STUDENTS' PERCEPTIONS ABOUT LEARNING ARABIC MAHARATUL ISTIMA DURING THE COVID-19 PANDEMIC AT MADRASAH AS'ADIYAH MAKASSAR

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Abstrak

Penelitian ini dilakukan untuk mengetahui persepsi siswa terhadap pembelajaran maharatul istima' pada masa pandemi dan kendala yang dialami siswa dalam pembelajaran maharatul istima' pada masa pandemi. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data observasi, wawancara, angket dan dokumentasi dengan 21 orang guru mata pelajaran bahasa Arab dan siswa kelas X sebagai subjek penelitian.Hasil penelitian "Persepsi Siswa Terhadap Pembelajaran Bahasa Arab Maharatul Istima Selama Masa Pandemi Covid-19 Madrasah As'adiyah Makassar dapat disimpulkan dengan cukup baik. Dari hasil penyebaran kuesioner yang dilakukan oleh peneliti. Respon siswa dalam hal minat belajar, proses pembelajaran, perhatian siswa cukup baik. Meskipun mendapatkan skor rendah dalam hal motivasi dari lingkungan siswa.

***Kata Kunci*:** *persepsi Siswa,pembelajaran Maharatul Istima',Pandemi*

Abstract

This study was conducted to determine students' perceptions of maharatul istima learning during the pandemic and the obstacles experienced by students in learning maharatul istima' during the pandemic. This study uses a qualitative method with data collection techniques of observation, interviews, questionnaires and documentation with the subject of research being Arabic language teachers and students of class X as 21 people. The results of the study "student perceptions of Maharatul Istima Arabic learning during the Covid-19 pandemic at Madrasah As'adiyah Makassar can be concluded to be quite good. From the results of the distribution of questionnaires conducted by researchers. Student responses in terms of interest in learning, the learning process, and student attention are quite good.Even though he got a low score in terms of motivation from the student environment.

***Keywords*:** *Student Perception, Maharatul Istima' Learning2, Pandemic*

INTRODUCTION

Arabic is the unifying language of Muslims in the world, because the Al-Qur'an and Al-Hadith are written in Arabic. Arabic is the language of the Koran (the word of God or the Muslim guidebook) which has a quality uslub which also has literature that greatly exalts humans and humans are unable to match. That Arabic is the language of Arabs and at the same time is also the language of Islam (Arsad, 2003). Listening (istima') is the first step that must be taken by someone in learning a language, either a foreign language or mother tongue. Listening is a listening activity that is carried out by someone to get a meaning from what has been heard. So that listening skills are categorized as receptive language skills.

In Indonesia, to fight Covid-19, the government has prohibited people from gathering in crowds, implementing social distancing and maintaining physical distancing, wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has banned all levels of education, including high schools and the equivalent, from carrying out face-to-face (conventional) learning and ordered to hold learning online and offline. Adjusting learning during this pandemic is certainly not an easy thing, especially in subjects such as Arabic. Arabic subject is a subject that is directed to encourage, guide, develop and foster abilities and foster a positive attitude towards Arabic, both receptive and productive. This ability is very important in helping students to understand Islamic teachings from their original sources, namely the Al-Qur'an and Hadith, through authentic Arabic classic books. Thus, it is expected that students can understand Islam correctly, correctly and deeply and be able to communicate this understanding in Arabic orally and in writing.

In order for the learning objectives to be achieved it is necessary to develop effective learning. Effective learning is the heart of the school, due to the poor quality of the learning process, not a few students have become victims of misdirected teaching, and not a few children have had a lot of difficulties because of the current learning method which requires online or online learning. Substance learning is a teaching activity that is carried out optimally by a teacher so that the students he teaches certain materials carry out learning activities well. In other words, learning is the effort made by the teacher in creating learning activities that are conducive to achieving goals. Thus, learning a foreign language is a teaching activity carried out optimally by a teacher so that the students he teaches a foreign language can carry out learning activities well, so that it is conducive to achieving the goal of learning a foreign language (Sulaiman, Rizkariani., Muhajir., 2019).

