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Evaluation of The Implementation Arabic Language Learning For Students The Postgraduate Master UIN STS Jambi / Evaluasi Pelaksanaan Pembelajaran Bahasa Arab Pada Mahasiswa Magister Pascasarjana UIN STS Jambi

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Abstract: This study aims to describe the evaluation of the implementation Arabic language learning at the UIN STS Jambi Postgraduate. This study is evaluation research using a quantitative descriptive approach with survey methods. The data collection techniques used were direct observation, interviews and documentation. This research reveals that The implementation of Arabic language learning takes the form of in-depth and comprehensive understanding; students are invited to think independently, rationally, critically, analytically, after dissecting various Arabic literature. Assessment of learning outcomes is carried out through an assignment and exam mechanism, with components including individual and group assignment scores, student activity scores in class in answering questions. The results of the Arabic language proficiency test did not show very well, all indicators obtained a mean score interpretation that was still at a good stage (2.51 – 2.99). The highest results in the aspect of understanding (Mean=2.71, sd=0.88) with a good level percentage of 52.4% with a total of 33 respondents. The lowest mean score was in the aspect of answering accuracy (mean=2.49, sd=0.10) with a percentage at the poor stage of 11.1% with only 7 respondents at the very bad stage. 3). The aspect of understanding Arabic literature is in the poor category in understanding Arabic texts. Only 4 people or 3.6% of respondents were able to understand the text very well. 8 people or 12.7% of respondents did not really understand Arabic texts. Of the total 63 respondents, only 31 people or 49.2% of respondents were able to understand Arabic literature well.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan evaluasi pelaksanaan pembelajaran bahasa Arab di Pascasarjana UIN STS Jambi. Penelitian ini merupakan penelitian evaluasi dengan menggunakan pendekatan deskriptif kuantitatif dengan metode survei. Teknik pengumpulan data yang digunakan adalah observasi langsung, wawancara dan dokumentasi. Penelitian ini mengungkap bahwa Pelaksanaan pembelajaran bahasa Arab berbentuk pemahaman mendalam dan komprehensif, mahasiswa diajak untuk berpikir mandiri, rasional, kritis, analitis, setelah membedah berbagai literatur bahasa Arab. Penilaian hasil belajar dilakukan melalui mekanisme penugasan dan ujian, dengan komponen meliputi nilai tugas individu dan kelompok, nilai aktivitas mahasiswa di kelas dalam menjawab soal. Hasil tes kemampuan bahasa Arab belum menunjukkan sangat baik, semua indikator memperoleh interpretasi skor rata-rata yang masih pada tahap baik (2,51 – 2,99). Hasil tertinggi pada aspek pemahaman (Mean=2,71, sd=0,88) dengan presentase tingkat baik sebesar 52,4% dengan jumlah responden 33 orang. Nilai rata-rata terendah terdapat pada aspek ketepatan menjawab (mean=2,49, sd=0,10) dengan presentase pada tahap kurang baik sebesar 11,1% dengan hanya 7 responden yang berada pada tahap sangat kurang. 3). Aspek pemahaman literatur berbahasa Arab berada pada kategori kurang baik dalam memahami teks bahasa Arab. Hanya 4 orang atau 3,6% responden yang mampu memahami teks dengan sangat baik. Sebanyak 8 orang atau 12,7% responden tidak begitu memahami teks bahasa Arab. Dari total 63 responden, hanya 31 orang atau 49,2% responden yang mampu memahami literatur berbahasa Arab dengan baik.

Introduction

Language is a communication tool used by every community group. Each language is usually used to communicate with its similar environment. Therefore, it is natural that humans in a certain community can not know the language of another community. However, in their similar environment, everyone can communicate well. This shows that basically language is a communication tool between individuals and their environment. In general, language is then symbolized by pronunciation or speech.¹

Language plays an important role in human survival. With language, people can express messages, feelings and thoughts to other people. Mustafa al-Gulayain said that language is the words or pronunciations used by everyone to convey their intentions or desires.² Arabic is a sentence or word used by Arabs and apart from that to convey their wishes and intentions, Arabic is not only the universal language of Muslims throughout the world, but also the language of Muslim worship language. So for Muslims, especially non-Arabs, learning Arabic is very urgent.

