Analysis of the Use of the Tikrar Wa Tadrib Method in Learning to Write Simple Arabic Sentences

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Article Info	Abstract

Until now, writing problems still occur in learning Arabic. Various difficulties were experienced by students both in terms of linguistics and non-linguistics. This is because writing is the highest skill in learning Arabic. In addition, the factor of differences in the educational background is still a problem in learning Arabic. It requires directed learning stages and appropriate learning methods to develop students' skills. Then came the Tikrar Wa Tadrib method to make it easier for students to learn Arabic even though they have diverse educational backgrounds. This research aims to describe how the planning, process, and evaluation of learning when using the Tikrar Wa Tadrib method in learning to write simple sentences in Arabic using a qualitative descriptive method. The results of this study indicate that teachers carry out lesson planning by making a lesson plan and syllabus. In the process, the activities of reading nazam, repeating material, and increasing practice are the main parts of using the Tikrar Wa Tadrib method. Evaluation of the use of these methods is carried out directly. The results of using this method show that 93% of student scores are in a good category and the level of student understanding reaches 75-90%.

LATAR BELAKANG

In language learning, writing proficiency is also called the highest and most important skill that needs to be achieved by students learning (Jamali et al., 2017). If speaking is a means of communicating with others to express feelings and thoughts, and reading is a means of knowing everything that happened in the past, then writing is a means of actualizing one's abilities to the public which are not limited by time and place (Makrufah, 2019). Rathomi (2020) explains that writing is a complex skill by combining other language skills such as listening, speaking, and reading so that it raises considerable potential in the problems of learning Arabic.

According to Pamessangi (2019), various difficulties and problems are felt by students in learning Arabic, one of the indicators that cause students difficulties in learning Arabic is the factor of differences in educational background. Until now, the factor of differences in the background is still a problem in learning Arabic, both for educators and students. With a variety of student educational backgrounds, it will bring up differences in the quality and quantity of student knowledge which is often an obstacle to learning (Farid et al., 2022).

If we look at the curriculum in Indonesia, we can see that the Arabic language subject is included in the madrasah curriculum under the auspices of the Ministry of Religion (Kemenag) of the Republic of Indonesia as stated in the Regulation of the Minister of Religion of the Republic of Indonesia No. 000912 the year 2013. Meanwhile, schools that are sheltered by the Ministry of Education and Culture (Kemdikbud) of the Republic of Indonesia, if seen in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 35 of 2018 concerning the 2013 Curriculum for SMP/MTS, SMA/SMK does not have Arabic language subjects specifically, as well as in the independent curriculum. This causes obstacles to the vulnerability of students who will continue their education but are not in line with their educational background.

In this regard, many problems arise, one of which is explained in Khotimah's (2016) research regarding the problems faced by students in learning simple Arabic sentences. These problems include linguistic problems such as not knowing Arabic written forms, difficulties in joining and stringing words, lack of mastery of mufrodat, and lack of practice in writing Arabic. If in terms of non-linguistics, the problems experienced are the lack of interest and enthusiasm of students, lack of attention from parents, and differences in educational background.

Rusdi (2020) in his research entitled "Analysis of errors in the use of isim isyarah in writing simple Arabic sentences", concluded that there were 733 errors when students used isim isyarah. If detailed, there are 230 errors in the word هذا, 130 errors in the word هذه , 223 errors in the word تلك , and 150 errors in the word ذلك. The popular mistakes in the ability to write Arabic are tarkib or qawa'id errors, mufradat, diction writing errors, nahwu errors, and rs and sharf errors (Hervina & Isman, 2022). This proves that there are still many problems in Arabic writing proficiency that occur and need to be followed up.

In overcoming these problems, tips and ways are needed to create good learning so that students' skills can increase. Yahya et al. (2021) state that to carry out effective and efficient learning, three important stages are needed, namely lesson planning, learning process, and learning evaluation. In the process, to achieve an inspiring, interactive, innovative learning atmosphere and provide sufficient space for students' creativity, supporting components are needed such as learning methods, learning media, and learning strategies. And learning assessment is carried out at least once in one semester by reflecting on the implementation of learning.

