Effectiveness of Arabic Learning in Vocational School on the Mecors Assessment Scale

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Abstract

This research stems from the urgency of effectiveness in learning Arabic as a foreign language for students in Indonesian schools. The learning design aims to achieve pre-set competencies and goals, thus ensuring effective learning. The purpose of this research is first to know the implementation of Arabic language learning at SMK Islamic Center Baiturahman Semarang and second to know the effectiveness of Arabic language learning at SMK Islamic Center Baiturahman Semarang in terms of process and results. The type of research conducted is field research with an analytic descriptive qualitative approach. We conducted the study at SMK Islamic Center Baiturahman Semarang. Data were collected using observation, interview, test, and documentation methods. Data analysis involves making field notes and giving codes; collecting, sorting, classifying, synthesizing, summarizing, and indexing data; providing interpretation so that the data categories have meaning; looking for and suggesting patterns and relationships; and making general findings. The findings of this study are the implementation of Arabic language learning at SMK Islamic Center Baiturahman, which refers to the curriculum used and follows the process standards even though it could be better. According to the MECORS rating scale, the effectiveness of integrated learning is quite adequate based on teachers' basic teaching skills. The prerequisites of effective learning according to Al-Khuliy's criteria in the category are well met.

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Abstrak

Penelitian ini bertolak dari urgensi efektivitas dalam pembelajaran Bahasa Arab sebagai bahasa asing bagi pelajar di sekolah Indonesia. Pembelajaran didesain untuk mencapai kompetensi dan tujuan yang telah ditetapkan sebelumnya, sehingga mewujudkan pembelajaran efektif. Tujuan penelitian ini pertama mengetahui implementasi pembelajaran Bahasa Arab di SMK Islamic Centre Baiturahman Semarang dan kedua mengetahui efektivitas pembelajaran Bahasa Arab di SMK Islamic Centre Baiturahman Semarang dari segi proses dan hasil. Jenis penelitian yang dilakukan adalah penelitian lapangan dengan pendekatan kualitatif deskriptif analitik. Penelitian dilakukan di SMK Islamic Centre Baiturahman Semarang. Data dihimpun dengan metode observasi, wawancara, tes dan dokumentasi. Analisis data dengan langkah membuat catatan lapangan dan memberikan kode, menghimpun, memilah, mengklasifikasi, membuat sintesis, membuat ikhtisar, dan membuat indeks data serta memberikan interpretasi agar kategori data itu mempunyai makna, mencari dan mengemukakan pola dan hubungan, serta membuat temuan umum. Temuan penelitian ini pada dua hal yaitu Implementasi pembelajaran Bahasa Arab di SMK Islamic Centre Baiturahman mengacu kepada kurikulum yang digunakan pembelajaran Bahasa Arab di Islamic Centre Baiturahman dan sesuai dengan standar proses meskipun belum sempurna. Efektivitas pembelajaran secara terintegrasi menurut skala penilaian MECORS cukup efektif, berdasarkan keterampilan dasar mengajar guru cukup efektif. Prasyarat pembelajaran efektif menurut kriteria al-Khuliy pada kategori terpenuhi dengan baik.

الملخص

ينبع هذا البحث من ضــرورة فعـاليـة تعلم اللغـة العربيـة كلغـة أجنبيـة للطلاب في المدارس الإنـدونيسـيـة. يهـدف تصـميم التعلم إلى تحقيق الكفـاءات والأهداف المحددة مسـبقًا، مما يضـمن تعلمًا فعالًا. الهدف من هذا البحث هو أولاً معرفة تنفيذ تعلم اللغة العربيـة في مدرسـة المركز الإسـلامي بيت الرحمن الثانوية المهنية سـمارانج، وثانيًا معرفة فعالية تعلم اللغة العربية في مدرسـة المركز الإسـلامي بيت الرحمن الثانوية المهنية سـمارانج من حيث العمليـة والنتائج. نوع البحث الـذي أجري هو بحث ميداني باسـتخدام منهج وصـفي تحليلي نوعي. قمنا بإجراء الدراسـة

في مدرسـة المركز الإسـلامي بيت الرحمن الثانوية المهنية سـمارانج. تم جمع البيانات باسـتخدام طرق الملاحظة والمقابلة والاختبار والتوثيق. يتضــمن تحليل البيانات تدوين الملاحظات الميدانية وتشـفيرها؛ جمع البيانات، وفرزها، وتصنيفها، وتوليفها، وتلخيصها، وفهرستها؛ تقديم تفسير بحيث يكون للفئات البيانية معنى؛ البحث عن الأنماط والعلاقات واقتراحها؛ والوصـول إلى اسـتنتاجات عامة. نتائج هذه الدراسـة هي تنفيذ تعلم اللغة العربية في مدرسـة المركز الإسـلامي بيت الرحمن الثانوية المهنية ســمارانج، الذي يشــير إلى المنهج المســتخدم ويتبع معايير العملية رغم أنه يمكن تحسـينه. وفقًا لمقياس تقييم MECORS، فإن فعالية التعلم المتكامل كافية إلى حد كبير بناءً على مهارات التدريس الأســاسـية للمعلمين. تم تلبية متطلبات التعلم الفعال وفقًا لمعايير الخولي بشكل جيد.

