Improving Arabic Language Teachers' Teaching Competence through Technology Enhanced Language Learning

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ABSTRACT: In order to follow and fulfill the development of the times wrapped in technology, every Arabic teacher is also required to be able to master and apply technology in Arabic language learning. In a study conducted by Rustam Shadiev and Mengke Yang, it was found that of the twenty-four articles reviewed on the use of technology in foreign language learning, almost all of these studies reported positive results. Learners had a positive perception of the use of technology, which meant that it showed that technology was effective in supporting language learning and that learners accepted and used it. Based on this, mentoring and training activities to improve teaching competencies for 21 Arabic language teachers in the Puteri Ummul Mukminin Aisyiyah Islamic Boarding School in South Sulawesi were carried out on Saturday, May 27, 2023, with the speaker, Assoc. Prof. Dr. Nurkhamimi Zainuddin from the Faculty of Primary Language Studies, Uniersitas Sains Islam Malaysia (USIM). This is certainly expected to provide additional knowledge about the importance of using technology in Arabic language learning that can be applied both online and offline. The activity was carried out in three stages: preparation, implementation, and reflection.

KEYWORDS: Technology, Enhanced, Arabic Language, Learning

I. INTRODUCTION

Muhammadiyah is one of the largest organizations in Indonesia, with various institutions owned. Muhammadiyah always strives to provide the best for the world community in general and Indonesian society in particular. One of Muhammadiyah's concerns can be seen in the growth and development of education through Muhammadiyah schools, boarding schools, and universities spread throughout the country. Education through pesantren is one of Muhammadiyah's efforts to produce cadres and the next generation and to continue its existence in the future. As a cadre creator, alumni of Muhammadiyah pesantren are required to be able to speak Arabic, both receptively and productively. Through the Basic and Secondary Education Assembly, Muhammadiyah designed a special curriculum to be taught, namely the ISMUBA curriculum (Al-Islam, Kemuhammadiyahan, and Arabic). This curriculum is taught from the elementary to the high school level. To be able to implement this curriculum, of course, teachers are needed who have teaching competence in accordance with their fields and are able to convey information well to students. One way that can be used is to apply the use of technology in the teaching and learning process. It is hoped that with the application of technology, the learning process will be more effective and efficient.

Ummul Mukminin Puteri Islamic Boarding School is one of the educational charities of the South Sulawesi Regional Leadership of 'Aisyiyah, a special autonomous organization of Muhammadiyah. This pesantren is specifically for young daughters who are young cadres of Muhammadiyah and Aisyiyah, with the aim of producing cadres of female scholars and intellectuals in order to realize the ideals of the Muhammadiyah and Aisyiyah associations, namely the progressive Islamic movement. In this pesantren, the ISMUBA curriculum is applied by making Arabic one of its advantages. Located at the end of Makassar City, this pesantren has been established since 1985 and officially accepted students in 1987. This pesantren organizes a six-year education program with junior high, senior high, and senior high school education levels.

The vision and mission of Ummul Mukminin Boarding School are as follows:

Vision: The realization of excellent alumni, Kader Ulama, and leaders based on the Qur'an and Al-Sunnah Al-Maqbulah. With the following indicators:

1. Indicators of Excellent Alumni:
a. Excellence in the development of a visionary curriculum
b. Excellence in the achievement of UASBN scores above the average of the school or madrasah

c.   Excellence in English and Arabic
d.   Excelling in various extracurricular activities
e.   Excelling in various competitions, e.g., subject, art, religious, speech, and sports competitions
f.   Excellence in creative writing competitions (scientific work)
g.   Skilled in operating computers and internet applications
h.   Skilled in practicing life skills
i.   Excellence in akhlakul kharimah.

2.   Indicators of Alumni as KADER ULAMA

a.   Memorized Al-Qur'an 5 (Five) to 30 (Thirty) Juz
b.   Skilled and mastered the method of preaching
c.   Memorizing and being fluent in prayer recitation, prayer movements, and tumakninah
d.   Memorizing and fluent prayers after prayer
e.   Memorizing and fluent prayers and dhikr
f.   Orderly perform fardhu prayers and sunnah prayers (*Rawatib* and *Muakkad*)
g.   Be able to read the Yellow Book (*Kutub al-turast*).
h.   Indicators of Alumni as Leaders:
i.   Know the nature of the Muhammadiyah and 'Aisiyah associations
j.   Be able to manage and run 'Aisyiyah's business charities
k.   Be able and courageous to become leaders, cadres, and mobilizers of Muhammadiyah's ortoms.

