

## RESOURCE-BASED LEARNING FOR TEACHING ARABIC

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### Abstract

The teaching process requires new creativity and ideas to develop ways of presenting subject matter at school. The teacher must carefully choose the approach or teaching methods so that the objectives of the learning outcomes can be achieved. One model used is through the Resource Based Learning Model. The purpose of the study was to determine the implementation and influence of the Resource-Based Learning Model in improving student learning outcomes in Arabic. This research is a classroom action research conducted in 3 cycles. The results of the study show that students' abilities increase by achieving ideal standards. From 56.89% in Cycle I, it can increase to 67.27% in cycle II, and cycle III increases to 77.24%. This shows that the application of the Resource-Based Learning Model can effectively improve students' Arabic learning outcomes.

**Keywords:** Student learning outcomes; Resource-Based Learning Model; Learning Arabic.

### Abstrak

Proses pengajaran diperlukan kreatifitas dan gagasan yang baru untuk mengembangkan cara penyajian materi pelajaran di sekolah. Guru harus cermat memilih pendekatan ataupun metode-metode mengajar agar tujuan dari hasil belajar dapat tercapai. Salah satu model yang digunakan adalah melalui Model Pembelajaran Berbasis Sumber (Resource Based Learning). Tujuan dari penelitian adalah untuk mengetahui implementasi dan pengaruh Model Resource Based Learning dalam meningkatkan hasil belajar Bahasa Arab siswa. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam 3 siklus. Hasil penelitian menunjukkan bahwa kemampuan siswa meningkat dengan mencapai standar ideal. Dari 56,89 % pada Siklus I, dapat meningkat menjadi 67,27 % pada siklus II, dan siklus ke III meningkat menjadi 77,24 %. Hal ini menunjukkan bahwa penerapan Model Resource Based Learning efektif dapat meningkatkan hasil belajar Bahasa Arab siswa.

**Kata kunci:** Hasil belajar siswa; Model Resource Based Learning; Pembelajaran Bahasa Arab.

## INTRODUCTION

The big problem faced by the world of education today is the crisis paradigm in the form of gaps and discrepancies between the goals to be achieved and the paradigm used (Imron 1995: 178). Various efforts have been made by the government to improve the quality of education in Indonesia, but until now it has not obtained optimal results.

This phenomenon can be seen from the indicators of learning outcomes, among others, from the National Examination scores of students who are still low on average.

This fact shows that various approaches, ideas or innovations in the world of education that have so far been widely applied have not yet been able to provide meaningful positive changes for students, both in the learning process in schools and in improving the quality of education in general. Awareness of the importance of education that can provide hope and better possibilities in the future has encouraged various efforts and public attention to every step and development of the world of education. Education as an effort to improve the quality of human life. In essence education aims to humanize humans, mature, change behavior and improve quality of life. Thus, students will be actively motivated in learning. If the teacher manages to create an atmosphere that causes students to be actively motivated in learning there will be an increase in learning outcomes. Arabic language teachers in high school always feel dissatisfied in carrying out the learning process. Obstacles encountered include the class is always passive, the motivation of students to study is , and it is complicated to cause interaction between students and students and between students and teachers, the implementation of monotonous learning, does not use the right learning strategies in learning, so teachers dominate the class.

The problem of Arabic language teaching among them is the low readiness of students to take part in this lesson. It can be seen from children who are less active in participating in teaching and learning activities at the beginning of the learning process. Students whose abilities are lacking, appear to be unprepared for learning which is marked by the student not carrying a textbook and not collecting homework. Homework given by the teacher does not vary in terms of form and level of difficulty, but the questions given are too complicated and not following their abilities so that the motivation of students to do homework decreases. Moreover, the description above students' unpreparedness in learning is caused by learning that has been centered on the teacher. Finally, the learning outcomes obtained by students are not as expected.

