

The Implementation Problem Solving Methods of Learning Arabic Lesson

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Abstract

This study examines the process problem-solving method of Arabic lessons at Gontor for the girl's first campus, which is suitable for his students to get good results and according to expectations. The Problem-Solving method provides understanding by stimulating students to pay attention, examine, and think about a problem to analyze the problem further to solve the problem. Analyzing is the concept of combining thoughts with motor activities to solve problems. Sources of data used in this study are primary and secondary data sources. This study uses data collection techniques with interview methods, observation methods, and documentation methods. The technique of guaranteeing the validity of the data in this study is the triangulation of sources and data collection techniques. Qualitative data analysis in this study is descriptive data consisting of three activities simultaneously. Namely data reduction, data presentation, and conclusion. Based on the results of research and analysis, it can be found that the use of problem-solving methods in Arabic lessons in one intensive 2021-2022 is in the problem-solving method, the teacher uses steps such as problem clarification, expression of opinion, evaluation, and implementation. Then, the supporting factors for learning Arabic using problem-solving methods are knowledge, understanding, and application, while the inhibiting factors for learning Arabic using problem-solving methods are time, learning difficulties, and use.

Keywords

Arabic Learning, Method, Problem Solving Method



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INTRODUCTION

Learning methods are needed to achieve the expected targets during the learning process. (Satwika et al., 2018) For this reason, the teacher must determine which method is suitable for his students to get good results according to expectations.

The Problem-Solving method provides understanding by stimulating students to pay attention, examine, and think about a problem to analyze the problem further to solve the problem. Analyzing is the concept of combining thoughts with motor activities to solve problems (Ariandari, 2015). In line with that, Utomo Dananjaya also explains the Problem problem-solving method, namely increasing results through a scientific process to assess, analyze and understand success (Riyadi & Mujanah, 2021). Therefore, to solve a problem, one must get used to thinking independently. Likewise, in learning Arabic lessons. The students need to be given a direct meaning to learn a new vocabulary. However, the teacher must provide an example that matches the vocabulary he wants to convey to the Gontor for the Girls First Campus students.

In learning Arabic lessons at Pondok Modern Darussalam Gontor for the Girls First Campus, the teachers and students are provided with adequate facilities. Both from the facilitation of electronic media and information and from activities scheduled in the annual activities on the Pondok Modern academic calendar. Many educational facilities are raised in language-based activities during the Arabic language learning activity. Among other things, daily vocabulary learning, weekly conversations, and even competitions based on Arabic. This is all intended to support existing Arabic learning activities.

From the observation conducted by the researchers, the existing Arabic learning activities (namely the problem-solving method) are very helpful in enriching Arabic vocabulary. Which is a reference for students in understanding Arabic lessons. Arabic is a foreign language for them. We can see this from learning new vocabulary in Arabic, which needs to be given a direct meaning. However, expressing a parable, makes the students think to find out the meaning of the vocabulary. It is not uncommon for teachers to provide synonyms of similar words in Arabic.

The Problem-Solving method provides understanding by stimulating students to pay attention, examine, and think about a problem to analyze the problem further to solve the problem (Ariyanto et al., 2018). Analyzing is the concept of combining thoughts with motor activities to solve problems. In Problem Solving, students learn independently to identify the cause and the problem's solution.

The problem-solving method in learning Arabic is also very much needed. Students must be able to solve problems that arise and exist in learning. Therefore, learning Arabic using problem-solving methods can train students to solve problems that may occur in their lives. So that it can create independent students in everyday life. Problem-solving methods are also used in learning Arabic at Gontor for the Girls First Campus. The use of problem-solving methods by Arabic language teachers adapts to the material and, more importantly, adapts to the students' circumstances. Arabic language teachers at Gontor for the Girls First Campus are unique and creative in the delivery of existing material by not giving a direct meaning of the new vocabulary in the learning of the given Arabic lesson but by providing an example of the vocabulary by placing it in sentences or providing synonyms from Arabic as well so that students can think and solve the meaning of the vocabulary.

Therefore, the selection of problem-solving methods in Arabic lessons is very important; one method that is considered important is the problem-solving method because students are required to be able to solve problems that arise and exist within themselves (Busiri, 2021). That way, learning Arabic using this problem-solving method can train students to solve problems that may occur in everyday life.

