



Teacher's Efforts in Improving Students Arabic Writing Skills in The Post Pandemic

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Abstract. The purpose of this study was to find out the teacher's efforts to improve students Arabic writing skills at SDIT Hasanah Fiddaroin in the post pandemic. To achieve this goal, researchers use descriptive qualitative research methods. The research subjects was Arabic teachers. The type of data collected is qualitative, while for data collection researchers used interviews, and documentation techniques. The data obtained were analyzed through data reduction, data presentation, and drawing conclusions. The results of the study show that the teacher's efforts in improving student's Arabic writing skills are adjusted to the type of skill. The obstacle is that students are not able to specify one by one sentence because students do not understand the meaning of the sentences besides that the obstacle is also found in the limited learning media used. The solution that can be given is the teacher must explore more skills regarding models and methods when delivering material so that students are happy when participating in learning and so they don't get bored quickly. As well as digging deeper into the functioning of technology as a medium for delivering material so that students are interested in participating in learning.

Keyword: teacher's effort, writing skills, post pandemic

1 Introduction

The existence of the covid-19 virus pandemic outbreak presents challenges for the world of education in Indonesia, including in the Arabic language learning process. The government provides a policy of implementing health protocols to social restrictions in anticipation of transmission of the virus. This makes people do activities at home. As a result of this government policy, learning from both madrasah and college levels is carried out online. Online learning brings changes to educational methods, subjects taught, learning implemented and also the problems faced by teachers, students and education providers[1]. Online learning is expected not only to stop the spread of covid-19, but also to be one of the options to overcome the problem of learning independence, because students can get more learning materials from the internet which will increase student creativity in knowing knowledge[2]. The impact of online learning is not only experienced by students and teachers but also by parents, in the era of online learning parents must be able to monitor and adapt in order to be able to be a companion for their children's learning at home. In addition, parents must instill a positive way of thinking so that dealing with the pandemic becomes a new way of life that is normal to live [3].

In July 2021, the government made a new policy regarding learning in schools, namely by implementing limited face-to-face learning. With this policy, of course, teachers are encouraged to find the right learning method or strategy, even redesign learning activities so that they can attract students' interest in the subject [4] As for the transition of learning from offline to online and online to offline, it affects the learning strategies used by teachers, especially in learning Arabic.

Arabic is one of the subjects studied by all madrasah students both from the MI, MTs, and MA levels, even Arabic itself is also studied at the Higher Education (PT) level. Arabic is a subject that aims to encourage, guide, shape, and foster a positive attitude towards Arabic both openly and inventively [5]. In learning Arabic, the scope of language material includes two objectives, the first is language skills which include listening, speaking, reading, and writing. The second is language competence, namely mastery of the use of language components consisting of language sounds, vocabulary, and grammar. [6]

In learning Arabic, students are required to have language skills. The culmination of language skills is writing. Writing skills are the ability to describe or express ideas from the simplest, for example writing words to the more complex ones, namely composing. Among all the existing skills, writing skills have the highest level of difficulty in learning Arabic [7]. So writing activities require the ability to be applied properly in a good manner by using language effectively. Writing skills are skills that require regular practice or practice [8]. Writing means an activity that produces thoughts into the form of writing or displays that are arranged in an organized manner so as to allow the reader's intentions and objectives to be interpreted. [9]

Writing skills in Arabic language learning are divided into three parts that cannot be separated, including dictation (al-Imla'), composing (al-insya') and calligraphy (al-khat). [10]. In improving Arabic writing skills (Maharah al-Kitabah), several other supporting skills are also needed, for example, mastery of the Arabic language which includes insight into vocabulary (mufradat), grammar (qawaid) of Arabic so that writing can be understood..

