LEARNING STRATEGIES OF ARABIC TEACHERS AT INSAN CENDEKIA STATE ISLAMIC SENIOR HIGH SCHOOL (MAN IC) IN KALIMANTAN

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Abstract

This study aimed to investigate Insan Cendekia State Islamic Senior High School (MAN IC) as a pioneering madrasah in integrating religious and scientific knowledge under the Ministry of Religious Affairs. In this context, improving Arabic learning quality for students was continuously pursued to enhance the tool knowledge capacity in Islamic studies as a goal of IMTAQ. The study examined the learning strategies of Arabic teachers at MAN IC in Kalimantan, the characteristics of Arabic learning, and supporting and inhibiting factors. A qualitative method was used, and data were obtained through observation, interviews, and documentation. The results showed that MAN IC Kalimantan used various strategies, including mubasyarah, language skills, grammatical instructions, and drill methods. Schools had diverse learning characteristics, such as peer tutors and teachers serving as facilitators of non-formal learning. The supporting factors included the availability of media, the dormitory system, and additional lessons. Meanwhile, inhibiting factors in implementing strategies included students' educational backgrounds and the COVID-19 pandemic.

Keywords: Learning Strategy, Arabic Teacher, Islamic School

Abstrak

Penelitian ini bertujuan untuk mengkaji Madrasah Aliyah Negeri Insan Cendekia (MAN IC) sebagai madrasah perintis dalam mengintegrasikan ilmu agama dan ilmu pengetahuan di bawah naungan Kementerian Agama. Dalam konteks ini, peningkatan kualitas pembelajaran bahasa Arab untuk siswa terus diupayakan guna meningkatkan kapasitas pengetahuan alat dalam studi Islam sebagai tujuan IMTAQ. Penelitian ini meneliti strategi pembelajaran guru bahasa Arab di MAN IC Kalimantan, karakteristik pembelajaran bahasa Arab, serta faktor pendukung dan penghambatnya. Metode kualitatif digunakan dalam penelitian ini, dengan data diperoleh melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa MAN IC Kalimantan menggunakan berbagai strategi, termasuk metode mubasyarah, keterampilan berbahasa, instruksi tata bahasa, dan metode drill. Madrasah ini memiliki beragam karakteristik pembelajaran, seperti tutor sebaya dan guru yang berperan sebagai fasilitator pembelajaran nonformal. Faktor pendukung mencakup ketersediaan media, sistem asrama, dan pelajaran tambahan. Sementara itu, faktor penghambat dalam penerapan strategi meliputi latar belakang pendidikan siswa dan pandemi COVID-19.

Kata Kunci: *Strategi Belajar, Guru Bahasa Arab, Pendidikan Islam*

A. Introduction

Teachers are professionals who play a strategic role in ensuring the continuity of a dignified nation with a bright future by nurturing human resources capable of competing internationally. The progress of a nation is entrusted to teachers responsible for shaping the younger generation and creating new intellectual figures who will become agents of change.[1] Teaching millennials is currently different from when teachers were students, as they are now required to be much more creative, competent, and professional in daily duties. According to Nasir (2013), teachers must maximize roles and adapt to changing times. Insan Cendekia State Islamic Senior High School (MAN IC), established in the 1990s, was an idea conceived by B.J. Habibie, aimed at integrating the dimensions of science and technology (IPTEK) with faith and piety (IMTAQ)[2]. MAN IC, with the integrative curriculum prioritizes learning strategies to obtain optimal results and achieve learning objectives,[3] particularly in subjects like Religious and Arabic Education, which help strengthen IMTAQ aspect. Competence in this regard is crucial for initiating a profession, especially for teachers whose responsibilities are significant and determine the success of

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[1] Wirojoedo, S. (1985). *Guru dalam membangun bangsa*. Jurnal Cakrawala Pendidikan, *1*(1). https://doi.org/10.21831/cp.v1i1.7426

[2] Hayadin, *Orientasi Pilihan Studi Dan Profesi Siswa Madrasah Aliyah Negeri Insan Cendekia (Man-Ic) Serpong, Banten School System*, Jurnal Penelitian Pendidikan Agama dan Keagamaan, 17(1), 2019, 14-26

