Implementation of Descriptive and Prescriptive Theory in Mastery of Arabic at SDIT Vinca Rosea Tahfizh International

Implementasi Teori Deskriptif dan Preskriptif dalam Penguasaan Bahasa Arab di SDIT Vinca Rosea Tahfizh Internasional

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Abstract

The process of learning and learning Arabic significantly affects students in mastering vocabulary that is obtained directly or indirectly. This study was conducted to know how descriptive and prescriptive theories apply to students' mastery of Arabic and the role of teachers in improving students' mastery of Arabic at Vinca Rosea Tahfizh International Integrated Islamic Elementary School. This descriptive qualitative research targets grade 4 students with data reduction, data display, and conclusion as data analysis. The instruments used were observation, interview, and documentation. The results show that implementing descriptive language in the morning briefing activities and prescriptive language in Arabic lessons can improve students' mastery of Arabic. Namely, students can explain the meaning of Arabic vocabulary, answer simple questions, and get report cards in Arabic lessons. Both activities support each other and encourage the practice of Arabic in the school environment. The teacher's skill in providing vocabulary and uslūb and persistence in practicing the language enables students to understand and use the language in the school environment. Therefore, the equivalence of material between the morning briefing and language lessons must be considered to help students master Arabic appropriately or correctly.

Keywords: Descriptive, Prescriptive, Mastery of Arabic

Abstrak

Proses belajar dan pembelajaran bahasa Arab sangat mempengaruhi siswa dalam penguasaan kosakata yang diperoleh secara langsung maupun tidak langsung. Penelitian ini dilakukan dengan tujuan mengetahui bagaimana penerapan teori deskriptif dan preskriptif terhadap penguasaan bahasa Arab siswa serta peran guru dalam meningkatkan penguasaan bahasa Arab pada siswa Sekolah Dasar Islam Terpadu Vinca Rosea Tahfizh Internasional. Penelitian ini merupakan penelitian kualitatif deskriptif dengan sasaran siswa kelas 4 dengan reduksi data, display data dan conclusion sebagai analisis data. Insturmen yang digunakan berupa observasi, wawancara dan dokumentasi. Hasil yang diperoleh menunjukkan bahwa implementasi deskriptif pada kegiatan birefing (pengarahan) pagi dan preskriptif pada pelajaran bahasa Arab dapat meningkatkan penguasaan bahasa Arab siswa yaitu siswa mampu menjelaskan arti kosakata bahasa Arab, melakukan tanya jawab sederhana dan memperoleh nilai rapor pada pelajaran bahasa Arab sangat baik. Kedua kegiatan tersebut saling mendukung dan mendorong praktik berbahasa Arab di lingkungan sekolah. Keterampilan guru dalam pemberian kosakata dan *uslūb* serta kegigihan dalam mempraktikkan bahasa mendorong siswa memahami dan menggunakan bahasa di lingkungan sekolah. Oleh karena itu, kesepadanan materi antara briefing pagi dan pelajaran

bahasa perlu diperhatikan agar membantu siswa dalam menguasai bahasa arab secara tepat ataupun benar.

Kata Kunci: Deskriptif, Pengusaan bahasa Arab, Preskriptif

Introduction

Mastery of foreign languages is not only demanded by high school or college students but has also penetrated elementary schools. Language is considered an essential part of human life, where language is a means of communication and social relations from an early age that must be mastered and taught.[1] Language fluency will significantly support a person's social skills. This aligns with the purpose of language that many humans understand directly or indirectly.[2]

Second language acquisition is taught after mastering the first language (mother tongue). Usually, the mother tongue is used as the origin of understanding in the second language and is always a companion to the second language. The first language becomes both parents' innate language, and the second language is acquired in the educational or social environment where the language is used.

One of the most widely studied and taught languages in Indonesia is Arabic. Muslims use this language to understand their religion, which is practiced in life and makes it easier to interpret all activities related to religion. Arabic has an important role and high privileges not found in other languages, so it becomes urgent to learn by anyone, especially Muslims.[3]

Arabic is also an exciting choice to study. Internally related to the structure of the Arabic language starting from mufradat, phonology, morphology, syntax, semantics pragmatics, and so on. Externally associated with factors outside the language, such as social, ethnic, cultural, psychological, etc.[4]

Arabic is learned and taught when someone has a goal to master the knowledge of the language, and the learning carried out at school has a goal to be achieved and planned.[5] Students who learn must, of course, follow a series of learning activities. What is seen when someone knows is when their behavior undergoes a process. Changes occur due to social

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[1]Asih Riyanti, *Teori Belajar Bahasa*, (Magelang: Tidar Media, 2020).

