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Teachers' Trends in Teaching Arabic in Elementary Schools

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ABSTRACT

This study aims to describe the teachers' trends in teaching Arabic in elementary schools in terms of goal orientations and teaching techniques. The research data was collected from 52 Arabic teachers using a questionnaire and interviews. The data was analyzed using the interactive techniques of Miles and Huberman. The results of the study show that in relation to the goal orientation, the teachers give priority to the mastering of vocabulary (34.6 %), followed by speaking (25 %), reading (23.1 %), and the last is writing, listening, and translating (1.9 %). This fact indicated that their goal orientations have not led to the expected goals as stated in the curriculum. This study also shows that their techniques in teaching Arabic have various patterns based on their main goal orientations that did not follow the standard of teaching techniques as suggested by the Arabic education experts. The results of this study indicate that teachers' lack of competence in teaching Arabic in elementary schools.

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Keywords

Curriculum; Teaching Arabic; Teaching Techniques; Teacher's Competence; Trend

مستخلص البحث

تهدف هذه الدراسة إلى وصف اتجاهات المعلمين في تدريس اللغة العربية في المدارس الابتدائية من حيث التوجهات الهدف وأساليب التدريس. تم جمع بيانات البحث من 52 مدرس لغة عربية باستخدام استبيان ومقابلات. تم تحليل البيانات باستخدام التقنيات التفاعلية لـ Miles و Huberman. تظهر نتائج الدراسة أنه فيما يتعلق بالتوجه نحو الهدف، يعطي المعلمون الأولوية لإتقان المفردات (34,6%)، مهارة الكلام (25%)، والقراءة (23,1%)، والأخيرة الكتابة والاستماع، وترجمة (1,9%). تشير هذه الحقيقة إلى أن توجهات أهدافهم لم تؤد إلى الأهداف المتوقعة كما هو مذكور في المنهج. تظهر هذه الدراسة أيضاً أن تقنياتهم في تدريس اللغة العربية لها أنماط مختلفة بناءً على توجهات أهدافهم الرئيسية التي لا تتبع معايير تقنيات التدريس كما اقترحها خبراء تعليم اللغة العربية. تشير نتائج هذه الدراسة إلى عدم كفاءة المعلمين في تدريس اللغة العربية في المدارس الابتدائية.

كلمات أساسية

منهج دراسي; تعليم اللغة العربية; تقنيات التدريس; كفاءة المعلم; اتجاه

INTRODUCTION

A teacher is one of the important factors in education (Murati, 2015; Darmadi, 2015). One of the main factors in the success of the educational process lies in the teacher's success in carrying out an effective educational process. Good and professional teachers could produce good and effective instructions (Dewi & Khotimah, 2020).

Several studies have shown that teachers' competence, attitudes, behavior, motivation, and performance influence students' motivation and learning achievement. The results of several studies (Werdayanti & Belakang, 2008);(Arsana, 2020); (Nuridin et al., 2019) show that the teachers' competence affects on student learning motivation. Teachers who have good teaching skills can grow and increase the students' learning motivation. The other researches (Fransiska, 2016; Syaidah et al., 2018) reveal that teachers' competence influences student learning processes and outcomes, the better the teachers' competence, the better the process and student learning outcomes. The results of other studies also indicate that the teachers' roles in the learning process have a direct influence on the intensity of learning and student achievement (Suwardi & Farnisa, 2018; (Sari & Yulhendri, 2020). The better a teacher carries out his role, the higher the students' learning intensity and achievement. On the other hand, the teachers' attitude, behavior, performance, and motivation in teaching also impact on students' motivation and learning achievement (Wardani et al., 2013;(Asmawati, 2003); Badrus, 2018). Teachers with high enthusiasm and good performance are believed to be able to increase the students' interests in learning which in turn would improve their learning achievement. Therefore, every teacher is expected to act as someone who capable of carrying out his roles and duties properly and professionally to achieve the expected educational goals.