[3] Mohammad Syaifuddin , *Strategi Manajemen Struktur Kurikulum Integratif di MAN Insan Cendekia Pekalongan*, jurnal Sosial Keagamaan dan Pendidikan Islam Vol. 16, No. 1 June (2021)

education. Many educational issues originate from teachers' competence, and those in educational institutions (schools) often lack minimum competence. This is evidenced by the shortage of graduates from teacher-focused universities, haphazard recruitment practices, and prioritization of other interests. Furthermore, several others are either unable or unwilling to improve teaching quality[4]. An essential competency is pedagogical competence, which requires teachers to understand students' conditions, design and execute learning, evaluate learning outcomes, as well as develop and unleash students' potential. Pedagogical competence is indispensable for teachers as it is a primary factor that supports teaching success, complemented by six other components[5]. A subject that demands special strategies and skills from teachers is Arabic. In the context of IMTAQ at MAN IC, Arabic holds a unique position. Several activities and learning experiences are directed toward fulfilling IMTAQ quality. Arabic plays a crucial role in Islamic knowledge and civilization, as early literature and science are written in the language. It is also a cultural language in Islamic world, an international communication medium, providing ideas, enlightenment, and information for understanding Islamic texts from the Quran, Hadith, and classical books[6]. Therefore, specific academic qualifications, effective strategies, and planning for imparting knowledge are essential for Arabic teachers to ensure quality education[7].

Effective strategies in Arabic learning are crucial to facilitating language acquisition and achieving desired outcomes. Teachers currently have access to various strategies to support and facilitate the learning process. Therefore, addressing how teachers can formulate appropriate and effective learning strategies with a student-centered approach is essential. Learning strategies are a series of plans and steps formulated before, during, and after the learning process[8]. This process is challenging and requires maximal teacher effort to achieve optimal learning outcomes. Throughout the process, teachers are expected to deliver lessons and ensure students' understanding effectively[9]. In the context of Arabic learning, MAN IC, as a pioneering madrasah in integrating religious and scientific knowledge and

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[4] Ahdini, R., Mulyadi, E., Suhandani, D., & Julia, J. (2014). *Identifikasi kompetensi guru sebagai cerminan profesionalisme tenaga pendidik di Kabupaten Sumedang*. Mimbar Sekolah Dasar, *1*(1), 33–42. https://doi.org/10.17509/mimbar-sd.v1i1.1362

[5] R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *what makes great teaching? Review of the underpinning research*. Center for Evluation and Monitoring (CEM).

[6] Syaiful Mustofa, The Improvement of Arabic Learning Program in Realizing the World Class University, urnal Jurusan Pendidikan Bahasa Arab, 13 (1): 53-72 (2021)

[7] Helmi, J. (2015). *Kompetensi Profesionalisme Guru*. AL-ISHLAH: Jurnal Pendidikan, *7*(2), 318–336.

[8] Sudjana, N. (1995). *Penilaian hasil proses belajar mengajar*. PT Remaja Rosdakarya.

[9] Andayani, A. (2015). *Problema dan aksioma dalam metodologi pembelajaran Bahasa Indonesia,* Perpustakaan Universitas Sanata Dharma. The publish.

serving as a pilot project under the Ministry of Religious Affairs, is expected to produce graduates strong in faith and religious knowledge (*mutafaqqih fiddin*), with broad and critical thinking, and moderate religious behavior. Improving Arabic competence is continually pursued to improve knowledge capacity in Islamic studies, particularly Arabic. Learning strategies applied by teachers significantly influence students' mastery levels. Therefore, the current study aimed to investigate the learning strategies of Arabic teachers at MAN IC in Kalimantan.

