

Transformation of Arabic Language Learning: Latest Innovations at MTs Negeri 1 Ponorogo to Face 21st Century Challenges

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Abstract

This research aims to describe the latest innovations in Arabic language learning at MTs Negeri 1 Ponorogo Putri, addressing the challenges of the 21st century. It involves Arabic language teachers, students, and school staff. Qualitative research methods, including classroom observation, interviews, and documentation, were used to collect data. The findings reveal that MTs Negeri 1 Ponorogo has implemented various innovations in Arabic language learning. These include the use of information and communication technologies, such as language learning apps, interactive media, and online platforms. Additionally, a teaching approach emphasizing active speaking, listening, reading, and writing skills in Arabic has been adopted. Both teachers and students have provided positive feedback on the benefits of these innovations. The research has significant implications for Arabic language learning development. The implemented innovations can serve as examples in addressing 21st-century challenges, such as enhancing digital literacy, preparing students for cross-cultural communication, and equipping them for academic and professional success.

Keywords: Transformation, Arabic language learning, innovations.

Introduction

In the 21st century, the challenges faced in Arabic language learning have undergone significant transformations, particularly at MTs Negeri 1 Ponorogo. Global changes in technology and communication have impacted almost every aspect of life, including education. With the advancement of technology and changing times, traditional teaching methods that were once effective may no longer be suitable for the current needs and demands.¹

As technology and the digital age continue to advance, it is essential for educational institutions to adapt their teaching approaches and embrace innovative methods to meet the evolving needs of students. This includes integrating technology into the learning process, promoting digital literacy, and providing personalized learning experiences. Additionally, educators must find creative ways to engage and motivate students in a technology-driven world.²

One of the key challenges in the 21st century is ensuring equal access to technology and digital resources for all students, as the digital divide can hinder learning opportunities for some. Addressing issues related to online safety, data privacy, and secure digital learning environments is also crucial in the digital era.³

¹ Ajizah, R. U. N. Pembelajaran Bahasa Arab di Kelas Bilingual dan Kelas Bina Prestasi di MTsN Ponorogo. *Tarbawi Ngabar: Jurnal of Education*, 2021, 2(2), 209-231, <https://doi.org/10.55380/tarbawi.v2i2.132>

² Adisel Adisel, Penggunaan Teknologi Informasi dan Komunikasi dalam Sistem Manajemen Pembelajaran pada Masa Pandemi Covid 19, <https://journal.ipm2kpe.or.id/index.php/ALIGNMENT/issue/view/93>, <https://doi.org/10.31539/alignment.v3i1.1291>, h. 8

³ Romi Mesra, Dyan Pratiwi dkk, *Teknologi Pendidikan*, (Banten: Sada Kurnia Pustaka, 2023), h. 35

By leveraging technology and modern teaching methodologies, MTs Negeri 1 Ponorogo can create a dynamic and engaging Arabic language learning environment. This transformation will prepare students to thrive in an ever-changing world, equipping them with the necessary skills and competencies for success in the 21st century.

Students in the present era live amidst a fast-paced and diverse digital environment. They are accustomed to easy access to information through the internet and social media.⁴ This influences how they process information, communicate, and learn. In the context of Arabic language learning, teachers and educational institutions at MTs Negeri 1 Ponorogo are required to keep up with this trend and adopt the latest innovations in teaching methods.

Furthermore, the role of the Arabic language in the global world is becoming increasingly crucial. This language is not only used in religious aspects but also in fields such as literature, history, and diplomacy. More and more people are interested in learning the Arabic language for various purposes, including further studies, work, or tourism.⁵

Therefore, it is essential for MTs Negeri 1 Ponorogo to continue innovating in providing effective and relevant Arabic language learning that meets the current needs. In the background of this research, the researchers will discuss various recent innovations that have been implemented in this school, including the use of technology in learning, project-based approaches, and interactive online learning resources.

⁴ Muhammad Faisal, Manajemen Pendidikan Moderasi Beragama Di Era Digital, ICRHD: Journal Of International Conference On Religion, Humanity And Development, 2020. h. 196

⁵ Ahmad Izzan, Metodologi Pembelajaran Bahasa Arab, (Bandung: Humaniora Utama Press, 2011), h. 33.

By exploring these innovations, it is expected that readers will gain a better understanding of how MTs Negeri 1 Ponorogo addresses the challenges of Arabic language learning in this digital era. Additionally, this article is also expected to provide guidance or inspiration for other educational institutions seeking to enhance the quality of Arabic language learning and better adapt to the changes of the times.

