

## Implementation of Arabic Learning Through Micro Teaching Program at Babussalam Islamic Boarding School Langkat

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### Abstract

*This research is aim to examine and analyze the implementation or application of Arabic learning using the Micro Teaching program at the Babussalam Islamic Boarding School Langkat which relies on (1) Arabic learning planning, (2) implementation, (3) evaluation, and (4) inhibiting and supporting factors for learning strategy Arabic through Micro Teaching. This study uses a qualitative method. Data collection techniques used are interviews, documentation, and observation. Through this research, the following results were obtained: 1) Planning of learning strategies used by class VI students in tadaris amaliyah (Micro Teaching), namely; a) Maharatul Muha>datsah, b) Maharatul Assima'ah, c) Maharatul Kitabah, d) Maharatul Qiroah. 2) Implementation of learning strategies used in traditional amaliyah (Micro Teaching) through; a) muhadasah, b) muthola'ah, c) direct learning process, d) using learning tools, e) using lecture and discussion methods, f) writing learning process. 3) Evaluation of the implementation of learning strategies in traditional amaliyah is carried out through assessments including; a) Assessment of oral and written tests, b) Assessment of performance, c) Assessment of portfolios, d) Assessment of projects, e) Assessment of attitudes, f) Assessment of instrument analysis, g) Assessment of evaluation. 4) Factors supporting the learning strategy are: a) Innovative, educative, and effective human resources, b) The majority of amaliyatu at-tadaris supervisors are alumni of Islamic boarding schools, c) Adequate learning facilities, d) Adequate learning media and e) Presence of teachers - Arabic teacher. While the inhibiting factors are a small number of Indonesian-speaking teachers, teaching general subjects, not graduating from Islamic boarding schools, and aliyah students who do not know the meaning of Arabic.*

### Keywords

strategy; amaliyah tadaris; method; micro teaching; implementation



## I. Introduction

In educational institutions there needs to be a curriculum, because it is very useful in designing and organizing what competencies are trained, and what methods will be chosen, what media and sources are used, what experiences and what learning outcomes will the students have. In terms of education it will never be finished talking. This is at least based on several reasons: first, it is the nature of everyone that they want a better education even though sometimes we don't know which one is actually a better education. Second, the theory of education will always be out of date, because it is made based on the needs of society that are always changing in every place and time. Because of these changes, people are never satisfied with the existing education system. Third, changes in life views also affect a person's dissatisfaction with the state of education, so that at one time a person is satisfied with the existing education system because it is in accordance with his view of life and at another time someone is affected again by another view of life.

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Meanwhile, micro learning technically starts from the assumption that complex teaching skills can be divided into smaller skill elements. Each of these skills can be trained much more effectively and efficiently. When compared with other approaches taken globally. Through micro learning, the formation of skills can be done systematically starting from understanding, planning, observing to demonstration to then be continued with tiered training. Basic teaching skills are skills that require programmed practice to be able to master them. So that learning can run well and optimally.

The purpose of research in writing this thesis is to analyze:

1. Implementation of Arabic learning used by students of class VI in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Islamic Boarding School Langkat.
2. Implementation of learning used by students of class VI in amaliyah tadrīs (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Islamic Boarding School Langkat.
3. Evaluation of the implementation of learning used by students of class VI in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Islamic Boarding School Langkat.
4. Inhibiting and supporting factors in learning used by class VI students in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Islamic Boarding School Langkat.

## II. Research Method

This type of research is a qualitative field research which is natural. This is in line with Patton's opinion, that qualitative design is naturalistic in that the researcher does not try to manipulate the research setting, but the research setting is a natural event, program, relationship or interaction that is not forced as a problem building by and for the researcher. This research consists of places, actors and activities related to the implementation process of learning Arabic, one of which is implementation by using learning in the form of *tadrīs amaliyah* at Pondok Pesantren Babussalam Langkat. This study uses a qualitative field approach, because the data obtained in the field through observations, interviews and documentation studies.

This research was conducted at the Pondok Pesantren Babussalam Langkat. The researcher aims to describe the object of research in words from the data from observations, interviews and documentation studies. According to Bogdan and Taylor in Moleong, argues: that qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and the behavior of the actors being observed.

