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## Student Perception of the Development of Arabic Learning Model in Intensive Learning Program at IAIN Padangsidimpuan Language Development Center

Irsal Amin\*<sup>1</sup>, Abdul Latif<sup>2</sup>, Jamaluddin Siddiq<sup>3</sup>, Ahmad Fadhel Syakir Hidayat, Rijal Mahdi

<sup>1</sup>Institut Agama Islam Negeri Padangsidimpuan, Indonesia

<sup>2</sup>Institut Agama Islam Negeri Metro Lampung, Indonesia

<sup>3</sup>Institut Agama Islam Negeri Samarinda, Indonesia

Institut Agama Islam Syaikhnurjati, Indonesia

\*Corresponding E-mail: aminirsal@gmail.com

### Abstract

It is important to uniformite the lectures' teaching methods and students' perception is a very important concern in order to create effective and enjoyable learning. The research was conducted to determine the development of the Arabic learning model at the IAIN Padangsidimpuan Language Development Center and students' perception of the model. This research is quantitative descriptive research that is digging research data with observation techniques, interviews, and questionnaire dissemination. This study uses an approach with a non-probability sampling method with a convenience sampling approach. The number of members of the population who are willing to be respondents is 162 students consisting of various Faculties at IAIN Padangsidimpuan who have taken intensive Arabic classes. The data collected is then analyzed using qualitative and quantitative analysis. Qualitative data in analysis uses descriptive analysis while questionnaire data uses analysis of percentage statistical formulas. After processing research data, it was found that the Arabic learning model was the Contextual Teaching and learning (CTL) model and the direct method. Student perception of the application of the learning model is still in the good category because after the learning process most of them

state interesting, although in the aspects of the methods that have been applied, they still expect better development. From the results of this study, researchers recommend developing a better learning model to find a learning model that can make students more comfortable in enjoying learning. In addition to developing learning models, it is also considered important to test the effectiveness of the Contextual Teaching and learning (CTL) model and direct method.

Keywords: learning model, perception, CTL and Direct Methode

## A. Introduction

The application of the right Arabic learning model will be able to improve learning outcomes at every level of education. The design of a good Arabic learning model becomes one of the important factors in achieving teaching goals (Lahir et al., 2017). The ability to complete the learning model is proof that an Arabic teacher has quality and can improve the standard of learning achievement. The similarity of the perception of students with the teaching model should be one unit to achieve the teaching goals that have been set before, either referring to the curriculum or teaching targets (Meiliyati, 2022). To find out the perception of students becomes a necessity before learning or afterwards (Al & Indonesia, n.d.). Students as objects of learning that receive material from teachers to improve their competence is one of the most basic considerations. Students' perception of language learning has a strong correlation with their motivation and interest in learning it. How to teach lecturers should be adjusted to the learning style of students who are taught so that there is a good connection between the two (WAHYUDI, 2018). Lecturers must pay attention to the wishes of students so that in following them there is a strong willingness and desire. Lecturers should not be selfish in carrying out learning activities without paying attention to how the learning should be desired by their students.

The Arabic learning model should be of serious concern among Islamic religious colleges especially in teaching Arabic as an effort to eliminate traumatic perceptions among Arabic learners. In general, there are five traumatic percepts who learn Arabic, namely *as-hadmah ar-raj'iyah*

which arises as a result of arabic which is perceived to be backward and has no future, *as-hadmah ar-salbiyyah* which appears as a result of arabic which is always in the connotation of languages that are difficult to learn, *as-hadmah al-kamaliyyah* which arises as a result of arabic language that must be expressed in a standard language in accordance with arabic grammar rules (*nahwu-sharaf*), *as-hadmah at-taba'iyyah* arising from Arabic practitioners who do not have innovation and creativity in teaching and *as-hadmah al-muamaratiyyah* which arises as a result of the assumption that the other party carried out a conspiracy to hinder the development of Arabic language (Uril Bahrudin, 2022). The trauma that appears in arabic learning will be an obstacle to the development of learning so that more and more problems need solutions. The improper model of Learning Arabic is one of the traumatic causes in learning Arabic (Makruf & Anisatul Barokah, 2020), because students' perception of low Arabic can affect Arabic competence (Afjalurrahmansyah, 2021).

