

TEACHERS' EFFORTS TO OVERCOME DELAYS IN LEARNING ARABIC AS AN IMPACT OF DURING LEARNING FOR SLOW LEARNER STUDENTS IN JUNIOR HIGH SCHOOLS

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Abstract

The purpose of this study was to describe the teacher's efforts to overcome delays in learning Arabic as an impact of during learning for Slow Learner students at SMP IT Ad-Durrah Medan. This study used a qualitative approach with a case study type of research. Primary data were obtained from Arabic teachers. At the same time, secondary data was slow learner students and Arabic language textbooks for class VII SMP IT Ad-Durrah Medan. The data collection techniques that the researchers used were observation, documentation, and interviews. After collecting the results in the field, the researcher will select and organize the data. Furthermore, the researcher classified the data, organized the data, selected the significance of the data, analyzed the data, and drew conclusions. The results of the study showed that efforts to overcome delays in learning Arabic for students at SMP IT Ad-Durrah Medan due to the impact of during learning which had been running for two years, are as follows: 1) Motivate Students who are slow to learn Arabic, 2) Developing Learning Strategies Towards Effective Arabic Learning, 3) Developing Materials about Things that Happen among Learners, 4) Using Learning Media, Applying Multimethods and Learning Strategies, 5) Evaluating Authentic. From the final results of learning Arabic, it was found that 97-99% of students were declared complete in Arabic lessons. In the odd semester of the 2022/2023 academic year, the results of learning Arabic were yet to be discovered because learning was still ongoing. However, based on the results achieved in previous years, the success rate of students' Arabic was very high.

Keywords

Arabic Learning, Slow Learner, SMP IT Ad-Durrah Medan



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INTRODUCTION

An educational method known as inclusive education serves both children with special needs and other children who are grouped without taking into account their respective disabilities, as stipulated in Permendiknas Number 70 of 2009 requires that district/city governments designate at least one elementary school and one primary school—junior high school in each district. Furthermore, one secondary education unit organizes inclusive education, which is obliged to accept students with special needs. Schools that organize inclusive education adjust to all students in the same class. Schools offer a variety of educational programs that can be pursued, difficult but adapted to the needs and abilities of each student, as well as assistance and support that instructors can provide to help children succeed. Based on these limitations, education is defined as an education service system that allows children with special needs to attend public schools closest to their homes and study with their peers. The goal of implementing inclusive education is to provide all children with the best opportunity or access to high-quality education that is individual to meet the needs of every learner without discrimination. Children who study at low or significantly lower levels than the average learner are considered slow learners in some or all subjects. Children who struggle academically struggle in other areas, such as language and speech, emotional stability, social skills, and moral judgment.

Learning Arabic has some special difficulties compared to learning other languages. Fiddaroini divides difficulties in learning Arabic into linguistic and non-linguistic aspects, according to Hizbullah and Mardiyah, who also cite this opinion. The linguistic component consists of First, the characteristics of languages differ, especially in terms of their grammatical system. Second, very specific differences exist in sound systems and symbols (writing). Meanwhile, the non-linguistic factors range from students' abilities, motivation, or other psychological factors (Hizbullah, N., & Mardiah, 2015). Difficulties in learning Arabic can be overcome by the professionalism of the teaching teachers, where professional teachers can design learning to be easy and fun (Abdurrahman et al., 2015).

Experienced educators are valuable human resources who can be relied upon to deal with challenges during the learning process. According to the law on teachers and lecturers, qualified teachers are required to have the following four main competencies: pedagogical, professional, social, and personality competencies. These four competencies must always be sharpened to be sharper and stronger in implementing education. Several types of training can be used to improve

instructor professionalism (Fauzi et al., 2020). Becoming a professional teacher is not easy because a professional teacher must be able to change students. Learners need to go through changes in their cognitive, affective, and psychomotor areas (Magdalena et al., 2020).

