

Received : 20-04-2020	Accepted : 22-06-2022
Published : 30-06-2022	Doi : 10.32699/liar.v6i1.2678

The Effectiveness of the Ashwat Arabiyah Strategy in Improving Imla' Learning Outcomes for Class VIII MTs Al-Jauhar Duri

Moh. Fikri Azhari¹, Indah Sari¹, Henrizal Hadi²

¹Sekolah Tinggi Agama Islam Hubbul Wathan Duri, Indonesia

²UIN Sultan Syarif Kasim Riau, Indonesia

E-mail: mohdfikriazhari2791@gmail.com

Abstract

This study aimed to determine the application of the Ashwat Arabiyah strategy in learning Imla. And to find out the improvement in the achievement results of class VIII students at MTs Al-Jauhar Duri in Arabic writing skills after receiving the Ashwat Arabiyah strategy. This research was conducted at Pondok Modern Al-Jauhar Duri, Jalan Asrama Tribrata, Pematang Pudu Village, Mandau District, Bengkalis Regency. The sample used was 1 Imla' teacher and 26 students of class VIII.C. This study uses a classroom action research design (PTK), which is research conducted in the classroom by observing activities that are intentionally raised and occur in a class. The research procedure consists of planning, implementing, observing, and reflecting. Based on the results, it is known that the initial condition of class VIII MTs Al-Jauhar Duri's ability to learn Imla 'is low. Most of them cannot distinguish hijaiyah letters and connect them in a sentence. This is evidenced by the results of the pre-cycle average ability of 11, 53% of students. Meanwhile, the writing ability in learning Imla' Class VIII MTs Al-Jauhar Duri can be improved by using the Ashwat Arabiyah strategy, This is evidenced by the results of the pre-cycle the average ability of students is 11.53%, in the first cycle the average ability of students is 15,38%, in the second cycle the average ability of students is 65.38%, and in the third cycle the average ability of students is 73.07%. This shows that there is a positive impact from the implementation of the Ashwat Arabiyah strategy in improving the writing ability of VIII grade students at MTs Al-Jauhar Duri with an indicator of success in cycle III as much as 73.07%.

Keyword : Learning Strategy, Ashwat Arabiyah, Imla' Learning Outcomes.

A. Introduction

Arabic is one of the foreign languages that has been studied by generations of Muslims in the world for a long time. Even in Indonesia, this language is learned from early childhood, because the majority of the people are Muslim, where they have the Qur'an which was revealed in Arabic (Mustofa, 2011).

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُونَ (يوسف:٢).

Artinya :” Indeed, We have sent it down as an Arabic Qur'an, so that you may understand (Q.s Yusuf:2)”.

Arabic is one of the languages that has touched various realms of the world. Apart from being a medium of Islamic teaching, Arabic has also been instrumental in upholding science and technology, enriching national cultural treasures and as a medium for international political change, which is increasingly showing its role today. So that the Arabic language has developed quite well (Azhari, 2020) .

Learning a foreign language certainly requires a process, just like a newborn baby. Of course, this process takes a long time and is gradual, not immediately able to speak (Sa'diyah & Abdurahman, 2021). As usually a baby learns a language, at first he can't speak, he learns the people around him like his parents and other siblings (Muna, 2011).

Basically, every human child has the ability to master every language, including Arabic, although in different levels and encouragement. When a young child learns his mother tongue, his brain is still clean and has not been influenced by other languages, therefore he tends to be able to succeed quickly. The child has already mastered his mother tongue, both spoken and written, and the language of thought. So when he learned Arabic, he had a hard time. Because he had to adapt his mother tongue system into the Arabic system (Halik & Syaharuddin, 2019).

Every teacher must be able to convince students that Arabic is important, easy to learn, fun, and exciting. This requires teachers to always

be creative in creating new strategies in learning Arabic so that students are interested and always motivated to learn (Asrori, 2011).

One of the knowledge needed to understand a language is knowledge of the position, and function of sounds in language as well as how the sounds are strung together to form several units of meaning.(Setyowati, 2018) Therefore knowledge of a language is not considered complete by only understanding words and sentences, without know Arabic sounds. "Sound system (*Ashwat*) is very important in Arabic. Therefore, this ashwat learning strategy and method must be considered, both at the basic, intermediate, or advanced levels. The main problem discussed in Ashwat science is how to pronounce the Arabic alphabet fluently and correctly (Makhrijul Hijaiyah) either standing alone as an alphabet or after being assembled and given the vowels according to existing needs (Muhtadi Anshor, 2009).