The Law of Teachers and Lecturers Number 14 year 2005 postulates that every teacher is required to have at least four competencies, namely personality competence, pedagogic competence, professional competence, and social competence (UUGD No. 14, 2015). Personality competence relates to characteristics and traits that must be possessed by a teacher to support his roles and responsibilities in education. Pedagogic competence relates to the teacher's ability to carry out an effective educational process. Professional competence relates to the teacher's ability to understand and master the field of knowledge he is engaged in, and social competence relates to the teacher's ability to carry out the process of social interaction with the environment. By having these four competencies, teachers are expected to be able to carry out their roles and responsibilities properly and professionally which in turn could become effective teachers.

Regarding Arabic teachers, al-Hudaibi (2015) mentions three competencies that every Arabic teacher should possess, namely: Academic Competence, which is a set of experiences that describe what teachers need to

know in the forms of knowledge and skills related to a particular professional field. This competency is related to the Arabic language teacher's knowledge of Arabic language and literature, and Arabic language skills which include listening, speaking, reading, and writing. Arabic teachers have to understand the history and characteristics of the Arabic language and be able to contrast it with their mother tongue. In addition, Arabic teachers must have Arabic language skills, covering listening, speaking, reading, and writing.

The next competency is Professional Competence, referring to a set of experiences that describe what teachers need to know and master regardless of their specialization. It can be in the form of knowledge and skills related to effective learning. Included in this competency is the ability to plan, manage, implement, and evaluate the Arabic language learning process. Arabic teachers should have the skills to create effective learning. They should be able to set the right learning objectives, choose materials that are appropriate and relevant to the learning objectives and conditions of students, choose the right learning methods and strategies that support the achievement of learning objectives, create a pleasant learning atmosphere, and evaluate the learning process and results properly.

Moreover, Arabic language teachers are also required to have cultural competence, which is a set of experiences that describe what Arabic teachers should know and master regardless of their major, which are in the form of knowledge and skills that support the academic and professional competencies that enable them to carry out their duties effectively in developing students' potential in a sustainable manner. This cultural competence relates to the knowledge of the Arab social and cultural conditions and their relationship with the other cultures. Arabic teachers need to understand the traditions and customs of the Arabs in using Arabic in their daily lives. It is because each language has its own culture which is differs from one language to another.

In addition to having the previous competencies, Arabic teachers are also required to have a personality that can lead them to success in teaching. Among these personalities are intelligence, psychological balance, tolerance, patience, optimism, enthusiasm for work, nobility, sympathetic, positive thinking, willingness to cooperate with others, ability to work systematically, completely and accurately, communicatively, and compassion for others (Al-Fauzan, 2011). These personalities are necessary to be possessed by an Arabic language teacher so that he can carry out his role well.

In the learning and teaching process, teachers have multiple roles. In general, the teachers act as designers, implementers/managers, directors, evaluators, and learning counselors (Arifuddin, 2015; Kirom, 2017). Teachers make a learning plan in accordance with the desired goals, implement and manage learning according to the plan, then direct it to achieve the objectives

effectively. Next, they assess the learning process and result, and then take the corrective steps when there are deficiencies in the learning process carried out. In addition to these roles, teachers also act as controllers who control the learning process, motivators who motivate students, participants who are actively involved in the learning process, informants who become one of the sources of information, and facilitators who assist the learning process (Rindu & Ariyanti, 2017).

To perform the roles properly, teachers must understand the learning objectives to be carried out. It is crucial because the goals are closely related to the direction and targets to be achieved in the learning process. By understanding clear objectives, teachers can design and determine the quality of their learning (Sanjaya, 2010).

Another issue show that teachers need to pay attention to a learning process is choosing and determining appropriate learning methods and strategies, which follows the direction of achieving the competencies as the learning objectives (Munthe, 2009). The learning method has a great contribution to the learning process. Without appropriate learning methods, teachers cannot achieve their teaching goals properly. What is difficult for students to understand will be easier to understand when delivered using the right learning method. Learning methods have a positive influence on learning outcomes. A good learning method is a central factor in achieving teaching and learning objectives. Appropriate learning methods could improve student learning processes and outcomes, increase student learning motivation and arouse their positive attitude towards the material that they learn (Maesaroh, 2013; Prihatini, 2017; Laili, 2017; Fathoni, 2019).