Arabic has an existence as the oldest language in the world which is still well-known and is of concern to various groups, as well as its journey which is not short for a long period of time to this day. Arabic seems to have officially become the language of Muslims because of the Al-Qur'an which uses Arabic, thus leading to the opinion that Arabic is the language of Muslims.³ Arabic is one of the choices of foreign languages currently being studied in Indonesia. As a country with many Muslims, learning Arabic is usually based on religious reasons.⁴ That is in line with the procurement of learning Arabic in madrasas which has the aim of becoming a provision in deepening the Islamic religion. However, currently, learning Arabic is not only for this reason but also capital to follow and compete in the global era to build broader relationships.⁵ It is these developments and community needs that are the basis for implementing Arabic language learning in nonformal settings such as course institutions.

¹Imam Makruf, *Strategi Pembelajaran Bahasa Arab Aktif*, (Semarang : PT. Need's Press, 2009), h. 1.

²Mustafa al-Gulayaini, *Jami 'u Ad-Durus Al- 'Arabiyyah*, (Kairo: Maktabah asy-Syuruq ad-Duwaliiyyah, 2008), h. 3.

³Zaenal Abidin and Andi Satrianingsih. "Perkembangan dan Masa Depan Bahasa Arab." *Diwan: Jurnal Bahasa Dan Sastra Arab* 3.2 (2018): 141-154. <https://core.ac.uk/download/pdf/234750181.pdf>

⁴Nginayatul Khasanah. "Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia)." *An-Nidzam: Jurnal Manajemen Pendidikan Dan Studi Islam* 3.2 (2016): 39-54. <http://www.ejournal.iainu-kebumen.ac.id/index.php/An-Nidzam/article/download/16/18>

Basically, language is a habit, so in learning a language, especially a foreign language, a person must be aware of all the power and effort towards that habit.⁶ Arabic began to be known by the Indonesian people since Islam was known and embraced by the Indonesian people. If Islam has been widely embraced by our society in the 13th century,⁷ then the age of Arabic language education is certain to be more than 7 centuries. Because the encounter of Indonesian Muslims with Arabic is parallel to their encounter with Islam.

The importance of learning a second language is motivated by various aspects, making someone learn a second language. The process and acquisition of a second language is influenced by the use of a mother tongue or a particular regional language. Then the process of learning a second language begins from the formal learning process or from the environment. Many factors influence someone in acquiring a second language, one of which is the learner's self-factors, which include personal factors; activeness in class, attitude towards teachers and subject matter; also general factors including age, talent or intelligence, cognitive ability, motivational attitude and personality.⁸

Arabic is part of a field of study that is currently starting to be developed in formal and non-formal educational institutions. Non-formal areas are worked on in educational institutions with Islamic nuances where learning starts from the most basic level to the highest level. Meanwhile, in the formal area, Arabic language mastery is worked on in institutions ranging from elementary level classes at elementary school to universities, where learning even continues up to university, and even learning continues up to postgraduate studies.

Arabic basically has a strategic position in the lives of Muslims in Indonesia and abroad. However, mastery of Arabic seems inadequate, especially learning that is developed in formal institutional areas. This reality can be found in several formal

⁵Halimatus Sa'diyah and Maman Abdurahman. "Pembelajaran Bahasa Arab di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5.1 (2021): 51-69. <https://ojs.unsiq.ac.id/index.php/liar/article/view/1665>

⁶Juwariyah Dahlan, *Metodologi Belajar Mengajar Bahasa Arab*, (Surabaya: Al-Ikhlas, 1992), h. 36.

⁷Abdullah Karim, *Sejarah pemikiran dan Peradaban Islam*, (Yogyakarta: Pustaka Book Publisher, 2009), h. 326.