In developing a learning model, a teacher does not necessarily design and implement a learning model but must pay attention to the learners who will accept the application. By paying attention to perception means that the two main elements of learning can interact well and achieve these learning goals. Perception is the experience or knowledge of an object, an event that can be seen and felt and then connect it so that it can draw conclusions. Perception can be interpreted as the process of seeing sensory clues and past experiences that are relevant and have a relationship with what is being felt at that time and then organized to get a structured picture and have meaning in a particular situation. Past experiences become elements that become the foundation in determining the flow of one's thoughts and attitudes to an object that is being observed (Alex Sobur, 2013). In deciding the attitude to something everyone will relate it to past events so that with these considerations can draw conclusions in the form of attitudes or behavior. Perception is also defined as the process of combining and organizing sensory data to be developed in such a way that we can be aware of our surroundings (Saleh, 2000).

Perception of an object begins with sensory observation then internalizes into the self and connects it with previous experiences and provides interpretation to the perceived so that it becomes a perfect perception (Bimo Walgio, 2005). Responses from direct reception from the uptake or process of knowing multiple objects through the sensing process. In the process of giving birth to perception there is a sensory stimulus (sensory stimulus) which then enters the brain and performs the thought process so that from the thought process it produces a decision, namely perception (KBBI, 2008). Perception occurs when a person receives a stimulus from outside himself into his auxiliary organization to produce understanding. A perception is not simply born of a person towards an object. One object will in fact give birth to various kinds of perceptions because each person receives symptoms or the process of sensing then internalizes the symptoms and produces a different understanding ( Jalaluddin Rahmat, 2011). Everyone has a way of managing information that enters their brain and responds differently due to different ways of thinking.

Interpretation is the result of perception derived from a situation and not a recording of something. Perception is a complex cognitive activity in producing an image of what is being thought sometimes different from what a person is experiencing. The impression obtained by a person from the five senses then later the impression will go through the process of analysis or organization and interpret and get meaning. To do the process of human analysis requires experience as a basis for what will be perceived (Billy Adytya, 2021). In the process of analyzing information into many perceptions that have an influence including the surrounding environment, experiences, and learning processes that have been carried out. The more experience in getting along with the surrounding environment will result in better perception.

The perception referred to in this study is several assumptions on Arabic learning patterns carried out by lecturers in the classroom by students at the IAIN Padangsidempuan language development center. By

knowing their responses, lecturers have considerations in designing and establishing learning models that are in accordance with the wants and needs of students. Arabic lecturers are not careless in designing learning models that only come from the lecturers themselves, but there is student involvement even if only in aspects of opinions or views. Teaching Arabic at the IAIN Padangsidempuan Language Development Center is not only for Arabic Language Education students but all students from various majors. Students consisting of various majors and backgrounds have more problems than non-language factors when viewed aspects of perception (Arifudin, 2020).

Knowing the desire of students in learning Arabic is very helpful for lecturers to adjust the learning model that follows the student's learning style so that there is a compatibility between the lecturer's teaching model and the student's learning style. Students' perception of the learning model has been done a lot of research and is the main consideration in determining the direction of Learning Arabic in the future. Muhammad Jundi in his research explained that the online learning model is not effective in learning Arabic, especially qawaid materials (Muhammad Jundi, 2020). Even effective Arabic muhadatsah learning model becomes less attractive if lecturers do not provide maximum guidance to their students (Salsabila, 2020). Hussien explained in his research that student perception is an agreement between lecturers and students in establishing a learning model (Hussien, 2018). A good perception of students can create successful learning (Najmina, 2018). Although student perception is important, it turns out that lecturer perception must also be a concern so that there is unity of purpose (Al-Mohsen, 2016).

The need to adjust the teaching style of lecturers and the learning style of students is one of the factors that can succeed learning in the classroom because there will be fun learning and can eliminate boredom in learning Arabic. one side of learning the language has been a difficult language to learn and if arabic learning is carried out with a model that

is not in accordance with the student's learning style will be based on the unattainable learning objectives. In the learning process, students will show boredom and inactive nature in following the learning process. Problems in learning Arabic in Indonesia have been very much either related to aspects of the Arabic language itself or aspects outside the Arabic language such as social, economic, and political has become its own obstacles. So, in learning Arabic must pay attention to the desire of the way of learning that will be taught. This research will explain students' perception of the Arabic learning model in the intensive classroom of the IAIN Padangsidempuan language development center.

