



SOFTSKILL BASE ARABIC LANGUAGE TEACHING MODEL IN IMPROVING *TALAQUL KALAM* FOR COLLEGE STUDENT IN UNIVERSITAS SAINS AL QURAN JAWA TENGAH WONOSOBO

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ABSTRACT

Arabic language learning has a major problem related to its renewal. Arabic language learning is always identical with grammatical (*Qawā'id*) aspects which seem to be rigid, complicated, and confusing. There are two major Arabic language learning orientations: as body of knowledge and mastery. The purpose of this research is to produce an Arabic language learning model based on soft skills to effectively improve the students' *Ṭalāqah al kalām* at Universitas Sains Al-Qur'an (UNSIQ), Wonosobo, Central Java, Indonesia. This research was considered as a field study in the form of Research and Development (R&D) involving students from each faculty of Universitas Sains Al-Qur'an (UNSIQ), Wonosobo, Central

Java, Indonesia. The research data were collected through observation, in-depth interview, questionnaire, test, and documentation. The collected data were then analyzed through several stages: (a) initial-product test analysis, (b) limited data trial result analysis, (c) extensive data trial result analysis, and (d) student learning response analysis. The research results showed that the Arabic language learning model based on soft skills had fulfilled the validity elements through Expert Judgment method and been considered very effective proven by the significant improvement in post-test results. This model was also proven practical proven by the test results showing that the supporting instruments, such as Course Learning Unit, Learning Module, Semester Learning Plan, Test Instrument, and Learning Implementation Sheet, were very good.

Keywords: Learning Model, Arabic Language, Soft Skills,
Ṭalāqah al kalām

A. INTRODUCTION

Learning Arabic from the beginning of its development in Indonesia has more emphasis on qowaid knowledge and understanding texts, especially classical texts. This continued until independence and there are several Islamic boarding schools that still maintain this model today. This model does not emphasize Arabic at all as a language of communication.

There is a renewal of the Arabic language learning model from qowaid and just understanding Arabic texts to active Arabic language learning when Indonesia has started to develop madrasah as an alternative to public schools that want to learn formal religious education. Arabic language learning in madrasah has begun to emphasize four Arabic language skills, they are maharoh kalam, maharoh qiroah, maharoh istima and maharoh kitabah, while qowaid (grammar) and

mufrodat (vocabulary) are still taught as supporting aspects that strengthen mastery of the four language skills above.

Arabic language learning in higher education is broadly divided into two orientations. The first orientation, learning Arabic as a goal (scientific orientation) where the learning is to develop students who will indeed become experts in Arabic language and those surrounding it such as Arabic linguistics experts, Arabic literature experts, Arabic grammar experts and experts in applied science developed in Arabic linguistics such as Arabic sociolinguistics. The second orientation, learning Arabic as a tool (proficiency orientation). This means that the learning is used as a facility for students to practice communicating well using Arabic or as a means for students to understand books. science that uses Arabic.

The two orientations above sometimes still cause confusion in determining the purpose of learning Arabic itself, whether to learn Arabic with the aim of being a medium for learning religious knowledge such as interpretation, hadith, fiqh and so on or indeed the purpose of learning is to focus on expertise Arabic. Another confusion can be seen from the language side, whether the language studied is classical Arabic or contemporary Arabic or fusha language or amiyah language for example. In addition, there are two more things that still need to be expressed, namely the Arabic language literature which is still very lacking and the lack of Arabic language learning models which are still lacking in variety. Choosing one of the two orientations of Arabic language learning itself is the first step to focus the direction of the goal learning. The selection of orientation with the aim of developing language skills, for example, then

the direction of the development program will be focused on improving students' ability to speak Arabic fluently and fluently. Fluency in foreign languages (including Arabic) is a very fundamental skill in this global era. . Students who are able to speak Arabic fluently and well psychologically will increase their self-confidence because they are able to communicate easily and effectively.

In developing students' Arabic fluency, they need to be accustomed to always speaking Arabic. This is in line with Krashen's opinion which states that Students will easily master the language if the learning stages are equipped with activities that focus students' attention on the ideas conveyed. If the idea in question here is the ability to communicate, then the training that must be given is communication training because language mastery depends on language use training. This opinion is strengthened by Zinmar who stated that students experience rapid progress in fluency if teachers always apply active communication and use direct methods. The results of the study showed that students' abilities that were previously around 70/100 increased to 90/100.