In teaching Arabic, several teaching methods should be understood by teachers, including grammar-translation methods, direct methods, reading methods, audio-lingual methods, and communicative methods (Al-Ushaily, 2002; al-Hudaibi, 2015). Besides, Arabic teachers need to master the techniques and strategies for teaching language skills and language elements. They should understand strategies for teaching Arabic listening, speaking, reading, and writing as well as strategies for teaching Arabic vocabulary and grammar (Al-Fauzan, 2011; Al-Hudaibi, 2015). By understanding and mastering Arabic learning methods and strategies, Arabic language teachers will be able to choose and use the right methods to make the process and learning outcomes effective.

The selection and use of teaching methods is not a matter of taste or trend but is based on the learning objectives to be achieved which are adapted to the situation and conditions of the students. Thus, teachers must understand the characteristics of the students. Teaching Arabic to children is different from

teaching Arabic to teenagers or adults because each of them has different characteristics.

In the teaching process in elementary schools, Arabic teachers should understand the characteristics of children in elementary schools in acquiring language. Hodelson (1991) states that children learn through direct experience and by manipulating the objects around them. They learn through social contexts and groups that know each other. Language acquisition occurs when they understand how the teacher uses the language in normal social interactions.

Based on this view, Arabic teaching in elementary schools should be designed in a situation that allows students to experience the learning process directly by utilizing concrete objects in their environment, in an atmosphere of togetherness where they know each other, and supported by a good modelling from the teacher in using the Arabic language. In addition, the learning process must provide a child-friendly atmosphere where children receive basic protection, friendly friendships, physical and psychological comfort, and are motivated to learn actively (Akmaliyah et al., 2021). Therefore, Arabic language teachers should start their learning from concrete things that are close to students' lives which are often used in their daily lives. In addition, teachers should use Arabic correctly in the learning process even in short sentences because what teachers do become a model for the students of elementary schools to imitate.

According to Scott and Ytreberg (1993), elementary school students have begun to form the basic concept of learning. They can determine universal views, can distinguish between fact and fiction, ask questions, rely on the spoken word and the physical world to convey and understand meaning. They are also able to make some decisions about their learning, and have a specific vision of what they like and don't like to do. They have developed a sense of fairness about what happens in the classroom and are starting to question the teacher's decisions, and they can work with others and learn from others.

From this view, it can be understood that students have the potential ability to develop their language competence in a certain atmosphere that is relevant to their concrete world, full of activities, fun, interactive, communicative, and full of togetherness and justice.

In this context, Scott and Yteberg (1993) state that foreign language teachers in elementary schools must have several abilities such as singing songs, storytelling, compiling worksheets to create a pleasant classroom atmosphere, being fair in treating students, helping students feel safe and happy in their learning, creating a fun and intimate learning environment, dynamically arranging classrooms that allow students to interact well and to avoid becoming a static classroom, grouping students appropriately and proportionally in terms of abilities

consisting of three to five students, and communicating in correct and complete language step by step.

In the reality of learning Arabic in elementary schools in Indonesia today, several problems make the learning process less effective, including incompetent teachers, low student motivation, unsupported learning methods, ineffective learning methods, and limited study time. There are still many Arabic teachers who do not have adequate Arabic language skills, so learning Arabic becomes less interesting and difficult for students to understand. In addition, the learning method used by the teacher is less relevant to the topic and does not describe the scientific method, and is still teacher-centered so that students are less active in using Arabic they are learning (Fahrurrozi, 2014; Hizbullah & Mardiah, 2015; Vadhillah, et al., 2016; Mardiyah, 2017; Besse Wahida, 2017)

Among of the many problems of teaching Arabic that has occurred so far, the problem of incompetent teachers is the most important one to be solved. Many Arabic teachers do not understand the concepts and theories of learning Arabic well and do not have good Arabic competence so that learning Arabic becomes difficult and not interesting (Miswari, 2010). Competent and creative teachers will be able to make effective learning processes and outcomes. Therefore, the more creative the teacher is, the more interesting the learning atmosphere will be (Albantani, 2018).