A teacher must be able to apply a method that can provide solutions to the problems of low student motivation. According to Nasution (2001: 67) that the method is a way to do something or a tool to achieve a goal. To attract students, then a teacher must be good at choosing methods that are under the subject matter to be delivered. The success or failure of teaching lies in the teaching method used by the teacher.

One of the right methods to support the achievement of a better level of student achievement is the Resource Based Learning Model. This method is considered useful because it emphasizes the activeness of students in solving problems that have been prepared planned by the teacher. Seeing the benefits of the Resource-Based Learning model, it is expected that routinely in the learning process can improve the quality of learning in school.

The Resource-Based Learning model in principle is a process of how knowledge is created through changes in the form of experience that defines learning as a process of constructing knowledge through experience, which is then used as a reflection for participants to assess of. For example: assessing the advantages and disadvantages of each of these roles, and then providing alternative opinions for the development of these roles. This method emphasizes the problems raised in the show, and not on the ability of players

to play the role of profound wisdom (principles, values, or lessons). The area of change that is affected is the domain of attitude-values.

Based on the description of the background above, it is necessary for a teacher's action to look for and apply an alternative learning model that can increase students' understanding of Arabic concepts through the application of the Resource-Based Learning Model. The purpose of this study is to find out its implementation in teaching Arabic and knowing its effect on students' Arabic learning outcomes.

## REVIEW OF LITERATURE

### Learning Outcomes

Learning outcomes cannot be separated from learning actions, because "learning is a process while learning outcomes are the result of the learning process" (Slameto, 2003: 45). Student learning is an obligation. Success or failure of a student in education depends on the learning process experienced by the student. According to Logan, et al. (Sudjana, 1998) learning can be interpreted "as a change in behavior that is relatively settled as a result of experience and practice." In line with this (Winkel, 1987: 231) argues that: "learning in humans can be formulated as a mental or psychological activity that takes place in active interaction with the environment, which results in changes in knowledge and attitude values. Changes are relatively constant and trace".

Assessment of student learning outcomes to determine the extent to which he has achieved the learning goals is what is referred to as learning outcomes. The results of Winkel's research (1987: 45) that: "the learning process experienced by students produces changes in the field of knowledge and understanding, in the fields of values, attitudes, and skills." The existence of these changes can be seen in the learning outcomes produced by students on questions, problems or assignments given by the teacher. Through learning outcomes, students can find out the progress they have achieved in learning.

Marsun and Martaniah (Sudjana, 1998:59) argue that: "learning outcomes are the result of learning activities, namely the extent to which students master the material of the lessons taught, followed by the emergence of feelings of satisfaction that he has done something well" This means that learning outcomes can only be known if an assessment of student learning outcomes has been carried out.

According to Sudjana (Sudjana, 1998:57) what is meant by results is the results that have been achieved, carried out or done by someone while the learning outcomes themselves are interpreted as the results achieved by a student at a certain period and recorded in the school report card. From some of the definitions above, it can be concluded that learning outcomes are the results of learning efforts achieved by a student in the form of skills from academic field learning activities in the school at a certain period recorded at the end of each learning with role-playing methods.

### Resource Based Learning Model

Various source-based learning models include a variety of ways and means by which learners can learn in various ways ranging from getting help from the teacher to learning independently (Smith, 1966:78). Free is also a learning system oriented to students using self-learning materials or those used by teachers in learning. Free is a

learning approach oriented to students by using human and non-human learning resources optimally.

Dorrell said that the term learning is based on various sources related to other terms, "resource-based learning is all the above. It is open learning, distance learning, and flexible learning, in which the thrust of any scheme developed ". According to Dorrell, the use of various learning resources which are the drivers of the development of open learning systems, distance learning, and flexible learning so that the terms of learning based on various sources are included in it (Dorrel, 1993). The term learning based on various resource-based learning is a comprehensive term, encompassing a wide range of means that can learn from those where the students are learning independently (Brown, 1996).