According to Hidayatullah (2012), the sound of language is divided into two, sounds that do not distinguish meaning and sounds that distinguish meaning. The first is called the phone and the second is called the phoneme. To measure students' mastery of the sounds of this language by using the language sound test, the purpose of the language sound test is to obtain information about the level of mastery of the sound pronunciation of the language. The ability to pronounce the sounds of the language involves aspects of the sound of language which vary in length, starting from the smallest in the form of each language sound, to loose words, phrases, sentences, and complete discourse (Mustofa, 2011).

Writing Arabic in Latin letters requires understanding and knowledge of the structure of the letters, on Arabic words and sentences according to the correct rules, it is very possible for Aswat Arabiyah's strategy to be considered with regard to makhrijul huruf, writing, and connecting words in each sentence (Ali Al Khuli, 2010).

There are several symptoms that have occurred recently against the Ashwat Arabiyah strategy that has been applied in the Class VIII Imla 'learning at MTs Al-Jauhar Duri including; students being less able to

distinguish hijaiyah letters, student errors in writing hijaiyah letters between those that can be connected and not (writing rules), students communicate directly in their daily lives using Arabic and the teacher only focuses on one method. Guided by the above symptoms, the researchers wish to conduct further research on the effectiveness of the ashwat arabiyah strategy in improving students' imla' learning outcomes.

B. Metode

The data collection techniques used were observation to obtain some This research was conducted at Pondok Modern Al-Jauhar Duri, Jalan Asrama Tribrata, Pematang Pudu Village, Mandau District, Bengkalis Regency. The sample used was 1 Imla' teacher and 26 students of class VIII.C. This study uses a classroom action research design (CAR), which is research conducted in the classroom by observing activities that are intentionally raised and occur in a class. This research is a collaboration between researchers and Imla' teachers. to solve the problems faced by students, whether there is a change from the problems faced by students, and to improve student learning for the better.

The procedure for the success of this class action is carried out using a cycle, but before planning the cycle, the researcher first conducts pre-action activities, namely: determining the research subject, conducting interviews with the imla' teacher, making observations, determining data sources and determining success criteria. After carrying out the pre-action activities, the researcher reflects to provide actionable solutions that will be used to improve learning outcomes. Based on the reference to the initial reflection, classroom action research is carried out with the following procedures: implementation planning, observation, and reflection.

Data about the school situation, the teaching process of Imla' and the existing inventory, interviews to obtain accurate and more in-depth data

regarding the implementation of the Aswat Arabiyah strategy in learning Imla', and documentation to find out the existence, history school, vision and mission, purpose of establishment, number of teachers, facilities and infrastructure.

C. Result and Discussion

Al-Ashwat is sound that is how we pronounce the sound of the sound in Arabic properly and correctly as the Arabs pronounce it. (Astina & Rahman, 2019) The essence of studying Al-Ashwat is that we can understand and understand the sound or sound, can distinguish between a sound and another sound and can implement it in another form or in another language known as Phonology, which is the study of the sound of language (Nandang & Kosim, 2018). The procedure for this development refers to the implementation of classroom action research by Kemmis & McTaggart, namely planning, action, observation, and reflection (Susilo et al., 2011).

The relevant research and supporting references in this research are:

- 1). Lili Afrianti (2014) in her research entitled Implementation of Maharah Kitabah in Arabic subjects at SMPN 01 Kampar. Based on the analysis of the data obtained by the author, it shows that the implementation of maharah kitabah in the subject of Islamic Religious Education at SMPN 01 Kampar is in the GOOD category with a percentage of 61.90%. The similarities of this research are the same as researching Arabic learning, but there are differences in research, the researcher is about the strategy of Ashwat Arabiyah while Lili Afrianti is researching about the implementation of Maharah Kitabah (Focus on proficiency).
- 2). Yusuf Firdaus Hasibuan researched with the title The influence of calligraphy education and training at the Arabic calligraphy institution (LEMKA) on the ability to write verses of the Qur'an". The results of his research revealed that the