Communication in meaning is a process transfer of knowledge from one person to another so that there is mutual understanding and mutual understanding between two or more people. This is in accordance with Hasan Hamidi's statement:

إن الاتصال هو العملية التي تتم عن طريقها انتقال المعرفة من شخص لآخر حتى تصبح مشاعا بينهما وتؤدي الى التواهم بين الشخصين أو أكثر (Tu'aimah and Hamadi 2006:25)

On the other hand, communication is one of the tools used in social interaction that is very much needed by them in fulfilling all their needs both individually and socially. This is explained by Ahmad Kafafi:

إن الاتصال شكل من أشكال عمليات التفاعل الإجتماعي كان حجمه وشكله فإنه عمل ديناميكية إذا عملية الإتصال ضرورية للفرد والمجتمع على حد السواء فهي تسهم في تحقيق الحاجات الفردية والإجتماعية (Kafafi n.d.:2)

Judging from its history, this communication aspect was developed by language experts in the 60s into one of the approaches in foreign language learning. Even Hymes (1972) said that the real goal of language teaching is to develop communicative competence. The communicative approach in foreign language learning has the view that language is a system of expression of meaning and the main function of language is for interaction and communication, while the structure of language reflects its functional and communicative uses and the main units of language are not only grammatical and structural features, but functional and communicative meaning categories as exemplified in discourse. The communicative approach always invites students to be active in situations that require them to perform tasks by communicating as well as possible which can be applied with any source that students have. This approach also invites students to be able to develop social acceptance so that the accuracy of their language use is better because it involves speech that is socially appropriate to certain

situations and relationships. Wilga M. Rivers (1968) created a slogan for foreign language teachers so that they are able to prepare teaching materials and techniques correctly and well. The slogan reads: *Language is speech not writing, Language is a set of habits, Teach the language and not about the language, A language is what its native speakers say, not thinks they must to say and Languages are different*(Rivers 1981:43).

The communicative approach has at least several characteristics when applied in language learning, including: the language presented is authentic, the target of the language is communication, in communicating there is always a choice about what to say and how to say it. This approach in its historical journey produce at least four teaching methods, namely the direct method, the silent teacher method, and the speaking and natural methods. These four methods certainly have advantages but have disadvantages, including: 1) The training model in the form of imitating and pronouncing sentences is sometimes unrealistic because it is not contextual and can be boring, especially for adults. 2) Students find it difficult if they do not yet have basic foreign language skills. 3) This method requires a lot of repetition and is very boring for adults.

This study tries to patch up the shortcomings above by collaborating soft skills and constructivism in developing an active Arabic language learning model. Soft skills are used as the basis for development in this study because they are abilities related to the way a person works and the way a person interacts with others in the form of communication, teamwork and other abilities. Strengthening soft skills in learning needs to be done because several studies show

that students who has weak soft skills (communication skills) has the lower learning outcomes they obtain are still the average standard of their friends who are able to communicate well. According to Darmiani (2016) improving soft skills in students will automatically increase the active role of students in communicating and as a result, students' Arabic language skills, fluency, and eloquence will increase. Research from Darmian shows that students' skills after training have increased to the very skilled category. This study uses constructivism as its philosophical framework in order to be able to create contextual learning. Contextual learning is a learning concept that makes real-world situations of students as material or teaching materials so that students are able to connect every knowledge they gain by applying it in their lives.

