

Counseling For Teaching Arabic At Schools

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Abstract

Counseling is assistance services for students both individually and in groups so that they are independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and support activities, based on applicable norms. This study aimed to find out the advice and counseling services at schools, to know the direction and counseling service procedures, and to find out what problems students have and how to solve the issues. This type of research is descriptive qualitative research, a method that utilizes qualitative data and is described descriptively. The results of this study are that there are guidance and counseling services for partner schools, which are SDIT Imam Asy-Syafi'i Mataram, MTs Al-Madaniyah, and MTs An-Najah, Indonesia. The issues that arise are that students have difficulty speaking using Arabic, students mishear Arabic utterances because of improper pronunciation, students feel bored in learning because it is difficult to understand, students find it challenging to practice Arabic vocabulary because their original accent is very attached and difficult to change, students have difficulty reading Arabic texts because they do not understand the text and are not fluent in reading Arabic texts, students have problem writing because they are not used to writing Arabic letters. The direction of writing is from right to left because they are used to writing from left to right. Students also often feel shy and insecure when reading Arabic texts or practicing Arabic sentences in front of many people because they fear being wrong. The procedures carried out by the teachers include providing appropriate learning materials to students, providing lots of Arabic practice in learning Arabic, practicing reading aloud to overcome obstacles to reading skills, speaking, and embarrassment in mentioning Arabic sentences. The reading practice also makes it hard to overcome problems with the articulation of words and makes students fluent in pronouncing Arabic sentences. Problems learning Arabic and other issues can be appropriately handled in various ways and methods according to the difficulties experienced by students.

Keyword: Guidance; Counseling; Arabic Learning

INTRODUCTION

Guidance is the provision of assistance to students using different methods according to student problems. Guidance is also an activity in providing aid that reflects an atmosphere of affection, familiarity, mutual respect, mutual trust, sympathy, and empathy manifested in efforts to assist according to applicable rules and norms. as a unique human being with all its limitations and shortcomings. A solution is needed to overcome this problem through Guidance and Counseling services. Students are also inseparable from obstacles in the success of the learning process (Is, 2019).

According to Crow & Crow, guidance is a helping hand given by someone, either male or female, who has a good personality and adequate education, to an

individual to help him steer his life activities, develop the direction of his views, make his own choices and bear the burden alone. And according to Miller, guidance is a process of assisting individuals to achieve the understanding and self-direction needed to perform maximum adaptation to school, family, and society (Masdudi, 2015). Guidance Services are not only an aid to optimize students' personal social development but also for future career development and to optimize students' abilities in various learning inside and outside school. Implementation of guidance is needed in schools because, in practice, not a few of the students who take part in the learning process face problems that come from themselves and the surrounding environment (Batubara et al., 2018). Tutoring services by guidance and counseling teachers and subject teachers, are needed by students to motivate students and can help overcome student learning problems and improve student learning outcomes (Matondang, 2019). While Counseling is an activity to collect all the facts and experiences of students focused on student problems to be solved by the students themselves and given personal assistance along with problem-solving. Counseling is a helping relationship that aims to change like any other helping relationship. Medical service is provided to change a sick individual to become cured. In psychotherapy, assistance is also given with the aim that individuals who experience psychiatric disorders, such as depression, can change towards normal after going through the therapy process. Likewise, in counseling, individuals are assisted to be able to change their understanding of themselves and their environment so that they can understand their potential and adapt to their surroundings (Masdudi, 2015).

Guidance and counseling are presented to all student problems, including in learning, to help students discover their potential and help improve learning processes and results. Learning Arabic is one of the compulsory subjects at several levels of education. Arabic as a foreign language for students has many challenges in learning it. Different letters, different sounds, to different ways of writing is a challenge that students must go through and understand. Added to this is the internal factor of learning Arabic, which never ends, namely the mindset that has been formed in the minds of Indonesian students that learning Arabic is still tricky, the millennial generation in Indonesia still thinks Arabic is not very important and is only a language for studying Religion, still in their view. that learning Arabic is learning what Arabic is, not knowing how to speak Arabic, the habit of speaking Arabic is still weak or lacking (Setyawan, 2020). Learning Arabic is learning to communicate. Therefore the primary goal of learning Arabic is to improve the ability to communicate in Arabic both orally and in writing. The intended communication is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture using Arabic (Nisa', 2018).

Motivation to learn Arabic is a factor in obtaining learning outcomes because motivation influences almost all aspects of learning, including student achievement and student involvement in education. Understanding motivation is dynamic because it can change during learning activities. Students' motivation to learn a language can increase and decrease. The decrease in motivation may be caused by students' expectations that the understanding obtained by the discussion presented in class needs to be revised. If the conversation is easy enough, such as a complex writing system or morphology, it becomes a difficult challenge that students need help to overcome. Under these conditions, efforts to encourage students to increase self-motivation will be limited, because students are not equipped with the means to deal with it. Therefore, in addition

to learning motivation, students must also be equipped with the ability to self-regulate in learning so that students have the means to manage motivation levels and make real progress (Sa'diyah & Abdurahman, 2021).

