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The Teaching of Indonesian Culture-Based Speaking Skills Using the Textbook "al-Arabiyyah Lil Hayah"

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ABSTRACT

This study describes teaching Indonesian culture-based speaking skills using the textbook *al-Arabiyyah Lil Hayah*. This research uses the descriptive qualitative method. At the same time, the data collection techniques in the study were carried out by triangulation techniques which included observation, documentation, and literacy. The implementation of teaching Indonesian culture-based speaking skills is carried out in four ways: 1) in planning, which includes the preparation of a Semester Learning Plan; 2) in teaching materials, the theme of Arabic speaking skills is integrated with Indonesian culture in a "melting pot"; 3) in the implementation of learning, teachers use several learning methods in turn, including picture and picture, role-playing, communicative, story, discussion, and group work; and 4) in the learning assessment, some assessed aspects are pronunciation, sentence arrangement, clarity of voice, the accuracy of vocabulary, and smoothness.

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Keywords

Al-Arabiyyah Lil Hayah; Indonesian Culture; Speaking Skills Teaching

مستخلص البحث

تهدف هذه الدراسة إلى شرح تدريس مهارة الكلام على أساس الثقافة الإندونيسية باستخدام كتاب العربية للحياة. يستخدم هذا البحث الطريقة الكيفية الوصفية. إن تقنيات جمع البيانات من خلال تقنيات التثليل التي شملت الملاحظة والتوثيق والقراءة. يتم تنفيذ تعليم مهارات الكلام على الثقافة الإندونيسية بأربع طرق، هي: (1) في التخطيط، والذي يتضمن إعداد خطة التعليم الدراسي (RPS)، (2) في المواد التعليمية حيث يتم دمج موضوع مهارات الكلام باللغة العربية مع الثقافة الإندونيسية في "melting pot"، ثم (3) في التعلم، والتي يستخدم المعلمون العديد من أساليب التعلم بدورها، كالصورة والصورة، ولعب الأدوار، وطريقة اتصالية، والقصة، والمناقشة، والعمل الجماعي. و(4) في التقويم، والجوانب التي تم تقويمها هي فصاحة النطق، وترتيب الجملة، ووضوح الصوت، ودقة المفردات، والطلاقة.

كلمات أساسية

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

INTRODUCTION

UIN Maulana Malik Ibrahim Malang implements an integrated curriculum between Islamic knowledge and general knowledge in overseeing the curriculum preparation process. Rifai (2014) said that UIN Maulana Malik Ibrahim is a State Islamic university that entered the first-grade category (best) on the evaluation of the Application of UIN Scientific Integration in the curriculum and learning process, namely as a university that has formulated the concept of integration systematically, ranging from philosophical paradigms to operational curriculum preparation, and learning process of all courses including Arabic language learning.

Arabic Language Lectures at UIN Maulana Malik Ibrahim Malang is an intensive lecture called PKPBA (*Program Khusus Pengembangan Bahasa Arab*) which is under the responsibility of the Language Development Center. In learning Arabic, just like other foreign languages, learning is often considered potential to reduce the identity of Indonesia. Arabic language learning can't be separated from the cultural aspect, so the inclusion of Arabic culture and language learning is natural. The inclusion of cultural elements ideally does not interfere with and damage the identity of Indonesian students. Thus, it is necessary to prepare a grand design to improve the quality of Arabic language teaching in Indonesia, especially in UIN Maulana Malik Ibrahim Malang. One of the solutions offered is an Arabic language learning model developed to strengthen the local wisdom of Indonesian culture.

To yield excellent students in Arabic, PKPBA compiled Arabic textbooks based on methods of constructivism, whose material substance does not leave elements of Indonesian culture. Culture-based language learning is one of the strategies perceived to make learning meaningful and contextual that is strongly related to the student cultural community, make learning exciting and enjoyable, and improve the intelligence of the social aspects of students. These social aspects include social sensitivity to the environment, mutual respect, giving and receiving, tolerance, helping each other, respecting friends' opinions, and democratic attitudes. These qualities need to be instilled early in each student to form the noble character of the nation and the love of the Indonesian homeland (Abidin, 2015).

