

Development Of Maharah Al-Qira'ah In Arabic Language Learning At Madrasah Aliyah Al-Ma'arif Sungai Duri

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Abstract: The development of Maharah Al-Qira'ah in Arabic Language Learning at MA Al-Ma'arif consists of three parts: First, Planning. Before the learning process is carried out, the teacher first prepares a plan for teaching and learning activities related to teaching materials and methods in the form of a Learning Implementation Plan (RPP), which serves as a teacher's guide in carrying out learning in the classroom. Second, Implementation. In the implementation of Arabic language learning, the learning process does not solely refer to the lesson plan that has been made, but the teacher applies several learning methods or strategies that are in accordance with the level of ability and needs of students such as providing motivation and understanding of the importance of learning Arabic. Third, Evaluation. The evaluation of Arabic learning carried out is evaluating the level of progress and improvement of students' Arabic learning and evaluating the teaching methods or strategies applied by Arabic teachers in the learning implementation process. The Problematics of Arabic Language Learning, a. The problems faced by teachers are the lack of interest and interest in learning Arabic by students, the weak spirit of student learning in the implementation of learning, the lack of student understanding of the importance of learning Arabic, the lack of student Arabic practice in the learning process. b. The problems faced by students are lack of vocabulary mastery, difficulty in pronouncing Arabic, difficulty in memorizing Arabic texts, difficulty in composing sentences using Arabic. Solutions to Overcoming Arabic Learning Problems are Creating a comfortable and effective teaching and learning atmosphere, Providing support and encouragement to students in honing Arabic language skills, Providing understanding and motivation to students regarding the importance of Arabic, Conducting evaluations and practices in the madrasah

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environment in an effort to improve students' Arabic language skills, Carrying out extra-curricular activities that can add insight and knowledge to students related to Arabic language learning, Updating books in the library related to Arabic language learning materials and methods.

Keywords: Arabic Language Learning, Maharah Al-Qira'ah, Madrasah Aliyah.

Abstrak: Pengembangan Maharah Al-Qira'ah dalam Pembelajaran Bahasa Arab di MA Al-Ma'arif terdiri dari tiga bagian: Pertama, Perencanaan. Sebelum proses pembelajaran dilaksanakan, guru terlebih dahulu menyusun rencana kegiatan belajar mengajar yang berkaitan dengan bahan dan metode pengajaran dalam bentuk Rencana Pelaksanaan Pembelajaran (RPP) yang berfungsi sebagai pedoman guru dalam melaksanakan pembelajaran di kelas. Kedua, Implementasi. Dalam pelaksanaan pembelajaran bahasa Arab proses pembelajaran tidak semata-mata mengacu pada RPP yang telah dibuat, namun guru menerapkan beberapa metode atau strategi pembelajaran yang sesuai dengan tingkat kemampuan dan kebutuhan siswa seperti memberikan motivasi dan pemahaman akan pentingnya belajar bahasa Arab. Ketiga, Evaluasi. Evaluasi pembelajaran bahasa Arab yang dilakukan adalah mengevaluasi tingkat kemajuan dan peningkatan pembelajaran bahasa Arab siswa serta mengevaluasi metode atau strategi pengajaran yang diterapkan guru bahasa Arab dalam proses pelaksanaan pembelajaran. Permasalahan Pembelajaran Bahasa Arab, a. Permasalahan yang dihadapi guru adalah kurangnya minat dan minat siswa dalam mempelajari bahasa Arab, lemahnya semangat belajar siswa dalam pelaksanaan pembelajaran, kurangnya pemahaman siswa akan pentingnya pembelajaran bahasa Arab, kurangnya praktik bahasa Arab siswa dalam proses pembelajaran. B. Permasalahan yang dihadapi siswa adalah kurangnya penguasaan kosakata, kesulitan dalam mengucapkan bahasa Arab, kesulitan dalam menghafal teks bahasa Arab, kesulitan dalam menyusun kalimat menggunakan bahasa Arab. Solusi Mengatasi Permasalahan Pembelajaran Bahasa Arab adalah Menciptakan suasana belajar mengajar yang nyaman dan efektif, Memberikan dukungan dan dorongan kepada siswa dalam mengasah kemampuan berbahasa Arab, Memberikan pemahaman dan motivasi kepada siswa

