



The Effective Role of Arabic and English in Learning at Muhammadiyah Schools

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Abstract

This research is a need for benchmarks for the ISMUBARIS learning method in Muhammadiyah schools. In this case the focus is on curriculum development and approaches to learning language skills. In order to strengthen students with the tools to study Muhammadiyah Islamic knowledge, science and technology. The number of schools in Muhammadiyah with various qualities of teaching human resources means that the results of ISMUBARIS learning cannot be measured. Quality that is not measured properly results in educational outcomes at Muhammadiyah schools whose specialty is Ismubaris education (Islam Muhamamdiyah in Arabic and English) and even its development now into ISMUBARISTIK (Islam Muhamamdiyah in Arabic and English and information technology and computers) has not yet achieved expectations as a characteristic. typical skills that can be excelled.

Keywords: *Benchmark; Ismuba; Language Learning Method; Arabic; English*

Introduction

The curriculum implemented in Muhammadiyah and Aisiyah schools is integrated with the Al Islam and Kemuhammadiyah curriculum. The AIK curriculum is structured in the context of religious character education. Character education based on AIK which directs students to be able to carry out the task of preaching with an understanding of the history of Muhammadiyah and the identity of Muhammadiyah. The Ismubaris learning approach (Islam Muhamamdiyah Arabic and English) needs to continuously develop and formulate its methods. Learning methods that will be able to generate excitement in learning.

If we examine ISMUBARIS, there are several components of the learning area, namely Islamic knowledge, Muhammadiyah knowledge and mastery of foreign languages, in this case Arabic and English. Arabic is not only limited to introducing the language but is also intended to encourage students

to have the need to master it. Because mastery of Arabic, which is the basis of Al-Islam knowledge with the Al-Quran, will make students' access to Islamic religious knowledge more in-depth. Furthermore, the development of English will help students master science and technology learning.

English is one of the requirements for student graduation, a requirement for entering college, and even a requirement for applying for jobs. In accordance with Handayani's (2016) statement, in the era of globalization, the world is increasingly developing and opening up opportunities to expand the scope between countries. Only people who have foreign language skills can take advantage of this golden opportunity. Foreign languages have an important role, especially in careers. Foreign language skills will really support a person's career in this era. Therefore, foreign language lessons (Arabic-English) are important to teach from the start.

Both languages have a mutually reinforcing role in preparing students to be able to master early knowledge and other general knowledge. Language learning methods should be easy to follow and fun. Apart from that, the foundation is also laid by qualified teacher human resources who are able to inspire enthusiasm for learning.

Likewise, with early education which is the foundation of education. Early education requires special attention in the learning process. Not only do you need quality teacher human resources, but the most important thing is learning methods that are fun and impressive. This fun and exciting learning method will be easier to achieve if students are invited to deeply master the learning tool, namely mastery of the Arabic language. This also applies to mastery of other general learning which includes mathematics, science and technology.

Linda Darlin Hammon and team, (2017). The high performance/high performance system places great emphasis on the importance of recruiting prospective teachers with a strong foundation in knowledge and experience to ensure that all teachers are enthusiastic about being in demand and willing to continue practicing from the moment they decide to become teachers. This system also provides structure and opportunities for surviving teachers to continue to hone and improve their practice and continue to produce so that they can get better and better every year. Teachers are given the opportunity to use their continually improving skills to take on new roles within the school and school system.

Nugroho Bayu & Jaqin Choesnul in (2021) , reviewing that benchmarking is a systematic and continuous process of comparing the products, processes and results of an organization with other similar organizations. Benchmarking is generally done by comparing it with organizations that have a better level because it aims to provide input for internal improvements in the organization. Educational institutions also need to carry out a benchmarking process because this can contribute to determining learning and promotion strategies, improving learning processes and curriculum development, improving physical infrastructure, improving operations and performance as is done.

Pakdaman, Ali; Baradan, Abdollah and Alibakhsi July (2022), The role of English teachers in the curriculum design process is very important (Alsubaie, 2016). In the book, Language Curriculum Design, Macalister and Nation (2010) admit that "Teachers themselves are an excellent source of needs analysis information because they usually know their students well, have seen them perform various tasks, and have seen the results of those tasks. . Teacher intuition is reliable, valid and practical" (Macalister & Nation, 2010).

