



Andragogy Principles In Arabic Learning At Diniyyah Putri Lampung

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Abstract

This study aims to describe the Andragogy Principles In Arabic Learning at MTs Diniyyah Putri Lampung. This research uses a qualitative approach with a case study method. This method is used because the researcher wants to explore carefully and in depth about the work or activities of individuals or all individuals at MTs Diniyyah Putri Lampung. With this approach, researchers will obtain in-depth data or information related to the purpose of this study. From the data analysis that the author did, it was concluded that there are Andragogy Principles in most of the Arabic language learning activities at MTs Diniyyah Putri Lampung. This can be seen in several aspects of learning, for example the provision of motivation in the introduction to learning that contains useful values, the practice of providing material that provides experience, and the material is also related to daily problems, in assignments there are practices assigned by the teacher. . The learning process is as needed, and interesting. Students participate actively, cooperate, so as to make the learning process not rigid and the teacher uses varied learning methods that eliminate the fear factor in Arabic subjects. besides that there is also a process of Directing and motivating but not telling (guiding and asking; not telling), and teachers and students showing enthusiasm in learning Arabic

Keywords: Andragogy Prinsiples; Arabic; Learning

Intoduction

Teaching is an activity carried out between teachers and students. To achieve success in the educational process there are several components that must be considered, namely objectives, materials, strategies and evaluations. These four components in addition to supporting success in the learning process, are also the

basis that must be considered by the teacher in choosing the learning model that will be used in the learning process¹.

The learning model is a conceptual framework that describes a systematic procedure in organizing educational experiences to achieve certain learning objectives and functions as a guide for educational planning and teachers in planning learning actions. By looking at this understanding, looking for learning models is important because with this learning model the teacher can plan and determine the material to be used in the educational process, as well as educational activities, strategies and methods that are appropriate to the situation of students²

Andragogy is an educational theory whose subjects are adults. Because according to Knowles Andragogy is the science and art of helping adults learn. This is different from pedagogy which is the art of teaching knowledge to children. An important learning process in Andragogy theory is an independent learning activity based on the learner itself and not the teacher's process of teaching something to students³.

So the andragogy-based learning model is a design or model that can be used in the preparation of curriculum, materials and learning in the classroom or other places where the learning participants are adults. The principle of andragogy in learning Arabic is more precise and more effective. In the principle of andragogy, students have the flexibility to determine agreement in the learning process so that students feel conducive learning so that learning objectives can be achieved because it is students who generate interest in learning. This is in accordance with constructivism theory which builds independence in thinking and exploring knowledge. In contrast to the pedagogical principle which has a tendency not to be dynamic.⁴

Arabic learning in the modern era has undergone many developments, this is evidenced by the existence of Arabic language learning in Indonesia from

¹ Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 19–26.

² Kementerian Pendidikan Nasional dan PENDIDIKAN DAN TENAGA KEPENDIDIKAN, "Model-model pembelajaran," *Disajikan pada TOT Guru pemandu MGMP SMP in service 1* (2010).

³ Malcolm Knowles, "Andragogy: An emerging technology for adult learning," *London, UK*, 1996.

⁴ M Hasyim, "Andragogi dalam Pembelajaran Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (2015): 31–42.

kindergarten to higher education. Learning orientation is not only to understand religious texts, but also religious, academic, professional, ideological and economic orientations. Therefore, improving the quality and development of Arabic learning is important.

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Because of the orientation mentioned above, Arabic has become one of the international languages that people are interested in, both from the category of children and adults. The enthusiasm of the community is very large to learn and deepen the Arabic language,

so that learning is not only taught in formal institutions, but also in non-formal institutions, such as course institutions. One of the course institutions that teach Arabic is MTs Diniyyah Putri Lampung.

MTs Diniyyah Putri Lampung that offers several Arabic learning programs whose purpose is to improve students' Arabic language skills or competencies, not only the competence to understand religious texts, but also Arabic communicative competence. As we felt in our daily lives we often hear and also use the meaning, (which is commonly synonymous with the word meaning) to refer to the notions, concepts, ideas and intentions that are realized in the form of utterances, symbols or signs.⁵ The theory Andragogi explains how adult learning in study. Adult is interpreted as one who has owned maturity of biological functions, psychological and social in consideration facets, responsibility, and the role of in themselves life. Andragogi conceived of adult entangling technology in study. Adult learning method is way is organizing participant that they to do learning activity, either in the form of activity of theory and also practice. Study process can happened carefully if method and study technique entangles educative participant. For Young man and adult man, learning is a requirement felt as a compulsion to be fulfilled along the length of age, from the day borned till end of its. Usage of study method in education of implication adult at usage of study technique regarded as compatible is applied in growing behavior of member of learning. The adult learning theory not only to known, but having to can be application in every activity of learning and

⁵ Rahmat Satria Dinata, Intan Muflihah, dan Kemas Faisal Al-Azam, "Theories of approaches to the study of meaning in Arabic," *Islamic Manuscript of Linguistics and Humanity* 2, no. 1 (2020): 55–69.

learns to process or interaction of learning managed by it can take place effectively and efficient⁶.