⁸Theresia Retobb, "Motivasi dalam Proses Pemerolehan Bahasa Kedua" dalam Nurhadi dan Roekhan, *Dimensi-dimensi dalam Belajar Bahasa Kedua*. (Bandung:Sinar Baru, 1990), h. 152.

educational institutions starting from elementary level to postgraduate programs, the output produced is still very minimal in the ability to master Arabic perfectly.

Sultan Thaha Saifuddin State Islamic University Jambi (called as UIN STS Jambi) is experiencing very rapid development. Currently, UIN STS Jambi has seven faculties. Apart from that, UIN STS Jambi also has a postgraduate doctoral program (S.3) with two study programs and a master's program with five study programs. Based on the results of the grand tour at the UIN STS Jambi Postgraduate Program, especially the Masters (S.2) Program, when during lectures the author saw that there were minimal students citing Arabic literature sources as reference material in lecture material, especially skills courses such as the Study Development course. Al-Qur'an and Hadith, Classical and Contemporary Islamic Thought, rules of fiqh, this can be seen from several papers written, it is rare to find sources of quotations from Arabic literature, or the theses produced. Likewise, the lack of students borrowing Arabic literature books in the Postgraduate library. As a Masters Program (S.2) student, you are required to be able to read, understand and quote from Arabic literature. The author assumes that the lack of sources for quotations from the students' Arabic language literature is an implication of the Arabic language courses offered and the students' low Arabic language skills. The Arabic language courses offered should help students understand and source quotations from Arabic literature.

Methods

This research is evaluation research using a quantitative descriptive approach. Data was collected through observation, interviews and documentation. The observation method is direct observation. This direct observation is carried out in a participant observation model where the researcher is in the middle of the research subject by hiding his identity as a researcher, so that the data obtained is natural.⁹ The interview was conducted by interviewing Arabic language lecturers at the UIN STS Jambi Postgraduate Masters Program along with several students from the UIN STS Jambi master's program to reveal information about the implementation of Arabic language lectures, the level of students' language skills and understanding Arabic literature using an interview guide instrument. Documentation deemed relevant that will be obtained includes data on the results of Arabic language assessments that have been carried out by lecturers, as well as

other data deemed necessary and surveys to reveal information about the implementation of Arabic language lectures, Arabic language lecture materials. The data obtained from the two test instruments will be analyzed using SPSS 23 software.¹⁰ The descriptive statistics that will be used are frequency, percentage, mean and standard deviation.¹¹ To describe this descriptive analysis, the researcher used a mean interpretation table that was formulated by Mardapi.¹² The interpretation of the mean can be seen in the following table:

Table 1: Interpretation of Mean

Mean score	Interpretation
3.00 – 4.00	Very good
2.51 – 2.99	good
2.00 – 2.50	Not good
1.00 – 1.99	Very bad

Results and Discussion

Arabic Language Learning Plan at the UIN STS Jambi Postgraduate Program

In the world of education, reading activities and assignments are non-negotiable. The success of a person's studies will be largely determined by their ability and willingness to read.¹³ Even after a student completes his or her studies, the ability and willingness to read will greatly influence the breadth of views on various issues. Reading is the second most receptive language activity after listening. The relationship between the speaker (writer) and the recipient (reader) is indirect, namely through written symbols.¹⁴ Conveying information through written media for various purposes in this modern era is something that cannot be abandoned. Thus, the activity of reading about

⁹Cain, Tim. "The Sage handbook of action research: participative inquiry and practice." (2014): 461-462.

¹⁰Sugiono, *Metode Penelitian Kuantitatif dan Kuakitatif dan R & D*, (Bandung: Alfabeta, 2018), h. 45.

¹¹Benjamin-Thomas, Tanya Elizabeth, et al. "Working Towards the Promise of Participatory Action Research: Learning From Ageing Research Exemplars." *International Journal of Qualitative Methods* 17 (2018): 1-13. <https://journals.sagepub.com/doi/full/10.1177/160940691881795>

¹²Mardapi, Djemari. *Teknik Penyusunan Instrumen Tes dan Nontes*. (Yogyakarta: Mitra Cendikia Press, 2018), h. 56.