[2]Muhammad Ediyani, "المدخل الاتصالي في تعليم اللغة العربية لغير الناطقين بها," *Lisanuna: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 7 (2017): 237–48, https://doi.org/ttp://dx.doi.org/10.22373/l.v7i2.3467.

[3]Ismail Suardi Wekke, *Model Pembelajaran Bahasa Arab,* (Yogyakarta: Deepublish, 2014).

[4]Muhammad Ali Al-Khuliy, *Model Pembelajaran Bahasa Arab,* (Bandung: Royyan Press, 2016).

[5]Ulfi Hayati, "استخدام الصورة في تدريس اللغة العربية بالمدرسة الإبتدائية," *Jurnal At Tarbiyah: Jurnal Pendidikan Islam* 9439 (2021): 215–25, https://doi.org/https://doi.org/10.54621/jiat.v7i2.100.

interaction in the surrounding environment based on experience and practice gained in quality and quantity. Learning is an effort or plan carried out in the learning process, where the teacher determines and controls its implementation so that the prepared learning can help students achieve their goals.[6]

Learning and learning are activities carried out by students in education.[7] According to Gagne, learning is an effort to change behavior, while learning is a series of plans implemented in the learning process.[8]. Amral and Asmar stated that learning is a series of activities carried out by students consciously to gain knowledge and skills based on sensory organs and experience. Learning is the process of student interaction with teachers and learning resources in a learning environment.[9] Brunner suggests that learning theory is descriptive, which considers at what age children begin to understand, while learning theory is prescriptive, which explains how to provide understanding to children.[10] Thus, learning and learning are activities that cannot be separated.

Such is the case with learning and learning in Arabic lessons. Learning Arabic gradually requires language skills/abilities: *istimā'*, *kalām*, *qirā'ah*, and *kitābah*. These skills are trained and taught to achieve perfect knowledge and skills so that students experience positive improvements. Learning in Arabic is a process of interaction in a learning environment.[11] Here, it can be understood that learning directs students to achieve the expected learning goals through relationships between individuals and groups in schools. Teachers must pay attention to everything related to learning, including planning, goals, student conditions, teaching methods, student constraints, and so on, that support achieving goals.[12] Thus, students who participate in Arabic learning and learning activities certainly experience improvement in language skills and binding policies or rules that are done together.[13]

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[6]Andri Wicaksono, "Teori Pembelajaran Bahasa," in *Pendekatan, Metode, Dan Teknik Dalam Pembelajaran Bahasa* (Yogyakarta: Garudhawaca, 2016).

[7]Marzuenda, "Teori Belajar Deskriptif Dan Teori Pembelajaran Preskriptif," *Jurnal Kreatifitas : Jurnal Ilmiah Pendidikan Islam* 9, no. 2 (2020).

[8]Darmadi, *Pengembangan Model Dan Metode Pembejaran Dalam Dinamika Belajar Siswa*, pertama (Yogyakarta: Deepublish, 2017).

[9]Amral and Asmar, *Hakikat Belajar & Pembelajaran* (Indonesia: Guepedia, 2020).

[10]Hamzah B. Uno, *Orientasi Baru Dalam Psikologi Pembelajaran*, Keenam (Jakarta: PT. Bumu Aksara, 2016).

[11]Riyanti, *Teori Belajar Bahasa*.

[12]Lukman Taufik Akasahtia, *Strategi Pembelajaran Bahasa Arab: (Menggelitik PAKEM) Pembelajaran Aktif, Kreatif, Efektif, & Menyenagkan* (Riau: DOTPLUS, 2021).

[13]Muhammad Soleh Hapudin, *Teori Belajar Dan Pembelajaran: Menciptakan Pembelajaran Yang Kreatif Dan Efektif* (Jakarta: KENCANA, 2021).

Learning Arabic from an early age is becoming popular among the people of Lhokseumawe City. Some elementary schools have added Qur'an memorization activities, Islamic knowledge, and, last but not least, language activities in education. These activities are taught to students in integrated Islamic elementary schools, indirectly burdening them. Whereas the Qur'an and Arabic are the sources of knowledge obtained in the Qur'an[14] Students need to memorize the Qur'an to foster a great desire and willingness to learn Arabic. The researcher sees that the activity is very early to be taught to students because, in addition to language, students must memorize the Qur'an.

Vinca Rosea Tahfizh International Integrated Islamic Elementary School is a school that educates students to memorize the Qur'an and learn Arabic and English as the languages used in school activities. Foreign languages are considered mandatory for students to learn at school. Hence, the researcher wants to see how language activities use descriptive and prescriptive theories, determine the language activities implemented at the school, and how the results are obtained from these activities. Therefore, the researcher analyzed descriptive and prescriptive theories to see the language activities in the school to know the application of descriptive and prescriptive theories to students' mastery of Arabic as well as the role of teachers in improving Arabic language mastery in students of Vinca Rosea Tahfizh International Integrated Islamic Elementary School.