## **B. Method**

This research is a descriptive study with a quantitative approach. The research was carried out with the aim of knowing students' perception of the Arabic learning model at the IAIN Padangsidempuan Language Development Center for intensive learning classes. This research is aimed at revealing their satisfaction with the existing Arabic learning model as a foothold to develop a better learning model. In data collection, researchers use observation, interview, and questionnaire techniques. To find out the Arabic learning model in the observation of classroom activities and learning concepts in the form of teaching guides in the form of teaching preparation (*'idad tadris*). As for knowing the perception of students through the distribution of questionnaires online.

This study uses an approach with a non-probability sampling method with a convenience sampling approach. The number of members of the population who are willing to be respondents is 162 students consisting of various Faculties at IAIN Padangsidempuan who have taken intensive Arabic classes. The data collected is then analyzed using qualitative and quantitative analysts. Qualitative data in analysis uses descriptive analysis while questionnaire data uses analysis of percentage statistical formulas.

### C. Findings and Discussion

After the researcher conducted the research, the researcher found that arabic learning at the language development center has learning steps and is a provision for every learning process in the classroom. Lecturers must follow these learning steps every face-to-face. The steps consist of seven learning steps, namely:

1. Opening, the first step of teaching at the opening is the activity of opening lessons with the form of activities moving from the seat so that before the material students are ready to start learning. The purpose of the activity of opening lessons with this model is to arouse the enthusiasm of students in following learning or building fun perceptions, so that students follow it casually and pleasantly. The activity of opening lessons plays an important role in creating learning conditions (Lubis & Nurhuda, 2016). In the process of opening the lesson in essence, a teacher has shown indicators of skills, namely skills to arouse attention or interest, cause motivation, and provide structural reference (HALIM, 2017).
2. Brain storming, this activity is to focus students on following learning. This activity is carried out in the form of repeating teaching materials that have passed or in the form of muphrodad games such as mentioning muphrodad related to one place, object and so on. The purpose of this activity is in addition to repeating the material and then this activity is aimed at giving students' minds to the material to be taught. By repeating or providing material stimulus can remind students of the previous material. In using brainstorming there are factors that need to be considered, namely the goal factors, opportunities, challenges, and solutions of a learning to test the effectiveness of various kinds of brainstorming both traditional, nominal, and electronic (Al-Samarraie & Hurmuzan, 2018).
3. Distribusi material, Material distribution is an activity where the teaching lecturer explains the teaching material at the meeting that

has been scheduled. Each meeting is required to convey one of the six materials in the book *al-arabiah baina yadaik* consisting of *Hiwar*, *tarakib an-nahwiyah*, *ištima'*, *kalam*, *qiroah* and *kitabah*. This form of activity is carried out with a model of lectures, discussions, questions, and answers and so on. This activity is as a core activity because in the process students must understand the teaching materials correctly so that in the next process, they are able to follow well. In conveying teaching materials, there are usually two models, namely a language-oriented learning model as a science culture and a learning model that is oriented to language goals as a communication tool (Isa, 2018). The teaching model applied depends on learning needs and not even all methods used in the process are usually called the *isti'ro* method (Mardiyah, 2020). At this stage a lecturer applies strategies or methods of learning Arabic in accordance with the purpose of teaching. Pembelajaran *ištima'*, *kalam*, *qiro'ah* and *kitabah* by maximizing methods, media, and teaching materials that are in accordance with their goals because these elements become a condition of achieving goals (Jauhari, 2018). In the learning process is very required by the appropriate media to see its existence which is very important as a presenter of learning messages (Fathoni, 2018).

4. Guided practice, after the lecturer explained the teaching material students practiced the material with varied exercises on the guidance of lecturers. The form of activity of this step is in the form of assignments that are practical. The exercise is carried out depending on the material, if the *hiwar* teaching material is carried out by students making *hiwar* with a new editor, the process can be done by listening, reading, and practicing dialogue and repeating it (Hendri, 2017). if the *tarakib* material practices with the game model or assignment, and if *qiroah* practice is carried out with the model of connecting the text, *qiroah* learning is practiced by interpreting reading, asking the meaning of words, finding the main idea in the text, understanding the content of the text (Mustofa, 2017). Our learning is carried out to improve



writing skills such as copying prasa according to the sound of the word, answering questions according to the narrative of the text, and expressing ideas through a good writing narrative (In'ami & Shara, 2018).

