Character-Based Analysis of Arabic Learning Planning

Miswari
Universitas Negeri Semarang, Indonesia
miswari.dra@gmail.com

Titi Prihatin
Universitas Negeri Semarang, Indonesia
titiprihatin@mail.unnes.ac.id

Rusdarti
Universitas Negeri Semarang, Indonesia
rusdarti@mail.unnes.ac.id

Soesanto

Universitas Negeri Semarang, Indonesia
soesanto_permono@yahoo.com

Abstract---**Learning planning is still an obstacle for teachers, because teachers do not understand the importance of lesson plans that can help the learning process run smoothly. The purpose of this study is to describe character-based learning planning in Arabic and to analyze the components of character-based learning planning. This research analyzes in depth several works of books, articles, journals. The results showed that the learning planning of various works shows the same perception that learning planning must be carried out by the teacher because it is very important as a first step in learning by analyzing various components of education. Learning Arabic which is characterized by language skills, namely listening skills, speaking skills, reading skills and writing skills requires different attitudes and responses, therefore the habits inherent in each of these skills can show the character of students.**

Keywords: Learning planning, character, Arabic lesson.

I. INTRODUCTION

The concept of learning is the interaction between teachers and students in the learning process. In essence, it aims to teach students so that students can learn in the teaching and learning process until the learning objectives are achieved. B. Uno (2011: 2) that learning has the essence of planning or designing as an effort to teach students.

Learning planning is a very useful educational process, which combines resources and historical documentation so that it reflects the philosophy of teaching, student population, textbooks and most importantly its purpose is to improve student learning in the classroom. Majid said planning is a preparatory stage to achieve predetermined goals within a certain period of time in accordance with the wishes of the planner. According to Reigeluth (1983), learning planning is a science that pays attention to the quality of learning, understanding the ways to carry out learning, its improvement and application with the aim of designing the most appropriate learning for students.

Arabic learning planning takes decisions through a systematic, rational and comprehensive thinking process about the aims and objectives of learning Arabic as an effort to achieve goals. By utilizing all the potential and learning resources. As a collaborative process, teachers and students work together to achieve predetermined learning goals.

The implementation of character education in learning is not in accordance with the characteristics of the material presented, because the planning made by the teacher is not in accordance with the expected character. In terms of teachers, it is an important factor in shaping the character of students, as in the following national education: "National education functions to develop abilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aiming at developing the potential of students". In learning activities, teachers have a duty to encourage, guide, and provide learning facilities for students to achieve goals. The teacher has the responsibility to see everything that happens in the classroom in helping the student development process.

A question from Lickona: "why the value of moral education has decreased?". According to him, over time, the various views that support classical character education slowly disappear. This view assumes that the decline in the value of moral education is caused by the forces of the times and environmental changes that change the values in modern life today. For this reason, character education is needed in today's era to restore degenerating moral values. So it takes a school that implements character education in all learning.

Likewise in learning Arabic, the results of Dudung Hamdun's research show that character planting in Arabic language skills, listening (*istima'*), speaking (*kalam*), reading (*qiro'ah*), and writing (*kitabah*) is carried out by applying the characters morals such as: religion, honesty, tolerance, independence, democracy, curiosity, friendship, social care, responsibility, discipline, environmental care, and respect. Moral character is the responsibility of all learning.

There are still many teachers who experience problems in making lesson plans, so that planning is not in accordance with the implementation of learning. Moreover, in designing character learning, the teacher has difficulty bringing together character

values in each step of the lesson, which ultimately means that the planning is made separately. According to the authors, this is due to the lack of knowledge and understanding of teachers about the importance of lesson planning.

From the explanation above, the teacher needs to make a lesson plan based on the knowledge and values inherent in the implementation of learning. Based on the reality, Arabic teachers have not been maximal in designing lesson plans.

II. RESEARCH METHOD

This research is a library research. Data collection was taken from books and papers related to the discussion of "Character-Based Arabic Learning Planning." The analysis method used was descriptive qualitative analysis method, because the data processed were verbal data, namely written data, including legal products. laws relating to the national education system with a character education approach.

The study of the Arabic character learning planning was carried out through a literature review. The method of collecting data is by collecting various written sources that are relevant to the object to be discussed, looking for theoretical references that are relevant to the problems found. References are sought from books, journals, research report articles, and websites on the internet. Based on the literature review, the authors describe the formulations of the problems in this study, are: 1) What is meant by learning planning? 2) What are the components of learning planning? and 3) How is the planning of learning Arabic character in Arabic?