Febriani has researched descriptive and prescriptive theories,[15] Hermaningsih et al.,[16] Dewi Latifah,[17] and Marzuenda.[18] The research to be conducted focuses on applying descriptive and prescriptive in Arabic language mastery by involving the role of the teacher in improving mastery. So, learning and learning Arabic is seen in terms of right or wrong, appropriate or inappropriate, and the effectiveness of language activities in daily school activities. So far, Arabic learning at the school has been carried out in and outside the classroom. In addition to being one of the lessons taught in class, language activities are included in mandatory school activities carried out outside the classroom during morning briefings and school environment practices.

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[14]Ahmad Mufit Anwari, "Konsep Dasar Ilmu Pendidikan Islam," in *Landasan, Tujuan Dan Materi Pendidikan Islam* (Jawa Barat: EDU Publisher, 2021).

[15]Adyra Aradea Febriana, "Implementasi Teori Preskriptif Dan Deskriptif Dalam Pembelajaran Bahasa Indonesia," *Proceedings Education and Language International Conference* Vol 1, no. No 1 (2017).

[16]Herminingsih et al., "Peran Teori Belajar Deskriptif Dan Preskriptif Dalam Pendidikan," … *Kajian Islam Dan …* 1 (2022).

[17]Dewi Latifah, "Teori Belajar Dan Penerapannya Dalam Pembelajaran Bahasa ARab" (Malang: UM The Learning University, 2016).

[18]Marzuenda, "Teori Belajar Deskriptif Dan Teori Pembelajaran Preskriptif."

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This article provides benefits to all three stakeholders in the implementation of the Arabic language in primary schools. For students, learning and learning activities at the golden age are critical to be implemented to improve the quality of learning outcomes. For teachers, Arabic learning and learning activities are carried out creatively and actively to provide motivation and influence these activities in mastering Arabic. This article can also provide considerations for policymakers in the development of Arabic in elementary schools in getting Arabic by taking into account the various conditions of students.

This research uses descriptive qualitative research methods. Research that collects data naturally then interprets events that occur according to actual events where the researcher is the primary key in analyzing the data.[19] The data were obtained by directly visiting the research site, observing the learning and learning process, and interviewing the principal and teachers who are concerned about students' mastery of the Arabic located in Lhokseumawe City at one of the private elementary schools, namely, Vinca Rosea Tahfizh International Integrated Islamic Elementary School (SDIT VRTI). In this study, the research subjects have an essential role in learning Arabic: the principal, language coach/teacher, and grade 4 students, totaling 28 students in the 2022/2023 academic year at SDIT VRTI. Then, the data collected was analyzed using the Miles and Huberman model technique: data reduction, data display, and conclusion.[20] At the data reduction stage, researchers selected the data needed, categorized it into essential parts, and discarded data that was not required. At the data display stage, the researcher narrates the data obtained as text. At the conclusion stage, the researcher concludes the narrative presented and verifies the data so that the findings can provide answers to the research.[21] This study narrates the descriptive and prescriptive implementation in mastering Arabic at SDIT VRTI.

Result and Discussion

Implementing descriptive and prescriptive theories in Arabic language learning cannot be separated. Student activities implemented using descriptive and prescriptive theories are interrelated between the two. The descriptive theory states that morning briefing activities help students communicate in Arabic, recognize vocabulary, and answer simple questions. The prescriptive theory states that Arabic lessons are taught by teachers with various

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[19]Dede Rosyada, *Penelitian Kualitatif Untuk Ilmu Pendidikan.Pdf* (Jakarta: KENCANA, 2020).

[20]Hengki Helaluddin dan Wiyaja, *Analisis Data Kualitatif: Sebuah Tinjauan Teori & Praktik.Pdf* (Jakarta Timur: Sekolah Tinggi Theologia Jaffray, 2019).

[21]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2014).

strategies and methods. These two activities are programs implemented at Vinca Rosea Tahfizh International Integrated Islamic Primary School to support students' Arabic language acquisition, skills, and mastery. The results show that the student's ability to master the Arabic language can be seen when they know the meaning of vocabulary, answer the teacher's questions, do instructions in Arabic, and obtain excellent report card results in Arabic language learning. Teachers have a significant role in these activities, namely teaching students the material in school textbooks with various methods so that students can master Arabic in speaking, communicating, and interacting with their friends and teachers.