Blazar, David, (2016). Teachers and the effects of student teaching on student academic performance, attitudes and proportional behavior by David Blazar. This dissertation emphasizes that teachers have a great influence on children's success in academics and their future. The individual relationship between teacher and student influences much of a child's character development.

The introduction of foreign languages from an early age is the best. An easy method that can be understood with the ability of four language skills in accordance with those mentioned in the Minister of Religion Regulation, aims to (1) develop communication skills in Arabic which includes the four skills of listening (*istima'*), speaking (*kalam*), reading (*qira' ah*), and writing (*kitabah*) .

Ahmad Fatoni (2019) In fact, if we examine it carefully, a school that plans foreign language learning, especially Arabic, will have a good impact on many things, including the school, teachers, school principals, and the government.

Ahmad Miftahul Niam (2022) Arabic language learning has developed over time. The development of the Arabic language curriculum in the past was closely related to issues of worship. Arabic is not only a language of worship but also includes the language of economics and business as well as the language of culture and science.

Meanwhile, mastery of English has a good influence on students' learning process. Because English is a knowledge that must be integrated with other knowledge. This is in accordance with the objectives of developing the 2013 curriculum to form productive, creative and innovative people.

Not only in the field of education, the use of English is also very important in da'wah communication. This research was conducted by Juriana who discussed how conveying messages in da'wah will really resonate with the audience or listeners who feel that the language used by a da'i (preacher) is easy to understand. So that da'wah material with the mission of spreading Islam will be delivered effectively and efficiently. So a da'i (preacher) must have English language competence in order to answer the conflicts between religions that occur in the world.

This study of foreign language learning will be researched based on several fairly basic methods, ISMUBARIS is one of the methods developed at the Muhammadiyah school and is There is a need for benchmarks in the curriculum and language learning methods at ISMUBARIS in Muhammadiyah schools. The number of schools in Muhammadiyah with various qualities of teaching human resources means that the results of ISMUBARIS learning cannot be measured. Quality that is not measured properly means that educational outcomes at Muhammadiyah schools, whose specialty is Muhammadiyah Islamic education, have not yet achieved characteristics that can be excelled. Competition in educational services with various Islamic and non-Islamic educational institutions makes it urgent that quality and progressive ISMUBARIS education needs to be formulated immediately at Muhammadiyah. This research specifically aims to provide data from measurable studies on the curriculum and language learning approach methods as well as on the character education content of Al Islam Kemuhmamdiyahaan. So that from the results of this research a recommendation for an exciting learning approach can be prepared for children to learn and master Islamic knowledge, Muhammadiyah, Science and Technology. The hope is that in the future this nation's generation can become world leaders with quality Islamic morals, protected by their preaching movement in Muhammadiyah and skilled and intelligent in adapting to world changes.

Research Methods

The method in this research uses a qualitative method with a descriptive approach. Bogdan and Taylor (Andi Prastowo, 2011: 22) state that qualitative methods are research procedures that produce qualitative descriptive data in the form of written or spoken words from people and observed behavior. In essence, qualitative research is a systematic activity used to discover theories in the field, not to test theories/hypotheses. In line with the opinion above, M Djunaidi and Fauzan A (2012: 25) stated that qualitative research is research that aims to understand phenomena experienced by research subjects holistically by means of descriptions in a special context experienced without human intervention and by making optimal use of sharing. commonly used scientific methods Suharsimi Arikunto (2005: 234) stated that descriptive research is research that aims to describe "what is" about a variable, symptom, or

situation. Descriptive research does not aim to test hypotheses, but rather to find theories in the field. Based on the description above, this research approach is a qualitative descriptive approach. This approach was used so that researchers could produce descriptive data regarding students' learning interests and teachers' teaching and learning interests at Muhammadiyah Pamulang Elementary School and Muhamamdiyah Limau Elementary School, South Jakarta.

Apart from that, this research will also utilize research and development (R and D) research and development methods in Borg and Gall and in Sugiyono stated that, research and development (research and development or commonly abbreviated as RnD), is a research method used to develop or validating products used in education and learning. (Sugiyono, p. 4) In this research, models and methods for developing learning and teaching for English and Arabic teachers will be the goal of further development of qualitative descriptive results. Various information regarding the learning interest of both students and teachers in learning at Muhammadiyah elementary schools was examined for its dynamics. The results of the study are classified based on theory, as well as studies of students' and teachers' learning interest in mastering English and Arabic. The compilation of research results will become a reference for curriculum innovations and proven methods that can be utilized by Muhammadiyah elementary schools in the future. It is hoped that this research can answer the main problems in this research.