Various source-based learning is related to several meanings, and learning systems include open learning. Distance learning, flexible learning, learning resources, and resource-based as stated by Dorrell. The following is an explanation (Dorrel, 1993).

1. Open learning is the principle of learning open to everyone. In other words, there are no prequalifications such as age, social status, economy, and others. Learners can choose where, when, and how they will learn and be free from all interruptions.
2. Distance learning, distance education is a system or process that directly connects learners with distant sources. The materials used are the same as those used with open education.
  - a. According to The California Distance Learning Project (CDLP), distance education is a process of delivering learning that connects learners to educational resources
  - b. According to AT and T, distance education is a system or process that directly connects learners with distant sources
  - c. According to the United States Learning Association (USDLA), distance education is the delivery of education or training through electronic media. Distance education refers to learning situations where instructors and learners are geographically separated. Therefore, this education model relies on electronic equipment and printed materials to deliver learning. Materials used in distance education are the same as those used in open education, namely in the form of cases, and worksheets, CBT (Computer Based Training) Programs, IV (Instructional Vidio), and various books.
3. Flexible learning is a type of learning that can use various sources in all forms. Flexible learning can be used for all patterns that use learning resources.
4. Learning resources are learning resources, including learning materials such as videos, books, tapes, CBT audio, IV, and learning packages that combine more than one media.
5. Resource based learning is a variety of source-based learning (BEBAS), which is a learning system oriented to students who use various sources in the learning process. The broad free application can also be linked to the types of open, remote, and flexible learning systems that use various sources.

Various source-based learning is essential and applied in education because of the change in the education paradigm, that is, from education that focuses on mastering shifting subject content to education focusing on learning experiences that are oriented

towards the acquisition of knowledge, skills, and values. In the information age, students are faced with a variety of information in more significant amounts than before so that they are required to be able to select and utilize these resources for optimal learning purposes. Similarly, the existence of the 2013 Curriculum requires the use of various learning resources that can enrich the learning experience of students.

In principle, three main things must be considered in the planning process of learning activities, namely as follows.

1. Various source-based learning enables each learner to carry out learning activities following the resources he has. Examples of learners can listen to audio recordings in learning foreign languages or make use of television programs that are nuanced in education and learning to support the learning process.
2. Learning opportunities possessed. A learner can set the time of the study, when to do learning activities, morning, night or when the passion for learning comes.
3. Ability or motivation to learn. Both in the form of encouragement from within (internal motivation) such as ideas to improve living standards to the desire for self-actualization; or external motivation such as encouragement from friends and others, will significantly affect the learning process of students. Without high motivation participants learn will be difficult to achieve even though various learning resources are available.

Learning based on various sources has the following benefits.

1. Cultivate hidden talent. The development of the desire to develop themselves after graduating from formal education is a form of lifelong education.
2. Work on learning resources that allow learning to take place throughout the year and can balance skills and knowledge.
3. A person can learn according to his condition without feeling anxious and feeling the atmosphere of competition.
4. During information gathering, thinking activities occur which will then lead to deep understanding of learning (Mc Farlane, 2003).
5. Encourage the concentration of attention on the topic so that students learn more information and produce higher quality learning outcomes.
6. Improve thinking skills such as problem-solving skills, provide considerations, and conduct evaluations through the use of information and research independently (Resnick, 1987).
7. Increase the acquisition of information processing skills effectively, by knowing the nature of information and its diversity.
8. Enables the collection of information as a continuous process that results in the formation of knowledge in each subsequent phase (Moore, 1995).
9. Improve student and teacher attitudes toward learning material and academic achievement.
10. Make people enthusiastic about learning and inspired to participate actively.
11. Improve academic achievement in the mastery of material, attitude, and critical thinking (Cleaver 1996).

The implementation of various source-based learning is as follows.

1. The education process is student-centered; students have two mental aspects, namely IQ and the emotional dimension. In this approach, the teacher as a coach trains

motivates, facilitates so that students play an active role in the learning process. Thus, teaching involves students/students to be active in each learning process. This whole process will develop students' abilities that are not only focused on the content of the material.

