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The Quality Improvement of Interaction Indicators in Arabic Language Learning for Higher Education

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ABSTRACT

The quality of interaction in learning primarily determines the success of learning Arabic. This article aims to describe (1) Increasing speaking skills through Arabic learning interactions, (2) Increasing cooperation through learning interactions, and (3) Increasing solidarity through learning interactions. So far, this aspect has been neglected in existing studies. This research approach is qualitative with the type of case study research. The research data were collected through interviews, observation, and documentation. Data analysis using the analysis model of Miles, Huberman, and Saldana are data collection, condensation, displaying and concluding. The results showed that the improvement of speaking skills was carried out by selecting interesting topics, using familiar vocabulary among students, and giving them motivation. This is done by giving joint assignments, joint corrections, making videos, and playing roles in terms of increasing cooperation. Meanwhile, in the context of increasing solidarity, the activities carried out are by instilling a sense of brotherhood, group work, and giving responsibility to help each other.

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Keywords

Arabic Language; Improvement; Indicators; Learning Interaction;

مستخلص البحث

يعتمد نجاح تعليم اللغة العربية بشكل كبير على جودة التفاعل في التعليم. تهدف هذه الدراسة إلى وصف (١) ترقية مهارة الكلام من خلال التفاعل في تعليم اللغة العربية، (٢) وترقية التعاون من خلال التفاعل التعليمي، (٣) وترقية التضامن من خلال التفاعل التعليمي. ولم يزل حتى الآن، وجود النقص في هذا الجانب من البحوث الحالية. تستخدم هذه الدراسة المنهج الكيفي بنوع دراسة الحالة. تم جمع بيانات البحث من خلال المقابلة والملاحظة ودراسة الوثائق. تم تحليل البيانات باستخدام طريقة ميليس وهوبيرمين وسلدانا، وهي جمع البيانات وفرزها وعرضها والاستنتاج منها. ودلت نتائج الدراسة أن ترقية مهارة الكلام تمت من خلال اختيار موضوعات شيقة، واستخدام مفردات مألوفة أي معروفة بين الطلاب، وتحفيزهم. وفيما يتعلق بترقية التعاون، تمت من خلال إعطاء مهام مشتركة، وتصحيحات مشتركة، وإنشاء مقاطع فيديو، ولعب الأدوار. وأما لترقية التضامن بين الطلاب، فتتمثل في الأنشطة التي يتم تنفيذها من خلال غرس الأخوة والعمل الجماعي وإعطاء المسؤولية لمساعدة بعضهم البعض.

ترقية؛ مؤشرات؛ التفاعل التعليمي؛ اللغة العربية

كلمات أساسية

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INTRODUCTION

Interaction in learning activities is one of the keys to the success of the learning process. This is because learning activities are part of social activities that require interaction with other people (Pérez-López et al., 2020; Zgheib & Dabbagh, 2020). Learning activities are processes in which there are interactive activities between teacher-students and reciprocal communication in educational situations to achieve learning objectives (Astuti, Fauziati, & Marmanto, 2019; Nugraha, 2018). The efforts to increase interaction in learning always receive great attention (Chen, Wang, Wang, & Kuo, 2020). Therefore, one of the competencies that a teacher must possess is social competence, in addition to the other three competencies, pedagogic, professional, and personal (Andina, 2018; Bahruddin & Febriani, 2020).

Teacher as an educator must have social competence, besides it to be more focused in developing methods and strategies (Bahruddin, Andrian, Halomoan, & Mubaraq, 2021). It's because concerning learning resources that a teacher must be able to establish good communication with his students, parents, neighbors, and friends of the same profession (Duta, Panisoara, & Panisoara, 2015; Ninčević & Vukelić, 2019). The teacher's social competence is related to the educational interaction of students. Because, how is it possible for students to absorb lesson material well if a teacher lacks their ability to interact with students and their parents (Amin, 2019; Simarmata et al., 2018). communication plays a very important role to be trusted in the learning process. Besides, interaction in learning is the most effective way to instill moral values in students by providing direct examples of behavior (Absatova, Nishanbaeva, Nurpeisova, & Atemova, 2018). Interaction is a relationship between individuals or more, where the behavior of one individual affects, changes, or improves the behavior of another individual or vice versa (Fisman, Greer, & Tuite, 2020). On the other hand, everyone needs language when interacting, expressing ideas and opinions, and other social relationships (Sanah & Hamid, 2020; Wargadinata, 2020). Likewise, Arabic learning requires a figure in practicing the language orally and in writing (Ahmadi, 2007).

