

## **THE ROLE OF ARABIC LANGUAGE TEACHERS IN BUILDING AN ARABIC READING AND WRITING ENVIRONMENT AT MADRASAH ALIYAH NURUL ULUM MERTAK TOMBOK PRAYA CENTRAL LOMBOK**

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### **ABSTRACT**

*This study aims to describe the role of Arabic language teachers in building an Arabic reading and writing environment at Madrasah Aliyah Nurul Ulum Mertak Tombok Praya Lombok Tengah. This study uses a qualitative-descriptive method with data collection methods using observation, interviews, and documentation. Data analysis uses the Miles and Huberman framework by means of data condensation, data display and data verification. The results of this study are that Arabic language teachers at MA Nurul Ulum Mertak Tombok Praya Lombok Tengah have a strategic role in building an effective Arabic reading and writing environment. In learning to read Arabic, teachers prioritize thorough preparation, structured implementation including initial, core, and final activities, and evaluations that include behavioral, written, and portfolio assessments. Teachers play an active role in providing motivation, guiding students personally, and involving them in repeated reading exercises to improve understanding and correct pronunciation. In learning to write Arabic, teachers pay special attention through lecture methods, providing examples of writing, and writing practice assignments such as verses of the Qur'an, surahs, and hadiths. Teachers also motivate students to overcome obstacles such as difficulty connecting letters or remembering hijaiyah letters. Madrasah also supports by providing additional lessons and special schedules to improve students' abilities. This integrated effort has succeeded in encouraging most students to achieve good Arabic reading and writing competencies, although there are still some students who need more attention.*

*Keywords: The Role of Arabic Teachers, Arabic Reading, Writing Environment*

### **A. INTRODUCTION**

A historical flashback proves that the progress of a nation cannot be realized if it only relies on the quantity of abundant natural resources and a large population. A great nation can actually be identified through the quality of its literate society (Miradj & Shofwan, 2021). This means that a nation with

a high literacy culture is an indicator of the nation's ability to collaborate, think critically, creatively, and communicate so that it can compete with other nations at the global level. A country like the Unitary State of the Republic of Indonesia must be able to develop a culture of literacy which is a prerequisite for life skills in the millennial era. The most

effective strategy to implement this ideal is through integrated education, starting from family, school, to society (Saryono et al., 2017).

Education is a very basic variable in human civilization. Education inevitably has an important role in improving the quality of literacy, transforming knowledge, skills and values of life. The Indonesian nation has formulated national education goals as mandated in Law No. 20 article 3 of 2003 concerning the National Education System (Hakim, 2016). This law can be considered as the vision and mission of Indonesian education and a guideline for implementing the learning system in our country. Based on the Law, every student is required to have certain attitudes, knowledge and skills as indicators of their literacy abilities as provisions in their growth and development process and to respond to the dynamics of changes in the times that are always dynamic. One of these aspects is in the field of language or linguistics. An individual has been equipped with linguistic aspects since birth and then enters the stage of groping, remembering vocabulary or

names of things, objects to more complex things. Language is considered a vital element in an individual's daily life because it is the most effective media for establishing communication with other individuals (S. R. Fatmawati, 2015). Kridalaksana stated that language is a system of arbitrary sound symbols that are utilized by individual communities in order to cooperate, interact with each other, and as a means of personal identification. A person has learned language since childhood, which is termed first language acquisition (Aisah & Noviadi, 2018). Then in the development stage he will go through a second language acquisition phase by going through a language learning process. What can be the second language may be his national language, regional language, or even a foreign language (Sundayra, 2017). There is a proverb that states that "mastery of linguistic literacy is the same as mastering the world". This means that having good language literacy, including foreign languages, is an urgent matter that must be fulfilled (Dwihartanti & Faizah, 2018).