2. The role of "electronic" educational institutions with the advancement of technology. Therefore, education technology must first be driven by a vision of 21st-century education and training. The vision must take into account the potential of technology, and what can be done by the world technology of education and training. The social and educational impacts of meeting high-speed media and technology will be revolutionary, and very challenging for established educational institutions.
3. The principle of pedagogy and design between cultures, the source of learning for students is a significant concern throughout the world because it is in the arena of universal education that is met through the world wide web (www). The web has a broad capacity/audience, if it is used as a learning resource, it is necessary to pay attention to the principles of pedagogy. The purpose of online learning is to ensure that pedagogy and curriculum are flexible, adaptable and relevant for students from various backgrounds so that the pedagogical aspects are supportive of intercultural needs.

To be able to apply various source-based learning in schools requires serious effort from the educator. First of all, educators themselves must do and familiarize themselves with utilizing various sources so that it will be easier for them to determine the right strategy in utilizing various sources that enable the achievement of the expected competencies. If in the education system, students are not separated to be able to give meaning to information and create it into knowledge, then use and evaluate the knowledge created by others, then they will always be left behind.

Furthermore, Brdiman and Franspotter, who were also quoted by Evans and Nations, explained that in the future there would be an emphasis on the importance (Evans 2000):

1. Ability to learn and continue to learn freely and independently;
2. Ability to communicate with others;
3. Ability to work with others;
4. The ability to work with other people in the group;
5. Ability to show social sensitivity;
6. Ability to accept social responsibility;
7. Ability to be flexible.

The way to apply the various source-based learning models is as follows.

1. Create conditions that allow students to have learning experiences through various sources, both designed and utilized sources so that they will "learn how to learn" (learn how to learn).
2. Teachers/educators must plan, create, and find challenging activities that will make students think, give logical reasons and use thinking well.

The steps that must be taken in various source-based learning are as follows.

1. Identify questions or problems. One of the most important steps in resource-based learning is involving students in developing research questions. Once this question has been established, they are guided to determine what information is needed to answer the question.
2. Plan ways to find information. Students are facilitated to identify potential sources of information. Sources of information include print media, printing, and people.
3. Gather information. During conducting information gathering, students are required to be able to identify (choose and sort) any information and facts that are important and relevant to the research question and categorize the findings.
4. Using information. After the required information has been collected, students need to get guidance that what they do is not just getting information, but how to use that information in their own words or languages by not forgetting to include the source of information from where or from whom.
5. Synthesize information. Armed with the information that has been obtained, the students are guided to organize the information into a systematic, logical, and possible arrangement to be understood quickly and correctly by others including students are asked to choose how to present the results to others using written methods, presentation, visual, oral or a combination of all of them.
6. Evaluation. After all, the information is well organized into various relevant formats. Don't forget to familiarize students with getting used to evaluating what they have done. Do they think it is good or not? This is important so that students are fully aware of what they are doing. This is the highlight of the students being fully aware of what he is doing. This is the culmination of the actual resource-based learning process, evaluation, and reflection by themselves.

## **METHOD**

The subjects in this study were students of Masbagik 1 High School, Kab. East Lombok class XII-Social-5 school years 2018-2019, totaling 37 students. This type of research is classroom action research with the application of the Resource-Based Learning Model in Arabic lessons.

### **Research design**

1. Actions are carried out in 3 cycles
2. In carrying out actions, beginning with planning, implementing actions, observing and evaluating the process and results of actions (observation and evaluation), and reflecting, and so on, until the criteria are expected to be achieved (criteria success).

The Classroom Action Research (CAR) design according to (Arikunto 2002), is like the following picture.

