopo. Because the syllabus fulfills components which include subject matter, essential competencies, assessments, time allocation used, learning resources and so on. Based on the data obtained, it is known that the teacher said that he always prepared the syllabus before carrying out the teaching and learning activities carried out. Making a syllabus is guided by the rules for making a syllabus in effective and efficient learning. The syllabus made by the teacher includes essential competencies, subject matter, learning activities, assessments, time allocation, and learning resources.

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This is in line with the assumption that planning means determining the work that the group must carry out to achieve the formulated goals so that to facilitate the carrying out of various activities, careful planning is needed before processing and implementing them (Divayana, 2017; Kaufman, 2019; Thontawi et al., 2022). Based on this, it is known that learning planning has a vital role in the success of learning Arabic, especially at SMA Negeri Palopo City. The role of the teacher in making syllabi and lesson plans is vital to facilitate the implementation of learning Arabic in class.

Planning always considers existing problems, needs, situations and conditions (Douse & Uys, 2018; Krajenbrink et al., 2020). Based on these assumptions, it shows that in planning Arabic learning, one always pays attention to students' problems and needs in learning Arabic.

### ***Preparation of Learning Implementation Plans***

The Learning Implementation Plan is the result of elaborating the previously made syllabus. The preparation of the Learning Implementation Plan contains the learning process, which includes indicators, core competencies, essential competencies (KD), learning objectives, learning materials, methods used, learning resources, learning steps which include

initial activities, core activities and final or closing activities and assessment of learning outcomes.

Based on the results of interviews conducted with Arabic subject teachers at UPT SMA Negeri 1 Palopo, they always make lesson plans first before carrying out the learning process in class. Preparing lesson plans by paying attention to psychological and methodological aspects at UPT SMA Negeri 1 Palopo. Based on interviews with the UPT SMA Negeri 1 Palopo Arabic teacher, he said that preparing the lesson plan was based on class conditions because there were science and social studies classes. The compliance level of students' compliance with science and social studies classes is different. In addition, religious differences also need to be considered.

According to Mardiah, there are several reasons why the preparation of a Learning Implementation Plan (RPP) in learning Arabic needs to pay attention to students' psychological and methodological aspects. First, to improve students' Arabic learning outcomes, it is necessary to differentiate the conditions and level of ability that students have in learning Arabic. Second, the enthusiasm and motivation to learn Arabic among students are different. Third, the learning methods and sources of teaching materials used greatly influence students' interest in learning Arabic.

Based on this statement, to plan Arabic learning at UPT SMA Negeri 1 Palopo, the Arabic teachers pay attention to students' psychological factors at school. So they adjust the learning methods applied in class. There are several reasons why the preparation of Learning Implementation Plans (RPP) in learning Arabic needs to pay attention to students' methodological and psychological aspects. First, success in learning Arabic depends on the effectiveness of grouping students' abilities. Second, students have different levels of willingness and motivation to learn Arabic.

Based on the findings above, it is known that every Arabic teacher at school has made an implementation plan for learning Arabic at the Senior High School (SMA) in Palopo City. However, based on the results of this study, it was found that the concepts and lesson plans could not adapt to the needs of students, especially in terms of increasing students' self-confidence in learning Arabic. So, according to researchers, the preparation of Arabic language lesson plans in schools needs to be done optimally by paying attention to the psychological conditions of students in learning Arabic. The preparation of the lesson plans is first negotiated by involving the school principal and the Arabic language teacher at another school so that they can adapt to the psychological needs of students.

### ***Making Teaching Instruments and Media***

Instruments and teaching media are the needs of teachers and students in learning Arabic. Instruments and teaching media are used to facilitate students in participating in learning Arabic in class. The use of Arabic language learning media certainly varies in each school, depending on the needs of each student. Based on the results of the interviews, it was said that: "Before teaching in class, we always prepare learning media to attract students' interest in

learning Arabic. The learning media often used are books, printed pictures and PPT materials.

Based on the results of this study, it was found that the use of Arabic language learning instruments and media at UPT SMA Palopo was infrequent. This is due to limitations in facilities and infrastructure in schools. In addition, the need for more innovation and awareness of Arabic teachers in creative learning is an inhibiting factor in increasing interest in learning Arabic in schools in Palopo City.

In order to increase students' interest in learning Arabic, Arabic teachers at UPT SMA Palopo City must use engaging learning media such as audio-visual learning media. For example, the use of YouTube media in conducting learning practices. In addition, the use of other technology-based learning media can increase student interest, considering that the development of technology is very rapid.

Teaching instruments and media should be important things to be considered by every teacher in learning. The use of learning media has a significant contribution and role in creating a more enjoyable learning atmosphere. Today, more than using books is required to increase students' abilities and interest in learning Arabic. So that teachers are required to make creative ideas through the use of Arabic language learning media that can attract students' interest in learning Arabic. In order to achieve the objectives of learning Arabic, planning before starting learning in class is very crucial for the success of teachers teaching in class. Instruments and learning media are one of the plans that the teacher must prepare before carrying out the teaching and learning process in class.

### **Implementation of Learning**

The implementation of learning is a learning process that is carried out based on plans prepared beforehand. The implementation shows the steps of a learning process that are taken to make learning experiences for students, and this process can be seen in how teachers carry out Arabic learning in schools.

The implementation of learning is the steps or stages carried out in the learning process. The implementation of learning is carried out in order to carry out the learning plan that has been formulated previously. Implementation of learning is a series of activities that can provide educational value to students and teachers. This is because these activities directly achieve the goals that have been planned before.