Thus, the writer hopes that the learning activities of Arabic lessons will be more relevant to understanding religious knowledge, and this can stimulate students' thinking abilities creatively and thoroughly. Therefore, researchers are interested in conducting research related to interesting learning methods, namely problem-solving learning methods, with the research title "The Implementation Problem Solving Methods of Learning Arabic Lesson in Class 1 Intensive KMI"

METHOD

This research was qualitative research with a phenomenological approach. The phenomenon that was observed in the research was the implementation Problem-Solving Methods of Learning Arabic Lesson in Class 1 Intensive KMI at Pondok Modern Darussalam Gontor for the girl's first campus. The techniques used in collecting data are observation, interview, and documentation. The data sources were the teachers of Arabic lessons and students of one intensive KMI. The techniques used in determining data sources are purposive sampling and snowball sampling. The data analysis technique used is the triangulation technique. The data obtained by researchers are then cross-checked based on information from several sources and those from the field. After that, it is

presented with the flow of Miles and Huberman, namely data collection, data reduction, data presentation, and the last conclusion.

FINDINGS AND DISCUSSION

Findings

The Implementation of Problem-Solving Methods in Arabic Lesson in the Class 1 Intensive KMI Gontor for the Girls First Campus 2021-2022

Subjects are the meaning of the lessons that must be taught or studied for elementary school or high school. At the same time, education is a business or process aimed at fostering the quality of human resources so that they can perform their role in life functionally and optimally (Dan et al., 2015).

Arabic subjects cannot be separated from various learning methods, one of which is the problem-solving method. According to the researcher, the problem-solving method is a learning model that focuses on teaching and problem-solving skills (Rosita, 2016). This method can be used to solve difficult problems. So, the problem-solving method is a learning method that teaches students to solve a difficult problem, from looking for data to concluding.

The problem-solving method used in this school is called *bahtsul masa'il*, as students are required to solve certain problems or look for references from the problems given to solve them properly. The Arabic language teacher suggests that:

To solve problems in Arabic lessons that follow existing references in this method, the teacher gives assignments to students to solve existing problems based on appropriate references. Based on existing references, students must make rational sentences from the given and scientific vocabulary parables.

Applying problem-solving methods requires students to be actively involved in solving problems the teacher gives. Students are expected to be challenged to solve the problems they face because they feel challenged, so they will voluntarily seek solutions to problems given by the teacher. The steps in the problem-solving method are as follows:

Table 1. The Steps in the Problem-Solving Method

No	Aspect	Description
1	Problem Clarification	Problem clarification includes explaining to students the problem posed so that students can understand what kind of solution is expected
2	Disclosure of Opinion	One of the Arabic language subjects is Tamrin Lughoh which is

		introduced to students through the Arabic teaching and learning process, including vocabulary, properties, objects, colors, shapes, and numbers in Arabic. Therefore, students must express their opinions by putting the given vocabulary into a sentence or giving an example in a sentence.
3	Evaluation	At the evaluation stage, the Arabic language teacher checks or confirms the vocabulary made by students in a sentence that is suitable for solving problems. In the evaluation, discussion or questioning methods are usually used so that students can express opinions and develop their knowledge in mastering Arabic lessons.
4	Implementation	The teacher provides an overview of completing the tasks given to students, such as providing strategies that make students quickly understand how to solve problems or assignments given by the teacher.

Problem Clarification

Problem clarification includes explaining to students the problem posed so that students can understand what kind of solution is expected (Effendi, n.d.). Furthermore, it was explained again that "in giving explanations to students about the problems to be posed, first provide an overview of the problem to students, such as clarification of material problems to be solved whose references already exist, so that students can easily solve the problems given by the teacher." when it has been given or an explanation of the problem to be solved in Arabic subject matter, students will be easy to understand the problem so that the subject matter presented by the teacher will be easily digested or accepted by students.

This is in line with the observations made by the researcher "that in clarifying the problem the teacher's role is needed to explain the material that will be delivered and taught by the teacher to help success in the teaching and learning process of students."

Disclosure of Opinion

One of the Arabic language subjects is Tamrin Lughoh, which is introduced to students through the Arabic teaching and learning process, including vocabulary, properties, objects, colors, shapes, and numbers in Arabic. Therefore, students must express their opinions by putting the given vocabulary into a sentence or giving an example in a sentence.

As one of the Arabic language teachers said in one Intensive KMI Pondok Modern Darussalam Gontor for the girl's first campus, "Students are given the freedom to express their opinions such as making a sentence from the vocabulary given on the sidelines of the Arabic learning process, the aim is to develop their ability in Arabic lessons either in speaking or in writing."