In Indonesia, among the foreign languages studied by

students is Arabic. For Indonesian children, Arabic is considered a second language. In addition to functioning as a means of communication, Arabic is the language used in the Holy Book of the Qur'an, Hadith, and other religious books. Therefore, mastering Arabic is considered a basic prerequisite in order to understand the teachings of Islam as a whole (Nisa, 2020). That is why Arabic is one of the main subjects at various levels of education, especially under the Ministry of Religion from the most basic at the Madrasah Ibtidaiyah, Tsanawiyah, Aliyah, to Islamic Religious Colleges. Even in several Public Schools and Colleges under the Ministry of Education and Culture, Arabic is also included in the curriculum. A professional teacher is a teacher who is able to carry out his two main tasks well, namely being able to deliver lesson material effectively and being able to manage the class well (Alfath et al., 2022). If psychologically students are not interested in the teacher's methods, then psychologically students will give a less than good response in the learning process. Such as students do not like the

teacher, are indifferent to the learning process, and even not interested in the material being taught. The teacher occupies a position as a central figure. In the hands of the teachers lies the possibility of success or failure in achieving the learning and teaching objectives. And in their hands also depends the future career of the students who are the mainstay of their parents. In order for teachers to be able to carry out their duties properly, they must first thoroughly understand the things related to the learning and teaching process (Ma'ani, 2020).

In general, a method is a way or procedure for carrying out an activity with a certain purpose. A method is a procedure that must be followed in order to achieve a goal, the method itself comes from Greek, namely, meta and hodos. Meta means 'through' and hodos means path or way. Then this method itself is very closely related to methodology, which of these two means the science of the path or way taken to achieve a goal (Khakim & Munir, 2018).

Bandongan is a method used in learning, be it learning the Qur'an or the yellow book. Bandongan

means a learning process in which teachers or ustadz interpret Arabic sentences, either the Qur'an or yellow books, word for word and are carried out continuously and repeatedly. The learning process with the bandongan method is followed by many students, and the ustadz or teacher reads the meaning and explains its contents (Nasution, 2024).

Related to the implementation of the Role of Arabic Teachers in Building an Arabic Reading and Writing Environment Using the Bandongan Method at the Nurul Ulum Mertak Tombok Praya Islamic Boarding School, Central Lombok. that learning using the bandongan method is carried out in each class as determined by the madrasah or Islamic boarding school administrators. In carrying out the learning process, teachers or ustadz must find a problem in the teaching and learning process.

Departing from the background found, the author will conduct research by giving the title The Role of Arabic Teachers in Building an Arabic Reading and Writing Environment Using the Bandongan Method at the Nurul

Ulum Mertak Tombok Praya Islamic Boarding School, Central Lombok.

## **B. METHODS**

The type of research used by the author in compiling this thesis is qualitative research. According to (Sugiyono, 2013), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. For example, behavior, perception, motivation, actions and others holistically and by means of description in the form of words and language, in a special natural context and by utilizing various natural methods. This research is classified as a type of descriptive qualitative research, because this research provides an overview of the research results by describing the actual data obtained in the field. This research will describe the object naturally, namely the Role of Arabic Teachers in Building an Arabic Reading and Writing Environment Using the Bandongan Method at the Madrasah Aliyah Pondok Pesantren Nurul Ulum Mertak Tombok Praya, Central Lombok.

### **Definition of Teacher**

In simple terms, a teacher is someone who provides knowledge to students (Arsini et al., 2023). In the eyes of society, a teacher is someone who carries out education in certain places, not necessarily in formal educational institutions, but can also be in mosques, in prayer rooms or prayer rooms and at home. Teachers do occupy an honorable position in society. It is the authority that causes teachers to be respected, so that society does not doubt the figure of the teacher. Society believes that teachers are the ones who can educate their students to become people with noble personalities.

Teachers are the most important subjects in the continuity of education. Without teachers, it is difficult to imagine how education can run. Even though there is a theory that says that the existence of people/humans as teachers will potentially hinder the development of students, the existence of people as teachers cannot be denied at all from the education process. In his poem, Ahmad Syauqi as quoted by Muhammad Munir Mursi said that in the teacher there is nobility (Zuhri & Mutmainah, 2019). The teacher almost approaches the apostleship.

### **Professional Arabic Teacher**

Arabic teachers are teachers who teach the field of Arabic language studies. Professionalism in the context of Arabic language teachers means describing the figure of a teacher who is an expert in the field of language, skilled in mastering the material, and mastering learning strategies (Ambiya & Sauri, 2024). In the book *Idha'at li Mu'allimi al-Lughah al-'Arabiyyah Li ghairi Nathiqina Biha*, a professional Arabic language teacher is not just someone who is able to speak Arabic, but must meet the following criteria (Abdilah et al., 2023):

1. Expert and competent in the field of linguistics
2. Specialist in the field of teaching Arabic
3. Experienced in the field of teaching Arabic
4. Attending training in teaching Arabic

First, an expert in the field of linguistics. Because Arabic is part of language learning, teachers are required to master Arabic linguistics. Regarding linguistics, an Arabic language teacher must have minimal abilities that include: solving linguistic analysis problems, selecting learning

materials, the ability to use stages in teaching, the ability to convey learning materials, and the ability to conduct language teaching evaluations.