Sources of data in this study are:

- a. Informant; namely the main key that is used as the primary source is the Head of Madrasah Aliyah and the head of KMI. Furthermore, information may develop according to the needs and situations in the field, such as WKM I, WKM II and WKM III and teachers.
- b. Documents are secondary data sources in this study; namely recordings of past events that are written or printed, can be in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas, and so on. One of the documents related to the implementation of Arabic learning is the implementation by using learning in the form of amaliyah tadrīs at the Babussalam Islamic Boarding School Langkat
- c. The documents used as data in this study are teacher attendance, lesson plans, syllabus, student attendance, teacher data.

### III. Results and Discussion

Based on the findings through data collection techniques in the form of excerpts from interviews, observations and documentation, it is necessary to answer the formulation of the problem as follows;

At the initial (first) meeting regarding learning planning used by class VI students in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Langkat Islamic Boarding School that the learning planning was carried out in four aspects, namely; a) Maharatul Muḥādatsah-based learning planning, b) Maharatul Assimā'ah-based learning planning, c) Maharatul Kitābah-based learning planning and d) Maharatul Qiroah-based learning planning

The learning design, especially in such teaching aids, is used to practice language or speaking practicum (discussion using Arabic) this is in line with Ahmad Fuad Mahmud Ilyan's opinion that Maharatu al-kalam is the ability to express articulation sounds or words. to express thoughts in the form of ideas, opinions, desires, or feelings to the other person. In a broader sense, speaking is a system of signs that can be heard and seen that utilizes a number of muscles and muscle tissue of the human body to convey thoughts in order to fulfill their needs.

In the second finding, based on the results of observations, interviews and documentation that the implementation of learning used by class VI students in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at Pondok Pesantren Babussalam Langkat is implemented through; a) the learning process with muḥadasah material, b) the learning process using muthola'ah, c) the learning process using direct, d) the learning process using learning tools, e) the learning process using the lecture method and discussion method, f) The learning process is by using writing. Of the six implementations above, it is that this is carried out as a form of applying the skills of prospective teachers in applying the discussion method. Through the discussion method, in learning and outside learning hours, one of them is by discussing Arabic, reading the yellow book with the guidance of teachers who are experts in Arabic. So students are taught how to have a good discussion in Arabic and argue in the right language. Apart from that, there is learning to compose Arabic with the language they get in class, so it is mandatory for students to give exercise books to the teacher. -Arabic language teacher which is then assessed by the teacher. Also with the task of putting vocabulary into a correct sentence. So that the students can be used in daily conversation.

With this, it is clear that Islamic boarding schools apply Micro Teaching for prospective pesantren teachers. Furthermore, so that teachers are accustomed to anything, they can use preparation, especially in teaching as well as provision for future teachers who will become mentors, or leave this pesantren, by applying what has been found in this pesantren to other pesantren. Also as a provision of teaching skills in any school.

Thus teachers are not blind to teaching and learning activities wherever they are. And in the process, the pesantren first usually gives authority to the education sector as the executor of the Micro Teaching program to implement the program. The initial implementation begins with the administration of the directorate by holding material exams for teachers who teach. That is, teachers will be seen where the ability of teachers to teach Arabic is located. Then by compiling the lessons that will be taught by the teachers in the classroom which will later be determined by the field of education. Teachers who have been tested will be given the responsibility of preparing a lesson plan that will be taught using Arabic. Then the field provides the names of supervisors for teachers who will carry out Micro Teaching. Here the supervisors will be directed by the Director of the Babussalam Langkat Islamic boarding school and the head of the education sector which aims to equalize perceptions, and there must be uniformity in various things, both uniformity in terms of terms, uniformity of I'dad writing patterns and uniformity in the systematics of writing assessment which includes , namely; at-tariqoh, al-maddah, al-thashorrufat as-salibah, al-alhan, uniformity in determining the value, uniformity in the time of assessment. And also the supervisor to really pay attention to the language of the teachers and try to improve and improve it is always enthusiastic in leading the course of Micro Teaching lessons.

