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Teaching Arabic Using the Book of *Ikhtibarat Arabiyah* to Improve Student Arabic Competence (ALBA) at the Language Development Center of the Islamic Institute of Religion (IAI) Al-Aziziyah Samalanga Aceh

Mahdir Muhammad

Islamic Religious Institute (IAI) Al-Aziziyah Samalanga Bireuen Aceh

Email: abutiro@gmail.com

ABSTRACT

This study aims to determine the effectiveness of learning Arabic with the *Ikhtibarat Arabiyah* book in achieving ALBA (*Ikhtibarat Arabiyah*) competence. The approach used in this study is a quantitative approach, the subjects in this study were second semester students of IAI Al-Aziziyah Samalanga. The results of this study indicate that learning Arabic with the *Ikhtibarat Arabiyah* book influences the achievement of ALBA competence (*Ikhtibarat Arabiyah*). The population of this study amounted to 3460 students. Data is collected using a questionnaire. The selection of respondents was carried out by random sampling and 10% of the population was taken. The respondents in this study totaled 346 students of IAI Al-Aziziyah in 2019. To test for deviations from classical assumptions, tools with the program (SPSS) 21 were used. Based on research results from 346 respondents through 10 statement items, resulting in all items/statements declared valid. Based on research results from 346 respondents through 10 statement items, it resulted that each statement was declared reliable. From the SPSS table, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that learning effectiveness affects competence (ALBA) with an R Square value of 0.966, which means that the influence given is 96.6%.

Keywords: Learning Arabic, Book of *Ikhtibarat Arabiyah*, ALBA Competence (*Ikhtibarat Arabiyah*)

مستخلص

تهدف هذه الدراسة إلى التعرف على مدى فاعلية تعلم اللغة العربية مع كتاب الاختبارات العربية في تحقيق كفاءة اختبار اللغة العربية الفصحى ALBA. المنهج المستخدم في هذا البحث هو منهج كمي، وكان الموضوعات في هذه الدراسة طلاب الفصل الدراسي 2 لجامعة IAI AL-Aziziyah. تشير نتائج هذه الدراسة إلى أن تعلم اللغة العربية باستخدام كتاب العربية يؤثر على تحصيل كفاءة اختبار اللغة العربية الفصحى. يبلغ عدد الطلاب في هذا البحث 3460 طالبا. وكانت البيانات تم جمعها باستخدام استبيان. تم اختيار المستجيبين عن طريق أخذ عينات عشوائية وتم أخذها من قبل 10٪ من السكان، وكان المشاركون في هذه الدراسة 346 طالبا من جامعة IAI Al-Aziziyah في عام 2019. لاختبار الانحرافات في الافتراضات الكلاسيكية، تم استخدام الأدوات مع برنامج SPSS 21. بناء على نتائج البحث التي أجراها 346 مستجيبا من خلال 10 بنود كشف حساب، مما أدى إلى إعلان صحة جميع العناصر/الكشوفات. واستنادا إلى نتائج البحوث التي أجراها 346 مستجيبا من خلال 10 بنود بيان، أدى ذلك إلى إعلان موثوقية كل بيان. واستنادا إلى نتائج دراسة أجريت على 346 مستجيبا من خلال 10 بنود من بنود البيان، أسفرت الدراسة عن إعلان موثوقية كل بيان. من جدول SPSS، يمكن استخلاص قيمة دلالة تبلغ 0.000 > 0.05، لذلك يمكن استنتاج أن فعالية التعلم تؤثر على كفاءات ALBA بقيمة R Square تبلغ 0.966 مما يعني أن التأثير المعطى هو 96.6٪.