Descriptive Theory in Arabic

Vinca Rosea Tahfizh International Integrated Islamic Elementary School (SDIT VRTI) is a private school in Lhokseumawe. This school is under the guidance of the Lhokseumawe city government, established in 2019, and has 4-grade levels from grade 1 to grade 4. Based on interviews, language becomes the school's icon label written on the word international. The school implements a full-day system, where students will be at school from morning to evening. In addition to carrying out formal education like schools in general, students are also expected to be able to memorize the 5 juz al-Qur'an and speak foreign languages actively. These two programs make SDIT VRTI attractive and popular with parents so that they can enroll their children in the school.

Based on observations, the international foreign language program, Arabic and English, is implemented alternately per week, a week of Arabic and a week of English, and then back again to Arabic. The program is conducted during the morning briefing before school starts for 15 minutes. Students are divided into groups by class; a teacher provides the vocabulary, and another teacher accompanies the students. Briefing activities are carried out from Monday to Friday and are directly supervised by the language coach teacher. The briefing material, which is primary material such as nouns, verbs, and short and simple expressions, is prepared by the language teacher. The material given is expected to be applied in school communication.

The observations made on grade 4 students show that the morning briefing activities require students to master the material provided and practice when communicating with the teacher and their friends. This mastery can be seen when students can explain the meaning of vocabulary and conduct questions and answers with friends and teachers. The mastery of Arabic was also seen when students told their friends to sit down, read prayers, pray in

congregation, eat lunch, and talk to the teacher. Thus, the mastery of Arabic using descriptive theory shows that students' ability to use Arabic is seen from language practices that they do consciously without fear of being wrong in language methods.

Dewi Latifah states that learning plays a vital role in human life and the lives of all other creatures on Earth. Learning is a process of acquiring knowledge and experience in the form of permanent changes in behavior and reaction abilities due to individual interaction with the environment. Learning theories are generally divided into behaviorism, cognitivism, humanism, and constructivism. These four learning theories have a significant influence on Arabic language learning. It states that the Arabic language must be mastered by someone when learning, which includes *istimā'*, *kalām*, *qirā'ah*, and *kitābah*. Knowing and understanding learning theories is hoped to improve language skills through the learning process.[22]

Parents often use the word learning for their children at home, school, and in the neighborhood. Parents feel that they are learning when they read textbooks and pay attention to the activities they are doing or complete assignments/exercises. However, when they sit quietly and do nothing, play running with their friends, or follow someone's activities because they feel bored, parents assume they are not learning. Indirectly, children interact with the environment that requires them to think and move, which is what learning means.[23]

Learning is a process to gain various skills, abilities, and attitudes.[24] A series of activities carried out by children in formal or informal education and participation in non-formal education are all kinds of skills, abilities, and attitudes acquired gradually and continuously. These activities distinguish someone who has learned or not from others.[25] Arisnaini mentioned that repetition and training are also given so that it becomes a habit.[26]

Bruner in Degeng (1989) suggested by Akrim that learning theory is called descriptive theory.[27] The primary purpose of descriptive theory is to explain the learning process, which places conditions and methods as given and results as something that is observed.[28]

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[22]Latifah, "Teori Belajar Dan Penerapannya Dalam Pembelajaran Bahasa Arab."

[23]Gusnarib Wahab and Rosnawati, *Teori-Teori Belajar Dan Pembelajaran*, (Jawa Barat: Penerbit Adab, 2021).

[24]Sutiah, *Teori Belajar & Pembelajaran* (Sidoarjo: Nizamia Learinign Center, 2016).

[25]Udin S. Winataputra, "Teori Belajar Dan Pembelajaran," in *Hakikat Belajar Dan Pembelajaran* (Jakarta: Universitas Terbuka, 2014).

[26]Arisnaini, "Implementasi Teori Behavioris-Strukturalis Dalam Pembelajaran Bahasa Arab," *SERAMBI TARBAWI: Jurnal Studi Pemikiran, Riset Dan Pengembangan Pendidikan Islam* Vol 10, No. No 2 (2022).

[27]Akrim, *Buku Ajar: Strategi Pembelajaran* (Medan: UMSU Press, 2022).

[28]Ahmad Suryadi, *Desain Pembelajaran: Sebuah Pengantar*, Pertama (Jawa Barat: Jejak, 2022).