In learning Arabic there are three terms that need to be understood with precise meanings and concepts, namely approaches, methods and techniques. Edward M Anthony in his article "Approach, Method and Technique" the three terms are as follows: 1. Techniques in Arabic are called uslub or which are popular in our language with strategies, namely specific activities implemented in class, aligned with the approaches and methods used has been selected. Techniques are operational, because it really depends on the imagination and creativity of a teacher in concocting material, overcoming and solving various problems in class. 2. The approach in Arabic is called madkhal, which is a set of assumptions regarding the nature of language and the nature of language teaching and learning. The approach is axiomatic or philosophical which is oriented to the establishment of philosophy, and belief is something that is believed but not necessarily proven. 3. The method in Arabic is called tariqah, which is an overall plan relating to the regular or systematic presentation of language material based on a predetermined approach. If

the approach is axiomatic, then the method is procedural. So that in one approach there can be several methods.

From the conclusions above, it can be understood that the three terms have a hierarchical relationship. From one approach it may present one or several methods and from one method it may implement one or several strategies. Instead, the strategy must be consistent with the method and not conflict with the approach. According to Tarigan (1986) listening is as follows: Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages as well as speakers through speech or spoken language. The general purpose of listening is to obtain information, capture content and understand the meaning of the communication that the speaker wants to convey through speech. According to Mansur in Hamid (2008) istima' can be defined as follows:

<div dir="rtl">

الإستماع هو عملية إنصات إلى الرموز المنطوقة ثم تفسيرها

</div>

'Istima' is the process of listening seriously to spoken language codes and then interpreting them'. Istima' in the sense of the term is defined as the listener's concentration on the interlocutor with the aim of understanding, analyzing, and criticizing the contents. In other words, al-istima' does not only listen and pay attention to sounds, but more than that by associating what is heard with the meaning contained (Hermawan, 2013).
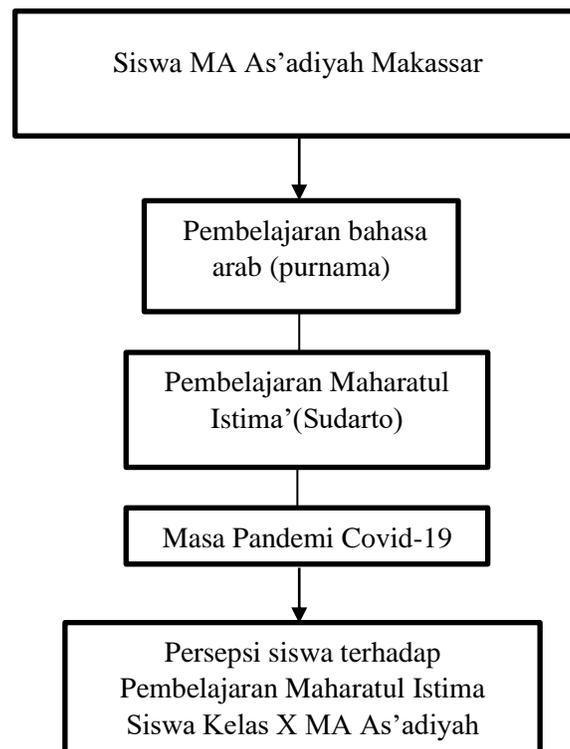
Image 1. Mindset

From the explanatory data above, the researcher raises two problems, namely: How are students' perceptions of learning mahratul istima' during the covid-19 pandemic for class X MA As'adiyah Makassar, and what are the obstacles experienced in the learning process of maharatul istima' during the covid-19 period for class X MA As'adiyah Makassar. From these two problems, there are two objectives, namely to find out students' perceptions of learning mahratul istima' during the covid-19 pandemic in class X Madrasah As'adiyah Makassar. And to find out how the obstacles experienced by students in learning maharatul istima' during the co-19 pandemic for class X students of Madrasah As'adiyah Makassar.

METHOD

The type of research used in this research is research in the form of field research or field research using a qualitative approach. The qualitative method is a research method that aims to gain an understanding of reality through an inductive thinking process. Through qualitative research researchers can recognize subjects, feel what they experience in everyday life (Fika Vindayani, 2019). Collecting data in this study using the method of interviews / interviews and documentation and questionnaires. The author's data sources were obtained from primary data sources, namely information consisting of X-grade Arabic teachers. And secondary data sources were second-hand data sources where documents were stored. The data sources in this study are primary data sources, namely data obtained from the source directly. In this study, the primary data source was students in the istima subject, class X students of As'adiyah Makassar. Secondary data sources, namely data obtained from previous studies related to the problem under study, such as theses, research reports, journals, books and electronic data