الكلمات المفتاحية: تدريس اللغة العربية، كتاب العربية، اختبار اللغة العربية الفصحى (ALBA)

الكفاءة

INTRODUCTION

In linguistic studies, language skills are differentiated into language competence and language performance (Tarigan in Shalihah, 2015).¹ Language competence refers to abilities that are abstract in nature, in the form of potential possessed by a language user. This competence allows language users to

¹Siti Shalihah, "The Nature of the Arabic Language Test at the PGMI Department", *PRIMARY 4* (1), 104.

understand the language used by other people, as well as to express themselves through language. Because of its abstract nature, language competence cannot be seen, heard or read, even though language competence is always behind the use of language. Conversely, language performance is concrete and refers to the actual use of language, in spoken form that can be heard, or in written form that can be read. Because the main target is language proficiency, the language test includes language competency tests and language performance tests.²

Skills in Arabic include four skills, namely listening skills (*Maharah al-Istima'*), speaking skills (*Maharah al-Kalam*), reading skills (*Maharah al-Qira'ah*), and writing skills (*Maharah al-Kitabah*). These four aspects become important aspects in learning Arabic, because these four skills cannot be separated. Because the position of these four skills is very supportive in achieving language skills.³

According to Andy Hadiano in Wahab et al., the linguistic competence of non-Arabic students is important to determine and formulate, because learning Arabic is absolutely based on competence and proficiency. The performance of language competence is mastering the four language skills: listening, speaking, reading, and writing. But to what extent is the competence of each of these skills; so far there has never been an agreement that is complete and satisfactory to all parties and institutions related to competency standards that have been agreed upon or become a joint consensus, including the Association of Arabic Language Education Study Programs.⁴

As is the case at the Syuhada Mosque Islamic College with the implementation of the language development and research program as a foreign language institution, namely Arabic and English, implementing standardization of student Arabic language competence, namely through the ALBA (*Ikhtibarat Arabiyah*) program. This is intended to provide a minimum threshold for passing the student's Arabic language test and determine students' Arabic language ability by considering listening skills (*istima'*) and reading skills (*qira'ah*). Learning Arabic with Al-Mahir's book is a practical way to achieve competency standards in ALBA (*Ikhtibarat Arabiyah*) the pilot book for language development and research programs, namely the book *Ikhtibarat Arabiyah*, namely Widi Astuti, M. Pd. I. Learning Arabic at IAI Al-Aziziyah by applying the *Ikhtibarat Arabiyah* book. With us, it is hoped that it will make learning Arabic easier and faster for students,

²Siti Shalihah ., ... 104.

³Taufik, *MI Arabic Language Learning (ICT-Based Applicative & Innovative Methods)* (Surabaya: PMN, 2011), 43

⁴Muhbib Abdul Wahab et al., Standardization of Arabic Language Competence for Candidates for Bachelor Degrees in State Islamic Religious Universities, *Arabiyat* 5 (1), 2018, 46.

especially those who are still at the *mubtadi'in* (beginner) level. This is intended as a provision for students to achieve ALBA competence (*Arabiyah Association*). The skills contained in the book (ALBA) are *fahmul masmu'* and *maqrū* (listening and reading skills), speaking and writing are also given although in limited portions because in practice learning is impossible apart from the four language skills. From the description above, ideally according to the objectives of learning Arabic using the book (ALBA) is so that all students can achieve competence (ALBA) (*Ikhtibarat Arabiyah*), and can master it within 2 semesters or 1 year. However, in reality not all students who have received learning with the Al-Mahir book turn out that there are still some students who have not been able to achieve ALBA (*Ikhtibarat Arabiyah*) Competence. Seeing this phenomenon, of course there are quite interesting problems to be studied in more depth. The author intends to find out how the effectiveness of learning Arabic through the efforts achieved in the application of the Arabic *Ikhtibar* book as a method of learning Arabic in the LDC program (Language Development Center) at IAI Al-Aziziyah

RESEARCH METHODS

In this study the approach to be used is quantitative, namely by collecting as much data as possible from the population and then analyzing it either through statistical formulas or computers,⁵ this study uses a quantitative approach, because the focus of this research is to measure the extent to which the effectiveness of learning Arabic by using Arabic books to achieve ALBA (*Ikhtibarat Arabiyah*) competence for students at the IAI Al-Aziziyah Language Development Center, it will be more in line with a quantitative approach also using numbers and statistical formulas to measure results. Meanwhile, the subjects in this study were second semester students of IAI Al-Aziziyah. The population of this study amounted to 3460 students. Data is collected using a questionnaire. The selection of respondents was carried out by random sampling and was taken by 10% of the population. With regard to random sampling as stated by Suharsimi Arikunto that: For mere estimation, then if the subject is less than (< 100) people then all of them may be taken, but subjects are more than (> 100) people then 10% - 15% - or 20% - 25%.⁶ Based on this technique, the respondents in this study were 3460 students x 10%, namely 346 students of IAI Al-Aziziyah 2019. To test for deviations from classical assumptions, tools were used with the SPSS 21 program.