Second, a specialist in the field of teaching Arabic. This concerns the educational qualifications of a teacher. Teachers must have professional competence, namely the specifications of the teacher's duties according to their scientific background. . This means that Arabic language teachers must have a scientific background in the field of Arabic language education. This is necessary because Arabic language teachers are not only proficient in the language, but also need to be equipped with teaching knowledge.

Third, experienced in the field of Arabic language teaching. In addition to proficiency, adequate teaching experience is needed. A person is said to be professional if his/her level of experience is adequate. This is a solution to overcome the problem of teaching Arabic in terms of teachers who are less competent, both in terms of pedagogical, professional, personal, and social competence. (Hidayat, 2012). Moreover, Arabic as a foreign language, the demands of teacher professionalism become a

primary need. Experienced teachers will always carry out better and more qualified and competent evaluations and innovations based on their historical experience during teaching.

Fourth, take part in training on teaching Arabic. In the current context, this can be proven with a teacher certificate. Arabic language teachers who have obtained a teacher certificate show that they have met the provisions of the law by meeting the criteria which include: pedagogical, personality, social, and professional competence.

### **The role of Arabic language teachers**

The role of teachers is very important in the teaching and learning process, be it general lessons, religion, and not to mention foreign language lessons (Arabic). According to Salsabila (2021) "Teachers are responsible for making their students' lives smarter". The role of teachers is very influential for the development of students in learning because teachers are responsible people and become motivators and facilities for students, both in terms of completing, guiding, educating, encouraging or others (Filgona et al., 2020).

The role of teachers in learning according to Sanjaya, the role of

teachers in the learning process is seven, namely: teachers as learning resources, teachers as facilitators, teachers as managers In the learning process, teachers as demonstrator, teachers as guides, teachers as motivators, teachers as elevators (I. Fatmawati, 2021). After teachers know their role, then what teachers must master is mastering teaching skills and teacher skills (Damanik et al., 2021). The Qur'an has taught us to think creatively, this is stated in several verses in the Qur'an that state creativity (Nurjan, 2018). In order to improve creative skills in learning Arabic, teachers can take a role in every learning process starting from preparation, process and evaluation. Become a good teacher and be able to carry out their responsibilities in implementing learning, teachers are required to have qualities such as personality, knowledge and understanding, education, abilities and skills (Huda, 2017). besides that, a teacher must be required to have abilities such as the ability to master material, the ability to teach, knowledge and understanding of students. Therefore, teachers who have a role in direct learning are required to know the characteristics or conditions that actually occur in

students. Thus, teachers can anticipate and overcome any bad influences that may arise and have a negative impact on learning.

Principles that apply generally to all good teachers (Djollong & Akbar, 2019):

- a. Good teachers understand and respect students
- b. Good teachers must respect the learning material given
- c. Good teachers adjust teaching methods to learning materials
- d. Good teachers adjust learning materials to individual abilities
- e. Good teachers activate students in learning
- f. Good teachers provide understanding and not just words
- g. Teachers connect lessons with student needs
- h. Teachers have specific goals with each lesson given
- i. Teachers should not be tied to one textbook.
- J. A good teacher does not only teach in the sense of imparting knowledge to students but also

continuously develops the child's personality.

### **Building an Arabic Reading and Writing Environment**

Building an Arabic reading and writing environment is an important step to facilitate more effective understanding and use of the language. Here are some steps that can be taken to build an environment that supports the process of learning to read and write Arabic:

#### **a. Active Arabic**

Arabic is one of the important subjects in education in Indonesia. Educational institutions, both state and private, teach Arabic as part of various subjects that must be taught and have an equal position with other subjects. Active Arabic means that in the learning process the teacher invites students to be active so that students actively ask, question and express their opinions (Baidah et al., 2024). Active is also interpreted as a form of learning that allows students to play an active role in the learning process, both in the form of interactions with friends and with teachers.

Based on the description above, it can be concluded that active Arabic language habituation is an Arabic language learning

activity that provides opportunities for students to play an active role in the learning process to seek information, process information and conclude to be applied or practiced by providing a learning environment as an application of the learning process. So that the Arabic language that has been learned can be embedded in the students and it will be easy to practice it.