One student of Pondok Modern Darussalam Gontor confirmed this for the girl's first campus "that we are given the freedom to express opinions to develop our ability to speak, write and master Arabic lessons." Likewise observations made by researchers "that the role of students in expressing opinions or asking questions about the material taught by the teacher can develop students' abilities in mastering Arabic lessons and support student success in the teaching and learning process." In addition to giving freedom to express opinions or ask questions, Arabic language teachers also teach Arabic lessons with problem-solving methods, so that students can solve problems by putting the vocabulary into sentences or looking for meaning in an Arabic dictionary.

This is justified by the Arabic language teacher "which he often uses to invite students to understand the subject matter presented critically. For example, when delivering Arabic lessons, students must think about the meaning of the given vocabulary by giving parables from the teacher or the teacher putting them into a sentence to make it easier for students to understand the true meaning. According to one of the first graders of the Intensive KMI Gontor for the girl's first campus: "When learning takes place, the Arabic language teacher interestingly presents learning materials in various ways, not only using the method in learning in the classroom and outside, the Arabic language teacher always opens a room for discussion or question and answer with students in the learning material presented. In class, it is not uncommon for Arabic learning teachers to assign students to put the vocabulary given by the teacher to the material explained in front of the class and then the teacher invites the students to discuss the material together.

Likewise according to the 1st-grade students of the Intensive KMI Gontor for the girl's first campus: "Arabic language teachers are often open by discussing or opening questions if there are students who do not understand, this is very helpful in the teaching and learning process and does not give students who do not understand the lesson by closing or ending the material that has not been understood, usually the teacher always checks by asking questions before and after the learning process in class, conducting supervision and evaluation of Arabic lessons, giving assignments by asking students to make sentences from the material given in class during the teaching and learning process, besides that the Arabic language teacher also supervises students whether they practice or use vocabulary from the material they have learned.

Based on the interview above, students are free to express their opinions on the sidelines of the Arabic language learning process, and to develop their speaking and writing abilities, especially mastering Arabic learning.

Evaluation

At the evaluation stage, the Arabic language teacher checks or confirms the vocabulary made by students in a sentence that is suitable for solving problems. In the evaluation, discussion or questioning methods are usually used so that students can express opinions and develop their knowledge in mastering Arabic lessons.

After learning Arabic lessons using the discussion method, the Arabic language teacher immediately evaluates the material so that students remember the lessons. This is justified by the Arabic language teacher "that after a discussion between the teacher and students in learning Arabic lessons, there is a direct check or supervision and evaluation of the lessons delivered, for example, the Arabic language teacher checks and justifies the vocabulary made by students in an Arabic language lesson. Sentences or ask questions before and after the learning process and supervise students whether they use the vocabulary given by the Arabic language teacher in the classroom.

Implementation

The teacher provides an overview of completing the tasks given to students, such as providing strategies that make students quickly understand how to solve problems or assignments given by the teacher.

"Usually the teacher gives strategies to their students by understanding the concept of the material by giving an example in a sentence or providing a synonym for the vocabulary given by the Arabic language teacher in Arabic without giving the meaning directly so that students try to think about solving the meaning of the given vocabulary. Or look up its meaning in an Arabic dictionary. In subsequent meetings with the teacher, the material that has been taught is evaluated by asking it before and after the learning process in class so that students have the self-awareness to practice or use the material that has been taught.

Based on several explanations from the Arabic language teacher at Pondok Modern Darussalam Gontor for the girl's first campus above, it can be seen that the learning process in the classroom does not only use one method but uses various learning methods by the lessons delivered, meaning that the teacher uses approaches and materials. learning from various aspects.

The Supporting Factors in Learning Arabic by Using Problem-Solving Methods in Class 1 Intensive KMI Gontor for the Girls First Campus

Table 2. The Supporting Factors of Learning Arabic Lesson in the Problem-Solving Method

No	Aspect	Description
1	Knowledge	Pondok Modern Darussalam Gontor, for the girl's first campus, teaches its students Arabic lessons by providing an example in a sentence or a synonym for the material using Arabic as well. The Arabic language teacher always asks about the material that has been studied before and after the teaching and learning process to determine the student's ability to master the Arabic lessons that have been taught.
2	Understanding	At Pondok Modern Darussalam Gontor for the girl's first campus, always provides examples for students to understand Arabic lessons using the teacher giving an example of the vocabulary given in a sentence or providing synonyms for the vocabulary but using Arabic if students do not understand the meaning of the vocabulary. The teacher gives instructions to students to look up the meaning in the Arabic dictionary, and then the teacher asks students to make a sentence from the vocabulary that has been given.
3	Application	Application is the ability to use theoretical information and rules in new situations. Intensive 1st-grade students are always taught Arabic subject matter by providing new vocabulary by giving parables in a sentence or providing synonyms for the material in Arabic so that students try to think and find solutions to solve the problem by looking for meaning in the Arabic dictionary to make sure it is correct. Or not the meaning of the vocabulary that has been given, and it is hoped that students can apply it or use the vocabulary that has been given in everyday life, especially at Pondok Modern Darussalam Gontor for the girl's first campus student is trained to speak Arabic with the given vocabulary confidently.