Research on Indonesian culture related to language learning has been done a lot. Abukhairi (2013) mentioned that culture-based learning creates a learning environment and designing learning experiences that integrate culture as part of the learning process. The implementation of cultural content planting in language learning, especially Arabic, can be denied at stages: learning materials, selection, and organization of materials, learning methods with artistic approaches, and evaluation. Furthermore, Tusriyanto (2020) explained that the development of

integrated learning model based on local culture in Elementary School of Metro City involves schools, teachers, and students. Then the multiliteracies Arabic language learning model based on local wisdom in state Universities, where the components and syntax of multiliterate Arabic language learning models based on local wisdom refer to empirical and theoretical findings, namely objectives, methods, materials, and evaluation of learning (Hadiyanto, et al., 2020). Teaching speaking skills on the basis of culture using the textbook "*al-Arabiyyah Baina Yadaik*" at the Middle School was conducted by Ritonga et al. (2021). He showed that the cultural values adopted from the textbook *al-Arabiyyah Baina Yadaik* in Junior High School of Dar el-Iman are associated with what students have done every day, such as saying greetings when they first meet, not shaking hands between men and women, getting used to the good pronunciation of sentences, etc. It is necessary to test the effectiveness of using the *al-Arabiyyah Baina Yadaik* textbook to improve students' speaking skills and become a reference for teachers in choosing the right speaking skills textbook.

Based on the analysis of the research, it can be confirmed that this study is different from previous studies. This article focuses more on Implementation of teaching Indonesian culture-based speaking skills using the textbook "*al-Arabiyyah Lil Hayah*" at UIN Maulana Malik Ibrahim Malang. This study answers the global demand in the 21st century that Arabic has become an International communication language recognized and used by the United Nations (Zubaidah, 2016). Consequently, Arabic language teaching and learning should be oriented towards the development of communication skills using Arabic. Students must be skilled in language to communicate verbally actively (Ayuba Pantu, 2014). Therefore, speaking skills teaching using the textbook *al-Arabiyyah Lil hayah*, whose material substance is designed based on Indonesian culture, is expected to improve the smooth speaking of Arabic in daily activities.

METHOD

This research uses the descriptive qualitative method, in which researchers collect data using face-to-face and interact with people or research objects (Syamsuddin et al., 2011). The data collection techniques in the study were carried out by triangulation techniques which included observation, documentation, and literacy. Implementation of statements in the form of direct word of learning activities, which aims to obtain data about teaching Indonesian culture-based speaking skills using the textbook *al-Arabiyyah Lil Hayah*. Then the documentation collected is in the form of class portfolios, documentation of learning activities. And lastly, literacy data is in the form of some literature about the focus of this research, especially about teaching Indonesian culture-based

speaking skills. Furthermore, the data set is analyzed and classified between the most important needed and the least important, which is then reduced. And the last stage is descriptive conclusion (Sugiyono, 2010).

The research subjects in this study were students of Saintek.1 class of the Faculty of Science and Technology for the Academic Year 2020/2021. The subjects of research contain of 38 students: 25 females and 13 males. The choice of Saintek.1 class is because it belongs to the highest rank at the elementary level in the Faculty and the students already have good Arabic language skills that make them active and creative in learning. Fun learning is needed that is in line with their Arabic language skills, especially in speaking skills carried out in this research in the second semester of the 2020-2021 academic year.

RESULTS & DISCUSSION

Planning for Teaching Indonesian Culture-Based Speaking Skills

Teaching plan is the preparation of steps that will be implemented to achieve the specified objectives (Amalia, 2017). The planning can be arranged based on the needs within a certain period by the wishes of the planning maker. But the important thing, the planning should be implemented easily and on target (Nurlaila, 2018). According to Suryapermana (2016) that planning contains a wide series of decisions and explanations of the goal, policy determination, program determination, methods, and certain procedures and activities based on a daily schedule. Professional lecturers will plan to learn, implement learning by planning, assess, and evaluate learning (Sufiati et al., 2019).