In the Arabic language learning process at school, the teacher plays an active role in delivering the material. However, there are still teachers in elementary schools who when delivering material use conventional methods or lecture methods so that in the learning process students become passive because the teacher is more active in delivering material without involving students. The problem that often arises in learning Arabic in Madrasah Ibtidaiyah and other Islamic schools is that students are not yet able to speak Arabic and write Arabic properly and correctly. Whereas the amount of Arabic language material in MI starts from grade I to grade VI and there are only 18 materials contained in KD which are scattered in each semester [11]. Similar problems also occur at SDIT Hasanah Fiddaroin, based on observations made by researchers that the teacher's efforts in providing material are quite good but the implementation is still not optimal because there are some students who find it difficult to understand Arabic because of the new mufradat that have not been recognized before. In addition, the implementation of online learning requires students to really understand and listen to the material provided by the teacher through learning videos or google meet, because it could be that the pronunciation and writing are different, for example, such as the words *خمار* and *حمام* which have almost the same pronunciation but different writing and meaning. The process of online learning activities creates boundaries for students and teachers in terms of learning. Students do not have friends when studying which results in learning difficulties being borne alone and becomes a burden for them. The impact of learning with google meet on writing skills is when learning using google meet takes place when the teacher says a word or sentence sometimes students are still wrong in writing this is because students mishear the teacher's pronunciation this can also happen because the network connection owned by students is poor.

Research related to teacher efforts in improving Arabic writing skills was conducted by several researchers, including Haerul Ahyar, the results of the study showed a positive relationship with the importance of language elements in correlating mastery of mufrodzat and qawaid with Arabic language skills, such as speaking, reading, and writing skills. [12]. Another study was also conducted by Mahyudin Ritonga et al with the results of the study, namely the strategy used by teachers is the suitability of all learning materials, namely systematic Arabic learning, learning methods are used in accordance with kitabah learning materials, teachers complement the available media by making their own media according to the character of students [13]. The focus of the research conducted by the researcher is the teacher's efforts in improving Arabic writing skills in students and the obstacles experienced by teachers in improving Arabic writing skills. This research was conducted when the school carried out limited face-to-face learning, this research focused on imla' and insya' skills because Arabic language learning at SDIT Hasanah Fiddaroin applies imla' and insya' types of writing skills.

2 Research Methods

The type of research applied in this study is qualitative research with a phenomenological approach. Phenomenology is an attempt to show the meaning or meaning of a person's experience [14]. The subject of this research is the third grade Arabic teacher of SDIT Hasanah Fiddaroin, and the research location is at Hasanah Fiddaroin Turi Pinggir Berbek Sidoarjo. The types of data used in this study are primary data and secondary data. Primary data obtained from interviews and secondary data obtained from articles and journals. Data collection techniques using interviews and documentation. Researchers conducted interviews with Arabic language subject teachers at SDIT Hasanah Fiddaroin with the aim of obtaining information about Arabic learning activities at SDIT Hasanah Fiddaroin. As for documentation, researchers took photos of interviews with Arabic language subject teachers and requested documents such as lesson plans as documentation. Data analysis in this study used Miles and Huberman's theory in the form of data reduction, data presentation, and conclusion drawing.

3 Results and Discussion

3.1 Teachers' efforts in improving arabic writing skills

Writing is an activity where a person can express his ideas and ideas through writing. Learning Arabic writing through a process that is not easy when compared to writing in Indonesian language learning. Especially in low grades that need assistance when learning to write, writing is also a productive language skill activity [15].

Based on the results of the data findings in the field related to the focus of the research, it is found that the teacher's efforts in improving writing skills are:

3.1.1 Teachers make lesson plans that are prepared for teaching.

One of the important learning tools to be prepared by teachers before learning is lesson plans. RPP is an important thing that is prepared for teaching. Making lesson plans is intended to prepare the material to be taught so that the teacher is able to teach the material according to

what is written in the lesson plan. The benefit of lesson plans is to know the material needed so as to avoid repetitive activities and unclear learning processes [16].

The following are the results of the teaching teacher interview "Preparing lesson plans, syllabus, promissory notes. The first is not only that, but mentally, mentally is the first, mentally if the heart is free it can master, when the heart is not free it will be difficult, no matter how smart if the mentality is down it cannot, the most important thing is free of heart".