Knowledge

Pondok Modern Darussalam Gontor, for the girl's first campus, teaches its students Arabic lessons by providing an example in a sentence or a synonym for the material using Arabic as well. The Arabic language teacher always asks about the material that has been studied before and after the teaching and learning process to determine the student's ability to master the Arabic lessons that have been taught.

Arabic lessons are conducted in class 1 Intensive Pondok Modern Darussalam Gontor for the girl's first campus for approximately 45 minutes in one meeting, while in 1 week, there are 2 meetings or approximately 90 minutes in one week. Intensive 1st-grade students are required to know, understand, memorize, and use the material learned in class, and hopefully, they can master

the material very well. The teacher also always asks questions before and after the teaching and learning process.

"Arabic language teachers provide material or knowledge for one intensive student as the basis for the success of the teaching and learning process in the classroom so that students can understand and master Arabic lessons as well as possible."

Understanding

Comprehension is the ability to interpret or repeat information using one's own language (Sinaga, n.d.). At Pondok Modern Darussalam Gontor for the girl's first campus, always provides examples for students to understand Arabic lessons using the teacher giving an example of the vocabulary given in a sentence or providing synonyms for the vocabulary but using Arabic if students do not understand the meaning of the vocabulary. The teacher gives instructions to students to look up the meaning in the Arabic dictionary, and then the teacher asks students to make a sentence from the vocabulary that has been given.

The students of Pondok Modern Darussalam Gontor for the girl's first campus can understand the Arabic subject matter that has been delivered by the teacher and can re-explain or review the information or material presented by the teacher by making vocabulary into a sentence or make parables using the vocabulary. With an understanding of Arabic lessons, students of class 1 Intensive KMI Pondok Modern Darussalam are expected to be able to practice and use the material that has been delivered because the teacher uses problem-solving methods in the learning process of Arabic lessons in Gontor, which makes it easier for students to understand the material given in class.

"Usually the teacher provides Arabic subject matter by providing parables in a sentence or synonyms in Arabic as well to make it easier for students to understand and master Arabic lessons using the Problem-Solving Method."

Application

Application is the ability to use theoretical information and rules in new situations. Intensive 1st-grade students are always taught Arabic subject matter by providing new vocabulary by giving parables in a sentence or providing synonyms for the material in Arabic so that students try to think and find solutions to solve the problem by looking for meaning in the Arabic dictionary to make sure it is correct. Or not the meaning of the vocabulary that has been given, and it is hoped that students can apply it or use the vocabulary that has been given in everyday life, especially at Pondok

Modern Darussalam Gontor for the girl's first campus student is trained to speak Arabic with the given vocabulary confidently. Both in the classroom and outside the classroom, students of Pondok Modern Darussalam Gontor are required not to feel ashamed and afraid to speak Arabic because if they are wrong, someone will justify it either from the teacher, rayon supervisor, or their friends, especially for new students. r accustomed to speaking and using Arabic daily because the key to success in speaking Arabic is to be confident and not ashamed or afraid of being wrong.

This was confirmed by one of the first graders of the Intensive Pondok Modern Darussalam Gontor for the girl's first campus "that they are required to speak Arabic wherever they are in class or outside the classroom without any shame and fear of being wrong because if they make a mistake they will always make mistakes. Some justify whether, from teachers, supervisors in the rayon, or their friends, the most important thing is that the students are not bored to try."

From the interview above, it can be concluded that students' understanding of learning Arabic using problem-solving methods increases because students are required to understand the material being taught by giving parables in a sentence or the teacher providing synonyms for the vocabulary but using Arabic as well. So that students have an awareness of using and practicing Arabic in their daily lives without any shame and fear of being wrong because the key to success in mastering Arabic lessons is self-confidence and not afraid of being wrong. If wrong, there will always be someone who justifies both from the teacher, mentor rayon or his friends. The obstacles to support in learning Arabic by using problem-solving methods in one intensive KMI Gontor for the girl's first campus.