5. Evaluation, Teaching evaluation is carried out in the form of answering questions that have been made by teaching lecturers. The task is already in the teaching material book or questions designed by the lecturer. Evaluation is carried out to find out the level of student understanding of teaching materials. Many evaluation models can be implemented in arabic learning in various forms. Evaluations may be presented in the form of games such as chain whispers (Habibi, 2018). Ubaid explained that the evaluation form can be done with the form of multiple-choice test questions, incorrect correct tests, match words, and fill tests presented in various forms (Ridho, 2018). From another aspect, this model is a form of evaluation that has been long since it was developed by Bandura with an authentic evaluation model (Muhimmatul Choiroh, 2021).
6. Feedback, this process is more about doing questions and answers to students about their understanding of the teaching materials that have been explained. The activity is in the form of discussions, and questions and answers. Open discussions between lecturers and students are carried out with the aim of solving student problems in learning because of the many problems they face, especially in operating the language. Feedback in learning will stimulate students in critical thinking (Narumi, 2021), and increase learning motivation (Sastro Slamet, 2020). The feedback process in learning can be carried out either directly at the time of the material or not langsung after the material has been completed (ZOHDI, 2018). Learning by placing feedback is better than scientific approaches or other learning approaches (Bali & Bali, 2019).
7. Closing, the bias closing activities are carried out with the form of exhilarating activities so that they look forward to the next meeting.

Provide motivation to learn that Arabic is easy. This activity aims to close the lesson and remind the material to be applied in everyday life.

From the various steps of Arabic learning carried out above, it can be concluded that the learning is based on students. These learning practices are more about making Arabic learning games with the aim to make students feel happy and happy in following learning. Equalization of this model as an effort so that every student who studies intensively gets the same treatment in learning. based on the findings of researchers that the number of intensive Classes of Arabic at the Center for Language Development for the 2021/2022 School Year as many as 62 classes consisting of 34 classes at the Faculty of Tarbiyah and Teacher Science, 17 classes at the Faculty of Economics and Islamic Business, 4 classes at the Faculty of Da'wah and Communication Sciences and 7 classes at the Faculty of Sharia and Legal Sciences. The number of students in each class averages 26 classes. Of all the classes that students are divided by faculty and do not distinguish their majors so that in one class may consist of several majors contained in the faculty.

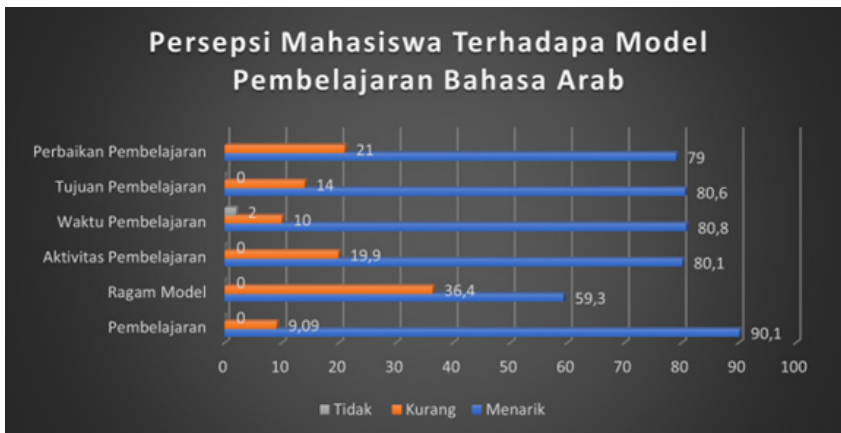
The process of determining the class in each student is based on the ability to speak Arabic which is known based on the placement test. This exam was carried out at the beginning of the school year after students were declared to have graduated as IAIN Padangsidimpuan students with the aim of classifying language skills. placement test is one form of identification evaluation (Hifni et al., 2021). This compression process as the initial process in determining learning so that teaching lecturers understand student criteria based on Arabic language skills (Bamualim, 2020).