⁵Burhan Bungin, *Social Research Methods*, (Surabaya: Airlangga University Press, 2001), 29.

⁶Suharsimi Arikunto, *Research Procedures A Practical Approach, Revision VI* (Jakarta: Rineka Cipta, 2006), 134.

RESULTS AND DISCUSSION

Learning Arabic Using the Arabic Book to Achieve ALBA Competence (*Ikhtibar Arabiyah*)

As with most languages in general, to measure a person's language competency standard a test or evaluation is needed. Where the test has several separate assessment indicators for the results to be achieved. Example In English there are three competencies. First, discourse skills, namely the ability to understand and/or produce spoken and/or written texts which are realized in the four language skills namely listening, speaking, reading, and writing in an integrated manner to achieve a certain level of literacy. These four skills are used to respond to or create discourse in social life. (Regulation of the Minister of National Education of Indonesia Number 22, Year 2006 concerning Content Standards for Elementary and Secondary Education Units, scope of subjects). Likewise, competency in Arabic includes at least 4 skills or often referred to as *maharah* , namely *maharah kalam, kitabah, istima'* and *maharah qiro'ah*.

The IAI Al-Aziziyah Language Development Center developed a competency test for Arabic called ALBA (*Ikhtibarat Arabiyah*), where (ALBA) is a tool to measure student competency in Arabic. To achieve these Arabic competency standards, a book (*kitab*) al- Arabiyah is provided . This book is a guide for students in understanding the forms and types of questions that will be tested to meet Arabic competency standards through ALBA (*Ikhtibar Arabiyah*). And also the book of Al-Arabiyah is a source of learning and is a learning medium as an effort to further facilitate and accelerate the learning of Arabic for *mubtadi'in* (beginners). The material in our Al- Arabiyah places more emphasis on *fahmul masmu'* and *fahmul maqru* . Al-Ghani and Abdullah in Rappe (2021) *Fahmul masmu'* is the concentration of a listener's mind on his interlocutor with the aim of understanding the purpose of the content of the conversation, apart from conducting analysis the listener can also make criticism.⁷There are several things related to learning *fahmul masmu'* namely *al-aswat* or sound, the purpose of learning, and the type of material. The learning of *al-aswat* in *Fahmul Masmu'* is *al-aswat* relating to the following matters:

1. Distinguish between long readings and short readings.
2. Double readings (*tasydid*)
3. . *Jl Syamsiyah* and *Jl Qamariyah*

⁷Rappe, *Fahmul Masmu'* Learning Arabic, *Shaut Al-'Arabiyah*, 9 (1), 2021, 89.

4. The letters are the same, both in terms of nature and *makhraj*.⁸

The reading comprehension ability test (*fahmul maqru*,) is intended to measure the level of students' cognitive abilities in understanding written discourse. The operational description of "understanding" itself still varies according to the level of student ability. For example, the ability to find explicit or implied information in a written discourse, determine the main idea in a paragraph, determine the relationship between paragraphs, conclude the contents of the discourse, and determine the theme or title of the reading.⁹

From this understanding, *fahmul masmu'* and *fahmul maqru* are two important understandings in measuring students' cognitive abilities in understanding and reading Arabic written discourse in the book *al- Arabiyah* .

Requirements Testing

To provide certainty that the parameters in the model used have accuracy in estimation, are not biased, and are consistent, it is necessary to test the classical assumptions of the regression model. Thus, there is no deviation from the assumptions of normality, multicollinearity and heteroscedasticity. To test for deviations from the classical assumptions, tools with the SPSS 21 program are used.

