Active Learning Strategies Implementation in Arabic Teaching at Senior High School

Asmawati Asmawati [1*,]**Asy'ari Asy'ari** [2]**, Malkan Malkan**[3]

[1] Islamic Education Department, Postgraduate, Institut Agama Islam Negeri Palu
[2] Islamic Education Department, Postgraduate, Institut Agama Islam Negeri Palu
[3] Faculty of Islamic Economic and Business, Institut Agama Islam Negeri Palu

ABSTRACT

The aim of this study is to find out the implementation of active learning strategy in Arabic teaching at a senior high school in Palu city. This study used a qualitative research method. The data was collected through observation, interviews, and document analysis. The data, then, was anallysed using grounded theory approach. The results of the study illustrates that iImplementation of active learning strategies in Arabic teaching is intended as a means to deliver students to achieve Arabic learning competencies, namely: al-Istima 'competence, al-Kalaam competence, al- Qira'ah, the competence of al-Kitaabah. with the implementation of learning as follows: first, the Planning stage which contains the stages of learning planning that becomes a guide for achieving learning outcomes. Second, the Implementation stage. The teaching emphasis on the learning process which includes activities and creativity of students in gaining knowledge, skills, values, and attitudes during Arabic learning. During evaluation phase, the teacher actively measure students' behavior changes that is used as a benchmark for planning and learning development which is aimed at assessing cognitive, affective, psychomotor aspects. The implications of the study are expected for teachers to know and apply active learning to maximize the potential and improve students' learning outcomes.

1. Introduction

Arabic is a language that has touched various world domains. Besides being the media language of Islamic teachings, Arabic has also been instrumental in upholding science and technology, enriching the national cultural treasures and the media for global political change, which is increasingly showing its role today. Because of that, the Arabic language has developed very rapidly.

Arabic is an international language, the presence of the Arabs does not determine the emergence of Arabic, but the Arabs are determined by the presence of Arabic namely that when the Al-Qur'an came down, they hold on to it and choose and maintain the language of the Al-Qur'an, because of this they become Arabs. So that Arabic does not only belong to the Arab nation but also becomes the language of *Daulah Islamiyah* (Islamic world).

Arabic is essential to learn even becomes a necessity for Muslims so that it is easy to understand the Qur'an and the sunnah of the Prophet. In the current era of globalization, there are very few Muslims who want to learn Arabic. They even prefer to learn other foreign languages, which are considered more modern like Japanese, French, Chinese, English, and other foreign languages, compared to Arabic.

To awaken students' interest in learning Arabic, and it is necessary to think about things that are urgent in the process of learning Arabic in class so that students who are initially less motivated become more enthusiastic and love Arabic.

Because of that, educators of Arabic subjects need to be an effort to display various learning strategies such as active learning strategies, as an effort to address the obstacles found in the Arabic learning process, in increasing the motivation and interest of students in learning Arabic. For educators, teaching is not an easy problem. In essence, an educator's work is not merely coming to school to tell, transfer information, or knowledge to students. However, the task of educators is actually to form students who have knowledge, skills, and ethical behavior, especially in Arabic subjects. Educators must think creatively, innovatively, and always have inspiration in presenting learning. Effective Arabic learning strategies will be able to motivate students to learn and eliminate boredom in learning Arabic.

Learning Arabic until today is still an acute phenomenon and problem. The problem manifested in several things that we find in many educational institutions in this country. So that learning Arabic cannot develop and cannot improve the quality of Arabic language learners. Several factors cause the ironic reality, that is:

First, teachers' quality and competence that are not good and do not meet the standardization of professional Arabic teachers, both scientific expertise and methodological ability. In learning Arabic, the teacher does not understand the nature of the language the teacher teaches and does not use approaches, methods, and strategies that are relevant and effective. The problem with this teacher is very complicated. Sometimes

there are Arabic language teachers who have good scientific competence but are weak and minimal in methodological expertise, and sometimes also find Arabic teachers, They have methodological competence, but weak in scientific ability. Finally, there are not many teachers who have these two competencies well.

Second, students who have no or less enthusiasm and ambition to learn Arabic, which hinder the learning process and make learning ineffective. These due to students' different background factors, thus affecting their learning intentions or orientation.

Third, the methods and strategies of learning Arabic that is used are not yet relevant or ineffective, so language is difficult to learn, and students are ultimately reluctant and lazy and are not interested in learning Arabic.

Fourth, Arabic learning facilities are not adequate. Facilities are an essential element in learning Arabic. Fifth, the approaches to learning Arabic are less effective and cannot make students interested and feel happy to learn Arabic. So that Arabic is taught by using a method that is not in accordance with the character of Arabic and does not consider the students' psychological-sociological aspects.

One of the problems faced in education is the weak learning process. In the learning process, children are less encouraged to develop thinking skills.[1] The effort to increase the interest of students is to increase the

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[1] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, ed., I (Cet. VI; Jakarta: Kencana, 2009), 1

professionalism of educators and, of course, by arranging Arabic learning strategies. One of them is with an active learning model for students in SMA Negeri 4 to achieve the objectives of learning Arabic.

