

The Development of Integrated Learning Model To Improve Language Skills at Arabic Language

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Abstract

This research has purpose to understand learning implementation condition at department of Arabic language, at FTK UIN STS Jambi, and trying to develop an integrated learning model for classroom learning teaching process in effort to increase Arabic scientific mastering. Object of study are students of Arabic language, at FTK UIN STS Jambi in 1 (first) and 3 (third) semester amount to 60 person. The method of this research is research and development method. The process performed in this research is to design and develop an integrated learning model in instructional field, after obtaining illustration and data from survey conducted to studied objects. Based on reality in field it showed that Arabic learning in departement of Arabic literature must still be improved. One methode is to developing the integrated learning model that can combine Arabic sciences into learning process, therefore it can be expected that students could appreciate Arabic sciences in comprehensive way. We hope this reaserch findings can be inputs for considering as an alternative in effort to develop an integrated learning model in Arabic instructional process.

Keywords: *Development, Integrated Teaching, Arabic Language Skills*

1. Introduction

A central concept which marked a university lies in its educational transmission and development, because here is where knowledge is found, kept, inherited, and applied. Learning implementation in universities need to continue according to the development of ages.

Besides, learning implementation in universities happen trough continuous, phased, and in turn procedure which fits the aimed objective; beginning from curriculum development, research implementation, to community service. A crucial thing in learning implementation in university is the development of curriculum. For that, a relevant curriculum development needs to be invented.

In Indonesia, Arabic is one of the foreign language taught in formal educational institution, formal, such as Islamic Elementary School, Islamic Middle School, Islamic High school, High School, and other various Islamic Universities and regular

Universities, Arabic is also taught in non-formal educational institutions, such as islamic boarding schools, and other various islamic educational institutions.

But according to Azyumardi Azra (1998: 126), students' Arabic mastery is relatively low. This is due to the traditional method used in teaching Arabic. What was taught are not language education, but language science. The language education emphasizes more on the grammatical aspect rather than practical, whether written, or spoken.

In order to acquire Arabic skills in listening, reading, writing, and speaking, some language science need to be learned. Some of the basics of Arabic that needs to be learned are: 1) nahwu, used to understand the change in structure and last character's *harakat*, 2) sharaf, used to understand the words' derivation and their transformations, 3) muthala'ah, used to master basic listening and writing skills, 4) muhadatsah, used for speaking skill mastery, 5) insya', used for writing skill mastery.

So far, Arabic learning method which is suitable and effective in increasing muthala'ah, muhadatsah, insya', nahwu, and sharaf, has not been found. All of

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those skills are connected to each other, which mean an integrated learning model needs to be developed.

If we see from curriculum aspect in universities, Arabic used separated subject learning model (which means the learning is separated based on subject). This model development has an implication towards the mastery of languages, making them harder to acquire. Some students understand muthala'ah more than muhadatsah or vice versa. This results in students' diversity in mastering skills. Even though in language education, all of the above skills need to be acquired.

There are two learning models of Arabic learning, which is separated learning and integrated learning. In the former model, language is taught separately, for example, muthala'ah is taught on a standalone subject, as well as muhadatsah, and other Arabic learning materials. While the later, the integrated learning model, tried to combine all of those materials so that it can increase the students' skills comprehensively, with an integrated material.

Because of the reasons above, an integrated model needs to be developed without changing the original curriculum. That integrated model try to combine the language science with other language subjects taught in class.

2. Method

2.1. Steps and Method of Research

This research is aimed at the development of one model, which is the integrated learning. The research method used in this research is the research and development. What research model means here is: "a process used to develop and validate education products" (Borg & Gall (1979:624)). The process done in this research is designing and developing an integrated learning model.

Borg & Gall (1979:626) proposed 10 steps in research and development:

- a. Information gathering research
- b. Planning
- c. Designing prototype
- d. Introductory experiment
- e. Revision of introductory experiment
- f. Operational experiment
- g. Revision of operational product
- h. Dissemination and distribution

On this research those steps will be simplified into three steps:

a. Introductory study

The activities done are:

- a. Studying several literatures to acquire a blueprint for integrated learning model.
- b. Dong pre-survey to the field to acquire the image of Arabic learning condition and other factors that affect it, such as

curriculum, syllabus, lecturers, students, learning processes, and available tools and devices.

b. Model Planning and Compiling

The activities done are:

- a. Designing integrated learning model which includes: (1) material; (2) purpose; (3) teaching method; (4) teaching strategy; (5) learning media; (6) assessment tool.
- b. Planning field experiment which includes: (1) the form of activities; (2) place; (3) time.
- c. Compiling prototype draft which includes: (1) objective; (2) theme; (3) material; (4) activity order; (5) assessment tool.
- d. Discussing with lecturers to repair the prototype model, so that it will be an experiment-ready prototype draft.
- e. Limited quality testing (if necessary).

c. Model Experimentation

The activities in this limited experiment are the implementation of model design in a class, evaluating, and revising to perfection. The activities in a wider scale experiment are doing pre-test, model design implementation, evaluation, post-test, and finally revising for perfecting, to acquire an fine integrated learning model.