The results of previous research indicate that good interaction between teacher and students can increase students' love for the material being taught as in the results of research that Learning Interactions have a significant and positive effect on Integrated Social Studies learning outcomes for grade VIII students of SMP N 2 Lembah Melintang District. West Pasaman. This is evidenced by the coefficient value of 0.692 and the value of $t(8.958) > t_{table}(1.663)$ (Areva, Ansofino, & Mona, 2014). Then, the results of the research show that the tendency of students to interact with the teacher because of good interactions in learning affects mathematics learning outcomes, in the sense that the better the

interaction between students and teachers, the better learning outcomes mathematics (Febriyanti & Seruni, 2015; Wahdah, Ainin, & Hamid, 2017).

Likewise, the results of research in learning English, show that the interaction model carried out by teachers in teaching can increase student motivation in learning English. Student responses to teacher interactions are quite positive. Students respond to every action and instruction given by the teacher well. This is due to the good treatment of teachers towards students so that students become calm and relaxed in learning (Bahrudin & Halomoan, 2019). Also, students become more confident and motivated to be active in class because of encouragement and praise from the teacher. This makes the interaction between teachers and students in the classroom awakened and more alive (Wachyudi, Srisudarso, & Miftakh, 2015).

The results of previous research, in general, are related to the interaction of interactions in increasing students' affection for the material being taught and increasing the motivation of students in learning. Research that discusses interactions in learning Arabic, is still little done by previous researchers. Thus, research on the interaction of Arabic learning is very necessary. Moreover, the focus of this research is to reveal the interaction of indicators in learning Arabic. These indicators are focused on three things, namely: speaking skills, cooperation in learning Arabic, and solidarity between students. The three focuses of this study also have not been discussed much in previous research (Bahrudin, 2017).

According to the above background, the purpose of this study is to describe (1) the method to improve speaking skills through Arabic learning interactions, (2) the patterns of increased cooperation through learning interactions, and (3) the efforts to increase solidarity through learning interactions. The results of this study are expected to contribute to the development of the quality of learning Arabic, especially in the development of speaking skills which are the most important part of language learning. The results of this study can also be used as input in designing Arabic language learning to be more effective in achieving the desired goals, especially in activating students in and caring about solving Arabic learning problems.

METHOD

The research approach is qualitative because the data in the study are taken from phenomena in the field that are not in the form of numbers. This type of research is a case study on the interaction model of learning Arabic in Higher Education. The research location is the Intensive Program for Teaching Arabic at the Universitas Islam Negeri Maulana Malik Ibrahim Malang. Learning Arabic on

this campus is unique compared to other places, including because it is carried out intensively for all new students from all study programs.

The data collection technique was carried out through structured interviews with 6 Arabic language teachers in the Intensive program, in-depth observation of classroom learning activities, and documentation. The data analysis procedure can be illustrated in the following figure:

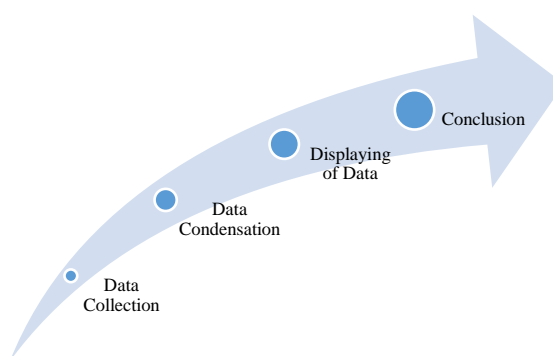


Figure 1 The Data analysis

In [Figure 1](#), the steps for analyzing the data are described using the analysis model of Miles, Huberman, and Saldana: Data Collection. Researchers collected data from interviews and observations. Researchers recorded the results of interviews and observations related to students' and lecturers' opinions. Likewise, researchers collect data through lecture documents in the form of journals and course plans. Data Condensation. The researcher reduced the data obtained in the first step, then made a classification related to the benefits of lectures using Arabic as the language. Displaying of Data. After the data classification is carried out, the researcher then carries out the process of presenting the processing data, which includes: the process of identifying, organizing, and explaining objectively and comprehensively, which ultimately leads to interpretation. Conclusion. The final step in the data analysis process is concluding. At this stage, the researcher concludes the research findings according to their classification and interpretation.

RESULTS & DISCUSSION

The Method Improves Speaking Skills Through Arabic Learning Interactions

Among the functions of interaction in learning is to improve the quality of learning. Likewise, in learning Arabic, the purpose of the interaction between teachers and students in the learning process is to improve students' ability to language skills, including speaking skills. To achieve the desired goals of the

learning interaction process, the teacher tries to choose the most effective way, including as stated there are 2 ways I do it. First, he chooses an interesting topic that students have a lot of vocabulary to use in compiling arguments or opinions to be conveyed. Second, he uses the choice of words and sentence structure that are easiest for the students to understand so that it is easy for them to grasp the idea or meaning of the topic he is bringing up (Ma¹, Interview).