B. Literature Review

Rohman stated that Arabic learning strategies closely relate to curriculum, objectives, methods, materials, evaluation, and students[10]. All these components tend to improve cognitive, affective, and psychomotor aspects to achieve learning objectives. Arabic learning aims to equip students with four language skills: listening, speaking, reading, and writing. Learning strategies aim to assist students in understanding materials. The components to be fulfilled include introduction, information delivery, student participation, evaluation, and follow-up. The selection of effective learning strategies is determined by intended objectives, leading to the development of learning methods, approaches, and supporting media[11]. The model adopted by Mahyuddin for Arabic learning strategies is a guided discovery, which is a modification of the inductive model. Its steps include presenting the language with illustrations, analysis, and observation through questions, linguistic arrangement, and tasks based on difficulty levels[12]. The learning process constitutes interactions between students, teachers, resources, environment, and other supporting tools in formal or non-formal education settings. Activities within the learning environment do not occur without planning. Learning activities are educational designs aimed at achieving objectives set for students. The term "strategies" is widely used in various activities, including education. It conveys a meaning that is understandable to all individuals, namely methods for achieving the objectives of an activity. Therefore, strategies are the operationalization of methods. Learning strategies consist of plans, rules, steps, and means that are implemented in the teaching-learning process in the classroom to achieve and realize objectives[13]. Teachers can achieve desired results or objectives in education by formulating relevant strategies. Learning

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[10] Rohman, F. (2014). *Strategi Pengelolaan Komponen Pembelajaran Bahasa Arab.* Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban, 1(1), 63–78.

[11] As'ari, D. R. (2015). *Strategi dan Metode Pembelajaran Bahasa Arab.* Prosiding Konferensi Nasional Bahasa Arab, 1(1).

[12] Mahyudin, E. (2014). *Model pembelajaran diskoveri sebagai strategi pembelajaran bahasa Arab.* Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, 1(2), 195–208.

[13] M. Abdul Hamid, dkk, *Pembelajaran Bahasa Arab: Pendekatan*, Metode, Strategi, Materi dan Media (Malang: UIN-Malang Press, 2008), p. 4

strategies play a significant role in achieving students' learning objectives. Therefore, teachers should have various strategies for delivering materials. Learning activities designed by teachers and students have specific objectives. Formulating objectives is an initial step for planning and developing strategies. This approach should be implemented to engage students more actively in the teaching-learning process, thereby fostering a more active learning environment in classroom. Teachers create an environment conducive to teaching process in order to effectively achieve formulated learning objectives. The primary objective is to effectively manage learning process for students in classroom. In other words, learning strategies are the policy or tactics used by teachers in classroom learning process. This effort aims to improve the quality of students, especially in Arabic learning strategies, and to promote active learning models, as a means of fostering motivation, interest, and passion for the subjects taught. Professional teachers have the ability to accommodate students with individual differences. However, teachers should understand or master classroom management using various learning strategies. Students with different characteristics and backgrounds in family life and education necessitate the question, "Do all teachers effectively deliver lessons?" among several other educational challenges[14].

C. Research Method

This study used a qualitative method to identify, understand, and describe Arabic teachers' learning strategies. It was conducted naturally, in line with field conditions without manipulation from study experts, to explain or describe natural[15] and artificial phenomena. The study was presented in a descriptive form, and inductive data analysis was used. It was carried out at three MAN ICs in Kalimantan: MAN IC Paser in East Kalimantan, MAN IC Tanah Laut in South Kalimantan, and MAN IC Sambas in West Kalimantan. The three locations were geographically distant, necessitating a gradual investigation process. The subjects were Arabic teachers from MAN ICs located in East, South, and West Kalimantan, supplemented by data from school principals. The objective was to investigate strategies implemented by teachers in Arabic learning at MAN IC in Kalimantan. Data were collected through observation, documentation, and interviews. Documentation was conducted to ascertain the school profile and Arabic-related achievements attained by teachers and students. The study instruments included interview and observation guidelines. Data

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[14] Asmawati Asmawati et al, *Active Learning Strategies Implementation in Arabic Teaching at Senior High School,* international Journal of Contemporary Islamic Education Vol. 2 No. 1 Tahun 2020 p. 1-20

[15] Sukmadinata, N. S. (2005). *Metode penelitian pendidikan*. Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya.

were subsequently analyzed using the Miles and Huberman model, which included data collection, reduction, display, and drawing conclusions/verification.

