

Implementation of Arabic Language Learning With School-Based Management

Taufiq Nur¹, Azhar Arsyad², Kamaluddin Abu Nawas³, Amrah Kasim⁴, Suriyati⁵, Makmur Jaya Nur⁶

¹⁾ Universitas Islam Negeri Alauddin Makassar, Indonesia

²⁾ Universitas Islam Negeri Alauddin Makassar, Indonesia

³⁾ Universitas Islam Negeri Alauddin Makassar, Indonesia

⁴⁾ Universitas Islam Negeri Alauddin Makassar, Indonesia

⁵⁾ Universitas Islam Ahmad Dahlan, Sinjai Indonesia

⁶⁾ Universitas Muhammadiyah Bulukumba, Indonesia

E-mail Correspondence: anditaufiqnur1981@gmail.com

Received: 13-11-2023

Revised: 23-12-2023

Accepted: 06-02-2024

Article Information

Abstract

Keywords:

Arabic Language Learning; School-Based Management, Madrasah Aliyah.

This research aims to describe the concept of implementing Arabic language learning with school-based management at Madrasah Aliyah Negeri 1 Bulukumba. The method used in this research is field research. The results of this research concluded that the concept of implementing Arabic language learning with school-based management at Madrasah Aliyah Negeri 1 Bulukumba was implemented through several strategies, namely listening skills (*Istima*) which were implemented through several activity steps, namely determining *Istima'* materials according to the theme to be taught, determining concepts relevant to *istima*. Meanwhile, the reading proficiency strategy (*qira'ah*) is implemented by the teacher reading Arabic texts well and correctly and also translating them, then students listen carefully. The skills in writing (*kitabab*) are carried out by the Arabic language study teacher by showing several sentences on the blackboard, then the students read and pay close attention for a few moments. Then the material is removed, then dictated, and students write into notebooks what the teacher dictates. For speaking skills (*kalam*), the Arabic language study teacher starts by pronouncing new vocabulary (*mufrodah*) one by one by the language study teacher and then imitates all the students.

Kata kunci:

Pembelajaran Bahasa Arab; Manajemen Berbasis Sekolah, Madrasah Aliyah.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan konsep pelaksanaan pembelajaran bahasa Arab dengan manajemen berbasis sekolah di Madrasah Aliyah Negeri 1 Bulukumba. Metode yang digunakan dalam penelitian ini adalah penelitian lapangan. Hasil penelitian ini menyimpulkan bahwa konsep pelaksanaan pembelajaran bahasa Arab dengan manajemen berbasis sekolah di Madrasah Aliyah Negeri 1 Bulukumba dilaksanakan melalui beberapa strategi yaitu keterampilan mendengarkan (*Istima*) yang dilaksanakan melalui beberapa langkah kegiatan yaitu menentukan materi *Istima'* sesuai tema yang akan diajarkan, menentukan konsep-konsep yang relevan dengan *istima*. Sedangkan strategi kemahiran membaca (*qira'ah*) dilaksanakan dengan cara guru membaca teks bahasa Arab dengan baik dan benar serta menerjemahkannya, kemudian siswa mendengarkan dengan seksama. Keterampilan menulis (*kitabab*) dilakukan oleh guru pembelajaran bahasa Arab dengan menunjukkan beberapa kalimat di papan tulis, kemudian siswa membaca dan mereka memperhatikan dengan seksama selama beberapa saat. Kemudian materi dikeluarkan, kemudian didiktekan, dan siswa menuliskan di buku catatan apa yang didiktekan guru. Untuk keterampilan berbicara (*kalam*), guru pembelajaran bahasa Arab memulai dengan mengucapkan kosa kata baru (*mufrodah*) satu persatu oleh guru pembelajaran bahasa kemudian ditiru oleh seluruh siswa.

INTRODUCTION

Empowering schools through operational management requires professional madrasa heads (Rumatiga, Usman, Pasolong, Kamaluddin, & Yusuf, 2023). Meanwhile, empowering students in learning and utilizing information technology under learning resources also requires direction from professional educators (Syafaruddin & Nasution, 2005). As an ideal educational institution, schools must be able to carry out educational processes, socialization, and transformation. In other words, a quality school is a school that can function as an educational process (an educational process that emphasizes educational and teaching activities), a social process (a social process, especially for students), and a forum for change (a process that changes behavior for the better)(H. E. Mulyasa, 2021b).

In situations like this, learning innovation is very necessary. This is because one of the determining factors for the success of a school as an educational institution is learning innovation which can be interpreted as an effort to change the teaching and learning process. related to the curriculum, increasing learning opportunities, and improving the professional quality of teaching staff, administration, and learning management systems (Ansori, 2020; Atstsaury, Hadiyanto, & Supian, 2024; B, Kardini, Elshifa, Adiwaty, & Wijayanti, 2023). This can only be created by creative and professional educators (Suriyati et al., 2022). in an effective school leadership climate as well. In other words, management is a skill in obtaining results to achieve targeted goals by moving all components in an organization (Alwi & Mumtahana, 2023; Ma`arif, Mumtahana, Sunarno, Mansyuri, & Nasith, 2023). So that the teaching and learning process can be carried out effectively and efficiently, and achieve the expected results, learning program management activities are needed (H. E. Mulyasa, 2021a).