Keywords: Arabic learning; assessment; vocational school

Introduction

Arabic language and literature are two foreign language subjects taught in upper secondary educational institutions, alongside other subjects such as English, Mandarin, Korean, Japanese, German, and French. The Arabic Language and Literature curriculum for high schools (SMA/MA) refers to the Indonesian Ministry of Education and Culture Regulation No. 37 of 2018, which outlines the subject's Core Competencies and Basic Competencies.[1]

In addition to referring to the Regulation of the Minister of Education and Culture No. 37 of 2018, Arabic language subjects in Madrasah Aliyah can also refer to the Regulation of the Minister of Religion No. 183 of 2019. The Arabic language subject in high schools aims for students to achieve competencies that include mastering Arabic, both passively (understanding Arabic texts) and actively (communicating

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[1] Achmad Baidowi Alwi, "Perubahan Substansi Kurikulum Bahasa Arab Berdasarkan KMA Nomor 347 Tahun 2022," *Journal of Education Research* 4, no. 4 (2023): 1753–60, https://doi.org/10.37985/jer.v4i4.204.

both orally and in writing), as outlined in the Content Standards for Primary and Secondary Education in the Ministry of Education and Culture Regulation No. 21 of 2016. Students can achieve these competencies through the learning process conducted in the classroom.[2]

According to Winkel in Yuberti, educators design learning activities to support the student's learning process, considering significant events that influence the series of occurrences experienced by the students.[3]

To conclude that a learning process is adequate, one must meet many criteria models, which vary considerably. Yanti and Afrani have researched this.[4] Their research aims to determine the effectiveness of Arabic language learning by applying the direct method (ṭarīqat al-mubāsharah) in the sixth grade of SDS Hubbul Wathan Duri. The findings revealed that students have diverse abilities in understanding Arabic language materials. Additionally, it was found that some students were less skilled and less enthusiastic during the learning process. The respondents or informants of this research were the Arabic language teacher and 71 students.

The research data was analyzed using descriptive quantitative analysis using percentages. The effectiveness percentage of the direct method was 66.2%, which falls within the range of 56%-75%. Thus, when described qualitatively, the effectiveness of the direct method is categorized as sufficient. Process variables and result variables measured effectiveness

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[2] Muhammad Muchlish Huda, "Pengembangan Kurikulum Pendidikan Bahasa Arab di PTAI," *El-Wasathiya: Jurnal Studi Agama* 3, no. 2 (2015): 141–70, https://doi.org/10.35888/el-wasathiya.v3i2.2010.

[3] Yuberti, *Teori Pembelajaran dan Pengembangan Bahan Ajar dalam Pendidikan* (Bandar Lampung: Anugrah Utama Raharja (AURA), 2014).

[4] Nova Yanti and Nurul Afrani, "Efektivitas Pembelajaran Bahasa Arab dengan Menggunakan Metode Langsung di SDS Hubulwathan Duri," *Al-Ishlah: Jurnal Pendidikan* 10, no. 2 (2018): 231–43, https://doi.org/10.35445/alishlah.v10i2.84.

in this research, but the focus of the study was only on the effectiveness of the direct method.

Based on this research, we conducted an effectiveness test using the MECORS assessment scale and the prerequisites for effective learning, according to Al-Khuly. When the criteria are met, educators will realize effective learning. Educators design learning to achieve the competencies and goals previously set, thereby ensuring effective learning. The learning process is effective if the following two aspects are present: first, the active involvement of all students, both mentally, physically, and socially; second, the emergence of positive behavioral changes in students and the achievement of the learning objectives set.[5]

Educators can measure learning effectiveness by assessing the quality of the learning process and outcomes. Applying a language skills learning process involving active student participation and improving students' Arabic language skills are indicators of effective Arabic learning. SMK Islamic Centre Baiturrahman Semarang is a formal educational unit providing vocational education at the secondary level. The curriculum of this vocational school includes Arabic language subjects for grades X, XI, and XII. The Arabic language teacher who teaches these three grade levels is Ahmad Irfain, S.Pd.I., who refers to the Ministry of Education and Culture Regulation No. 37 of 2018 in developing the Arabic language curriculum.