Data collection techniques in this study are (1)Observation. In this study, the researcher attended the lesson to find out how the istima' method was applied. Interview. (2) This interview is submitted to MrMuh. Yusri, S.Pd.Ias an Arabic subject teacher for class X Madrasah As'adiyah Makassar. (3) Documentation and (4) Questionnaires are data collection techniques through forms containing questions submitted in writing to a person or group of people to get answers or responses as well as information needed by researchers. And the steps that researchers take in data processing are reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes on the subject of research. Data reduction was taken from research results which included observations, interviews, documentation and questionnaires. Data reduction takes place continuously during qualitative research activities. The researcher chose the data needed in the study of the effectiveness of learning Maharatul Istima' Arabic during the Covid-19 pandemic for class X students of Madrasah As'adiyah Makassar. Conclusion/Verification. The analysis was carried out while the researcher was in the field by describing the results of the research in the form of observations, interviews, documentation and questionnaires.

Data processing. In this step the researcher processes the data that the researcher obtains from the respondents through a questionnaire. The questionnaire distributed by the researcher aims to find out the difficulties faced by respondents in the Istima' course. The data obtained from the researcher's questionnaire is presented in the form of data tabulations with percentage tables. This data was obtained from class X student respondents. Data processing was carried out using a proportional technique for a questionnaire, namely looking at the presentation of the number of respondents' answers with the following steps:

a. Add up each answer to the questionnaire.
b. Arrange the frequency of answers.
c. Create a frequency table.
d. Calculate the frequency percentage of each answer by using,

Formula: $P = f/n \times 100\%$

Note: P: percentage figures

      F: the frequency for which the percentage is being sought

      n: the number of respondents

The guidelines that researchers use in interpreting data are as follows:

76 %—100 % : good

56 %—75 % : pretty good

40 %—55% : not good

0%—39 %   : not good

Interpretation of data processing results

FINDINGS AND DISCUSSION

Based on the results of interviews with informants 1as a teaching teacher said that: "When giving istima material online, I provide material through the whatsapp application, in the form of voice messages or in text form, while when giving istima material at school, I will write the material on the blackboard. Usually in the form of paragraphs or punctuation. After that I will read about 4 to 5 times and be followed by the students. Then students will be given the opportunity to memorize and go up to the front of the class to repeat the results of their memorization. As for based on interviews with several class X students said that: "During the pandemic, istima learning was sometimes carried out online and face to face. If it's done online, usually my teacher will provide material via whatsapp group, whereas at school the teacher will write on the blackboard first, so we can read it well."

While the results of interviews with several class X students also said the following: "Learning Maharatul Istima' Arabic is done online, my teacher sends videos of conversations of Arabs in class groups, then during face-to-face learning at school we are ordered to recite in front of the class in pairs and the others listen and listen to the conversation and sometimes the teacher helps us if our readings are wrong". However, almost all students said they did not understand the material provided by the teacher during online teaching, the material was very difficult to understand and the explanations were very lacking, while other obstacles were the problem of limited quotas and the capacity of their cellphones to download the application the teacher wanted. The questionnaires that the researchers distributed to the respondents totaled 10 questions. The results of the questionnaire analysis, the researcher explained in the following tabular form:

Table 1. Student Interests

Alternative Answers	F	P
Like	15	71%
Ordinary	6	29%
Do not like	0	0%
Amount	21	100

From the percentage table above, it can be seen that most students (71%) said they liked Arabic lessons and a small proportion of students (29%) admitted that they were normal in Arabic lessons and there were no students (0%) who did not like Arabic lessons.

Table 2. Student Activeness in Doing Assignments

Alternative Answers	F	P
Always	12	57%
Sometimes	9	43%
If group assignment	0	0%
Amount	21	100%

From the percentage table above it can be seen that most students (57%) admit that they always do Arabic assignments and some (43%) students admit that they only do Arabic assignments sometimes and no students (0%) do assignments if it's a group assignment.

Table 3. Level of Difficulty of Students in Solving Arabic Learning Problems

Alternative Answers	F	P
Easy	3	14%
Difficult	14	67%
Very difficult	4	19%
Amount	21	100%

From the percentage table above it can be seen that (67%) students admit that it is difficult to solve problems when there are difficulties in learning Arabic, while some students (19%) admit that it is very difficult and only a few students (14%) admit that it is easy to solve difficulties in learning Arabic.

