ARABIC LANGUAGE LEARNING SYNTAX IN MADRASAH DINIYYAH TAKMILIYYAH

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ABSTRACT

The development of Arabic teaching methods can be carried out by a creativeand innovative teacher who always pays attention to the principles of language teaching and is able to collect ideas or ideas to mix from ordinary to extraordinary things. The focus of this research is on the concept of developing language learning methods. Arabicat Madrasah Dinoyyah Takmiliyyah is then applied in learning Arabic. This research material was also expanded with the development of Arabic language learning methods that had been carried out in Indonesia as a comparison between theory and its realization in Indonesia. The research method in this research was the type of research used, namely library research and field research. The use of this approach is adapted to the main objectives of the research, namely to describe and analyze the development of Arabic language learning methods and to be transformed in Madrasah Diniyyah Takmiliyyah. The results and discussion are that if the purpose of learning Arabic is to make students proficient in Arabic which is characterized by mastery of the four language skills , then the methods and methods used must be adapted to that purpose. At least to make students proficient in the four skills is to use the syam'iyyah syafawiyyah method for listening and speaking. Also coupled with the deliberation method. Forreading skills is the qira'ah method. Meanwhile, writing skills use imla techniques and drill/practice methods.

INTRODUCTION

Teaching is a profession that requires knowledge, skills, and precision, demanding strategies, techniques, and patience to achieve competence and professionalism (Bergmark et al., 2018; Erginer & Saklan, 2022; Karakış, 2021; Matete, 2021; Sezer et al., 2024). A learning process can become ineffective, even futile, or fail to achieve its set goals if it lacks a solid foundation in methodology. In fact, the application of an inappropriate method may even hinder the learning

process (Ahmad et al., 2021; Al Amin & Murtiyasa, 2021; A. Hamid, 2019; Wandini et al., 2022). Therefore, it is essential to fully and accurately understand the characteristics of a method. To gain a better understanding of teaching methods, particularly in Arabic language education, educators must be well-versed in methodology. In the educational field, various methods or teaching techniques are used by educators, with their application tailored to multiple factors such as the situation and conditions during teaching activities, available facilities and resources, and other elements that must align with the intended learning objectives. Educators certainly aim to continuously improve their competencies to enhance learning quality and create materials that are easy for students to comprehend. Furthermore, educators hope that the learning process will go smoothly and be effective. In this context, an educator must master teaching methods in their instruction.

The learning method is one of the approaches that educators use to effectively convey lessons to students. This occurs through inductive interaction, making the learning method essentially the way a teacher builds a connection with students during the teaching process (Hasibuan, 2022; Jaya, 2019; Kamila Mahabatillah & Surana, 2022). Therefore, the learning method is one of the tools that assists educators in creating a productive teaching and learning environment. The term for "method" in Arabic is thariqah. In teaching, a method represents a comprehensive plan for the orderly and systematic presentation of material, based on a specific approach (Badi'ah, 2021; Hafidah, 2012; Mufidah & Zainudin, 2018; Muharram et al., 2023; Mustafa, 2021). An approach in learning can be viewed as a guiding principle, involving various perspectives on the learning process, generally referring to theories on how a process unfolds. These theories can inspire, reinforce, and underpin learning methods within a certain theoretical framework. If the approach is axiomatic, then the method is procedural, meaning that within one approach, there can be multiple methods. Additionally, methods may also be seen as approaches and techniques, and these three elements are interdependent. The chosen approach will give rise to a method, and the method will give rise to a technique. In Arabic, the term for approach is madkhal, and the term for technique is uslub.

Etymologically, the term method comes from Greek, specifically the word metodos, meaning way or path, and logos, meaning science. Semantically, a method refers to knowledge that explores the ways or paths used to achieve a goal effectively and efficiently.

A method is a comprehensive plan for systematically presenting language material, ensuring all parts align and are based on specific approach assumptions. In other words, a method is a holistic way to present language systematically, grounded in a particular approach. If the approach is axiomatic, the method becomes procedural.

