

Arabic Language Learning for Turkish Students at Darussalam Gontor University 2022-2023

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Abstract:

Arabic is the native tongue of Muslims and is always spoken and read during prayer and worship. However, few individuals comprehend it. For this reason, Arabic is taught in both elementary and postsecondary schools. In 2022, five Turkish students already enrolled in the S1 (Bachelor) program at the Ushuluddin Faculty, Al-Qur'an and Tafsir study program, at UNIDA Gontor. The UNIDA Gontor matriculation program is a preparatory program for pupils who have never studied Arabic and are not KMI Gontor alumni. This one-year program is divided into two semesters. This study seeks to explain and describe the Arabic language matriculation program's role in enhancing Turkish students' mastery of Arabic and Islamic knowledge at UNIDA Gontor. This is a descriptive qualitative study involving the collection of data through observation, interviews, and documentation (three angles). According to the findings of this study, the Arabic language learning procedure for Turkiye UNIDA Gontor students consisted of four stages: planning, organizing, implementing, and controlling. Internal factors, namely those attained by each participant, are both supportive and inhibiting. External factors, namely those originating from curricular and extracurricular activities and programs, the environment, methods, and adequate facilities, are also supportive and inhibiting.

Keywords: Learning Arabic, the Matriculation Program, Supportive factors.

Introduction

Arabic is the native tongue of Muslims and is always spoken and read during prayer and worship. However, few individuals comprehend it. Due to this, Arabic began to be taught from kindergarten through the university level. Even though it has been taught, many people are not interested in learning Arabic because they perceive it to be a difficult language to comprehend. According to Allah's statement in Q.S. Yusuf, 2 "Allah sent down the Quran in Arabic so that we may understand", Arabic is a relatively simple language to master (Q.S Yusuf: 2). Arabic is a language that is always studied in Islamic education and is familiar to the ears of every pupil in the modern era. Arabic is a requirement for students at UNIDA Gontor to study, comprehend, and teach again. An excellent educator is one who imparts knowledge and teaches his students useful information.

Several institutions, such as the Ulama Cadreization Program, the Directorate of Language Development, the Center for Education & Training, and the matriculation programs, provide shelter based on the level of each student in the implementation of the Arabic language program at UNIDA Gontor. Regarding the Ulama Cadreization Program, the pupils are non-resident graduates who lack

fundamental Arabic. UNIDA Gontor's Directorate of Language Development offers a comprehensive *maharah al-arba* program to its pupils. The Directorate of Language Development conducts language activities every morning for four meetings per week, and tests are administered every semester as a prerequisite for the final examination. The UNIDA Gontor Education and Training Center teaches Arabic for approximately two to three weeks at Madrasah Tsanawiyah. In addition, the matriculation class program is designed specifically for non-graduates of Islamic boarding institutions who lack basic Arabic.

In 2022, five Turkish students already enrolled in the S1 (Bachelor) program at the Ushuluddin Faculty, Al-Qur'an and Tafsir study program, at UNIDA Gontor. They are undergraduate international pupils at UNIDA Gontor who have received undergraduate scholarships. Before they enter college with the rest of their peers, they are given an Arabic pre-test to determine their proficiency level. Based on the results of post-tests administered by the Directorate of Language Development via *ikhtibar.com*. The post-test results revealed that the average score on their Arabic exam was still inadequate. In light of these results, they are advised to enroll in the matriculation class program to enhance their Arabic ability and comprehension. Obviously, this is for the purpose of maturing the Arabic language and preparing students for the world of lectures in their respective study programs.

The Directorate of Language Development, in collaboration with the Arabic Language Education Study Program, took the initiative to provide language programs to equip Turkish students with Arabic language skills in order to assist them in adapting to a lecture environment where Arabic and English are spoken. Because with this program, mastery of the Arabic language is the intellectual foundation for scholars-to-be with character, global perspective, and contemporary knowledge to meet the challenges of the times (Wahab 2014:4). Therefore, the Arabic matriculation program for Turkish students is one method to help them become intellectually superior and Arabic-proficient students.