III. RESULTS AND DISCUSSION

3.1. Results

According to Harjanto (2006: 1) that planning (planning) is determining the steps to be carried out in the learning process to achieve predetermined goals. Meanwhile, learning can be defined as a process carried out by the teacher in guiding, assisting, and directing students to have a learning experience.

In order for the learning objectives to be achieved effectively and efficiently, the teacher must compile a design called lesson planning. Learning planning is the process of preparing various learning decisions that will be carried out in the process of learning activities to achieve predetermined learning competencies.

Majid (2006: 22) suggests the benefits of learning planning: (1) As an indication of the direction of activities in achieving goals, (2) As an archetype in managing tasks and authority for each element involved in the activity, (3) As a work guide for each element , both teacher and student elements, (4) As a measuring tool for the effectiveness of a job, so that work accuracy and delays are known at any

time, (5) For data preparation materials so that work balance occurs, and (6) to save time, effort, tools, and costs.

The importance of learning planning for educators is: (1) Can be a guide for educators in teaching / focus on material, time required, methods to be applied and targets to be achieved; (2) Can provide a sense of comfort for students, because the learning process that they follow feels more systematic; and (3) Can be used as a control tool for the institution towards the ongoing learning process, including in terms of achieving curriculum targets. As a supporter of character education, teachers must present it with a comprehensive approach. Big ideas in a comprehensive approach according to Lickona are as follows

This comprehensive approach brings together several components simultaneously between schools, parents and communities. This approach emphasizes teachers not only as teachers but also as caregivers who provide compassion and create moral classroom situations. Schools are responsible for creating a positive moral culture, so as to create positive characters that are based on moral knowledge, moral attitudes, and good moral behavior.

So that a positive character can be created if all components work together to create the education of character in accordance with the concept of curriculum planning and learning planning seen from various perspectives that develop in society or in accordance with the times. According to Majid (2006) in Sabirin (2012) the concept of learning planning can be seen from various points of view, namely as technology, scientific discipline, as science, process and reality.

Learning planning as technology, means that learning planning is carried out using technology that can develop cognitive behavior and constructive theories that can provide solutions to learning problems that arise in education.

learning planning as a system, in preparing planning learning strategies, models, approaches, methods, media, tools and resources and procedures that can be used to drive predetermined learning.

Learning planning as a scientific discipline is a branch of science that always pays attention to the results of research in the field of education and learning, develops theories and develops teaching strategies, is implemented in planning and implementing learning.

Learning planning as a science is the activity of designing in detail the specifications for the development, implementation, evaluation and maintenance of learning situations and facilities for units that are broader or narrower than the standard competencies and basic competencies as well as those that have been previously determined. Subject matter with all its complexity.

Learning planning as a process is a learning development method that is implemented systemically and systematically based on teaching and learning theory which begins with an analysis of the needs of the learning process, teaching and learning activities to evaluating subject matter and learning activities carried out by the teacher.

Learning planning is a reality that the development of learning planning by seeing the reality of learning activities from time to time in a process that is carried out in a planned and careful and systematic manner based on the demands of the development of science and technology.

Integration of character values in planning learning.

The initial stage of the learning process carried out by the teacher is lesson planning, because it can function to detect obstacles and risks that may be faced. The ability to make lesson plans is very dependent on the competence of a teacher. Professional teachers always try to develop their designs so that their learning is successful. One of the factors that can bring success is that before entering the classroom, the teacher always makes lesson plans in advance. Character learning has been designed in advance in planning.

According to Pambudi, (2014).The effort to develop character education in an educational environment is to integrate character values in all subjects. The integration of these character values is not only the responsibility of religious education teachers, but all teachers, as well as Arabic language teachers. All teachers must be able to integrate character education in every learning activity carried out. For social intelligence that is developed in the classroom based on competency standards and basic competences of Arabic, namely Arabic language skills in listening, speaking is done in pairs which means getting to know each other. So the attitude of knowing each other is one element of social intelligence. So that to create an ethical community in the Arabic class, it can be mapped as follows:

Table 1 The Mapping of creating an ethical community in the classroom According to Lickona:

No.	Goodness components of ethical community in the classroom	Operational details
1.	Helping students to get to know each other	- In pairs - Feel good in discussion - Mutual sharing.
2.	Teach students to respect, strengthen, and care for each other:	- Build student empathy - Stop child mischief - Provide positive activities.
3.	Develop a sense of belonging and responsibility	- Develops unity and identity - Develop his feelings of being a unique and valuable member of the class community. - Creating accountability - Develop an ethic of interdependence among class community members

The basis for learning planning at this time is the 2013 curriculum that is being developed that prioritizes character education. The achievement of competency standards and basic competencies in the learning process can be realized by making detailed, systemic and systematic learning plans.