However, its existence still cannot completely replace the position of the teacher. Something has been missing so far, contributed by the interaction between humans, between teachers and students. The main loss is in terms of exemplary and the inculcation of values crystallized in teaching objectives. This is because the goals that direct students are based more on the teacher than on the students, even though the goals are formulated by higher education staff in the bureaucratic structure.

The third finding is based on the findings of observations, interviews and documentation that the evaluation of the implementation of learning used by students of class VI in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Langkat Islamic Boarding School through assessment.

Assessment is a very important method in knowing how successful students are in educational and teaching institutions in Islamic boarding schools. Therefore, for the sake of progress and development of pesantren, it is necessary to have a dedicated assessment in the process of good education and teaching for the smooth running of education and teaching programs.

So in the process of successful assessment of Micro Teaching for Arabic language teachers in Islamic boarding schools, a special assessment is needed in the progress of education and teaching at the Babussalam Islamic Boarding School so that it can create generations who are experts in Arabic. So that after graduating from Islamic boarding school, he can continue his study abroad, especially in the Middle East.

Thus the assessment is very important in the progress of educational institutions, especially in Islamic boarding schools. Assessment in Islamic boarding schools is using the Islamic boarding school curriculum with modifications to curriculum 13. So the Micro Teaching program for the success of the assessment after carrying out observations with Arabic teaching teachers at the Babussalam Islamic Boarding School can be concluded that the assessment of the success of Micro Teaching Arabic teachers uses several things,

including: a) Assessment Micro Teaching with oral and written tests, b) Micro Teaching assessment with performance, c) Micro Teaching assessment with portfolio, d) Micro Teaching assessment with projects, e) Micro teaching assessment with attitude, f) Micro Teaching assessment with instrument analysis, g ) Assessment of Micro Teaching with evaluation of the results of the assessment

Then in the fourth finding (final findings from the problem formulation and the results of the analysis of special findings) which is based on the results of observations, documentation and interviews, it was found that the inhibiting and supporting factors in learning used by class VI students in *tadris amaliyah* (Micro Teaching) in class I, class 2 and class 3 at Pondok Pesantren Babussalam Langkat.

Viewed from the side of the supporters that the supporters of Micro Teaching learning at the Babussalam Langkat Islamic Boarding School, due to the existence of; a) Human resources who are innovative, educative, effective, b) The majority of the supervising teachers of *amaliyatu at-tadris* are alumni of Islamic boarding schools in Indonesia including from Gontor, Raudhatul Hasanah, Al-Amin Madura. Also graduated from various well-known campuses including: UNIDA, UIN, USU, UGM, UNIMED, UISU, UMSU, IPB, UMA in the country, c) The existence of adequate learning facilities, d) The existence of adequate learning media and e) The existence of Arabic language lecture teachers, e) The quality of education and teaching is in Micro Teaching, f) Micro Teaching is an interesting activity, g) Micro Teaching is an activity that forms students into teachers and h) Activities that can get knowledge of Arabic from books Arabic book.

Meanwhile, from the inhibiting factors, it can be seen that Micro Teaching in learning Arabic at the Babussalam Islamic Boarding School is; a) There are a small number of Indonesian-speaking teachers, b) There are a small number of teachers teaching general subjects, c) There are a small number of teachers who did not graduate from Islamic boarding schools, and d) There are a small number of Aliyah students who do not know the meaning of Arabic in general. optimal.

Based on the inhibiting factors and supporting factors for learning Arabic through Micro Teaching, Helmiati's opinion is that by understanding this opinion, micro teaching is basically a performance-based learning method whose technique is carried out by training the components of basic teaching competencies in the learning process, so that candidates the teacher is really able to master each component one by one or several components in an integrated manner in a simplified learning situation. Thus in Micro Teaching a very important part is teaching practice as a tangible form of displaying the competencies that have been provided to prospective educators. In general, the practice of Micro Teaching is carried out with a peer-to-peer learning model, because this model is flexible to be implemented before doing the actual learning. So in Micro Teaching, prospective educators can practice with basic teaching competencies in a limited and integrated manner from several basic teaching competencies with relatively limited objectives, materials, students, and time competencies. On the other hand, Micro Teaching is useful for practicing mastering basic teaching skills or a teaching situation that is carried out in a limited time and number, namely for 5-20 minutes with a total of 3-10 students. So in general Micro Teaching is to improve the ability in the learning process or the professional ability of prospective teachers or improve the ability of education staff in various specific skills. Practice teaching practice in laboratory situations, then through Micro Teaching prospective teachers or teachers can practice various teaching skills in controlled conditions to improve their competence. According to Roestiyah, the purpose of Micro Teaching is to prepare prospective teachers to face teaching work fully in front of the classroom by having the knowledge, skills and attitudes as professional teachers. From the

