

Evaluating the Regular *Sharaf* Learning Program at the Foundation of Islamic and Arabic Language Learning In Indonesia

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ABSTRACT

This research aims to scrutinize and assess the learning dynamics within the regular *Sharaf* learning program conducted by the Islamic and Arabic Learning Foundation. Employing a descriptive qualitative approach, data for this study were obtained through interviews with the program director, supervisors, and administrators. Data collection involved observation, interviews, and document analysis. Data analysis followed Miles and Huberman's framework, comprising data collection, reduction, presentation, and drawing conclusions. Findings indicate that the regular *Sharaf* learning program features effective teaching methods, sequential curriculum delivery, adequate instructional materials, and proficient instructors. The researchers aspire that this study contributes to advancing the management of Arabic language programs and facilitates the development of comprehensive Arabic language activities for enhanced outcomes.

Article history

Received 2024-03-01

Revised 2024-04-16

Accepted 2024-04-22

Keywords

Arabic language activities;
Evaluating the Regular *Sharaf* learning;
Islamic and Arabic Learning Foundation.

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Introduction

The advancement of Arabic language learning in Indonesia has been facilitated by various educational institutions, which have designed language programs tailored to contemporary needs and advancements in knowledge and technology. Both formal and non-formal educational institutions strive to enhance the quality of education they provide (Aburezeq, 2020; Adam & Fitriani, 2023; Aflisia et al., 2020; Al-Muslim et al., 2020; Calafato & Tang, 2019; Facchin, 2017). To achieve this goal, institutions must develop well-organized and effective language programs aligned with their educational objectives.

Following the implementation of Arabic language programs, institutions must conduct assessment or evaluation activities to gauge the effectiveness of these programs (Bako et al., 2018; Ridlo, 2022; Yahya et al., 2021). This aligns with the assertion that educational institutions require evaluation to assess the outcomes of their programs accurately. Evaluation allows institutions to determine whether programs are meeting their intended objectives or not (Bower, 2019; Damschroder & Lowery, 2013; Jaunanto & Mahliatussikah, 2020; Leiber, 2018; Morell, 2019; Yin et al., 2022). Moreover, implementing programs without evaluation makes it challenging to achieve the planned goals and objectives.

From the discussion above, it can be concluded that the assessment or evaluation of Arabic language programs within educational institutions plays a crucial role in the advancement of both the programs and the institutions themselves. The success of a program depends on the extent to which an institution conducts evaluations and assessments.

One such educational institution known for its effective Arabic language program is the Arabic Language Learning Foundation (Yayasan Belajar Islam dan Bahasa Arab). This institution specializes in providing distance education in Arabic language, Quran studies, and Islamic studies, aiming to facilitate widespread access to Islamic knowledge and Arabic language proficiency amidst individuals' busy schedules. Hence, the foundation is committed to making Arabic language and Islamic knowledge accessible online through technological advancements such as websites, emails, and WhatsApp. One of its flagship programs, highly sought after, is the Regular Sharaf Learning Program.

Several prior studies have explored similar themes, such as the evaluation of Arabic language programs in various Islamic boarding schools and educational institutions in Indonesia (Mubarak et al., 2023; Musalwa, 2019; Vetiana, 2019; Zaid et al., 2022; Zakiya et al., 2023). However, this research distinguishes itself by focusing on the analysis and evaluation of the regular sharaf learning program methodology at the Islamic and Arabic Learning Foundation. By expanding and refining the research focus and objectives, this study aims to provide valuable insights for planning and evaluating Arabic language programs effectively, ensuring the attainment of comprehensive and efficient outcomes.

Method

Research Design

This research employs a descriptive qualitative research approach to describe the teaching and evaluation methods in the regular *Sharaf* learning program at the Foundation of Islamic and Arabic Language Learning (Creswell et al., 2007). Primary sources include interviews with mentors, directors, and *musyriks*, while secondary data sources consist of

various scholarly articles such as journals, theses, dissertations, and others related to the focus and objectives of this research.

Data Collection Techniques

Data collection utilizes observation, interviews, and documentation techniques. Observation involves systematically and objectively observing the overall BISA program phenomenon by the researcher. During interviews, the researcher communicates the interview's purpose, asks questions regarding the evaluation of the Arabic language activity program being conducted, and records the obtained interview results to maintain data validity and accuracy. Documentation technique involves documenting the test results of program participants.

Data Analysis Techniques

For data analysis, the researcher employs Miles and Huberman's analysis framework, consisting of several stages: data collection, data reduction, data presentation, and conclusion drawing. Firstly, data is collected from mentors and administrators of the Arabic language activity program at the Foundation of Islamic and Arabic Language Learning. Secondly, data reduction involves focusing and classifying each interview, observation, and documentation result related to the research focus. Thirdly, data presentation involves processing the classified data based on the monitoring and evaluation results of the Arabic language activity program. Finally, conclusion drawing entails reading each research result and aligning them with the research objectives, followed by drawing conclusions based on the presented data.