1. Validity and Reliability Test

In this study careful planning was carried out, this was necessary to obtain good quality research results, well-conducted series, and the research tools, namely the questionnaire used, were also in good condition. In relation with that in mind, it is ¹⁰necessary to carry out a validity test and a reliability test.

a. Validity test

The validity test was carried out using the SPSS 21 program with the following criteria:

- 1) If $r_{\text{count is positive}} > r_{\text{table}}$ then the statement is valid
- 2) If $r_{\text{count is negative}} < r_{\text{table}}$ then the statement is valid

Test Significance is determined by comparing the calculated r value with r_{table} for the degree of freedom ($df = n-2$, in this case n is the sample. In this study the number of samples (n) = 346 and the amount of

⁸Munir, *Planning for an Arabic Language Teaching System* (Jakarta: Kencana, 2017), 65.

⁹Nawang Wulandari, Reconstruction of Arabic Language Learning, *AN NABIGHOH*, 21 (1), 2019, 131.

¹⁰Sugiyono, *Quantitative, Qualitative Research Methods and R&D* (Bandung: Alfabeta, 2012), 8.

df can be calculated $346 - 2$ with $df = 344$ and $\alpha = 0.05$ obtained $r_{table} = 0,1150$.

Based on the research results of 346 respondents through 10 statement items, it resulted that all items/ statement declared valid. The results of the validity test of the 10 statements can be seen in the table below:

Table 1 Validity Test Results

No	r H count	r T able	Decision
1	0.610	0.1150	Valid
2	0.649	0.1150	Valid
3	0.652	0.1150	Valid
4	0.643	0.1150	Valid
5	0.649	0.1150	Valid
6	0.554	0.1150	Valid
7	0.491	0.1150	Valid
8	0.458	0.1150	Valid
9	0.487	0.1150	Valid
10	0.532	0.1150	Valid

(Source: SPSS Data Processing, 2021)

b. Reability

Testing was carried out using the SPSS 2 1 program with the following criteria:

- 1) if r_{alpha} is positive and greater than r_{table} then el is reliable.
- 2) If r_{alpha} is negative or smaller than r_{table} then it is not reliable

Based on the results of research from 346 respondents through 10 statement items, it resulted that each statement was declared reliable. The results of the reliability test 10 statements can be seen in the table below ¹¹.

Table 2 Reliability Test Results

Variable	r count	r table	Status
Learning Effectiveness	0.772	0.60`	Reliable

(Source: SPSS data processing, 2021)

¹¹Husein Umar, *Marketing Strategy Research*, (Jakarta: Gramedia Pustaka Utama, 2005), 194.

2. Normality test

The normality test is used to test the data in the regression model, the independent variable or the dependent variable or both are normally distributed. The normality test in this study was carried out using the Kolmogorov Smirnov test. Basic statistical test decision making with Kolmogorov Smirnov, if the value is asymp. significantly less than 0.05, then H_0 is rejected. This means that the residual data is not normally distributed, but if the asymp. Significant more than 0.05, then H_0 is accepted. This means that the residual data is normally distributed. The normality test results are shown in the following table:

Table 3 Normality Test Results

Variable	Amount	Significance
Learning Effectiveness	346	0.220

(Source: SPSS data processing, 2021)

From calculations using the SPSS program, the asymp value is obtained. significance of 0, 220. So, it can be concluded that the data is normally distributed because $0.220 > 0.05$. The results of the data are normally distributed, meaning that there are no extreme values from the data taken or there are no data that are too high or too low. This also indicates that there were no errors in sampling and there were no errors in data input.

3. Multicollinearity Test

The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. To test whether there is multicollinearity between variables, the Variance Inflation Factors (VIF) value is used. If the VIF value is less than 10 then multicollinearity does not occur. Following are the results of multicollinearity testing:

Table 4 Multicollinearity Test Results

Variable	VIF	Information
Learning Effectiveness	1,000	No multicollinearity

(Source: SPSS data processing, 2021)

From the table above it can be seen that the value of Variance Inflation Factors (VIF) is less than 10. So, it can be concluded that there is no multicollinearity between variables ¹².