mengenai pentingnya bahasa Arab, Melakukan evaluasi dan praktik di lingkungan madrasah di upaya meningkatkan kemampuan berbahasa Arab siswa, Melaksanakan kegiatan ekstrakurikuler yang dapat menambah wawasan dan pengetahuan siswa terkait pembelajaran bahasa Arab, Mengupdate buku-buku di perpustakaan terkait materi dan metode pembelajaran bahasa Arab.

Kata Kunci: Pembelajaran Bahasa Arab, Maharah Al-Qira'ah, Madrasah Aliyah.

A. Introduction

Arabic Language is a language spoken by a group of people who live in the Arabian Peninsula. Arabic is a language related to Hebrew and Neo-Aramaic languages that have been spoken on the Arabian Peninsula for centuries. Arabic has more speakers than any other language in the Semitic language family. Today, Arabic is widely spoken in the world and is spoken by more than 280 million people as a first language, most of whom inhabit the Middle East and North Africa. Arabic is also the language of worship in Islam as it is the language used in the Quran (Andriani, 2015).

In its development phase, namely in 1973, Arabic was made an official language within the United Nations (UN) which also increased the position of Arabic itself. Starting from that reason, it is not excessive if Arabic language learning needs to be emphasized and received careful attention to be taught. Arabic language learning can be started at elementary level students to universities, in public and private educational institutions and in general and religious learning (Khalilullah, 2011).

Arabic language learning is an educational process that is directed to encourage, guide, foster and develop students' Arabic language skills both actively and passively and foster a positive attitude towards Arabic, in this case Fusha Arabic. Thus, in its implementation, Arabic learning should be taught by people who master Arabic and understand its learning academically and pedagogically. This aims to help teachers find the right solution in teaching it and dealing with students to overcome problems or difficulties and problems that will arise in their learning in the future.

In the process of learning and teaching Arabic, there are many goals to be achieved which are basically so that students have language skills. The language skills in question are listening skill (istima'), speaking skill (kalam), reading skill (qira'ah) and writing skill (kitabah). However, teaching Arabic by targeting all skills mastery at once is something very heavy so it is necessary to prioritize one of the skills that are considered the most needed by learners who study Arabic or other foreign languages (Fachrurrozi and Mahyuddin, 2019).

Reading skill or proficiency is one of the four types of proficiency in Arabic language learning, as mentioned above. None of the four are superior to the others but are interconnected with each other. As for this discussion, it will only focus on reading proficiency. Like writing, reading proficiency contains two aspects or notions, "First, converting written symbols into sounds. Second, capturing the meaning of the entire situation symbolized by the written symbols and sounds." (Effendy, 2005).

Hodgson quoted by Aziz Fachrurrozi, et al explained that: Reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of written words / language. A process that requires that groups of words that constitute a unit will be seen in a glance and that the meaning of individual words will be known. If this is not fulfilled, then the explicit and implied message will not be captured or understood and the reading process is not carried out properly. (Fachrurrozi & Mahyuddin, 2011).

Reading can be a way to communicate with oneself or with others. Language learning using reading skills will stimulate learners' ability to understand written texts and are expected to be able to pour and produce correct sentences when writing and be able to pronounce them correctly when they speak.

The strategy was originally used in the military world which is defined as how to use all military forces to win a war (Sanjaya, 2007). Over time, the term strategy in the military was adopted into the world of education. In the context of education, strategy is used to organize tactics in order to achieve goals well. In other words, strategy in the context of education can be interpreted as a plan that contains a series of activities

designed to achieve educational goals. Strategy in the context of education leads to more specific things, namely specifically in learning (Suyadi, 2013).