The purpose of teaching plan is the growth of an activity briefing, there are guidelines for implementing activities aimed at achieving development goals. With planning, there will be an estimate (forecasting) of things in the implementation period that will be passed. Some estimates are made about potentials and development prospects and the obstacles and risks that may be faced (Dolong, 2016).

Teaching plan in a semester (RPS) is part of teaching plan (Azizah et al., 2017). It was developed and compiled based on the textbook *al-Arabiyyah lil hayah* that has been integrated with Indonesian culture. The content of RPS is basic competencies, learning subject matter, learning methods, learning time, learning experience, criteria, indoctrinators, assessments, and references. Semester learning plan is prepared for 16 meetings, consisting of 14 learning meetings and two exam meetings, namely midterm exams and final exams. Based on the interview results, lecturers and students recognize that integrating Indonesian culture in Arabic language teaching, especially speaking skills, is easy. The learning is fun because students memorize new vocabulary about the surrounding environment and make it a passion to learn more and better.

The Purpose of Speaking Skills Learning at UIN Maulana Malik Ibrahim Malang

Humans as social beings need language as a means of communication. Thus, speaking skills need to be taught and stimulated from a golden age or an early age; hence it is appropriate to be facilitated by providing speech sounds, words, and sentences with excellent and correct articulation (Nalole, 2018).

The purpose of speaking is because of the urge to convey thoughts or ideas to others. While his particular purpose is to encourage him to be more passionate, influence others to follow or accept any opinion or ideas, convey information to the interlocutor, please others, and allow the interlocutor to think and judge the thoughts. The purpose of speaking is essential to determine before the speaker presents their idea. The purpose of speaking is a guideline for the speaker to build, package, and convey their ideas for a particular conversation. Speaking is also valuable for entertaining, informing, stimulating, convincing the listener of something, and moving the listener with cleverness in speaking (Abidin, 2015).

Learning outcome is an expression of educational purpose, which is a statement of what students expect to know, understand, and can do after completing a learning period. Learning achievements are obtained abilities through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience (Alimudin, 2017).

Similarly, the general purpose of textbook *al-Arabiyyah Lil Hayah* is that students can communicate realistically in the surrounding environment, which is Indonesian culture so that students can interact with native speakers or with non-native speakers verbally and in writing, as well as make them able to study Islamic sciences. The specific purpose in the preparation of this textbook is to learn Arabic in linguistic skills, communication skills, and cultural skills, including Indonesian culture and mastering four language skills, they were namely listening skills, speaking skills, reading skills, and writing skills. In addition, learners are also expected to be able to understand the composition of sentences, as well as to implement them in the four Arabic skills well and correctly (Hamid et al., 2020).

Implementation of Indonesian Culture-Based Speaking Skills Teaching in the Learning Materials

This form of integration is implemented in learning materials. The insertion of cultural elements is done by providing Indonesian cultured material into the theme of teaching. Aspects of Indonesian culture are tucked in the relevant sections. The article taught in speaking skills still refers to the report, but the material expressed in speaking skills is sidelined with Indonesian culture. The insertion process is done in such a way by using the paradigm "melting pot", which is the insertion of Indonesian culture in melting in the topic of the core material, so that it does not feel like a separate insert material (Padmadewi et al., 2009).