#### **b. Reading**

Reading is a process that demands that a group of words that are a single unit will be seen in one view around, and so that the meaning of the words individually can be known. If this cannot be fulfilled, then the explicit or implicit role will not be captured or understood and this reading procedure will not be carried out properly (Nugroho, 2014). Reading as a process refers to physical and mental activities (Zulham, 2015).

There are 4 types of reading, namely:

1. Speed reading, students can be motivated to like reading, overcome regression (repeating reading that has been read), use peripheral vision (reading the jump



system), use a clue as a speed determinant, condition the situation, and be able to consolidate.

2. Intensive reading, students can understand reading intensively, silently, and completely. students understand certain readings without having to mumble, are very diligent and analytical, and can then answer reading questions no matter how difficult
3. Critical reading, students provide detailed comments on the readings they read. Students are asked to read a reading and within a certain time students are asked to provide criticism of the contents of the reading.
4. Reading aloud, reading by pronouncing or voicing written symbols in the form of words or sentences that are read. This reading exercise is more suitable for beginner level students.

According to Saleh Abbas, reading is essentially an activity to capture reading information both written and implied in the form of literal, inferential, evaluative, and

creative reading comprehension by utilizing the reader's experience.

Reading is a complex activity because this activity involves the ability to remember graphic symbols in the form of letters, remember the sounds of these symbols and write graphic symbols in a series of words and sentences that contain meaning (Khikmah, 2019).

### **c. Using media**

Learning media is one of the factors that can make teaching and learning activities interesting and enjoyable (Kholiq, 2020). Teachers and students are involved in learning activities that are ultimately able to achieve learning goals. Especially Arabic language learning. Media can make learning interesting and meaningful. With suitable learning media, lessons that seem difficult become easy, teachers who have difficulty explaining certain subject matter finally become easy and not boring (Tama, 2022). Thus, the role of media in learning is very large and determines the progress of the teaching and learning process in the classroom and outside the classroom.

Related to the role of media in learning, especially Arabic, AlFauzan said that the role of media in learning includes (Kholiq, 2020):

1. enriching students' learning experiences. In various literatures, it is stated that the role of media in learning is very large in shaping students' personalities because with media children can directly feel the explanation of the material being delivered by the teacher both in and outside the classroom.
2. economical. With the presence of learning media, it becomes shorter and faster than without using media so that learning becomes effective and efficient
3. increasing students' attention to the lesson. With learning media, students are closer to the material being discussed in class.
4. Make students more ready to learn. By using learning media, students will directly get an active and effective learning situation so that they can produce better results and leave an impression on students
5. Involve many of the five senses in the teaching and learning process. The more five senses involved in the teaching and learning process, the better the results are expected
6. Minimize differences in perception between teachers and students. With the existence of learning media, differences in perception between teachers and students can be avoided.
7. Increase the positive contribution of students in gaining learning experiences. This is understandable because with the existence of learning media, students can develop their ability to think and analyze to the stage of finding conclusions and solutions to existing problems
8. Help resolve differences in personal perceptions between students. Each child in the class has different abilities, so that different perceptions arise. With the existence of learning media,

different perceptions can be minimized.

Learning inside and outside the classroom using learning media that has been selected and adjusted to the characteristics of the students, the learning objectives will be achieved immediately because the teacher and students are in tune and in line, not opposed or contradictory. This means that the teacher wants to convey the material to the students but the students are reluctant or indifferent. Likewise, the children are ready to receive material from the teacher but the educator is not or is not ready to convey the material to the students. This can hinder the achievement of learning objectives.

#### **d. Improving Arabic vocabulary**

Vocabulary (mufradat) is the plural of mufrad which in English is vocable; word; terms; names; expressions (of a scientific field); details. Mufradat is a collection of vocabulary used by someone, both orally and in writing, which already has a meaning and description of the translation without being combined with other words and is arranged alphabetically (Mada, 2018).

Vocabulary is the smallest unit that determines the strength of a language. Each language has a wealth of vocabulary that is certainly not the same. According to research by experts, Arabic is known for its vocabulary, especially in concepts related to their culture and daily life. Vocabulary (mufradat) is an important component or element that is a basic requirement and requirement in learning Arabic. With sufficient mastery of mufradat, students can follow Arabic language learning more easily (Fu'adah, 2021).