Ma's statement shows that the way chosen to be able to make students dare to speak in Arabic is by choosing an interesting topic and looking for vocabulary that is familiar to students. The same thing was conveyed by Ur, regarding the importance of mastering vocabulary before speaking. After understanding vocabulary, students were asked to practice speaking (Ur², Interview).

In contrast to Ma and Ur, another teacher said that to make students not ashamed to speak in Arabic that he has given an example using Arabic itself, as Mu teaches Arabic the students are interested in speaking Arabic. He is sharing learning experiences in Arabic to ensure that speaking Arabic can be done and easy, also he gives the motivation that needs to be emphasized (Mu³, Interview).

According to Mu's narrative, offering examples is an effective learning method, because students need someone who wants to follow. With this example, students can easily follow it. Besides using Arabic as a trigger for students to speak up, what is not less is motivating students to be brave and not ashamed to speak in Arabic. The same method is also used by other teachers, namely by giving enthusiasm and motivation to be brave and not to be afraid of making mistakes (Um⁴, Interview).

The same narrative was conveyed by Rs the important thing is motivation to learn Arabic Language, then give understanding to them that Arabic is actually an application, so they have to practice (Rs⁵, Interview). Motivation is also important by Ma. The motivation for students not to be afraid of making mistakes is also done. The method used is not to blame the students even though in reality there are mistakes (Ma¹, Interview).

Based on the data above, it was found that the method used by Arabic teachers to create effective interactions in Arabic classes, so that students want to use Arabic orally was by selecting interesting topics, using vocabulary that was known to students, and giving motivation to the college student. Vocabulary selection is made from the vocabulary that is already recognized by students, which is closest to student life and which is absorbed into the mother tongue. In this way, the practice of speaking Arabic will become easier.

The topics discussed in learning play a very important role, so Arabic language teachers must be able to choose them appropriately. This is as the results of research that show the correlation of learning interest with student

learning outcomes, it can be concluded: There is a positive and significant correlation between learning interests with learning outcomes in learning (Dahlani, Rahmatan, & Djufri, 2020). The choice of vocabulary that is known by students is in line with the theory which shows that learning Arabic starts from things that are recognized by students. Indonesia is a country that is familiar and closely related to the Arabic language (Hidayah, Ridwan, Mahliatussikah, Dariyadi, & Bekhoula, 2020). Indonesian vocabulary which is widely absorbed from Arabic in general makes it easier for Indonesians to learn. The Arabic language and the student's language facilitates easy input to teach Arabic in the first lessons Arabic (Arifin, 2017). No less important, motivation is always needed by learners to maintain student enthusiasm. This is following the research findings which show the urgency of motivation to increase the enthusiasm of students in learning. This is because motivation is an influential factor in teaching-learning situations. The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals (Filgona, Sakiyo, Gwany, & Okoronka, 2020).

The Patterns of increased cooperation through Arabic language learning interactions

Cooperation is a form of interaction in learning. The success of the teacher in creating cooperation between the students he coaches, then it shows his success in managing learning interactions. A teacher in the Arabic language intensive program at Maulana Malik Ibrahim State Islamic University has a way to encourage students to cooperate, for example by giving group assignments (Ma¹, Interview).

According to the data above, Arabic language teachers can foster a spirit of cooperation among students by giving joint assignments, followed by joint corrections. Thus, the collaborative learning process can run well. In contrast to what was done by Ma, other teachers prefer to play students in more real activities, or what is usually referred to as role-playing. This is as stated by Mu as follows:

"Seeing the era of the industrial revolution 4.0, the activity that I usually do is to make videos in groups by positioning them as partners when they have difficulty translating into Arabic. Activities take on roles such as salespeople, airport information, or travel guides even though traveling around the campus. to explain parts of the campus so that they do not feel awkward and easy to practice because it is included in the daily lives of students. The key is that we are ready to correct it when it is needed and on time" (Mu³, Interview).

The same thing was also done by Mf that he commands the students to discuss a topic in a semi-debate way, he often creates it, by forming groups, then each group must be superior so that they can help to discuss before later they will exchange opinions related to the theme discussed (Mf⁶, Interview).

Activating student collaboration by giving assignments to make learning videos is also carried out by other teachers. Likewise with giving role-play assignments. This is as conveyed by Um:

"Members of group assignments through creativity videos, for example making short dramas or field practices, for example being sellers and buyers at Matos, and others. Anyway, in a place they like and with a contemporary theme" (Um⁴, Interview).