While the missions are:

1.   Organizing curriculum development that is visibly based on Islamic boarding schools
2.   Organizing and developing active, innovative, creative, effective, and fun learning
3.   Organizing and optimizing extracurricular programs and activities
4.   Organizing the coaching of students in preparation for subject, art, religious, speech, and sports competitions
5.   Organizing coaching and habituation of students in writing scientific papers
6.   Organizing computer and internet application-based learning
7.   Organizing a life skills program
8.   Organizing and optimizing the Hifdzul Qur'an program
9.   Organizing and optimizing the religious preaching and lecture training program
10. Organizing the habituation of memorizing and fluent prayer recitations, prayer movements, and tumakninah
11. Organizing the habituation of memorizing and fluent prayers after prayers, prayers, and dhikr and orderly performing fardhu prayers and sunnah prayers
12. Organizing regeneration about the nature of the association ('Aisyiyah) and Muhammadiyah
13. Organizing and optimizing the Santri organization program
14. Organizing leadership training and encouraging Santri to become organizational leaders
15. Organizing the study and practice of adabul mar'ah fil Islam/akhlakul kharimah by cultivating smiles, greetings, politeness, and courtesy (5-S)
16. Organizing the study of the Yellow Book (*Kutub al-turast*).

Learning in this pesantren has developed in accordance with the development of the world of education today. Every teacher is required to be able to master the use of information technology in the learning process, including in Arabic language learning. Based on a brief interview conducted with one of the Arabic language teachers in this pesantren, it was mentioned that Arabic language learning in the pesantren focuses more on memorization activities and muhadatsah applications, while the use of technology such as computers and others is limited. Although each class has been equipped with a smart TV, often Arabic learning is more dominant in the memorization process and on applicable sentences so that they can be used directly in daily activities at the boarding school. The Arabic learning process in this pesantren can actually be organized by using technology, so that students' Arabic learning outcomes are more satisfying. In accordance with what was conveyed by Rustam Shadiev and Mengke Yang (Shadiev & Yang, 2020) learners had better outcomes when their learning was supported by technology and this shows that technology was effetive in supporting language learning and this shows that technology is effective in supporting language learning. In addition, a study conducted by Nurkhamimi Zainuddin et al. (Zainuddin et al., 2020) found Using and integrating some technological devices may motivate students as well as teachers to do their traditional jobs in different and attractive ways.

The use of technology that is very visible in this pesantren is during the end-of-semester exam and the Computer-Based National Assessment (ANBK). The end of semester exam is divided into two parts: a written exam using E-Learning (E-Learning Ummul Mukminin 'Aisyiyah Sul-Sel Region (https://ppum.sch.id/) and a practical or oral exam. The following can be seen as an illustration of the use of the computer:

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Based on the information above, it can be seen that the use of technology in this pesantren is still limited to the assessment of learning outcomes and has not maximized the teaching and learning process in the classroom. Therefore, it is necessary to conduct training and mentoring to improve the teaching competence of technology-based Arabic teachers in the classroom teaching process.

II. IMPLEMENTATION METHOD

This training activity was carried out in three stages, namely the preparation stage, the implementation stage, and the reflection or evaluation stage. Each stage of this activity will be explained as follows:

1. Preparation Stage

This stage is the initial stage, where the entire series of activities is well planned. So that this training activity is right on target and reaches the desired target. The following steps will be taken at this stage:

a. Discussed with the pesantren regarding the schedule of activities.
b. Determine the room that will be used to conduct the training according to the training needs, such as the availability of computer equipment, a smart TV, etc.
c. Organize the training room.
d. Coordinate with team members to prepare the activities properly.

2. Implementation Stage

At this stage, the team will give the speakers full time to deliver the training materials to the participants, with the following steps:

a. The team will appoint an activity moderator to guide the activity from start to finish.
b. The moderator will invite the speaker to deliver his or her presentation.
c. The speaker will deliver the material in the form of theory and hands-on practice. Participants will be given the opportunity to actively discuss with resource persons regarding the use of technology in Arabic language learning.

3. Reflection/Evaluation Stage: At this stage, the following steps will be taken:

a. The speaker will ask the participants to demonstrate what they have done in the Arabic learning process before and after the training.
b. The speaker will provide comments and assessments related to the demonstration carried out by the Arabic teacher.
c. After the speaker closes the activity, the team will ask for input from participants regarding the activities carried out as evaluation material for future activities.

Methods Used In the training activities that will be carried out, several methods will be used, such as: Lecture, discussion, and question-and-answer methods. This method will be used by the speaker in delivering the material, interspersed with discussions and questions and answers with participants to see the extent of the participants' knowledge and understanding related to the use of technology in Arabic language learning that has been done so far. Direct method, This method is used so that participants can directly practice the use of technology in learning. It is hoped that with this method, participants will not feel bored by just listening to the material. Demonstration method, This method is used so that participants can demonstrate the use of technology in learning through practice at the end of the training process. This method is also considered to provide feedback on what participants have understood regarding the material that has been provided.