The research conducted is a field study employing a qualitative approach based on inductive reasoning, relying on objective and participatory observations of a social phenomenon.[6] The research to be conducted is analytic descriptive qualitative research at SMK Islamic Centre Baiturrahman Semarang. The focus of the research is to

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[5] Ahmad Susanto, Teori Belajar Dan Pembelajaran Di Sekolah Dasar (Jakarta: Kencana Prenada Media, 2016, h. 53).

[6] Nursapiah, *Penelitian Kualitatif* (Medan: Wal Ashri Publishing, 2020).

describe the process of Arabic language learning and analyze the effectiveness of Arabic language learning in terms of both process and outcomes. The data obtained in the study will come from informants, including the Arabic language teacher at SMK Islamic Centre Baiturrahman Semarang and students from grades X, XI, and XII across different majors. The techniques used to select student informants will be purposive sampling and snowball sampling.[7]

The number of informants depends on the data obtained; if the responses from respondents reach saturation (providing nearly identical answers), the data collection process will be terminated.[8] In addition to the informants mentioned above, research data will be collected from documents such as lesson plans (RPP) prepared by the teacher, student work, and Arabic language test scores. Data collection methods include observation, interviews, tests, and documentation. Data analysis refers to Seiddel in Moleong, involving the following steps: (1) Making field notes and assigning codes to ensure the traceability of data sources; (2) Collecting, sorting, classifying, synthesizing, summarizing, and indexing the data, (3) They interpret the data categories to give them meaning, identify and present patterns and relationships, and make general findings.[9]

Results

Arabic Language Learning with MECORS Assessment

The term "learning," according to The American Heritage Dictionary, is defined as "to gain knowledge, comprehension, or mastery through experience or study," meaning to acquire

[7] Sulistyawati, *Buku Ajar Metode Penelitian Kualitatif*, 1st ed. (Yogyakarta: K-Media, 2023).

[8] Deddy Mulyana, *Metodologi Penelitian Kualitatif : Paradigma Baru Ilmu Komunikasi dan Ilmu Sosial lainnya* (Bandung: Remaja Rosdakarya, 2018).

[9] Lexy. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2014).

knowledge, understanding, or mastery through experience or lessons. Kimble defines learning as "a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice".[10] Learning is a relatively permanent change in behavioral potential due to reinforced practice. This definition aligns with the concept of teaching in the following Arabic understanding: والتعليم عملية يراد بها إحداث تغيير في سلوك الكائن الحي (*Teaching is a process aimed at creating changes in the behavior of the teaching subjects).*[11]

The competencies for the Arabic language subject in high schools are outlined in the Ministry of Education and Culture Regulation No. 24 of 2016 concerning Content Standards, which include: (1) The ability to communicate interpersonally, transactionally, and functionally; (2) The ability to select and implement communication actions and strategies orally and in writing; (3) The ability to use the language in a sociocultural context to instill national character values, (4) The application of language elements accurately, (5) An understanding of Arabic literary text.[12] (6) The ability to analyze Arabic texts containing values that benefit students in the global era; (7) The ability to communicate positive messages to others in Arabic, (8) The ability to convey information in Arabic texts to others related to self-introduction, family, school life, daily activities, life experiences, and other information with polite language and cross-cultural understanding.[13]

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[10] Matthew H Olson and Julio J. Ramirez, *An Introduction to Theories of Learning* (New Jersey: Prentice Hall Inc, 2020).

[11] 'Abd al-'Alim Ibrahim, *Al-Muwajjih al-Fanny li-Mudarrisī al-Lughah al-`Arabīyah* (Cairo: Dar al-Ma`arif, 1966).

[12] Menteri Pendidikan dan Kebudayaan RI, "Permendikbud No. 21 Tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah" (Jakarta, 2016).

[13] BSKAP, "Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/H/Kr/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Me" (Jakarta, 2022,). hal. 364-365

Observations using the MECORS instrument were conducted seven times in the following classes: XII PS, XII TKJ 1, X PS, XI PS, X TKJ 2, XII TKJ 2, and X TKJ 1. Not all components were assessed in the first and second observations, whereas all seven predetermined components were measured in the third through seventh observations. Based on the observations, it can be seen that the percentage of teacher behavior in the learning process was 55% during the third observation, 70% during the fourth, 46% during the fifth, 76% during the sixth, and 50% during the seventh observation. On average, the percentage comes to 59.4%