D. Findings

1. Documentation data

Observation data showed that teachers in MAN IC Kalimantan implemented specific learning steps comprising opening, core, and closing activities. The teaching activities in MAN IC Tanah Laut were specifically conducted online. The details are as follows:

Observation of Arabic teaching and learning process at MAN IC PASER and students' conditions in class		
Opening Activities	**Core activities**	**Closing Activities**
1) Teachers greet and inquire about the well-being of students. 2) Teachers perform an apperception or connect previous lessons with new material. 3) Teachers ask several students to discuss understanding the relationship between the previous lesson and the material to be taught.	1) Teachers introduce and write the new material on the whiteboard. 2) Teachers pronounce several new vocabulary words. 3) Teachers ask the students to repeat the vocabulary words. 4) Teachers write the vocabulary on the whiteboard and explain the meanings. 5) Teachers instruct students to open Arabic books and read the *Qiraah* theme. 6) Teachers explain the meaning and provide grammatical insights about the reading. 7) Teachers ask	1) Teachers recap the new material written on the whiteboard. 2) Teachers pronounce several new vocabulary words. 3) Teachers ask students to repeat the vocabulary words. 4) Teachers write the vocabulary on the whiteboard and explain the meanings. 5) Teachers instruct students to open Arabic books to read the *Qiraah* theme. 6) Teachers explain the meaning and provide some grammatical insights about the reading. 7) Teachers provide motivation.

	students to answer related exercises.	**8)** Teachers conclude the lesson with greetings. **Students' Conditions in Class** 1) Students enthusiastically pay attention to teachers' explanations. 2) Students actively participate in Arabic learning. 3) Students write important points not previously understood. 4) Some students can answer teachers' questions effectively, while others struggle.

Observation of Arabic teaching and learning process at MAN IC SAMBAS and students' conditions in class		
Opening Activities	**Core activities**	**Closing Activities**
1. Teachers greet and inquire about the well-being of students. 2. Teachers perform an apperception or connect previous lessons with new material. 3. Teachers ask several students to discuss the understanding of the relationship between the previous lesson and the material to be taught.	1. Teachers write several new material titles and vocabulary on the whiteboard. 2. Students listen attentively to the presented material. 3. Teachers ask the students to repeat the vocabulary introduced. 4. Teachers instruct students to read the text in the book using the provided	1. Teachers motivate, encourage, and assign homework. 2. Teachers conclude the lesson. **Students' Conditions in Class** 1) Students enthusiastically pay attention to teachers' explanations. 2) Students actively engage in class by asking questions and expressing opinions. 3) Students take note

vocabulary.	on important points from the lesson.
5. Teachers review students' works.	
6. Students are grouped to discuss the translation results and answers to the existing questions.	4) Students show great enthusiasm when teachers adopt Arabic learning strategies.
7. Teachers request group representatives to present the translation results.	
8. Teachers provide feedback and comments on the answers.	
9. Teachers give general comments after the presentation of translation and answers.	

Regarding the learning strategies of Arabic teachers at MAN IC Tanah Laut, the instruction was still conducted online due to the high spread of COVID-19. The collected data are as follows:
1. Learning is conducted online.
2. Teachers greet and inquire about the well-being of students in their respective locations.
3. Teachers ask students to converse in Arabic using prepared topics.
4. Teachers ask some students to repeat the prepared conversations.
5. Teachers assign tasks for the next meeting.

Based on observation data, Arabic learning at MAN IC Tanah Laut was still limited and lacked relevant activities. This limitation could be attributed to the online learning format.

2. Interview data

The data collected by conducting interviews with Arabic teachers from MAN IC in Kalimantan to identify strategies and characteristics of Arabic learning at each respective MAN IC are as follows:

INTERVIEW DATA		
MAN IC PASER	**MAN IC TANAH LAUT**	**MAN IC SAMBAS**
1. Teachers have carried out planning, implementation, and evaluation.	1. Teachers identify students from junior high school (SMP), Islamic boarding school, and Islamic junior high school (MTs) graduates to gain an overview of educational backgrounds and qualifications in Arabic.	1. Teachers plan before starting learning process.
2. Teachers have identified students' weaknesses and strengths in Arabic.		2. Teachers use media that support language skills.
3. Teachers use peer facilitators to assist students who do not understand the lesson.	2. Teachers divide students within the class according to personal abilities.	3. Teachers relate learning to current context.
4. Teachers provide additional vocabulary to facilitate learning.	3. Teachers use peer tutors to assist students who do not understand Arabic.	4. Teachers use cooperative learning in classroom.
5. Arabic teachers are oriented to incorporate language skills (listening, speaking, reading, writing) into grammar.	4. Teachers prioritize the use of vocabulary in Arabic learning.	5. Teachers use various diverse media such as pictures or videos.
6. Teachers adopt repetition and examples to train language skills.	5. Teachers allow students to ask questions or learn Arabic outside of class hours.	6. Teachers give assignments as reinforcement.
7. Teachers use contemporary media and audio-visual aids to support Arabic learning.	6. Teachers always use Arabic media.	7. Teachers are focused on language skills.
	7. Teachers focus on speaking skills in learning (Mr. Rofi'i).	8. Teachers use peer tutors to assist students who are not proficient in Arabic.
		9. Teachers accept consultations regarding Arabic learning outside formal hours.
8. Teachers conduct	8. Teachers focus on grammatical skills	10. In the dormitory, students are

evaluations and provide notes at the end of each session as a reflection for better Arabic learning in the future.	(Mr. Fahri).	trained to use Arabic at specific times and places with Arabic and English Zone terms.
9. Teachers adopt the material when determining learning strategies and methods. *Kalam* methods are prioritized without grammatical identification when the material consists of conversations.	9. Teachers train students in Arabic by providing exercise books. From the interview data, differences were found in the orientation of strategies used by Arabic teachers. In further interviews, this variance could be attributed to teachers' previous educational backgrounds.	

3. Supporting and Inhibiting Factors for Implementing Arabic Learning Strategies at MAN IC Kalimantan

The data were obtained from observations, interviews, and documentation.

a. MAN IC PASER

Supporting factors

1) Availability of good learning media.
2) Availability of additional material outside formal hours to help students with cognitive aspects and facilitate implementation strategies.
3) Willingness of students proficient in Arabic to become peer tutors.
4) Good learning interest of students.

Inhibiting factors

1) Students' educational background related to basic Arabic language skills. Teachers specifically classify abilities and provide peer tutors.
2) Limited formal time for Arabic subjects. Additional hours of lessons are provided outside formal hours, including dormitory and extracurricular activities.
3) A limited number of Arabic teachers, including those teaching additional lessons such as morning *muhadasah*, speech practice, and yellow book reading.

b. MAN IC Tanah Laut

Supporting factors

1) Availability of good learning media.
2) Extracurricular activities in the form of a Language Club should be available to assist students in learning Arabic and facilitate the comprehension of lessons during formal hours.
3) The presence of students proficient in Arabic as peer tutors.
4) A sufficient number of Arabic teachers.

Inhibiting factors

1) Background: Students' basic educational background in Arabic. Mr. Fahri provides study guidance twice a week outside formal hours, and peer tutoring is organized within the classroom.
2) Amidst the COVID-19 pandemic, learning was conducted through Zoom for Qowaid and Skills lessons by sending videos from YouTube.
3) Lack of an acceleration system for students proficient in Arabic prevents learning at an appropriate level in the next class.

c. MAN IC Sambas

Supporting factors

1) Availability of good learning media.
2) Availability of Arabic extracurricular activities to assist students both cognitively and in skills development, thereby facilitating the effective implementation of various strategies.
3) Availability of study groups in the dormitory, facilitating knowledge sharing, including Arabic.
4) Existence of Arabic tutoring sessions.
5) Presence of peer tutors within the classroom.
6) Sufficient number of teachers.

Inhibiting factors

1) Background: Students' educational background in basic Arabic. Some students admit to struggling with grammar and word transformations in Arabic. To address this, peer tutors engaged in the classroom, and unscheduled guidance was provided for those interested in learning Arabic effectively.
2) Presence of the COVID-19 pandemic has resulted in several lessons being conducted online.