Result

Based on structured interviews, this study describes the findings in accordance with the predetermined issues as follows. Generally, the analysis of the regular Sharaf learning program in this study covers several aspects, namely: methods, materials, teaching media, and allocated time. The detailed explanations are as follows:

Methods

The regular Sharaf learning program at the Foundation of Islamic and Arabic Language Learning employs an effective, creative, and engaging teaching method known as the BISA method. This method's quality has been tested and implemented for several years, from the foundation's establishment in 2013 to the present year of 2022. It is deemed effective, creative, and engaging due to its successful graduation of millions of participants to date.

The implementation process of the BISA method in the regular Sharaf learning program at the Foundation of Islamic and Arabic Language Learning includes the following steps: a. The first step involves gathering all participants into two WhatsApp groups, one for brothers and the other for sisters. Participants are then given the opportunity to introduce themselves

by writing their names, ages, professions, and addresses, which are then shared in the group. b. Next, the muraqib introduces the musyrif or field supervisor who oversees the program in detail. Participants are then divided into small groups, each led by one muraqib and four musyriks, with each musyrik guiding five participants. The musyriks' tasks include guiding participants, providing a platform for asking questions regarding tasks or materials not understood, reminding participants to review taught materials, conducting quizzes with rewards, and enforcing deadlines for task submissions. Participants failing to submit tasks on time face grade deductions, and the most severe penalty is expulsion. c. Material delivery consists of brief presentations, with the majority of time allocated to application or practice in transforming words into different forms. d. Each week, the muraqib or supervisor sends lesson materials in the form of audio recordings, YouTube video links, PDFs (along with physical books), Sharaf Science transcripts, quizzes, assignments, and discussion/Q&A sessions. The focus is primarily on practicing the creation or transformation of tasrif for each word found in the Quranic verses.

Materials

Based on the interview findings, the main objective of this program is to build participants' fundamental Arabic language skills in terms of comprehension, writing, and word formation, laying the groundwork for participants to engage in the study of word changes in the Quran and Hadith. As is commonly known, Sharaf science primarily focuses on studying word form changes. Therefore, this program emphasizes participants' detailed understanding of word changes in the Quran and Hadith, as well as comprehension of related rules at each program level.

Material is provided once a week in this program, with each material presented in two formats: textual and audiovisual. The detailed arrangement of materials is as follows:

Week 1: Introduction to Arabic language science, introduction to verb, noun, and letter characteristics, differences between correct and altered verbs, masculine and feminine nouns, differences between solid and derived nouns, singular, dual, and plural, and tasniyah. The session ends with assignments and quizzes before starting new lessons.

Week 2: Participants are expected to understand and recognize wazan and tasrif. The first session covers the understanding of 35 tasrif wazan, with examples of their application when tasrifizing words in the Quran and Hadith.

Week 3: Participants are expected to understand the concepts of *tasrif lughawi* and *tasrif istilahy*, form *fi'il madhi*, *fi'il mudhari*, *isim masdar*, *isim fail*, *maful bih*, *fi'il amar*, *fi'il nahiy*, *zharaf z,aman makan* differences in terms of number (*mufrod*, *tasniyah* dan *jamak*), and differences in terms of gender (*muzakkar* and *muannas*).

Week 4: Introduction to additional tsulatsi mazid, consisting of 8 wazan, with detailed, clear, and concise explanations of each wazan, whether with the addition of one, two, or three letters. To aid in remembering all wazan, the formula "AkU yAkIn hAnyA dIA untUkkU kInI" is provided.

Week 5: Participants are expected to understand the concept of passive verbs and how to change them from active to passive form, both from mujarrad verbs and mazid verbs with additions of one, two, or three letters. Once understanding is achieved, participants proceed to apply the concepts in Quranic verses and Hadith.

Week 6: Week six marks the conclusion of the regular Sharaf learning program at this foundation. The session concludes with a final exam and awards for participants with the highest grades.

Learning Media

The regular Sharaf learning program utilizes several media to provide effective and efficient understanding to its participants within a short timeframe. Among the media used are WhatsApp, YouTube, Telegram, and email. WhatsApp serves as a platform for providing task-related information, facilitating communication between participants and musrif (mentors), and enabling question-and-answer sessions regarding incompletely understood materials. YouTube is utilized for accessing previously unclear materials. Telegram is employed for alumni groups and disseminating important information regarding the BISA foundation.

Teaching Staff

The quality of teaching staff in the regular Sharaf learning program at BISA is indisputable. The majority of the teaching staff are alumni from the Middle East, supplemented by some local alumni who possess significant proficiency in Arabic language.