Learning strategy can also be interpreted as a plan that contains a series of activities where these activities are designed to achieve educational goals as intended. There is a need for teachers and students to be mutually involved in learning activities so that learning objectives can be achieved effectively and efficiently. In the learning process when the teacher understands how the accuracy of the method in delivering and then displaying interesting things in front of students and students show their interest, for example by starting to listen well or starting to focus on paying attention to what is conveyed by the teacher, there is interaction which can be the starting point for achieving educational goals.

Researchers want to analyse the extent of the implementation of the Specialization Arabic Language curriculum which contains Nahwu and Sharaf materials which should be students if they have graduated from Madrasah Aliyah they have the ability to read and understand Arabic literature which is better known among santri with the term Kitab Kuning.

B. Method

The method used in this research is the field study method. The approach used in this research is a qualitative descriptive approach. According to Moleong, descriptive research is a study that collects data in the form of words, pictures and not numbers (Suyadi, 2013). By paying attention to the description above, it seems clear that the use of the field study method is appropriate, because with this approach the phenomena that occur in Madrasah Aliyah Al-Ma'arif.

This descriptive qualitative approach is intended so that researchers can find out and describe clearly according to the data and facts that occur in the field about teacher development in Arabic language learners at Madrasah Aliyah Al-Ma'arif. This research data collection uses observation, interview and documentation techniques. This data validation is carried out to ensure that all data collected is in accordance with the truth.

Researchers do this to ensure that the data collected by researchers is valid and true data.

To obtain valid data or data that shows the degree of accuracy between the data that occurs on the object and the data collected, it will be tested using triangulation techniques. Triangulation is a data validity checking technique that utilizes something else outside the data to obtain checks or as a comparison for the data. The triangulation technique used is with sources, which means comparing and cross-checking and the degree of trustworthiness of information obtained through different times (Moleong, 2004).

This is achieved by comparing observation data with interviews. The data analysis technique used with guidance on the opinion of Miles and Huberman as quoted by Qodir, explains that data analysis techniques in qualitative research are carried out through four components, namely: data collection, data reduction, data display, data conclusions/verification (Qadir, 1999).

C. Result and Discussion

1. Background of Madrasah Aliyah Al-Ma'arif

Madrasah Aliyah Al-Ma'arif is an educational institution under the auspices of the An-Nur Sungai Duri Islamic Boarding School Foundation which includes educational institutions ranging from MI, MTs to MA levels. Madrasah Aliyah Al-Ma'arif is an educational institution equivalent to high school / equivalent level. MA Al-Ma'arif Sungai Duri was established in 2009 which is engaged in formal education which focuses more on boarding school education. Madrasah Aliyah Al-Ma'arif is also included in Indonesia's integral educational institutions in the province of West Kalimantan.

Madrasah Aliyah Al-Ma'arif is located on Jl. Sumbawa, Sungai Duri Village, Sungai Raya District, Bengkayang Regency, West Kalimantan. Broadly speaking, the geographical location of MA Al-Ma'arif is surrounded by houses and residential areas. The current head of the Madrasah at MA Al-Ma'arif Sungai Duri is Mr. Muhammad Kholid, M.Pd (Profil, 2020).

MA Al-Ma'arif is an educational institution that has a role and function to educate the nation's life, especially in the religious field. Similar to other educational institutions, MA Al-Ma'arif also functions to prepare the nation's generation who are able to compete when continuing their education to higher education, so that they are expected to be part of a society that has broad knowledge and is able to understand and realize their religious knowledge in the scope of community social life.

The vision of Madrasah Aliyah Al-Ma'arif is "Achieving Educational Goals that Produce Individuals who are Pious, Smart, Independent, Have Global Insight and Have Strong Belief, Qur'anic Behavior, Diligent Worship, and Able to Actively Carry out Islamic Da'wah".