2.2. Research Subjects

In model development, lecturers and students are included whether in limited experiment or wider scale experiment. In limited experiment followed by 30 1st semester students, guided by a lecturer. While the wide experiment was followed by 60 3rd semester students guided by two lecturers.

2.3. Data Collection Tool and Technique

The data collection and analysis used in this research can be explained as follows:

1. Documentary study, used to collect documentary data about curriculum (syllabus, Arabic science schedule) and student's background (academic skill, education) and other written data.
2. Questionnaires used as a tool to collect documentary data about curriculum experts, lecturers' and students' opinions about the developed integrated learning model.
3. Interview, used as a qualitative data collection tools for in depth data learning which is received from questionnaires, and various problems faced in curriculum implementation.

4. Observation, used to find out the lecturers', environment's and available tools' condition.
5. Test, used to acquire data about students learning result.

2.4. Data Analysis

The introductory stud data collected from various data collecting tools will be processed and analyzed with in depth learning and looking at the tendency, so that a blueprint of the curriculum and Arabic science activities, lecturers' skill and the problems they faced in curriculum implementation, students' learning activities, and environment and tools utilization, can be acquired.

In limited experiment, data analysis was done with qualitative approach in order of implementation process evaluation, while in the wide scale experimentation pre-test and post-test comparison analysis was done. These test results is used as a base for model revision, so that a suitable integrated learning model that can be implemented in Islamic universities can be found.

3. Results and Discussions

3.1. Arabic Learning Implementation In Arabic Education Major

a. The main aim of Arabic learning in UIN STS Jambi is building the students' skill in Arabic. The characteristics of Arabic subject in UIN STS Jambi are:

- 1) Arabic is taught in every major.
- 2) Arabic is taught according to roster decided by each major's faculty.
- 3) Arabic language is independently managed in Ma'had Al-Ali.
- 4) Learning language means learning four linguistic skills: listening, speaking, reading, and writing.

b. Arabic learning problems in UIN STS Jambi:

- 1) The non-existence of students' basic Arabic skill
- 2) The tiny amount of Arabic learning time, and on non-effective time.
- 3) The lack of Arabic learning tools.
- 4) The amount of students on every class is too many.
- 5) There is no follow up towards previous Arabic learning process.

c. The characteristics of students who learn Arabic:

1. Having various Arabic skills background
2. Lack of motivation in learning Arabic
3. Lack of awareness of the importance of Arabic

4. Students in Arabic major are placed in one place, Ma'had Al-Ali

3.2 Integrated Model Implementation in Learning Arabic

a. Prototype Composing

The prototype composing of integrated learning model is developed by modifying syllabus that became the reference in Arabic learning. This is due to the syllabus used is compiled separately according to taught discipline of Arabic language.

After conducting theoretical studies and field observation, a prototype model of integrated learning which includes material, objectives, learning media, learning strategy and assessment, was made.

Before trying to implement this model into learning process in class, several discussions with curriculum expert and lecturers was conducted in order for them to give their opinion, so that a suitable integrated learning model can be found.

b. Model Implementation

After a prototype has been made and is considered as experiment-worthy, the next step is to implement the integrated learning model in a class. The experiment is divided into two steps, the limited experiment and wide scale experiment. Each of which is done three times, until a suitable model was found.

In experiment number one, the learning process hasn't been developed as expected. The lecturer is still too strict in developing an integrated learning, because they're still influenced by previous teaching habits. The students are still too confused to master language science as well, probably because the integrated learning model is still new to them.

After a revision through learning steps detailed explanations, the next experiment has shown significant progress, even though some things still need to be fixed, such as the lack of seriousness of students, and the amount of discussion which is still dominated by lecturer.

On the next discussion, the class is going as expected with the discussion dominated by students, and most of them understand the material.

c. Model Assessment and Improvement

1) Model Assessment

The developed assessment is the model form assessment, during the model implementation process and learning result. Assessment towards model form was done by proposing model design which was compiled to curriculum expert and lecturer for them to give their assessment towards the done process through observation, while the learning result assessment was done through test.

2) Model Improvement

After limited experiment and wide scale experiment was conducted, it seemed like there aren't many changes towards developed integrated learning model. This is possibly because before experiment was conducted, several discussions and changes have been made by giving and presenting the integrated learning model to curriculum expert and lecturer who are experienced in their field.