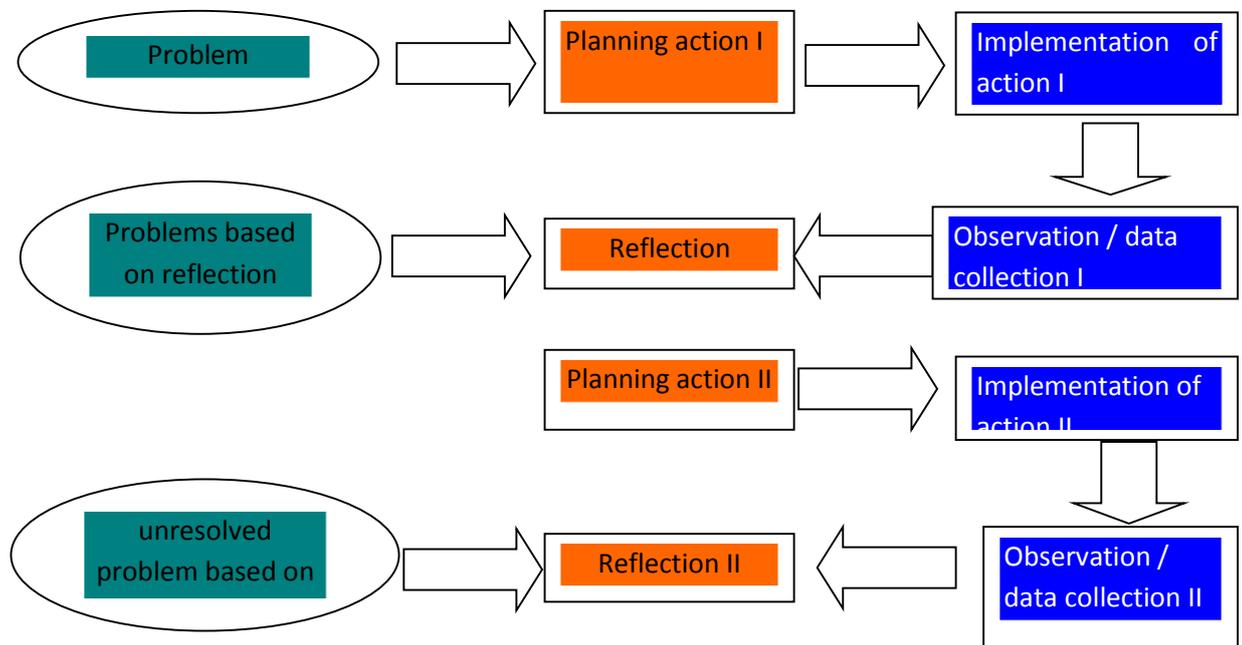


Image: Research Action Class flow

## 1. Planning

- a. Arrange RPP on KD Arabic material concept
- b. Prepare research instruments for teachers and students
- c. Prepare a format for evaluating pretest or posttest
- d. Prepare learning resources in the form of discussion material, folio paper, and other stationery.
- e. Develop a learning scenario with a Resource Based Learning Model.

## 2. Actions

- a. The teacher performs apperception, the motivation to direct students into the KD that will be discussed.
- b. The teacher explains the learning objectives to be achieved
- c. The teacher explains the subject matter of the day by explaining the work steps of the learning model used
- d. The teacher divides groups into 5 groups with 3-5 members of each group.
- e. Students are given the opportunity to reopen learning outcomes at home that have been prepared in each group
- f. The teacher motivates all participants to participate in group discussions and write the results on the paper provided
- g. Twenty-five minutes later the teacher helped to attach the results of the discussion on the classroom wall.
- h. The teacher provides opportunities for each group to explain the results of group work by giving the opportunity for 3 group members to visit other groups and wait for the standards of each group.
- i. Teacher goes around giving awards to each group

- j. After the visit, students are welcome to return to the group to see the shortcomings of each.
- k. The teacher asks all groups, which group is the best result of the discussion, the teacher gives an award.
- l. The teacher discusses again with all students if necessary to develop material
- m. The teacher distributes questionnaires and instructs students to fill out.