Efforts to improve and improve the quality of education never seem to stop (Suriyati, Rama, Siraj, & Syamsudduha, 2023). Many reform agendas have been, are being, and will be implemented. Various innovative programs have participated in enlivening educational reform. Educational reform is the restructuring of education, namely improving the relationship between schools and their environment and the government, planning development patterns and managerial development patterns, empowering teaching staff, and restructuring Arabic language learning methods (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Majid, 2016; Sutarno, 2023). In the theory of behaviorism put forward by John B Watson, learning is a reflex process that occurs or a conditional response through substitute stimuli (Saihu, 2020). All other behavior is formed by new stimulus-response relationships through conditioning, as for According to Mursyidi, behavioristic learning theory is a learning theory that emphasizes human behavior as a result of the interaction of stimulus and response (Nahar, 2016). Behavioristic learning theory influenced the development of educational and learning theories known as the behavioristic school (Ibrahim, Akbari, & Suaidah, 2022; Murharyana, Ayyubi, Rohmatulloh, & Suryana, 2023).

The existence of school-based management in Madrasas has an important role in developing and advancing educational institutions, educational staff and their output (Ikramullah & Sirojuddin, 2020; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). According to Sudarwan Danim, madrasa heads have a dual role as administrator, manager, leader, head, motivator, negotiator, figure, communicator, representative of the institution in external affairs and other functions (Danim, 2005). School-Based Management (SBM) has emerged as a new paradigm for educational development that is oriented towards school needs (Erwandi, Pranansa, Putra, Yuneti, & Pestalozi, 2023; Fattah,

2004; E. Mulyasa, 2003), especially at Madrasah Aliyah Negeri 1 Bulukumba, aiming to improve the quality of Arabic language learning. This is very possible because with the School-Based Management approach, Madrasah Aliyah Negeri 1 Bulukumba has the authority to regulate and manage the curriculum and teaching programs, educational staff, education staff, educational facilities and infrastructure, as well as finances independently to improve the quality of the Arabic language. language learning. One way to achieve this goal effectively and efficiently is to implement School-Based Management.

In previous research, Madrasah Aliyah Negeri 1 Bulukumba made several efforts to improve students' Arabic language comprehension skills. Some of the efforts made so far are trying to provide Arabic language subjects to teaching staff who have a background in Arabic language education and intensifying deliberations for Arabic language subject teaching staff (MGMP). He even tries to place Arabic language lessons in the early hours of class in the hope that students will still receive the lessons. Based on this, the author conducted research at Madrasah Aliyah Negeri 1 Bulukumba.

RESEARCH METHODS

This research is field research and this type of research is descriptive qualitative, that is, the data obtained is in the form of words, images, and behavior, not expressed in the form of numbers or statistical figures but remains in qualitative form which has more meaning than just numbers or frequency and collecting information about an existing symptom by describing the situation according to what it is regarding a symptom or condition (Suharsimi, 2006). All data collected is likely to be the key to what is being researched. According to Lexi J. Moleong, qualitative research is research that aims to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, action and so on holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods (Moleong, 2014). Qualitative research is also known as naturalistic research (Sugiyono, 2017). This research also aims to systematically and accurately describe certain objects or fields (Azwar & Psychology, 2005). The approach that will be used by researchers in this research is a linguistic and pedagogical approach. Data collection techniques are observation, interviews and documentation, while methods for analyzing data are data reduction, data display and data verification (Suriati, 2020).

RESULTS AND DISCUSSION

Results

Concept of Implementing Arabic Language Learning with School-Based Management at Madrasah Aliyah

***Istima'* (Listening)**

Arabic language learning (Romania et al,2023), the listening aspect is called *istism*. *Istisma'* is applied using certain steps, so that students' hearing of Arabic expressions can be correct as it should be. The steps in achieving listening skills, the teaching staff in the field of Arabic language studies at MAN 1 Bulukumba use systematic steps.

Based on information from the head of the madrasah, the learning carried out by teaching staff is always adjusted to the RPP that he has made; starting from greetings to learning techniques. Especially for the special aspect, the teaching staff were seen listening to voice recordings from cellphones connected to speakers to better filter the sound. Students are asked

to listen carefully to the sound they hear. The sounds that are heard are repeated until the students feel confident with what they are hearing. After that, students respond confidently to what they have heard, then the teaching staff asks students to repeat what they have heard. If students still make teaching staff is very visible in providing Arabic language learning, mistakes in their pronunciation, the teaching staff helps to correct the pronunciation of the letters and asks the students to repeat the pronunciation of the letters again and again until the students can pronounce them well and correctly.

The seriousness of the especially in the *istima'* aspect as stated by the Arabic language teaching staff who said that:

“I am very aware that learning Arabic is very important not only as an academic requirement and requirement of the madrasa curriculum, but more than that. Arabic can be used to understand Islam. Therefore, it is very important that Arabic is taught not just to complete the curriculum, but must have an impact on the lives of students. That is why, I try to use all resources and media to facilitate this learning process. Moreover, Madrasah Aliyah Negeri 1 Bulukumba implements a school-based management system. I really use this system so that learning Arabic can achieve its intended goals. For this reason, every time I learn Arabic, in the aspect of listening skills I use these steps: first, I determine the *istima'* material according to the theme to be taught, second, determine the concepts that are relevant to the *istima'*, third, provide educational energy these concepts, fourth, using a cellphone/tape recorder. The aim of using this learning media is so that students can hear the sounds in Arabic properly and correctly in accordance with the material in the curriculum and lesson plans that I have created so that the lesson material does not deviate. Fifth, after they have listened to the sounds, I then instruct them. students to repeat what they have heard and if there is still something wrong in the pronunciation, then I help to correct the pronunciation of the letter and ask students to repeat the pronunciation of the letter until the student can pronounce it well and correctly, sixth, after all students can pronounce the pronunciation of Arabic letters well and correctly according to the existing material, then I give them the task of filling in the empty pieces of text, seventh after the students have finished their assignment, then I check the results of the students' assignments, and if there are any if there is a mistake in the student's answer, I will ask the student to correct it again until the student's answer is correct. Only after that will I give a grade to the results of the assignment.”