As we know that Arabic language teachers in elementary schools have an important role to develop children's learning potential to learn Arabic effectively in the situations and conditions that interest them. So, to have a better understanding about the condition of Arabic teachers in teaching Arabic in elementary schools, which are still plagued with various problems, the researcher is interested in investigating teachers' trends in teaching Arabic language in elementary schools. It is critical to do to reveal their competence in teaching Arabic in order to make better improvements and increase their competence in teaching Arabic in elementary schools. Therefore, the researcher focuses the current study on two things: 1. What are the goals that teachers want to achieve in teaching Arabic in elementary schools? 2. How do teachers carry out the process of teaching Arabic in elementary schools?

METHOD

This research was a qualitative research that involved 52 teachers from several cities in Indonesia, especially from the province of East Java as the research subjects.

Because of the condition of the COVID-19 pandemic, the research data was carried out through questionnaires and online interviews. The questionnaires

were distributed to all research subjects, while online interviews were conducted to several research subjects to corroborate the data obtained from the questionnaire.

The data that has been collected was analyzed using the Miles and Huberman interactive technique with the stages of data reduction, data display, and data interpretation. Data reduction was carried out to select the data that had most relevant to the research objectives, while data display was written in narrative form, and data interpretation was done by having a dialogue with the realities in the field with related theories.

RESULTS & DISCUSSION

The purpose of Arabic teachers in teaching Arabic in elementary schools

As described earlier, teachers play important roles in creating effective teaching processes. Therefore, the ability of teachers to design and implement teaching becomes one of the important factors in the teaching and learning process.

To find out the trend of Arabic teachers in teaching Arabic in elementary schools, the researcher distributed a questionnaire to 52 Arabic teachers and conducted interviews with several teachers. The researchers attempt to discover the priority aspects of teachers in teaching Arabic in elementary schools and the reasons. In addition, the researchers also want to reveal the techniques that the teachers use in teaching Arabic.

Regarding the aspect that is the main goal of Arabic teachers in teaching Arabic in elementary schools, the data reveal that the majority of Arabic teachers in elementary schools give priority to their teaching objectives on the vocabulary aspect (34.6 %), followed by speaking (25 %), reading (23.1 %), and the last is writing, listening, and translating (1.9 %).

There are several reasons given by the teachers who prioritized vocabulary mastery as the main goal in language learning in elementary schools. Among them is as stated by AB and HK who argue that "because vocabulary is the basis for learning Arabic". Another reason was given by MA and KH who said that:

"Vocabulary can lead students to understand the sentences spoken by the teacher. In addition, by having the vocabulary, students can work on questions and solve questions for the Arabic language competency". (interview result with MA and KH)

From several Arabic teachers' points of view, vocabulary can help students to speak, read, and write Arabic. It is as conveyed by ZA, RZ, and BA. They stated: "The more vocabulary the students have, the easier the students to speak Arabic". BA added: "Vocabulary makes it easier for students to read and

understand sentences". Meanwhile, RZ stated: "By increasing the vocabulary, students will be accustomed to writing Arabic".

From the teachers' statements above, it can be seen that the reasons why they place mastery of the vocabulary as the main goal in learning Arabic in elementary schools are because (1) vocabulary is the basis for learning Arabic; (2) vocabulary can lead students to understand Arabic sentences; (3) vocabulary can help students answer Arabic questions; (4) vocabulary can help students speak Arabic; (5) vocabulary can help students read and understand Arabic texts; (6) vocabulary can help students get used to writing Arabic.

Teachers who put speaking skills as the main goal of learning Arabic in elementary schools have several reasons, as stated by HK who said that "The main goal of learning Arabic in elementary schools is speaking". While AH and SW said, "By prioritizing Arabic speaking skills, students will have good communication skills".

For some teachers, the ability to speak Arabic is an easy indicator to see the success of teaching. This is as stated by CH, "By prioritizing speaking skills, the results of learning Arabic can be seen immediately".

Thus, it can be seen that the reasons why Arabic teachers prioritize speaking skills as a goal in learning Arabic, in general are (1) because speaking skills are the main goal of learning Arabic in elementary schools; (2) To lead students to have good communication skills in Arabic; (3) To be able to see the learning outcomes quickly.