4. Heteroscedasticity Test

The heteroscedasticity test aims to test that in the regression model there is an inequality of variance from residuals or observations to other observations. If the variance from one observation residual to another observation remains, then it is called homoscedasticity and if it is different, it is called heteroscedasticity. To find out whether there is heteroscedasticity seen through the results of statistical tests ¹³. In this study using the Glejser test, if the independent variable is statistically significant affecting the dependent variable, then heteroscedasticity occurs and if the significance value is seen above the 0.05 confidence level, it can be concluded that the regression does not contain heteroscedasticity. Following are the results of the heteroscedasticity test:

Table 5 Heteroscedasticity Test Results

Variable	Significance	Information
Learning Effectiveness	0.202	No Heteroscedasticity

(Source: SPSS data processing, 2021)

The test results at a probability of 5% show a significant value of learning effectiveness of 0.202. So, it can be concluded that among the variables there is no heteroscedasticity problem. This shows that the variance of each variable item is the same and have a certain constant value.

Hypothesis Testing

The analytical model used in testing the hypothesis is linear regression analysis. ¹⁴Data analysis in this study is intended to determine whether there is influence of learning effectiveness on students' tosa competence. Complete test

¹²Imam Ghozali, *Application of Multivariate Analysis with the SPSS Program* (Semarang: Dipenogoro University Publishing Agency, 2009), 46

¹³Jonathan Sarwono, *Thesis Research Methods Quantitative Approach: Using SPSS Procedures* (Jakarta: Elex Media Komputindo, 2012), 194.

¹⁴Agung Bhuono, *The Right Strategy for choosing Statistical Methods with Software* (Yogyakarta: Publisher Andi, 2005), 62.

results can be seen in the attachment, while briefly can be seen in the table as follows:

Table 6 Linear Regression Results

Variable	Koef. Regression	t count	Sig.
<i>Constant</i>	3,130	1,888	0.060
Learning Effectiveness	3,931	98,879	0.000

(Source: SPSS data processing, 2021)

The results of processing multiple linear regression data using the SPSS program can be seen in the table on. From the table it can be arranged multiple linear regression equations as follows:

$$Y = 3.130 + 3.931 X + e$$

Information:

Y = Tosa Competency

X = Learning Effectiveness

From the multiple regression linear equation above, it can be described as follows:

- a) The constant value is 3.130 with a positive value. This shows that if the learning effectiveness variable is equal to zero, then the ALBA competency of IAI Al-Aziziyah students is 3.130.
- b) The regression coefficient of the learning effectiveness variable (β_1) is 3.931. This shows that each increase in learning effectiveness by 1 unit will have an impact on increasing the TOSA competency of 3.931.

From the equation above, the following tests will be carried out:

1) t test

To prove the hypothesis, it is necessary to do the t test. The t test is basically to determine how far the influence of the independent variables individually in explaining the variation of the dependent variable.¹⁵In this case to see whether the hypothesis is accepted or rejected is to use the significance of t. The significance value of t must be compared with the alpha level. This study uses a significance level 0.05. The criterion in this test is if sig <0.05 then H₀ is rejected, meaning that there is a significant influence on the dependent variable. The results in this study are shown in the following table:

¹⁵Dominikus Dolet Unaradjan, *Quantitative Research Methods* (Jakarta: Atma Jaya University, 2013), 202.

Table 7 t test

variable	T-count	Sig.	Conclusion
Learning Effectiveness	98,879	0.00 0	Significant

(Source: SPSS data processing, 2021)

From the table above it can be seen that the learning effectiveness variable has a significance value of 0.000 which is less than the significance level of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the effectiveness of learning influential _ significant to tosa competence, then H1 is accepted.

2) R test

To prove the next hypothesis, it is necessary to do the R test with the following results:

Table 8 R Test

Variables	Sig.	R. Square
Learning Effectiveness	0.000	0.966

(Source: SPSS data processing, 2021)

From the table above, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that learning effectiveness affects ALBA competence with an R Square value of 0.966, which means that the influence given is 96.6%.

CONCLUSION

Based on research results from 346 respondents through 10 statement items, it resulted that all items/statements were declared valid. Based on research results from 346 respondents through 10 statement items, it resulted that each statement was declared reliable. From the SPSS table, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that learning effectiveness affects competence (ALBA) with an R Square value of 0.966, which means that the influence given is 96.6%.

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