3.1.2 Using the drill method

In learning Arabic there are several kinds of methods used. The teacher's effort in improving imla' writing skills is that the teacher uses the drill method. The drill method is done by practicing exercises to make questions. Teachers use the drill method for several reasons, one of which is that students quickly forget in memorizing Arabic vocabulary. The drill method is a way to gain practical skills and dexterity that is done repeatedly by practice [17].

The following is the result of an interview with the teaching teacher "If Arabic is emphasized in conversation, to train writing if to children, children need to be careful, drilled many times if not drilled, then once writing is wrong, when making questions if making their own questions is lost the next day, children are also trained to write making their own questions from questions هل, من, ما, and so on. If it is not drilled, just one week's vacation has forgotten everything, like it has never been taught, therefore, teachers must be diligent and thorough".

3.1.3 Preparing teaching materials and learning media

Before carrying out learning activities, teachers prepare teaching materials used for the classroom learning process. The teaching materials used are student packet books. In addition, teachers also ask students to bring props, props are used as learning media that will be used in learning. For example: the teacher asks students to bring props in the form of cleaning equipment because the theme related to that day is the theme of cleanliness.

3.1.4 Teacher asks students to memorize mufrodzat

To improve Arabic writing skills of insya' type, students are asked by the teacher to memorize mufrodzat as an effort to improve Arabic writing skills. To memorize mufrodzat the teacher practices it by memorizing vocabulary while singing, this method is applied because by memorizing vocabulary while singing students can easily memorize vocabulary.

The following are the results of interviews with Arabic language subject teachers: "usually singing, which is contained in the subject, which is contained in the theme that is used for singing."

3.1.5 Teachers make teaching and learning activities fun by singing so that students are happy to take part in the lesson.

To make the lesson fun, the teacher usually asks or invites students to sing songs according to the learning theme. This activity is done so that students do not get bored quickly and faster to memorize Arabic mufrodzat. One method that can attract students' interest in learning Arabic is the singing method [18]. In addition, songs can also strengthen memory because something fun and interesting is more quickly remembered in the mind. [19]

The following are the results of interviews with teaching teachers "If you play too, yes, children usually sing. Singing that is in the subject, which is in the theme that is used for singing. If happy just meeting is happy, even before the teacher enters the class the children are happy and welcome the teacher."

3.1.6 Translation method

In Arabic language learning, there is material that asks students to translate sentences. For the translation method, students are asked to compose freely, by the way the teacher asks students to write Indonesian sentences in the notebook first, after which students are asked to translate the writing into Arabic. This method is commonly called the translation method, which translates the text from easy to difficult. Starting from the target language to the mother tongue and vice versa. The translation of the text is done by the method of translating words or ideas.

3.2 The obstacles experienced by teachers in improving arabic writing skills

In every learning process, it is not uncommon for teachers to find problems or obstacles when teaching, be it constraints that are classified as mild or severe. Based on the results of interviews conducted by researchers, teachers experience several obstacles in improving students' Arabic writing skills including:

3.2.1 There are students who find it very difficult to accept arabic language learning.

Based on the results of interviews with Arabic language teachers, there are students who find it very difficult to accept Arabic language learning. This is because students have a weakness in understanding Arabic because they cannot read and write Arabic well. Students who have difficulties in learning need assistance from both parents and teachers so that these students are a little easier to understand the subject.

The following is the result of an interview with the teaching teacher "there is one child who is very difficult and cannot detail sentences because he does not understand the meaning, when talking is chatty but when Arabic lessons are 0 (zero), writing does not want, reading does not want, the student is just silent. What is the reason for this silence, why can't he do it, I'm still looking for this. This is the first time it has been so difficult. In the past, when I experienced something like that, I called his parents, I suggested giving him nutritious food".