The learning pattern applied by this institution is effective and successful, this can be seen from the students who feel comfortable in the learning process and the significant increase in students' Arabic language skills. By looking at the pattern applied at this institution, it is clear that this Arabic language course institution has applied andragogy theory in the Arabic language learning process, especially for full time and manhaji programs, because the pattern applied is in accordance with the principles of andragogy theory.

The principles are: Educational activities are focused on students. Implementation of learning together between teachers and students, this process lasts until the evaluation stage. In addition, the teacher gives authority to students to design and implement learning programs and conduct self-evaluations.⁷ So the role of the teacher in this principle is as a guide who provides guidance and direction to students. Other principles of adult education focus on the learning needs of students and on the other hand focus on development in the emotional and psychological realm. Such as motivation, behavior, skills, and expertise related to a particular job⁸. Seeing the success of the Arabic learning model applied in this institution, the researchers are interested in conducting an in-depth search of the Arabic learning model at the MTs Diniyyah Putri Lampung..

Method

The purpose of this study is to reveal and describe how the andragogy-based Arabic learning model at the MTs Diniyyah Putri Lampung. To achieve this goal, the researcher chose a qualitative approach to conduct this research. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data

⁶ Halim Malik, "Teori Belajar Andragogi Dan Aplikainya Dalam Pembelajaran," *Jurnal Inovasi* 5, no. 2 (2008).

⁷ Peter Jarvis, *Adult and continuing education: Theory and practice* (Psychology Press, 1995).

⁸ George M Slavich dan Philip G Zimbardo, "Transformational teaching: Theoretical underpinnings, basic principles, and core methods," *Educational psychology review* 24, no. 4 (2012): 569–608.

collection, analysis, and report writing differing from the traditional, quantitative approaches.⁹

As Creswell said that people telling stories about their life experiences has rapidly gained legitimacy in educational research. This article presents seven elements of narrative research that represent the aspects of a narrative study and the criteria that might be used to assess the quality of a narrative project. The article focuses on one phase in narrative data analysis: "restorying" or "retelling." By highlighting restorying narrative, researchers can see how an illustrative data set, a science story told by fourth graders about their experiences in their elementary classroom, was applied to two analysis approaches. A comparison of the two narrative approaches, problem-solution and three-dimensional space, shows several common features and distinctions. As narrative researchers decide which approach to use, they might consider whether the story they wish to report is a broader wholistic sketch of the three-dimensional approach or a narrower linear structure of the problem-solution approach.¹⁰ the method used is a case study because the researcher wants to explore carefully and in depth about the work or activities of individuals or all individuals at MTs Diniyyah Putri Lampung. With this approach, researchers will obtain in-depth data or information related to the purpose of this study.

Result and Discussion

Learning strategy as each activity, well procedure, stage and also method and tech that is chosen to be able to gives amenity, facility, and help othering to student in achieving aim instruksional. Marginally, in adult education most importantly is participant experience be taught. Each participant educating to have experience that variably as consequence of life background at its a tender age. Becoming her long time lives, becoming pile experience that she has, and gets variably too its experience. Studying just can did by anyone, well children and also adult man. Important aspect in education that get attention is education concept for adult. Education or learning effort on adult requires approaching and special strategy and

⁹ Carrie Williams, "Research methods," *Journal of Business & Economics Research (JBER)* 5, no. 3 (2007).

¹⁰ Jo Anne Ollerenshaw dan John W Creswell, "Narrative research: A comparison of two restorying data analysis approaches," *Qualitative inquiry* 8, no. 3 (2002): 329–47.

have strength grapple will theory concept that is gone upon on assumption or adult grasp as participant is taught.¹¹

Learning Arabic with andragogy principles approach must consider the principles of adult learning which the authors describe into 13 principles as follows; learning must be felt by students containing: 1. useful value, 2. according to experience, 3. everyday problems, 4. practical, 5. according to needs, 6. interesting, 7. actively participating, 8. cooperation, 9. learning that is not rigid (in an informal setting), 10. varied learning methods, 11. eliminating the fear factor, 12. Directing and motivating but not telling (*guide and prompt; do not tell*), 13. show enthusiasm.¹² While the learning steps at MTS Diniyyah Putri Lampung are as follows:

Delivering learning objectives and providing motivation

The presentation of learning objectives is one of the important elements in andragogy theory, because then students can find out what they want to achieve by following the learning. In addition, they can find out the most suitable way of learning for them and also in the process of communicating learning objectives, the teacher provides general learning activities that will be carried out by students during the learning process. In this case, the application of the learning process carried out in the classroom is the teacher introducing the learning objectives to students while providing an overview of the learning activities that will be passed during the learning process. These activities are carried out at the beginning of the meeting, not at every meeting. As Rudi said, for mufrodat material, the objectives of learning mufrodat were conveyed at the beginning of the meeting, such as how many mufrodat students had to memorize during learning. For muhadatsah material, the teacher explains and conveys the learning objectives of the material and explains the learning methods that will be used during the learning process, such as presentation methods, arguments, discussions, etc. Likewise for qowaid material.