Learning success is achieved if the learning benefits are felt. To give an impression towards students it is necessary to have students active in learning Arabic. Active learning is required in the learning process.

In learning Arabic, active learning is beneficial in mastering the four skills (listening, speaking, reading, and writing). Without the active role of a student, learning cannot take place properly. Language is synonymous with practice and habit. Therefore, if students do not play an active role in learning, then it isn't easy to master the four skills that exist in Arabic because all four skills are needed to practice in every learning situation.

Learning activities built by teachers and students are purposeful activities. Therefore, in formulating goals is the first step. Thus educators must be able to plan or set up strategies. It should be implemented in the learning process so that learning can make students a more active role in the teaching and learning process so that way, the learning atmosphere of students in the class becomes more active.

Talking about strategy means, what meaning is the effort of educators in creating an environmental system that allows the teaching process so that learning objectives that have formulated can be achieved and are effective.

Therefore, the main task of an educator is to regulate the learning process for students in class effectively. In other words, the teaching strategy is politics or tactics used by educators in the classroom's learning process. This is an effort to improve the quality of students as the writer's research is about the Arabic learning strategy, and active Learning model for students, as an effort to foster motivation, interest, and love of students towards the lessons presented by teachers in class.

Professional educators are educators who can embrace students who have individual differences. However, all the educators already understood or mastered classroom management using a variety of mastered learning strategies. In dealing with the large number of students who have different characteristics and family life backgrounds, have all educators taught well in presenting lessons? And many other problems in the world of education need to be resolved.

It is very supportive of the Arabic language used as subjects in SMA 4 Palu because the majority of students are followers of Islam. They have been familiar with reading and writing the Koran from an early age. But in reality, what happens is that students in SMA Negeri 4 Palu learn Arabic, so Arabic is used as one of the subjects taught to students.

However, Arabic is considered difficult, and something very foreign to some students. Students who do not know or who already know how to read and write the Al-Qur'an are less motivated to learn Arabic. The application of active learning can increase the motivation and enthusiasm of students in learning languages in SMA Negeri 4 Palu.

2. Literature Review

2.1 *Characteristics of Learning Arabic*

Understanding learning is an effort to teach students to learn where the teacher acts as a facilitator for student learning. Learning is an interaction between the teacher and students. On the other hand, the teacher does an activity that brings students towards the goal, more than that, and students can do a series of activities planned by the teacher, namely, learning activities directed towards the goals to achieve. So learning Arabic can be defined as an effort to teach students to learn Arabic and the teacher as a facilitator by organizing various elements to obtain the objectives to be achieved.[2]

Language learning is needed to communicate appropriately and correctly with others and their environment, both orally and in writing. The purpose of language learning is to master a language and Arabic language proficiency, such as *muthala'ah, muhadatsah, insha ', nahwu* and Sharaf, to obtain language proficiency which includes four aspects of proficiency, namely:

1. Listening skills, listening is a process of changing the form of sound (language) into a sort of meaning.

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[2] Abduh wumjy. *Ilmu Lughah at-Tatbiqy* (Iskandariyah: Dar al-Ma'rifat, 1995), 18.

Listening skills are receptive language skills, receiving information from other people (speakers).

2. Reading skills are receptive language skills, receiving information from other people (writers) in written form. Reading is a change in the way of writing into a sort of meaning.

3. Writing skills are language skills that are the nature of which produces or provides information to others (readers) in written form. Writing is a change in the form of thoughts or feelings into written form.

4. Speaking skills are productive, produce or convey information to others (listening) in the form of language sounds (speech is a process of changing the form of language sounds into a kind of expression).

Umi Mahmudah and Abdul Wahab Rosyidi argued that a foreign language is an effort to develop new situations and conditions in a person to interact and communicate with the owner of the foreign language.[3] Studying foreign languages, especially Arabic, requires conditioning to be prepared to accept the language tradition. That is why various tips or strategies need to be carried out continuously in learning it, and this is due to a complex process in teaching Arabic. Namely, there are four skills to be achieved: listening, speaking, reading, and reading skills. The four skills require different strategies, methods, and media to avoid monotonous learning and avoid boredom.[4]

The minimum requirements that must be possessed by Arabic language teachers are mastery of the material, language skills, and teaching skills. Besides that, a teacher must also be rich in teaching methods or teaching techniques. It is no less important to use media that is following the characteristics of the material to achieve and the characteristics of students. The use of media in language teaching starts from a theory that says that the totality of the percentage of knowledge, skills, and attitudes possessed by a person is highest through the sense of sight and direct experience of doing one's own, while the rest is through the senses of hearing and other senses. Therefore, the strategy in language learning has a crucial role, so that the learning process attracts the attention of students and can foster students' attitudes and interests. Teachers in teaching Arabic must utilize creative, innovative, and varied learning media so that the learning process and the results achieved can be optimal.