E. Discussion

Learning strategies play a significant role in achieving students' learning objectives. Strategies generally refer to guidelines or a course of action to reach predetermined objectives. When associated with the learning process, strategies can be interpreted as the general pattern of activities between teachers and students in the learning process to achieve competence as predetermined learning objectives. Analysis showed that all teachers implemented instructional steps in classroom learning. The result could be attributed to opening, core, and closing activities in line with

Haudi[16] , stating that learning activities should reflect the three stages. Arabic learning occurs independently and conventionally, which can complement each other between formal school hours and extracurricular activities. Learning should be more effective and time-efficient, especially considering that all subjects at MAN IC Kalimantan do not use a homework system or tasks outside formal hours due to extracurricular activities. Therefore, effective and efficient learning should be well-structured. Media and supporting instruments should be available and present in all MAN IC in Kalimantan. Students can learn and acquire Arabic skills through direct supervision on YouTube channels, magazines, newspapers, Arabic articles, etc. Arabic learning becomes more varied and less monotonous; students do not feel bored or tired. This was in line with Hasan[17], stating that students required better face-to-face learning in respective classrooms or direct media to learn Arabic. This sequence is a self-directed learning process that can occur anytime and anywhere. Students can take the initiative independently to access learning resources without deviating from the predetermined theme.

All teachers applied varied methods and strategies based on interviews with Arabic teachers at MAN IC Kalimantan. Some prioritized speaking skills, while others focused on grammar, extensive vocabulary mastery to support learning for better understanding and ease, or sentence repetition and exemplification. All these strategies were implemented to facilitate students' learning of Arabic and the teaching-learning process in the classroom. Teachers conducted identification before Arabic lessons began to map out the implementation of learning, including determining strategies, methods, and techniques. This was in line with Firgah, stating that strategies and methods played a crucial role and should be well-executed to make the teaching-learning process enjoyable. This could prevent students from getting bored or feeling bored. Moreover, students could easily understand and grasp knowledge from teachers[18]. Students have different motivations for learning languages, influenced by educational backgrounds. The variety of graduates entering MAN IC in Kalimantan had personal challenges. Therefore, Arabic teachers must incorporate additional activities to ensure equal cognitive abilities among students. Boarding school

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[16] Hari Ariyanti dkk, *Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga*, Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab Vol. I, No. 1, 2021 pp.45-55

[17] Nur Hasan, *Strategi Pembelajaran Bahasa Arab Dengan Menggunakan Metode Blended Learning Di Era Pandemi Covid-19*, Konferensi Nasional Pendidikan Islam Tahun 2020 pp. 378-388

[18] Muhammad Firgahm, *Strategi Pengelolaan Komponen Pembelajaran Bahasa Arab Di Madrasah Aliyah Muhammadiyah Limbung Kabupaten Gowa*, Al-Maraji' Jurnal Pendidikan Bahasa Arab Volume 3. Nomor 2. Desember 2019, pp. 75- 88

or madrasah graduates tend to understand basic Arabic better than elementary school (SD) and SMP graduates. General graduates should be motivated to expand their vocabulary and participate in additional lessons to understand and use Arabic effectively. The utmost role of teachers is to guide, nurture, and improve students' motivation to learn Arabic. Media is an important tool that can facilitate the delivery of lesson material and motivate students. However, using media without considering methods and strategies or vice versa can lead to unfocused and unfulfilled learning objectives and complications in teachers' jobs[19].

Several extracurricular activities are conducted with vibrant and enjoyable events, such as morning *muhadasah*, speech practice, or language clubs. All these activities are strategies for developing speaking skills. Speaking skills play a crucial role in modern society, and there is no doubt that speech is one of the most important aspects of language activities for both children and adults. Since individuals speak more than write, speaking can be considered the primary form of linguistic communication for humans and the most important aspect of language usage practices. Several individuals prioritize learning Arabic to master speaking and conversational skills (similar to learning English). Therefore, teachers should stimulate students' desire to speak, discuss, and communicate orally. Awareness of learning strategies, methods, and media capable of developing language skills is also essential. Teachers who manage these learning methods, techniques, and media understand that students cannot learn to speak without speaking[20]. By creating engaging situations, fostering competition, and instilling responsibility, learning motivation is expected to increase, encouraging students to study more, ask questions, and catch up or surpass peers' abilities. This is evident in MAN IC Kalimantan, where students were enthusiastic and interested in activities that facilitated continuous learning. In teaching language skills, teachers should thoroughly master the steps and activities to be carried out. In the three MAN ICs in Kalimantan, the steps in teaching language skills have been executed well, as evidenced by theoretical alignment. For example, in MAN IC Tanah Laut, beginner students who recently graduated from junior high school were asked to write and place vocabulary in simple sentences as part of writing skills practice[21].