Arabic Calligraphy Institute's (LEMKA) calligraphy training on the ability to write Al-Qur'an verses had a positive effect on interest in writing Qur'anic verses and was able to form a positive learning attitude. The similarities of this study are that they both discuss Arabic writing, and the difference is in the first research discussing the Calligraphy of Al-Qur'an Verses while this study discusses Arabic writing in learning Imla ' . and 3). Moch Rasyid (2012) Researched with the title "Learning to Write Calligraphy at Madrasah Aliyah Salafiyah Simbang Kulon Buaran Pekalongan". The results of his research discuss the method of learning to write Calligraphy for Madrasah Aliyah Salafiyah while the method used is the lecture method with direct practice, besides that it also uses the dictation method or Imla ' . There are similarities in this study, namely both researching Arabic writing. The difference is that in the first research the focus is on discussing calligraphy writing with various methods, while this study focuses on discussing the Effectiveness of the Aswat Arabiyah Strategy in the Imla 'material at MTs Al-Jauhar Duri. The research results obtained are as follows:

The results obtained in the form of the results of the pre-test writing in imla' learning, the results of the imla' learning in cycle 1, cycle 2, and cycle 3. The ability to write Arabic for class VIII MTs Al-Jauhar Duri is low because students do not fully understand and recognize hijaiyah letters and connect letters in one sentence. They also cannot distinguish the letters that are read in a sentence, this is in accordance with the results of the pre-test conducted by the researcher below:

Table 1. Pre-Test Results of Writing in Imla' Learning

No	Name	Rated aspect	Average	Description		
		Writing Ability		T	S	R
1	Ciftha Abdarizka	3	4.85			√
2	Nirmala Tri Naifa	7	4.85	√		
3	Undzira Sabrina Putri	4	4.85			√
4	Lila Nafisa	3	4.85			√
5	Najwa Annisa	6	4.85		√	
6	Salsabilla Putri Khoira	4	4.85			√
7	Siti Baldatun Rosima	5	4.85			√
8	Latifah Al Maivira Salamah	4	4.85			√
9	Syaza Salsabila	5	4.85			√
10	Nadia Ulfa	6	4.85		√	
11	Zizi Sastra Jingga	6	4.85		√	
12	Rima Lestari	5	4.85			√
13	Fazila Rizwanda	5	4.85			√
14	Annisya Salsabila	5	4.85			√
15	Najla Nada	6	4.85		√	
16	Puan Daulatin	7	4.85	√		
17	Alda Dhea Mirella	6	4.85		√	
18	Afifa Ulfa	2	4.85			√
19	Tasya Anggriani Pertiwi	5	4.85			√
20	Fitri Hani	7	4.85	√		
21	Fahdira Sri Addini Rusady	2	4.85			√
22	Fadilah Rahmawati	5	4.85			√
23	Samila	5	4.85			√
24	Fanisha Meutia	6	4.85		√	
25	Naysila Saputri	4	4.85			√
26	Elsa Wulan Anggraini	3	4.85			√
Average		4.85	4.85	3	6	17

Description :

T : high with value 8-10

S : medium with value 6-7

R : low with value 4-5

Based on Table 1, it is known that the writing ability in learning Imla' class VIII MTs Al-Jauhar Duri is still relatively low. It is proven that among the 26 children who have high abilities as many as 3 people with a percentage of 11, 53% while in writing skills as many as 6 people or 23.07%, while 17 or 65.38% other people have low abilities. Based on the results of interviews conducted by researchers with students, students still feel new to this Aswat Arabiyah strategy. So it is necessary to make

efforts to improve writing skills in imla' learning, namely by conducting classroom action research.