Descriptive theory is goal-free; learning outcomes are obtained from the interaction between methods and conditions.[29] The results that emerge may or may not be the expected results because of the use of specific methods under certain conditions. Thus, descriptive theory emphasizes learning outcomes as a goal, where the material provided must be adjusted to the conditions and abilities of students so that the learning process can be carried out by student understanding.[30]

In Arabic, the word often used to express the meaning of learning is *iqra'*. This word means reading, but if retraced, the meaning obtained from the word is comprehensive. Reading is the process of someone exploring, researching, and knowing something by paying attention to the surrounding conditions and phenomena. Not only *iqra'*, but several other common verbal expressions can also be found in society that state the importance of learning. *Learning in childhood is like carving on a rock: safir tajid 'iwadhan anma tufaariquru, ta'alla kai ta'lam,* and other expressions. Thus, these words also indicate that learning is a process of gaining knowledge.

From the explanation of the descriptive theory above, it can be understood that learning is a conscious effort of a person to do something from not knowing to knowing, from an incorrect attitude to being correct, from being unskilled to being skilled, and these activities are obtained based on experience in life. So descriptive theory emphasizes a person's attitude, knowledge, and skills change. Mastery of Arabic through descriptive can be shown by the ability to interpret words and answer questions in Arabic from the habituation carried out.

Prescriptive Theory in Arabic

Vinca Rosea Tahfizh International Integrated Islamic Elementary School (SDIT VRTI) is one of the national elementary schools that applies the Islamic approach, which integrates Islamic education and general education. In classroom learning, SDIT VRTI is supported by a program based on the values of the Qur'an and Sunnah. The international tahfizh school label prioritizes Qur'an memorization and foreign language programs, including Arabic and English, at the school. The school conducts learning activities in two sessions: the first session starts at 07:30-12:10, and the second session starts at 14:00-16:30. In the first session, students are taught al-Qur'an, Arabic and English lessons, and Islamic religious education. In the

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[29]Darmadi, *Pengembangan Model Dan Metode Pembejaran Dalam Dinamika Belajar Siswa*.

[30]Nisaul Barokati Seliro Wangi, Yayuk Chayatun Machsunah, and M. Afif Hasbullah, *Model Pembelajaran*, pertama (Lamongan: Academia Publication, 2022).

second session, students are taught other general subjects that are core subjects in elementary school.

Based on interviews with the principal, Arabic language learning at SDIT VRTI is taught from grade 1 to grade 4. Arabic is one of the school's icon labels, which aligns with the Qur'an memorization program. Parents who enroll their children in this school admit they want to equip them with the language and the Qur'an. They hope that after finishing primary school, they will be enrolled in boarding schools and tahfiz schools in the province and nationally. In addition, learning at this school also lasts for approximately 10 hours, from morning to evening. This is a positive value for parents who are busy working without worrying about their children playing with others. Therefore, SDIT is dominated by student guardians who work as civil servants, teachers/lecturers, entrepreneurs, and others.

Based on observations made in grade 4, Arabic lessons are taught two hours a week, each lasting 35 minutes. The material taught uses a package book published by the Ministry of Religious Affairs. The textbooks used in Arabic language learning have been adjusted to the learning outcomes or competencies that apply in the madrasah. The materials listed in the book include knowledge and language skills that must be achieved, starting from *mufradāt*, *qirā'ah*, and similar. Arabic language materials in grade 4 are *al-'unwan*, *al-mihnah*, *'amāliy*, *afrad al-'usrah*, *fī al-bait*, *uḥibbu* Indonesia.

The mastery of Arabic obtained by students in Arabic lessons shows that students understand Arabic according to the applicable curriculum. Based on interviews conducted, the learning process is carried out according to the plan that has been prepared; there are teaching materials that students must master, and the material taught starts from vocabulary and simple language methods. Teachers use various learning methods centered on speaking and writing skills, and sometimes *istimā'* and *qirā'ah* skills. The success of Arabic language learning is seen in the student's ability to explain what is taught, pronounce Arabic vocabulary according to the object, use simple language methods in conversation, and write Arabic. The teacher also shows this in the scores obtained by students in Arabic lessons, which are very good. Thus, the mastery of Arabic using prescriptive theory is evidenced by the ability of students to have simple dialogues, write Arabic neatly, and mention vocabulary, and the ability of Arabic teachers to interpret language skills in simple Arabic methods so that learning becomes active. The grades obtained by students are also satisfactory.

Unlike learning, the word learning is often not heard in daily life other than in education. Learning is an interaction activity between students and teachers, students and

learning resources, methods and expected learning objectives, as well as student learning outcomes and obstacles students face. Learning cannot be separated from two-way interaction; the two are interdependent and directed to achieve learning goals.[31]

Learning is a series of activities planned for the learning process to occur in students.[32] In Law No. 20 of 2003 concerning the National Education System, learning is the interaction process between students and educators and learning resources in a learning environment. Here, it can be understood that learning emphasizes the process of reciprocal relationships between students, teachers, and learning resources in the learning environment, so the activities carried out allow the process of obtaining knowledge and knowledge.