According to Nasution (2017), in a learning condition and when education is taking place, learning methods are needed to support the achievement of learning goals. The more precise the learning methods used by educators when teaching, the more effective the process is to achieve learning objectives. Roestiyah (in Nasution, 2017) says that to create maximum learning, every learning implementation must apply learning methods. Especially in language learning, where there are four skills as the main principles that students need to learn and master, namely listening (Istima), reading (Qiro'ah), speaking (Takallum), and writing (Kitabah) skills.

We need to know that student learning success can be influenced by several factors, such as environmental factors, materials, and learning instruments (educators, curriculum, models, and learning methods) (Kristin, 2016). From this, it was argued that learning instruments were the main factor in supporting good learning. Therefore, learning methods have an essence and an important role in learning. Pupuh and Sobry S (in Nasution, 2017) also argue that the more appropriate the learning methods used by teachers in teaching, the more effective they are in achieving learning objectives.

An educational staff or teacher must be able to master the classroom situation to create a pleasant learning atmosphere to produce quality processes and objectives. In this case, a teacher needs a good learning method as well and coupled with the ability of a qualified teacher so that it fits the characteristics of the students (Nasution, 2017).

The method is one of the important things that help in creating an efficient and effective learning process. *"The Tikrar Wa Tadrib method is a method created and adapted for students who do have a basic knowledge of Arabic or alumni of Madrasah Tsanawiyah and students from state junior high schools who have not yet learned Arabic. Of the several learning models that have been tried to be effective for classroom conditions, the conditions of students vary, therefore we are trying to concoct a method called the Tikrar Wa Tadrib method." Said Sapria M.A. as a creator of the method.* He said that the definition of the Tikrar Wa Tadrib method comes from Arabic, namely from the word Tikrar which means repeating, and Tadrib which means training, so the purpose of this method is to repeat all the material summarized in nazam and do various kinds of exercises to hone students' skills.

In addition, in the results of research by Sujani & Munastiwi (2022), it was stated that the Tadrib method was able to develop teacher pedagogic abilities, This is certainly very helpful for teachers in understanding students

and managing to learn well. The Tikrar method was used by Ismira et al (2022) in learning to memorize hadiths for grade 5 elementary school students and had a positive influence on students' memorization. Both of these methods have a positive influence on learning.

Many methods can be used for learning, but some things are interesting and excel at Daarut Tauhiid Middle School to be able to minimize difficulties in learning Arabic for students, namely the application of the Tikrar Wa Tadrib method for use in learning Arabic, especially for students writing abilities. The use of this method in previous research was carried out separately and differently so it has not been widely used and published. According to the creator, this method is relatively new and is an innovation from the previous method. Therefore the need for this research is to find out how to use the Tikrar Wa Tadrib method and the results of using this method to solve problems in learning Arabic, especially in learning to write simple sentences.

METHODOLOGY

This study uses a descriptive analysis method with a qualitative approach so that can be described clearly about the use of this method. The research data were obtained through interviews, questionnaires, and observation, and then tested the credibility of the data was by triangulation (Sugiyono, 2009). The observations made were structured observations adapted to the objectives of the observations (Williams and Young in Hasanah, 2017). The research will be conducted at SMP Daarut Tauhiid. The population used was class VIII students of SMP Daarut Tauhiid as objects using the Tikrar Wa Tadrib method.

The sampling technique in this study used a simple random sampling technique because it has the same opportunities and opportunities to be used as research subjects (Sudaryono, 2019). Meanwhile, the data analysis technique used in this study consisted of three processes, namely by reducing the data obtained, then presenting it in the form of descriptive and narrative text, then verifying the data to clarify the reasoning behind the final research results.