Stevick in Sudana states that language teaching is to increase self-esteem, foster positive thoughts, increase self-understanding, foster intimacy with others, being able to find one's strengths and weaknesses. So, language teaching is oriented towards obtaining values according to character education, namely fostering positive thoughts and fostering intimacy with others.

A teacher also internalizes the values or character of his students, especially Arabic lessons which of course will greatly determine the success of his students in the future. Internalizing the values or characters taught by the teacher to students requires understanding, skills and competence about the character itself.

The components of the learning planning model

According to Oemar Hamalik, (2003: 7-8), the learning planning model consists of the following components: a. Instructional objectives (Competency Standards and Basic Competencies): specific goals to be achieved within the class meeting time that is set appropriately and operationally. b. Material: instructional materials that will be used during the lesson are explained in terms of the means and means that are integrated into the lesson. c. Motivation: a description of how the teacher stimulates students' desire and interest in the initiating activity and during the course of the lesson. d. Procedure: the steps in the instructional sequence provided, which include the teacher's role and the student's role. This component contains the teacher's behavior and student's behavior during the teaching process. e. Estimated time: careful recording of the amount of time scheduled for each stage of the learning sequence that should be provided in the plan. f. Assessment: a framework of questions and topics to assess the strengths and weaknesses of the lesson. Opportunities for students to assess lessons

can also be provided. g. Independent and follow-up work: follow-up assignments are described in the plan. For example, the activities of conducting visits to learning centers and libraries, homework assignments based on lesson objectives and so on.

3.2. Discussion

The goal of learning Arabic is that students have Arabic skills in listening (*istima'*), speaking (*kalam*), reading (*qiro'ah*), and writing (*kitabah*). Character values that can be developed by the teacher through the learning process of Arabic in the classroom are self-confidence, creative, communicative, curiosity, fond of reading, independent, honest, respectful, and responsible and others. These character values are implemented in the way teachers treat students in class. By applying these character values, it is hoped that students can achieve success as expected, namely not only mastering the material cognitively and psychomotor but also incorporating affective elements. Learning planning that contains character can foster teacher confidence in teaching. Arabic is a language that has various kinds of uniqueness, so of course teachers and students are looking for solutions to adjust to the uniqueness of Arabic.

Learning planning that contains character can foster teacher confidence in teaching. Arabic is a language that has a variety of uniqueness, so of course teachers and students are looking for solutions to adapt to the uniqueness of Arabic.

To compile the lesson plan, the teacher first collects information and prepares appropriate literature or references, tools to be used in learning, strategies or methods that are in accordance with the character of the students, to formulate lesson plans. The effectiveness of learning planning is related to the preparation of a series of activities to achieve goals, can be measured by the implementation of cooperation for each component in the planning formulation, coordination with school work programs, and efforts to implement work programs in achieving goals.

Planning Learning Arabic Character In Class Community

Planning Learning Arabic Character in Class Community. The teacher helps students in activities to get to know each other, such as: in pairs. Arabic as a means of communication requires a partner for communication to occur. Speaking (*kalam*) and listening (*istima'*) skills in Arabic are done in pairs, so that the characters that appear are communicative, tolerant, caring for the environment, cooperation, honest.

The teacher creates a classroom atmosphere to respect, strengthen and care for each other. Students reading skills (*qira'ah*) listen to their friends who are reading. Students reinforce each other with positive words or expressions. The teacher rewards students with fun and happiness.

The teacher helps students develop a sense of belonging and responsibility in the group. A discussion is a group that talks about one topic. Writing skills (*kitabah*), students contribute ideas in an essay in groups.

Table 2 Character-based language skills in the classroom community

Language Skills / Character	listening (*istima'*)	speaking (*kalam*)	reading (*qiro'ah*)	writting (*katabah*)
confidence	√	√	-	-
Independent	√	√	√	√
Communicative	√	√	-	√
Creative	√	√	√	√
Responsibility	√	√	√	√
Respect	√	√	-	-
Like to read	√	√	√	√
Curiosty	√	√	√	√

So, almost all characters that appear in Arabic learning can be applied in language skills, except reading and writing skills. Listening skills and speaking skills of all characters can enter, while confident and respectful characters are not found in reading skills and writing skills and communicative characters are not found in reading skills.

IV. CONCLUSION

Characteristic Arabic learning planning can be created through the habituation carried out by students in class continuously. Each Arabic language ability has different characteristics, the teacher must make plans according to the characteristics of the language and students. Teachers can develop an ethic of interdependence among class community members. So that the characters instilled in students actually manifest in reality, not just wishful thinking.

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