The teaching of Arabic in Madrasah Diniyyah Takmiliyyah faces several challenges, primarily due to the traditional methods employed in language instruction. Despite the rapid developments in educational methodologies, many Arabic teachers still rely heavily on the grammar-translation method, which limits students' ability to fully engage with the language in practical contexts. This issue

becomes particularly prominent in non-formal religious education institutions, where the curriculum and teaching resources may not always align with modern pedagogical approaches. The inability to adapt teaching methods to the evolving needs of students hinders the development of proficiency in all four language skills—listening, speaking, reading, and writing.

Moreover, there is a significant gap in understanding the relationship between the curriculum development and the teaching strategies used in these institutions. Although the government has implemented regulations to guide religious education in Madrasah Diniyyah, the actual application of these methods varies significantly across regions. This inconsistency in curriculum implementation and teaching practices further exacerbates the problem, leading to suboptimal learning outcomes. The challenge, therefore, is to identify and integrate effective teaching methods that are adaptable to the specific needs of Madrasah Diniyyah Takmiliyyah while maintaining the integrity of the religious education system.

This research is urgent because it addresses the need to modernize Arabic language teaching methods in Madrasah Diniyyah Takmiliyyah, a critical institution for religious and non-formal education in Indonesia. Given the increasing demand for high-quality Arabic education to meet the needs of both religious practice and global communication, there is a pressing need to refine existing teaching methods. The urgency also stems from the broader educational reforms under Government Regulation No. 55 of 2007, which seeks to enhance religious education in Indonesia. Therefore, improving teaching methods in these institutions is essential to ensure that the future generation is equipped with comprehensive language skills and a deeper understanding of Islam.

Several studies have explored the development of Arabic language teaching methods in Indonesia, focusing on various educational contexts. For example, Ainin (2019) discusses the challenges of curriculum development in Arabic teaching, emphasizing the need for methods that integrate both religious content and language skills. Similarly, M. A. Hamid (2008) highlight the importance of combining traditional approaches, such as grammar-translation, with more communicative methods to facilitate practical language acquisition. These studies suggest that while the traditional methods have their place, they need to be complemented by more modern and interactive teaching strategies to meet the needs of contemporary learners.

Additionally, Mu'alifah (2020) examined the development of Arabic speaking skills in Indonesian schools, advocating for more interactive and student-centered teaching methods. She suggests that methods such as task-based language learning (TBL) and communicative language teaching (CLT) should be incorporated into the curriculum to make Arabic teaching more effective. This view is supported by Muradi (2011), who emphasizes that teaching Arabic must go beyond rote memorization and focus on enabling students to use the language in real-life situations. These findings support the argument for methodological innovation in Arabic language teaching.

Lastly, Rukhhmatullah (2017) provides an in-depth analysis of Arabic language learning methods, emphasizing the role of the teacher in adapting methods

to meet the evolving needs of students. Rukhhmatullah argues that professional development and continuous training for teachers are essential for the successful implementation of modern teaching methods. Despite these valuable contributions, there remains a gap in applying these methods specifically to the context of Madrasah Diniyyah Takmiliyyah, which has its unique cultural and educational challenges.

The research gap lies in the lack of studies that specifically address the challenges and opportunities for developing Arabic language teaching methods in the context of Madrasah Diniyyah Takmiliyyah. While previous research has explored various teaching methods for Arabic in formal educational settings, the unique characteristics of non-formal religious institutions have not been sufficiently examined. This research aims to fill this gap by investigating how innovative and adaptive teaching methods can be integrated into the existing curriculum of Madrasah Diniyyah Takmiliyyah, considering both the traditional religious context and the modern demands of language education.

This study introduces a novel approach by focusing on the integration of modern teaching methods in Madrasah Diniyyah Takmiliyyah, a unique educational institution in Indonesia. It explores the applicability of communicative and task-based teaching methods, as well as the use of problem-based and project-based learning, within a traditional religious education setting. By doing so, this research contributes to the development of a hybrid teaching model that balances religious instruction with the need for effective language learning, offering new insights into how language teaching can be adapted to non-formal educational contexts.