Effective Learning According to Al-Khuliy

According to Al-Khuly, effective learning is defined as *"Effective learning leads to the highest possible level of mastery in the shortest amount of time, with minimal effort and time investment, while achieving optimal educational outcomes".*[14] This concludes that effective learning is closely linked to an effective teacher. Their characteristics can measure a teacher's individual effectiveness, preparation, classroom management, and how they plan, teach, and monitor students' progress.[15]

Teaching is a complex task that integrates aspects of knowledge, skills, attitudes, and values.[16] Teachers must master generic basic teaching skills, which are a complete integration of many different skills.[17] According to Irawan et al., eight basic teaching skills play a role in the success of the teaching and learning process.[18] These eight skills include

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[14] Muhammad Ali Al-Khuliy, *Asālīb Tadrīs al-Lughah al-`Arabīyah* (Yordania: Dar Al-Falah, 2000).

[15] Cooper, Paul, and Donald Mac Intyre, *Effective Teaching and Learning : Teacher`s and Students`s Perspectives* (Philadelphia: Open University Press, 1996).

[16] Olson and Ramirez, *An Introduction to Theories of Learning*.

[17] Arends and Richard L, *Learning to Teach* (New York: Mc Graw Hill Education, 2011).

[18] Irawan Prasetya, Suciati Suciati, and I.G.A.K. Wardani, *Teori Belajar, Motivasi Dan Keterampilan Mengajar* (Jakarta: PAU-PPAI, 1997).

questioning, reinforcing, varying, explaining, opening and closing lessons, guiding small group discussions, managing the classroom, and teaching small groups and individuals.[19]

Several factors related to teachers are connected to effective learning and can be considered prerequisites for achieving it;[20] these include verbal ability and effective teaching,[21] education coursework and practical teaching,[22] teacher certification and effective teaching,[23] content knowledge and effective teaching,[24] teaching experience and teacher effectiveness,[25] and teaching students at risk or high-achieving students: prerequisites for teacher effectiveness.[26]

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[19] Adib Rifqi Setiawan, "Efektivitas Pembelajaran Biologi Berorientasi Literasi Saintifik," *Thabiea : Journal of Natural Science Teaching* 2, no. 2 (2019): 83–94, https://doi.org/10.21043/thabiea.v2i2.5345; Nurul Lailatul Khusniyah and Lukman Hakim, "Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris," *Jurnal Tatsqif* 17, no. 1 (2019): 19–33, https://doi.org/10.20414/jtq.v17i1.667; Anggy Giri Prawiyogi et al., "Efektivitas Pembelajaran Jarak Jauh Terhadap Pembelajaran Siswa Di SDIT Cendekia Purwakarta," *Jurnal Pendidikan Dasar* 11, no. 1 (2020): 94–101, https://doi.org/10.21009/jpd.v11i1.15347; Afifatu Rohmawati, "Efektivitas Pembelajaran," *Jurnal Pendidikan Usia Dini* 9, no. 1 (2015): 15–32, https://doi.org/10.21009/JPUD.091.02.

[20] Suyono, *Pembelajaran Efektif Dan Produktif Berbasis Literasi: Analisis Konteks, Prinsip Dan Wujud Alternatif Strategi Implementasinya Di Sekolah* (Malang: Cakrawala Indonesia, 2011).

[21] James H Stronge, *Qualities of Effective Teachers*, 3rd ed. (Alexandria: Association for Supervition and Curriculum Development (ASCD), 2018).

[22] Chris Kyriacou, *Effective Teaching : Theory and Practice* (United Kingdom: Nelson Thornes, 1997).

[23] Stronge, *Qualities of Effective Teachers*, 7.

[24] Stronge, 10. Hal. 10

[25] Daniel Muijs and Davids Reynolds, *Effective Teaching: Evidence and Practice*, 4th ed. (Los Angeles: SAGE, 2017).

[26] Rushdī Aḥmad Ṭuʿaymah, *Taʿlīm al-ʿArabīyah li-Ghayr al-Nāṭiqīn bihā: Manāhijuhū wa-Asālībuhū* (Rabat: ICESCO, 1989).

Implementation of Arabic Language Learning at SMK Islamic Centre Baiturrahman

Arabic language learning at SMK Islamic Centre Baiturrahman implements two curricula: the revised 2013 curriculum for grades XI and XII and the "*Kurikulum Merdeka*" for grade X. The time allocation for the Arabic language subject is once a week, with two lessons per week or 2 x 35 minutes. Learning encompasses both planning and implementation aspects. For lesson planning, grade X refers to the ATP and teaching modules, while grade XII refers to the syllabus and lesson plans (RPP). The learning objectives are for students to understand the Arabic language, including applying language competencies such as listening (*istimā'*), reading (*qirā'ah*), speaking (*kalām*), and writing (*kitābah*).[27] The teaching materials consistently align with the curriculum used.[28]

The teacher develops teaching materials and includes a collection of PowerPoint presentations (PPT) and Arabic language learning videos from native speakers. The teaching methods used include lectures, assignments, Q&A, and discussions. Learning media include laptops, LCDs, and applications through E-class. The teacher evaluates students through online quizzes, assignments, and midterm and final exams, with assessments covering cognitive and psychomotor abilities through performance evaluations for speaking skills (*mahārat kalām*).

