

SKILL LEARNING ESTIMATE IN ELEMENTARY AGE SANTRI AT DARUL QUR'AN ISLAMIC BOARDING SCHOOL (DESCRIPTIVE ANALYSIS STUDY)

Jamalia^{1✉}, Zulfahmi Lubis²

^{(1) (2)} Universitas Islam Negeri Sumatera Utara Medan

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Abstract

Listening skill or *maharah istima'* is one of the innate potentials for every human being from birth into the world. Likewise, this potential is very much in demand by students at the elementary age level. This study aims to describe the process of learning *istima* skills for elementary-age students at the Tahfidz Darul Qur'an Islamic Boarding School. This research is a type of qualitative descriptive study method, collecting data using observation, interviews, and documentation studies. The subjects of this study included students of class IX MTs at the Tahfidz Darul Qur'an Islamic Boarding School for the 2022/2023 academic year. The results of this study concluded that the learning process in Islamic boarding schools was good in improving students' *istima'* skills. This can be described since before entering class the teacher has prepared the material to be delivered and arranges giving assignments to the students starting from the students writing in their respective notebooks the important points that have been learned that day, the media used are visual and audio and The curriculum used is the independent curriculum. By using visual and audio media, it is more interesting for students to take part in *istima* skills learning in that class.

Keywords: Isma Skills'; Learning.

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✉ Corresponding author :

Email Address: jamaliasgl@gmail.com

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INTRODUCTION

Language is a very important tool used by humans in life. Chronologically, language functions to convey self-expression, a means of communication, and a means of uniting people of different characteristics so that they can live together in society (integration, adaptation, and social control). With the existence of language, a person can state or express what is on his mind to other people or receive complaints or news from other people. The success of the language learning process cannot be separated from the support of various factors such as motivation, formal presentation factors, age, the main language factor and environmental factors.

Arabic is a linguistics discipline that has a complex linguistic structure. The complexity of learning Arabic is marked by the level of difficulty in mastering it, where different pronunciations of letters can give rise to different meanings. In fact, the vowel or line of letters (*kasrah, dummah, fathah*) will give a different meaning to similar words in Arabic. Likewise, Arabic is a teaching material that is studied in various parts of the world, including Indonesia because is an international language recognized by the United Nations (the United Nations) (Taubah & Dhaifi, 2020).

The letters that are almost the same in Arabic are:

ع	With	ا
ط	With	ت
س ش ص	With	ث
ذ ز ظ	With	ج
ه	With	ح
غ	With	خ
ك	With	ق

And the writer will also display some mufrodat (vocabulary) of the Arabic language that are similar if heard by the ears of non-Arabs

The past	قديم	The next one	قادم
Accumulation	أصبوع	Sunday	أصبوع
Lecturer	خطيب	Who applied	خاطب
Sin	إثم	No	اسم
Side/side	جنب	Sin	ذنب
Eat it	كل	Say it	قل
River	نهر	Butcher	نحر
sya'ir	شعر	Price	سعر
Man	رجل	Feet	رجل
Pigeons	حمام	Bathroom	حمام
Knowledgeable	عليم	Hurts/hurts	أليم

Inhabited	يعمر	rule	يأمر
Hungry	جاع	come	جاء
Policy/fundamentals	أساس	furniture	أثاث
Fatamorgana	سراب	drink	شراب
Cough	سعال	question	سؤال
Return	يعوده	burdensome	يؤوده

As an international language, Arabic cannot be separated from religious teachings, namely Islam. How come? The holy book of Muslims, namely the Koran, was revealed in Arabic. The teaching of Arabic in Indonesia has been taught from the very beginning of the history of formal education, even before formal education existed (Islamic boarding schools, surau, dayah, or others). This shows the importance of learning Arabic and the existence of Arabic in the Islamic education environment (Lathifah, *et.al.*, 2017).

The urgency of learning Arabic in an Islamic education environment continues to grow every period. This is based on the abundance of Islamic literature in the form of classic books, the book *turats*, as well as scientific articles written in Arabic. Furthermore, learning Arabic is one of them from science *tool* to understand the interpretation of the Qur'an. Thus, Muslims will continue to study Arabic and its derivatives *sharaf*, *nahwu*, *mantiq*, and others as embodiments of the authenticity of the Qur'an until the Day of Judgment (Khoiriyah, 2020)

Apart from the fact that the Koran (Muslim holy book) is in Arabic, there are many other Muslim worship services that use Arabic, such as remembrance, prayer, and prayer readings. In fact, several pesantren-based Islamic educational institutions in Indonesia make Arabic and English the "obligatory languages" when interacting in the pesantren environment, including those implemented by the Darul Qur'an Islamic Boarding School. This shows that the position of Arabic is very important in the learning process in a formal education environment (Albantani, 2018).