There are several model improvements done after the experiment, such as the used teaching method in integrated learning, which is the direct method, translation method, grammatical method, discussion method, and assignment giving method. Some other improvements are as such: lecturer divided the students into several groups so that a discussion can occur and then the lecturer will do the assessment during the learning process, the students also need to read related Arabic materials aside from understanding the words through dictionary.

3.3. Integrated Learning Result Towards Arabic Language Mastery

Introductory Test Results					
No.	Subject	Score (x)	F	fx	%
1	2	3	4	5	6
1	Muthala'ah	40	4	160	6,7
		50	20	1000	33,3
		60	24	1440	40
		70	8	560	13,3
		80	4	320	6,7
Total			60	3480	100
Average = 58					
1	2	3	4	5	6
2	Nahu	40	2	80	3,4
		50	6	300	10
		60	24	1440	40
		70	20	1400	33,3
		80	8	640	13,3
Total			60	3860	100
Average = 64,3					
1	2	3	4	5	6
3	Sharaf	40	6	240	10
		50	16	800	26,6
		60	34	2040	56,6
		70	2	140	3,4
		80	2	160	3,4
Total			60	3380	100
Average = 56,3					
1	2	3	4	5	6
4	Muhadatsah	40	16	640	26,6
		50	24	1200	40
		60	14	840	23,3
		70	6	420	10
		80	-	-	-

Total		60	3100	100	
Average = 51,67					
5	Insya'	40	12	480	20
		50	24	1200	40
		60	22	1320	36,6
		70	2	140	3,4
		80	-	-	-
Total		60	3140	100	
Average = 52,3					

Final Test Result

No.	Subject	Score (x)	F	fx	%
1	2	3	4	5	6
1	Muthala'ah	50	2	100	3,3
		60	4	240	6,7
		70	12	840	20
		80	24	1920	40
		90	16	1440	26,7
		100	2	200	3,3
Total			60	4740	100
Average = 79					
1	2	3	4	5	6
2	Nahwu	50	-	-	-
		60	4	240	6,7
		70	10	700	16,7
		80	18	1440	30
		90	20	1800	33,3
		100	8	800	13,3
Total			60	4980	100
Average = 83					
1	2	3	4	5	6
3	Sharaf	50	-	-	-
		60	4	240	6,7
		70	14	980	23,3
		80	20	1600	33,3
		90	18	1620	30
		100	4	400	6,7
Total			60	4840	100
Average = 80,6					
1	2	3	4	5	6
4	Muhadatsah	50	4	200	6,7
		60	4	240	6,7
		70	10	700	16,6
		80	24	1920	40
		90	14	1260	23,3
		100	4	400	6,7
Total			60	4720	100
Average = 78,6					
1	2	3	4	5	6
5	Insya'	50	2	100	3,3
		60	6	360	10
		70	10	700	16,7

	80	20	1600	33,3
	90	18	1620	30
	100	4	400	6,7
Total		60	4780	100
Average = 79,6				

The table above shows that the lowest average is 78,6 in muhadatsah subject, and the highest average is 83 in nahu subject out of a total score 100. The counting result using the help of computer program SPSS for Windows version 10.0, shows that for muthala'ah, nahu, sharaf, muhadatsah and insya Arabic subject t-count of 53,020 with $p < 0,01$. If seen from t-table on reliability rate of 99% with freedom degree (df) of 59, is 2,662. As such, it is shown that $t\text{-count} > t\text{-table}$ of 2,662, and probability $0,000 < 0,05$, then the nil hypothesis (H_0) is rejected, since the post-test result is higher than the pre-test result. That means there is a difference of students' score before and after the usage of integrated learning.

4. Conclusion

Webbed integrated learning model is a learning model that can be developed on Arabic subject, aside from other models in order to improve the Arabic curriculum in universities. This is a thematic model, which developed through on theme by combining various Arabic language disciplines.

This integrated learning model can be developed through material formulation which is then became the central of Arabic learning.

There are several model compiling steps including: planning, implementation, and culmination (Depdikbud 1996:16), while the integrated learning model development was done through planning, implementation, and assessment (Hamalik, 1989:71). There are several suggestions related to the result of the research:

- (1) The research needs to become an input towards the development of integrated learning model in Arabic learning.
- (2) Arabic major need to continuously conduct curriculum study and learning design model study, so that a suitable design can be acquired.
- (3) An integrated learning model is a suitable learning model which fits the Arabic mastery as a whole.
- (4) A suitable environment in ma'had or campus which includes every part of learning process need to be created.
- (5) Optimization of learning media needs to be done. Even though the amount available media is lacking compared to the amount of student.
- (6) If possible, it is beneficial if Arabic learning schedule is shifted to an earlier time.

- (7) Arabic student classification needs to be done continuously. During every level shift, class placement need to be evaluated, which means that a low level student might be promoted to a higher level if their amount of score is sufficient, and vice versa.

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