Several perspectives distinguish language as a skill and a unity that should be taught concurrently in language learning. In the characteristics

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[19] Dedi Mustofa, *Strategi Pembelajaran Bahasa Arab: KemahiranAl -Kitabah* (Arabic Learning Strategy Writing Skills) Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab P-ISSN: 2722-1180 | E-ISSN: 2722-1199 Vol. 2, No. 2, Desember 2021. pp. 173-191

[20] Isyruna dkk, *Meningkatkan Keterampilan Berbicara Bahasa Arab Melalui Permainan Bahasa*, Jurnal Lahjah Arabiyah, Volume 1, No. 1, December 2019

[21] Iskandarwassid, *Strategi Pembelajaran Bahasa* (Bandung: Rosdakarya, 2009), p. 292-293

observed at MAN IC Kalimantan, Arabic learning is taught through language skills and elements. In terms of skills, language is taught to develop certain skills such as listening, writing, reading, and speaking. However, language elements are taught intensively, exploring grammatical matters, including both *nahwu* and *Sharaf*, or special mastery of vocabulary. In this context, teachers should have an innovative spirit and be willing to continue learning to address differences in perspectives and maximize the teaching and learning process in the classroom. The innovative Arabic learning system has several approaches: integrated, separated, and combined[22]. Language is a closely related unit that should not be presented in a separate or fragmented form. Therefore, the system has only one subject: meeting hours, books, evaluations, and learning outcome values. The advantage of this approach lies in its solid theoretical foundation, both psychological, linguistic, and educational theories. However, the weaknesses include the inability to accommodate in-depth study of language elements or specific language skills, which are genuine for students at the university level. This integrated system is widely applied in several public secondary schools in Indonesia. The separation system contrasts with the integrated system. In this approach, listening and speaking exercises are prioritized before reading and writing exercises. Teaching sentences takes precedence over teaching words, and teaching high-frequency vocabulary is prioritized, even when it contains *shaz* or *mu'tal* elements, before teaching other vocabulary. Language teaching should progress at a normal pace, similar to that of native speakers. Strategies play an important role in Arabic learning, with the right practice, students can apply these skills while simultaneously understanding the language effectively. This is because Arabic learning in Indonesia aims to facilitate the use of language actively or passively[23].

Several MAN IC Kalimantan programs have implemented skill-learning principles. In these programs, *muhadasah* is commonly used to support teaching strategies outside formal hours. The selection of material that is familiar to students and continues to be practiced can facilitate and support learning in classroom. The principle of speaking before writing shows that language teaching should begin with practicing listening, speaking, reading, and writing. This principle is the basis of the audio-lingual method. Linguistics asserts that language is more perfectly expressed in the form of conversation. This does not mean teachers should only focus on verbal mastery. Moreover, the principle implicitly states that

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[22] M. Asy`Ari, *Metode, Sistem Dan Prinsip Pembelajaran Bahasa Arab Yang Inovatif*, jurnal An-Nabigho Vol. 20. No. 02 2018, pp. 288-305

[23] Juwariyah Dahlan, *Metode Belajar Mengajar Bahasa Arab* (Surabaya: Al-Ikhlas, 1992), p. 121.

understanding written material without knowing its patterns of use in oral form is incomplete, imperfect, and inefficient[24].

Among the supporting factors, the availability of media and technology are the most influential factors in implementing Arabic teaching strategies at MAN IC Kalimantan. Meanwhile, YouTube and interactive TV are widely used media. With interactive TV, many programs and exercises focusing on language skills can be accessed[25], starting from listening and speaking in the target language. Media support for language learning is essential in this contemporary era. Technology is developing rapidly and aids in understanding foreign languages. The availability of sound media in the three MAN ICs in Kalimantan provides teachers ample opportunities to maximize creativity for students' understanding. This is consistent with Mustofa, who states that Arabic is Indonesia's second most analyzed foreign language. Therefore, this subject must use technology in the learning methods. Teachers' ability in a language does not necessarily guarantee skillfulness in teaching the language. Arabic teachers should have at least three skills: proficiency, knowledge of the Arabic language and culture, and skills in teaching Arabic. Teachers can facilitate learning by using digital-based learning media to improve the quality of Arabic instruction in this era. Various digital media, such as YouTube, Instagram, and others, can be used for learning. Moreover, specialized digital tools such as Kahoot!, Quizizz, and others are designed to aid learning[26]. Keeping pace with the development of education in the digital era is essential, especially considering that students in this era are Z and Alpha generations and the most familiar with technology[27].