A teacher's success in changing the abovementioned three educational domains requires skills obtained from exercises and experience. Professionalism is a person's ability to carry out work or activities by using his expertise proficiently and competently by certain quality standards after that person has gone through professional education. Teachers with the necessary skills to carry out tasks in the educational and teaching process are considered professional educators (Zulkifli, Z., & Royes, 2018). Teachers play an important and strategic part in learning because they have much influence on students' learning. Therefore, it is understandable that the first scapegoat is the teacher if a lesson is unsuccessful. In order for the learning process to run effectively, the teacher must be able to design learning in such a way (Ru'iyah, S., Kistoro, H. C. A., 2021). Moreover, the change in the learning process from during to offline after Covid-19. During during learning, many students experience a decrease in learning motivation until learning loss occurs (Bartholo, T. L., Koslinski, M. C., Tymms, P., & Castro, 2022).

Meanwhile, SMP IT Ad-Durrah Medan students experienced the same thing as other madrasas during during learning. SMP IT Ad-Durrah Medan has implemented learning with Limited Face-to-Face Meetings starting around March 2022 and full offline learning since the odd semester of the 2022/2023 school year. Even though full offline learning has been going on for a long time, the impact of during learning that has been going on for the previous two years is hard to erase. Some students' motivation is still quite low in learning, and the competency in the subjects in the previous class is also quite low. Therefore, all teachers are trying to catch up with students' competence since this during learning. The Arabic teacher at Ad-Durrah Medan IT Middle School said: "The impact of reducing study hours, simplified material, and during learning during the covid period resulted in a decrease in the competence of students."

Previous research that has been conducted by (Anggraini & Sunhaji, 2020) and (Zulkifli, Z., & Royes, 2018) It is known that the importance of mastering Arabic vocabulary in students' skills is an urgency in increasing the value of Arabic text reading skills. Likewise, the research conducted (Baroroh, R. U., 2021), (Abdurrahman, M., Suherman, A., Masor, M., & Fadhlillah, 2015) and (Syahid, 2016) is known that in mastering Arabic vocabulary, there are several methods that can be used by students who experience delays in learning Arabic during the Covid period. However, from

previous research, no research has been conducted regarding Arabic learning methods carried out in the post-Covid-19 period.

Generating motivation and rebuilding students who experience learning loss requires extra energy so that learning becomes enthusiastic. Therefore it requires the design of the learning process by a teacher who must pay attention to several things, including the first, the condition of the students in the class, which concerns the abilities of each student. At this stage, individual differences in students become a consideration that must be the main concern (Ru'iya, S., 2022). Second, after knowing the conditions of the students, the material can be determined, which is also adapted to the conditions of the students. Third, determine the method to be applied. Fourth, determine the tools and media needed, which of course, are adjusted to the capabilities and conditions in each school (Maarip, S.A. & al-Hendra, 2016).

Therefore, the purpose of this study is to find out how students who experience delays in learning Arabic at SMP IT Ad-Durrah Medan their educational experience because the impact of during learning that has been running for the previous two years is difficult to eliminate.

METHOD

This study used a qualitative approach with a case study type of research, namely the case of learning Arabic for Slow Learner students in class VII SMPIT Ad-Daurah Medan. Research techniques utilize several data sources that can be used as research material as a whole and can explain various aspects of people, groups, organizations, and programs (Muhajirin, 2017). In this study, the research data source used primary and secondary data sources. The primary data source was the teacher because the research results showed the teacher's efforts. At the same time, secondary data are students, Arabic language textbooks, etc.

The data collection techniques that researchers used were observation, documentation, and interviews (Sugiyono, 2013). The observations used in this study were the direct observation of the field to see how students responded during Arabic learning when it took place in class from September 2022 to December 2022, while researchers conducted interviews by asking questions related to the obstacles experienced while learning Arabic in class. To the Arabic language subject teacher for grade VII SMP IT Ad-Durah Medan. Data analysis was carried out by classifying Arabic learning data, compiling the data, choosing the right data significance, especially efforts to deal with delays in learning Arabic at school, analyzing the data with relevant theories, and drawing

conclusions.

FINDINGS AND DISCUSSION

Findings

As for the results of the study that the researcher found in the field in overcoming delays in learning Arabic at SMP IT Ad-Durrah Medan in their educational experience because the impact of during learning that has been running for the previous two years is difficult to remove with several things as table 1.