The UNIDA Gontor matriculation program is a preparatory program for pupils who have never studied Arabic and are not KMI Gontor alumni. This one-year program is divided into two semesters. According to pba.unida.ac.id, the UNIDA Gontor curriculum mandates that all students use Arabic and English as the formal language of communication in class and outside the classroom. Those who have never studied these two languages and are not PMD Gontor alumni are required to attend a matriculation class.

In his research, the author intends to explain the implementation of Arabic instruction for Turkish students in the matriculation class, as well as the factors that improve Arabic language skills, particularly *maharah al-arba'*, namely *istima'* (listening), *kalam* (speaking), *qiraah* (reading), and *kitabah* (writing). It seeks to make this research a valuable scientific resource for readers and educational institutions that desire to concentrate on innovations in effective Arabic learning utilizing the most effective methods.

Research Methods

This study was conducted in the introductory language course at Darussalam Gontor University. This study employs descriptive qualitative research, which seeks to describe social reality as an observable phenomenon (Sanjaya Wina, 2013, p. 47). In addition to using a knowledge paradigm approach based on the results of

interviews, documentation, and observation (3 angulations), we employ a knowledge paradigm approach. Prof. Dr. H. Mudjia Rahardjo states that the triangulation method involves contrasting information or data in various ways. As with this qualitative investigation employing interview, observation, and survey techniques. This study's data acquisition methods included observation, interviews, documentation, and field analysis (Sugioyono, 2014:62). While the subjects of this study were Turkish international students, the primary data source was the Directorate of Language Development at Darussalam Gontor University as data provider facilitators in implementing language class programs, as well as language class program pursuers and committee members.

Results and Discussion

Based on the context of the aforementioned problems, the researcher restricts the research discussion to three scopes. First, a discussion of the implementation of the Arabic language improvement program for Turkish students at UNIDA Gontor. Second, a discussion of the factors that contribute to the improvement of Arabic language skills, specifically maharah al-arba' (4 skills) Arabic. Third, an analysis of the factors that prevent Turkish lecturers and students at UNIDA Gontor from acquiring Arabic.

A. Arabic Learning for Turkiye UNIDA Gontor students

Based on the results of observations, interviews, and documentation of Turkish students learning Arabic at UNIDA Gontor, the authors discovered that the implementation of Arabic language learning in the matriculation class comprises four stages: planning, organizing, implementing, and controlling.

1. Stage of Planning

A well-organized curriculum planning procedure will also have a positive effect on teaching and learning. Before beginning the implementation of the learning curriculum, planning is the process of establishing defined objectives and objectives. The implementation phase, according to Hermino, is the process of implementing the previously designed curriculum. Therefore, performing both procedures will facilitate the achievement of the intended learning objectives.

a. Activity Curriculum

The activity curriculum in this program consisted of curricular activities (learning Arabic language skills and Arabic and Islamic linguistics) and additional supporting activities, as determined by a review of documentation and observation. The following is a compilation of the design of curricular activities that include language skill acquisition:

No	Day	Subject	Tutor
1.	Saturday	<i>Maharatul Kalam</i>	Ahmad Kali Akbar, M.Pd
2.	Sunday	<i>Maharatul Qiraah</i>	Ahmad Ario Shofian, M.Pd
3.	Monday	<i>Durulusul Lughoh</i>	Alfy Mamduh Nuruddin, M.Pd
4.	Tuesday	<i>Maharatul Istima</i>	Maulana Ashari,

			M.Pd
5.	Wednesday	<i>Maharatul Kitabah</i>	Jalaluddin, S.H
6.	Thursday	<i>Imla'</i>	Zulkifli Hayad, M.Pd
7.	Friday	<i>Mufradat</i>	Committees

In addition to the language learning activities described above, students in the matriculation program also receive linguistics and Islam-related reading materials. This activity involves the weekly and daily delivery of linguistic material pertaining to the dynamics of the Arabic language by instructors who are experts in their respective disciplines. The following is the intended content and additional Arabic language instructors :

No.	Material	Teacher
1.	Kajian Kitab Al-Jurumiyyah	Al-Mubarak Bin Ibrahim
2.	Kajian Tafsir Jalalain	Al-Mubarak Bin Ibrahim

According to the above schedule, the inclusion of several Islamic and linguistic studies was designed to broaden Turkish students' understanding of the Arabic language in its entirety. Thus, it is anticipated that Turkish students will comprehend the knowledge, traits, and all other aspects of Arabic insight.

b. Contributing Activities.