Research Method

In this research, the research method used is qualitative research. Qualitative research is an approach used to understand social phenomena or human behavior from a holistic and in-depth perspective. Qualitative research focuses on gaining in-depth understanding of concepts, perspectives, or experiences of individuals or groups, as well as interpreting the meaning of the data obtained.⁶

This research aims to understand and describe the transformation of Arabic language learning at MTs Negeri 1 Ponorogo, as well as the latest innovations implemented to address the challenges of the 21st century. Through this approach, researchers can explore the perspectives and experiences of teachers, students, and other stakeholders in facing the changes in Arabic language learning.

Data collection in this research was conducted through various qualitative techniques, namely interviews, participatory observation, and document analysis. Interviews were used to gather direct views and experiences from teachers and students regarding the applied teaching methods and how these innovations impact the Arabic language learning process. Participatory observation was employed to observe direct

⁶ Rukin, Metodologi Penelitian Kualitatif, (Sulawesi: Yayasan Ahmar Cendekia Indonesia, 2019), h. 93.

interactions in the classroom and gather information about ongoing learning practices.

Additionally, document analysis was also conducted to gather data from various sources, such as lesson plans, class notes, and evaluation reports. The collected data was then analyzed thematically to identify patterns and meanings that emerged from the data.

In qualitative research, researchers also take steps to ensure the validity and trustworthiness of the data. The technique of triangulation is used to verify the consistency of data from various sources and different perspectives. Additionally, researchers also employ self-reflexivity to avoid bias in interpreting and analyzing the data.⁷

By using the qualitative research method, the researchers hope to gain in-depth insights into the transformation of Arabic language learning at MTs Negeri 1 Ponorogo and how these innovations can address the challenges of the 21st century.

Discussion and Finding

This research focuses on the transformation of Arabic language learning at MTs Negeri 1 Ponorogo in response to the challenges of the 21st century. The study is highly relevant given the rapid changes occurring in the educational landscape in the 21st century. The current educational environment is influenced by the advancements in technology and communication. Digital technology has altered the way students acquire information and interact with the world around them. Furthermore, the challenges of the 21st century include

⁷ M. Fitrah, *Metodologi penelitian: penelitian kualitatif, tindakan kelas & studi kasus*, (Sukabumi: CV Jejak (Jejak Publisher), 2018), h. 48.

increased global competition, economic changes, and the need to develop skills relevant to the future job market.⁸

In the context of MTs Negeri 1 Ponorogo, as an educational institution, it has made efforts to address these challenges by innovating and adapting teaching methods that align with the current developments. The transformation of Arabic language learning becomes essential to ensure that students acquire relevant and in-depth understanding, preparing them to face future challenges.⁹

MTs Negeri 1 Ponorogo has implemented various innovations to improve the quality of education and provide more engaging learning experiences for students in facing the challenges of the 21st century. These relevant and effective teaching methods serve as accommodations to address the challenges posed by global changes, technology advancements, and the evolving needs of students. Some of the teaching methods used in Arabic language learning at MTs Negeri 1 Ponorogo are as follows:

Firstly, Collaborative Learning: This collaborative learning method encourages students to work together in groups to solve problems and achieve learning goals.¹⁰ It has been proven at MTs Negeri 1 Ponorogo that through collaborative learning, students can achieve the learning

⁸ Etistika Yuni, Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia Di Era Global, (Prosiding Seminar Nasional Pendidikan Matematika 2016 ~ Universitas Kanjuruhan Malang, Volume 1 Tahun 2016 – ISSN 2528-259X), h. 263-378.

⁹ Irfan Jauhari, Guru Bahasa Arab MTsN 1 Ponorogo, (Wawancara: 05 Mei 2023)

¹⁰ Rusmin Husain, Penerapan Model Kolaboratif Dalam Pembelajaran Di Sekolah Dasar, (Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo “Pengembangan Profesionalisme Guru Melalui Penulisan Karya Ilmiah Menuju Anak Merdeka Belajar” Gorontalo, 14 Juli 2020 ISBN: xxxxxxxxxxxx) h. 13

objectives planned by the teacher. Through collaboration, students learn to communicate, interact, and cooperate with their peers. This helps them develop essential social skills, such as speaking confidently in front of the class, active listening, respecting others' opinions, and empathy.¹¹

In a collaborative situation, students are presented with various problems that they must solve together. The problem-solving process encourages creativity, innovation, and critical thinking to find effective solutions.¹² Collaboration involves effective teamwork, helping students understand how to contribute to a team and appreciate the roles of each member. They also learn to overcome conflicts and achieve common goals together.

Secondly, Project-Based Learning: The project-based learning method involves students in developing projects or tasks that are relevant to real-life situations. In this regard, MTs Negeri 1 Ponorogo has implemented Arabic language learning activities using the Project-Based Learning model. The steps include the teacher preparing project questions or assignments, designing project plans, creating schedules as concrete steps of a project, monitoring project activities and progress, testing the results, and evaluating the activities/experiences.