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[27] Muhammad Ali Al-Khuliy, *Al-Manhaj al-Dirāsī: al-Usus wa-al-Taṣmīm wa-al-Taṭwīr wa-al-Taqyīm* (Yordania: Dar Al-Falah, 2011).

[28] Fitri Ariati, Retoriah, and Zulfikri, "Arabic Language Learning Based on Character Education," *Al Bariq: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2024): 17–31, https://doi.org/10.24239/albariq.v5i1.69; Hajjin Mabrur et al., "Analisis Penerapan Kurikulum pada Pembelajaran Bahasa Arab di MTs Manba'ul 'Ulum Silebu," *Injuries: Indonesia Journal of Islamic Education Studies* 1, no. 1 (2023): 51–60, https://doi.org/10.61227/injuries.v1i1.16; Alwi, "Perubahan Substansi Kurikulum Bahasa Arab Berdasarkan KMA Nomor 347 Tahun 2022"; Huda, "Pengembangan Kurikulum Pendidikan Bahasa Arab di PTAI."

The learning process often relies on material presented in PPTs, including the opening, primary, and closing activities. However, the opening and closing activities need to sufficiently support the achievement of the material and competencies to be attained. The learning process needs to be more activity-based and needs activities that lead to the development of language skills. The use of Arabic as the instructional language, on the one hand, familiarizes students with the language environment. However, on the other hand, it increases students' need for more understanding of the material.[29]

Using examples from the Qur'an and Hadith aligns with the learning objective of understanding Arabic but is less effective in developing communication skills. The material can become too complex as students sometimes have to learn many rules simultaneously.

The teacher applies the "unity of science" approach when presenting learning materials, such as using English to help understand the material. However, sometimes, the explanations do not directly relate to language skills. Students are enthusiastic about learning, but some need more motivation as some study time occurs near the end of the school day. The 21st-century learning approach with the 4C model (critical thinking, creativity, collaboration, and communication) needs to be utilized.

Effectiveness of the Arabic Language Learning Process at SMK Islamic Centre Baiturrahman

Based on four observations, the steps in the Arabic language learning process during the first observation involved students listening to a video on the theme of "*Ta'āruf*" (introductions), the teacher asking for the translation of

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[29] Mohamad Miftah and Nur Rokhman, "Kriteria Pemilihan dan Prinsip Pemanfaatan Media Pembelajaran Berbasis TIK Sesuai Kebutuhan Peserta Didik," *Educenter : Jurnal Ilmiah Pendidikan* 1, no. 9 (2022): 641–49, https://doi.org/10.55904/educenter.v1i9.92.

vocabulary from the material, the teacher teaching vocabulary about "*Al-Alwān al-Asāsīyah*" (primary colors), students listening to and pronouncing new vocabulary, the teacher teaching sentence patterns about "*Al-Alwān*" (colors), students individually taking a quiz on their smartphones, the teacher giving instructions and explaining how to answer the quiz questions individually, and finally, the teacher correcting the students' answers and checking quiz scores.

In the second observation, the steps included the teacher presenting material through PPT, such as examples of *amr* (commands) and *naḥwu* (grammar) rules from the Al-Qur`ān and Hadith, asking about vocabulary, translating examples, asking questions to students, students reading sentences without vowels and translating them, the teacher reading a verse from the Qur'an, students identifying *fi'il amr*, and the teacher explaining more examples of *fi'il amr* and *naḥwu* rules from the Qur'an or commonly heard expressions in various forms and providing examples.

In the third observation, the steps involved the teacher mentioning sentence patterns related to "*Muwāfaqah*" (agreement), asking for student responses to repeated "*Muwāfaqah*" expressions, students reading the meaning of "*Muwāfaqah*," asking other students to confirm, linking it to previous lessons, asking students if they could write the word "*Muwāfaqah*," explaining the root of the word, writing on the board the expressions for seeking agreement and responses in several versions, asking students to read them aloud, and circulating to answer individual questions and explain the "*Muwāfaqah*" rules one by one.