Hamid et al (2020) composed learning materials in the textbook *al-Arabiyyah Lil Hayah* volume 2 that integrates with Indonesian culture:

Table 1. Classification of materials and Indonesian culture in textbook *al-Arabiyyah Lil Hayah* volume 2 (chapter 1-4)

Chapter	Topics	Indonesian Culture
المواسيم	١- فصل الأمطار ٢- الفصول في أوروبا وفي إندونيسيا ٣- فوائد فصل الأمطار في إندونيسيا	١- الحوار بين الطالبين عن أنشطة في فصل الأمطار، كشرب الشاي الدافئ، والقهوة الحارة، والبقاء في البيت مع الأسرة. ٢- الحوار بين الطالبين عن فصلين في إندونيسيا، وهما فصل الأمطار وفصل الصيف ٣- الحوار بين الطالبين عن فوائد فصل الأمطار في إندونيسيا، كالزهور كثيرة، والجو معتدل، والهواء نقي.
في السوق	١- في السوق التقليدي ٢- في السوق المركزي (مول) ٣- في المطعم	١- الحوار بين البائعة والمشتري في السوق التقليدي: البائعة: نعم، أريد سمكا، ودجاجا، وتمبي (tempe)، وطافو (tahu) ٢- الحوار بين البائع والمشتري في السوق المركزي (مول) البائع يخبر ثمن المطلوب من الثوب والخمار: المطلوب مائتتان وخمسون ألف روبية ٣- في المطعم الحوار بين الخادم والمشتري في المطعم: الخادم: أهلا وسهلا، ماذا تطلبون من الطعام؟ عمران: أطلب الرز المقلي، من فضلك رشيد: أريد الرز، والبيض المسلوق، ولحم رندانج (rendang) شريف: أريد السمك المشوي، والخضروات
المسجد	١- الحلقة الدينية في المسجد مسجد "التين" ٢- جمعية المسلمات ٣- خطبة الجمعة في مسجد "الرضوان"	١- الحوار بين حسن وقاسم عن الأنشطة في مسجد "التين". مثل الحلقة الدينية، والمحاضرة، ومناقشة حول الأمور الاجتماعية. ٢- الحوار بين شريفة ونسرين عن جمعية المسلمات من الأهميات، والفتيات، والأستاذات. وفيها العلوم الكثيرة والتوصيات المهمة.
المكتبة	١- تحصيل بطاقة المكتبة ٢- بحث كتاب التفسير "روائع البيان" للصابوني في المكتبة ٣- كتابة المقالة للمسابقة	١- ملاً الاستمارة لتحصيل بطاقة المكتبة بذكر الاسم والجنسية، وهو إندونيسي. ٢- بحث كتاب التفسير "روائع البيان" للصابوني في المكتبة ٣- كتابة المقالة للمسابقة

The Indonesian culture contained in Table 1 is the seasons in Indonesia, Indonesian specialties, activities at Indonesian mosques and libraries. Learning

Arabic and Indonesian culture is not taught separately, but culture is integrated into the learning material.

Table 2. Classification of materials and Indonesian culture in textbook *al-Arabiyyah Lil Hayah* volume 2 (chapter 5-8)