The mission programmed by Madrasah Aliyah Al-Ma'arif in carrying out the learning implementation process is as follows:

1. Excellence in Religious Spiritual Character
 - a. Strong Belief
 - b. Berakhlaq qur'ani
 - c. Worship Diligently
 - d. Active preaching
2. Academic Excellence
3. Excellence in Qur'an Mastery
4. Excellence in English and/or Arabic Language
5. Excellence in Life Skills
6. Service Excellence
 - a. Organizing a Professional Integral Upper Secondary Education Institution, So as to Give Birth to a Generation that is Pious, Smart, Independent and has Global Insight
 - b. Establishing a natural, scientific, and Islamic educational environment
 - c. Organizing Excellent School Management and Services
 - d. Improving the Quality of Educators and Education Personnel
 - e. Prioritizing Exemplary and Compassion
- f. Da'wah Through Education

2. Development of Maharotul Qiro'ah in Arabic Language Learning at Madrasah Aliyah Al-Ma'arif

a. Learning Planning

Lesson planning is a process of systematically preparing activities that will be carried out to achieve certain goals. The success of a learning process can be determined by planning that is done well, then half the success can be achieved, the other half lies in the implementation of learning. From this statement it can be said that with lesson planning, teachers can determine the development or steps systematically to achieve a target or goal to be achieved in learning.

The results of interviews and observations obtained by researchers from Arabic language teachers at Madrasah Aliyah Al-Ma'arif, regarding learning planning at Madrasah Aliyah Al-Ma'arif, namely teachers have made lesson plans in the form of Learning Implementation Plans (RPP), calculating effective weeks, semester programs and syllabi. Lesson planning in the form of a Learning Implementation Plan (RPP) serves as a guide for teachers in carrying out learning in the classroom, because it contains teaching and learning activities consisting of goals, methods, media, teaching activities, materials and evaluations that are expected to be maximally implemented in learning.

"In the learning process, teachers do not bring lesson plans every day, because planning learning activities does not always have to be written down, but it is enough to understand teaching and learning procedures. The existence of routines and duties other than teachers, sometimes it is not possible for teachers to bring teaching tools every day. However, we still prepare lesson plans before teaching" (Sabariah, 2022).

One of the most important developments in the learning process is the mastery of students' characters. Teachers need to know the ins and outs and diverse characters of students in one class, even in one school. Every student has a different character, it needs to be understood by a teacher because the teacher is not only a teacher, but the teacher is also a psychologist, at least a teacher can recognize the character of students from their daily habits at school, it will greatly help the teacher in doing or determining

the learning development that will be used in delivering teaching materials so that they can be understood by students easily.

b. Learning Process

The learning process is a process in which there are activities that take place in the interaction between teachers and students who communicate with each other in a learning environment, in order to achieve learning objectives implemented in educational programs. The learning process will not run smoothly if there is no preparation or learning components, because the learning process and learning components are interrelated and need each other between the two.

The Arabic language learning process found by researchers at Madrasah Aliyah Al-Ma'arif is:

- a) Before starting the lesson, the teacher and students do a prayer before learning together.
- b) Teachers and students prepare books and subject matter to be studied, and discuss a little of the subject matter taught at the previous meeting before entering new teaching material.
- c) In the process of implementing Arabic learning, the teacher conducts teaching activities by multiplying speaking using Arabic in delivering the subject matter. In this case, not all students can understand the subject matter presented, even so with the habit of students listening over time it can be understood by doing it repeatedly.
- d) Testing students' skills by means of the teacher reading Arabic text or reading, then students are told to write the text read in their respective books by writing memorization. This is done with the aim of testing the ability of students in listening and writing skills, then students are told to read back what they have written.
- e) In addition to teaching, at the end of the class meeting the Arabic teacher also provides an understanding of the importance of learning Arabic and its function in daily survival, as well as providing input and motivation to students to further increase their interest and sense of interest in learning

Arabic. However, not all students can feel the importance of learning Arabic, so there is a dislike for Arabic lessons from some students.