The fourth observation involved the teacher reading a text about *Ta'āruf*, students repeating the reading, the teacher asking students for the meaning of vocabulary and explaining it, the teacher explaining the rules of *fi'il māḍī* and `*adad*, students reading a conversation presented through PPT while the teacher explained the meaning, students watching a video

about *taqdīm al-shukr*, students repeating the teacher's reading, working in groups to discuss the conversation and complete exercises, and the teacher facilitating the discussion by translating vocabulary and explaining the pronouns found in the text.

The steps observed in these four observations were measured using an instrument based on Al-Khuliy's theory of effective learning, which consists of 14 indicators. These indicators measure seven pedagogical competencies (mastery of methods, accurate evaluation, use of media, lesson planning, reinforcement, attention to individual differences, and maximizing student potential), six personal competencies (appearance, clear and moderate voice, assertiveness, fairness, passion for teaching, and positive interaction with care), and one professional competency (mastery of the material).[30]

The results showed a percentage of 80%. This figure falls within the percentage interval of $60 \le P < 80$, which, when converted, is in the high criteria.[31] This indicates that the requirements for effective learning have been well met. Based on the teaching steps above, it was observed that the teacher was less effective in implementing the teaching skill of opening a lesson, particularly in the components of providing guidelines, such as stating objectives and suggesting steps, and in making connections, such as reviewing previous material and asking apperception questions.

In explaining the material, the teacher had well-prepared systematic material and provided examples. The teacher presented the material smoothly and defined terms effectively. The use of varied media and teaching materials was good, with presentations using PPT, whiteboard, and video. The variation

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[30] Al-Khuliy, *Al-Manhaj al-Dirāsī: al-Usus wa-al-Taṣmīm wa-al-Taṭwīr wa-al-Taqyīm*.

[31] Ady Muh. Zainul Mustofa, "Taṭwīr Mādah al-Lughah al-ʿArabīyah ʿalá Asās al-Taʿallum al-Taʿāwunī," *Alsina : Journal of Arabic Studies* 2, no. 1 (2020): 1–18, https://doi.org/10.21580/alsina.2.1.5455.

in teaching style was also good, and the variation in interaction patterns and activities was sufficient.

When measured against the practice of basic teaching skills, the score obtained was 22, or 55%, which falls into the "sufficient" criteria. Therefore, Arabic language learning is reasonably practical.

According to the theory, there are six steps that a teacher should follow in listening instruction: preparing the material (explaining and setting goals), presenting the material with methods appropriate to the objectives, equipping students with understanding, having students discuss the material, having students summarize what was said, and evaluating students with some questions. Compared to these six steps, a score of 46% was obtained, which falls into the "moderate" criteria. Thus, the listening instruction process is reasonably practical. In the second and third observations, the learning steps focused on teaching language functions through grammar lessons, namely *fi'il amr*, *nahwu*, and *muwāfaqah*. The methods used by the teacher to teach these rules were inductive[32] and deductive.[33]

Compared to the seven steps of the inductive method, a percentage score of 61% was obtained, which falls into the high category, close to sufficient (score of 60). This means that the effectiveness level of grammar instruction is above sufficient. The fourth observation indicated a focus on reading skills instruction. When compared to reading instruction, which includes five indicators (the teacher reads a text

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[32] Hidayani, "Efektivitas Penggunaan Metode Istiqroiyah dalam Pembelajaran Nahwu untuk Menguasai Tarkib Idhofi (Mudof dan Mudof Ilaih) Siswa MTs Pondok Pesantren Darul Qur'an Kubang Kabupaten Kampar" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2018).

[33] Saiful Anwar, Guntur Cahaya Kesuma, and Koderi, "Development of Al-Qawaid an-Nahwiyah Learning Module Based on Qiyasiyah Method for Arabic Language Education Department Students," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 1 (2023): 11–24, https://doi.org/10.25217/mantiqutayr.v3i1.2830.

translated into the students' language, explains the information in the theme briefly, students repeat the teacher's reading, students read the material, and the teacher adds a list of questions to understand the text), a score of 12 was obtained, with a percentage of 60%, which falls into the moderate category. Thus, reading skills instruction is relatively effective.

Speaking and writing skills instruction were less identifiable due to the absence of activities where students practiced speaking to express their experiences, for example, performing *Ta`āruf* after listening to the *Ta`āruf* material in the context of each student. According to the teacher's interview, it was explained that speaking instruction involved students delivering information related to the *Ta`āruf* theme by reading dialogues and replacing specific words accordingly.

From the indicators of *kalām* learning, where students practice speaking and express their experiences, a score of 6 or a percentage of 75% was achieved, which falls into the high category. Therefore, the effectiveness of speaking instruction is good.