Another supporting factor for the success of Arabic learning strategies at MAN IC Kalimantan is the availability of extra learning provided by the dormitory and Arabic teachers. Morning *muhadasah* activities, yellow book learning sessions, and *khutbah mimbariyah*, a system that encourages speaking Arabic at certain times and places, have a cognitive, affective, and psychomotor contribution to students' understanding while increasing interest in Arabic. Moreover, extracurricular activities are programs or activities that are quite effective in improving language skills or abilities and encouraging daily Arabic conversation. These

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[24] Erni Zuliana, *Nilai-Nilai Karakter Dalam Pembelajaran Bahasa Arab (Studi Pada Madrasah Aliyah Negeri I Sragen Jawa Tengah)* An-Nâbighoh, Volume 19 No. 1 2017 pp. 127-156

[25] Ahmad Azhari, *Penggunaan Media Digital Dalam Pembelajaran Bahasa Arab Di Pesantren Pancar Aitam Bogor*, Pinba Xiii 2021 Pinba Xiii – Palangka Raya 2021

[26] Mustofa, M. A. (2020). *Analisis Penggunaan Whatsapp Sebagai Media Pembelajaran Bahasa Arab Di Era Industri 4.0.* Arabiyatuna : Jurnal Bahasa Arab, 4(2), 333.

[27] Audina, N. A., & Mubarak, M. R. (2021). *Pembelajaran Daring Mahārah Istimā':Implementasi dan Analisis Persepsi Siswa.* ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab, 4(1), 72– 83.

activities require students to participate actively in various Arabic language activities, each with a set of rules and regulations[28]. One of the inhibiting factors in implementing Arabic learning strategies is the diverse educational backgrounds of MAN IC students. Based on interview results, MAN IC admits students with various educational backgrounds, each with specific qualifications and requirements. However, not all students have prior knowledge of Arabic. Some have SD and SMP, Islamic elementary school (MI) and SMP, as well as SD and MTs backgrounds. The diversity affects Arabic learning strategies as those who have not studied Arabic before lack the necessary knowledge and experience. Therefore, it becomes a challenge to implement various language strategies in general[29]. Teachers address this issue by using strategies such as accelerated activities with peer tutors and additional learning outside formal hours. Another inhibiting factor is the two-year pandemic period caused by the rapid spread of COVID-19 virus. The shift from face-to-face to various forms of online learning, including assignments and virtual face-to-face sessions, has impacted all learning outcomes and teaching strategies, especially Arabic instruction at MAN IC Kalimantan. This factor has led to non-optimal provision of material, limited time allocation, and boredom in students. As of the compilation of this study, MAN IC Tanah Laut was still implementing limited learning due to COVID-19. Febrianto,[30] regarding the impact of the pandemic on learning, stated that many students expressed boredom with the distance learning system. According to teachers, some students eagerly awaited a return to face-to-face learning to directly interact with teachers, listen to instructions, and ask questions about unclear material. Online learning lacks direct interaction between teachers and students, leading to limited knowledge transfer. Many students lacked the necessary devices for distance learning, and many parents objected to the cost of buying learning quotas. From teachers' perspective, technological literacy remained a challenge, with many teachers struggling to adapt to using digital devices for distance or online learning. This was also supported by Arabic teachers at the three MAN ICs Kalimantan. According to Febrianto, teaching activities, including implementing learning and school culture, had not returned to normal levels before the pandemic.

F. Conclusion

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In conclusion, MAN IC was a distinguished school with a long-standing commitment to education and continuous improvement of learning quality. This study showed that the dormitory system and its activities could support formal classroom learning, including Arabic instruction, which serves as the basics. Moreover, active participation in formal and non-formal learning could serve as an Arabic learning strategy at MAN IC Kalimantan, especially with supporting activities in formal education.

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