In fact, learning Arabic is closely related to language skills, namely listening skills (*estimate*), read (*Qira'ah*), write (*bible*), and speak (*al-Kalam*). These four skills have synergy with one another, so students in the process of participating in learning Arabic must practice these skills, including listening skills (*maharatul estima*). This is because listening or listening skills are the basic capital for students to understand their surroundings (Afroni, 2019).

Listening is the power that other people have to understand spoken language well. The basis for learning your mother tongue or a foreign language is to listen carefully. So if someone does not have the ability to listen then he will not be able to understand the language properly. Therefore, we should be grateful as human beings who were perfectly created by Allah SWT who have two ears and a mouth because the sensory organ that we first use after our second birth is the sense of hearing, namely the ear.

It seems that when students are toddlers, of course listening skills are an asset in interactions with those around them, especially parents. Where, children listen to words that are often spoken by parents, as well as conversations that are usually aimed at children. Through process *estimation*, children will have additional vocabulary recorded in long-term memory. In fact, this is the beginning of speaking skills in children, so they are able to interact properly and communicate effectively with those around them (Makrifah, 2020).

Relevant research on skills estimate been investigated from various scientific perspectives. These include discussing procedural aspects or Arabic language learning methods (Sam, 2016), a comprehensive approach in training children's language skills (Aziza & Muiansyah, 2020), material estimate based on song media (Hasan, 2018), receptive Arabic language skills (Baroroh & Rahmawati,

2020), the use of kahoot media in learning estimate (Busiri, 2020; Khomsah & Imron, 2020), a communicative approach in learning Arabic (Hendri, 2017), management of Arabic learning systems in schools (Thoha, 2012), strategies for learning Arabic (Rahmawati & Shofiyani, 2020), utilization visual media in learning Arabic (Vandayo & Hilmi, 2020), Arabic language skills (Taubah, 2019), media use *YouTube* in learning (Jabbar, *et.al.*, 2022), and optimizing learning Arabic for prospective new students of Al-Azhar Egypt (Lubis, *et.al.*, 2022).

Observing the description above, it is understood that the focus is on skills assessment. So far it has been described about the implementation of learning in schools or madrasas. This shows that there is a void in the study as *gap analysis* namely research on the description of the learning process in Islamic boarding schools and specifically for elementary age children, with a research background at the Medan Tembung Darul Quran Islamic Boarding School. Thus, the learning process is obtained for elementary age children, especially in Islamic boarding schools.

METHODOLOGY

The research method that researchers use in this article is a qualitative research method, using observational data collection techniques, interviews, and documentation (Assingkily, 2021). This research is a qualitative research with *descriptive analysis study*, that is, to describe the incident actually happened in the field, the researcher immediately went into the field following the learning process that occurred in class IX-1 (boys class) and class IX-9 (girls class). In this class the researcher acts like a student in order to get data that actually happened in the class. Data collection techniques in this study are observation, interviews, and documentation. The researchers interviewed in this study included an Arabic subject teacher, the principal and six elementary-age students, three male students and three female students.

Qualitative research method is a new method because its popularity has not been long. Qualitative research method is an approach method in conducting research that is reviewed in the field or natural phenomena, qualitative research methods are natural, naturalistic and fundamental and are not carried out in the laboratory but are carried out in the field. This research is often also referred to as naturalistic inquiry or field study (Zuchri, 2021: 29). Qualitative research is a research process that produces descriptive data through the behavior, written or spoken words of observable people.

RESULTS AND DISCUSSION

Description of Istima' Learning for Elementary-aged Santri

Learning is a common thing that happens in human life on a daily basis, learning can happen anytime and anywhere, but there are still many people who misinterpret learning activities as common things that happen in everyday life, for example parents who order their children to study and things that is an incorrect understanding, learning is not only parents who tell their children to study. As we all know, learning is an effort to forge oneself to become a better person. Many questions will arise if we do not know the meaning of deep learning, in this case the researcher will explain the meaning of learning according to experts because basically learning has a specific meaning.