According to the observations, no teacher activities demonstrated writing skills instruction from simple to complex competencies (forming letters, writing words and sentences from dialogues or texts, writing answers to questions, composing simple essays, and free composition). Based on interviews with the teacher, writing instruction was applied in the 12th grade, and when compared with the six indicators of writing instruction, a percentage score of 9.6% was obtained, which falls into the deficient category. Therefore, writing skills instruction could be more effective.

The effectiveness of the learning process using the MECORS instrument, which includes seven components demonstrating the teacher's basic teaching skills, resulted in an average teacher percentage in the Arabic language learning

process of 59.4%. When consulted with the established criteria, it can be interpreted that the teacher's behavior is relatively effective in the Arabic language learning process at SMK Islamic Centre Baiturrahman. This leads to the conclusion that the learning is reasonably practical.[34]

Effectiveness of Arabic Language Learning Outcomes at SMK Islamic Centre Baiturrahman

Out of 100 respondents who were tested on their language abilities through a written test in the form of multiple-choice questions, 61 students (61%) scored above the minimum passing grade (KKM) for the Arabic language subject (75). In contrast, 39 students (39%) scored below the KKM. For each language skill, from 10 test questions for 100 students, 38.1% measured speaking skills, 11.9% measured reading skills, 24.9% measured writing skills, 13.2% measured vocabulary, and 11.9% measured *naḥwu* (grammar) rules.

For the speaking skills questions, 85% of the answers were correct, and 15% were incorrect. For reading skills, 54% of the answers were correct, and 46% were incorrect. For writing skills, 71% of the answers were correct, and 29% were incorrect. For vocabulary, 77% of the answers were correct, and 23% were incorrect. For *naḥwu* rules, 86% of the answers were correct, and 14% were incorrect. Following the classical completeness criterion (≥ 85%), it can be concluded that the learning outcomes for speaking skills and *naḥwu* rules are complete. In contrast, the learning outcomes for reading, writing, and vocabulary are incomplete.

One of the knowledge competencies (KD) for the Arabic language subject in grade XII is 3.2: to restate simple expressions related to *Muwāfaqah* while considering the social function, text structure, and language elements of oral and

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[34] Steven Ronald Ahlaro, "Kriteria Metode Pembelajaran yang Baik dan Efektif," *Jurnal Masalah Pastoral* 8, no. 1 (2020): 16–29, https://doi.org/10.60011/jumpa.v8i1.98.

written transactional interaction texts according to their usage context. Based on the results of the written test on writing skills in the *Muwāfaqah* material from two classes, XII PS and XII TKJ 1, it was found that all respondents (49 students) were able to write Arabic sentences with the correct letters. However, eight students, or 16% of respondents, had less-than-perfect handwriting due to omissions, additions, or letterform errors.

Regarding accuracy in requesting approval, 98% of respondents could restate the expression for requesting approval, while 2% could not. However, 6% of respondents did not use the sentence pattern for requesting approval and only stated the sentence they were asking approval for, while 8% of respondents needed to be more accurate in their expression due to adding an extra letter or having structural mismatches.

As for the expression of approval responses, 80% of respondents could provide approval responses, while 20% were unable to express a response. Among those who could respond, 69% expressed it accurately, while 31% needed to be more accurate due to structural errors in the sentence. However, the response was correct but did not match the request for approval in terms of *ḍamīr* (pronouns). Regarding writing ability, 69% scored above the KKM, while 31% scored below the KKM.

When comparing the learning process with the outcomes, the following categories were obtained: effective learning with complete/effective learning outcomes applies to speaking skills, listening skills, and *naḥwu* rules; somewhat effective learning with incomplete learning outcomes applies to reading skills; and very ineffective learning with incomplete learning outcomes applies to writing skills.

Discussion

These results can be compared with several previous studies, such as the one by Ghofur, which focused on Arabic

language learning for the 2011/2012 academic year.[35] The data sources included administrators, lecturers, staff, and Ma'had Abu Bakar As-Shiddiq Surakarta students. The research findings showed that the themes in the ABY book were familiar and designed according to the applicable curriculum, the duration of learning was adequate, the qualifications and competencies of the Arabic language lecturers were good, the campus environment was conducive, and it was supported by administrative services presented in Arabic.

The ABY book was effective in improving Arabic language proficiency. The Arabic language learning process at Ma'had Abu Bakar As-Shiddiq Surakarta was designed according to the curriculum developed by the book's author so the material could be fully delivered. The success rate of Arabic language learning at Ma'had Abu Bakar As-Shiddiq was very high. In that study, the research method, including data collection techniques, research instruments, and data analysis methods, needed to be explained, and only the research subjects and informants were mentioned in the abstract. This study's learning effectiveness was measured using process and outcome variables.