Table 1. Teachers' Efforts in Overcoming Delays in Learning Arabic for Slow Learner Students at SMP IT Ad-Durrah Medan

No.	Students Problems (Slow Learner)	Teacher's Efforts	Weakness	Solutions
1.	Lack of interest in learning	Give motivations	Some slow learners sit relaxed, some support their chins and seem asleep, while others are engrossed in playing with their writing material to pass the time.	The teacher greets students when they show up for the first lesson, and they do so calmly and orderly. After closing the opening prayer, the teacher asked the students how they were doing.
2.	The mark of students who do not meet the KKM	Develop Learning Strategies	Unprofessional educators	1) Exposition-Discovery Learning, which consists of: a) Exposition Learning is a strategy implemented by the teacher explaining the material in detail; previously, the teacher has prepared the material so that students tend to be passive listeners and feel the material. b) Discovery Learning is a strategy implemented by the teacher asking students to make observations and experiments and search for and collect material from concluding the findings. This strategy requires active students to seek, find, and conclude learning material through their experiences. 2) Group-Individual Learning, which consists of: a) Group Learning is a strategy that involves several students in forming several groups so that students interact with each other

					to solve problems assigned by the teacher,
					b) Individual Learning, namely, individual learning strategies, in which students are assigned to study independently to complete their tasks without working with other students.
3.	Learning Material Not According to Standard	Develop Material		Class VII lessons of SMP IT Ad-Durrah Medan are still included in the beginner category in the view of the American Council on The Teach of Foreign Language (ACTFL)	Material development is adjusted to students' ability and level of development and understanding in each class.
4.	Less learning media	Using Learning Media		Lack of understanding of teachers using learning media	Using an LCD projector to implement learning is a tool that must be supported by software such as video, PowerPoint, or interesting pictures to be displayed during lessons, so the teacher must prepare beforehand.
5.	Less learning needs	Application of Multi methods and Learning Strategies		Less coordinated needs of the students	Use learning strategies with a visual approach, which tends to be more like children. However, it is possible to use other approach strategies by considering the children's condition.
6.	Learning evaluation	Evaluating Authentic		Unstable evaluation mark	Medan is determined by authentic evaluation in each lesson, including Arabic lessons.

Source: *Data is processed in 2023*

From Table 1, we can see that the lack of motivation in class VII students of SMP IT Ad-Durrah Medan is motivated to learn Arabic for the following reasons: The teacher welcomes students when they appear for the first lesson, and they do so in a calm and orderly manner. After closing the opening prayer, the teacher asked the students how they were doing. The students answered in unison and shifted their focus back to the teacher. Then on the problem of grades not reaching KKM, As for the outline of the learning strategy used, namely:

1) Exposition-Discovery-Learning, which consists of:

- a) Exposition Learning is a strategy implemented by the teacher explaining the material in detail; previously, the teacher has prepared the material so that students tend to be passive listeners and feel the material.
- b) Discovery Learning is a strategy implemented by the teacher asking students to make observations and experiments and search for and collect material from concluding the findings. This strategy requires active students to seek, find, and conclude learning material through their experiences.

2) Group-Individual-Learning, which consists of:

- a) Group Learning is a strategy that involves several students in forming several groups so that students interact with each other to solve problems assigned by the teacher,
- b) Individual Learning, namely, individual learning strategies, in which students are assigned to study independently to complete their tasks without working with other students.

In column three with the problem of learning materials not according to standards, for example, for class VII SMP IT Ad-Durrah Medan is still included in the beginner category in the view of the *American Council on The Teaching of Foreign Language* (ACTFL); thus, the selected material will be limited to assignments simple tasks that students can carry out if they go beyond this, students may have difficulty understanding the material. In column four, with learning media, the Arabic teacher always prepares to learn media adapted to the material. Arabic language teachers often use LCD projectors in the implementation of learning. The LCD projector is a tool that must be supported by software such as video, PowerPoint, or interesting pictures to be displayed during lessons, so the teacher must prepare beforehand.