Learning is an effort made by a person to behave in a whole new way for himself to experience interacting in everyday life (Hendri, 2017). Learning is a process that refers to a person's personal change or cognitive behavior based on certain experiences or practices as a result of his interaction with the surrounding learning resources or environment. (Makrifah, 2020).

Learning is an activity of change that is relative and internally established in habits through experience or training that involves psychology, both physical and personality (. Learning is actually a mental process of a person interacting with his environment so as to influence changes in behavior in terms of attitude, knowledge, and psychomotor learning is a change in a person's individual behavior from an experience or physical interaction that will produce relative changes.

Learning is a person's activity to change an individual's mental activity to produce a better,

positive and relatively stable personality. This process is carried out based on the person's experience in everyday life, both physically and psychologically. In learning to produce individual changes in a person who brings positive value in him. However, not all changes in each individual are said to be learning, for example a child who races on a bicycle causing himself to fall and experience a broken leg automatically after the incident. this is not said to be learning because the change is not active behavior and does not produce anything positive.

Something is said to be learned if it meets these conditions: a) there is a change in a conscious state, b) the change is relative and lasts a long time, c) the change is for the better, d) the change has a purpose, e) the change occurs because of practice and experience, f) the occurrence of changes related to aspects of personality.

Learning or in Arabic is called *ta'lim* which comes from the word *'Allam yu'allimu ta'liman* which means "to teach a lesson", the word learning is a combination of two activities (activities), namely teaching and learning. Teaching activities tend towards teachers instructionally while learning tends to be more dominant towards students methodologically. So the word learning is an abbreviation of the combination of the two activities above, namely teaching and learning. Or it can be concluded that learning is a simplification of the words from teaching and learning, teaching and learning activities or teaching and learning processes.

Understanding psychological learning is an activity carried out by a person to produce a change in overall behavior, the result of that person's interaction with his environment. Learning is closely related to teaching because that says learning is synonymous with teaching, an activity carried out by a teacher for his students to produce students who are mature in behavior and thinking.

Where there is teaching there is learning. Learning is an integral part of teaching so that it cannot be separated from one another. From the discussion above, we can conclude that basically learning is the process of students learning and being guided by the teacher in order to produce self-maturity for students so that students are able to interact with their environment carefully from what students have learned.

Learning is a process of giving direction or guidance to students as a provision for wading through life in the future (Nina, 2022).. Through learning, students are expected to be able to obtain a process of self-change in a positive direction or maturity, understand and be able to address the problems they face, and achieve the learning objectives themselves (Setiawan, 2017: 21-23). This shows the urgency of learning as the core of the educational process.

According to Madjid (2011: 89) every child is special and has different aspirations for the future. This is based on the background factors of the child's life, ranging from education, economy, family to the parent's profession. Likewise, the teacher's job is not to lead a child to become a person in a certain profession, but to help children discover their talents, interests and potential independently, so that they are ready to be placed in certain professions or even provide jobs for others.

Knowledge or insights obtained by students in learning, are actually not sufficient as provisions for the future of children. More than that, special skills are also needed as an identity or characteristic of an individual's field of expertise. In Arabic, skills are known as skills maharaj. From an elementary age, children are led to be able or have basic skills such as counting and reading. In the context of reading, children are taught to always practice listening skills as the main capital in understanding the surroundings, especially the material delivered by the teacher.

Basic level skills in the form of listening skills (hearing) are verbal symbols shown by students when participating in the learning process. Where, students will show serious body gestures observing, paying attention, finding out, interpreting, and even capturing the material content delivered by the teacher. In practice, students who are serious about listening to learning will pay close attention to all of the teacher's delivery of teaching carefully, subsequent actions also have an impact on students' understanding of learning.

Estimate or listening is one of the four language skills. Skills estimate is the most important skill that must be mastered because if you don't know the skills estimate then it will not be able to communicate using Arabic. It's the same as using Indonesian or the regional language in our

country, namely Indonesia, if we don't have the ability to listen and understand well then we won't be able to communicate properly. There will be a lot of misunderstandings among the people and it can cause problems in activities in daily life. Because of that skillestimatecannot be ignored and must be diligent in learning if the learning is carried out with the aim of being proficient in the language.

In Arabic listening and hearing are both called estimate, for learning estimate in Arabic it is difficult to do because Arabic itself is foreign in Indonesia therefore if want to be proficient in Arabic one must diligently study estimate. In studying estimate someone will not be able to become proficient right away because it is indeed difficult to learn if only briefly so the learning process must be carried out intensively and continuously to get maximum results. Why is this happening? Because the majority of us Indonesians themselves are rather difficult to understand and understand Arabic.