Table 3. The inhibiting factors of learning Arabic lesson in the Problem-Solving Method

No	Aspect	Description
1	Time	Time is a series of moments when the process of an event changes, or the current state of an object, the length of a certain time to do something, an opportunity, tempo, opportunity, when the moment, the state of the day, and the moment are determined based on the division of the world pattern. In using the problem-solving method, a lot of time is needed, even in the teaching and learning process, Arabic language teachers often pass the predetermined time limit of 45 minutes in one meeting.
2	Learning Difficulties	Learning difficulties are a condition that causes students to be unable to learn properly. According to Sabri, learning difficulties are students' difficulties in receiving or absorbing lessons at school. One of the factors of student learning difficulties is that they need help understanding what the Arabic language teacher has explained.
3	Usage	The teacher gives assignments or descriptions of the material that has been taught so that students can master Arabic lessons well, but

some of the students who are taught sometimes do not do assignments or do not use the material that has been taught by the Arabic language teacher in the classroom so that they have difficulty mastering Arabic lessons. Because I forgot to know that I was not used to using the material.

Time

Time is a series of moments when the process of an event changes, or the current state of an object, the length of a certain time to do something, an opportunity, tempo, opportunity, when the moment, the state of the day, and the moment are determined based on the division of the world pattern. In using the problem-solving method, a lot of time is needed, even in the teaching and learning process, Arabic language teachers often pass the predetermined time limit of 45 minutes in one meeting. "The Arabic language teacher also confirms that a lot of time is needed to learn Arabic using problem-solving methods, even though it often exceeds the time limit of 45 minutes in one meeting".

Learning Difficulties

Learning difficulties are a condition that causes students to be unable to learn properly. According to Sabri, learning difficulties are students' difficulties in receiving or absorbing lessons at school (Pautina, 2018). One of the factors of student learning difficulties is that they do not understand what the Arabic language teacher has explained.

"According to one Intensive student the substitute teacher for Arabic lessons who replaces the real teacher because of illness or absence from attendance sometimes does not understand what is being explained due to lack of preparation or does not know how to teach us like a real Arabic teacher because the teacher substitutes, we often have difficulty understanding Arabic lessons"

Usage

The teacher gives assignments or descriptions of the material that has been taught so that students can master Arabic lessons well (Ali, 2018), but some of the students who are taught sometimes do not do assignments or do not use the material that has been taught by the Arabic language teacher in the classroom so that they have difficulty mastering Arabic lessons because I forgot to know that I was not used to using the material.

This expression is justified by the Arabic language teacher that students who do not do assignments or do not use the material that has been taught in class find it very difficult to master Arabic lessons and even fall behind with their friends who often do assignments or use a material

that the teacher has delivered and this hinders them from mastering Arabic lessons well.”

Discussion

Based on research with the title of using the implementation problem-solving methods of learning Arabic lesson in class 1 Intensive KMI of Darussalam Gontor for the girl first campus. The problem studied in this study is the ability of teachers to teach by applying a problem-solving approach to learn Arabic lessons. It's based on the theory that problem-solving methods in learning follow the following steps (Syarif, 2018). There is a clear problem to solve, and this problem must grow from students according to their ability level. They are looking for data or information that can be used to solve the problem. For example, reading books, researching, asking questions, and discussing. Test the correctness of the temporary answer. In this step, students must try to solve the problem so that they believe that the answer fits. Is it by the temporary answer or not at all appropriate to test the correctness of this answer? Of course, other methods are needed, such as demonstrations, discussion assignments, and others (Prabowo et al., 2019). Conclude. Students must reach the final conclusion about the answer to a problem earlier.

Besides that the research conducted by Siti Nur Amalia, with the title Using problem-solving methods in developing cognitive aspects of PAI subjects for class VIII students of SMPN2 Way Pengubuan, Central Lampung in 2018. The problem studied in this study is the ability of teachers to teach by applying a problem-solving approach to PAI material. This study uses the same problem-solving method, but the difference is that this research focuses on PAI subjects for class VIII students of SMPN 2 Way Pengubuan, Central Lampung, with qualitative research. The results of this study indicate that the use of problem-solving methods can improve the ability of teachers to teach with a problem-solving approach to PAI material for class VIII students of SMPN 2 Way Pengubuan, Central Lampung. Research conducted by Ahmad Fikri Luqoni, applying problem-solving methods to improve student learning outcomes competence in Fiqh subjects at MTSN Pesanggaran Banyuwangi. The problem studied in this study is that it can improve learning outcomes on Fiqh material at MTSN Pesanggaran Banyuwangi. This study applies the same problem-solving method, but the difference is that this research focuses on research on Fiqh subjects at MTSN Pesanggaran Banyuwangi. With this type of qualitative research. The study's results stated that problem-solving methods could improve student achievement in Fiqh subject matter at MTSN Pesanggaran Banyuwangi.