Chapter	Topics	Indonesian Culture
التربية والتعليم في إندونيسيا	التحاقق بالجامعة	١- مراحل التعليم في إندونيسيا هي المرحلة الابتدائية، والمرحلة المتوسطة، والمرحلة الثانوية، ومرحلة الجامعة
إندونيسيا	التحاقق الدراسة بالمدرسة الثانوية الإسلامية الحكومية	٢- التحاق الدراسة بالمدرسة الثانوية الإسلامية الحكومية
في إندونيسيا	مراحل التعليم في إندونيسيا	٣- مراحل التعليم في إندونيسيا
المعهد في المعهد	الالتحاق الإسلامي	١- الأنشطة في المعهد الإسلامي في إندونيسيا هي صلاة الجماعة، وقراءة القرآن، وتعلم العلوم الإسلامية، واللغة العربية، وحفظ القرآن، وغيرها.
المعهد	مسكن الطلاب بالمعهد الإسلامي	٢- مسكن الطلاب بالمعهد الإسلامي
المعهد	الأنشطة في المعهد الإسلامي	٣- الأنشطة في المعهد الإسلامي
المناسبات	عيد مبارك	١- الأنشطة في يوم العيد المبارك في إندونيسيا هي: وجود المناسبة في ليلة العيد يسمى بـ "تاكبيران"، ثم صلاة العيد جماعة، ويسلم المسلمون بعض الجيران في الطريق، وهم يزورون بيوت الأسرة، والأقارب، والجيران.
احتفال العام الهجري	احتفال يوم استقلال إندونيسيا	٢- الأنشطة في احتفال العام الهجري في إندونيسيا هي: الأطفال يلبسون الزي الإسلامي، ويحملون المشاعل، والسكان يشاركون فيه ليدعون الله ويأملون أن يحقوا النجاح في أعمالهم وحياتهم.
احتفال يوم استقلال إندونيسيا	احتفال يوم استقلال إندونيسيا	٣- البرامج في احتفال يوم استقلال إندونيسيا هي: وجود المسابقات "أغسطس" ، وأداء المراسم لذكر يوم استقلال إندونيسيا "١٧ أغسطس ١٩٤٥".
العلماء في إندونيسيا	الشيخ مولانا مالك إبراهيم	١- من العلماء المسلمين الأوائل الذين نشروا الإسلام في إندونيسيا هو الشيخ مولانا مالك إبراهيم. وتاريخ حياته أنه جاء إلى منطقة كرسيك جاوى الشرقية سنة ١٤٠٤ م، وكان داعيا إلى الله وفقهيا في الدين. علم الشيخ السكان العلوم الإسلامية والاجتماعية، وكان توفي في كرسيك سنة ١٤١٩م / ٨٨٢ هـ ودفن فيها.
العلماء في إندونيسيا	الشيخ أحمد دحلان	٢- كان الشيخ أحمد دحلان مؤسساً للجمعية المحمدية، واسمه السابق محمد إدريس. ولد الشيخ أحمد دحلان في مدينة جوكجاكارتا، وله الشعار المشهور "قلة الكلام مع كثرة العمل".
العلماء في إندونيسيا	الشيخ محمد هاشم الأشعري	٣- كان الشيخ محمد هاشم الأشعري مؤسساً لجمعية نهضة العلماء. تلك الجمعية من أكبر جمعيات إسلامية في إندونيسيا. هو الشيخ من أبطال المسلمين غي إندونيسيا الذي درس في عدة المعاهد الإسلامية بجاوى ومكة المكرمة. وكان شيخاً كبيراً لأحد المعاهد في جومبانج جاوى الشرقية إندونيسيا.

Table 2 shows Arabic learning with materials integrated with Indonesian culture in the form of education levels in Indonesia, several activities at Islamic boarding schools, various forms of celebration of Indonesian independence, and the introduction of religious leaders in Indonesia. It is hoped that this material can produce students who can preserve and develop their own culture and express it in Arabic.

Students will learn effectively if they see the continuity or relevance of what they know in a real-life context. There are two basic concepts in learning, namely (1) assimilation and (2) accommodation. Assimilation is the process of adopting something new (seen, heard, or read) in a natural context. At the same time, accommodation is the process of empowering the mind to understand something new, either by creating an image or comparing something new with the knowledge that has been previously possessed. Thus, by using materials related to themselves and the surrounding environment, assimilation and concept accommodation becomes more accessible for students, and the teaching will be more effective (Padmadewi et al., 2009).

Implementation of Indonesian Culture-Based Speaking Skills Teaching in the Learning Activities

All lecturers understand the nature and purpose of education based on Indonesian culture, in integrating elements of Indonesia culture in speaking skills, as a large part through the planting of noble values, both values that can be explored in daily life and the defense of Indonesian cultural identity in the process of learning Arabic (Febriani et al., 2020).

A lecturer must make good use of learning technology in his teaching. According to Muthmainnah (2020) that all education activists must follow this sophisticated era. Most likely, if education activists are reluctant to learn and underdeveloped in technology affairs, the negative impact will occur to them; namely, they will be marginalized and hit by the wave of globalization loaded with highly competitive competition.