For the purpose of enhancing the Arabic language skills of Turkish students at UNIDA Gontor, the matriculation program is supplemented with a variety of extracurricular activities that are of added value. The following activities are at issue :

No	Activity	PIC
1.	Ilqo dan Hifzh Mufradat	Staff DPB
2.	Tahsin Qiraah	Staff DPB
3.	Maharah Hasubiyah	Staff DPB

2. Stage of Organizing

Organization is structurally necessary for carrying out learning activities. At the stage of learning management, the process is divided into three groups: 1) curriculum planning organizations, 2) curriculum implementation organizations, and 3) curriculum evaluation organizations (Hermino, 2014:39). All sections of the organization will strive to implement the curriculum as active, efficient, and effective learning activities.

According to Wahyudin, the organizing phase of its implementation should not be overlooked. Because this stage is included in the design of the curriculum, which seeks to facilitate students' participation in teaching and learning activities. In the UNIDA Gontor Turkish student matriculation program, researchers obtained information from the Directorate for Language Development indicating that all participants or committee members implemented the program using the same committee structure. The committee

is comprised of lecturers, postgraduate students, teaching personnel, and students who participate in the program's implementation.

3. Stage of Implementation

The implementation phase follows on from the planning and organizing phase. This is the process of putting learning into practice, employing curriculum, innovation, ideas, concepts, and designs in a way that has a positive impact on changes in the cognitive, affective, and psychomotor domains. Certainly, the implementation phase is carried out by the organizing committee in accordance with the activity's objectives. During this phase, every member of the organizational structure will attempt to implement the predetermined curriculum design. At this juncture, all program organizers execute their responsibilities according to their respective mandates and responsibilities. To ensure the success of this matriculation program, every member of the committee collaborates to ensure the program's success.

4. Stage of Controlling

The UNIDA Gontor Turkish Student Matriculation Program's control stage is the last step to be implemented based on the current order of events. Monitoring and evaluation are the two main activities included in this control step. Monitoring, according to Mercy (2005), is the process of gathering, analyzing, summarizing, and acting on data on a process that is being put into practice. It also generally entails comparing performance to predetermined goals. Evaluation, on the other hand, paints a picture of how something is in terms of worth and significance. The process is carried out continuously and methodically in the sense that it is planned, follows guidelines, and is ongoing (Asrul, et al. 2014).

According to the findings of the interviews, the lecturers, staff, and committee closely supervised every learning activity that was taking place, either by keeping an eye on the circumstances and going over any concerns with the Turkish students in person or by interacting directly with them. The Committee also conducted a pre-test to determine the Arabic language proficiency of Turkish students at the beginning of the program, and it will conduct a post-test to ascertain the outcomes and success of the students learning Arabic. This was done to assess the improvement in the students' Arabic language skills as they progressed through the matriculation program. In this matriculation program, it is believed that Turkish students' language proficiency and knowledge will improve through a series of programs and processes.

B. Supporting Factors for Turkish Students at UNIDA Gontor's Arabic Language Proficiency

According to the findings of their study, which employed interview and observation techniques, the researchers discovered that internal and external factors both supported the development of Turkish students' Arabic language proficiency at UNIDA Gontor.

a. Internal Elements

According to the results of interviews conducted by researchers with a

number of Turkish students enrolled in the matriculation program, internal variables are one of the factors that influence the improvement of Turkish students' Arabic language proficiency. This factor derives from the motivation and enthusiasm of the instructors, classmates, and accompanying committee. Each Turkish student assimilated and contemplated these motivations, transforming them into a strong intention and desire, passion and determination, and a high motivation to learn. Students in this matriculation program were able to diligently and successfully complete all learning programs due to the encouragement and inspiration they received (Alam, 2019). These students have a healthy sense of self-confidence and consistently strive to enhance their Arabic language skills by studying harder.

b. External Elements

As one of the supporting factors in enhancing Arabic language skills, external factors play a significant role in this instance. These factors stem from a very conducive language environment, supportive learning facilities, and competent teachers in their respective fields, as well as curricular and extracurricular classroom activities such as *ilqo mufradat*, the study of *nahwiyah* and *sharfiyah* books, and *tahsin qiraah al-Qur'an*.