1. Cycle 1

At the end of the teaching and learning process students are given questions in the form of a written test with the aim of knowing the level of success of students in the teaching and learning process of Imla 'with the Aswat Arabiyah Strategy that has been carried out. The instrument used is material from the teacher's handbook in the form of introducing hijaiyah letters at a basic level, namely by distinguishing 2 letters in one sentence. the accuracy of connecting letters in a sentence properly and correctly. The research data in the first cycle are as follows:

Table 2. Imla' Learning Outcomes in Cycle 1

No	Name	Rated aspect	Average	Description		
		Writing Ability		T	S	R
1	Ciftha Abdarizka	4	5.46			√
2	Nirmala Tri Naifa	6	5.46		√	
3	Undzira Sabrina Putri	5	5.46			√
4	Lila Nafisa	4	5.46			√
5	Najwa Annisa	6	5.46		√	
6	Salsabilla Putri Khoira	5	5.46			√
7	Siti Baldatun Rosima	4	5.46			√
8	Latifah Al Maivira Salamah	5	5.46			√
9	Syaza Salsabila	6	5.46		√	
10	Nadia Ulfa	7	5.46	√		
11	Zizi Sastra Jingga	7	5.46	√		
12	Rima Lestari	5	5.46			√
13	Fazila Rizwanda	7	5.46	√		
14	Arnisya Salsabila	6	5.46		√	
15	Najla Nada	6	5.46		√	
16	Puan Daulatin	7	5.46	√		
17	Alda Dhea Mirella	6	5.46		√	
18	Affifa Ulfa	4	5.46			√
19	Tasya Anggriani Pertiwi	5	5.46			√
20	Fitri Hani	6	5.46		√	
21	Fahdira Sri Addini Rusady	5	5.46			√
22	Fadilah Rahmawati	5	5.46			√
23	Sarmila	6	5.46		√	
24	Fanisha Meutia	6	5.46		√	
25	Naysila Saputri	5	5.46			√
26	Elsa Wulan Anggraini	4	5.46			√
Average		5.46	5.46	4	9	13

Description:

- a. Students in the high category in writing ability amounted to 4 students or 15.38%.

- b. Students in the medium category in writing ability amounted to 9 students or 34.61%.
- c. The category of students lacking in writing ability is 13 students or 50%.

Students who are still less able to write as much as 50%. This shows that students do not understand the teacher's explanation. The results of the observations were still unsatisfactory, because students' attention was obtained forcibly, because they felt unfamiliar with the given strategy. Even though it is only in the early stages, students' attention does not grow naturally. According to the observations of friends and teachers, in cycle I there are still many shortcomings in the learning process in cycle I, including, teachers are not optimal in time management, students are less enthusiastic during learning, students are not yet active in participating in learning activities.

Based on the data and the process of implementing teaching and learning activities that have been carried out, it can be seen that the results shown in the first cycle in general have not been able to complete learning, because students who are in the high category in writing skills using the Aswat Arabiyah Strategy are only 15.38%, less than the desired completeness percentage, which is 70%. This was obtained by the researchers from the results of interviews with students, because students still felt new to the given strategy, and did not fully understand the material being studied by applying the model of the Aswat Arabiyah strategy as a learning strategy in learning Imla'. The failure in the first cycle requires a revision to be carried out in the next cycle, namely, the teacher needs to distribute time optimally by adding information that is deemed necessary, the teacher must explain in easy-to-understand language, so that students more easily remember the material provided.

2. Cycle II

The results of observations at the end of the teaching and learning process in cycle II students were given continuous questions from cycle I with the aim of knowing the level of student success in the Islamic learning process that had been carried out. The instrument used is material from the teacher's handbook. The research data in cycle II are as follows:

Table 3. Imla' Learning Outcomes in Cycle II

No	Name	Rated Aspect	Average	Description		
		Writing Ability		T	S	R
1	Ciftha Abdarizka	8	7.88	√		
2	Nirmala Tri Naifa	8	7.88	√		
3	Undzira Sabrina Putri	7	7.88		√	
4	Lila Nafisa	6	7.88		√	
5	Najwa Annisa	9	7.88	√		
6	Salsabilla Putri Khoira	9	7.88	√		
7	Siti Baldatun Rosima	9	7.88	√		
8	Latifah Al Maivira Salamah	8	7.88	√		
9	Syaza Salsabila	7	7.88		√	
10	Nadia Ulfa	9	7.88	√		
11	Zizi Sastra Jingga	10	7.88	√		
12	Rima L estari	6	7.88		√	
13	Fazila Rizwanda	8	7.88	√		
14	Annisya Salsabila	9	7.88	√		
15	Najla Nada	8	7.88	√		
16	Puan Daulatin	10	7.88	√		
17	Alda Dhea Mirella	10	7.88	√		
18	Afifa Ulfa	7	7.88		√	
19	Tasya Anggriani Pertiwi	7	7.88		√	
20	Fitri Hani	9	7.88	√		
21	Fahdira Sri Addini Rusady	6	7.88		√	
22	Fadilah Rahmawati	8	7.88	√		
23	Samila	6	7.88		√	
24	Fani sha Meutia	8	7.88	√		
25	Naysila Saputri	8	7.88	√		
26	Elsa Wulan Angraeni	5	7.88			√
Average		7.88	7.88	17	8	1