RESULTS AND DISCUSSION

Arabic Learning Planning

As Mudrikah (2021) says, the essence of an educational process is what teachers do every day in learning. To be able to create good learning requires careful learning planning. Based on the results of data reduction from all the research methods used, it is known that the teacher plans the lesson every time he is going to the lesson. This planning is summarized in the making of the syllabus and the Learning Implementation Plan (RPP) that the teacher makes. This is to government regulations listed in Permendikbudristek no. 16 of 2022 concerning process standards for early childhood education, basic education, and secondary education.

Based on the results of the research, the contents of the syllabus include core competencies and basic competencies which are the objectives of a lesson, subject matter of learning, learning activities, indicators of competency attainment, forms of learning assessment, allocation of learning time, teaching resources or teaching materials, as well as student character achievements. The Learning Implementation Plan (RPP) prepared includes basic competencies, learning indicators, achievement of character values, learning models, student products or learning outcomes from the material, the flow of learning activities, student assessment techniques in terms of knowledge, attitudes, and skills, facilities and the infrastructure used, the teaching materials used, remedial and enrichment learning techniques, as well as the student competency assessment rubric. The lesson plan and syllabus are very complex and detailed to minimize the occurrence of obstacles to achieving learning objectives. This is to the theory said by Ananda (2019) that in a plan, there are several subsystems such as learning objectives to be achieved, teaching materials, strategies, methods, as well as learning media to facilitate achieving goals, supporting resources, and assessment of results study.

Besides that, as a plan, before learning begins the teacher always studies the material again to solidify the material that has been mastered, as well as to make teaching media varied and adapted to the learning material. In learning to write simple Arabic sentences, the teacher uses the Tikrar Wa Tadrib method. In preparation, the teacher prepares teaching materials in the form of books that have been made and arranged according to the curriculum used, namely the 2013 curriculum. However, Sapria M.A., the author of the book and the creator of the method, said that this method can also be used and adjusted in the independent curriculum. The purpose of the Tikrar Wa Tadrib method is to make it easier for students to understand material related to learning Arabic using repetition and various exercises.

In addition, to support students' abilities, there are additional curricula such as the character curriculum, literacy curriculum, and numeracy curriculum with more specific development goals for students. The three curricula are still based on the national curriculum with a more specific distribution of competencies to each level of education in schools. This can be implemented in the local curriculum through the school's policy, especially in Islamic boarding schools or boarding schools which have their uniqueness in their education (Qurtubi and Hudi, 2020). In its implementation, these curriculum capabilities are integrated into learning and developed through extracurricular programs and a school literacy culture. There are one to three competencies to be achieved from each additional curriculum and implemented in each learning meeting for students.

Meanwhile, according to the results of indirect interviews with teachers regarding the obstacles experienced in lesson planning the adjustment of learning techniques to the dynamic conditions of student stamina and enthusiasm. This is because student activities are quite dense and schools are based on boarding schools so there are many activities outside of school hours. Moreover, external and internal matters from the student's personality sometimes cannot be conditioned until learning begins. Therefore, the teacher's ability to carry out his profession is very important and essential because the

effectiveness of learning is determined by how much learning planning has been made (Bararah, 2017). But overall, the planning process carried out by the teacher in learning is structured in a systematic, visionary, and good manner and refers to planning theories as well as Indonesian education regulations as mentioned above.

Arabic Learning Process

The learning process is the actualization of what has been prepared in the learning plan. Based on the results of the analysis of the lesson plan document and observation of the learning process, it is known that there is a match between the planning and the learning process. The stages of using the Tikrar Wa Tadrib method in learning simple Arabic sentences in class include:

1. Students read the nazam together before starting to learn. The series of nazam includes material that will be studied by students and has been listed in the Arabic textbook used

2. The teacher repeats the previous material and relates it to the material to be studied. This is usually in the form of quizzes or short questions posed by the teacher and answered by students

3. The teacher conducts the apperception of students, The apperception activity is in the form of showing videos related to simple sentence learning material and aims to arouse students' curiosity and interest in learning