Time Allocation for Learning

The BISA program is open to the general public, targeting beginners, intermediate learners, and adolescents aged at least 16 years old, proficient in reading the Qur'an, with no maximum age limit, as long as they are capable and willing to learn Arabic language, especially Sharaf knowledge. Hence, participants come from various backgrounds including students, professionals, police officers, military personnel, civil servants, teachers, and even individuals over 50 years old. The regular Sharaf learning program spans 6 weeks, during which participants are required to submit assignments weekly via email. Two examinations are conducted at the end: the midterm and final exams. In the final exam, participants are tasked with tasrif (inflection) of every word found in selected Qur'anic verses, with points awarded based on the accuracy of the tasrif. Participants with the highest scores receive appreciation from the foundation, typically in the form of clothing or Arabic language learning materials.

Evaluation of the Learning Process in the Regular Sharaf Learning Program

Following the program's implementation, the next step is program evaluation. Evaluation is essential to assess whether the program has achieved its planned targets effectively. It is an integral part of any planned effort, including educational programs. Macroscopically, evaluation provides information that can be used to determine the value and services of the achieved goals, design, implementation, and impact to aid decision-making, accountability, and understanding of specific phenomena.

Detailed explanations of the evaluation of the regular Sharaf learning program's learning process at the Islamic and Arabic Learning Foundation consist of the following:

1) Method Evaluation: Before commencing a program, every institution, including the Islamic and Arabic Learning Foundation, must have effective, creative, engaging, and enjoyable method planning. Method evaluation in the regular Sharaf learning program is conducted throughout the year, intensively at least a month before each new intake.

2) Material Evaluation: The regular Sharaf learning program comprises various taught materials. Intensive evaluations are conducted on these materials to assess their quality and outcomes.

3) Evaluation of Teaching Staff: The foundation evaluates its teaching staff to ensure effective knowledge sharing. If any staff members are found to be suboptimal in their teaching, they are supported and trained to improve their pedagogical skills.

4) Evaluation of Time Allocation: This evaluation aims to determine whether the allocated time for the program is appropriate and effective.

In summary, the regular Sharaf learning program at the Islamic and Arabic Learning Foundation employs an engaging, creative, efficient, and enjoyable methodology for beginners and those with a basic understanding of Arabic language. The curriculum is carefully structured to facilitate gradual comprehension of Sharaf knowledge. The learning media support is substantial, and the teaching staff are competent in their respective fields. Time allocation is efficient, organized, and in line with predefined plans. Method evaluation is conducted throughout the year and intensively before each new intake, while material evaluation assesses the quality and outcomes of the taught materials. Evaluation of teaching staff aims to enhance pedagogical quality, and time allocation evaluation ensures appropriateness and effectiveness.

Discussion

This study highlights the importance of effective and innovative Arabic language learning programs in specific educational environments. The use of creative teaching methods, such as the BISA method, has proven successful in enhancing learning efficiency and student outcomes. This is consistent with previous research (Abdelhadi et al., 2020; Ilmiani et al., 2020)

indicating that engaging, technology-based teaching methods, such as the use of social media and online platforms (Albantani & Rahmadi, 2020), can increase student engagement and learning effectiveness.

Furthermore, the involvement of teaching staff with proficiency in Arabic language is a key factor in the success of the learning program. Previous studies have shown that high-quality teaching has a significant impact on student learning outcomes (Anggraini et al., 2021; Hamidah et al., 2022). The importance of regular program evaluation is also emphasized in this study. Ongoing evaluation allows for the identification of program weaknesses and improvements, ensuring that the learning program continues to adapt to student needs and achieve its learning objectives (Bower, 2019; Ridlo, 2022).

Overall, this study provides a significant contribution to understanding the design and implementation of effective Arabic language learning programs in specific educational settings. It provides a foundation for further research in identifying factors influencing the success of learning programs and developing more effective strategies to enhance the quality of Arabic language learning.

Conclusion

In conclusion, the analysis and evaluation of the regular Sharaf learning program at the Islamic and Arabic Learning Foundation encompass several aspects, including the analysis and evaluation of the methods used, the taught materials, the quality of teaching staff, and the allocated time. The aim is to build basic Arabic language proficiency in terms of understanding, writing, and word formation, serving as a foundation for participants to engage in the study of every word's changes in the Quran and Hadith.

Based on the findings and discussions above, the researcher deems it necessary to provide some suggestions for further research. Firstly, the discussion on the evaluation of Arabic language activity programs in this study is limited to the regular Sharaf program only, while the foundation offers a total of 12 programs. Therefore, further research should be conducted on other programs such as MAHABBAH (*Malam Ahad Belajar Balagah*), SHAUM (*Shorof Permium*), BINUM (*Belajar Ilmu Nahwu Premium*), BINA (*Belajar Ilmu Nahwu Reguler*), BINAR (*Belajar Ilmu Nahwu Premium*), KEBAB (*Kelas Baca Kitab*), and LAMARAN (*Hafalan Matan Ringkasan*) to achieve more effective, efficient, and comprehensive results.

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