This was also conveyed by the Head of Madrasah Aliyah Negeri 1 Bulukumba who said that:

“From the results of my supervision during Arabic language learning carried out by MAN 1 Bulukumba Arabic language educators, I saw that Mr. Ahmad Arfah SS, used listening skill strategies and he did so by following the steps he had made as stated in RPP, and I also saw that students were very enthusiastic about following his lessons, so that students could easily understand the *istima'* material that had been given by the Arabic language study teaching staff at MAN 1 Bulukumba.”

From the statements that have been made, it can be understood that Arabic language subjects at Madrasah Aliyah Negeri 1 Bulukumba, especially the *istima'* aspect, are taken seriously by the teaching staff. This is characterized by the implementation of Arabic language learning which is always adjusted to the learning implementation plan that has been prepared by the teaching staff. This means that educators teach Arabic language material not haphazardly without careful planning. The seriousness of implementing Arabic language learning is also demonstrated by the use of supporting media to facilitate students' understanding of each material presented. So, not only in good lesson plans, but also by optimizing the use of learning support media.

The above statement is in line with the results of observations and documentation of madrasas on the *istima'* aspect at MAN 1 Bulukumba Regency.



Figure 1: implementation of Arabic language learning

The researcher's observations of the implementation of Arabic language learning at Madrasah Aliyah Negeri 1 Bulukumba can be understood that the implementation of Arabic language learning at the madrasah is proceeding according to plan. In fact, maximum efforts are being made to complete supporting learning media which is not only via mobile phones, but also with the help of active speakers to make the sound clearer. Therefore, it can be understood that the school-based management that has been implemented at Madrasah Aliyah Negeri 1 Bulukumba provides sufficient space in efforts to improve the quality of learning, especially Arabic language lessons for students at Madrasah Aliyah Negeri 1 Bulukumba.

From the statements that have been made, it can be understood that Arabic language subjects at Madrasah Aliyah Negeri 1 Bulukumba, especially the *istima'* aspect, are taken seriously by the teaching staff. This is characterized by the implementation of Arabic language learning which is always adjusted to the learning implementation plan that has been prepared by the teaching staff. This means that educators teach Arabic language material not haphazardly without careful planning (As'ari 2015). The seriousness of implementing Arabic language learning is also demonstrated by the use of supporting media to facilitate students' understanding of each material presented. So, not only in good lesson plans, but also by optimizing the use of learning support media.

***Qira'ah* (Reading)**

The *qira'ah* method is used in the Arabic language learning process in the classroom, where the teaching staff reads the Arabic text properly and correctly and reads the translation, then the students listen carefully (Baroroh & Rahmawati, 2020). After the teaching staff has finished reading and translating, the students are then instructed to read the text in turns. This method is used to train students' good reading skills, both reading aloud which involves pronunciation, and reading comprehension. In this case Ahmad Arfah, SS, as an Arabic language educator said that:

“Learning Arabic at Madrasah Aliyah Negeri 1 Bulukumba places more emphasis on how students are able to read and understand. I often use the *qira'ah* method because every material is always shown *qira'ah* or reading text. Every material in learning Arabic is closely related to grammar/rules”

In connection with this statement, one of the students stated that:

In Arabic lessons, we are often given assignments to read from several texts in textbooks. However, before we read these texts, the teaching staff read the texts first. We just follow it in our hearts. In several texts, the teaching staff always reminds us that this text should be read from the top line or the bottom line. Not only that, the educators also explain why it should be read that way. Do not forget to remind the teaching staff to read it with correct pronunciation, matching the letters in the text.

The explanation of the teaching staff above states that in the qira'ah learning process the teaching staff uses methods that are appropriate and in accordance with learning that is more popular with students, so that other students can also be motivated and feel happy to take part in the qira'ah learning process, because of the current situation of students, if the teaching staff is less capable and less creative in using appropriate and appropriate methods in the learning process, this can create a classroom atmosphere that sometimes makes students unhappy.

In its implementation, the text reading material is carried out by Arabic language subject educators very carefully. This is in accordance with the researcher's observations when the reading lesson material was in progress. The Arabic language subject educators were seen after reading the text and then continuing by showing the students one by one reading the qira'ah text in their handbook. When students read incorrectly, the teaching staff immediately corrects it and asks to read it again until the student's reading is deemed correct. After everyone has finished reading, the teaching staff re-reads the qira'ah text and interprets it, both in words and in sentences. After finishing reading and interpreting, the subject educators continue the learning process by explaining several rules contained in the reading, occasionally asking students to mention other examples of the rules that have been explained.

The statement above is in line with the results of observations and documentation of madrasas on the Qira'ah' aspect at MAN 1 Bulukumba Regency.



Figure 2: Image of students reading

Explanation of the teaching staff who said that in the qira'ah learning process the teaching staff used methods that were appropriate and in accordance with the learning that was more popular with students, so that other students could also be motivated and feel happy to take part in the qira'ah learning process, because of the circumstances. current students, if the teaching staff is less capable and less creative in using appropriate and appropriate methods in the learning process, this can create a classroom atmosphere that sometimes makes students unhappy.(Nurcholis, A., Hidayatullah, SI, & Rudisunhaji, MA (2019).