- f) Before ending the Arabic learning process, the teacher usually gives some homework to students, such as studying the material that has been taught again to be asked again at the next meeting.

From some of the processes of teaching and learning activities above, the most important thing in the implementation of Arabic language learning is to increase the use of Arabic in teaching, and create an effective learning atmosphere so that students feel comfortable and become accustomed to listening to Arabic sentences.

In the implementation of learning, the Arabic language learning process carried out at Madrasah Aliyah Al-Ma'arif still found several problems encountered during the learning process. The application of inappropriate learning methods is also a problem of students' lack of interest in participating in Arabic lessons, such as the way teachers use a lot of Arabic in delivering material, while not all students can understand what is conveyed.

"From the way the material is delivered by the ustadz using Arabic, maybe not all of us can understand what is conveyed. There are some friends who can and some friends who cannot understand. But the difficulty usually faced by these friends is not being able to compose sentences using Arabic." (Khaidir, 2022).

Judging from the Arabic language learning process carried out at Madrasah Aliyah Al-Ma'arif, it can be said that it has not yet achieved the planned goals and targets. Because there are still found difficulties of students in understanding the lesson and the lack of interest of students in learning Arabic. To overcome the problems found, changes in development or learning methods must be made immediately in order to create an effective learning space so that teachers and students are equally active in the learning implementation process carried out, and learning targets and objectives can be achieved as expected.

- c. Learning Evaluation

Learning evaluation is the process of measuring or assessing a learning related to a process and student learning outcomes. The Arabic learning evaluation process carried out at Madrasah Aliyah Al-Ma'arif is as follows:

a) Evaluation of student learning outcomes

In addition to seeing the results of the semester exams conducted at the end of each semester, the Arabic language learning evaluation process is also carried out in each meeting which is done by asking again the material that has been delivered at the previous meeting. The things that are often evaluated from Arabic learning at Madrasah Aliyah Al-Ma'arif are as follows:

- 1) Speaking ability, done by asking learners to speak using standard Arabic with the right sentence structure.
- 2) Reading ability, carried out by giving reading texts then students are told to read texts or texts related to Arabic lessons fluently, carefully, and precisely.
- 3) Writing skills, in this case the teacher gives assignments to students to arrange words into sentences in Arabic. However, in this case students find it difficult to do so, due to lack of readiness and mastery of vocabulary from the students themselves (Sabariah, 2022).

This process is carried out so that it can be seen to what extent the students' level of Arabic learning progress is, then provide encouragement, motivation, and learning experiences if they still have not reached the planned goals and targets.

b) Evaluation of teachers' teaching methods

This process is carried out by the teacher in improving the teaching methods or development used in the Arabic teaching and learning process. This activity is carried out to find out the factors that cause students' difficulties in the learning process carried out. So that it can be known the right method that can be used in teaching according to the level of ability possessed by students when the learning process takes place.

If the results of the evaluation are carried out and it is felt that it is still not successful in achieving the goals and the learning process carried out, it can be used as remedial material to make improvements in all aspects of learning. Teachers as teachers who are also motivators in learning activities have a very important role in achieving

learning goals and processes, teachers can be said to be a benchmark for the improvement and progress of education. So the professionalism of a teacher is needed in the continuity of the teaching and learning process.

In every activity carried out, there must be a problem that can hinder the activity process. Likewise, every problem faced must have several efforts and solutions to overcome and solve it, but from every solution to the problems faced sometimes it is not able to provide a way out in accordance with the desired expectations. Likewise with the Arabic language learning process that occurs at Madrasah Aliyah Al-Ma'arif. The learning process has several problems and obstacles faced by teachers as educators and problems faced by students as learners. This can happen because everyone is never free from mistakes and forgetfulness, because mistakes and forgetfulness are basic human traits that must be accepted.