According to Slamet, Darmadi concluded that learning is an activity carried out between teachers and students in the classroom or outside the school so that students' mastery of knowledge can be internalized in the environment as knowledge that must be practiced in life.[33] Similarly, as conveyed by Oemar in Sutiah, learning is divided into three phases: information, transformation, and evaluation.[34]

According to Bruner in Degeng, who suggested by Akrim that learning theory is a prescriptive theory.[35] Prescriptive theory is goal-oriented, where it places learning conditions and results as given, namely optimizing methods to achieve goals. This theory suggests that the technique is an absolute thing that must be optimized because someone must be influenced so that the learning process occurs.[36] So, what is observed in this theory is the predetermined learning outcomes. Thus, the prescriptive theory emphasizes the use of methods in achieving goals, creating fun, active learning conditions so that students are motivated and engaged in learning, and the methods used are expected to influence students in understanding and achieving predetermined goals.[37] Therefore, prescriptive theory emphasizes that learning must be well prepared by teachers and pay attention to learning objectives, teaching materials, methods, techniques, learning media, and assessment.

Based on the discussion above, prescriptive theory is a theory of learning that occurs between teachers and students in the school learning environment, the occurrence of a continuous relationship between the two in student empowerment activities to achieve the

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[31]Wahab and Rosnawati, *Teori-Teori Belajar Dan Pembelajaran*.
[32]Darmadi, *Pengembangan Model Dan Metode Pembejaran Dalam Dinamika Belajar Siswa*.
[33]Darmadi. *Pengembangan Model dan Metode Pembelajaran*.
[34]Sutiah, *Teori Belajar & Pembelajaran*.
[35]Akrim, *Buku Ajar: Strategi Pembelajaran*.
[36]Suryadi, *Desain Pembelajaran: Sebuah Pengantar*.
[37]Wangi, Machsunah, and Hasbullah, *Model Pembelajaran*.

expected goals. In learning, teachers must design and plan student learning activities to influence the learning outcomes to be completed.[38] Therefore, teachers must think about what methods will be used to achieve goals so that the results obtained by students are maximized.

In the context of Arabic Teaching, prescriptive theory varies more methods, techniques, and models of Arabic language learning to influence the learning outcomes that have been determined and will be achieved.[39] Arabic language learning has specific language skills taught to students in stages starting from *istimā', kalām, qirā'ah and kitābah*. These skills are, of course, adjusted to the level of understanding of students in learning and will be evaluated to see the achievement of goals.

Arabic Learning and Learning Methods

Based on the morning briefing activity observation, the teacher's methods are direct, *tardīd*, driil, and *sam'iyyah safawiyyah*. The way the briefing material is presented using Arabic as the primary language makes students need clarification when narrating the meaning of vocabulary. As for repeating vocabulary so that students memorize it, the teacher's strategy is to make students remember the words they heard and spoke. These two methods are often used by teachers when delivering briefing material. Repeating vocabulary with questions and answers or mentioning the meaning of vocabulary in the mother tongue makes students understand better and eager to participate in briefing activities. Repetition is done many times so that students can remember vocabulary. The briefing material is also given by listening to the vocabulary that the teacher says and then repeating the vocabulary spoken in the form of repetition of words or questions and answers. These activities are expected to help students master Arabic passively and actively.

Observations were also made of Arabic lessons taught by teachers in the classroom, one of the lessons at SDIT VRTI. Students are provided with a package book containing Arabic language material to study. Arabic lessons are taught two days, with one hour at the end of the first session, from 11:35 to 12:10. During this time, the teacher teaches Arabic using the sam'iyah *safawiyah*, *qirā'ah*, and *imla'* methods. The teacher's steps in Arabic lessons include pronouncing vocabulary repeatedly and then asking students to repeat it, followed by vocabulary memorization activities. The teacher asks the students to read the Arabic text and

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[38]Uno, *Orientasi Baru Dalam Psikologi Pembelajaran*.
[39]Punaji Setyosari, *Desain Pembelajaran*, ed. Bunga Sari Fatmawati, pertama (Jakarta Timur: PT Bumi Aksara, 2020).

complete exercises related to the text. The teacher asks the students to copy back the Arabic vocabulary and draw objects according to the language. The chosen method is tailored to the expected outcomes and makes it easier for the teacher to control the class. Students also carry out learning activities with enthusiasm and remain in the classroom.