Research conducted by Sulikah Tri Handayani et al., with the title of applying problem-solving to Indonesian language subjects at SMP Muhammadiyah 2 Taman. The problems studied in this study improve students' ability to master the Indonesian language material and the teacher's ability to teach by applying a problem-solving approach to the Indonesian language subjects at SMP Muhammadiyah 2 Taman. Both of these studies apply problem-solving methods, but the difference is that this research focuses on the Indonesian language subject at SMP Muhammadiyah 2 Taman with a qualitative research type. The results of the study stated that the use of problem-solving methods can improve students' ability to master Indonesian language material and teachers' ability to teach with a problem-solving approach to Indonesian language material at SMP Muhammadiyah 2 Taman. Research conducted by Rahmad Rismawan with the title of using problem-solving methods to improve learning achievement in engineering drawing subjects at SMKN 3 Yogyakarta. The problems studied in this study improve learning achievement in engineering drawing subjects at SMKN 3 Yogyakarta. Both of these studies apply problem-solving methods, but the difference is that this research focuses on engineering drawing subjects at SMKN 3 Yogyakarta with the type of classroom action research (CAR). This study's results state that using problem-solving methods can improve learning achievement at SMKN 3 Yogyakarta.

Based on the results of several interviews with Arabic language teachers and one-intensive students of KMI Pondok Modern Darussalam Gontor for the girls for the first campus in the use of problem-solving methods, several things can be found, namely:

First, clarifying the problem, which includes explaining to students about the problem posed so that students can understand what kind of solution is expected. Before the subject matter begins, a teacher first clarifies the problem to the students so that students can solve the material problems given by the teacher. At Pondok Modern Darussalam Gontor for the girl's first campus, before giving Arabic subject matter, first provide directions or ways to solve subject matter problems so that students can understand the material that the teacher has given, then students can provide explanations or explanations of the material (Arummi & Setiyadi, 2022).

The second is expressing opinions; students can express opinions about various problem-solving strategies at this stage. In addition to providing the freedom to express opinions or ask questions, Arabic language teachers also teach Arabic subject matter with problem-solving methods so that students can solve problems together; with problem-solving methods, students can express opinions, ask questions, or respond to questions from friends. - another friend. Problem-solving

methods for Arabic subject matter are often used to invite students to understand the subject matter presented critically. In lessons, Arabic language teachers interestingly present subject matter in various ways, not only using the monotone method in-class lessons, Arabic language teachers always open a discussion or question and answer room with students learning material delivered in class, not infrequently lesson teachers Arabic assigns students to explain in front of the class and then discuss it with their friends (Diniyati et al., 2023).

Arabic language teachers are often open and very helpful in the teaching and learning process, not giving students who need help understanding the lesson by closing or ending the material that has not been understood. Usually, always check, supervise and evaluate the lessons delivered, giving assignments to make sentences in Arabic from the material that has been delivered in class. Also usually monitor whether students use the material that has been studied. It is clear that in expressing opinions students are given the freedom to express their opinions on the sidelines of Arabic lessons, it is for the sake of developing their knowledge, especially in the field of Arabic lessons.

Third evaluation, each student discusses which opinion or strategy is suitable to solve the problem. In evaluation, the discussion method is usually used so that students can express opinions and develop knowledge. After carrying out the Arabic language subject matter using the discussion method, the Arabic language teacher immediately evaluates the material so that the material that has been delivered is not forgotten by the students (Abdelbaset & Jabari, 2020).

The Arabic language teacher at Pondok Modern Darussalam Gontor for the girl's first campus provides the latest subject matter by evaluating the material, giving students the to ask questions for those who don't know, or express their opinions, so that the teacher knows how far the development of student's knowledge with the material. Which has been given. After that, the Arabic language teacher gave questions, for example by answering orally both before and after the teaching and learning process (Muriyatmoko et al., 2019).