Departing from these shortcomings, the process of maturity and perfection can be achieved with various efforts in making changes with the process of learning from an experience that has been obtained, so that mistakes from experience can become an important lesson for individual development in order to achieve the expected learning objectives. The attitude of complementing and filling the shortcomings between one another is very important in the learning process, because all the problems faced do not only arise from an object as the target to be changed. However, problems or obstacles faced can also come from individuals who want to change or individuals who want to get these changes.

Likewise with the problems or obstacles that occur in the Arabic language learning process, where a teacher is required to be observant in seeing the development of his students in understanding Arabic, especially those related to text or reading in the form of Arabic. Because in learning Arabic, practice is a mandatory thing in order to familiarize students in using Arabic so that they have experience and become a habit that they will do repeatedly, so that students feel happy and realize how important Arabic is in life. The most important thing also in seeing the development of Arabic language learning is to pay attention to the readings read by students that are relevant to the level of students' needs or not.

To find out this, Arabic teachers need to conduct an evaluation to adjust the subject matter with the methods used in the Arabic language learning process. Thus the Arabic learning process can run according to the needs of students and make it easier for them to understand the material presented.

As for the main objectives in the Arabic language learning process carried out at Madrasah Aliyah Al-Ma'arif, students are expected to be able to actively master the rules of the Arabic language by having a lot of vocabulary mastery in various sentences contained in learning. So that students are able to communicate well using Arabic and understand the contents and intentions of writings that use Arabic. In the process of achieving Arabic learning goals, the teacher has a big role and responsibility in carrying out his duties as an educator. Therefore, the patience, sincerity and professionalism of a teacher is highly expected in implementing the applicable curriculum properly so that learning objectives can be achieved as expected.

Analysis

a. Objectives

The purpose of learning Arabic at Madrasah Aliyah Al-Ma'arif is that students are expected to be able to understand the rules of the Arabic language and be able to communicate using Arabic in the context of mastering other language skills (Sabariah, 2022). The learning objectives expressed by the Arabic teacher above were justified by the principal who stated that "the thing we emphasize most here in learning Arabic is how students are able to master four language skills, and among the four language skills is communication skills, because with students proficient in communicating, of course other language skills will be easy to learn so that our goal of making students proficient in language will be achieved (Khalid, 2022).

Looking at the various statements above, the researcher can conclude that the teaching of communication in the madrasa is very prioritized with the madrasah's goal of making students proficient in communication will certainly be achieved if Arabic language teachers and all parties in it work together in improving the quality of learning in Arabic language teaching.

b. Material

Arabic learning materials for MA Al-Ma'arif Sungai Duri students are adapted to the K13 Curriculum. However, in the Arabic language learning process, Arabic teachers use materials that are in accordance with the curriculum that is widely used by institutions or boarding schools funded by Arab countries such as the book of genealogy. The curriculum includes tahriri lessons which are more directed towards writing lessons, shafawi or qiraah lessons which lead to reading lessons, there are also ta'bir lessons which lead to practice or expressing with Arabic (Sabariah, 2022).

Furthermore, Edi Muliawan explained that adjusting to the curriculum is not easy to implement, because in learning Arabic, not all students understand. However, when it is done repeatedly, over time students can understand because they are used to listening to it.

c. Methods

- 1) The implementation of Arabic language teaching that is usually applied during the teaching and learning process is as follows:
- 2) The teacher pronounces the reading material contained in the text/dialogue in accordance with good and correct Qur'anic tajwid, then the students follow repeatedly until the teacher is sure that the pronunciation is considered correct.
- 3) The teacher tells each learner to repeat the reading material in the text/dialogue for a while on condition that they do not make noise and disturb other friends with the aim of understanding the meaning in the text.
- 4) Testing the students' imla' skills or accuracy in observing, listening and hand flexibility in writing. The teacher pronounces the text/dialogue properly and correctly according to makharijul huruf and tells the students to copy it into their respective notebooks.
- 5) The teacher checks the students' listening in their notebooks and corrects any writing mistakes.
- 6) The teacher asks the students to observe the text/dialogue, and they are asked to study it and ask for any vocabulary they do not understand.