The objective of this research is to develop and propose a framework for improving Arabic language teaching methods in Madrasah Diniyyah Takmiliyyah. This will involve identifying the strengths and weaknesses of current methods and exploring new pedagogical approaches that can enhance the teaching and learning process. The study aims to provide practical recommendations for educators on how to adapt and innovate their teaching methods to improve student outcomes in all four language skills—listening, speaking, reading, and writing.

The findings of this research will provide valuable insights for educators, curriculum developers, and policymakers involved in Arabic language education in Indonesia. By highlighting effective teaching methods that are tailored to the needs of Madrasah Diniyyah Takmiliyyah, this research will contribute to the improvement of Arabic language proficiency among students in non-formal religious education settings. Additionally, the study's recommendations will support the implementation of more interactive and communicative teaching practices, which are essential for preparing students to use Arabic in both religious and global contexts.

RESEARCH METHOD

In this research, the types of research methods used are library research and field research. The use of these approaches is aligned with the main objective of the study, which is to describe and analyze the development of Arabic language teaching methods as applied in Madrasah Diniyyah Takmiliyyah. The library

research method is a type of qualitative research method where the research location and setting are in libraries, documents, archives, and similar sources. According to Nyoman Kutha Ratna, library research is a research method where data collection is conducted through repositories of research results, such as libraries. Qualitative research is based on the post-positivist philosophy and is used to study the natural conditions of an object (as opposed to experimental research), where the researcher serves as the key instrument. Descriptive research is a systematic explanation of theories and research findings relevant to the studied variables. In this qualitative approach, there is more focus on the process rather than the outcome. Therefore, this research will focus on observing and analyzing the concept of Arabic language teaching method development as applied in Madrasah Diniyyah Takmiliyyah, with the expectation that the data obtained will be more comprehensive and in-depth.

RESULT AND DISCUSSION

Madrasah Diniyyah Takmiliyyah (MDT) is a non-formal religious educational institution that is deeply rooted in the community. It emerges from, by, and for the community. The support, encouragement, and guidance provided by the government towards this institution are facilitative in nature. This means that the community still holds the authority to innovate and develop this educational model. The government only provides general guidelines deemed necessary for the development of Madrasah Diniyyah Takmiliyyah while considering the unique and local strengths of each place where the institution operates.

As part of religious education and the national education system, Madrasah Diniyyah Takmiliyyah (MDT) serves as a key pillar in building the nation by preparing future generations who possess religious knowledge, broad insights, and adequate life skills, along with noble character achieved through a deep understanding of Islamic teachings. The implementation of Government Regulation No. 55 of 2007 on Religious Education represents the government's commitment to working alongside the community to develop religious education. This opens a broader path for the development and strengthening of religious education led by the community through various programs focused on empowerment, facilitation, and various types of support and assistance.

The implementation of Government Regulation No. 55 of 2007 on Religious Education represents the government's commitment to collaborating with the community to develop religious education. This opens a wider path for the development and reinforcement of community-run religious education through various programs, including empowerment, facilitation, and different forms of support and assistance, as well as the decision of the Director General of Islamic Education Number: 7131 of 2014 concerning the Revision of the Director General of Islamic Education Decree No. 2347 of 2012 on the Guidelines for the Administration of Madrasah Diniyyah Takmiliyyah.

This research focuses on Madrasah Diniyah Takmiliyah Awaliyah (MDTA), which is a unit of non-formal Islamic religious education that provides Islamic religious education as a supplement for elementary/Islamic elementary school (SD/MI) level students or children of equivalent educational age. This basic

level is completed within four (4) years with a minimum of 18 study hours per week. The implementation of MDTA aims to:

1. Provide students with basic skills so they can develop their lives as:
    a) Muslims who have faith, are devout, perform good deeds, and exhibit good morals;
    b) Indonesian citizens with personality, self-confidence, and physical and mental health.
2. Train students to have experiences, knowledge, worship skills, characteristics, attitudes, and praiseworthy behaviors useful for their personal development.
3. Prepare students to continue Islamic religious education at the Madrasah Diniyah Takmiliyah Wustha (MDTW) level.