The fourth implementation is that students determine which strategies can be taken to solve the problem, and then apply them until they find a solution to the problem. The teacher provides an overview of completing the tasks given to students, such as providing strategies that make students quickly understand how to solve problems or assignments given by the teacher. In the material delivered in class, students are required to understand the concepts or values being taught. The development of knowledge of intensive first-grade students at Pondok Modern Darussalam Gontor

for the girls first campus in Arabic subjects is by clarifying problems, expressing opinions, evaluating, and implementing. They support factors in learning Arabic in the intensive one class Pondok Modern Darussalam Gontor for the girl's first campus.

Supporting factors in Arabic lessons in the intensive one class Pondok Modern Darussalam Gontor for the girl's first campus were known through several students who asked questions and responded to several other students' opinions. Knowledge, understanding, and application are the supporting factors in learning Arabic in the one intensive Pondok Modern Darussalam Gontor for the girls first campus.

Based on the results of interviews and observations at Pondok Modern Darussalam Gontor for the girls first campus about the supporting factors in Arabic lessons in one intensive Pondok Modern Darussalam Gontor for the girls first campus are as follows:

Knowledge

Pondok Modern Darussalam Gontor teaches its students by giving Arabic subject matter by giving an example in a sentence or by providing a synonym for the material by using Arabic. The Arabic language teacher always asks about the material that has been studied before and after the teaching and learning process to determine the student's ability to master the Arabic lessons that have been taught.

Arabic lessons are conducted in class 1 Intensive Pondok Modern Darussalam Gontor for the girl's first campus for approximately 45 minutes in one meeting, while in 1 week there are 2 meetings or approximately 90 minutes in one week. One intensive student is required to know, understand, memorize and use the material that has been learned in class with the hope that they can master the material very well in addition the teacher also always asks questions before and after the teaching and learning process.

Understanding

Comprehension is the ability to interpret or repeat information using one's language. At Pondok Modern Darussalam Gontor for the girl's first campus always provides examples for students to understand Arabic lessons using the teacher providing an example of the vocabulary given in a sentence or providing a synonym for the vocabulary but use Arabic as if students do not understand the meaning of the vocabulary. The teacher gives instructions to students to look up the meaning in the Arabic dictionary, and then the teacher asks students to make a sentence from the vocabulary that has been given.

The students of Pondok Modern Darussalam Gontor for the girl's first campus can understand the Arabic subject matter that has been delivered by the teacher and can re-explain or review the information or material presented by the teacher by making vocabulary into a sentence or make parables using the vocabulary. With an understanding of Arabic lessons, students of class 1 Intensive KMI Pondok Modern Darussalam are expected to be able to practice and use the material that has been delivered because the teacher uses problem-solving methods in the learning process of Arabic lessons in Gontor which makes it easier for students to understand the material given in class.

Application

Application is the ability to use theoretical information and rules in new situations. One intensive student is always taught Arabic subject matter by providing new vocabulary by providing parables in a sentence or providing synonyms for the material in Arabic so that students try to think and find solutions to solve the problem by looking for meaning in the Arabic dictionary to make sure it is correct. Or not the meaning of the vocabulary that has been given and it is hoped that students can apply it or use the vocabulary that has been given in everyday life, especially at Pondok Modern Darussalam Gontor for the girl's first campus student is trained to speak Arabic with the given vocabulary in the classroom confidently (El Kah et al., 2017).

Students of Pondok Modern Darussalam Gontor are required not to feel ashamed and afraid to speak Arabic because if they are wrong, someone will justify it either from the teacher, rayon supervisor, or their friends, especially for new students. They were accustomed to speaking and using Arabic daily because the key to success in speaking Arabic is to be confident and not ashamed or afraid of being wrong (Yahaya et al., 2019). Inhibiting factors in learning Arabic in class one intensive Pondok Modern Darussalam Gontor for the girl's first campus

Based on the results of interviews and observations at Pondok Modern Darussalam Gontor for the girl's first campus about the inhibiting factors in learning Arabic in the class of one intensive Pondok Modern Darussalam Gontor Putri Campus 1 are as follows:

Time

Time is a series of times when the process of an event changes, or the current state of an object, the length of a certain time to do something, an opportunity, tempo, opportunity, when the time, the state of the day, and the moment are determined based on the division of the world pattern. In using the problem-solving method, a lot of time is needed, even in the teaching and learning

process, Arabic language teachers often pass the predetermined time limit of 45 minutes in one meeting (Bin Samah et al., 2016).

Learning difficulties

Learning difficulties are a condition that causes students to be unable to learn properly. According to Sabri learning difficulties are students' difficulties in receiving or absorbing lessons at school. One of the factors of student learning difficulties is that they do not understand what the Arabic language teacher has explained (Dajani et al., 2014).