The purpose of Arabic education can be known through its learning objectives. The purpose of language learning theoretically means the aim of growing Arabic language skills. With continuous language learning, language skills can be obtained by listening, speaking, reading, and writing.

4.2 Active Learning Strategy Approach

In general, mastery of Arabic is through the process of language

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[3] Umi Mahmudah dan Rosyidi Abdul Wahab, "*Active Learning Dalam Pembelajaran Bahasa Arab*" (UIN Malang, 2008), 95

[4] Ibid., i61

learning not through language acquisition, so it is appropriate for language learning in Indonesia to pay attention to learning theories. Learning theory can be understood as a general principle or a set of interrelated principles and is an explanation of a number of facts and discoveries relating to learning events.[5] Among the learning theories are:

1. Learning Learning Theory "Connectionism", this theory put forward by Edward L. Thondike (1874-1919), states that learning is the relationship between stimulus and response. And this theory is then reinforced by Hilgard & Bower (1975). If changes in learning outcomes are often trained, then the existence of the behavior is getting stronger, and vice versa, if the behavior is not commonly taught or used, it will be forgotten. The same thing certainly applies to language learning. If often given training, it will be more memorable and unforgettable.

2. Learning theory "Cognitive Piaget" Piaget argues that there are three factors that influence intellectual development, a) maturity, namely psychological growth of the nervous system and brain, b) social transmission, c) balance. The conditions that allow learning to occur that is if the information given to children can lead to assimilation and accommodation. Assimilation is the process by which new information and experiences integrate themselves into mental structures. Whereas accommodation is a process of restructuring the mind as a result of new information and experience.

3. Learning theory "Gestalt," Whertaimer, Koher, and Koffien states that learning is an activity that leads to a certain goal. This theory's special feature is connecting the parts of the situation concerned with the act of learning to get an overall pattern.[6]

Both cognitive Pegeat and Gestalt state that the need to organize experiences and past experiences greatly influences current experiences. Therefore the task of the language instructor here is how teaching Arabic can provide meaningful experiences. Besides the learning theories mentioned above, a teacher must also pay attention to the principles of language learning, as stated by Harulod Palmar in Kamal and Sholeh. The principles are:

1. There is an underlying assumption (*takhdhir al mabda'i*) that: a) in language learning, the abilities of adults and abilities of children are different. Children's ability will continue to make an impression quickly in memory compared to adults, so adults need certain training. b) the essence of language learning is the mastery of skills, not the mastery

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[5] Evita, E., Syahid, A., & Nurdin, N. (2019). Understanding Students' Learning Outcomes Differences Through the Application of the Market Place Activity Type of Cooperative Learning Model and the Application of Conventional Learning Models *International Journal of Contemporary Islamic Education, 1*(1), 67-85.

[6] Mulyadi, *Pengantar Psikologi Belajar* (Malang: Biro Ilmiyah Fak. Tabiyah IAIN Sunan Ampel, 1984), 55

of knowledge. c) to obtain good skills, it must use two steps in learning, namely through the practice of patterns and use continuously well and correctly. d) language acquisition is done unconsciously, or incorporating natural elements in the process of language acquisition, which is learned as the Primary language.

2. Presenting material by giving priority to the more important ones (*taqdim al uluwiyat*) with the following steps: a) presenting istima 'and kalam before qiro'ah and kitabah, b) presenting sentence patterns before vocabulary, c) presenting material with speed (*tolaqoh*) normal.

3. Accuracy (*al diqqoh*) in providing material, teachers should not provide opportunities for students to make mistakes in language, both in saying, dialect, intonation, stressing, form, sentence structure, and meaning. It can be done if a teacher a model does not make mistakes.

4. Gradation in providing material (*darjiyah*), learning Arabic should start from the simplest form to the most difficult form, both in the material of morphology, syntax, and vocabulary.

5. Creating a pleasant situation (*al Tasywiq*), this principle can be created if the instructor is able to: a) keep the students away from confusing materials, b) grow in themselves the learners' progress in language acquisition that has been achieved, c) always provide reinforcement, appreciation (reinforcement) for the correct answers given by students, d) arouse healthy competition between students, in the form of competitions, games, etc., e) incorporate elements of the game in practice (*driil*).