Speaking skills teaching in Saintek.1 class takes for 2 times of lesson or takes the duration 3 hours, on Tuesday every week. The learning takes 16 meetings during one semester. Each session, the teacher makes a learning media and determines the teaching method varies by adjusting the material. The speaking skills learning activities are:

Table 3. Instruction Sentence Used in Speaking Skills Teaching Activities (unit 1 – 2)

Unit	Instruction Sentence
1	أجب عن الأسئلة شفهيًا مستعينا بالصور عن فصل الأمطار في إندونيسيا، أجب عن الأسئلة شفهيًا باختصار عن فوائد فصل الأمطار في إندونيسيا، تكلم عن الجمل مستعينا بالصور عن فروع الفصول في أوروبا وفي إندونيسيا
2	تكلم عن الجمل مستعينا بالصور عما في السوق التقليدي وفي السوق المركزي، تبادل الحوار كالمشتري والبائع مع زميلك في السوق التقليدي أو في السوق المركزي، تبادل الحوار مع زملائك كالخادم والمشترون في المطعم (كل مجموعة ٥ طلاب)

Table 3 shows that instructional sentences in teaching Arabic are given in various stages, based on learning language skills. This instruction starts with practicing speaking Arabic with the help of pictures to talk freely without using the media.

Table 4. Instruction Sentence Used in Speaking Skills Teaching Activities (unit 3 – 8)

Unit	Instruction Sentence
3	أجر الحوار مع زميلك كما في المثال عن أنشطة الحلقة الدينية في مسجد قريبتك، صف هذه الصور المتسلسلة شفويا عن جمعيات المسلمين في إندونيسيا بالجملة البسيطة
4	أجب هذه الأسئلة مستعينا بالصور، ملأ هذه الاستمارة لتحصيل بطاقة المكتبة شفويا.
5	ضع أسئلة للأجوبة الآتية عن الدراسة في إندونيسيا، صف هذه الصور المتسلسلة عن التحاق الدراسة بالمدرسة الثانوية الإسلامية الحكومية بالجملة البسيطة، تكلم عن المراحل التعليمية التي مررت بها
6	اجعل أسئلة للأجوبة التالية عن الالتحاق بالمعهد الإسلامي، تكلم عن الصور المتسلسلة التالية عن مسكن الطلاب بالمعهد الإسلامي، ناقش مع زملائك عن الأنشطة في المعهد الإسلامي
7	اجعل جملة بسيطة من الكلمات التالية عن مناسبات عيد الفطر وعيد الأضحى، تبادل الحوار مع زميلك مستعينا بالصور المتسلسلة عن احتفال العام الهجري، تكلم عن احتفال يوم استقلال إندونيسيا (التعبير الحر).
8	اجعل سؤالاً شفهياً من هذه الأجوبة عن العلماء في إندونيسيا (الشيخ مولانا مالك إبراهيم و الشيخ أحمد دحلان والشيخ محمد هاشم الأشعري)، ضع الأسئلة عن العلماء في إندونيسيا (الشيخ مولانا مالك إبراهيم، و الشيخ أحمد دحلان، والشيخ محمد هاشم الأشعري)، ناقش إحدى الموضوعات التالية: الجمعية المحمدية، أو جمعية نهضة العلماء.

Table 4 explains that the instructional sentences in teaching speaking Arabic are given in stages and vary. These instructions are in the form of practicing Arabic speaking based on pictures, arranging question sentences well, having a dialogue with friends, speaking freely, and having group discussions.

Teaching Methods of Indonesian Culture-Based Speaking Skills

In language teaching, methods are applied to devise strategies to achieve the goal perfectly. It is helpful as a strategy that contains a series of activities that have been formulated to achieve educational targets (Subana, 2015). One of the factors that influence students' interest in learning Arabic is using Arabic language learning model. Teacher must adjust with class condition (Buhun, 2019).