Table 4. Students' Difficulties in Learning to Listen to Arabic

Alternative Answers	F	P
Foreign pronunciation is heard	5	24%
There are many different word elements	3	14%
It is difficult to understand the contents of the content being listened to	13	62%
Amount	21	100%

From the percentage table above, it can be seen that most students (62%) admit that it is difficult to understand the content that is listened to in learning istima', while a small proportion of students (14%) admit that they have difficulty learning istima' because there are many different word elements and a few others (24 %) students admit that they have difficulty learning istima' because foreign pronunciation is heard.

Table 5. Frequency of Students Assisted in Learning Arabic at Home

Alternative Answers	F	P
Congested	2	10%
Pretty solid	10	48%
Not solid	9	43%
Amount	21	100%

From the percentage table above, it can be seen that a small proportion of students (10%) admit that they are always assisted in learning Arabic at home, while some students (48%) admit that they are sometimes assisted in learning Arabic at home and some students (43%) admit never assisted in learning Arabic at home.

Table 6. Student Residential Environment

Alternative Answers	F	P
Congested	8	38%
Pretty solid	9	43%
Not solid	4	19%
Amount	21	100%

From the percentage table above it can be seen that (38%) students are in a dense environment while most students (43%) claim to live in a fairly dense environment and a small proportion of students (19%) claim to live in a non-dense environment.

Table 7. Interest in Student Learning During the Pandemic Period

Alternative Answers	F	P
Always	1	5%
Sometimes	17	81%
Never	3	14%
Amount	21	100%

From the percentage table above, it can be seen that only (5%) students said they always had a reduced interest in learning Arabic lessons, while the majority of students (81%) admitted that sometimes their interest in learning decreased during the pandemic and a small number of students (14%) claimed to have never lost interest in learning Arabic during the pandemic.

Table 8. Student Responses Regarding Teacher Delivery of Lessons During the Pandemic

Alternative Answers	F	P
Easy to understand	5	24%
Quite understandable	14	67%
Difficult to understand	2	9%
Amount	21	100%

From the results of the percentage above, it can be seen that a small proportion of students (24%) said they were easy to understand in delivering Arabic during the pandemic, while more than half of students (67%) claimed they could understand enough in delivering Arabic learning and a small proportion of students (9%) admitted that it was difficult to understand the delivery of Arabic lessons during the pandemic.

Table 9. Classroom Learning Using Interesting Ways

Alternative Answers	F	P
Always	6	29%
Sometimes	10	47%
Never	5	24%
Amount	21	100%

From the results of the percentage above, it can be seen that some students (29%) answered that the teacher always used interesting ways when explaining Arabic lessons during a pandemic, while some students (47%) answered that sometimes the teacher used interesting ways when explaining lessons. Arabic and some students (24%) answered that the teacher never used a unique method when explaining Arabic lessons during a pandemic.

Table 10. Giving Learning Motivation

Alternative Answers	F	P
Always	7	33%
Sometimes	8	38%
Never	6	29%
Amount	21	100%

From the percentage results above it can be seen that some students (33%) answered that they were always given motivation during this pandemic and some students (38%) answered that they were sometimes given motivation during this pandemic and (29%) students answered that they were never given motivation to study during this pandemic.

CONCLUSION

The results of the study "Student Perceptions of Maharatul Istima Arabic Learning During the Covid-19 Pandemic Period of Madrasah As'adiyah Makassar" can be concluded quite well. From the results of distributing questionnaires conducted by researchers. Student response in terms of interest in learning, learning process, student attention is quite good. Despite getting a low score in terms of motivation from the student environment. The obstacles encountered in the teaching and learning process during this pandemic were: (1) complaints to students who claimed they did not easily focus, understand and understand the material provided by the teacher online; (2) network disturbances and quota shortages that often occur so that learning often stalls; (3) environmental factors where learning interferes with student concentration. There are several things the researcher recommends for teachers and students involved in this study including: (1) The writer suggests that teachers pay more attention to the factors that impede student

learning so that they can be resolved quickly; (2) there are suggestions for students to get used to and motivate themselves to bring more interest in learning with the latest current methods.

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