Skill learning estimate is a process of activity or learning that has been planned to improve students' skills in listening, digesting and understanding Arabic from a media or speaking partner and can be explained again and described to other people the results of what he heard from the media or the speaking partner stated clearly and precise. According to Hermawan (2011: 30), Listening skills are receptive skills, listening skills are skills that must be mastered by students first. Naturally a person is able to understand other people's intentions through hearing, so that is what students must do if they want to be proficient in Arabic if they are already capable in estimate according to speaking skills (kalam) will be studied in the next stage

Usually a learning process estimate in modern Islamic boarding schools starting from fill in (dictation) a teacher says one word in Arabic aloud in front of the students, repeated several times and then the students write what the teacher says into their notebooks using Arabic. Then after that, then enter the learning that has been in bed, namely sure', learning process sure' not much different from fill in the difference is only in learning fill in a teacher reads words in the form of Arabic when learning sure' a teacher reads a sentence in Arabic form.

Then get into learning estimate, which is in learning estimate this is what we will discuss in this article. The learning process is still the same fill in and sure' it's just learning estimate In this case, students will listen to a story, advice, or conversation using Arabic audio, if the educational institution experiences problems with a lack of radio or speakers, the students will listen directly to the teacher reading the story, advice or conversation in Arabic

This research was conducted at the Tahfidz Darul Quran Islamic Boarding School. In class IX-1 (male class) Arabic subjects, there are 32 students. The action taken by the researcher is learning Arabic in the material estimate even semester of the 2022-2023 school year. Darul Quran Islamic Center Foundation Great General Doctor Haji Abdul Haris (AH) Nasution Tahfidz Darul Quran Islamic Boarding School.

Santri in class IX at Tahfidz Darul Quran Islamic Boarding School consists of 11 classes each class named IX-1 totaling 32 students (male class), IX-2 totaling 31 students (male class), IX-3 totaling 31 students (male class), IX-4 has 32 students (boys class), IX-5 has 34 students (boys class), IX-6 has 31 students (boys class), IX-7 has 30 students (girls class), IX-8 has 32 students (girls class), IX-9 totaling 32 students (girls class), IX-10 totaling 32 students (girls class), and IX-11 totaling 33 students (girls class).

Observations were carried out twice, the first time on Saturday 04 February 2023 for class IX-1 (male class). At that time the learning process that occurred in the classroom began with the students greeting the teacher and the teacher answered and then read the prayer of study, before entering the material the teacher prepared the students' learning readiness, provided motivation to the students to keep studying and studying, and the teacher also conveys the purpose of the material to be studied, after students have started to focus and enthusiasm for learning, the teacher begins to provide material to students.

The teacher gives material to the students with material according to the 2020 Ministry of Religion Arabic class IX student book, the teacher explains the material in a very simple way so that it is easy to understand. Before explaining the teacher asked students to read the material in the book with loudly to be heard by other friends. In this activity the teacher appoints students

randomly and takes turns around five students to read it, then after that the teacher explains the purpose of the material simply and gives examples so that it is easy for students to understand it. After the teacher feels that he has explained enough to the students, the teacher gives the opportunity to ask the students for students who don't understand the teacher's explanation or ask other questions but don't get out of the material that day then the teacher explains what the students asked.

After the teacher feels that the students understand the material the teacher gives assignments to the students as an evaluation and assessment of the students to what extent the students understand the material in the book, the form of questions that the teacher gives is by the way the teacher stands in front of the students then the teacher reads the vocabulary to the form the Arabic language aloud (loudly) so that all students in the class can hear it and the students have been ordered in advance by the teacher to listen carefully to what the teacher is reading, the teacher repeats the vocabulary that the teacher reads up to 5 times and orders students to write correctly what the teacher has read.

The second observation was carried out on Tuesday 07 February 2023 class IX-9 (girls class). In the second observation, the researcher chose to observe in a different class because the researcher also wanted to see how the learning process took place in the girls' class, what were the differences in the learning levels of the girls' and boys' classes. After the researchers made observations in class IX-9 (girls class) the learning process was not much different from class IX-1 (boys class). Starting from the students giving greetings, reading prayers, the teacher motivating the students to remain active and enthusiastic about studying and then preparing the students' learning readiness, ordering the students to read the material in the teacher's book pointing at the students randomly to read it, explaining the material that the students have read. earlier in a simple way so that it is easy for students to understand, giving students the opportunity to ask questions for those who don't understand the teacher's explanation or ask other things but don't leave the material on that day then the teacher explains again to the students who ask.