¹³Henry Guntur Tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Cet. VII; Bandung: Angkasa, 2014), h. 34.

¹⁴Imam Makruf, *Strategi Pembelajaran Bahasa Arab Aktif*, h. 63.

various sources of information will really open and broaden a person's world and horizons.¹⁵

In designing Arabic language lectures, the lecturer in charge of the course said that: "Before carrying out Arabic language lecture activities for one semester, I had created a learning plan in the form of semester learning plan (RPS) which I made based on the knowledge I had mastered, and had already done it before, even designing courses. This is basically the same as the previous one, only the lecture time schedule has been updated.

In making this RPS, lecturers are always guided by the existing curriculum at the UIN STS Jambi Postgraduate Program, especially regarding competency standards, basic competencies and main material. To direct the lecture process, lecturers practice the composition of the material in the RPS, each meeting discusses one or two materials according to the time available.

The learning materials contained in the RPS are in the form of discussion points in accordance with the existing curriculum, and more detailed explanations are available in the specified teaching materials, although they are not yet perfect. Meanwhile, tests for each main material are not included in the lecture design, and for assessment lecturers take several components, namely from the results of assignments given, from mid-semester exams, final semester exams, and from the presence of students following the lecture process.

Implementation of Arabic Language Learning at the UIN STS Jambi Postgraduate Program

The implementation of Arabic language lectures at the UIN STS Jambi Postgraduate Program takes the form of in-depth and comprehensive understanding. Through this form, students are invited to think independently, rationally, critically, analytically, after dissecting various Arabic literature. Therefore, the Arabic lecture method used at the UIN STS Jambi Postgraduate is the reading and discussion method. With this method, each student is required to read literature and Arabic texts related to the topic of the paper they are assigned to, understand the literature independently, by reading, translating, understanding and analyzing and concluding the text.¹⁶ The paper is

¹⁵Juwariyah Dahlan, *Metode Belajar Mengajar Bahasa Arab*, h. 76.

¹⁶Arsyad Azhar, *Bahasa Arab dan Metode Pengajarannya*. (Yogyakarta: PT. Pustaka Pelajar, 2016), h. 42.

written by the student himself, then presented in a seminar during lecture activities and the student must be able to take responsibility for the reading, translation, analysis and conclusions they have prepared.

Each student is required to write a paper according to the lecture themes prepared by the lecturer who teaches the Arabic language course. Next, the paper was given a local seminar, led by a lecturer who teaches 16 face-to-face Arabic language courses. In each Arabic lecture, students are given an assignment on one subject reading text which will be presented in a seminar in class. If there are less than 14 students or more than 16 students in a local area, the lecturer concerned will arrange the assignments wisely, so that every student will get the assignment.

Arabic language lectures conducted by Arabic language lecturers in one semester are around 16 face-to-face meetings, including mid-semester and final semester exams. To find out the realization, it can be seen from the statement of one of the Arabic language lecturers as follows: the teaching process I carry out uses the qira'ah method, assignments and direct practice in class, as well as the question and answer method. In more detail, he stated that at the first meeting, apart from informing about the course objectives, learning methods, materials and assessment methods, he also conducted a pre-test. This is done to measure the students' initial abilities so that I will not provide material that is far beyond their abilities for both low and high levels. Also as a measuring tool for the progress they have achieved after lectures are completed at the end of the semester.

The media used by lecturers in Arabic language lectures are commonly used tools such as infocus, whiteboards, markers, books related to reading materials, and Arabic-Indonesian dictionaries. Meanwhile, the sitting position during the lecture process does not change from the first meeting to the last meeting. The seating position is as is generally the case in the classroom, namely the seating position is at the front, while the students face it.¹⁷

When conducting observations in the field, the lecturer asked students one by one to read the reading material aloud for approximately 20 minutes. The results of the author's observations of the students' reading still found errors in their reading, both in terms of line errors and letter pronunciation errors. After that, students were asked to

¹⁷Davies. Ivor K. *The Management of Learning*, (California: McGraw Inc, 2015), h. 68.

translate the reading material. Towards the end of the time, the lecturer gave students an assignment to make a conclusion or summary of the reading material.