### 3. Observation

- a. Observation (collaboration) observes teacher activities during learning and observes student activities using teacher and student learning observation instruments.
- b. The teacher evaluates student responses during learning from questionnaires filled with students.
- c. The teacher evaluates its activities using the teacher questionnaire.

### 4. Reflection

- a. In each cycle students in the group still, do not understand the task, so KBM has not run smoothly.
- b. Students who still cannot utilize the available time appropriately
- c. Students who are still having a lot of trouble finding/finding learning resources so that the results written are not perfect.
- d. When given the opportunity to visit other groups, are there students who want to ask questions.
- e. At the time of presentation are there groups that lack confidence. Based on the results of reflection of cycle one it can be concluded to look for alternatives in cycle 2 and cycle 3.

### Instruments

The research instruments used were test instruments and observation sheets. The test instrument in question is an Arabic language learning result test and an observation sheet used to determine the effectiveness of implementation in the field. The instruments used have met valid and reliable criteria.

### Data analysis

In data analysis, the techniques used are quantitative and qualitative techniques. Quantitative analysis will be used to calculate the increase in student learning achievement in Arabic learning activities using a percentage. While qualitative analysis is used to provide an overview of the results of the study by data reduction, detailed presentation, and conclusion.

Class action research conducted in three cycles is considered to have succeeded if there is an increase in ability, and student achievement in learning activities reaches 85%, students achieve completeness with an average value of 75 means that they have fulfilled ideal expectations as required in the Education Unit Level Curriculum (KTSP) with an ideal standard of at least 75.

## RESULTS AND DISCUSSION

### Results

#### 1. Action Planning

The expected goal is an increase in student learning outcomes in learning Arabic through the application of learning with Resource-Based Learning. In order to achieve the above goals, researchers who act as teachers carry out the following steps:

- a. Develop learning instruments
- b. Prepare Monitoring Instruments
- c. Socialization to students
- d. Carry out actions in learning
- e. Reflect
- f. Arrange learning strategies in the second cycle based on the reflection of the first cycle
- g. Carry out learning in the second cycle
- h. Observing
- i. Reflect on the second cycle
- j. Arrange learning strategies in the third cycle based on the reflection of the second cycle
- k. Carry out learning in the third cycle
- l. Observing
- m. Reflect on the third cycle
- n. Prepare reports

#### 2. Implementation of Action and Observation

The action in the research was carried out in 3 cycles consisting of three meetings. The time used for each meeting is 2 x 45 minutes. Class action research is carried out following the learning plan procedure and learning scenario.

### CYCLE I

#### a. Planning Phase

At this stage, the researcher prepares a learning device consisting of lesson plan 1, LKS 1, formative test questions 1 and supporting teaching tools. Also, a learning management observation sheet was prepared.

#### b. Activity and Implementation Phase

Implementation of teaching and learning activities for the first cycle; in this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given a formative test I with the aim of knowing the level of success of students in the teaching and learning process that has been carried out.

The Resource-Based Learning Model obtained an average value of student learning achievement was 56.89%, or there were 12 students from 37 students who had finished learning. These results indicate that in the first cycle classically students have not finished learning, because students who get a value of  $\geq 65$  are only 32.43%, smaller than the percentage of completeness desired that is equal to 85%. This is because students

still feel new and do not understand what is intended and used by the teacher with the Resource-Based Learning Model.

**c. Reflection**

In the implementation of teaching and learning activities obtained information from the results of observations as follows:

- 1) The teacher is not good at motivating students and in conveying learning objectives
- 2) The teacher is not good at managing time
- 3) Students are less enthusiastic during learning.

**d. Design Revisions**

The implementation of teaching and learning activities in this first cycle still lacks, so there is a need for revisions to be made in the next cycle.

- 1) Teachers need to be more skilled in motivating students and more clearly in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
- 2) Teachers need to distribute time well by adding information that they feel is necessary and giving notes
- 3) Teachers must be more skilled and enthusiastic in motivating students so students can be more enthusiastic.