B. LITERATURE REVIEW

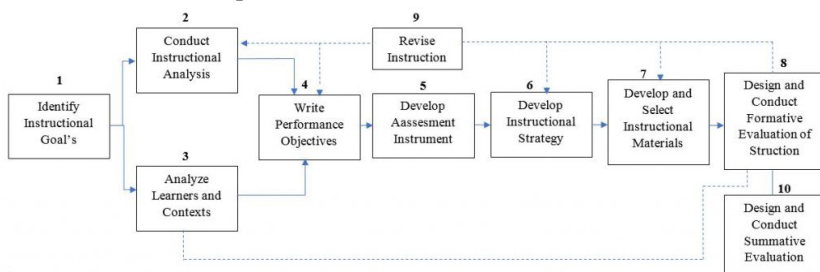
1. *Soft skill* in Arabic Language Learning Process

Soft skills can be interpreted as a group of personality traits, or skills that a person needs to be accepted in the workplace well, and improve the quality of individuals in supporting the development of self-creativity. Soft skills that will be used as a framework for developing modules in this study: Communication Skills, Team Work and long life education. The development of Arabic language learning models, especially those aimed at improving fluency or eloquence in speaking, is greatly needed as an innovation in learning so that educators have many alternatives in teaching Arabic.

The learning model developed with a constructivist approach based on soft skills with Dick Carey and Carey as the development procedure is able to activate students in every learning activity so that the role of the lecturer here will be more as a motivator and facilitator.

C. METHOD DESIGN

This research is a field research in the form of development research (R&D) which is useful for producing a product and testing its effectiveness. According to Hisya Ardianto and Syarif Fajarudin, development research is a systematic study to design or design new products or media which in the next stage will be regularly and systematically tested, evaluated, and refined so that the product can meet the quality and effectiveness criteria based on certain standards that have been set. This R&D research does not only produce hard products such as textbooks, media or This development research will use the Dick Carey and Carey model which consists of 10 steps as follows:



1. Participant Profiles

The total number of students for the 2021 intake is 1234 students from the faculties of Health Sciences,

Sharia and Law, Language and Literature, Economics and Business, Communication and Da'wah, Education and Teacher Training, Engineering and Computer Science, and all Arabic language development lecturers and 3 Arabic language learning experts.

2. Data Collection

Collect Data Analysis Technique

No	Technique	Data Resource	Measured Aspect
1	Interview as feedback validation questionnaire	Students, lecturers and experts	Strengthening and emphasizing the results of the questionnaire
2	Validation Questionnaire	Lecturers	Development model
		Students	Initial data and student responses to learning
3	Observation	Observers	Learning achievement; and speaking skills
4	Test	Students	Arabic speaking skills (fluency)
5	Documentation	Documents	Validation of RPS, SAP, modules, research sheets

3. Data Analysis

Before discussing data analysis, the author would like to explain the validity and rehabilitation tests first. Validity testing is a measurement of a concept related to accuracy or not in quantitative research. This test is a measuring tool that functions to carry out measurements in accordance with the objectives of the research. Validation testing here will be divided into content validity and construct validity. Content validity is fulfilled through expert judgment while construct validity is fulfilled through empirical testing in

the field. Content validity testing is carried out on products and assessment instruments. Products include contextual Arabic learning models, model usage guidelines, RPP, MODULES, and RPS. Assessment instruments include tests and observation sheets for speaking skills; questionnaires and observation sheets for assessing student speaking skills, observation sheets for the implementation of learning, and student responses to learning. Construct validation is fulfilled through empirical testing of speaking skills tests, especially fluency. This is done using factor analysis with the SPSS version 25.00 program. Factor analysis aims to determine the factors that construct variables while proving the validity of the questionnaire construct. Chi-Square in the Barlette Test shows sample adequacy. If the significance value is less than 0.01, then the sample is said to be sufficient or fulfilling.

Data analysis was conducted to determine the effectiveness of the Arabic language learning model based on soft skills in improving language skills, especially tolaqotul kalam. The test conducted was the ANOVA (Analysis of Variance) test. All hypothesis tests were conducted at a significance level of 0.05. If the probability <the specified significance level, then there is an effect of the application of the effectiveness of the Arabic language learning model based on soft skills in improving language skills, especially tolaqotul kalam.

The ANOVA test was conducted if the test prerequisites including the normality test, homogeneity test, and covariance matrix test had been met. The provisions for the normality test and homogeneity test were the same as the prerequisite test for conducting the t-test. The covariance matrix test is a test of the equality of variance-covariance in both dependent

variables individually. This test is an F variant test through the error variant test using Levene's Test of Equality of Error Variance numbers.