- 7) The teacher asks the students to come in front of the class to read the text/dialogue.
- 8) The teacher asks the students to play the role in the text in the form of a simple dialog or conversation, for example as ridwan and muhammad. They express the dialog used by the two characters according to what is in the guidebook.
- 9) The teacher records on the board any mistakes made by students, especially regarding memorization or pronunciation and intonation, then returns to give correct examples to students accompanied by the rules of nahwu sharaf, with the criteria why there are kasrah, fathah, dhumamah, and sukun sounds.
- 10) The teacher asks the students with the sentence fragments contained in the text with the hope that the students can continue the sentence fragments. This is intended to provide students' understanding of the text read.
- 11) The teacher provides a lot of mufradat that must be mastered with the aim that students are able to compose their own sentences in Arabic which will affect their fluency in communicating in using Arabic.

In the implementation of Arabic language teaching, Arabic teachers usually adjust the methods to be taught based on the material to be delivered and the learning curriculum that has been determined.

d. Evaluation

1. Problems faced by teachers

Every effort made certainly has several obstacles that hinder the process of an activity related to the learning and teaching process, so it is necessary to have supporting tools or learning media that can help convey messages in the form of a number of knowledge, skills and attitudes to students, so that students can understand and have messages and meanings conveyed.

As for the results of interviews conducted by researchers with Arabic language subject teachers in class XI of Madrasah Aliyah Al-Ma'arif, there are several problems or obstacles faced when the Arabic language learning process takes place. The main problems found are as follows:

- a. Lack of interest of students in learning Arabic, so that a sense of compulsion arises which makes students unhappy with Arabic language subjects. However, not all students who are not happy to learn Arabic, but there are also many students who have an interest in learning Arabic even though there are some difficulties in understanding it.
- b. Weak enthusiasm for learning due to lack of desire to learn Arabic, so that some students feel it is not important to learn Arabic. There are also some learners who feel that they really need Arabic for future life, so the desire to learn Arabic is very high.
- c. Learners do not understand the meaning of the importance of learning Arabic. Arabic is very important, but not all learners feel the extent of the importance of Arabic. So that many students are ignorant and casual in learning Arabic, when told to memorize vocabulary they are lazy, when told to read a lot they don't want to because they feel it is not important to learn Arabic.
- d. Lack of Arabic language practice. Learning Arabic but less practiced is usually difficult in mastering Arabic, because practice in learning Arabic is something that is mandatory. So that students can understand Arabic only to the extent of tahriri, such as writing, qawaid, nahwu and sharaf. But in sharaf such as communicating using Arabic, students will have difficulty in practicing Arabic in everyday life (Sabariah, 2022).

With the discovery of several problems or obstacles in Arabic language learning above, it requires the skills and professionalism and competence of a teacher in applying teaching methods for Arabic language materials to be taught. By having these basic teaching components, the Arabic language learning process will be in accordance with the willingness and needs of students in learning Arabic.

2. Problems faced by students

As for the results of interviews conducted by researchers with several students of Madrasah Aliyah Al-Ma'arif, several problems faced by students were found as follows:

- a. Lack of mastery of Arabic vocabulary
- b. Difficulty in pronouncing Arabic
- c. Difficulty in memorizing Arabic texts
- d. Difficulty in constructing sentences using Arabic (Khaidir, 2022).

Judging from some of the obstacles that can hinder the learning process In view of some of the obstacles that can hinder the learning process of Arabic for students above, it requires sincerity and patience of a teacher in teaching repeatedly, as well as continuously providing learning motivation to students in order to increase their willingness to learn Arabic and instill awareness that the importance of learning Arabic to students, so that students feel excited to learn the Arabic language.

3. Solution

Basically all learning processes are inseparable from a problem that can hinder the learning process, but behind every problem or obstacle that exists in the learning process there are solutions and efforts to overcome the problems faced. The main problem that can hinder the Arabic learning process is the assumption that Arabic is very difficult to learn, and there are also those who think that learning Arabic is not very important. Such assumptions have the effect of weakening the interest and enthusiasm of most students in fostering their love and interest in learning Arabic.