The functions of MDTA are:
1. To provide Islamic religious education covering the Qur'an, Hadith, Aqidah, Fiqh, Islamic History, Arabic, and self-development activities related to the practice of Islamic teachings and the cultivation of good morals;
2. To meet the community's need for additional Islamic religious education, especially for students studying at elementary/Islamic elementary school (SD/MI) level or equivalent children who have not yet had the opportunity to attend formal education;
3. To foster cooperative relationships with the parents of students and the community;
4. To manage the administration and operations of non-formal religious education and the library.

The curriculum structure is the general framework of the teaching program provided at each level and stage of education in Madrasah Diniyah Tamiliyah, which includes:

1. A set of subjects offered at Madrasah Diniyah Tamiliyah along with the frequency and time allocation per week;
2. Self-development programs and the cultivation of good morals in students. The curriculum structure is as follows:

Table 1. Table Curriculum structure of Madrasah Diniyah Tamiliyah Awaliyah, Wustho and Ulya subjects

No	Subjects	MDTA				MDTW		MDTU	
		I	II	III	IV	V	VI	VII	VIII
Religious									
1	Alqur'an	5	5	4	4	3	3	2	2
2	Hadith	1	1	2	2	2	2	2	2
3	Aqidah	1	1	1	1	1	1	2	2
4	Ahlaq	2	2	2	2	2	2	2	2
5	Fiqh	4	4	4	4	4	4	4	4
6	Arabic dates	1	1	1	1	2	2	2	2
Language									
7	Arabic	4	4	4	4	4	4	4	4

Problem Solving Stage 1

The primary and fundamental problem related to curriculum is determining what teachers seek first when preparing to teach. Typically, they search for a textbook and then ask the madrasa/school, especially the vice-principal of curriculum, "Which Arabic language book is used here?" However, the question should be, "Which curriculum is used by this madrasa/school?" because the curriculum is the umbrella and reference in teaching.

Why is the curriculum the first thing to be sought when preparing to teach? This is because the curriculum contains the orientation and objectives for learning Arabic. If teachers do not refer to or study the curriculum, they may revert to their previous experience in learning Arabic. Clearly, the orientation and objectives for learning Arabic under the 2013 curriculum differ from previous curricula. With different orientations and objectives, the materials, methods, and ways of delivering instruction will also differ.

Problem Solving Stage 2

This second problem still relates to Arabic language teachers. What is the issue with teachers? Why focus on them? Teachers are the primary factor in the success of learning. The development of approaches and methods in Arabic language teaching progresses rapidly. As part of the social sciences, Arabic language instruction follows the evolution of sociology and technology. We must avoid a scenario where the Arabic curriculum has changed—its orientation and objectives have evolved—yet Arabic teachers have not adjusted to these changes.

The solution to this problem is for Arabic teachers to update their knowledge and experience in Arabic language instruction. How? This can be achieved through participation in training and workshops related to approaches, methods, strategies, and techniques in teaching Arabic.

Problem Solving Stage 3

Another issue is that some teachers find it difficult to change their teaching style and delivery methods in teaching Arabic. A common approach involves the teacher reading and translating while students listen and take notes on the translation, continuing this way until the end of the lesson. Another popular method in Arabic teaching is lecture-based and grammar-translation.

As previously explained, the objectives of learning Arabic should guide the selection of approaches, methods, strategies, and techniques used in teaching. If the objective of Arabic learning is to make students proficient in Arabic, as demonstrated by mastery of the four language skills, the approach and methods used should align with this goal. A lecture and grammar-translation method alone will not suffice. Teachers must choose additional methods, as one method alone is insufficient since each has its strengths and weaknesses. To compensate for one method's weaknesses, another method's strengths can be utilized. To help students gain proficiency in the four language skills, a combination of the sam'iyyah syafawiyyah method for listening and speaking, supplemented by the mubasyarah

method, is recommended. For reading skills, the qira'ah method is effective, while for writing skills, using the imla technique and drill/practice method is suggested.

From this overview, it is clear that students cannot achieve the desired learning objectives without the teacher's precision in selecting appropriate methods. The lecture and grammar-translation methods can be used in teaching depending on the core theme, such as understanding Arabic grammar and comprehending Arabic texts for intermediate and advanced levels. However, these two methods should be complemented by other methods, such as the *qira'ah* method for text comprehension and other suitable approaches.