In teaching vocabulary to students, there are several steps that must be considered so that learning these elements is successful. Ismail Sinny and Abdullah said that it is better to teach vocabulary through the following stages (Mada, 2018):

- 1) By pointing directly to the objects (vocabulary) being taught.
- 2) By presenting miniatures of objects (vocabulary) being taught.
- 3) By providing pictures of the vocabulary to be taught.
- 4) By demonstrating the vocabulary to be delivered.

5) By inserting the vocabulary taught in sentences.

6) By providing equivalent words.

7) By providing antonyms.

The vocabulary teaching techniques and stages are as follows (Latief, 2023):

a) Listening to words

This is the first stage. Give students the opportunity to listen to the words spoken by the teacher, either standing alone or in a sentence. If the sound elements of the word have been mastered by the students, then in two or three repetitions, students have been able to listen correctly.

b) Pronouncing words

Give students the opportunity to pronounce the words they have heard. Pronouncing new words helps students remember them for a long time.

c) Getting the meaning of words

Give students the meaning of words by avoiding translation as far as possible, unless there are no other words. This suggestion is put forward because if the teacher always uses the student's mother

tongue, there will be no direct communication in the language being studied, while it will soon be forgotten by the students.

d) Reading words

After students hear, pronounce and understand the meaning of new words, then the teacher writes them on the board. After that, students are given the opportunity to read them aloud.

e) Writing words

It will be very helpful in vocabulary mastery if students are asked to write the words they have just learned when the meaning of the words is still fresh in their minds. Students write in their respective books by copying what the teacher wrote on the board.

f) Making sentences

Using the new words in a perfect sentence, both verbally and in writing. The use of these sentences will greatly help to strengthen students' understanding of the meaning of the words.

**e. Arabic writing skills training**

The definition of skill itself means the ability to complete a task (Suhartini, 2015). In this case, it is the ability to write Arabic letters. Meanwhile, in the big Indonesian dictionary, it is stated that writing is "making letters, numbers and so on with a pen, pen, pencil, chalk, and so on" (Rahmawati, 2017).

In a broader sense, writing can be interpreted as a person's activity in expressing ideas, thoughts, and feelings logically and systematically in written form so that the message can be understood by the readers. Writing is a language skill that is used to communicate indirectly. Writing is a productive and expressive activity, so the writer must also be able to utilize the ability to use writing, language structure, and vocabulary.

Every language teacher realizes that writing is a complex, complicated skill, which includes or involves a series of smaller skills (Mahmur et al., 2021). This writing skill is usually combined with reading skills. In other words, writing skills include three components, namely (Sanwil et al., 2021):

- 1) Introduction to letters and punctuation marks, which is a skill to recognize forms that are adjusted to the image mode on a sheet, in the curves of lines and dots that are neatly patterned.
- 2) Correlation of letters and punctuation marks with formal linguistic elements; is a way to connect the black marks on paper, namely the patterned images.
- 3) Further relationships from letter to letter with meaning or meaning include all writing skills, which are basically intellectual.

#### **f. Creating a supportive environment**

Stephen D. Krasen said that it is considered more effective in learning if the teaching method is implemented by implementing a language-focused environment in it. Because, the environment is a significant influence in the education and teaching of children, especially language skills, because the environment has a direct influence on students by applying the theories they learn when they

are in class (Awwaludin et al., 2022).

Bī'ah in Indonesian means environment and arabiyah is Arabic. So Bī'ah Árabiyah, means an environment that includes Arabic language learning activities. The purpose of holding an Arabic language environment is as a place to channel learning Arabic language skills as a foreign language to be mastered by students (Abdullah et al., 2020).

In line with the increasingly rapid development of thinking in the field of education in the twentieth century in the field of language, a belief has emerged that students are able to understand a language by listening to the language a lot, and are able to learn to speak the language by using it a lot to speak by linking the topic of conversation with the appropriate situation. So students can do that if their learning uses this habit (Aulina, 2019).

Likewise, students will easily learn a foreign language and get used to using it if the environment where the students learn already uses the language (in this case Arabic is formed by Bī'ah

Árabiyah). The application of Bi'ah Árabiyah (Arabic language environment) is one of the important aspects that can provide enthusiasm for students or students to develop their abilities and potential in the field of Arabic language mastery. In addition, the nuances of learning that occur in the Arabic language environment also include challenging the skills of students or students with a sense of courage and self-confidence (Abdullah et al., 2020).