Based on the interview, it also shows that the Arabic language learning taught by the teacher to grade 4 students has a straightforward goal, namely being able to master vocabulary, do short questions and answers, and copy back Arabic writing. Another way to master Arabic is that students must use it when communicating and interacting with other students, even though it is not used during Arabic class hours. Thus, the results of the morning briefing and Arabic language learning can improve the Arabic language skills of elementary school students in questioning and straightforward communication.

In the process of learning and learning, planning is needed to teach the process of presenting material to be organized and directed. One of the plans teachers must prepare is a learning method, which is used to deliver subject matter in an educational environment with a sequence of activities that can achieve goals. Selecting appropriate techniques can help teachers organize learning and learning steps to achieve the expected objectives.[40] Thus, the definition of education methods is the efforts that teach students through techniques, strategies and approaches that direct goals programmatically to make students active by emphasizing learning resources.[41]

According to Gagne, as expressed by Suryadi, a person's learning is influenced by internal and external factors. Internal factors are basic abilities, learning styles, interests and talents, and learning readiness. External factors are the environment and conditions of students in learning.[42] Furthermore, Rahmad Hidayat and Abdillah stated that a method is a means of finding, testing, and compiling data necessary to develop scientific disciplines.[43] The method is also defined as the method used to implement plans that have been prepared in actual activities so that the goals that have been set are achieved optimally.

The method can indirectly analyze the needs of students in learning and learning. Methods can also answer student success in achieving goals. The process should be designed

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[40]Wekke, *Model Pembelajaran Bahasa Arab*.

[41]Saifuddin Mahmud and Muhammad Idham, *Strategi Belajar-Mengajar* (Banda Aceh: Syiah Kuala University Press, 2017).

[42]Suryadi, *Desain Pembelajaran: Sebuah Pengantar*.

[43]Rahmat Hidayat and Abdillah, *Ilmu Pendidikan: Konsep, Teori Dan Aplikasinya* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019).

to create a reciprocal relationship between teachers and students, and students are prioritized to facilitate learning. Therefore, the technique used can anticipate obstacles to achieving goals. The method used should pay attention to the conditions, situations, and material that will be taught to students to get the best results. If the process is inappropriate, it will affect the student's results.[44] Thus, the method is a set of ways, paths, and techniques teachers use in the learning and teaching process so that students achieve specific educational goals or competencies formulated in the curriculum, syllabus, and subjects.

One of the learning methods discussed is the Arabic learning method. Arabic became a subject taught in schools or madrasas. Arabic appeals to students who learn the Quran. Moreover, they memorize it as well. Parents and teachers are also thrilled when students learn and use Arabic daily. To help students master Arabic, teachers must prepare learning methods according to the expected level of achievement.

In Arabic language learning, the method chosen is adapted to language skills. Among them: *istimā', kalām, qirā'ah and kitābah* skills. Procedures, materials, and language skills have a binding relationship in learning.[45] Learning and learning activities in elementary schools will be different if carried out in secondary schools. The difference is due to varying levels of achievement and expected goals, especially in Arabic lessons.

The Role of Teachers and the Learning Environment

Based on the results of interviews that have been conducted, the teachers who teach at Vinca Rosea Tahfizh International Integrated Islamic Elementary School (SDIT VRTI) totaled 24 people. They have qualifications as educators who are graduates of the faculties of tarbiyah and teacher training from various universities, and the majority of strata-1 graduates from multiple education study programs. They must have Arabic and English skills and read the Qur'an fluently. With their expertise and skills, they are trusted to advance the school to international standards. Every weekend on Saturdays, teachers must attend recitations, evaluation meetings, and sometimes visits. Activities include studying and discussing the yellow book, evaluating the learning carried out, disciplining teachers in learning and learning activities, and strengthening *ukhuwah Islamiyyah* among fellow teachers. The activity aims to make teachers distance themselves from reprehensible nature, equip themselves to be

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[44]Asep Maulana, *Strategi Pembelajaran Bahasa Arab* (Jakarta: Bumi Aksara, 2023).
[45]Ulfi Hayati, "التناسب بين المواد والطرق في تعليم اللغة العربية بالمدرسة الثانوية الإسلامية" *Al Mahara Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2017).

responsible in teaching, and recognize that an elementary school teacher has an extraordinary role. Thus, every competency implemented in learning and education can help teachers remember the quality and professionalism of learning.

The school is also a vehicle for students to carry out education, learning, and training. A school is an institution where students acquire knowledge, skills, and attitudes that are fostered and developed by teachers. SDIT VRTI is an institution under the Vinca Rosea Islamic Education Foundation that has been engaged in elementary schools for 6 years. The school environment becomes an integral part of the learning process. For approximately 10 hours, students learn and perform various activities, namely praying Zuhr and Ashar in the congregation, eating, and taking lunch breaks. These activities are carried out so that students get used to carrying out religious orders, train students independently, and maintain their health under the guidance of teachers. Activities that students get used to at school become habits that will be applied outside school and even at home.