In its implementation, the text reading material is carried out by Arabic language subject educators very carefully. This is in accordance with the researcher's observations when the reading lesson material was in progress. The Arabic language subject educators were seen after reading the text and then continuing by showing the students one by one reading the qira'ah text in their handbook. When students read incorrectly, the teaching staff immediately corrects it and asks to read it again until the student's reading is deemed correct. After everyone has finished reading, the teaching staff re-reads the qira'ah text and interprets it, both in words and in sentences. After finishing reading and interpreting, the subject educators continue the learning process by explaining several rules contained in the reading, occasionally asking students to mention other examples of the rules that have been explained.

In implementing the learning strategy with concept maps for reading proficiency, educational staff in the field of study use separate steps to ensure that learning objectives are achieved effectively and efficiently. In the researcher's observations, teaching staff as teachers in the field of Arabic language studies carried out activities, such as randomizing texts according to the material plan at that time, then asking students to listen attentively. At certain times the teaching staff gives an opportunity to one of the students who reads well to read in front of his friends.

After reading to the end, the teaching staff was seen reading the sentences and asking the students to imitate the reading. This activity is carried out repeatedly to ensure students' reading skills are fluent and correct.

Educators ask students to take turns reading several parts or all of the reading material according to the available duration. It appears that at this stage, the teaching staff in the Arabic language field immediately stopped the student's reading, then threw it at another student, and asked him whether his friend's reading was correct or not. Students who understand correctly generally correct the mistakes and pronounce the correct reading. However, if there are no students who provide corrections or correct them but are not perfect, then the teaching staff in the field of Arabic language studies will directly straighten out their students' reading. Then the teaching staff immediately provides corrections to a student's reading errors and reads the sentence for the student to know. At this stage, the researcher also looked at the correction model carried out by teaching staff in the field of Arabic language studies without directly interrupting the students who were reading. But by calling out words that are felt to be misread by not interrupting students' reading in the middle of a sentence.

Furthermore, in the researcher's observations at the final stage of this activity, the teaching staff in the field of Arabic language studies asked their students to learn to answer the questions that had been provided regarding the content/meaning of the qira'ah material that was being studied at that time. This is very encouraging because high motivation to read Arabic texts will increase students' Arabic language competence.

Kitabah (writing)

Writing skills in the context of learning Arabic in formal education institutions is an aspect that is trained intensively. Writing skills training starts from the simplest steps such as writing letters, words and making sentences to more complex steps such as creating paragraphs or free essays. Writing skills in learning Arabic are also called maharah kitaba. Maharah kitabah is one of the most complex skills.

The implementation of language learning also emphasizes the biblical aspect. Where the teaching staff as teachers in the field of Arabic language studies at Madrasah Aliyah Negeri 1

Bulukumba based on researchers' observations use learning strategies with a concept map of writing skills. In this aspect, it appears that teaching staff in the field of Arabic language studies provide classifications for students who are not yet proficient in writing and those who are proficient at writing. Especially for students who cannot yet write Arabic letters, writing activities begin with learning to write Arabic letters and words, as provided in the Arabic language textbook owned by each student, then continue with other materials related to learning Arabic. It seems that this activity aims to improve skills in writing Arabic letters, as well as strengthening mastery of the subject matter that has been studied through *istima'* and *qiro'ah* activities. Researcher observations, teaching staff in the field of Arabic language studies apply this scripture technique in the form of several activities, namely: (1) Educators in the field of Arabic language studies provide explanations to all students about what they must do before doing writing exercises. (2) After students do writing practice, the teaching staff provides corrections to the students' work. Corrections to students' work are sometimes carried out by the students themselves and sometimes direct corrections from teaching staff in the field of Arabic language studies. (3) Record students' work mistakes, both individual mistakes and general mistakes, namely mistakes that are often found to be made by all or most of the students. (4) Explain individual mistakes to the students concerned and explain mistakes in general to all students. (5) The writing activity (*kitabah*) is finished, after that the teaching staff records the scores from the training results of all students, then the students rewrite the training material taking into account the results of the correction.

Based on these observations, the teaching staff in the field of Arabic language studies stated that in providing *Kitabah* material to students during the *Kitabah* lesson, I used a proficiency strategy in writing, namely specifically for students who cannot write Arabic letters, the writing activity begins with learning write Arabic letters and words, as provided in their Arabic textbooks. Here, as an educator in the field of Arabic language studies, I show several sentences on the blackboard, then the students read and pay close attention for a few moments. Then the material is deleted, then dictated, and the students write in their notebooks what is dictated by me as an educator in the field of Arabic language studies. Then, to improve my skills in writing Arabic letters, as well as to strengthen my mastery of the subject matter that has been studied through *istima'*, *kalam*, *qowa'id*, and *qiro'ah* activities, I took several steps. I have used this step all this time because the results are quite good. The steps are (1) explaining how to do the exercise (2) correcting students' work which can sometimes be done by students themselves, (3) recording students' work errors, both individual errors and general errors, namely errors made by all or most students, (4) explain individual mistakes to the student concerned and explain general mistakes to all students

Based on the statements that have been put forward, both from the student teaching staff and the head of the madrasah, it can be understood that Arabic language learning at Madrasah Aliyah Negeri 1 Bulukumba, especially in the writing aspect, is carried out seriously by teaching staff in the field of Arabic language studies. The researcher also looked at the resources of the teaching staff in the field of Arabic language studies at Madrasah Aliyah Negeri 1 Bulukumba, namely teaching staff experienced in teaching and the participation of teaching staff in attending seminars or learning training in the field of Arabic language studies, both locally and at the national level. So that this teaching experience can be used as a support in learning by using what methods are suitable and appropriate in learning the Bible itself. All the efforts and sincerity of the teaching staff are carried out in the process of learning this book, of course in

order to achieve the target, namely the ability to write Arabic well and correctly, even with vocabulary or simple sentences that they use every day. It is also apparent that the teaching staff in overseeing writing learning can be seen from their patience in dealing with and teaching how to write to their students, especially for students who do not yet have the basics of writing Arabic letters. And, on the other hand, teaching staff are able to suppress the boredom of their students who are already skilled at writing by involving them in helping their friends who are not yet proficient in writing Arabic letters. They can even be instructed to write words and sentences, provided that the person dictating the words or sentences must of course have the ability to pronounce Arabic letters correctly and fluently.