theory that in any learning it is necessary to practice teaching. Of course this is very important in the world of education.

From the facts and realities above, it can be known and understood the importance of the Arabic language, especially for Muslims both domiciled in Arabia and in other countries. However, the problem is in learning for foreigners (non-Arabs), as is the case with learning Arabic in our country, Indonesia, where the majority of the population are Muslims. taught in some schools in Indonesia, both urban and rural schools. And mostly, Arabic is taught in madrasas and Islamic boarding schools scattered throughout Indonesia, from elementary schools to universities.

Actually, learning a foreign language is not easy but there are often difficulties faced by teachers and students. Some of these difficulties, as stated by Muhammad Athiyah Al-Abrasyi, that in learning foreign languages, most students still memorize sentences (vocabularies) but are unable to understand their meanings. Teachers should not force and burden students with memorizing sentences that have no known meaning, because this is not a good way to learn a foreign language. Based on this, of course we need an effective one.

#### IV. Conclusion

There are several conclusions obtained in this research, namely:

1. The learning planning used by the sixth grade students in tadrīs amaliyah (Micro Teaching) in grade I, grade 2 and grade 3 at the Babussalam Langkat Islamic Boarding School that the planning is planned in four aspects, namely; a) Learning planning based on Maharatul Muha>datsah, b) Planning learning based on Maharatul Assima‘ah, c) Planning based learning Maharatul Kitabah and d) Planning based learning Maharatul Qiroah.
2. The implementation of learning used by students of class VI in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Langkat Islamic Boarding School is carried out through; a) the learning process with muhadrasah material, b) the learning process using muthola‘ah, c) the learning process using direct, d) the learning process using learning tools, e) the learning process using the lecture method and discussion method, f) The learning process is by using writing.
3. Evaluation of the implementation of learning used by students of class VI in tadrīs amaliyah (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Langkat Islamic Boarding School carried out through assessments including; including: a) Micro Teaching Assessment with oral and written tests, b) Micro Teaching assessment with performance, c) Micro Teaching assessment with portfolio, d) Micro Teaching assessment with projects, e) Micro teaching assessment with attitude, f) Micro Assessment Teaching with instrument analysis, g) Assessment of Micro Teaching with evaluation of the results of the assessment.
4. Inhibiting and supporting factors in learning used by students of class VI in amaliyah tadrīs (Micro Teaching) in class I, class 2 and class 3 at the Babussalam Islamic Boarding School Langkat. Viewed from the side of the supporters that because of; a) Human resources who are innovative, educative, effective, b) The majority of the supervising teachers of amaliyatu at-tadrīs are alumni of Islamic boarding schools in Indonesia including from Gontor, Raudhatul Hasanah, Al-Amin Madura. Also graduated from various well-known campuses including: UNIDA, UIN, USU, UGM, UNIMED, UISU, UMSU, IPB, UMA in the country, c) The existence of adequate learning facilities, d) The existence of adequate learning media and e) The existence of



Arabic language lecture teachers, f) The quality of education and teaching is in Micro Teaching, g) Micro Teaching is an interesting activity, h) Micro Teaching is an activity that forms students into teachers and i) Activities that can get knowledge of Arabic from books Arabic book. Meanwhile, from the inhibiting factors, it can be seen that Micro Teaching in learning Arabic at the Babussalam Islamic Boarding School is; a) There are a small number of Indonesian-speaking teachers, b) There are a small number of teachers teaching general subjects, c) There are a small number of teachers who did not graduate from Islamic boarding schools, and d) There are a small number of Aliyah students who do not know the meaning of the language. Arabic optimally.

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