Because the effectiveness of the learning in it is able to make students expressive with the freedom and way they practice communication. The existence of a language environment is also highly considered to be able to provide faster understanding than those who learn outside the language environment. Because this Arabic language environment is intended so that students can continuously communicate and convey their intentions and thoughts to others. This Arabic language environment can also be created from an environment where supporting media such as TV, telephone, magazines,

newspapers and so on are available (Abdullah et al., 2020).

So creating an Arabic language environment by teachers or educational institutions is the right step in learning Arabic. Therefore, Arabic teachers can ideally apply Arabic in their learning process because it is part of the Arabic language environment.

The types of language environments are as follows (Awwaludin et al., 2022):

**1. Formal Language Environment (bi'ah lughawiyah isthinaiyah)**

Dulay and Ellis explain that the formal environment is one of the language learning environments that focuses on mastering the language rules that are learned consciously. In fact, the formal language environment is not limited to the classroom because it is important in this formal environment that students can understand the rules applied to second language learning taught by the teacher in the classroom consciously

(Abdullah et al., 2020). The important environment emphasizes language command in conscious learning. In relation to this, Krashen states that the formal linguistic environment has the following characteristics: Artificial, students are directed to carry out linguistic activities with the language rules that have been learned and teacher feedback in the form of corrections to mistakes made by students and part of general language teaching at school or in class (Shidqi & Mudinillah, 2021).

**2. Informal Language Environment (bi'ahlughawiyahthabi'iyah)**

The informal environment is everything that students hear and observe in relation to the second language they are learning. The informal environment is natural, not artificial. In which there is a scope of language used in

everyday life by them, guardians or parents, language learned by members of ethnic groups, used by mass media, teacher language both in and outside the classroom. In general, the environment greatly influences the results of students' second language learning (Nurlaeli, 2023). Informal (natural) linguistic environment both in foreign environments (foreign environment) and in their own environment (host environment), which is considered to be able to enrich and support the development of language skills. The characteristics of the informal environment that influence learning trends and the quality of learning outcomes are influenced by four factors, including: The nature of the target language, how students communicate in a second language, the availability of models that can be imitated to speak and there is a linguistic

environment that can support communication (for example, there are many friends or speakers who have learned a second language). The explanation above can be concluded that an informal environment can be good input data for students. So if the data precipitates into linguistic knowledge that is very useful for bilingual communication and can be used as a monitoring tool (Unsi, 2015).

## **C.RESULTS AND DISCUSSION**

### **How Arabic Teachers Teach in the Madrasah Aliyah Nurul Ulum Mertak Tombok Praya Central Lombok Environment**

#### **A. Reading Arabic**

Arabic is one of the main subjects of a number of subjects that must be taken by students at MA Nurul Ulum Mertak Tombok Praya with the aim of improving Arabic language skills and having language skills in everyday life. Therefore, through the application of qira'ah in Arabic language learning is very important because



it can help Arabic teachers in achieving their goals.

Effective learning is learning that starts from a learning environment that is centered on students, meaning that students play an active role in the learning process while the teacher only directs. Like at MA Nurul Ulum Mertak Tombok Praya, the teacher reads the Arabic reading text that has been studied, then students are given the opportunity to read the Arabic reading text in turns. So that the teacher can find out the extent of the students' ability in reading Arabic texts.

The process of implementing Arabic reading in Arabic language learning at MA Nurul Ulum Mertak Tombok Praya consists of:

1. Preparation

Preparations made by teachers in implementing Arabic language learning at MA Nurul Ulum Mertak Tombok Praya such as teachers making lesson plans before learning is carried out, and must prepare learning steps that will be conveyed to students so that they are easily accepted and achieve learning objectives. Based on the lesson

plan, a teacher is expected to be able to implement learning in a programmed and systematic manner, it is impossible for learning to be successful if the learning media is not ready and incomplete. The teacher first prepares learning media before learning begins such as supporting books, etc. Therefore, with thorough preparation, learning objectives and targets can be achieved optimally. Based on this description, the researcher concluded that in general the preparation for Arabic language learning at MA Nurul Ulum Mertak Tombok Praya is well organized. The types of interactive multimedia that have been proven to be suitable and effective for use in Arabic language learning, based on validation tests from subject matter experts and media

2. Implementation

The learning process of MA Nurul Ulum Mertak Tombok Praya language consists of initial activities, core activities and final activities.