Kalam (speaking)

In general, language ability is seen in a person's ability to abstract everything that is in his mind. Almost all languages, especially foreign languages such as Arabic, will be marked by their ability to speak them (Arsyad, 2019). This means that people generally understand that if someone is able to converse in Arabic, then he or she is considered a person who is good at speaking Arabic. The intelligence attributed to someone who can speak Arabic does not absolutely question aspects of the rules and whether the person concerned can write them or not. In essence, the ability to speak Arabic is a sign that the person concerned is good at speaking Arabic.

Therefore, Arabic language lessons are no longer only given in class, but also allocated time outside class hours. Even though the weight and subject matter of Arabic is greater in the classroom. It is language practices that are more dominant in the Arabic language learning schedule outside the classroom. The emphasis on subject matter and learning strategies in the classroom is really carried out by subject educators. This is in accordance with the observations of researchers who looked at the speaking learning process carried out by Arabic language educators. Arabic language educators can be seen carrying out learning using learning strategies using concept maps and steps.

Based on this statement, it can be understood that there is confirmation of students' speaking ability using Arabic. The process starts with learning carried out by teaching staff in the classroom and then continues with speaking practice carried out according to the schedule outside formal class hours. In the schedule outside of formal classes, students' enthusiasm for speaking Arabic can be seen in a relaxed and happy manner. This is in accordance with the observations of researchers who found that students were practicing speaking Arabic with their peers. The dialogues they carry out are carried out outside the classroom, but remain in accordance with the lesson schedule outside the formal class. In the dialogues they held, they were attended to and remained guided by teaching staff in the field of Arabic language studies (Albantani, 2018). This is because they are on schedule.

Based on several statements and descriptions, it can be understood that there is hard work from the Arabic language subject instructors at Madrasah Aliyah Negeri 1 Bulukumba to realize Arabic language skills for their students. Language skills are not only in the aspects of istima, qira'ah, kitabah, but also the ability to speak (kalam). Moreover, the kalam (speaking) aspect is a very visible marker of students' language skills. If they are able to speak, then they are considered great at speaking Arabic. Therefore, various steps are taken by Arabic language teaching staff so that their students can have these skills.

Educators work hard to create teaching situations that can provide comfort to students so that they are encouraged to continue participating in lessons with enthusiasm. Moreover,

among the students at Madrasah Aliyah Negeri 1 Bulukumba there are those who are new to Arabic. Of course, it requires special and extra treatment to be able to adapt and be on par with students who know and understand Arabic.

DISCUSSION

Arabic language subjects at Madrasah Aliyah Negeri 1 Bulukumba, especially the *istima'* aspect, are taken seriously by the teaching staff. This is characterized by the implementation of Arabic language learning which is always adjusted to the learning implementation plan that has been prepared by the teaching staff (Setyawan, 2018). This means that educators teach Arabic language material not haphazardly without careful planning (Afifa, 2019). The seriousness of implementing Arabic language learning is also demonstrated by the use of supporting media to facilitate students' understanding of each material presented (Afifa, 2019). So, not only in good lesson plans, but also by optimizing the use of learning support media (Budiyono, 2020).

One of the concepts for implementing language learning, especially Arabic, with school-based management at Madrasah Aliyah Negeri 1 Bulukumba is the freedom to prepare the curriculum and some additional time as long as it does not conflict with the nationally applicable curriculum. This kind of management system is used by madrasahs to organize a number of subjects, both by adding local materials to support students' skills, as well as by increasing lesson time which is considered important to support students' abilities (Switri, 2022). In this regard, Arabic as a language that is able to provide benefits in life and the daily life of students gets a very representative portion of their time to support the achievement of learning goals (Afifuddin, 2021).

The application of *istima'* in Arabic language learning carried out outside the formal classroom, according to the researcher's observations, cannot be separated from the Arabic language material provided by the teaching staff in the classroom. Students can be seen repeating what they learned in class and trying to memorize the Arabic vocabulary given by their teaching staff (Mufidah & Rohima, 2020). This is so that students can recall the memorized vocabulary given by the teaching staff to the students themselves. If you look closely at the data submitted by students, it is precisely during times outside of formal hours that they hone their pronunciation skills as they listen. Apart from *al-mufrodah* activities, other supporting activities are *muhadhoroh* activities. *Muhadhoroh* activities are activities in the form of Arabic speeches (Mufidah & Rohima, 2020).

Reading is one of the most important methods in Arabic language learning programs (Khotiah, 2020). Although sometimes there are many obstacles that occur in learning Arabic at the Madrasah Aliyah level through *qira'ah* learning, such as a lack of readiness for students before entering class, even though the teaching staff have repeatedly encouraged and motivated them. There are three stages in reading, namely reading the text, in the text and behind the text (Tahmidaten & Krismanto, 2020). There are those who argue that reading consists of stages of letters, comprehension and practice (Sudarsana, 2014). Reading the letter stage is to find out what is written in the text, the comprehension stage is to understand, interpret, explain, or analyze the text, while practical reading is critical reading by providing opinions or solutions regarding problems that exist in the reader's own life (Sudarsana, 2014).