Izzan (2007) stated that several learning methods, such as communicative methods, instructional methods, discussion methods, group work methods, role-playing methods, field trip methods, socio-drama methods, debate methods, picture and picture methods, and Jigsaw methods. Similarly, in teaching speaking skills at Saintek.1 class of UIN Maulana Malik Ibrahim Malang, lecturers implemented several learning methods, such as communicative methods, discussion methods, group work methods, role-playing methods, Picture and

Picture methods. All of these methods place greater emphasis on the role of students in the learning process. This does not mean that if the lecturer uses student-centered learning methods, he will give them complete freedom, but the lecturer still makes plans while controlling learning.

Researchers noticed that lecturers teach speaking skills with various learning methods well in multiple ways, thus making the learning process run smoothly and not dull. Similarly, students follow their learning with passion, pleasure, and activity to communicate Arabic well and correctly.

Indonesian Culture-Based Speaking Skills Learning Assessment

Educational assessment is the process of collecting and processing information to measure the achievement of learners' learning outcomes (Salamah, 2018). Zaimul Am (2018) stated that the quality of education is determined by the ability of academic units to manage the learning process. Assessment is a very important part of learning. Based on the assessment results, educators can make the right decisions to determine the next step. Assessment of learning outcomes is an obligation that each lecturer must fulfill to know the learning results, and those results can also motivate students to perform better (Umami, 2018).

The special purpose of evaluation activities in the field of education is to stimulate the activities of students in pursuing educational programs. Without evaluation, there is no way to generate excitement or stimulation in students to improve their performance. Furthermore, to find the factors that cause the success and unsuccessfulness of students in attending educational programs, it can be searched and found ways out or ways of improvement (Idrus, 2019). When a student speaks, several factors must be considered: pronunciation, intonation, grammatical correctness, vocabulary, stressing, and clarity (Qodri, 2019). And in the assessment of this learning, lecturers assess students of Saintek.1 class in academic aspects and the extent to which students understand the culture and apply it in behavior and daily life. Lecturers have used the assessment format by the manual of implementation of Indonesian culture-based education. Assessment results are obtained from the training of each meeting (portfolio) by 20%, the presence of learning by 20%, the results of midterm exams by 30%, and final semester exams by 30%. Some aspects that are assessed are pronunciation, sentence order, voice clarity, vocabulary accuracy, and smoothness.

CONCLUSIONS

Teaching Indonesian culture-based speaking skills is implemented in several ways. *First*, planning includes preparing a Teaching Plan in a Semester developed and compiled based on the textbook material *al-Arabiyyah lil hayah* that has been integrated with Indonesian culture. Teaching Plan in a Semester consists of

essential competencies, subject matter, methods, learning time, learning experience, criteria, indoctrinators, assessments, and references. *Second* in teaching materials, which are integrated with Indonesian culture, namely the weather in Indonesia, traditional and modern markets, mosques in Indonesia, libraries, education, and teaching in Indonesia, boarding schools in Indonesia, several celebrations in Indonesia, and Islamic leaders in Indonesia. *The third* is in the implementation of learning. Teaching Indonesian culture-based speaking skills in Saintek.1 class is done by: (1) using picture and picture method, namely asking about the season in Indonesia and its benefits, about some activities in Indonesian mosques with image media, (2) using a role-playing method in the form of role as buyer and seller in traditional market or modern market, and restaurant with mention of Indonesian specialties (3) using communicative method in the form of communicating with each other in filling out forms, (4) using the story method in the form of stories about education levels in Indonesia, (5) using a discussion method in the form of discussions about several activities in huts in Indonesia, as well as discussions about NU and Muhammadiyah, (6) using Group Work Methods in the form of conversations about *Eid al-Fitr* and *Eid al-Adha* with groups. *The fourth* in the learning assessment, it is conducted every after the learning process in the form of Indonesian culture-based speaking exercises by 20%, the presence of learning by 20%, midterm test scores by 30%, and final exam results by 30%. Some assessed aspects are pronunciation, sentence arrangement, clarity of voice, the accuracy of vocabulary, and smoothness.

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