As for the teachers who put reading skills as the main goal of teaching Arabic in elementary schools, they have several reasons, as stated by FR, NA, and LM. They said that the reason they set reading skills as the main goal was "to improve students' Arabic reading". Meanwhile, HR stated, "to improve students' reading of the Holy Qur'an". In addition, DH said, "By being able to read, it would be easier for students to learn Arabic". While YS said, "reading skills become a reinforcement to understand qawaid".

From the definitions, it can be understood the reasons why Arabic teachers give priority to reading skills in the Arabic learning process in elementary schools, including (1) to improve students' ability to read Arabic; (2) to improve students' ability to read the holy Qur'an; (3) to help students be easily learning Arabic after having the ability to read Arabic; (4) to help students understand the rules of the Arabic language.

Teachers who place writing skills as the main goal of learning Arabic in elementary schools also have several reasons, among which AM, PR, and SY stated: "because many students cannot write yet". In addition, RA stated "to make it easier for students to answer questions", and ZK said, "as an exercise for writing Qur'an verses".

From the teachers' statements above, it is clear that the reasons why some teachers place writing skills as the main goal of learning Arabic in primary schools in general are (1) because many students cannot write Arabic yet; (2) to help make it easier for students to answer questions; (3) to train students to write Qur'an verses. Those are several goals of Arabic teachers in teaching Arabic in elementary schools, including the reasons.

Every teaching process starts from setting the goals to achieve, therefore every teacher must understand well the objectives of the teaching process that will be carried out. An understanding of the objectives will guide teachers to design and take control of quality teaching in accordance with the desired direction and orientation (Sanjaya, 2010).

When viewed from the data presented in the results of the research above, it can be seen that there are various objectives of Arabic teachers in teaching Arabic in elementary schools, starting from mastering vocabulary, speaking, reading, writing, listening, to translating. The diversity will not occur if Arabic teachers are guided by the Arabic curriculum set by the government.

Based on the Decree of the Minister of Religion of the Republic of Indonesia number 183 year 2019 concerning the Islamic Religious Education Curriculum and Arabic in Elementary School, it is stated that teaching Arabic at Elementary Schools is aimed at providing communication skills in good and civilized Arabic, understanding its meaning, and being able to write it down following the rules of the Arabic language with topics about introductions and students' lives at school and at home, and community environment (KMA No. 183, 2019).

Referring to the reasons put forward by the teachers in setting goals, it is clear that teachers are generally not guided by the curriculum that has been set by the government. They set goals based on the objective conditions of the students being taught who have not owned the basic requirement to learn Arabic. For teachers whose students cannot read Arabic script, the main goal is to provide the basic reading skills. For teachers whose students cannot write Arabic, the main goal of teaching is to provide basic writing skills. For teachers whose students can read and write basic Arabic, the main goal of teaching is vocabulary mastery. In addition, their teaching objectives are limited to the ability to answer questions or make children to have the basic skills in reading the Qur'an. Thus, their teaching objectives have not touched the substance of Arabic language teaching set out in the curriculum.

This reality illustrates that the pedagogic competence of Arabic language teachers in elementary schools is still weak. Many teachers did not rely on what has been outlined in the curriculum in their teaching and learning process, whereas the curriculum is an important document that becomes a reference for

teachers in carrying out their teaching and learning process. The teaching and learning process that did not refer to the curriculum will deviate from the goals desired by the school, and will take place without clear and measurable goals.

Teachers should be based on the curriculum in carrying out the teaching process because the curriculum provides guidelines for organizing activities that lead to the achievement of teaching objectives (Hamalik, 2008; Hamid, 2012). For teachers, the curriculum is a working guide as well as a guide for evaluating teaching outcomes (Idi, 2014). Teaching that does not refer to the curriculum will have implications on the teaching outcomes that turn from expectations. Therefore, it is not surprising that Arabic teaching in Indonesia so far has not been able to show satisfying results as stated in several studies. The weak competence of teachers in teaching Arabic is the main factor in the weakness of Arabic language education in Indonesia (Miswari, 2010).

The Arabic Teachers' Techniques in Teaching Arabic in Elementary Schools

Based on the goals set as the main priority by Arabic teachers in elementary schools, there are various patterns of their techniques in teaching Arabic. The following describes the patterns of their techniques in teaching Arabic.