A qualitative descriptive research design was used to see (describe) the role of Arabic and English in improving Diniyah and general learning at Muhamamdiyah colleges. The research participants for this research were groups of elementary school students in all phases, preferably phase C (grades 5 and 6) at Muhammadiyah Setia Budi Pamulang Elementary School and Muhamamdiyah Limau Elementary School. Apart from that, the other main participants are Arabic and English teachers, and general subject's teachers.

Research Result

This research aims to find out the opinions of students and teachers about the need for fun foreign language learning and how awareness that English and Arabic foreign language skills are connected to the ease of learning Diniyah lessons and mastery of science and technology. This research is descriptive research that identifies and describes trends in students' opinions about learning English and Arabic. And what are the opinions of general and foreign language teachers regarding interest in learning and mastery of teaching foreign language education specifically and generally for general teachers at SD Muhamamdiyah Setia Budi Pamulang and SD Muhamamdiyah Limau. Using a random sampling technique of 10% of the total population of 120 students and 55 teachers. This research instrument uses a closed modified questionnaire and is validated using construct validity, as well as analyzing the data using descriptive analysis.

The research results showed that 95.8% of students liked foreign language lessons. More than 19% felt learning a foreign language was challenging while 48.3% stated that learning a foreign language was exciting. This shows that in general students have an interest and enthusiasm in learning a foreign language with the reason that 52.4% feel that mastering a foreign language is important. Students also understand that mastery of a language will have a big influence on future success with a response of 59% stating that mastery of a foreign language will influence the ease of living and working in the future. 40% stated that the popular foreign language they had studied was English and 57% were interested in studying this language compared to Arabic with a response of only 9.8%. This response also confirmed that interest in learning and enjoyment of learning foreign languages, both English and Arabic, are largely determined by the ability of the teacher or learning mentor, namely 99%.

So far, students have stated that the modules at school which apply specifically to English are considered easy to improve English language skills, namely 89% and Arabic also 78%. Muhammadiyah students know Arabic and English well from their learning experiences at school. Supported by the

response that their parents were their first teachers in learning English and Arabic, amounting to 47% and 29% were new teachers at school, Koran teachers for Arabic and also various other audiovisual media. The need to learn Arabic is 43% which can be related to daily worship needs. However, it is not used actively in Arabic, where 63% say it is not. Meanwhile, active use of English reached 50% of the number of respondents. Both Arabic and English are generally used passively in everyday life. It can be interpreted that students come into contact with the use of these two foreign languages on various occasions passively. Even though the rest of English is more familiar, it uses it actively. English and Arabic are used only in learning activities, both at school and at courses, by more than 89%. So outside of learning activities it is not used frequently.

According to teacher responses, English was more popular by 94% compared to Arabic which was only 9%. Even though teachers realize that these two languages are considered important and very important. This is also reflected in the fact that the use of English in teaching activities is more frequent, up to 49%, compared to the use of Arabic at 18%. Teachers agreed that mentors or teachers determine the ease and interest in learning in mastering English with a response of 90%. Furthermore, the other most important thing is the learning module which makes it easy. Both English and Arabic stated that 54% was enough to make children enthusiastic about learning. Likewise, the learning method used is only considered adequate for 51%. 74% of all teachers are interested in improving their English and Arabic language skills.

Based on the results above, it provides a general picture of the need for support in language learning in the ISMUBA learning area. The positive response to foreign language learning shows the vision of progress of the students and teachers at the Muhammadiyah Elementary School which was the sample.

Conclusion

It can be concluded that improving teachers' skills in teaching languages needs to be improved to be able to meet the speed and comfort in mastering both English and Arabic. The existence of interest and enthusiasm for obtaining special education for teachers, as well as for students, shows that, in ISMUBA education, mastery of the foreign languages English and Arabic is very necessary. This can also show that the uniqueness of Muhammadiyah schools with the implementation of ISMUBA shows that mastering a foreign language with its various dynamics is already a good educational breakthrough in both Arabic and English masteries.

Teaching modules and skills for teachers as well as the availability of various learning media innovations are needed as the next step in this research. This research can also be continued by testing models for learning and teaching these two languages.

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