4. The teacher explains the learning objectives and provides learning materials. The material in question is material about learning simple sentences, namely the number of ismiyyah. The teacher explains the material to students using learning media. The learning media used can be in the form of power points or markers and whiteboards

5. Students practice writing together as contained in the textbook. At this stage, students answer questions/tadribat exercises in Arabic textbooks. These exercises are contained in each sub-chapter of learning with varied questions and further familiarize students in practicing writing Arabic such as practicing making ismiyyah numbers, completing word exercises, and identifying sentences/numbers. This exercise is done in groups and individually with the same essence.

The learning stages above are flexible and can be changed. However, in general, the pattern of the Tikrar Wa Tadrib method used at SMP Daarut Tauhiid is repetition and practice as illustrated in the steps above. In practice, the apperception activities for students listed in the third stage can change depending on the learning conditions. This pattern is the core pattern of the Tikrar Wa Tadrib method. This refers to the learning theory of behaviorism pioneered by B.F. Skinner emphasizes repetition, practice, and the formation of

reactions or responses to students. Asyrofi and Pransiska (2021) explain that the implications of behaviorism theory in language learning can be applied to the principle of language teaching repetition, the formation of language habits in the form of drill or practice also taught in the form of the ability to listen, read, speak and write which of course is following the structure Arabic learning.

The textbook used is an Arabic textbook entitled Qawa'id Basic I Method of Tikrar Wa Tadrib. The position of this textbook is something that will always exist in any learning method to help achieve learning goals (Supriadi and Fitriyani, 2021). Along with this, based on research observations and questionnaires distributed to students, the enthusiasm of students in using this method is quite good, as evidenced by their enthusiastic attitude in reading nazam and persistence in learning the number of ismiyyah. The obstacles experienced by teachers in carrying out the learning process are the achievement of various students.

Evaluation of Learning Arabic

Evaluation is a stage that is no less important than other stages in learning. Evaluation is a process of procuring information to be considered and processed to produce decisions in learning or in the field of education (Susilawati & Syaripah, 2019). To obtain good results, evaluating learning must apply several evaluation principles such as comprehensive, integrated, pedagogical, continuity, and coherence with goals (Kusuma, 2010).

Based on the results of the research, the implementation of learning evaluation in learning to write simple Arabic sentences is carried out directly, namely after completing teaching and learning activities (KBM) or after using the Tikrar Wa Tadrib method. This serves so that learning objectives can be better monitored. This method is following Tyler's evaluation model theory which is based on instructional objectives when making lesson plans. This method shows a more in-depth evaluation process of students' abilities so that they can continue to be guided and directed in achieving learning goals. Tyler's model is systematic, measurable, and accurate (Kusuma, 2010). Evaluation in this case is carried out through written and oral tests with the teacher's policy and refers to content competencies, basic competencies, and learning objectives.

In using the Tikrar Wa Tadrib method, the written evaluation is carried out in the form of exercises on making the number of ismiyyah or simple Arabic sentences individually as well as in groups. While verbal evaluation is carried out at the end of learning and at the beginning of learning in the form of throwing questions from the teacher to students. This evaluation technique is to the general guidelines of the National Education Standards Agency (Ikhwan et al., 2021). This exercise is repeated.

Assessment of learning outcomes also includes cognitive, affective, and psychomotor domains per Indonesian education regulations and the theory put forward by Grondlund (in Kusuma, 2010). Assessment techniques in the

affective and psychomotor domains of student abilities are carried out by using a scoring technique and a rubric of each achievement indicator of predetermined abilities, then the scores in each of these achievements are summed up to obtain a total score of each student which is then converted into the form letters such as A, B, C, and D (Alfath, 2019).