3.2.2 On learning to write the type of imla'

In Arabic language learning, there is the skill of writing the type of imla' in this learning the teacher finds obstacles, namely students cannot detail one by one sentence this is because students do not understand the meaning of the word so that students do not understand the sentence. This results in learning must be done repeatedly so that students understand the meaning of the Arabic word. The following is the result of an interview with the teacher:

"There is one child who is very difficult and cannot detail the sentence because he does not understand the meaning, when talking is chatty but when learning Arabic 0 (zero), writing does not want to, just silent.

3.2.3 Students take a long time to complete the task

To evaluate learning outcomes in class, the teacher gives assignments to students to work on their own assignments, students are quite long in completing their assignments. This is because there are some students who do not know the symbol of Arabic writing and how to write it so that when given a task by the teacher, students take a long time to complete the task. Therefore, extra guidance is needed in learning Arabic both from teachers and from their parents. In addition, there may be a factor that students do not study at home because of the online learning process.

The following is the result of an interview with the teaching teacher:

"written many times, finally he was able to overcome everything, I understood everything. The writing, the conversation, finally students want to be happy and confident, because they can finally continue to learn, but sometimes it takes a long time to complete the task because they don't know the symbol of Arabic writing and how to write it is still wrong".

3.2.4 The learning media used is limited.

In Arabic language learning, the media used is limited, this makes students only use media according to the theme to be studied, if the theme is about home appliances then students are asked by the teacher to bring plates or other home appliances, and sometimes the teacher also invites students to carry out learning outside the classroom. Learning media is very important to support the success of students in learning. Learning media that are presumably needed in learning Arabic are learning media in the form of visual (can be seen) and audio (can be heard) [20]. Not only conveying information, the function of visual learning media is also to facilitate the arrival of slow information to the recipient so that the process of coming information remains smooth without any obstacles. while the function of audio learning media is to train all activities related to listening skills [21].

The following is the result of an interview with the teaching teacher: "the learning media is limited, not like what I sometimes take out, for example about natural scenery, you can look up, "what is the sky?" out of the classroom".

3.2.5 Students find it difficult to focus or pay attention to the material provided.

When approaching the exam period, students' attention in understanding Arabic lessons decreases slightly because students complain and do not focus because too many exams are delivered.

The following are the results of interviews with teaching teachers "When children are going on vacation or semester, there are usually a lot of exams here and there, one teacher gives, the other teacher gives" and when going on vacation, they usually don't pay attention to the teacher, just go in, just go in so because maybe yes, there are a lot of exams delivered, so in the end there are those who are ngeblank, there are those who are various lah ".

Learners who cannot focus during learning are caused by several things such as: teachers teach using classical and group methods which make students considered to have the same thinking ability. [22] In this case, there needs to be a way to increase the focus or attention of students such as providing the right teaching method and providing sufficient rest time.

4 Conclusions

Based on the results of the research and discussion regarding the teacher's efforts in improving students' Arabic writing skills, it can be concluded that in learning the teacher uses methods according to the material to be taught. These methods include drill, lecture, sam'iyah, and assignment methods. In addition, students are also trained to memorize and understand mufrodzat (vocabulary), because by understanding and memorizing mufrodzat (vocabulary) then students will understand how to write it, students are also asked to compose. The teacher also uses the technique of copying the writing in the student's package book or blackboard into the notebook.

The obstacles experienced by teachers in improving Arabic writing skills include students' difficulty in understanding one by one the sentences to be written, so more understanding is needed to understand mufrodzat (vocabulary). Teachers also experience obstacles due to the limited learning media used in the classroom making teachers less than optimal in providing learning materials. Another obstacle experienced by the teacher is that students take a long time to complete the task because they do not understand the meaning of the mufrodzat (vocabulary) that will be written.

From the problems experienced by teachers, the solution in solving problems to improve students' Arabic writing skills is that teachers should use a variety of methods when delivering material so that students are happy when participating in learning and so they don't get bored quickly. Teachers should be more adept at functioning technology as a medium for delivering material so that students are interested in participating in learning.

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