- a. Initial Activities

The teacher enters to greet and say good morning, then opens the lesson by reading the basmalah together. After that the teacher takes attendance and asks students who are absent.

Asking the reason why they are absent from Arabic language learning. Not always those who are absent are excused because they are sick, but it can also happen because the teacher is not pleasant during the lesson or the lesson is not very popular. Then the teacher asks about the previous material to correct the extent of the students' understanding and memory of the Arabic language lesson material that has been delivered by the teacher. This information is not only useful for students but also useful for teachers.

b. Core activities

Core activities in learning play an important role in achieving a learning goal. The teacher writes the material on the board then the students write it down. After all students have recorded the lesson

written by the teacher on the board, then the teacher reads the reading text first and then asks the students to imitate it. Students also imitate the teacher's reading with a loud voice and high enthusiasm. From this analysis it is clear that the reading method, in addition to emphasizing the ability to read silently/ *الْقِرَاءَةُ الصَّامِتَةُ* ) silently reading considers the importance of correct pronunciation skills, so reading aloud (*الْقِرَاءَةُ جَهْرِيَّة*) / oral reading) is an activity that is widely practiced. Students who are less able to read will be given special attention by the teacher, while those who already understand or are proficient in reading can improve their achievements. The teacher explains or explains the reading material in a way that is easy for students to understand in the MA Nurul Ulum Mertak Tombok Praya Arabic language book by writing simple rules or sentence structures so that they are easily accepted by students. Students are given the

opportunity to ask questions about the material being studied. From the analysis, it is explained that the teacher's attitude in giving students the opportunity to ask questions shows that the teacher will re-explain vocabulary that is considered difficult in the material being taught, after which the teacher gives students an assignment to memorize the difficult vocabulary and repeat it at the next meeting.

c. Closing activities

The teacher briefly reviews the material from the beginning to the end of the meeting that day and also provides motivation to continue learning until successful. This analysis explains that the teacher makes a summary in the language of the students and provides motivation that will make students enthusiastic in learning Arabic. The teacher reminds students to do their homework again, then the teacher closes the lesson by saying hello.

3. Evaluation or Assessment

Based on interviews with Arabic language teachers, the assessment of Arabic language learning at MA Nurul Ulum Mertak Tombok Praya includes:

a. Behavioral Assessment

Behavioral assessment is an assessment carried out by observing students' activeness and attention to Arabic language learning in the classroom.

b. Written Assessment

Written assessments such as homework or daily tests, practice questions, mid-term exams, and final exams. Carried out to assess the extent to which students know and understand Arabic language learning which is expressed in written form

c. Portfolio Assessment

Is a continuous assessment based on a collection of information that shows students' abilities in a certain period. So this assessment must pay attention to or measure 3 specific domains, namely: cognitive, affective, and psychomotor domains.

## **B. Writing Arabic**

Based on an interview with Mr. Lalu Mahsun.S.pd.i, as the Head of Madrasah Ali-yah Nurul Ulum Mertak Tombok Praya. In improving students' Arabic writing skills, there are several roles of Arabic Language Teachers in improving the Arabic writing skills of grade XI students, including: students are given additional lessons in the form of skills to be able to write Arabic, the school schedules local content lessons such as Arabic, nahwu, sorof, Al-Qur'an Hadith, tauhid, tajwid, tafsir, fiqh, and akidah akhlak which in their learning materials can improve students' writing skills.

In addition to several roles of the madrasah that have been mentioned, teachers also have a very important role in the student learning process, especially in improving students' Arabic writing skills. Based on an interview with the homeroom teacher of grade XI regarding teachers related to students' ability to write Arabic, it was found that during learning, teachers always provide motivation so that students are enthusiastic in learning, especially for students who have difficulty writing Arabic.

Teachers also ask students to come forward to write Arabic so that teachers know how far the students' ability is in writing Arabic.

Based on an interview from Mr. M. Fahmi Aziz as an Arabic language teacher, he explained that the teacher provides motivation and encouragement to students before the learning process takes place so that students are more diligent and active in improving Arabic writing, then the teacher also gives assignments in the form of questions in Arabic which can improve students' Arabic writing skills.

Based on an interview with Mr. Khairul Hadi, an Aran language teacher and teacher of Nahwu, Sorof and Tauhid, he stated that teachers always provide motivation to be more active in improving Arabic writing by means of each lesson, students are trained and emphasized to write Arabic well and correctly. And also teachers pay special attention to students who still have difficulty in writing Arabic.