Teachers who prioritize vocabulary as the main goal in learning Arabic in elementary schools have a variety of different techniques from one teacher to another. These variations can be described as follows:

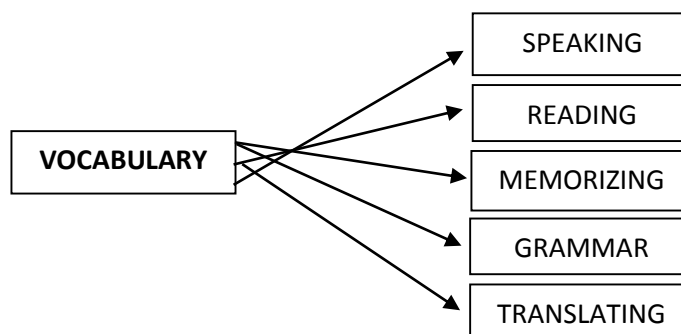


Figure 1. Vocabulary (Main Goal) with The Variant Techniques

From Figure 1, it can be seen that the Arabic teachers have various techniques in teaching the language although the main basis is the same. Those who put learning orientation on vocabulary mastery have five variants of learning techniques, namely (1) from teaching vocabulary to teaching speaking; (2) from teaching vocabulary to teaching reading; (3) from teaching vocabulary to teaching memorizing; (4) from teaching vocabulary to teaching grammar; and (5) from teaching vocabulary to teaching translation.

Meanwhile, teachers who prioritize speaking as a teaching goal have variations as shown in the following chart:

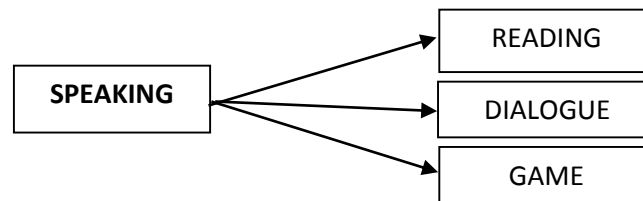


Figure 2. Speaking (Main Goal) with The Variant Techniques

Figure 2 shows three variants of teaching techniques carried out by Arabic teachers who emphasize their teaching objectives on speaking skills, namely (1) from teaching speaking to teaching reading; (2) from teaching speaking to teaching dialogue; (3) from teaching speaking to teaching games.

As for those whose main teaching objectives are reading skills, their teaching techniques have the following variations:

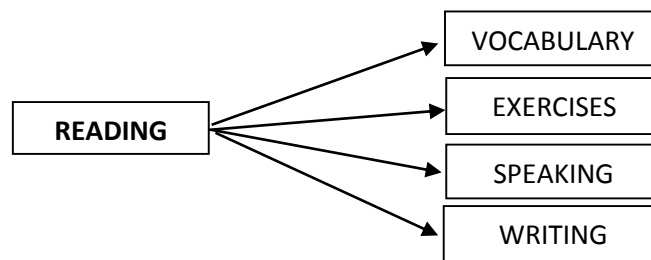


Figure 3. Reading (Main Goal) with The Variant Techniques

Figure 3, it can be seen that there are four variations of teaching techniques from reading skills, namely (1) from teaching reading to teaching vocabulary; (2) from teaching reading to teaching practice questions; (3) from teaching reading to teaching speaking; (4) from teaching reading to teaching writing. For those whose main teaching objectives are writing skills, their teaching techniques have the following variations:

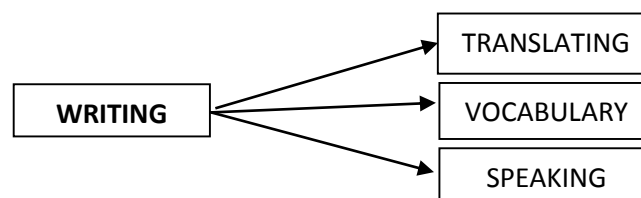


Figure 4. Writing (Main Goal) with The Variant Techniques

From Figure 4, it can be seen that there are three variations of teaching techniques from writing skills, namely (1) from teaching writing to teaching

translating; (2) from teaching writing to teaching vocabulary; (3) from teaching writing to teaching speaking.