6. Language learning is done in the form of practice, practice, demonstration, not lecture. While the explanation of meaning is done by using media, a demonstration that can bring meaning as close as possible.[7]

The The main objectives of the language teaching process are; helping students to be able to use the target language both active-productive (speaking and writing) or passive-receptive (listening and reading). After learning the first language or primary language, learning a language that is not the first language is called "second language" (*al-lughah al-tsaniyah).* The second language is the language used in the wider community. When learning, the teacher always tries to use the most effective teaching method because the acquisition of this language does not occur naturally but occurs with coercion that makes students be in a new nuance in various aspects that he had never obtained in the first language. According to Abdul Chaer in language learning, several things must be involved, as explained below:

In foreign language learning involves at least three scientific disciplines, namely (a) linguistics, (b) psychology, and (c) educational science. Linguistics provides information about language in general and particular

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[7] Harulod Palmar. *Principle of Language Study*. Di Terjemahkan dalam Bahasa Arab Oleh M. Nasir. *Usus Ta'lim Lughoh Al Arabiyah* (Mamlakah: As Saudiyah Al Arabiyah Tt), 2-7.

languages. Psychology describes how people learn something, and education or Pedagogy makes it possible to gather all the information from (a) and (b) into a method or method suitable for use in class to facilitate the process of language learning by students.[8]

The explanation above shows that language learning requires special attention, methods, and strategies because the language learned is a language that comes from outside. Likewise, the case in learning the Arabic language, which certainly requires a variety of approaches to facilitate learning. In general, learning strategies in Arabic, according to Ismail, can be divided into two parts, namely:

1. Student-centered learning strategies. Student-centered strategies are learning activities that provide the broadest opportunity for students to be involved in planning, implementing, and evaluating learning. This strategy emphasizes that students are role holders in the overall process of learning activities, while educators function to facilitate students to carry out learning activities.

2. Educator-centered learning strategies. Learning strategies centered on educators are learning activities that emphasize the importance of educator activities in teaching students, planners, implementation and assessment processes, and learning outcomes carried out and controlled by

educators. At the same time, students act as followers of activities displayed by educators.[9]

The Arabic learning above illustrates the synergy between educators and students, a component of education that synergizes with each other. Arabic teaching can be classified into two types: first, the traditional/classical method and second, the modern method.

Traditional Arabic teaching methods focus on "language as a culture of science." Hence, learning Arabic means learning deeply about the ins and outs of Arabic, both grammatical/syntactic aspects (*Qawaid nahwu*), morpheme or morphology (*Qowaid as-sharf*), or literature (*adab*). The method which developed and is well-known for this purpose is the Qowaid and Tarjamah methods. Modern Arabic teaching methods are teaching methods that are oriented towards the purpose of language as a tool. That is, Arabic is seen as a communication tool in modern life so that the core of learning Arabic is the ability to use the language actively and be able to understand Arabic words or expressions. The method commonly used in teaching is the direct method (*tariiqah al-mubasysyarah*). The emergence of this method is based on the assumption that language is a living thing. Therefore it must be

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[8] Abdul Chaer, *Sosiolinguistik Suatu Pengantar* (Jakarta: Rineka Cipta, 1995). 32

[9] Ismail. *Strategi Pembelajaran Agama Islam Berbasis PAIKEM* (Semarang: Rasail, 2009), 47-68

communicated and trained continuously as a child learns language.[10]

Development of science and technology. And the paradigm of educators in providing learning to students. Many things must be done in designing a form of learning that can increase the creativity and motivation of students. Active learning is one approach or alternative learning model that is in line with the new paradigm, which is a learning process that can stimulate, challenge, encourage, and motivate the creativity of students. Besides knowing various kinds of theories and concepts about science, they can also understand and be skilled in getting knowledge.

In Arabic learning, various active learning strategies are applied to understand the competencies of listening, speaking, writing, and reading, including quiz strategies, team quizzes, and direct learning. For more details can be seen in the following explanation:

a. Quiz Strategy

One of the effective learning strategies in language learning is learning with a quizzing strategy that can arouse students' learning responses. This strategy is developed based on the assumption that learning a foreign language is the same as learning the main langauge, that are the use of language with the intention of communication, listening, and speaking. The steps in implementing the strategy can be described as follows:

1. The teacher starts the presentation of the material verbally, says one word verbally, points to objects, demonstrates the movements, and then asks students to guess the activity.
2. Activating students with question words ma, thing or ayna, and so on following the words that have been presented.
3. After students give the answers, the teacher gives appreciation and gives enrichment for the solutions that have not been right.
4. If there are errors, then don't judge spontaneously but encourage students to have an opinion.[11]

This strategy is one of the right strategies used by teachers in Active learning that serves to enliven the learning atmosphere, enable students to ask questions and answer, and improve the ability of students' responsibilities towards what they learn in fun and not boring way.

b. Team Quiz Learning Strategies

One effort to arouse students' active learning in Arabic subjects is the use of active team quiz learning strategies. Dalvi stated that the team quiz could turn on the atmosphere and activate students to ask questions or answer. The alternative learning procedures Active learning with the team quiz approach in the learning process in class can be developed into four stages, as follows:

1. Orientation: The teacher describes the scope of the material, expresses objectives, conveys learning

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[10] Yamin Martinis, *Strategi Pembelajaran Bahasa Arab Berbasis Kompetensi* (Cipayung: Persada Pres, 2005), 127.

[11] Ibid., 56

procedures, and conveys alternative sources of learning resources.

2. Formation of groups: Teachers identify the characteristics of students, determine the number of groups and the number of its members, and determine and inform group membership.