Learning Arabic is fun for students (Khansa, 2016), especially in the reading aspect, although there are still some students who still feel they are not able and fluent in reading. This can be seen in students who feel comfortable with reading lessons because they do not have a

basic understanding but with the teaching methods applied by teaching staff as Arabic language subject teachers, these students can understand and little by little are able to read Arabic texts (Baroroh & Rahmawati, 2020). Likewise, students think that by reading Arabic texts they gain some knowledge from the process of learning to read (Hilmi & Firdausy, 2021). Some of the additional knowledge they feel is knowledge about the rules for reading Arabic texts. In fact, the way educators teach combined with discussions opens up students' horizons to elaborate on texts and the rules for reading them (Mahyudin, Alwis, & Sri, 2016). This is because they can discuss with each other and provide mutual understanding directly by the Arabic language educators (Jihad, 2013). Not only that, with a learning system like that, students feel they are getting additional Arabic vocabulary that they didn't know before. So, without mufrodah activities, students will still acquire new vocabulary (Nugrawiyati, 2015).

Arabic language learning in the qira'ah aspect applied by teaching staff (Hidayah, 2018) The discussion technique also aims to improve students' cognitive abilities by knowing how to read and translate Arabic texts according to existing rules (Rathomi, 2019), as well as training students to be active in responding to learning by forming groups to explain the material that has been given (Khotiah, 2020; Mahfud et al., 2021; Nira & Fauziyah, 2021).

The implementation of language learning also emphasizes the biblical aspect (Rathomi, 2019). Where the teaching staff as teachers in the field of Arabic language studies at Madrasah Aliyah Negeri 1 Bulukumba based on researchers' observations use learning strategies with a concept map of writing skills. In this aspect, it appears that teaching staff in the field of Arabic language studies provide classifications for students who are not yet proficient in writing and those who are proficient at writing. Especially for students who cannot yet write Arabic letters, writing activities begin with learning to write Arabic letters and words, as provided in the Arabic language textbook owned by each student, then continue with other materials related to learning Arabic. If it is deemed that students are capable, they can immediately continue with new words and other sentences, namely students write what is dictated, without first being shown the material to be dictated (Bakri, 2017). It seems that this activity aims to improve skills in writing Arabic letters, as well as strengthening mastery of the subject matter that has been studied through istima and qiro'ah activities (Khansa, 2016).

Language skills are not only in the aspects of istima, qira'ah, kitabah, but also the ability to speak (*kalam*) (Linur & Mubarak, 2020). Moreover, the *kalam* (speaking) aspect is a very visible marker of students' language skills (Syamaun, 2016). If they are able to speak, then they are considered great at speaking Arabic. Therefore, various steps are taken by Arabic language subject educators so that their students can have these skills. Not only that, the Arabic language teaching staff also pays close attention to the condition of the students so that they do not get bored and tired of following this lesson (Zakiah, 2021). Educators work hard to create a pleasant learning situation, so that students are motivated to continue participating in lessons with enthusiasm (Akmaliyah & Ratnasih, 2017; Asse, Putri, Fatimah, Nursyam, & Faqihuddin, 2024; Aziz, Sebgag, Zuana, & Suryani, 2022; Rasam & Sari, 2018). Moreover, among the students at Madrasah Aliyah Negeri 1 Bulukumba there are those who are new to Arabic. Of course, it requires special and extra treatment to be able to adapt and be on par with students who already know and understand Arabic.

CONCLUSION

Based on the results of research on Arabic language learning with school-based management (MBS) at MAN 1 Bulukumba, it can be concluded that the concept of implementing Arabic language learning with school-based management at Madrasah Aliyah Negeri 1 Bulukumba is implemented in several ways. proficiency strategies, including listening skills (*Istima'*). which is carried out through several activity steps, namely determining istima' material according to the theme to be taught, determining concepts that are relevant to istima'. Meanwhile, the reading proficiency strategy (*qira'ah*) is implemented by teaching staff reading Arabic texts well and correctly and translating them, then students listen carefully. After the teaching staff has finished reading and translating, students are then instructed to read the text in turn. Writing skills (*kitabab*) are carried out by educators in the field of Arabic studies by showing several sentences on the blackboard, then students read and pay close attention for a few moments. If the student feels capable, they can immediately continue by writing what was dictated without being shown the material to be dictated first. For speaking skills (*kalam*), the teaching staff in the field of Arabic studies begins by pronouncing new vocabulary (*mufrodah*), one by one the teaching staff in the field of Arabic studies pronounce them, after which they are imitated by everyone. student. This activity is carried out more than once so that students can pronounce it well and correctly. The teaching staff then explains the meaning of each vocabulary word (*mufrodah*) and new expressions as far as possible without using translation. These three strategies are important to carry out in relation to the Arabic language learning process, especially at MAN 1 Bulukumba. The recommendation for future madrasahs is to provide special facilities related to learning media for teaching staff so that teachers in the Arabic language field of study use media that matches their meaning and also use signs (pointing) or demonstrate dramatization and context. And further research so that it is not only Arabic language media but also other subjects.