In *maharah istima* (listening), these students have the opportunity to view videos or short films in Arabic and are required to analyze the flow of the video and document unfamiliar vocabulary. During *maharah al-kitabah* (writing), the students were assigned to compose *insya* on a variety of topics. The assignment will be evaluated and justified in relation to the production of correct and effective Arabic sentences (*tarkibul juml*). Then, in *maharah al-kalam* (speaking), students are required to engage in 7 to 10 minutes of conversation or *muhaddasah* activities on a variety of topics. In addition, students are required to explicitly practice all taught material in both the classroom and the real world. (Alam 2019)

This program's use of *tariqoh mubasyirah* as a learning method has a positive effect on Arabic language skills. The instructors and committee also made significant contributions to this program. (Alam 2019) The sincerity of the instructors that they perceive during the learning process is a motivator and suggestion to always be sincere and enthusiastic about carrying out all of the activities and programs in this Arabic learning program.

C. Obstacles to Arabic Learning for Professors and Students

Regarding the factors inhibiting Arabic learning, many experts assert that the obstacles encountered during the learning process are identical to the factors inhibiting learning. There are, broadly speaking, three types of factors that affect learning:

a. Internal Variables

This is a factor originating within the student. Includes two facets. The physiological (physical) aspect comes first. Physical health has a significant impact on the enthusiasm and intensity with which students learn. The health conditions of students' special senses, such as hearing and sight, impact their ability to absorb the presented scientific information. The second aspect is the

psychological (spiritual) one. This factor influences the amount and character of student learning gains (Umiani, 2021). The most important factors are students' aptitude, attitudes, abilities, passions, and motivation. According to the findings of interviews conducted by researchers with several Turkish students enrolled in the language matriculation program, the internal factor that impedes learning is a dearth of enthusiasm in the morning due to the absence of committee-sponsored activities.

b. External Variables

The variables that are external to the pupil, namely the surrounding environment. First, the social environment, which includes schools (teachers, staff, and peers), students (community, neighbors, and acquaintances in the neighborhood), and parents who always encourage the spirit of learning. The second factor is the non-social environment, which includes classroom buildings, student residences, learning apparatus, weather conditions, and study time. (Umiani 2021)

Regarding external factors that impede program participants. According to the findings of firsthand interviews, the external factors that impede are: First, the presence of teachers who did not affirm their attendance in advance. This marginally hindered their ability to gain new insights about Arabic. Second, they have difficulty pronouncing Arabic because it is not their native tongue. Therefore, when these Turkish pupils speak, they use the Turkish language in a rapid manner. You must practice good and correct pronunciation so that the other individual can catch and understand your words.

Conclusion

It can be concluded that learning Arabic for Turkish students in 2022 has been proceeding well and systematically through the programs that have been designed. More practical conclusions which can be drawn about learning Arabic for Turkish students presented in the following paragraphs. In accordance with the terms of reference (ToR) of the UNIDA Gontor Arabic matriculation class program for international students, the planning, implementation, and evaluation of the program's curriculum are carried out in accordance with the agreed upon timeline. The planning and implementation of the curriculum, as well as the evaluation of the curriculum, proceeded according to the timetable that had been established and mutually agreed upon, but there were occasionally obstacles during the activities. Second, in the implementation of academic and non-academic activities, it is able to meet the requirements of Turkiye student participants in terms of enhancing their Arabic language abilities and skills, particularly their proficiency in the four Arabic language skills listed below. As for the remaining four talents, it is a means to support the participants' individual abilities.

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