After the teacher feels that all the students have understood the material on that day, the teacher gives assignments to the students by means of the teacher reading aloud the vocabulary in the form of Arabic repeated five times and the students listen carefully and write in a notebook what the teacher has said clearly. Correct. This the teacher does so that the teacher knows how far the students understand the material that the teacher has explained.

The learning atmosphere in the class is comfortable, both in class IX-1 (boys class) and class IX-9 (girls class). The infrastructure in the class consists of tables and chairs for students, tables and chairs for teaching teachers, blackboards, lamps, fans, brooms, subject rosters, class picket lists, class organizational structures, connecting points, especially their daughter's class to decorate the class recorded with decorations on the ceiling of the class and on the walls of the class to make it more interesting and make them feel at home studying in class.

From the previous explanation, we can guess that the method that the teacher uses when teaching is the lecture and demonstration method, the media that the teacher uses is in the form of worksheet or worksheets (students), assessment sheets, LCD Projector/Slides presentation (ppt). Tools and materials that teachers need in class, namely: rulers, markers, blackboards, laptops and infocus, and the internet. Not every teacher meeting uses LCD Projector/slides presentations (ppt) for several reasons, including: the amount of infocus provided by Islamic boarding schools is limited so that sometimes Arabic teachers don't get infocus anymore when Arabic teachers need infocus, Arabic teachers feel that the material doesn't really need infocus.

Based on the results of observations of researchers in class IX-1 (boys class) and IX-9 (girls class). The learning atmosphere in the class is comfortable and conducive for students to respect the teacher. From the learning interest of the two classes, interest and really like the lesson coupled with the motivation and encouragement that the teacher gives at each meeting. When learning takes place the teacher uses two languages, namely Arabic and Indonesian so that it is easily understood by the students, each student summarizes in their notebooks the material learned that day as a note for them in the future if they forget

explanation of the material on that day they just have to look at their notebooks without

asking the teacher to explain the material again.

Constraints or Obstacles Experienced by Teachers in the Isma' Learning Process

During the research process, the researcher not only paid attention to how the learning process was in class but the researcher also interviewed several students from the class. The researcher asked the teacher in the field of Arabic studies to choose a number of students who were able and willing to be interviewed by the researcher, in each class the researcher asked three students to be interviewed so there were six students who the researcher interviewed three male students from class IX-1 and three female students from class IX-9. The purpose of this interview is that the researcher conducts it so that he can find out how the learning process is carried out by the teacher when teaching skills estimate to class IX students of the Tahfidz Darul Quran Islamic Boarding School before researchers conducted research at the Tahfidz Darul Quran Islamic Boarding School.

After making observations in class IX-1 (male class) on Saturday 04 February 2023. Researchers interviewed three male students in the class, each of these students named Hadziq, Lubis, and Rahman, the three male students came from different cities a student named Hadziq comes from Medan Marelan has memorized 18 chapters of the Koran, the birth date of Medan is August 23 2008, a student named Lubis comes from Tembung pasar 10 has memorized 14 chapters of the Koran, place of birth Medan is July 28 2008, and a student named Rahman comes from Aceh Singkil has 13 juz memorized, where Singkil's birth date is 10 November 2007.

The results of the interviews with the three students indicated that the learning atmosphere experienced by students was comfortable both in class and in the dormitory, the teacher's way of teaching was clear, concise, solid and enjoyable, interspersed with jokes so that learning activities were not too monotonous so that it bored students, the encouragement to study that students got through parents, teachers at Islamic boarding schools, friends, be it friends from the same class or classmates or classmates and most importantly encouragement to learn from within themselves because they are aware of how important education is for them to hold on to their future lives. .

As for the hopes of the three male students for the Tahfidz Darul Quran Islamic Boarding School, there will be special training for students who aspire to become police, army, navy, army and air force because in extracurricular training there is nothing there, only sacred steps. The student named Hadziq also mentioned his hope "I want learning to use infocus frequently, because learning to use infocus makes me more enthusiastic about learning, sis, because I really like electronics," that's what he said.