Syntax in Arabic Language Learning

PBL Problem Based Learning	PJBL Project Based Learning
1) Orinetasi Masalah 2) Mengorganisasikan siswa belajar 3) Membimbing Penyelidikan 4) Mengembangkan hasilkarya 5) Menganalisis dan Mengevaluasi proses pemecahan masalah	1. Pertanyaan mendasar 2. Mendesain Perencanaan produk 3. Menyusun jadwal penyelidikan 4. Monitor keaktifan dan perkembangan proyek 5. Menguji hasil 6. Evaluasi pengalaman belajar
Discovery Learning (Memecahkan Masalah)	Inquiry Learing (Penemuan)
1. Pemberian Rangsangan (stimulation) 2. Problem Statement 3. Data Collection 4. Pengolahan data 5. Pembuktian (verification) 6. Menarik Kesimpulan (generalization)	1. Orientasi masalah 2. Pengumpulan data 3. Pengumpulan data melalui eksperimen 4. Pengorganisasian dan formulasi eksplanasi 5. Analisis Proses

Syntax of the Problem-Based Learning (PBL) Model
1. Explain Problem Orientation
In this stage, the teacher first provides an understanding and explanation of the learning objectives. This is done to foster students' motivation, especially in the learning process using Problem-Based Learning (PBL) lesson plans.

Example of learning objectives for the theme of Taaruf:

Melalui kegiatan pembelajaran dengan metode **diskusi, Tanya jawab, Penugasan, dan Presentasi** dengan pendekatan saintifik, peserta didik dapat, mengidentifikasi bunyi kata, frase, dan kalimat bahasa arab yang berkaitan dengan:التَعَارُفْ Baik secara lisan maupun tertulis, terampil Mendemonstrasikan ungkapan sederhana tentang topik التَعَارُفْ dengan memperhatikan struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

2. Organize the Students
At this stage of the Problem-Based Learning (PBL) syntax, the teacher organizes students into a structured learning system by assigning tasks after determining the topic and providing explanations on the process, including instructions on how to work on the tasks. This ensures that the outcomes align with the desired objectives.

Pernahkan kalian berkenalan dengan menggunakan bahasa arab. Tentu akan sangat sulit jika kalian tidak memahami mufrodatnya bukan ? apalagi kalau tidak tahu bunyi kata dan bentuk kata jenis mudzakar (laki-Laki) atau muannas (perempuan). Dalam Bahasa arab sangatlah penting mengetahui bentuk-bentuk tersebut. Kira-kira sudah seperti apakah yang kalian ketahui, apakah kalian bias membedakan bunyi kata? Apakah kalian tahu isim isyaroh (kata tunjuk) bentuk mudzakar dan muannas ? Apakah kalian tahu isim dhomir (kata ganti) ?. Apakan kalian tahu struktur kata dalam kalimat bahasa arab ? Tanpa mengetahui itu semua tentu sangatlah sulit untuk kalian memahami bahasa arab. Perhatikan kata kata di bawah ini !
هذه ـ أنت ـ هو ـ طالبةـمن ـ
Bagaimana? apakah kalian bisa menyebutkan bunyinya ? Apakah kalian tahu penggunaanya?

3. Guide the Investigation
At this stage, the teacher provides guidance to both individuals and groups to help students find appropriate sources or references. These sources should be relevant to the issues or problems they are currently addressing.

B. Kegiatan Inti

1. **Petunjuk Umum UKBM**
   a. Baca dan pahami materi pada Buku Bahasa Arab Bumi Aksara Kurikulum 2013 KMA 183 Tahun 2019 Madrasah Tsanawiyah kelas VII.
   b. Setelah memahami isi materi dalam bacaan berlatihlah untuk berpikir tinggi melalui tugas-tugas yang terdapat pada UKBM ini baik bekerja sendiri maupun bersama teman sebangku atau teman lainnya.
   c. Kerjakan UKBM ini dibuku kerja atau langsung mengisikan pada bagian yang telah disediakan.
   d. Anda dapat belajar bertahap dan berlanjut melalui kegitan **ayo berlatih,** apabila Anda yakin sudah paham dan mampu menyelesaikan permasalahan-permasalahan

4. Developing the Work

At this stage, students receive assistance from the teacher, particularly in preparing the results of the problem-solving process. These results are then organized into a report. The final report, which may include documentation, recordings, and supporting theories, will later be submitted to the teacher.