REFERENCES

- Afifa, K. (2019). *Penggunaan media audiovisual dalam peningkatan hasil belajar Bahasa Arab Madrasah Ibtidaiyah Al Imam Metro Kibang* (PhD Thesis, IAIN Metro). IAIN Metro. Retrieved from <https://repository.metrouniv.ac.id/id/eprint/194/>
- Afifuddin, M. (2021). Pembentukan Lingkungan Pembelajaran Bahasa Arab di Sekolah Tinggi Ilmu Tarbiyah Al-Fattah (STITAF) Siman Lamongan. *Cendekia*, 13(01), 42–54.
- Akmaliyah, A., & Ratnasih, T. (2017). Teaching Arabic by Gender Perspective at Pesantren Darunnajah. *Jurnal Pendidikan Islam*, 3(1), 69–78. <https://doi.org/10.15575/jpi.v3i1.1055>
- Alwi, M., & Mumtahana, L. (2023). The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 66–78. <https://doi.org/10.59373/kharisma.v2i1.18>
- Ansori, M. (2020). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 41–50. <https://doi.org/10.31538/munaddhomah.v1i1.32>
- Arista, H., Mariani, A., Sartika, D., Murni, D., & Harahap, E. K. (2023). Gaya Kepemimpinan Kepala Madrasah dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses dan Output). *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 38–52. <https://doi.org/10.59373/kharisma.v2i1.13>

- Asse, A., Putri, F. F., Fatimah, T., Nursyam, N., & Faqihuddin, D. (2024). Diversity Problems in Students' Educational Backgrounds and Learning Program Policies of Arabic Language Education. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(4), 535–546. <https://doi.org/10.31538/tijie.v4i4.701>
- Atstsaury, S., Hadiyanto, H., & Supian, S. (2024). Principal's Strategy to Improve Teachers Professional Competence. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 1–10. <https://doi.org/10.31538/munaddhomah.v5i1.775>
- Aziz, A., Sebgag, S., Zuana, M. M. M., & Suryani, I. (2022). Learning Arabic Pegon for Non-Javanese Santri at Pesantren. *Jurnal Pendidikan Islam*, 8(2), 113–126. <https://doi.org/10.15575/jpi.v8i2.19581>
- Azwar, S., & Psikologi, P. S. (2005). *Yogyakarta: Pustaka Pelajar*.
- B, A. M., Kardini, N. L., Elshifa, A., Adiwaty, S., & Wijayanti, T. C. (2023). The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), 49–59. <https://doi.org/10.31538/munaddhomah.v4i1.342>
- Bakri, M. A. (2017). Metode langsung (direct method) dalam pengajaran bahasa arab. *Al-Maraji': Jurnal Pendidikan Bahasa Arab*, 1(1), 1–11.
- Baroroh, R. U., & Rahmawati, F. N. (2020). Metode-metode dalam pembelajaran keterampilan bahasa Arab reseptif. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 9(2), 179–196.
- Budiyono, B. (2020). Inovasi pemanfaatan teknologi sebagai media pembelajaran di era revolusi 4.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 300–309.
- Erwandi, R., Pranansa, A. G., Putra, M. R. E., Yuneti, A., & Pestalozzi, D. (2023). Salafi-Based Integrated Islamic Elementary School Management. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), 502–518. <https://doi.org/10.31538/tijie.v4i3.598>
- Fattah, N. (2004). *Konsep manajemen berbasis sekolah (MBS) dan dewan sekolah*. Pustaka Bani Quraisy.
- Hidayah, N. (2018). Analisis kesiapan mahasiswa prodi Pendidikan guru madrasah ibtidaiyah sebagai Calon pendidik profesional. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 5(1), 117–137.
- Hilmi, A. Z., & Firdausy, S. (2021). Efektivitas komunikasi dalam pembelajaran daring selama pandemi covid-19 di kota makassar. *Kareba: Jurnal Ilmu Komunikasi*, 114–126.
- Ibrahim, T., Akbari, S. I., & Suaidah, S. (2022). Principal's Behavior in Strengthening Teacher Innovation and Creativity During The Covid-19 Pandemic. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 116–124. <https://doi.org/10.31538/ndh.v7i1.1813>
- Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 131–139. <https://doi.org/10.31538/munaddhomah.v1i2.36>
- Jihad, A. (2013). *Menjadi guru profesional: Strategi meningkatkan kualifikasi dan kualitas guru di era global*. Penerbit Erlangga.
- Kartiko, A., Wibowo, G. A., Gobel, L. V., Wijayanto, A., & Saputra, N. (2023). Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), 315–327. <https://doi.org/10.31538/ndh.v8i2.3960>