From the Application of Multimethods and Learning Strategies, schools use learning strategies with a visual approach, which tends to be more like this for children. However, it does not rule out the possibility of using other approach strategies by considering the condition of the children through the application of multi-methods and multi-strategies of learning Arabic, the competencies that students must achieve have a higher probability of being achieved. The last stage in the learning process is the evaluation of learning outcomes. At SMP IT Ad-Durrah Medan, an authentic evaluation is established for every lesson, including Arabic lessons. The final score

obtained by students comes from the midterm and end-of-semester scores and process scores. This authentic assessment is very beneficial for students because all aspects of the assessment can be accommodated so that no student is harmed. The final results of learning found that 97-99% of students were declared complete in Arabic lessons. The final 2022/2023 academic year results for this odd semester cannot be known because learning is still ongoing. However, based on the results achieved in previous years, the success rate of students is very high, as previously mentioned.

Discussion

The Motivation of Slow Learner Students in Learning Arabic

From the results of the study, the lack of motivation in class VII students of SMP IT Ad-Durrah Medan is motivated to learn Arabic for the following reasons: The teacher welcomes students when they appear for the first lesson, and they do so in a calm and orderly manner. After closing the opening prayer, the teacher asked the students how they were doing. The students answered in unison and shifted their focus back to the teacher. The learning style of enthusiastic, energetic, and high-concentration students can be observed. It shows that these students have the ideals needed so that they are motivated to learn and play an active role in their education. It was supported by the students' good physical and mental conditions at that time, and a supportive learning environment, encouraging them to be more diligent and enthusiastic. Due to their strong intrinsic and extrinsic motivation, these learners are well-equipped to increase their desire to learn.

Slow learners, on the other hand, are less engaged, absent-minded, sleepy, and tired when they participate in the learning process. It can be caused by immaturity, lack of enthusiasm for learning, lack of intelligence in understanding lessons, failure to understand goals and ideals, or lack of talent in certain subjects, resulting in a lack of motivation to learn. Try to be more active and enthusiastic in participating in learning. External factors contributing to low motivation to learn, such as lack of parental support, befriending unmotivated people, discomfort in the school environment, or disinterest in the teacher's teaching style, can also contribute to this situation. Therefore we can conclude that slow learners do not have strong intrinsic motivation. Low extrinsic motivation also impacts this, making it difficult for students to understand their educational requirements and goals.

Learning Strategies Towards Effective Arabic Learning

On the problem of not reaching the KKM value, the outline of the learning strategy used is as follows:

1) *Exposition-Discovery-Learning*, which consists of:

a) *Exposition Learning* is a strategy implemented by the teacher explaining the material in detail; previously, the teacher has prepared the material so that students tend to be passive listeners and feel the material.

b) *Discovery Learning* is a strategy implemented by the teacher asking students to make observations and experiments and search for and collect material to draw their conclusions from the findings. This strategy requires active students to seek, find, and conclude learning material through their experiences.

2) *Group-Individual-Learning*, which consists of:

a) *Group Learning* is a strategy that involves several students in forming several groups so that students interact with each other to solve problems assigned by the teacher,

b) *Individual Learning*, namely, individual learning strategies, in which students are assigned to study independently to complete their tasks without working with other students.

Improving Students' Arabic Language Ability

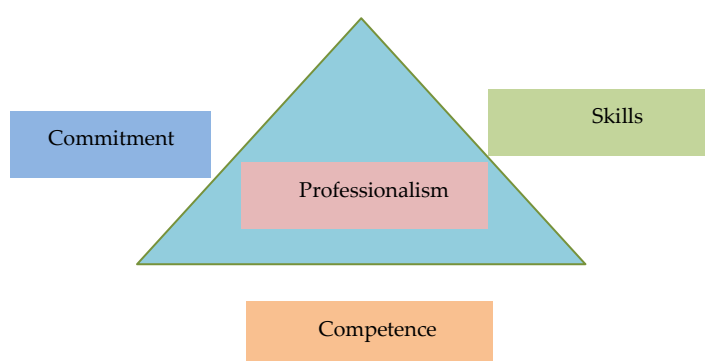
On the problem of learning materials not according to standards, for example, for class VII SMP IT Ad-Durrah Medan is still included in the beginner category in the view of the American Council on The Teaching of Foreign Language (ACTFL); thus, the selected material will be limited to simple tasks that students can do, if it goes beyond this students may have difficulty understanding the material. Fuad Ahmad Effendi revealed that learning Arabic in Islamic educational institutions aims as a language of communication for religious and scientific teaching of Arabic (Nalole, 2018). This goal is in line with what is contained in the curriculum set by the government for *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, and *Madrasah Aliyah* or the curriculum that the Islamic boarding school has prepared. With clear references, there is little potential for differences in Arabic language material to emerge. Several educational institutions usually develop government curricula to achieve the excellence of each institution. For example, in an Islamic boarding school developing a government curriculum on its curriculum, traditional Islamic boarding schools tend to preserve the teaching of classical books. In contrast, modern Islamic