Evaluation of Arabic Language Learning at the Postgraduate at UIN STS Jambi

Assessment of student learning outcomes is carried out through the mechanism of giving assignments and exams¹⁸. Exams as a form of evaluation are basically only carried out with Final Semester Exams by lecturers teaching Arabic courses which are carried out after 16 face-to-face lectures, while Mid-Semester Exams can be carried out after lectures have run half the planned number of face-to-face meetings.

Students who are entitled to take the Final Semester Examination are students whose attendance in lecture activities reaches at least 75% of the number of face-to-face meetings carried out by the lecturer in Arabic language courses and fulfills other administrative requirements. Students who do not achieve the minimum target due to rational and legal reasons so that they cannot achieve the target that has been determined, the student concerned is allowed to take the semester exam after submitting a request to the lecturer concerned to allow and/or provide additional assignments to cover the shortfall in the lecture targets that have been implemented by the lecturer in the classroom. Additional assignments are left entirely to the discretion of each lecturer which does not deviate from academic policy.

Components in evaluating Arabic language learning include individual and group assignment scores, student activity scores in class in answering questions, mid-semester exam scores, and final semester exam scores. Evaluation of student learning outcomes in this Arabic language course is carried out in accordance with the evaluation provisions of the Postgraduate Program, namely a collection of assignment scores during lectures, mid-semester exam scores, final semester exam scores, and participation scores in accordance with applicable regulations.

In preparing for the implementation of the assessment of this component, the things that Arabic language lecturers do are as follows:

1. For attendance grades including participation, Arabic language lecturers always give marks to every student who enters and those who do not enter for several reasons.

¹⁸Ngalim Purwanto. *Prinsip & Teknik-Teknik Evaluasi Pengajaran*, (Bandung: Remaja Karya, 2014), h. 57.

2. To prepare for the mid-semester exam, the lecturer does not make detailed question items, because the exam is carried out orally, the preparation is only by attendance and course syllabi, so the questions are developed by the lecturer while in the classroom.
3. For final semester exam questions, the lecturer gives assignments to students and collects them during the course exam schedule.
4. For assignments that have been prepared beforehand, that is, sometimes they are taken from several references, or sometimes he makes them himself.

The criteria used by Arabic language lecturers in giving grades to student assignments or mid- and final semester exams are exit accuracy, pronunciation, reading fluency, and text comprehension. The emphasis in the reading skills course is how students can read Arabic writing well and understand the content of the reading material.¹⁹

The Level of Ability of UIN STS Jambi Postgraduate Masters Students in Arabic

A language test was carried out to obtain data from 63 Islamic education management (MPI) Masters Study Program students. The results of the test can provide a clear picture of your actual Arabic language skills. This Arabic language proficiency test has three main elements, namely comprehension, accuracy in choosing vocabulary and accuracy in answering questions. The following table shows the mean value, standard deviation, percentage, frequency and interpretation of the mean value for the tests that have been run.

The following table shows the frequency, percentage, mean score and standard deviation of the language tests that have been carried out. The overall mean score for Arabic language ability of MPI Masters Study Program students is 2.60, which is at the good mean score interpretation stage. In detail, the following table shows that the results of the Arabic language proficiency test are not very good, all indicators have a mean score interpretation that is still at a good stage (2.51 – 2.99).

The highest results were obtained in the aspect of understanding (Mean=2.71, sd=0.88) with a good level percentage of 52.4% with a total of 33 respondents. Meanwhile, the lowest mean score was in the aspect of answering accuracy (mean=2.49,

¹⁹Azkia Muharom Albantani. "Mustawayat ta'alum wa ta'lim al-lughah al-'arabiyah'inda rusydi ahmad thu'aimah." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1.1 (2014): 137-146. <https://journal.uinjkt.ac.id/index.php/arabiyat/article/view/1135%3B/0>

sd=0.10) with a percentage at the poor stage of 11.1% with only 7 respondents at the very bad stage.