As for the cognitive domain, student learning outcomes after using this method are adjusted to the references that have been determined by educators and coordinated with educational units. This is done based on the assessment in the 2013 curriculum. This assessment aims to determine the learning outcomes in the material for writing simple Arabic sentences, namely the number of ismiyyah. The predetermined scoring rubric is prepared by taking into account the Intake aspect where the higher the student's ability, the higher the score (Syahputra et al., 2020).

Table 1. Rubric for the Assessment of Jumlah Ismiyyah

Score	Category
75-100	Very good
50-75	Good
25-50	Enough
0-25	Not enough

The results of the study stated that as many as 37 students out of 40 students had scores above 50 and 3 other students scored less than 50. From these results, it can be seen that there are around 93% of students are in the good to the very good category in understanding writing these simple sentences. These results were obtained after using the Tikrar Wa Tadrib method twice in learning to write simple Arabic sentences. In addition, based on the results of the questionnaire distributed to students, it was concluded that the achievement of students' understanding reached 75-90%. This shows that students have been able to achieve the learning objectives of writing simple Arabic sentences because they have achieved the minimum learning mastery shown in the "Good" category value (Bakhtiar, 2020).

Not only that, but the researcher also wrote down several other statements in the questionnaire on the results of the satisfaction of using the Tikrar Wa Tadrib method in learning to write simple Arabic sentences for students. The result of the questionnaire was that 25 students answered "Yes" to the statement "I find it easy when learning to write simple Arabic sentences using the Tikrar Wa Tadrib method", while 15 other students answered "No". Then there were 36 students said "Yes" to the statement "I understand the material about writing simple sentences in Arabic" while 4 other students

answered "No". 32 students answered "Yes" to the statement "In my opinion, the Tikrar Wa Tadrib method is effective for use in learning to write simple sentences in Arabic" and 8 others answered "No". Until the last statement, "I like learning Arabic", 33 students answered "Yes" and 7 students answered "No". Through the results of the questionnaire given to teachers and students, it was concluded that this method was effective for use to improve student's writing and reading skills, it could also be used for other foreign languages, this can be seen from the structure of the Tikrar Wa Tadrib method which is practical and simple.

The advantage of this method is that students can go deeper into the material, especially simple Arabic sentence material as well as maharah kitabah, or the ability to write Arabic because it is done repeatedly. This method is also classified as a simple and practical method because it does not require so many facilities and infrastructure. However, there are also disadvantages of this method, namely that sometimes it takes a long time for students to do the exercises, and the condition of some students occasionally feel bored because of the repetition of material. Besides that, the teacher's effort to overcome this is to create an interesting learning atmosphere and pay attention to the psychological condition of students by asking about their condition of students at the beginning of learning (Surya, 2014).

CONCLUSION

The Tikrar Wa Tadrib method is a method designed and used to help students who come from different educational backgrounds in learning Arabic, especially adjustments for students who have not or little in learning Arabic before. The principal uses of this method are repetition and practice, as defined by Tikrar, namely repetition, and Tadrib, namely training or habituation. Repeating here means repeating the learning material and chants that are chanted before starting each lesson. The exercise here is the practice of working on questions after completing learning in each meeting. The form of this exercise varies, from multiple choice questions, exercises to make the number of ismiyyah, and other exercises that aim to get used to writing simple Arabic sentences.

Learning planning from the use of this method is that the teacher makes lesson plans and syllabus, studies the material, and prepares teaching materials in the form of the Tikrar Wa Tadrib method book which has been designed by the school. Then in the learning process, the steps for using the Tikrar Wa Tadrib method are: first, students read the nazam together regarding the Arabic language material that has been provided in the Arabic textbook. Second, the teacher reviews the material that has been taught and relates it to the material being studied. Third, the teacher gives apperception. Fourth, the teacher explains the material and learning objectives. Fifth, students do the exercises. The results of using this method state that around 93% of student learning outcomes have good and very good categories. The advantages of the Tikrar Wa

Tadrib method are that it is practical and simple, and students can go deeper into the material. But there are also drawbacks to this method, such as requiring a long time for each material.

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