boarding schools emphasize communicative, passive Arabic language learning. Likewise, several madrasas have developed an Arabic language curriculum in their madrasas (Minarti, 2016).

This difference does not determine which one is better. However, it shows that there is integration between the curriculum and activities in educational institutions as a support for students or Santri's ability to speak Arabic. In addition, all of them aim to develop four things in learning Arabic, namely (Ru'iyah, S., 2022): listening, speaking, writing, and reading skills (Azhari, 2015).

Sri Minarti quoted Imam Al-Ghazali's opinion regarding the professionalism of educators as shown in Figure 2, viz (Minarti, 2016): a) The most important trait that a teacher needs to have is affection; b) Educators must be good directors; c) Educators should use ways that are sympathetic, gentle and do not contain negative elements such as swearing, insults, violence; d) Educators must be skilled; (Minarti, 2016) e) Recognizing the difference in the potential of learners (Hanipudin, 2020).

Figure 1. Relationship between Professionalism with Expertise, Skills, and Work Commitment



Friendly teacher, when studied in terms of educational philosophy, it is found in two schools of thought in education, namely (Sadulloh, 2015). The School of Existentialist educational philosophy and the School of Reconstructionist educational philosophy.

The learning style with a friendly teaching style is inseparable from the background of the Arabic teacher at SMP IT Ad-Durrah Medan, an alumnus of the Darussalam Gontor Islamic Boarding School. Education at Gontor, both during the *kulliyatul mu'allimin* period and after at Darussalam Gontor University learning Arabic was carried out with a communicative system (Zaid, 2013). Learning Arabic with communication between students and teachers will increase students' motivation to learn so that the desired competencies can be achieved properly (Hendri, 2017).

In addition, this Arabic language teacher at the Ad-Durrah Medan IT Middle School has also completed their bachelor's degree in Islamic Educational Psychology. Competence in child development psychology is certainly owned by the teacher so that he can adapt his teaching style to the learning styles of students (Dodi, 2016).

Teacher A said that the curriculum is an important component in realizing educational goals and references, so it is natural that the government or the educational institution itself needs to prepare it. SMP IT Ad-Durrah Medan uses the curriculum of the Ministry of Religion with KMA No. 183 of 2019 concerning Islamic Islamic Education and Arabic Curriculum Guidelines in Madrasas and KMA No. 184 of 2019 (Indonesia, 2019)(Indonesia, 2019).

From the 2019 curriculum, Arabic teachers develop materials that are adapted to things currently happening among students to make it easier for them to understand the material. "Usually, the materials we teach relate to what is currently happening among children to relate to the subject matter to be studied."

Associating material with things that are happening around students is very beneficial. Students will feel directly experiencing an event so that learning will give a strong impression. Learning that relates the material to the context around students is an abstract pattern of material contextualization. It is not just a process of connecting or linking material or associating material to be more relevant, but an effort to understand that the material is appropriate to the context (Amboro, 2020. Hasanah, M., Mubaligh, A., Sari, R. R., Syarofah, A., & Prasetyo, 2021).