The observation results were analyzed by calculating the average percentage of the results of observations of the implementation of SAP and referring to the following equation.

$$R = (1 -) \times 100$$

Description: R = presentation of RPP implementation; A = higher observer score; B = lower observer score. Learning is said to be good if the percentage of achievement has a value greater than or equal to 75%.

D. FINDINGS

1. Problem Identification Results

There are several identified problems that make Arabic language learning less than optimal; first, the inequality of student abilities. This is due to the diverse input of students, they come from different graduates such as those who come from Islamic boarding school graduates are superior to general graduates. Second, inadequate time duration. Arabic is a unique language that has a different way of writing. In general, writing starts from left to right, but Arabic starts from right to left. In Arabic there are several characters such as fathah, dhommah, tanwin, and wawu. These factors make Arabic take longer to learn than other languages such as English. In fact, there are still many students who are still beginners in Arabic, while the study time they have is limited.

Third, modules that are less in accordance with needs because they are determined by the wishes of lecturers without considering the students' abilities. Fourth, lack of student interest in Arabic, this is due to the less interesting delivery of Arabic language teaching experienced by students in Arabic lessons at the previous level. Fifth, lack of student knowledge of Arabic. Although Arabic is an international language, English is more familiar to most students than Arabic. They compare these two languages in their benchmark of Arabic. English has the same alphabet as Indonesian although the pronunciation is different. While Arabic must start with knowing the hijaiyah letters, pronunciation, and meaning. There are still those who use this comparison and judge Arabic as difficult.

2. Prototype Development Results

Based on the data of the students' problems above, it is necessary to develop an active Arabic language learning model that is in accordance with the basic needs of students so that the objectives of developing this model must be 1) creating a learning process that is able to improve communication skills between students as a basic basis for mastering active Arabic, 2) the material developed must be related to the students' daily activities, 3) the strategies or methods used must reflect teamwork so that there is mutual assistance in improving active Arabic language skills, 4) the learning tools developed are able to facilitate students to be able to learn active Arabic anywhere, not only in class but also to learn independently. From these objectives, a soft skill-based Arabic language learning model was developed which contains teaching modules, RPS and SAP.

3. Conclusion of validation results from experts and practitioners

Validity testing in this study was carried out on four aspects, they are module validity testing, RPS validity testing, SAP validity testing.

Validation Results

Validator	Validation	Score	Category
Expert	Module	4,45	Good
	RPS	4,37	Good
	SAP	2,89	Good

From the data table above, the module score is 4.45 with a good category. The RPS value is 4.37 which means it is included in the good category, SAP 2.89 with a good category, and the test instrument is 4.38 in the good category. These are the results before there is input and suggestions from experts. The revisions according to the recommendations of the experts have been done.

4. Limited class field test and representatives from each faculty

Limited class field test was conducted by involving 4 to 5 student representatives from each faculty to be made a limited class. The testing process begin with a. oral pre-test, b. Arabic language learning process with Softskill-based Arabic language learning model with a time allocation of 2 meetings

or 2 x 100 minutes. c. the last process in the form of a Post test and evaluation.

5. Main Test

The main test in this study was conducted with the following flow. 1. Selection of class representatives in each faculty, 2. Conducting a preliminary test or Pretest. 3. Arabic language learning process with a soft skill-based Arabic language learning model for two meetings with an allocation of 2 x 100 minutes. 4. Closed with a post test and evaluation.

E. DISCUSSION

1. Limited Test

Limited trial analysis is used to determine the effectiveness of the learning model used using the t-test model in assessing Arabic language fluency. The t-test is carried out if the requirements are met, they are the normality test and the homogeneity test. The normality test of data distribution is used to determine empirical data that the sample really comes from a normally distributed population, so that the hypothesis test or t-test can be carried out properly. Normality test by using the Kolmogorov Test and Shapiro-Wilks Test statistics. In this data, the Kolmogorov Test value is used because the data used is more than 30. Data is normally distributed if the significance value (Sig.) Is more than 0.05, data processing using SPSS version 2.4 for Windows.