## CYCLE II

**a. Planning phase**

At this stage, the researcher prepares a learning device consisting of lesson plan 2, formative II test questions and supporting teaching tools.

**b. Stage of activities and implementation**

The teaching and learning process refers to the lesson plan by paying attention to the revisions in the first cycle, so that errors or shortcomings in the first cycle do not recur in the second cycle. Observation is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used was a formative test II.

The average value of increasing student learning achievement is 67.27%, and learning completeness reaches 78.38%, or there are 29 students from 37 students who have finished learning. These results indicate that in this second cycle classical learning completeness has improved quite better than cycle I. The increase in student learning outcomes is because after the teacher informs that at the end of each lesson tests will always be held so that at the next meeting students are more motivated to learn. Besides, students also have begun to understand what is meant and cool the teacher by applying the Resource Based Learning Model.

**c. Reflection**

In the implementation of learning activities obtained information from the results of observations as follows:

- 1) Motivating students
- 2) Guiding students to form conclusions/find concepts

## 3) Time management

**d. Revision of Implementation**

The implementation of learning activities in the second cycle still has shortcomings. Then the need for revisions to be carried out in the third cycle include:

- 1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process takes place.
- 2) The teacher must be closer to students so that there is no fear in students either to express opinions or ask questions.
- 3) Teachers must be more patient in guiding students to form conclusions / find concepts.
- 4) Teachers must distribute time well so that learning activities can go as expected.
- 5) Teachers should add more examples of questions and give practice questions to students to do in each teaching and learning activity.

## CYCLE III

**a. Planning Phase**

At this stage, the researcher prepares a learning device consisting of lesson plan 3, formative test questions 3 and supporting teaching tools.

**b. Stage of Activities and Observations**

The implementation of teaching and learning activities for the third cycle of the teaching and learning process refers to the lesson plan by paying attention to the revisions in the second cycle, so that errors or shortcomings in the second cycle are not repeated in cycle III. Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given formative tests III with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used was a formative test III.

In the third cycle the value of the formative test was obtained at 77.24% and from 37 students as a whole had achieved mastery learning. However, classically the learning completeness that has been achieved is 100% (including complete categories). The results in this third cycle increased better than the second cycle. The increase in learning outcomes in the third cycle is influenced by an increase in the ability of teachers to apply to learn through learning with Resource Based Learning Model so that students become more accustomed to learning like this so that students are easier to understand the material that has been given. Besides this completeness is also influenced by the cooperation of students who have mastered the subject matter to teach their friends who have not mastered it.

**c. Reflection**

At this stage, what will be done well or not well in the teaching and learning process with the application of learning with the Resource-Based Learning Model will be studied?

From the data that has been obtained can be described as follows:

- 1) During the teaching and learning process, the teacher has carried out all the learning well. Although some aspects are not perfect, the percentage of implementation for each aspect is quite large.

- 2) Based on observational data it is known that students are active during the learning process.
- 3) Weaknesses in the previous cycles have experienced improvements and improvements to make it better.
- 4) Student learning outcomes in cycle III achieve completeness.

#### **d. Implementation Revision**

In the third cycle the teacher has implemented learning with the role of the method well and seen from student achievement, and student learning outcomes in the teaching and learning process have gone well. So no revision is needed too much, but what needs to be considered for the next action is to maximize and maintain what already exists so that the implementation of the teaching and learning process then the application of learning with the Resource-Based Learning Model can improve the learning process so that learning objectives can be achieved.

From the results of the analysis, it can be concluded that

1. An increase in student learning achievement after being given an action that occurs 56.89% to 67.27% there is an increase of = 10.38%
2. From before the action (cycle 1) and after the action up to (cycle 3) 56.89% to 67.27%, and from (cycle 2) to (cycle 3) there is also an increase of 77.24% - 67, 27% = 9.97%.
3. The average student before being given an action rose 32.43% in the first cycle, 78.38% in the second cycle, and the third cycle became 100%.
4. From the action of cycle 2 and after the action (cycle 3) 67.27% to 77.24% means that there is an increase in achievement of 77.24% - 67.27% = 9.97%.