Using Learning Media

Using learning media with Arabic language teachers, they always prepare to learn media adapted to the material to be taught. Arabic language teachers often use LCD projectors in the implementation of learning. The LCD projector is a tool that must be supported by software such as video, PowerPoint, or interesting pictures to be displayed during lessons, so the teacher must prepare beforehand. In the learning process, one thing that does not escape attention is adjusting learning media with the material to be delivered. Material to be studied by students must be packaged so that students easily understand it. To increase the ease of understanding the material that has been packaged in such a way, it is necessary for the role of the media as an intermediary for the delivery of the subject matter (Azhari, 2015). There are various media types, such as audio, visual, or audio-visual. The use of the media must be adapted to the material and characteristics of

the students themselves. Ideally, the media used contains educational elements and is safe for children both in terms of elements and forms (Wuryandani, 2018).

At SMP IT Ad-Durrah Medan, the material and use of media are of great concern. Various learning media owned have been used optimally by Arabic language teachers to hone the skills of each student. Arabic language teachers always prepare to learn media adapted to the material to be taught. Arabic language teachers often use LCD projectors in the implementation of learning (Hanipudin, 2020). LCD projector is a tool that must be supported by software such as VIIdeo, PowerPoint, or interesting pictures to be displayed during lessons, so the teacher must prepare beforehand.

Giving assignments to students to improve skills is a teacher's tip for improving skills and learning motivation and vocabulary mastery in students (Setianingsih, D., & Mahabbati, 2017). Giving assignments is giving experience to students so that students can experience what is learned, and that experience is a more concrete education (Miftah, 2015).

Application of Multimethods and Learning Strategies

From the Application of Multimethods and Learning Strategies, schools use learning strategies with a visual approach, which tends to be more like this for children. However, it does not rule out the possibility of using other approach strategies by considering the condition of the children through the application of multi-methods and multi-strategies of learning Arabic, the competencies that students must achieve have a higher probability of being achieved. The last stage in the learning process is the evaluation of learning outcomes. At SMP IT Ad-Durrah Medan, an authentic evaluation is established for every lesson, including Arabic lessons. The final score obtained by students comes not only from the midterm and end-of-semester scores but also from process scores. This authentic assessment is very beneficial for students because all aspects of the assessment can be accommodated so that no student is harmed. When examined from a developmental psychology perspective, Ad-Durrah Medan Middle School IT students are at the level of formal operational thinking (Desmita, 2015). At this stage, the child can provide reasoning and understanding correctly (Slafin, 2019). An understanding of the development of students will guide the school and educators to determine and implement strategies that can coordinate the needs of students.

In addition to understanding development and understanding, it is also necessary to identify student behavior that can be carried out in every condition, such as in the classroom and the school

environment. From this identification, it will be found whether students have a type of learning (kinesthetic, visual, or audio) (Anggraeni, 2019).

Implementing multi-method and multi-learning strategies for students with heterogeneous levels is very important to respond to the needs of each student. Through the application of multi-methods and multi-strategies for learning Arabic, the competencies that students must achieve are more likely to be achieved (Hutagaol, 2019).

Implementation of Authentic Evaluation

Learning obtained that 97-99% of students declared complete in Arabic lessons. The final results for the 2022/2023 academic year for this odd semester cannot be known because learning is still ongoing. However, based on the results achieved in previous years, the success rate of students is very high, as previously mentioned. The last stage in the learning process is the evaluation stage of learning outcomes. At SMP IT Ad-Durrah Medan, an authentic evaluation is established for every lesson, including Arabic lessons. The final score obtained by students does not only come from the midterm and end-of-semester scores but also comes from process scores (Arif, 2014). This authentic assessment is very beneficial for students because all aspects of the assessment can be accommodated so that no student is harmed.

CONCLUSION

Based on the research findings that have been carried out, the researcher can conclude the teacher's efforts to overcome delays in learning Arabic as an impact of during learning for students at Ad-Durrah Medan IT Middle School with several things such as 1) Motivating Slow Learners Students in Learning Arabic, 2) Developing Learning Strategies Towards Effective Arabic Learning 3) Developing Material on Things that are Happening Among Learners 4) Using Learning Media, 5) Applying Multimethods and Learning Strategies, 6) Evaluating Authentic.

From the final results of learning Arabic, it was found that 97-99% of students were declared complete in Arabic lessons. In the odd semester of the 2022/2023 academic year, the results of learning Arabic are not yet known because learning is still ongoing. However, based on the results achieved in previous years, the success rate of students' Arabic is very high.

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