3. Assignment: The teacher presents the material grid and assigns tasks (questions) according to the topic and competency indicators that students must master; assign each group of students to discuss, find resources to complete the tasks (issues) given in accordance with the topics discussed by each group and arrange them in the form of presentation materials.

4. Exploration: Students and their groups look for source material, discuss and complete each task given, support, and help friends who have difficulties.[12]

Based on these explanations, it can be understood that active learning is learning, which includes various ways to make students active from the start through activities that build group work and, in a short time, make them think about the subject matter. Active learning is one of learning that involves students in doing something and thinking about what they are doing. Active learning is intended to optimize the use of all potentials possessed by students. Here, students are required to use the brain in thinking so that all students can achieve satisfying learning outcomes according to their characteristics.

c. Direct learning strategy

A learning model that uses a teaching approach that can help students learn basic skills and gain knowledge step by step is a direct instruction model.

According to Arends: "A teaching model that is aimed at helping students learn basic skills and knowledge that can be taught in a step-by-step fashion. For our purposes here, the model is labeled the direct instruction model."[13]

The direct instruction model is based on behavioral learning theory, which holds that learning depends on experience, including feedback. One application of behavior theory in learning is giving reinforcement. Feedback to students in learning is reinforcement, which is the application of the behavior theory.

Arends states: "The direct instruction model was specifically designed to promote student learning of procedural knowledge and declarative knowledge that is well structured and can be taught in a step-by-step fashion".

"Direct instruction is a teacher-centered model that has five steps: establishing set, explanation and / or demonstration, guided practice, feedback, and extended practice a direct instruction lesson requires careful orchestration by the teacher and a learning environment that businesslike and task- oriented

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[12] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.*, (Jakarta: Kencana, 2007), 32.

[13] Zaini Munthe, B dan Aryani, S.A, *Strategi Pembelajaran Aktif. (*Yogyakarta: CTSD IAIN Sunan Kalijaga, 2007), 23

The direct teaching model allows students to learn by observing selectively, remembering, and imitating what the teacher models. Therefore an important thing to consider in applying the direct teaching model is to avoid conveying knowledge that is too complex. In addition, the direct teaching model emphasizes a declarative approach with a focus on the process of learning concepts and motor skills, thus creating a more structured learning atmosphere.

3. Methodology

This study uses a qualitative approach with the object of research is a high school in Palu. In this study, the writer took one of the high schools to be the case. The school is SMA Negeri 4 Palu.

Use qualitative methods in this study with several considerations. First, adjusting qualitative methods is easier when dealing with multiple realities. Second, it can directly present the nature of the relationship between researchers and informants.[14] Third, this method is more sensitive and adaptable to the many sharpening of the common direction and the patterns of values encountered.[15]

a. Making observations to SMA 4 Palu.
b. Request information from the Head of School and Arabic teacher in SMA 4 Palu.
c. Establish research subjects that are

tailored to the characteristics of the study.

Based on the results of the visit, field observations, and interviews with school principals and Arabic teachers in SMA 4 Palu, the chosen subjects for the study were students whose level of religiosity was prominent.

Data were collected using observation techniques, in-depth interviews, and studies from shared written documents.[16] While the data analysis is done using reduction and verification techniques with various data sources.[17] The reduced data is then analyzed by claiming to the theoretical concepts used in this study.

4. Result and Discussion

4.1 Implementation of Active Learning Strategies in Learning Arabic

The existence of the birth of language learning in educational institutions (schools) is motivated by the aim of the demands of the times that require the output of educational institutions to have language skills. Likewise, learning Arabic in SMA Negeri 4 Palu, which sets Arabic

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[14] Nurdin, N. (2017a). Research in Online Space: The Use of Social Media for Research Setting *Jurnal Sistem Informasi (Journal of Information System), 13*(1), 67-77.

[15] *Ibid.*, 5.

[16] Nurdin, N. (2017b). To Research Online or Not to Research Online: Using Internet-Based Research in Islamic Studies Context. *Indonesian Journal of Islam and Muslim Societies, 7*(1), 31-54.

[17] Nurdin, N. (2016). The Roles of Information Technology in Islamic Bank Knowledge Management: A study of Two Syariah Banks in Palu. *Hunafa: Jurnal Studia Islamika,* 13(2), 181-217. https://doi.org/https://doi.org/10.24239/jsi.v13i2.444.181-217

learning as one of the foreign language skills. Rand Soleh further explained the existence of Arabic subjects in SMA Negeri 4 Palu that:

> Learning Arabic in SMA Negeri 4 Palu has been going on since 1990 as a form of foreign language skills subject aimed at developing students' language skills, so far Arabic language implementation has progressed as a subject determined by the school.[18]

Teaching Objectives Learning language as a communication tool to achieve something desired in life. Likewise, learning Arabic, in general, has a purpose as a means of communication and science. According to the principal of SMA Negeri 4 Palu Syam Zaini that:

> Learning Arabic is very well responded to in this school, because Arabic is one of the foreign language skills, which means new insights for students and specifically an approach to religious studies for Muslims.[19]

Learning Arabic certainly has its difficulties because it must adjust the language system that was previously owned into the Arabic language system, both the sound system, word structure, sentence structure, and thought system. According to Kosing as an Arabic

language teacher at SMA Negeri 4 Palu in terms of Arabic learning that:

> Arabic is one of the language skills that has become one of the subjects in SMA Negeri 4 Palu, which has its level of complexity both in terms of pronunciation and writing. By him, as an Arabic language study, teachers always try various strategies, methods, and approaches that we do to students so that learning Arabic can be accepted, desirable, and liked by students..[20]

The interview above shows that the existence of Arabic learning requires a variety of strategies that can deliver learning precisely to the learning objectives that were designed beforehand. Students' interest and motivation will grow if the teaching material is well designed, and the teaching staff is professional because the skills of students in language and language knowledge are related to the skills of the teaching staff. This way is done by language teaching institutions that want to form a quality output and have characteristics that appear different.

Need to be considered in learning Arabic to eliminate the impression that Arabic is complicated and confusing, so the teacher must understand the level of students being taught to be able to provide material in accordance with the level of students at that time. The provision of appropriate material will accelerate the understanding of

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[18] Rand Saleh, Guru Bahasa Arab SMA Negeri 4 Palu, *"Wawancara"* di ruangan guru pada tanggal 3 Juli 2013, pukul 11:00

[19] Syam Zaini, Kepala Sekolah SMA Negeri 4 Palu, *"Wawancara"* di ruangan kepala sekolah pada tanggal 4 Juli 2013, pukul 12:05

[20] Kosing, Guru Bahasa Arab SMA Negeri 4 Palu, *"Wawancara"* di ruangan guru pada tanggal 5 Juli 2013, pukul 10:00

students. When the students are still in the beginner stage (*mubtadi'in*) in learning Arabic, the teacher provides material that is too difficult such as writing, telling stories in Arabic. Of course, that will make students that are just learning Arabic and will find it very difficult, so it arises an understanding in students that Arabic is difficult. Vice versa giving too light material to students who are already at an advanced level (*mutaqadimin*) will make students feel bored quickly because of the material he has mastered. An initial introduction to the level of learners will greatly assist a teacher in providing a suitable material. To avoid the impression that learning Arabic is difficult, according to the rumors that:

> Teaching Arabic with words that are simple and easily understood by students. Using visual aids or aids/technology, this is important so that learning is engaging, passionate, and easy to understand. All five senses of a learner is activated, the tongue is trained conversation, the eye is trained in reading, and the hands are trained in writing.[21]

To achieve maximum and effective Arabic learning outcomes, educational institutions must carry out two activities, learning, and inculcating language skills, language skills. Both of these methods require the teacher to prepare a quality lesson plan (RPP), that are measurable and controlled learning

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[21] Kosing, Guru Bahasa Arab SMA Negeri 4 Palu, "*Wawancara*" di ruangan guru pada tanggal 11 Juli 2013, pukul 10:00

and the commitment of all related components.

In learning Arabic, there are areas of skills that must be mastered by students, including Ability to listen (*mahaarah al-Istima '*), speaking Ability (*mahaarah al-kalaam*), reading skills (*mahaarah al-qira'ah*) and writing skills (*mahaarah al-Kitaabah*). The competency shows the Ability to carry out something obtained through learning and practice. In relation to the learning process, competence shows actions that are rational and meet certain specifications in the learning process. Thus, competence is an indicator showing actions that can be observed. It is a concept that includes aspects of knowledge, skills, values, and attitudes, as well as the stages of its implementation as a whole.

These various abilities are potentialities designed by the teacher to apply to Arabic learning. That is because learning Arabic requires a strategy that involves the problem of how to carry out the learning process towards educational objectives by looking towards situations and conditions that exist and how so that in the process, there are no obstacles and disturbances. With this strategy, the learning process will focus on the objectives to be achieved, because everything has been planned carefully.

> The steps of learning Arabic that has taken place so far have stages that are; opening, delivering the material to closing in the learning process inside. Some of the stages are deliberately designed by the teacher to realize the learning

objectives; these areas the results of interviews conducted with Kosing, as follows:

Learning Arabic is not much different from other learning situations, which has stages, the stages are deliberately designed by the teacher as a learning cycle with various objectives. For example, the opening phase aims to prepare students for learning before entering the stage of delivery of material. The next stage is the delivery of material, which is certainly filled with various relevant categories of learning content. And the last is the closing phase, which aims to check the extent of students' understanding of the material that has been studied previously. So far, with my teaching experience, these various stages have been very useful in directing Arabic lessons in SMA Negeri 4 Palu.[22]