The following are the results of the t-test using the Paired sample T-Test.:

Table. 4.1 Results of t-Test on Limited Class

Paired Samples Test								
Mean	Paired Differences					T	df	Sig. (2-tailed)
	Std. Deviation	Std. Error Mean	95% Con- fidence In- terval of the Difference					
			Low- er	Up- per				
Pair 1 PRE TEST - POST TEST	-27,063	9,367	1,656	-30,440	-23,685	-16,344	31	,000

From the calculation results using Paired sample T-Test obtained a significance value (Sig. 2 Tailed) of 0.000 or less than 0.05, it can be concluded that there is a significant difference in Arabic language fluency between students before and after using the Softskill-based Arabic language learning model.

2. Main Test

The main test involved students from various faculties taken 1 class from each Faculty at the Al-Qur'an Science University (UNSIQ) Central Java in Wonosobo. The dependent variable in the study is Arabic language fluency, while the independent variable in this study is the Softskill-based Arabic language learning model. The analysis of this test uses ANOVA.

Comparison of ANOVA Test Results

Fakultas		HASIL UJI ANOVA KELAS EKSPERIMEN				HASIL UJI ANOVA KELAS KONTROL					
		Sum of Squares	Df	Mean Square	F	Sig.	Sum of Squares	Df	Mean Square	F	Sig.
FEB	Between Groups	7547,266	1	7547,266	137,983	,000	7547,27	1	3141,500	12	261.792
	Within Groups	3391,219	62	54,697			3391,22	62	2240,000	19	117.895
	Total	10938,484	63				10938,5	63	5381,500	31	
MOMIKOM	Between Groups	5256,250	1	5256,250	89,697	,000	2716,802	18	150,933	.867	.619
	Within Groups	3633,188	62	58,600			2264,167	13	174,167		
	Total	8889,438	63				4980,969	31			

	.717			.121		
	.753			1.816		
	88.773	117.968		146.679	80.792	
	18	13	31	14	17	31
	1597.917	1533.583	3131.500	2053.502	1373.467	3426.969
	,000			,000		
	36,479			56,817		
	2220,766	60,879		3705,766	65,223	
	1	62	63	1	62	63
	2220,766	3774,469	5995,234	3705,766	4043,844	7749,609
	Between Groups	Within Groups	Total	Between Groups	Within Groups	Total
	FSH			FKSP		

	439				.001		
	1.093				5.922		
	245.152	224.306			107.957	18.231	
	17	14	31		18	13	31
	4167.592	3140.283	7307.875		1943.219	237.000	2180.219
	,000				,000		
	60,782				124,249		
	3481,000	57,270			5076,563	40,858	
	1	62	63		1	62	63
	3481,000	3550,750	7031,750		5076,563	2533,188	7609,750
Between Groups		Within Groups	Total		Between Groups	Within Groups	Total
FIKES				FITES			

FBS	Between Groups	4573,141	1	4573,141	111,563	,000	435,667	14	31.119	.814	.647
	Within Groups	2541,469	62	40,991			649,833	17	38.225		
	Total	7114,609	63				1085,500	31			

Based on the data above, it can be seen that the Experimental Class has a significant increase in language skills of 100%, all Faculties that applied soft skill-based Arabic language learning experience a significant increase in language fluency after learning, while in the control class the success rate is only 14.3%, namely in the Faculty of Tarbiyah and Teacher Training, while other Faculties do not show any significant increase by using conventional Arabic language learning.

F. CONCLUSION

The conclusion of this study is that the Arabic Language Learning Model improves Arabic speaking fluency is a soft skill-based learning model that is collaborated with constructivism philosophy that produce cooperative learning. This model generally consists of modules and manuals containing general instructions in the form of RPP and RPS that meet the elements of the validity of a model. This is proven by the

results of expert judgment assessments of the theory used and the learning tools used. The Arabic language learning model based on soft skills to improve Arabic speaking fluency for new students of the Al Quran Science University of Central Java in Wonosobo is practically used after being validated by 3 experts and 2 practitioners and strengthened by test results showing that SAP (very Good), Module (very Good), RPS (very Good), Instrument test (very Good), learning implementation sheet (very good). The Arabic language learning model based on soft skills is very effective in improving Arabic language fluency for new students of the Al Quran Science University of Central Java in Wonosobo. The result appeared on the results of the post-test which increased significantly from the results of the pre-test.

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