#### **Reflections and Findings**

Based on the implementation of the action then the results of observations of values, the results can be said as follows:

1. The first meeting of teaching and learning activities by applying the Resource Based Learning Model has not been successful because in learning students are still seen playing, telling stories, and disturbing other students;
2. Learning model with learning with Resource Based Learning Model, in terms of improving performance has not been seen, so the results achieved are not complete.
3. Maybe it is because the teaching and learning process is done with the Resource-Based Learning model that they just implemented so that students feel rigid in applying it.
4. However, after being explained, they could understand and the evidence in the second and third meetings of the teaching and learning process went well, all the students were active and even more so after the process assessment rubric, all students immediately actively studied.

#### **Discussion**

1. Completeness of Student Learning Outcomes

Based on the results of this study indicate that the application of the Resource-Based Learning Model has a positive impact on improving student learning achievement. This can be seen from the more steady understanding of students on the material delivered by the teacher (learning completeness increases from cycles I, II, and III), namely each for Arabic language lessons; 56.89%; 67.27%; 77.24%. In the third cycle, the completeness of student learning has been achieved classically.

### 2. Teacher's Ability to Manage Learning

Based on data analysis, obtained student activity in the learning process with the Resource-Based Learning Model in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by increasing the average value of students in each cycle which continues to increase.

### 3. Activities of Teachers and Students in Learning

Based on data analysis, obtained student achievement in the process of learning Arabic by applying to learn by playing the most dominant role is to work using tools/media, listening/paying attention to teacher explanations, and discussions between students / between students and teachers. So it can be said that student activities can be categorized as active.

As for the activities of teachers during learning, they have carried out the steps of learning with roleplaying well. This can be seen from the activities of the teacher that emerged, among them the activity of guiding and observing students in working on learning activities, explaining, giving feedback/evaluation/ question and answer where the percentage for the above activities is quite large.

Based on the results of the above research, the learning outcomes of students for Arabic lessons using the Resource Based Learning Model are excellent results. It was seen in the first meeting of 37 students who were present at the time of this study conducted the average value reached; each for Arabic language lessons; 56.89%; 67.27%; 77.24%. From the data analysis above that learning with learning by playing roles are applied to learning Arabic Language teaching, and learning activities are more successful and can improve student learning achievement.

Based on the educational unit level curriculum (KTSP) students are said to be complete if students have reached the ideal standard score of 70 reaching  $\geq 85\%$ . Whereas in this research, the achievement of  $\geq 75$  in (cycle 3) reached the target set in KTSP which reached 100%. Thus the proposed hypothesis can be accepted.

## CONCLUSION

From the results of the learning activities that have been carried out for three cycles, and based on all the discussions and analyses that have been carried out can be concluded as follows:

1. Learning by applying the Resource Based Learning Model has a positive impact on improving students' learning achievement in Arabic. The completeness of student learning in each cycle, namely the first cycle (56.89%), the second cycle (67.27%), and the third cycle (77.24%).
2. Application of learning with the Resource-Based Learning Model in Arabic language lessons has a positive influence, which can improve student learning achievement.

3. The application of learning with a Resource Based Learning Model is useful for increasing the understanding of teaching material that students have received so that they feel ready to face the next lesson.

In order for the teaching and learning process in Senior High Schools (SMA) to be more effective and to provide optimal results for students, the following suggestions were conveyed:

1. To carry out learning requires sufficient preparation so that the teacher must be able to determine or choose a topic that can genuinely be applied by providing learning with the Resource-Based Learning Model to obtain optimal results.
2. In order to improve student learning achievement, teachers should train students more often with discovery activities, even in a simple level, where students can later find new knowledge, obtain concepts and skills, so students succeed or can solve the problems they face.

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