Arabic learning as the results of the interview above, is a series of learning that is directed at various abilities of students such as the ability to listen (*mahaarah al–Istima'*), the ability to speak (*mahaarah al-kalaam*), the ability to read (*mahaarah al-qira'ah*) and writing ability (*mahaarah al-Kitaabah*). Various aspects of these abilities are the main targets in learning Arabic; for this reason, Arabic learning in SMA Negeri 4 Palu uses active learning strategies. The learning activity is characterized by optimal involvement, both intellectual, emotional, and physical. The basic view that needs to be in a teacher's mindset is the principle where students are active

beings. Individuals are active in learning people and are always curious. The activeness power possessed by natural students will be able to develop in a positive direction if the environment provides a good space for the flourishing of the activity. The use of active learning strategies in Arabic learning at SMA Negri 4 Palu as follows:

Learning Arabic for students is a complex matter; this is due to the Arabic language having very different language rules. Therefore, in my learning, I apply active learning steps, which are more focused on the activeness and creativity of learning, which, of course, the effectiveness of students is the key to the main subject. So in my learning as much as possible to give the best, that I always start by giving an idea of the importance of learning language and motivation to understand the goals of language learning, named *al-Istima '*, *al-kalaam*, *al-qira'ah* and *al-Kitaabah*.[23]

Based on the interview, the active learning strategy that occurs is directed at how students can *al-Istima '*, *al-kalaam*, *al-qira'ah*, and *al-Kitaabah*. There are four known skills/language skills in teaching language: listening skills, speaking skills, reading skills, and writing skills. These four language skills are taught to students in various ways, varying so that students are not bored and

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[22] Kosing, Guru Bahasa Arab SMA Negeri 4 Palu, *"Wawancara"* di ruangan guru pada tanggal 20 Agustus 2013, pukul 14:10

[23] Kosing, Guru Bahasa Arab SMA Negeri 4 Palu, *"Wawancara"* di ruangan guru pada tanggal 20 Agustus 2013, pukul 14:10

monotonous about what they receive from the teacher. The four competencies that Arabic teachers seek can be owned by students in SMA Negeri 4 Palu in Arabic learning. For more details, it can be explained as follows:

1. The ability to listen (listening competence/ *mahaarah al-Istima '*).

    Istima 'is intended to play Arabic sounds to students to imitate and memorize. In developing this strategy, it focuses more on the aspects of understanding and re-disclosure of what the student has heard both in oral and written form. The listening principle departs from the assumption that good language teaching is teaching that is in accordance with natural language development in humans. That is, each child will begin his language development from listening and paying attention to imitation. It shows that the ability to listen must first be fostered, then the ability to imitate speech and other aspects such as reading and writing. According to Rand Saleh, an Arabic teacher from SMA 4 Palu, that:

    > The ability to listen in learning Arabic is a basic ability that must be applied in learning before other skills that aim so that students can identify Arabic sounds correctly. Even the other abilities depart from the listening ability. Usually, in Arabic learning, I read the text listened by students to search for the core meaning of what I read or when I mention the words in Arabic form, and students listen and find their meanings spontaneously. It aims to practice the analysis of students and raise

attention from the beginning of learning..[24]

Based on the results of the interview, it gives an illustration that listening skills (*istima '*) in the first stage aims to make students able to identify Arabic sounds correctly. This introduction exercise is very important because the Arabic sound system is a lot different from the Indonesian language and the regional languages known by students. One advantage for Arabic language teachers is that generally, Indonesian children, especially Muslims, have known Arabic sounds from childhood, with lessons in reading the Al-Qur'an and prayer. But this did not reduce the importance of the exercise, because it turned out that their introduction was not yet complete.

There are Arabic sounds are the same as the language sounds possessed by students. Some are similar, and some are completely unknown (foreign). Based on this fact, teachers must pay special attention to sounds that are similar and completely foreign to students through listening skills. Furthermore, according to Kosing, that:

> In learning Arabic, in terms of listening/*istima'* in and add to reading/mentioning sentences or words in Arabic. This will listen to the students. I also use istima techniques' using computer technology in a language Lab, by playing conversations or mentioning mufradat in Arabic, in which students listen to the subject.

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[24] Rand Saleh, Guru Bahasa Arab SMA Negeri 4 Palu, *"Wawancara"* di ruangan guru pada tanggal 21 Agustus 2013, pukul 10:0

Through these methods can arouse enthusiasm for learning and student responses.[25]

Based on the informant's elaboration, it can be understood that learning Arabic at the moment requires the presence of technology. Various possibilities are offered by technology to improve the quality of Arabic learning, as a means of enhancing and developing the professional abilities of teaching staff, as a source of learning, as a tool for learning interaction, and as a forum for education, especially in listening aspects. The use of technology in learning foreign languages has unwittingly changed the academic conditions that have been running so far. With this technology, conditions that are closed and have become a tradition passed down from generation to generation are removed or even disappeared and replaced by transparent, open, and ongoing learning evaluation processes.