This was also explained by Rs:

"All reports are there, examples of conversational practice, so I ask each student to send videos, video calls between them while they are having practice conversations, so I know they are collaborating". (Rs⁵, Interview)

Based on these data, it was found that the efforts made by the teachers in creating an atmosphere of cooperation between students were by giving joint assignments, joint corrections, making videos, and playing roles. The joint assignment is an important way to get into the habit of cooperation, as well as their involvement in joint corrections.

Collaboration is a necessity, teachers' efforts to enable students to collaborate are mostly done by giving assignments that can be done in groups so that students can work together in the group. This is following the group learning theory which can make students actively convey their ideas and ideas to their group friends (Maryam Beiki, Neda Gharagozloo, 2020). Role-playing is an activity that requires collaboration, this is following the results of research which shows that to make learning interactions more effective through collaboration. Also, the learning processes based on collaboration and role-play can benefit the support in learning activities (Caruso, Mørch, Thomassen, Hartley, & Ludlow, 2014).

The Efforts to Increase Solidarity through Arabic Language Learning Interactions

Caring is a noble quality that must be instilled in teachers in their students. Brotherhood will not be well realized if it is not accompanied by concern for others. Learning Arabic also requires concern for friends whose abilities in Arabic are still weak. Thus, the interaction of learning through planting an attitude of solidarity and caring will be able to help improve language skills. In managing

the class so that it is caring, Arabic language lecturers in the intensive program carry out activities as follows:

"To instill a caring attitude to classmates who are not yet proficient in Arabic, from the beginning of the lecture I conveyed and instilled to all students that all class members are families, families should care about each other and not merely compete, if there is one student who feels Don't understand certain material, it is advisable to ask classmates and other friends who can answer or help with these difficulties and can correct each other, and my position as a teacher is to monitor the process, if something is not right then I will correct it". (Ma¹, Interview)

Regarding this, Ur also explained the same thing:

"I always motivate the children, we enter together, we must go out together. Have in this one class, I mean trying to unite their hearts that all in this one class family". (Ur², Interview)

From Ma and Ur's statements above, it can be understood that since the beginning of the lecture, a caring attitude for others has been instilled. Since the beginning, Ma and Ur said that all students in their class are siblings and families, so helping and caring for others must always be done. Unlike Ma and Ur. To instill a caring and more solid attitude towards his friends, Mu did it by giving him assignments, provided that if he could not do it, then his other friends had to care and be willing to help him. This is as said by Mu:

"With group work. And ask who doesn't understand or can when learning, and then throws it at his friends who can to explain to those who can't, because the essence of language is a communication tool, it needs to be communicated". (Mu³, Interview)

Through group work, solidarity will be created among students. Another way that is done by other teachers is by dividing the class from the beginning of the lecture, by placing students who have better Arabic language competence, in each group. The goal is to dynamize every learning activity. In this way, student's care and solidarity will be created. This is as conveyed by Um:

"First, I pre-tested them to find out their competence. Then I divided the groups with each group, some were smart and some were not. Each group task must be completed together and each person must master it. Each group member is responsible for other group members to help each other". (Um⁴, Interview)

Based on the data above, it was found that the way to determine the attitude of solidarity and care between students, which was carried out by the

intensive Arabic language teacher at Maulana Malik Ibrahim State Islamic University, was to instill brotherhood, group work and give responsibility to help each other.

Brotherhood is an effective medium to instill a concern for others. With brotherhood ties, each individual is obliged to help his brother. This is following what has been done by the Prophet Muhammad SAW when he moved to Medina, to instill a concern for others, Rasulullah brought brotherhood between Muhajirin and Anhsor. Group work is also an effective medium for fostering caring attitudes. This is consistent with the results of research by which shows that one of the functions of group work is to eliminate individualist attitudes that exist in-group members. And His study concludes with enough planning, counseling, and monitoring, group work can entertain and inspire students in any class, irrespective of age, subject of study, aptitude, and attitude (John, 2017).

CONCLUSIONS

Based on the explanation and analysis of the data above, it was found that in the learning interaction three things are used to increase the intensity of the interaction to improve students' skills in speaking Arabic. To make the speaking intensity more effective, it is done by selecting interesting topics, using familiar vocabulary among students, and providing motivation. To increase the intensity of cooperation carried out by giving joint assignments, joint corrections, making videos, and playing roles. To increase the intensity of care and solidarity, this is done by instilling brotherhood ties, group work, and giving responsibility to help each other. The results of this study indicate that improving speaking skills can be done by increasing learning interactions through speaking, cooperation, and solidarity activities. The research is limited only to the problem of learning interactions in class. The next researcher can develop research with the same theme in a wider context and more variables. So that it can find deeper research findings.

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