Description:

- Students in the high category in writing ability amounted to 17 students or 65.38%.
- Students in the medium category in writing ability are 8 students or 30.76%.
- Students in the category of less than 1 student in writing ability or 3.48%.

Students who are in the low category in learning Imla 'as much as 3.48%. This shows that students are able to understand the teacher's

explanation, although there are still many shortcomings during the learning process. Likewise, from the results of researcher interviews with students, students have begun to understand the application of the Aswat Arabiyah Strategy in learning Imla'. According to the Imla' material teacher, Ustadzah Yuni Kartika, that doing classroom action research is very good, because with this Aswat Arabiyah Strategy students can know the difference between hijaiyah letters and connect them in a sentence, and students can increase their success rate in learning Imla' because This strategy can be immediately put into practice. According to Ustadzah Yuni Kartika, in cycle II there are still many shortcomings in the learning process, including, teachers are not optimal in time management, students are still not focused on the material provided.

Based on the data and the process of implementing teaching and learning activities that have been carried out, it can be seen that the results shown in cycle II in general have not been able to complete learning, because students who have achieved the desired results in learning Imla' by using the Ashwat Arabiyah strategy are only 65,38 %, smaller than the desired completeness percentage, which is 70%. This is because students still feel new with the given strategy, and do not fully understand the material presented. The failure in cycle II requires a revision to be carried out in the next cycle, namely: teachers need to use time optimally so that the time allocation given can be used as well as possible. The teacher must explain the material in easy-to-understand language, so that students more easily understand and understand the material presented in the ongoing learning activities.

3. Cycle III

The results of observations at the end of the teaching and learning process in cycle III students were given continuous questions from cycles I and II with the aim of knowing the level of success of students in the process of learning Imla' with the Aswat Arabiyah Strategy that had been

carried out. The instrument used is material that is already in the material teacher's handbook.

Table 4. Imla' Learning Outcomes in Cycle III

No	Name	Rated Aspect	Average	Description		
		Writing Ability		T	S	R
1	Ciftha Abdarizka	9	8.23	√		
2	Nim ala Tri Naifa	9	8.23	√		
3	Undzira Sabrina Putri	5	8.23			√
4	Lila Nafisa	7	8.23		√	
5	Najwa Annisa	9	8.23	√		
6	Salsabilla Putri Khoira	9	8.23	√		
7	Siti Baldatun Rosima	10	8.23	√		
8	Latifah Al Maivira Salam ah	8	8.23	√		
9	Syaza Salsabila	8	8.23	√		
10	Nadia Ulfa	10	8.23	√		
11	Zizi Sastra Jingga	9	8.23	√		
12	Rim a L estari	7	8.23		√	
13	Fazila Rizwanda	6	8.23		√	
14	Annisya Salsabila	9	8.23	√		
15	Najla Nada	9	8.23	√		
16	Puan Daulatin	10	8.23	√		
17	Alda Dhea Mirella	10	8.23	√		
18	Afifa Ulfa	6	8.23		√	
19	Tasya Anggriani Pertiwi	8	8.23	√		
20	Fitri Hani	10	8.23	√		
21	Fahdira Sri Addini Rusady	7	8.23		√	
22	Fadilah Rahm awati	8	8.23	√		
23	Sarn ila	9	8.23	√		
24	Fanisha Meutia	9	8.23	√		
25	Naysila Saputri	8	8.23	√		
26	Elsa Wulan Anggraini	5	8.23			√
Average		8.23	8.23	19	5	2

Description:

- Students in the high category in writing ability are 19 students or 73.07%.
- The students in the medium category in writing ability were 5 students or 19.23%.
- Students in the category of less than 2 students in writing ability or 7.69%.