The existence of various goal orientations has implications for the implementation of the teaching process. The teachers have various techniques in teaching Arabic. There are five variants of teaching techniques used by teachers whose Arabic teaching orientation is for vocabulary mastery which is theoretically not in line with vocabulary teaching techniques as proposed by Arabic education experts. The teachers are still struggling with memorizing vocabulary and have not used it for language skills. Thuaimah (1989) and Al-Fauzan (2011) state that teaching vocabulary is not just teaching how to pronounce letters correctly, or memorizing their meanings, or knowing their origins, or showing them in sentences, however, the most important thing is to use them in a sentence. The strategy taken can be using pictures, demonstrations, mentioning synonyms, mentioning anonymous, looking in the dictionary, giving some examples, and so forth.

Vocabulary is a language component used to help achieving language skills. Therefore, teaching Arabic which is only limited to memorizing vocabulary and does not apply them in language skills does not have many benefits because teaching Arabic is given to help students have the ability to communicate in Arabic both passively and actively.

Teachers whose goal orientation is speaking also have various teaching techniques in which the procedures are also not in line with speaking teaching techniques. According to Al-Fauzan (2011), teaching speaking competency has four stages, namely: closed dialogue, open dialogue, guided expression, and free expression. For elementary school student, it is better to be directed to a closed dialogue where students are given a simple dialogue text with questions and answers that are already available. The technique starts by showing the meaning of the vocabulary in the dialogue text, after that, the students listen to the text with a closed book, followed by a group dialogue, then a group dialogue, and finally a one-on-one dialogue.

The diversity of teaching techniques that are not in accordance with the standard illustrates the weakness of Arabic language teachers in elementary schools in understanding Arabic teaching methods and techniques.

Teachers whose teaching objectives are oriented towards reading competency also have a variety of inappropriate techniques. Reading is still at the basic reading level, not yet at reading skills as language skills. According to Al-Fauzan (2011), teaching reading is done by giving new vocabulary in the text, continued by reading silently, then answering exercises for comprehension, after that it is continued by reading aloud, and ended by answering exercises.

Teachers whose goal orientation is writing also vary their teaching techniques and are still limited to write words. Al-Fauzan (2011) said that teaching writing should be given at the end after the students have verbal language skills. Teaching writing begins with writing letters, guided expressions, and ends with free expressions.

This reality shows that the standard of methodological competence of Arabic teachers in elementary schools is still weak. Most teachers carry out the teaching and learning process without referring to the standard language teaching methodology for children proposed by the experts. This competency is very important for the teachers because with this competency they will be able to teach Arabic very well and effectively, and be able to arouse students' motivation in learning Arabic in elementary schools.

The weakness of the methodological competence of the teachers has implications on the lack of students' interest in teaching Arabic. With this condition, it is not surprising that one of the problems of teaching Arabic in Indonesia is the students' low motivation, as found by Mardiyah (2017). The results of the current study strengthen the results of previous research by Hizbullah and Mardiah (2014), Fahrurrozi (2014), Wahida (2017), and others, state that the Arabic language teachers' low competence is one of the weaknesses in teaching Arabic in Indonesia.

CONCLUSIONS

From the discussion above, it can be concluded that there are various objectives of Arabic teachers in teaching Arabic in elementary schools, starting from mastering vocabulary (34.6 %), speaking (25 %), reading 921.1 %), writing, listening, to translating (1.9 %). The teachers set different goal orientations based on the objective conditions of the students which are not in accordance with the objectives of learning Arabic in elementary schools. The Decree of the Minister of Religion of the Republic of Indonesia number 183 year 2019 stated that learning Arabic at Madrasah Ibtidaiyah/Elementary Schools is aimed at providing communication skills in good and civilized Arabic, understanding its meaning, and being able to write it down following the rules of the Arabic language with topics about introductions and students' lives at school and at home, and community environment. In addition, their trends in teaching Arabic had many various patterns of teaching techniques based on their goal orientation that did not follow the standard of Arabic learning techniques. This study indicates the teachers' lack of competence in teaching Arabic in elementary schools.

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