The main topic covered is producing simple oral and written texts about daily activities, and the products produced include posters and narratives that depict the students' daily routines from waking up to going to sleep. Students at MTs Negeri 1 Ponorogo produce products in the form of posters and narratives about daily activities, enabling them to produce simple oral and written texts following the appropriate Arabic

¹¹ Observasi Kelas VIII MTs Negeri 1 Ponorogo, 06 Mei 2023

¹² Resti Septikasari, Rendy Nugraha Frasandy, Keterampilan 4C Abad 21 Dalam Pembelajaran Pendidikan Dasar, (Jurnal Tarbiyah Al-Awlad, Volume VIII Edisi 02 2018), h. 112-122

language structure. So, in project-based learning in the Arabic language subject, it consists of 3 stages, namely in-class learning, activities outside the class, and returning to in-class learning.

In this process, students can create deeper and more meaningful learning experiences about the Arabic language subject taught by the teacher. They also develop practical skills, critical thinking, creativity, and collaboration, which are crucial in facing the challenges of the 21st century, inspiring and preparing students to face the world with confidence. Teacher support is also a vital part in playing their role to support project-based learning. Teachers should provide guidance, support collaboration, and give constructive feedback to students during the project-based learning process.

Thirdly, Technology-Based Learning: With the advancement of technology, technology-based learning methods have become increasingly relevant and effective. The use of educational software, applications, and digital resources can enhance interactivity and student engagement in the learning process. Since the onset of the Covid-19 pandemic in Indonesia, various educational institutions have undergone significant changes, particularly in the use of learning media during teaching and learning activities. All teaching and learning activities have been shifted to use technology-based learning media utilizing Information and Communication Technology (ICT).

Since the implementation of Study From Home (SFH) as a result of Covid-19 prevention measures, all teaching and learning activities have been conducted from home, including for all students and teachers at MTs Negeri 1 Ponorogo. To ensure that teaching and learning activities can continue effectively as in-class learning, the utilization of technology-based learning media has become the most efficient solution

during the online learning process. However, even so, teachers and students still use manual learning media (print media) such as textbooks, worksheets, modules, and others to support students' understanding during online learning.

Despite the Covid-19 pandemic being declared over and in-school learning returning to normal, the influence of technology remains a viable option for teachers at MTs Negeri 1 Ponorogo, especially in Arabic language learning. For example, teachers continue to utilize various applications such as Google Classroom, WhatsApp groups, and media like PowerPoint to deliver lessons to students in the classroom. It is evident that the use of technology has provided positive impacts on students, particularly in Arabic language learning.

The world of education requires innovation to continue developing and keeping up with advancements in other fields. The use of technology has both positive and negative impacts.¹³ Technology facilitates collaboration and communication between students and teachers, as well as among students themselves. Through online learning platforms, discussion forums, and collaborative tools, students can collaborate on projects, share ideas, provide feedback, and learn from different perspectives. The use of technology in education helps students develop important technology and digital skills for both the workplace and daily life. Students learn to use relevant software, applications, and digital tools, while also understanding the ethics and security aspects of technology usage.

It is essential for educational institutions to continually innovate and adapt teaching methods that are suitable for the

¹³ Ambarwati, D., Wibowo, U. B., Arsyadanti, H., & Susanti, S. (2022). Studi Literatur: Peran Inovasi Pendidikan pada Pembelajaran Berbasis Teknologi Digital. (*Jurnal Inovasi Teknologi Pendidikan*, 8(2), 173–184. <https://doi.org/10.21831/jitp.v8i2.43560>), h. 194

changing times, in order to prepare students effectively for the challenges of the 21st century. In facing these challenges, collaboration among stakeholders, including teachers, students, parents, and other relevant parties, becomes key in introducing effective innovations in Arabic language learning. By exploring and implementing appropriate teaching methods and learning strategies that align with current needs, MTs Negeri 1 Ponorogo can create an engaging and relevant learning environment for students in the 21st century era.

Conclusion

Based on the above explanations, it can be concluded that MTs Negeri 1 Ponorogo has successfully implemented three effective learning methods: collaborative learning, project-based learning, and technology-based learning. These three learning methods bring numerous benefits to students, such as increased engagement, creativity, critical thinking skills, and collaboration. The use of technology in learning also has positive impacts, facilitating communication and collaboration, as well as developing crucial technological and digital skills for both future careers and daily life. By integrating these three methods, MTs Negeri 1 Ponorogo can continue to evolve and provide effective and innovative learning experiences for students, preparing them to face the challenges of the 21st century.

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