Usage

The teacher gives assignments or descriptions of the material that has been taught so that students can master Arabic lessons well, but some of the students who are taught sometimes do not do assignments or do not use the material that has been taught in the Arabic language teacher in the classroom so that they have difficulty in mastering Arabic lessons because I forgot to know that I was not used to using the material.

Based on the analysis above, the use of problem-solving methods in Arabic lessons that Arabic language teachers have carried out in supporting Arabic lessons using problem-solving methods is:

Firstly by providing explanations to students about the problems posed, so that students can understand the solutions such as what is expected such as interpreting or repeating information using their language. Students provide a review of the explanation of the material that the teacher has given at the end of the lesson (Moghazy, 2021).

Second, it provides freedom of expression to develop students' knowledge. Students are given time between lessons or at the end of lessons to express their opinions about the material given by the teacher, so that students can develop knowledge, especially in Arabic lessons to train students to dare to express opinions in front of other friends.

The third evaluation is at the end of the lesson. The teacher provides the last subject matter by evaluating the material, by giving students to ask questions for those who do not know, or express their opinions, so that the teacher knows how far the development of student's knowledge with the material that has been given. After that, the Arabic language teacher gives questions for example by asking questions orally both before and after the teaching and learning process (Maskor et al., 2016).

Fourth, it provides which strategies can be taken to solve the problem and then apply them to find a solution to the problem. The teacher provides an overview of completing the tasks given to students, such as providing strategies that make students understand quickly how to solve problems faced by students. Students determine which strategies can be taken to solve the problem, and then apply them until they find a solution to the problem. The teacher provides an overview of completing the tasks given to students, such as providing strategies that make students quickly understand how to solve problems or assignments given by the teacher (El-Omari & Bataineh, 2018).

In the material delivered in class, students are required to understand the concept or material being taught. The inhibiting factors in learning Arabic in class one intensive Pondok Modern Darussalam Gontor for the girl's first campus are:

The first time, the time needed to learn Arabic using problem-solving methods is very much so that the Arabic language teacher passes the predetermined time limit.

The second is learning difficulties, learning difficulties in Arabic lessons in the intensive one class Pondok Modern Darussalam Gontor for the girl's first campus when the substitute teacher for Arabic lessons who replaces the teacher is actually due to illness or is unable to attend because of the case and the substitute teacher is unprepared in teaching or does not know how to teach Arabic lessons in intensive one class using the Problem-Solving method (Amer, 2020).

The third use, is using the material that the teacher has delivered in the class, students are required to be able to master Arabic lessons, but it is not uncommon to find students who do not use the material that has been taught by the teacher in class, thus hindering students in mastering Arabic lessons.

CONCLUSION

Based on the results of the research and analysis of the previous chapter, it can be concluded that the use of problem-solving methods in Arabic lessons in class 1 Intensive KMI Pondok Modern Darussalam Gontor for the girls first campus is problem-solving method the teacher uses problem clarification steps such as the teacher giving directions first before giving the subject matter so that students can complete the subject matter that has been given by the teacher in the classroom, for example, the teacher gives vocabulary in Arabic lessons by giving parables into a sentence or provide synonyms for the vocabulary using Arabic without translating them into Indonesian, expressing opinions such as teachers providing opportunities for students to express their opinions

by putting the vocabulary into a sentence between the subject matter given by the teacher, evaluation like a teacher ask questions about Arabic lessons both before and after the process of learning Arabic lessons and don't forget the teacher motivates students to always implement vocabulary or Arabic lessons. Then the supporting factors for the 1st-grade students of the Intensive KMI Pondok Modern Darussalam Gontor in Arabic lessons using problem-solving methods where the teacher in Arabic lessons provides knowledge about the material to be taught so that students can understand Arabic lessons very well so that students can implement the lessons Arabic that the teacher has delivered in the classroom. Meanwhile, the inhibiting factor for students of class 1 Intensive Pondok Modern Darussalam Gontor in mastering Arabic lessons where the time required is very large, even the Arabic language teacher often passes the specified time of 45 minutes in one meeting, then the learning difficulties experienced by students because there is a substitute teacher who replaces the Arabic language teacher who is sick or unable to attend which causes students to not understand Arabic lessons very well due to lack of preparation from the teacher or the substitute teacher does not know how to teach Arabic lessons in class 1 Intensive then regarding the use of the material that the teacher has taught in the class, there are some students who do not do their work or do not use the material that has been delivered by the teacher in the class, which greatly hinders students from mastering Arabic lessons.

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