Based on an interview from Mrs. Niswatun as a teacher of Al-Qur'an Hadith, Islamic jurisprudence and aqidah, she explained that every time learning

takes place, the teacher always provides motivation first so that students are more active and enthusiastic about writing Arabic. Apart from that, the teacher also gives additional assignments in the form of writing surahs and hadiths which can improve students' Arabic writing.

Based on an interview with Mrs. Novi Apriliana, an Arabic Language Teacher and Tajweed teacher, she stated that the teacher motivates students to prefer writing Arabic, then the teacher also provides Arabic writing exercises in the form of writing Arabic. Based on an interview with Mr. TGH. Muhammad Nur as a teacher of interpretation and yellow books, she stated that the teacher provides motivation and enthusiasm for students to be active in writing Arabic, the teacher also gives Arabic writing assignments including writing verses of the Qur'an. The researcher can conclude that the madrasah has a very important role in improving students' writing skills. In addition, teachers are also no less important in improving students' Arabic writing skills, especially in providing motivation and enthusiasm to

students and also providing materials and exercises to increase students' Arabic writing skills. When learning, researchers also observed that there were many students who were interested in writing Arabic, but there were also students who were less interested in learning, especially students who had difficulty in writing Arabic in the form of students' difficulty in connecting letters, there were students who forgot some hijaiyah letters, some students thought that writing Arabic was difficult even before starting learning.

The learning process carried out by teachers through lectures and providing examples of Arabic writing so that students can rewrite Arabic writing properly and correctly. With this effort, students can easily write Arabic. The learning carried out by the madrasa has a good impact on students. The proof is that most students can write Arabic properly and correctly, only 3 students still have difficulty when writing Arabic.

Based on the results of research that has been conducted by researchers on the role of madrasahs in improving the ability to write Arabic in class XI at MA Nurul

Ulum Mertak Tombok Praya. Researchers found the role of madrasas in providing additional learning outside the ongoing learning subjects. In the additional learning process guided by teachers with the direction of the MA Nurul Ulum Mertak Tombok Praya madrasa, teachers provide motivation to all class XI students in participating in additional learning.

Moreover, teachers provide special encouragement for students who are less able to write Arabic. This motivation is carried out before the learning process begins, teachers provide motivation to students. This motivation is given to encourage students to be enthusiastic in learning to write Arabic, especially for those who are less able to write Arabic in every learning that concerns writing Arabic. Madrasah also provides additional hours outside of the subject for all grade XI so that they can be better at writing Arabic, especially for those who cannot.

Teachers with the direction of the madrasah by giving assignments in the form of Arabic writing exercises such as Arabic homework, writing surahs, writing hadiths, and writing verses of the

Qur'an along with Arabic pegony. The process of assessing students in improving Arabic writing in all learning related to Arabic is by looking at the collected assignment books so that they can see how students' writing skills are, students' creativity in writing Arabic by looking at their writing whether it is neat or not, then seeing the development of students in writing has there been an increase or not. And also telling them to move forward by writing Arabic. This assessment is important in order to find out whether the improvement in Arabic writing of grade XI students has really increased or not, whether additional hours have a good influence on improving students' Arabic writing. The process carried out by the madrasah and teachers to collect data that can provide an overview of improving the Arabic writing skills of grade XI students.

## **E. CONCLUSION**

Arabic teachers at MA Nurul Ulum Mertak Tombok Praya Central Lombok have a strategic role in building an effective Arabic reading and writing environment. In learning to read Arabic, teachers prioritize thorough preparation, structured implementation including initial, core,

and final activities, and evaluations that include behavioral, written, and portfolio assessments. Teachers play an active role in providing motivation, guiding students personally, and involving them in repeated reading exercises to improve understanding and correct pronunciation. In learning to write Arabic, teachers pay special attention through lecture methods, providing examples of writing, and writing practice assignments such as verses of the Qur'an, surahs, and hadiths. Teachers also motivate students to overcome obstacles such as difficulty connecting letters or remembering hijaiyah letters. The Madrasah also supports by providing additional lessons and special schedules to improve students' abilities. This integrated effort has succeeded in encouraging most students to achieve good Arabic reading and writing competencies, although there are still some students who need more attention. With a structured approach and collaboration between teachers and the Madrasah, a conducive learning environment is created to develop students' Arabic literacy skills.

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