- Khansa, H. Q. (2016). Strategi pembelajaran bahasa Arab. *Prosiding Konferensi Nasional Bahasa Arab*, 1(2). Retrieved from <http://prosiding.arab-um.com/index.php/konasbara/article/view/23>
- Khotiah, S. (2020). Peningkatan Kompetensi Membaca Teks Berbahasa Arab Melalui Metode Qiraah Mata Pelajaran Bahasa Arab Di MTs Negeri 8 Karangmojo. *Jurnal Pendidikan Madrasah*, 5(2), 237–246.
- Linur, R., & Mubarak, M. R. (2020). Facebook sebagai alternatif media pengembangan maharah kitabah. *Nasabi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 2(1), 8–18.
- Ma`arif, M. A., Mumtahana, L., Sunarno, S., Mansyuri, A., & Nasith, A. (2023). Developing Pesantren Educator Resources through Optimizing the Learning Organization. *Nazhbruna: Jurnal Pendidikan Islam*, 6(3), 475–491. <https://doi.org/10.31538/nzh.v6i3.4415>
- Mahfud, C., Astari, R., Kasdi, A., Mu`ammar, M., Muyasaroh, M., & Wajdi, F. (2021). Islamic cultural and Arabic linguistic influence on the languages of Nusantara; From lexical borrowing to localized Islamic lifestyles. *Wacana, Journal of the Humanities of Indonesia*, 22(1). <https://doi.org/10.17510/wacana.v22i1.914>
- Mahyudin, R., Alwis, N., & Sri, W. (2016). Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Di Kota Padang. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(1), 1–12.
- Majid, A. (2016). *Strategi pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Moleong, L. (2014). Metode Penelitian Kuantitatif Kualitatif. *Bandung: PT. Remaja Rosdakarya*.
- Mufidah, N., & Rohima, I. I. (2020). Pengajaran kosakata untuk mahasiswa kelas intensif Bahasa Arab. *Uniqbu Journal Of Social Sciences (UJSS)*, 1(1), 13–24.
- Mulyasa, E. (2003). *Menjadi kepala sekolah profesional: Dalam konteks menyukseskan MBS dan KBK*. Remaja Rosdakarya.
- Mulyasa, H. E. (2021a). *Implementasi Kurikulum 2013 Revisi: Dalam Era Industri 4.0*. Bumi Aksara.
- Mulyasa, H. E. (2021b). *Menjadi guru penggerak merdeka belajar*. Bumi Aksara. Retrieved from <https://books.google.com/books?hl=id&lr=&id=0WAIEAAQBAJ&oi=fnd&pg=PA3&dq=E.+Mulyasa,+Menjadi+Tenaga+pendidik+Profesional&ots=QWDldJcjL9&sig=5e1qKA7Mkz4-r7n6hdB3IRTt5co>
- Murharyana, M., Ayyubi, I. I. A., Rohmatulloh, R., & Suryana, I. (2023). Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar. *Dirasab International Journal of Islamic Studies*, 1(2), 68–77. <https://doi.org/10.59373/drs.v1i2.17>
- Nahar, N. I. (2016). Penerapan teori belajar behavioristik dalam proses pembelajaran. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 1(1). Retrieved from <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/94>
- Nira, R. D., & Fauziyah, Y. (2021). Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma`had Umar Bin Al-Khattab. *Nazhbruna: Jurnal Pendidikan Islam*, 4(2), 294–309. <https://doi.org/10.31538/nzh.v4i2.1480>
- Nugrawiyati, J. (2015). Pembelajaran Kosakata Bahasa Arab Di Madrasah Ibtidaiyah. *El-Wasathiya: Jurnal Studi Agama*, 3(2), 144–156.
- Rasam, F., & Sari, A. I. C. (2018). Peran kreativitas guru dalam penggunaan media belajar dan minat belajar dalam meningkatkan prestasi belajar peserta didik SMK di Jakarta Selatan. *Research and Development Journal of Education*, 5(1), 95–113.
- Rathomi, A. (2019). Pembelajaran Bahasa Arab Maharah Qira`ah Melalui Pendekatan Saintifik. *Ta Dib Jurnal Pendidikan Islam*, 8(1), 558–565.

- Rumatiga, M. H., Usman, S., Pasolong, H., Kamaluddin, M., & Yusuf, M. (2023). Private Madrasah Development Strategy at Madrasah Aliyah. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 289–304.
- Saihu, S. (2020). Konsep pembaharuan pendidikan islam menurut fazlurrahman. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(1), 82–95.
- Setyawan, C. E. (2018). Konsep Landasan Teori Dan Rancangan Silabus Pembelajaran Maharah Istimia Di Perguruan Tinggi. *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam*, 7(1), 159–177.
- Sirojuddin, A., Amirullah, K., Rofiq, M. H., & Kartiko, A. (2022). Peran Sistem Informasi Manajemen dalam Pengambilan Keputusan di Madrasah Ibtidaiyah Darussalam Pacet Mojokerto. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 19–33. <https://doi.org/10.37812/zahra.v3i1.395>
- Sudarsana, U. (2014). Pembinaan minat baca. *Universitas Terbuka*, 1(028.9), 1–49.
- Sugiyono, D. (2017). *Statistik Pendidikan*.
- Suharsimi, A. (2006). *Metodelogi Penelitian*. Yogyakarta: Bina Aksara.
- Suriati, S. (2020). Pola Komunikasi Dakwah Wahdah Islamiyah di Kabupaten Sinjai, Sulawesi Selatan. *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, 6(1), 81–95.
- Suriyati, S., Rama, B., Siraj, A., & Syamsudduha, S. (2023). Implementation of Integrated Quality Management Islamic Education in Madrasah Aliyah. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 95–112.
- Sutarno, S. (2023). Supervision Management in Improving Madrasah Achievement in State Aliyah Madrasah. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 53–65. <https://doi.org/10.59373/kharisma.v2i1.21>
- Switri, E. (2022). *Metodologi Pembelajaran Bahasa Arab di PTU*. Penerbit Qiara Media.
- Syafaruddin, S., & Nasution, I. (2005). *Manajemen pembelajaran*. Retrieved from <http://repository.uinsu.ac.id/id/eprint/2424>
- Syamaun, N. (2016). Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 4(2), 343–359.
- Tahmidaten, L., & Krismanto, W. (2020). Permasalahan budaya membaca di Indonesia (Studi pustaka tentang problematika & solusinya). *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(1), 22–33.
- Zakiah, N. (2021). Problematika Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Al Islamiyah Kotabumi Lampung Utara. *Indonesian Journal of Instructional Technology*, 52–66.