Implementing Arabic language learning at UPT SMA Palopo is carried out through several stages: First, Initial Activities. This activity is carried out to create a more conducive atmosphere so students can follow Arabic learning properly. In this activity, the teacher must pay attention to and meet the needs of students and show great concern for students' existence. Second, Submission of Material. This activity is the core activity carried out in learning Arabic. This process includes a process of interaction between the teacher and students during the learning process takes place. Based on observations from interviews with Arabic subject teachers, the teacher provides material based on the syllabus and lesson plans that have been made before. In delivering material,

teachers and students play an active role in conveying material and limiting time in collecting assignments.

As the results of the interviews conducted. Third, Closing. Learning Arabic ends with closing. In this closing activity, students were asked again what they had learned today. Then review the material taught by displaying other examples so that it is reviewed with the material studied. Based on the results of the interview with Kartini, the effort to find out the mastery of Arabic material that day was carried out with a question and answer session at the end of the class session. The activity of the question and answer session for learning Arabic can stimulate the enthusiasm and motivation of students to participate in learning well. This aligns with the interview with the Arabic language teacher at SMA Negeri 3 Palopo. The question-and-answer session method at the end of class greatly influences the seriousness of students in learning in class. After everything is finished, the teacher closes with a prayer.

Theoretically, it must have a sense of coherence and flow to achieve good learning. So continuous learning is needed; both lessons that have been, are being or will be taught. A good study must be all-encompassing and entertaining to avoid boredom and fatigue (Waterworth, 2020; Sugiman et al., 2020); lesson plans do not 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 a classroom setting, whether grouping as a whole class, small groups, pairs and individual activities. A flexible lesson plan is needed because it is considered a good lesson. The learning that is carried out is not tied to the teacher. So the teacher knows when it is time to change an activity, regardless of the lesson plan (Rana & Rana, 2020; Geel et al., 2022).

### **Learning Evaluation**

In each lesson, the teacher must conduct a learning evaluation of students to determine students understanding of the material being taught. Based on the interviews and observations the author conducted with the Arabic teacher at SMA Negeri 3 Palopo, they evaluated well. Based on interviews with Arabic teachers at Palopo 3 Public High School, the evaluation carried out to determine the development of student's abilities to learn Arabic is through written exams such as daily tests, UTS and UAS.

In addition, learning evaluation is carried out on students and the Arabic language teacher. Based on interviews with the head of SMA Negeri 3 Palopo, in order to maintain the teaching performance of teachers, especially Arabic teachers, at the end of the semester, there is always a teacher evaluation through examining teaching components such as attendance, syllabus, lesson plans and so on.

The results of the interviews and observations conducted by the author show that the Arabic teacher at SMA Negeri 6 Palopo has conducted an evaluation. Based on interviews with Arabic teachers at SMA Negeri 6 Palopo, the form of the evaluation carried out to determine the development of student's abilities to learn Arabic is through written exams such as daily tests, midterm exams and final semester exams. In addition, learning evaluation is carried out on students and the Arabic language teacher. Based on interviews



with the head of SMA Negeri 6 Palopo, in order to maintain the teaching performance of teachers, especially Arabic teachers, at the end of the semester, there is always a teacher evaluation through examining teaching components such as attendance, syllabus, lesson plans and so on.

Learning Arabic requires evaluation to achieve the desired learning objectives. This evaluation is done by assessing student learning outcomes and the learning process (Serow & Clark, 2019; Cravens & Hunter, 2021). Based on the findings in the field, the evaluation of learning Arabic conducted at SMA Negeri Palopo City is as follows:

**Table 1. Data Sources and Field Findings**

Data source	Data Temuan Lapangan
Arabic teacher	1. Conduct Midterm Exams and Final Semester Examinations
	2. Conduct a question and answer session at the end of the lesson
	3. Give homework to students
Principal	1. Holding a meeting with school principals and teachers at the beginning of the year to evaluate and innovate in building good management
	2. Supervise the learning of Arabic
	3. Provide supporting facilities such as books or class attributes to improve the quality of Arabic language implementation.

Field-finding data at Palopo City Public High School shows that the evaluation management of learning Arabic at Plaopo Public High School is management carried out based on cooperation between related parties such as Arabic teachers and school principals. In general, the form of evaluation of Arabic language learning carried out by Arabic teachers at each school is the same, namely through examinations, question and answer and assignment of homework.

## CONCLUSION

Learning Arabic at UPT SMA Palopo City includes three processes: a) planning includes making syllabus, lesson plans and learning media to be used; b) Implementation, learning Arabic at UPT SMA Palopo City includes initial activities, delivery of material and closing. Implementing learning Arabic at UPT SMA Palopo City could be more optimal; c) Evaluation, which includes evaluating students through semester exams, assignments, etc. At the same time, Arabic teachers are evaluated at the beginning of the new school year.

Obstacles to learning Arabic at UPT SMA Palopo City are reviewed from 2 aspects, namely: a) Methodological aspects, which include the learning methods used are not by the learning objectives formulated in the syllabus and lesson plans, there is no gradation system set by the teacher, language learning facilities and infrastructure inadequate Arabic, use of monotonous learning methods, and inadequate competence of Arabic teachers; b) The psychological aspect is the lack of motivation of students in participating in learning Arabic, the lack of confidence of students in using Arabic and the large number of students who are not alumni of Islamic boarding schools and have not studied Arabic before.

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