The role of the teacher in the learning and learning process dramatically influences the mastery of Arabic in elementary schools. Teachers are tasked with educating, teaching, guiding, training, and evaluating the activities carried out by students at school. The role of teachers is also closely related to the competencies, namely personality, pedagogic, social, and professional competence.[46] Teachers must reflect mature, wise, noble character personalities and can be role models for their students. Teachers must understand the world of education, namely being able to compile learning tools, starting from designing, implementing, and evaluating student learning outcomes. Furthermore, teachers must be able to interact and communicate with students, teachers, and parents of students and the community around the school. Teachers must master the subject matter taught more broadly and deeply to determine what material, competence, and development will be given to students according to their understanding and thinking ability. Thus, teachers equip themselves with expertise, skills, knowledge, and character to become good quality and superior resources.

The competence possessed by the teacher leads him to the expected role. The primary role of a teacher is to be able to choose exciting and interactive learning approaches and methods and adjust to student development. Teachers become good models and role models because students imitate what is heard, spoken, and written, especially in Arabic language learning. Teachers have a responsibility to guide students to master the language. Therefore,

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[46]Presiden Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen" (Indonesia, 2005).

teachers need to provide feedback to students by helping to improve skills and understanding and motivating students to learn Arabic.

Arabic skills in students are also trained from an early age. As a place for students to develop themselves, the school creates an environment conducive to mastery of Arabic. What the school does is the habit of communicating and interacting using Arabic while in the school environment. The teacher speaks Arabic so that students are trained and courageous and equip students with vocabulary and *uslūb* that will be used daily. The language environment is expected to improve students' mastery of Arabic at all grade levels, especially grade 4. The ability to understand and speak grade 4 students is good, namely describing objects, answering questions, and retelling what is done. Student activeness in the language environment is seen when speaking Arabic, even in vocabulary and command words. This shows that the language environment can motivate students to speak Arabic. Thus, the application of Arabic will increase along with the activeness of the language in teachers and elementary school students.

Evaluation of Arabic Mastery

Based on the results of interviews that have been conducted, evaluation activities for Arabic learning in schools are carried out at the end of each lesson, midterm assessments, and end-of-semester assessments, and the ability of grade 4 students to master Arabic learning on report cards is excellent. This is evidenced when students can answer questions about vocabulary, meaning, writing, simple dialogues, and deciphering Arabic texts. At the same time, the learning evaluation contained in the briefing activity is seen in the daily life of students communicating in Arabic. Students must be able to use simple vocabulary and *uslūb* taught by expressing back the language and dialogue given and practiced when sharing with friends and teachers. If students forget the vocabulary, the teacher will look down and help them recall it. Based on observations, the evaluation of morning briefing activities is also a concern for the chairman of the SDIT VRTI foundation. Each month, in the second or third week, students who actively speak Arabic and English will be rewarded and appreciated by the school. This shows the school's commitment to improving students' foreign language mastery. Thus, the evaluation used in the activity is an oral assessment, where the teacher assesses students on Arabic conversation among students or teachers, or the teacher asks questions to students related to vocabulary and assesses students' ability to answer. Teachers also observe students' participation in the use of Arabic in class, when speaking,

understanding instructions in Arabic, and students' attitudes toward language activities during briefings and Arabic learning.

Assessment and measurement of students' level of understanding and competence can be done in various ways. The main objective of the evaluation is to ensure that learning and learning activities have been achieved.[47] The level of development of students in primary school should be adjusted according to the assessments used. The evaluation carried out is mastery of vocabulary, grammar, and language skills.[48]

Learning and learning activities carried out by students must be evaluated to see the extent of skills and knowledge that have been achieved. Learning and learning outcomes are used as a reference for the effectiveness of using learning methods appropriately and carefully in the form of actual or desired results. The effectiveness and efficiency of the learning and learning process can be measured by observing student tendencies in learning.

Conclusion

This study found three things, namely, (1) Arabic in a descriptive and prescriptive context must go hand in hand as an effort to improve students' mastery of Arabic, which so far still needs to be optimized; (2) the role of the teacher dramatically determines the success of students in mastering Arabic which has always needed to be taken seriously, the language environment is also actively created to support descriptive and prescriptive language acquisition; (3) The school greatly influences the strengthening of students in mastering the Arabic language as a place where they get learning and learning, where the teacher prepares students to master the world. This study confirms the importance of descriptive and prescriptive activities in mastering Arabic in elementary schools, so it needs to be developed with various other activities in Islamic education units and pesantren.

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