Looking at the composition of students in one class from the aspect of educational background and the number of classes, the Arabic teaching guide is very important. Based on interviews conducted by researchers of this Arabic teaching guide, it was made as an effort to equalize the perception of learning so that every student gets the same learning treatment. Each

Arabic class learning process must be carried out in the same pattern by following the teaching guidelines that have been hatched as an effort to maintain the quality of teaching. Each class must be ensured to be treated equally because the learning goals are set together institutionally.

The guidance that has been set makes lecturers develop arabic learning models according to teaching materials and student needs so that from these steps there are two very dominant learning models implemented, namely Contextual Teaching and learning (CTL) and direct method. Contextual teaching and learning are an approach that aims to help students understand the understanding of teaching materials based on personal, social, and cultural contexts so that they have the knowledge/skills to actively build their own understanding of the given material (Haerazi et al., 2019) with the aim of increasing learning motivation (Wasyik & Muhid, 2020). While direct method is carried out with the aim of making language as a language of communication (Benati, 2018) in this case Arabic. The running of these two models also has factors that most affect lecturers in designing and applying arabic learning models, namely the diverse student background factors because there are still many who come from public high schools who have not been able to read the Qur'an, the level of difficulty of teaching materials, learning time and student learning style.

Then with the application of the Arabic learning model above the researchers also found that the student's response to this learning model varies. To find out the perspective of research students spread questionnaires to students who have completed an intensive learning program for one year consisting of 162 students. The data collected by researchers is explained as follows:



From the data above shows that students find the learning carried out interesting learning. Student interest is caused by several causes, namely:

1. Learning activities carried out by lecturers who are always focused on teaching books only. In this activity, of course, it involves learning media as a tool in learning activities, because learning that does not involve media will reduce student participation (Fauziyah, 2021) and will facilitate the process of interaction between lecturers and students and stimulate creative thinking skills (Nurhayati & Rahardi, 2021).
2. Lecturers provide feedback to students related to the teaching materials being studied and student tasks.
3. Provide a boost of motivation to students by instilling in the minds of students that Arabic is an easy language to learn.
4. Learning takes place by involving all language skills consisting of *istima'*, *kalam*, *qiroa'ah* and *kitabah* as an effort to meet the learning needs of students,
5. Effective and efficient use of time.
6. development of teaching materials that adapt to student habits or facts close to student life.

Although students feel that the Arabic learning process has been interesting, they still hope for development related to strategies, methods,

and media of Learning Arabic. The perception of students who still expect improvement and development is due to several factors, namely 1) teaching methods that are monotonous because among lecturers applying teaching actions repeatedly, for example today has been applied in class A, then other lecturers are still applying these teaching actions in the same class 2) learning games that are not appropriate. some games that are applied inappropriately if applied to the student level so that they feel placed like school-age learners 3) the existence of no structural process of teaching Arabic such as prioritizing practice before the explanation of the material, putting us before qiroah or kalam before *istima'* 4) insufficient time in practicing teaching materials because the number of students in one class averages 26 people 5) class management that is less than optimal, especially in classes at low level 6) the learning process that still adheres to the teacher center, namely lecturers as the main source of learning 7) teaching methods that sometimes do not match the learning style of some students in one class.

#### **D. Conclusion**

Based on the analysis of the data discussed above, it can be concluded that the development of the Arabic learning model at the IAIN Padangsidempuan Language Development Center is the Contextual Teaching and learning (CTL) model and direct method. CTL is applied because the target of language teaching to provide understanding of Arabic and able to express it in communication activities. Direct Methode as an effort to explain abstract things and hidden things becomes brightly lit by presenting them in front of students with the help of media. Media in the process of implementing direct methods can also cover the shortcomings of lecturers in delivering teaching materials. From the two methods above then developed into seven teaching steps as a guide consisting of opening, brainstorming, distribution of materials, guided practices, feedback,

evaluation, and cover.

Student perception of the application of the learning model is still in the good category because after the learning process most expressed satisfaction even though the aspects of the methods that have been applied still expect better development. From the results of this study, researchers recommend developing a better learning model to find a learning model that can make students more comfortable in enjoying learning.

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