2. Speaking ability (speaking competence / *mahaarah al-kalaam*).

Speaking skills are skills that are productive, produce, or convey information to others (listening) in the form of language sounds (speech is a process of changing the form of language sounds into speech form. Speaking in Arabic is a basic skill, which is the goal of several language teaching. As talking is a means to communicate with others, according to Rand Saleh:

To support the ability to speak Arabic, the first thing to do is memorize *mufradat* (vocabulary).

Memorization of *mufradat* is an important thing, a basic and initial requirement in learning Arabic. It will not be possible for students to have the ability to speak without any mufradat known/memorized. Therefore, the learning that I have been doing gives students assignments to memorize the mufradat piecemeal, which ranges from 3-5 mufradat for each day.[26]

Vocabulary is an essential part of learning languages because the nature of language is a collection of vocabulary words. Vocabulary is a basic need when learning Arabic. In learning Arabic in *kalam* aspects, Arabic language teachers take a number of strategic steps so that students can understand learning.

3. Reading Ability (reading competence / *mahaarah al-qira'ah*).

Reading is one of the language skills that are not easy and simple, not just sounding letters or words, but a skill that involves a variety of work, reason, and mind. *Qiro'ah* provides a great opportunity to practice speaking correctly; besides that *qira'ah* is a skill that can increase knowledge and develop their ability to understand texts. According to Rand Saleh that:

The ability to read Arabic texts requires strategy because Arabic text is different from text that is known by students. Because in that section, I usually give Arabic texts that are not too complicated and always have a relationship with the lives of students. These are to

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[25] Kosing, Guru Bahasa Arab SMA Negeri 4 Palu, "*Wawancara*" di ruangan guru pada tanggal 22 Agustus 2013, pukul 09:10

[26] Rand Saleh, Guru Bahasa Arab SMA Negeri 4 Palu, "*Wawancara*" di ruangan guru pada tanggal 23 Agustus 2013, pukul 10:0

facilitate and encourage students to understand it. At this stage, students are usually asked to look for existing word structures in reading, for example, determine *isim*, *fiil*, and letters in certain texts.[27]

The interview illustrates the purpose of this strategy, usually used to practice the ability of students to pour the contents of what is being read into the form of an analysis classification table. The contents of the table can be adjusted to the needs or learning objectives. For example, in the qira'ah lesson, the goal is for students to find a number of nouns (*isim*) and verbs (*fi'il*) in the reading, for these needs. The number of lines depends on the maximum number of words that can be found or the minimum number that must be found from the reading.

Kitabah shows language skills in written form. Kitabah learning, like other skills, also has levels. The most basic writing skills are the skills of writing Arabic letters, both separately and continuously. After this ability is mastered, it can be improved in arranging sentences and arranging paragraphs until it can make an article or writing in its entirety. Writing is a means of communicating between people and other languages that is not limited by place and time. In learning to write, the learning process of learning Arabic in the aspects of Kitabah, according to Rand Saleh that:

Kitabah learning aims to improve students' ability to write letters and Arabic words, which certainly have their side of writing techniques that need to be learned and practiced in learning Arabic. Writing requires patience and a habit to gain proficiency in writing Arabic script.[28]

Various forms of these abilities (*al-Istima'*, *al-kalam*, *al-qira'ah*, *al-Kitaabah*) become the main goal in learning Arabic in SMA Negeri 4 Palu. In the implementation of the bag, it is pursued with a form of learning called Strategy active learning its implementation in learning Arabic requires creativity from the educator in advance, where the educator not only functions as an educator but also as a facilitator in learning.

5. Conclusions

Based on the findings of the research conducted by the author in SMA Negeri 4 Palu with the title implementation of active learning strategies in learning Arabic in SMA Negeri 4 Palu, it can be concluded that the implementation of active learning strategies in learning Arabic in SMA Negeri 4 Palu, is essentially intended as a means to deliver students to achieve Arabic language learning competencies, namely: *al-Istima'* competence, *al-kalaam* competence, *al-qira'ah* competence, *al-kitaabah* competence. What is expected therein contains planning for the

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[27] Rand Saleh, Guru Bahasa Arab SMA Negeri 4 Palu, "*Wawancara*" di ruangan guru pada tanggal 21 Agustus 2013, pukul 10:0

[28] Rand Saleh, Guru Bahasa Arab SMA Negeri 4 Palu, "*Wawancara*" di ruangan guru pada tanggal 23 Agustus 2013, pukul 13:20

preparation of planned learning in accordance with the educational target.

Then when learning represents the emphasis on the learning process, activities, creativity of students in gaining knowledge, skills, values, and attitudes, when learning Arabic in SMA Negeri 4 Palu the teacher starts with the help of students' attention and learning, in this meeting various learning strategies that are used such as quiz learning strategies, Quiz Team strategies, direct learning strategies (*al Thariiqatu al-Mubaasyarah*) and are complemented by the use of instructional media. At the same time, the evaluation phase is an activity to measure the changes that have been made to measure planning and learning development that are designed to evaluate cognitive, affective, psychomotor aspects.

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