Students who are in the low category in learning Imla 'can be improved, so this shows that students are able to understand the differences and connect Hijaiyah letters in composing a sentence, although there are still some shortcomings during the learning process. From interviews conducted by researchers, students enjoyed the Aswat Arabiyah Strategy

in learning so that students remained enthusiastic and enjoyed the learning that took place.

Based on the data and the process of implementing teaching and learning activities that have been carried out, it can be seen that the results shown in cycle II in general have completed students in learning Imla' by using the Ashwat Arabiyah Strategy, because students who have achieved success in learning Imla' are 73.07 %. Thus, according to the agreement between the researcher and the teacher, the percentage obtained has met the indicators desired by the researcher.

D. Conclusion

Based on the results of the research that has been described in several cycles and all the discussions and analyzes that have been carried out by the author, it can be concluded that the initial condition of the ability of class VIII students at MTs Al-Jauhar Duri in learning Imla 'is low, most of them cannot distinguish hijaiyah letters. and connect them in a sentence. This is evidenced from the results of the pre-cycle average ability of 11, 53% of students. Meanwhile, the writing ability in learning Imla' Class VIII MTs Al-Jauhar Duri can be improved by using the Ashwat Arabiyah strategy, this is evidenced from the results of the pre-cycle the average ability of students is 11.53%, in the first cycle the average ability of students is 15,38%, in the second cycle the average ability of students is 65.38%, and in the third cycle the average ability of students is 73.07%. And there is a positive impact from the implementation of the Ashwat Arabiyah strategy in improving the writing ability of class VIII students of MTs Al-Jauhar Duri with an indicator of success in cycle III as much as 73.07%.

Daftar Pustaka

Al-Qur'anul Karim

- Ali AL Khuli, M. (2010). *Strategi Pembelajaran Bahasa Arab (IX)*. Fakultas Syari IAIN Raden Intan.
- Asrori, I. (2011). *Strategi Belajar Bahasa Arab*. Penerbit Misykat.
- Astina, C., & Rahman, R. A. (2019). Internalization of Character Values in Learning 'Ilm Al-Aṣwāt. *ALSINATUNA*, 4(2), 214–228.
- Azhar, M. Fi. (2020). Penerapan Metode Dengar Ucap Pada Pembelajaran Bahasa Arab Kelas Vii Di Mts As-Syafi'iyah Pinggir. *Jurnal Pendidikan Dan Sastra Bahasa Arab*, 1(1), 56–76.
- Azhar, M. Fi. (2020). Development Of The Arabic-Indonesian Dictionary And Indonesian-Arabic Dictionary (Historical And Systematic Study In Indonesia. *Al-Ishlah: Jurnal Pendidikan*, 12(1), 67–80.
- Halik, A., & Syaharuddin, S. (2019). Integrasi Kurikulum 2013 dan Kurikulum Peantren dalam Meningkatkan Kemampuan Bahasa Arab Peserta Didik di SMA Pondok Pesantren Modern Al-Ikhlash Kabupaten Polewali Mandar. *Istiqlah*, 7(1).
- Hidayatullah, M. S. (2012). *Cakrawala Linguistik Arab*. PT Grasindo.
- Muhtadi Anshor, A. (2009). *Pengajaran Bahasa Arab*. Teras.
- Muna, W. (2011). *Metodologi Pembelajaran Bahasa Arab Teori dan Aplikasi*. Yogyakarta: Teras.
- Mustofa, S. (2011). *Strategi Pembelajaran Bahasa Arab Inovatif (X)*. UIN Maliki Press.
- Nandang, A., & Kosim, A. (2018). *Pengantar Linguistik Arab* (1st ed.). Remaja Rosdakarya.
- Sa'diyah, H., & Abdurahman, M. (2021). Pembelajaran Bahasa Arab di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing.

Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab, 5(1), 51–69.

Setyowati, N. (2018). Universalitas Bahasa dalam Konteks PBA li al-Marhalah al-Ibtidā'iyah. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 10(01).

Susilo, H., Chotimah, H., & Dwita Sari, Y. (2011). *Penelitian Tindakan Kelas*. Bayumedia Publishing.