The aspect of vocabulary selection also shows a mean score of 2.60 and a standard deviation of 0.61 with 36 respondents or 57.1% of students who are good at vocabulary selection accuracy. Meanwhile, only 2 student respondents were very inaccurate in choosing vocabulary or 3.2% of students were still very inaccurate in choosing vocabulary.

The aspect of accuracy in answering also shows a mean score of 2.49 and a standard deviation of 3.00 with 31 respondents or 49% of respondents being able to answer correctly. Only 4 respondents or 6.3% of respondents were able to answer very correctly. Meanwhile, 20 other respondents or 31.7% of respondents were still inaccurate in their answers

The Level of Ability of UIN STS Jambi Postgraduate Masters Students in Understanding Arabic Literature

In the aspect of understanding literature, it is not only understanding of literature that is evaluated by researchers, but there are two other aspects that are also evaluated. There are three indicators that are evaluated, namely fluency in reading texts, accuracy in pronouncing letters and understanding of the Arabic text itself. Overall, students' ability to understand Arabic texts shows that students' abilities are at a good stage, as shown in the following table.²⁰

In the table above, it can be seen that students of the Master of Islamic education management Postgraduate at UIN STS Jambi are still not fluent enough in reading Arabic texts, this is indicated by the interpretation of a mean score of 2.49 and a standard deviation of 3.00 which is in the poor category. It is also known that only 31 respondents or 49.2% were categorized as fluent. Meanwhile, 20 other respondents or 31.7% were also in the substandard category, and only 4 respondents or 6.3% were in the very fluent category.

In the aspect of pronunciation of letters, it is also known that students of the Postgraduate Education Management Study Program at UIN STS Jambi are good at pronouncing letters, this can be seen from the mean score of 2.71 and the standard

²⁰Ahmad Arifin. "Peranan Permainan Bahasa Dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab." *An Nabighoh* 19.2 (2017): 302-318.

deviation score of 3.00 which is in the good category. From the table above, it is also known that there are 33 respondents or 52.4% who are good at pronouncing letters, 7 respondents or 11.1% are also very good at pronouncing letters, and only 2 respondents or 3.2% are still very poor at pronouncing letters.

In the aspect of understanding the content of the text, it is also in the poor category in understanding Arabic texts. Only 4 people or 3.6% of respondents were able to understand the text very well. Meanwhile, 8 people or 12.7% of respondents did not really understand Arabic texts. Of the total 63 respondents, only 31 people or 49.2% of respondents were able to understand Arabic literature well.

Conclusion

The implementation of Arabic language lectures at the UIN STS Jambi Postgraduate takes the form of in-depth and comprehensive understanding. Through this form, students are invited to think independently, rationally, critically, analytically, after dissecting various Arabic literature. The lecture method used is the reading and discussion method. Assessment of learning outcomes is carried out through an assignment and exam mechanism, with components including individual and group assignment scores, student activity scores in class in answering tadribat questions, mid-semester exam scores, and final semester exam scores. The results of the Arabic language proficiency test did not show very well, all indicators obtained a mean score interpretation that was still at a good stage (2.51 – 2.99). The highest results were obtained in the aspect of understanding (Mean=2.71, sd=0.88) with a good level percentage of 52.4% with a total of 33 respondents. Meanwhile, the lowest mean score was in the aspect of answering accuracy (mean=2.49, sd=0.10) with a percentage at the poor stage of 11.1% with only 7 respondents at the very bad stage. And the aspect of understanding Arabic literature is in the poor category in understanding Arabic texts. Only 4 people or 3.6% of respondents were able to understand the text very well. Meanwhile, 8 people or 12.7% of respondents did not really understand Arabic texts. Of the total 63 respondents, only 31 people or 49.2% of respondents were able to understand Arabic literature well.

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