5. Conducting Analysis and Evaluation

Kerjakan di buku kerja Anda.
Carilah lebih banyak kosakata bahasa arab dan artinya dari bacaan atau buku yang kamu suka, kemudian tuliskan didalam table dibawah ini!

NO	Mufrodat	Artinya
1		
2		
3		
4		
5		

In the Problem-Based Learning model, the teacher then asks students to reflect on and evaluate the results they have obtained. This is done from both the process and method perspectives, and therefore it must be carried out systematically.

Kegiatan Belajar 2

1. Baca dan pahamilah (القِراءة) التَعَارُفْ pada buku teks pelajaran Bahasa Arab Bumi Aksara Kurikulum 2013 KMA 183 Tahun 2019 Madrasah Tsanawiyah kelas VII halaman 12 dan 13

Ayo berlatih!

Kerjakan di buku kerja Anda.

1. Kerjakan soal no 1-5 pada hal 15 latihan 3 yang ada dibuku paket bahasa arab
2. Terjemahkan teks dibawah ini kemudian jawab soal yg ada dibawah ini

Syntax of the Project-Based Learning Model

The characteristics of project-based learning include:

1) Focused on the learners or students (student-oriented)
2) Based on projects in the learning process
3) Develops active participation from students
4) Fosters initiative and independence in students
5) Trains collaboration and responsibility for accessing and managing information to find solutions
6) Trains critical thinking and creativity in students
7) Evaluation is carried out periodically as students reflect on their progress
8) The learning project results in a clear product or output
9) The facilitator accompanies students throughout the learning process

Syntax of the Inquiry Learning Model

Several steps in the inquiry learning process include:

1. Students propose or formulate their own questions.
2. Investigating a subject in various situations.
3. Students analyze and provide descriptions of their findings.
4. Presenting the findings either orally or in writing.
5. The evaluation process. Students reflect on the information and knowledge gained.

Syntax of the Discovery Learning Model

Discovery learning integrates five principles in its application, including:

1. Problem-Solving

    The coach, instructor, or teacher guides and motivates students to find solutions by combining available information, which is then simplified. This step encourages students to become more active in learning activities and

enhances their independent learning experience. Students are trained through activities like problem-solving or investigation.

2. Learning Management Follows the Student

Instructors must allow students to work independently or with others. In discovery learning, students learn at their own pace. Additionally, the flexibility in learning makes it enjoyable. Students will not feel stressed or pressured to follow the pace of others.

3. Integrating and Connecting

Instructors must possess teaching skills. Discovery learning is a teaching method that emphasizes how instructors can combine students' existing knowledge with new knowledge, and give them opportunities to connect to the real world. Students are trained to connect the information they have with new knowledge or learning theories, enhancing their problem-solving skills and enabling them to find solutions independently.

4. Analysis and Interpretation of Information

Discovery learning is process-oriented and based on the assumption that learning is not just a collection of facts. The strategies in this learning model stress that students learn to analyze and interpret the information or concepts they acquire, rather than memorizing answers or instructional material from various sources.

5. Failure and Feedback

Learning does not only occur when the correct answer is found. Students can also learn from failure. Discovery learning does not focus solely on reaching the right end result but on the new things that can be discovered during the process. Furthermore, instructors are responsible for providing feedback on the information gathered throughout the learning process.

CONCLUSION

A communicative learning method can develop both internal and external abilities, which not only enhances cognitive aspects but also affects the affective and psychomotor domains. It can influence the environment with positive and constructive values, so the results of the learning process can be optimal and reliable. Thus, with a good Arabic language learning method, it will lead to good results as well. To achieve the desired outcome optimally, in accordance with the set goals, it means that the method in learning will affect all forms of activities carried out by students. Therefore, the learning process determines the attitudes and changes that occur, particularly in achieving targets and goals towards perfect success, resulting in civilized and moral individuals.

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