On Tuesday 07 February 2023 the researchers interviewed three female students from class IX-9 (girls class). The three students who the researchers interviewed were each named Almira, address Lubuk Pakam, had a total memorization of 16 chapters of the Koran, place of birth, Tumpatan, August 13, 2008, Zhabira, address, Pematang Siantar, had a total memorization of 22 chapters of the Koran, place of birth, Jalan Kasuari, December 8, 2007, Bunga the address Medan has the number of memorized Al-Qur'an 15 juz where Medan's birth date is September 4 2008.

The interview results of the three female students were not much different from the male students. They said that the learning atmosphere both in class and in the hostel was comfortable and the environment was also very supportive, the teacher's way of teaching was also good and easy for students to understand. Their hope is that in the future Arabic and English at the Tahfidz Darul Quran Islamic Boarding School will be more disciplined so that the vocabulary they already memorize does not just forget.

On the same day, Tuesday 07 February 2023, the researcher also interviewed an Arabic teacher, namely Mr. Damrin Siregar, who graduated from a bachelor's degree in the tarbiyah faculty majoring in Islamic religious education (PAI) from UIN Imam Bonjol in 2021. The results of the interview the researcher summarized from him how the process went the learning that he brings in the classroom is not much different from what researchers see in the field as the researchers previously explained above. The curriculum used in Islamic boarding schools

Tahfidz Darul Quran uses an independent curriculum, the media that the teacher uses is usually Visual and Audio media and when the teacher gives assignments the teacher tries to be in

a high place so that all students see the mouth of the teacher reciting Arabic vocabulary because in Arabic there is only one letter wrong in a word then the meaning will change.

As an example of the words قلة and قلة, قلة uses the letter ق at the beginning of a word which means (heart) then قلة uses the letter ك at the beginning of a word which means (dog). very similar but have very different meanings.

The hope of the Arabic teacher for students after learning is to practice *mubadasah* (conversation in the form of Arabic) they run smoothly because if they have memorized a lot of vocabulary but in terms of application or practice in daily life it is lacking due to lack of regulatory pressure from the Islamic boarding school which requires them to speak Arabic or speak English. Why is this happening? Because according to the narrative of the Arabic teacher himself if we put too much emphasis on language for the students then in the Koran memorization section they will be weak whereas in our own Islamic boarding school the program for memorizing the Koran is prioritized and this boarding school was established in order to give birth to young people who memorize and love about the Koran. So the superiority of language at the Tahfidz Darul Quran Islamic Boarding School is second only to memorizing the Koran.

This annual program at the Tahfidz Darul Quran Islamic Boarding School is after researchers interviewed Mr. Muji Barahmanan Nasution as the head of the Madrasah at the Tsanawiyah level. The Tahfidz Darul Quran Islamic Boarding School was founded in 2017 and he has served as head of the Madrasah at the Tsanawiyah level for the past three years. The annual program that the Islamic boarding school holds every year is in the form of: graduation ceremony for memorizing the Koran, teacher's day ceremony, santri day ceremony, August 17 ceremony and competition, roster distribution.

Based on the description above, it is interpreted that the obstacles experienced by teachers while teaching at the Tahfidz Darul Quran Islamic Boarding School. When teaching Arabic, there were about two or three students who fell asleep in class. This usually happened in the boys' class, while in the girls' class there was no way they could because they were shy in front of the male teacher. In terms of interest in learning, female students are more active and enthusiastic about learning than male students but in terms of speed of understanding in learning male students are superior to female students. The KKM score in the Arabic subject was 75, where the average female students passed the KKM score while the male students were half of those who managed to pass the KKM score. Those who succeeded in passing the KKM scores were in grades IX-1, IX-2, and IX-3 while in grades IX-4, IX-5, and IX-6 their learning interest was lacking in this Arabic subject.

CONCLUSION

Based on the results of the research and discussion that has been reviewed, the researcher concludes the learning skills estimate in class IX students at the Tahfidz Darul Quran Islamic boarding school well received by all students and teachers who teach also master the subjects taught, the learning process in the class runs smoothly and is comfortably used as a place to study both in class and in the dormitory. The guidebook used by the teacher when teaching in class IX is the Arabic language student book for class IX, Ministry of Religion, 2020. The method used by the teacher is lectures and demonstrations, while the curriculum used is the independent learning curriculum. Teacher expectations after teaching estimate in the classroom so that students are able to practice it properly-muhadasah in the daily life of the students.

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