Providing motivation in the learning process in the full-time program in the form of songs or singing and advice, meaning that learning participants and teachers sing in groups using Arabic which contains motivation and enthusiasm for learning.

¹¹ Yusnimar Yusri, "Strategi Pembelajaran Andragogi," *Al-Fikra: Jurnal Ilmiah Keislaman* 12, no. 1 (2017): 25–52.

The purpose of singing together at the beginning of each session is to make learning participants feel happy and relaxed and not tense during the learning process. In addition, singing together can establish emotional intimacy with the teacher and among the learning participants themselves.

Presentation of teaching materials

The presentation of teaching materials is one of the learning steps in each learning model, what distinguishes the presentation of material in the learning model applied at MTs Diniyyah Putri Lampung is that the teacher only provides an introduction or stimulus to students, so that the discussion of teaching materials becomes the focus and does not come out of the material presented. will be discussed in the learning process. For example in muhadatsah material, the teacher only provides topics and descriptions of the topics to be discussed, then students who are looking for material are either done individually or in groups or by the teacher telling stories and asking participants to learn to visualize the teacher's story and then ask students to tell what the teacher has told according to the picture. Likewise for the qowaid material, the teacher only explains the material in general and the details are sought by the students themselves by discussing with their friends. In the process of presenting the material, the teacher provides opportunities for students to ask questions or express their views on the presentation of the material presented by the teacher.

Before delivering the material, the teacher and students discuss the topic to be studied by the teacher offering the material or topic to be studied during the learning process at the meeting. These activities are not carried out in every meeting, because sometimes the search for material does not end in one meeting and the topics being negotiated relate to real situations, not fiction. However, for qowaid and mufrodat material, the teacher does not conduct discussions with students because the existing material has been entered into the system.

Provide guidance and direction to students

¹² Hasyim, "Andragogi dalam Pembelajaran Bahasa Arab."

After the process of presenting the material is complete or there is an agreement on the topic to be discussed between the learning participants and the teacher, the next step is to provide guidance and direction to students. Guidance here is intended to assist students while doing assignments or collecting information in accordance with the tasks given by the teacher. As Ustadzah Laili did on muhadatsah material and Ustadz Daman on grammar material, they provide guidance and direction on the work done by students, as is the case when students are asked to present topics about everyday life, and he asks them to make concepts and when there are students who do not know about mufrodat, he can ask the teacher, and the teacher gives the answer directly and writes it on the blackboard. Likewise for the qowaid material.

Based on the data above, students should be asked to study on their own, namely looking for and making concepts and understanding the material by independent learning, while exchanging ideas or asking each other between friends.

Communicating the results of discussions or the process of working on assignments

This stage is the process of presenting the results of the discussion or the results of the work that has been given by the teacher. At this stage, learning participants are required to present their learning outcomes in front of the class and other learning participants are required to provide questions, comments or rebuttals. Like muhadatsah material, they are asked to present the concepts that have been made, for example on the theme "*ta'aruf*", students are asked to present in front of the class and other participants are asked to provide questions or comments. Likewise for qowaid material.

This activity aims for students and teachers to exchange experiences or knowledge. Because according to Ustadz Daman, the learning process by way of presentations and discussions can add insight and experience and increase the understanding of the students themselves, so that teachers can also get new information from them. Therefore, this method is always used by MTs Diniyyah Putri Lampung.

Evaluation process

Assessment is the final activity of each learning activity which aims to determine the level of achievement of learning objectives and increase the ability of students. The evaluation conducted at Mts Diniyyah Putri Lampung, was divided into two exams, namely daily exams and final exams. However, in practice, only daily exams are held once a month and final exams at the end of the learning program. In the assessment process, students are involved in determining the time of the exam and the topics that will be the exam material, as it is known that before carrying out the evaluation process, students are given information about the time and topic, so that students can prepare themselves optimally.

Conclusion

From the data analysis that the author did, it was concluded that there are Andragogy Principles in most of the Arabic language learning activities at MTs Diniyyah Putri Lampung. This can be seen in several aspects of learning, for example the provision of motivation in the introduction to learning that contains useful values, the practice of providing material that provides experience, and the material is also related to daily problems, in assignments there are practices assigned by the teacher. . The learning process is as needed, and interesting. Students participate actively, cooperate, so as to make the learning process not rigid and the teacher uses varied learning methods that eliminate the fear factor in Arabic subjects. besides that there is also a process of Directing and motivating but not telling (*guiding and asking; not telling*), and teachers and students showing enthusiasm in learning Arabic.

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