III. RESULTS AND DISCUSSION

The implementation of international collaboration community service was carried out at the Puteri Ummul Mukminin Aisyiyah Islamic Boarding School in the South Sulawesi Region on Saturday, May 27, 2023. In accordance with the title of this service, namely Training on Improving Arabic Teaching Competence through Technology-Enhanced Language Learning for Teachers of Puteri Ummul Mukminin Islamic Boarding School Aisyiyah, South Sulawesi Region, collaboration was carried out with foreign partners, namely Assoc. Prof. Dr. Nurkhamimi Zainuddin from Fakulti Pengajian Bahasa Ustama University Sains Islam Malaysia (USIM).

Based on the method of implementing activities, this service consists of three stages: the first is the preparation stage, the second is the implementation stage, and the third is the evaluation or reflection stage. Each stage goes according to what was planned. Starting from the preparation stage, which takes one month, and starting from coordination with foreign partners and school partners who will be used as a place for service implementation, In the process of implementing the activity, it was carried out for one full day, starting with the reception and welcome from the Ummul Mukminin boarding school in St. Walidah Hall, then continuing with the provision of material from the speaker in the boarding school meeting room.

Providing material from the speaker begins by providing an overview of how the use of technology in the world of education is a necessity, then continues to provide stimulus to teachers about what challenges and obstacles are faced while teaching Arabic at Ummul Mukminin boarding school. After listening to the teacher's experience, they were then shown and given examples of the use of applications or various websites that can be used to create media or Arabic language materials. Each explanation of the technology application used is accompanied by a direct creation by the teacher and a demonstration that has been made.

In total, there are 5 examples of applications that are exemplified, ranging from the use of Kahoot, YouTube, Flippy.net, ScreenPal, and Plotagon. Each of these applications has a different function; for example, Kahoot can be used as an alternative to written tests; YouTube for improving Istima's proficiency; Flippy.net, which provides a variety of test templates both individually and in groups; ScreenPal, which can be used to make recordings on computer layers; and Plotagon, which can be used to create learning media for Maharah Kalam. According to Assc. Prof. Dr. Nurkhamimi, there are actually many websites or applications that can be used to teach Arabic. If teachers want to hone and develop students' skills in Arabic, it must start with the teacher himself, especially considering that no one does not like to use the internet or smartphones nowadays. The number of participants, or Arabic language teachers, who participated in this training activity was 21, with the following details:

NO	Name of Teacher	Education Unit	Subject
1	Hasanuddin Jalil, S.Pd.,M.Pdi	SMP, MA	Nahwu Sharaf
2	H. Achmad Amiruddin, Lc	SMP, MA	Nahwu Sharaf
3	Nurul Istianah, S.Pd	SMP	Arabic Language
4	Fatimah Riwayat, S.Pd	SMP, MTs	Nahwu Sharaf
5	Magfirah Mustamin, M.Th.I	SMP	Muhadatsah
6	Irmayani, S.S	SMP, MA	Muhadatsah
7	Andi Ikhwan Nur, S.Pd	SMP	Insya'
8	Tauhid, S.Ag.,M.Pd	SMA	Nahwu Sharaf
9	Amirul Haq, S.Pd	SMA	Nahwu Sharaf
10	Rienda Noor Asysyifa, S.S	SMA, MA	Muhadatsah
11	Ahmad Fajar, S.Ag	SMA, MA	Insya', Nahwu Sharaf
12	Drs. H. Mustari.S, M.Pd.I	MA, MTs	Arabic Language, Nahwu Sharaf
13	Drs. Muh. Arsyad, M.Pd	MA	Nahwu Sharaf
14	H. Ahmad Rasyid, S.Ag	MA	Nahwu Sharaf
15	Drs. H. Wagiman	MA, SMA	Balaghah
16	Nurfiana, S.Hi	MA	Insya'
17	Erna, S.S	MTs	Arabic Language
18	Hj. Marjani, S.S	MTs	Arabic Language
19	Miftahul Jannah, S.S	MTs, MA	Insya', Nahwu Sharaf
20	Juwaini, S.Pd.,M.Pd	MTs	Imlak Khat
21	Sudir Nyengka, BA	MTs	Imlak Khat

The 21 Arabic language teachers teach different skills in the Arabic language subject, so it is truly hoped that this training will provide knowledge and improve teaching skills using technology.

CONCLUSIONS

This community service activity is something that needs to be done as a form of practicing the knowledge that lecturers have and also as a form of implementing the chess dharma of Muhammadiyah universities. The plan that will be carried out in the next

stage is to carry out further training activities related to the use of technology in Arabic language learning so that teachers get a comprehensive overview of technology-based applications. Then carry out similar training in schools that need to improve teacher competence.

ACKNOWLEDGMENT

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