Departing from the problems that occur above, a solution is needed in an effort to overcome the problems or problematics that occur in the Arabic language learning process. As for some solutions that can be used as an effort in overcoming the problems of Arabic language learning at Madrasah Aliyah Al-Ma'arif, they are clarified into two, namely:

1. Solutions to Overcoming Arabic Learning Problems Faced by Teachers

- a. Creating a comfortable and effective teaching and learning atmosphere so that it makes it easier for students to understand the subject matter presented. So that the impression that learning Arabic is difficult can be overcome by the presence of professional educators who are able to provide motivation and new innovations in the Arabic language learning process.
 - b. Provide support and encouragement to students in honing their Arabic language skills, in order to create an Arabic language learning atmosphere that suits the needs and abilities of students.
 - c. Evaluating and practicing Arabic in the madrasah environment as an effort to improve students' ability to develop Arabic language skills, so that the main objectives of the Arabic language learning process can be achieved.
 - d. Increase the allocation of learning time so that students have many opportunities to ask questions about materials that have not been understood, so that all learning materials can be conveyed and students can also understand the material well.
 - e. Carry out extra-curricular activities that can add insight and knowledge of students about many things about learning Arabic.
 - f. Updating books in the library, especially those related to Arabic language learning materials or methods.
2. Solutions to Overcoming Arabic Learning Problems Faced by Students
- a. Increase self-motivation to continue to develop interest in learning Arabic in increasing vocabulary memorization, in order to make it easier to understand the subject matter presented.
 - b. Increase the practice of speaking Arabic in accordance with the accent and the way Arabs pronounce it in daily activities, so that it can become a habit that can facilitate students in Arabic pronunciation.
 - c. Increase listening to Arabic dialogues or conversations conducted by teachers, friends, or electronic media owned, then do memorization

exercises repeatedly by asking friends or teachers for help in correcting memorization.

- d. Understand the meaning of the vocabulary that has been memorized and study the rules of constructing sentences in Arabic, in order to make it easier to compose sentences using Arabic.

D. Conclusion

The development of Maharah Al-Qira'ah in Arabic Language Learning at MA Al-Ma'arif consists of three parts: First, Planning. Before the learning process is carried out, the teacher first prepares a plan for teaching and learning activities related to teaching materials and methods in the form of a Learning Implementation Plan (RPP), which serves as a teacher's guide in carrying out learning in the classroom. Second, Implementation. In the implementation of Arabic language learning, the learning process does not solely refer to the lesson plan that has been made, but the teacher applies several learning methods or strategies that are in accordance with the level of ability and needs of students such as providing motivation and understanding of the importance of learning Arabic. Third, Evaluation. The evaluation of Arabic learning carried out is to evaluate the level of progress and improvement of students' Arabic learning and evaluate the teaching methods or strategies applied by Arabic teachers in the learning implementation process.

The Problematics of Arabic Language Learning, a. Problems faced by teachers are the lack of interest and interest in learning Arabic for students, the weak spirit of student learning in the implementation of learning, the lack of student understanding of the importance of learning Arabic, the lack of student Arabic practice in the learning process. b. Problems faced by students are lack of vocabulary mastery, difficulty in pronouncing Arabic, difficulty in memorizing Arabic texts, difficulty in composing sentences using Arabic.

Solutions to Overcoming Arabic Learning Problems are Creating a comfortable and effective teaching and learning atmosphere, Providing support and encouragement to students in honing Arabic language skills, Providing understanding and motivation to

students regarding the importance of Arabic, Conducting evaluations and practices in the madrasah environment in an effort to improve students' Arabic language skills, Carrying out extra-curricular activities that can add insight and knowledge to students related to Arabic language learning, Updating books in the library related to Arabic language learning materials and methods.

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