Similarly, a study by Yanti and Afrani aimed to determine the effectiveness of Arabic language learning by applying the Direct Method (*ṭarīqat al-mubāsharah*) in the sixth grade of SDS Hubbul Wathan Duri.[36] The findings showed that students had varying abilities in understanding Arabic language material. Some students were found to be less skilled and less enthusiastic during the learning process. The respondents or

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[35] Abdul Ghofur, "Efektifitas Dan Esiensi Pembelajaran Bahasa Arab (Studi Pembelajaran Bahasa Arab Dengan Menggunakan Buku Al-`Arabiyyah Bayna Yadayka Di Ma'had Abu Bakar Universitas Muhammadiyah Surakarta)," *Didaktika* 20, no. 1 (2019): 113–25.

[36] Yanti and Afrani, "Efektivitas Pembelajaran Bahasa Arab dengan Menggunakan Metode Langsung di SDS Hubulwathan Duri."

informants in this study were the Arabic language teacher and 71 students.

The research data was analyzed using descriptive quantitative analysis using percentages. The effectiveness percentage of the Direct Method was 66.2%, which falls within the range of 56%-75%. Thus, when described qualitatively, the effectiveness of the Direct Method is categorized as sufficient. The effectiveness of this study was measured by process and outcome variables, but the focus was only on the effectiveness of the Direct Method.

Another study by Rohmawati aimed to obtain data on the effectiveness of learning in class A2 of TK Miftahul Huda Turen Malang. Their research was qualitative, using a case study design, and the data obtained was analyzed using the Miles and Huberman model.[37] The research findings showed that effective learning was achieved through habituation and alignment between the school's vision and mission in realizing quality education, teacher readiness in lesson planning, and the teacher's attitude and ability to provide good examples to children. The role of parents in parenting, influenced by social and economic background and the intensity of time spent with children, community involvement, cooperation with stakeholders, and participation in school activities were also important. This study measured the effectiveness of learning only from the process aspect.

The similarity between the three studies mentioned above and the current study lies in their aim to assess the effectiveness of classroom learning. The first and second studies are similar to the current study in measuring Arabic language learning but differ in focus: the first study focused on teaching materials (the effectiveness of Arabic language learning using the ABY book). In contrast, the second study

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[37] Afifatu Rohmawati, "Efektivitas Pembelajaran," *Jurnal Pendidikan Usia Dini* 9, no. 1 (2015): 15–32, https://doi.org/10.21009/JPUD.091.02.

focused on teaching methods (the effectiveness of Arabic language learning using the Direct Method).

The current study, however, focuses on the effectiveness of the Arabic language learning process, covering teacher performance and student activities. The first and second studies are similar to the current study in measuring the quality of learning from both process and outcome perspectives. In contrast, the third study only measured the quality of learning from the process aspect. In the current study, we attempt to describe the Arabic language learning process at SMK Islamic Centre Baiturrahman Semarang, assess student abilities using the MECORS assessment, and analyze it from the perspective of effective learning according to Al-Khuliy.

Conclusion

Implementing Arabic language learning at SMK Islamic Centre Baiturrahman adheres to the curriculum. The learning process meets the process standards but must still be fully optimized. The material aligns with the content standards, although some aspects still need to achieve the expected competencies. The media used is technology-based, but digital media is underdeveloped. The assessment covers both cognitive and psychomotor aspects.

According to the MECORS assessment scale, the overall effectiveness of learning is 54.9% (moderately effective). Based on the teacher's basic teaching skills, it is 55% (moderately effective). Although the prerequisites for effective learning according to Al-Khuliy's criteria were well met, the criteria are very high. For Arabic language learning, when assessed separately, the effectiveness of listening instruction is 46% (reasonably practical), speaking instruction is 75% (effective), reading instruction is 60% (reasonably effective), writing instruction is 9.6% (very ineffective), and nahwu instruction is 61% (effective).

The overall integrated Arabic language learning outcomes were 61%, falling into the incomplete category. The learning outcomes for speaking and nahwu were 85% and 86%, respectively, falling into the complete category. The learning outcomes for writing, reading, and vocabulary were 54%, 71%, and 77%, respectively, falling into the incomplete category. This study indicates that effective learning leads to complete learning outcomes.

This study reveals that while the implementation of Arabic language learning meets curriculum standards, areas such as digital media development and writing instruction need significant improvement. Future research should focus on addressing the gaps in digital media and exploring effective strategies for enhancing writing skills. Additionally, refining teaching methodologies could help achieve more balanced and effective learning outcomes across all aspects of Arabic instruction.

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