Success in learning Arabic also needs to be supported by continuous, consistent, and systematic language training, and the level of progress can always be evaluated. It also needs to be supported by innovation from Arabic teacher teaching methods, the availability of creative learning media, and the language environment created to keep the learning process, because the problems that occur in students are not only caused by students' internal factors but also come from the environment in which they are located, including the learning environment and also their social environment. Therefore it is necessary to pay attention to the student learning environment and the completeness of the material and learning media. It is essential to have a learning plan in advance. Planning for learning Arabic includes activities to formulate learning objectives. By planning lessons, especially in learning Arabic, the teacher has prepared the steps for preparing learning materials, using media, methods, and learning and evaluation within a time allocation. Planning for teaching Arabic is a learning scenario that becomes a reference and pattern for implementing teaching programs for educators and a systematic and practical learning experience for students. Therefore, an Arabic teacher who is seen as competent and professional prepares planned, integral, and directed teaching activities and pays attention to the development and condition of his students. The need for Arabic learning planning to be carried out to achieve the desired learning objectives can also function as a map that guides Arabic teachers to find out what activities they want to do next (Andriana, 2018).

In this study, the researchers collaborated with the team and also several partner schools which were used as research locations, including SDIT Imam-Asy-Syafi'I, which is located in the city of Mataram, MTs Al-Madaniyah which is located in the city of Mataram, and MTs An-Najah which is located in West Lombok Regency. There are Arabic subjects that make it a topic that must be studied by students at the three schools, and in their learning, many things are found and gone through, including the problems and difficulties faced by students and the process of handling them.

METHOD

In this study, researchers used qualitative research. Qualitative research is a research process to understand human or social phenomena by creating an overall picture and complex that can be presented in words, reporting detailed views obtained from informant sources, and carried out in natural settings (Fadli, 2021). The research focuses on the facts in the field (Rukin, 2022). Inductive data analysis prioritizes deepening every detail and specific data to group significant findings, dimensions, and certain relationships (Sutisna, 2020). This qualitative research aims to describe the object of research, reveal the meaning behind the phenomenon, and explain the phenomena that occur (Wayan, 2018). Collecting data in this qualitative research uses interviews, participant observation, and document analysis.

First, in the interview in qualitative research, the informants who were taken mastered the things being studied had free time, and were willing to become informants (Sarmanu, 2017). In this case, the researcher involved Arabic teachers, students, and school principals as informants in the research location. During the observation, the

researcher asked for information regarding "Counseling Guidance in the Domain of Arabic Language Learning," including several questions: Availability of guidance and counseling services in schools, parties involved in the process of guidance and counseling services, tutoring services, time required for the process guidance and counseling services, counseling services, the process of learning Arabic, problems that are often found in students and the learning process, actions taken to overcome these problems, and guidance taken to prevent these problems from reoccurring.

Second, Participant observation is carried out by observing individual behavior and interactions in research settings. Therefore researchers must be directly involved. The things that were observed in this study were: Learning activities at research locations, guidance activities, and counseling services. Third, document analysis is a data source that can be used to support data from interviews and observations. The documents needed in this study are guidance and counseling service program documents, lists and schedules of guidance activities, lists of counseling activities, student data, learning documents, and student problem data.

RESULTS AND DISCUSSION

Guidance And Counseling Services For Teaching Arabic In The School

The Guidance and Counseling Teacher is focused on more than just taking care of guidance and counseling. The teacher is needed to form a person, and all students' potential can develop optimally. Guidance and Counseling Teachers emphasize the critical role of a teacher as a guide. In schools that have guidance and counseling teachers or counselors, either in one school or cluster, the class teacher plays the role of implementing guidance and counseling services that are integrated into learning activities, collaborating with the guidance and counseling teacher to provide guidance and counseling services by their capacity as class teachers (Setiowati & Astuti Dwiningrum, 2020). Guidance and Counseling at school also involve parents of students, bearing in mind that parents are very influential in the lives of students at the elementary school level. The following are Guidance and Counseling services at school:

1. Orientation Service

This service is provided so new students can learn about the school environment and the social picture. This service is often carried out for students who have just entered elementary school with a more straightforward and easier-to-understand discussion. Usually, the Class Teacher conducts the orientation when students first enter the class.

2. Information Services

One of the services that are often carried out is information services that are provided by adjusting the needs of students, for example, information on competitions. Students have proved this.

3. Content Mastery Services

This service is carried out more for children who are less grasping or who have low comprehension and also gives confidence to their friends who have high awareness to help their friends in the learning process. So that in the process, students who do not understand the subject matter are given a particular time to be guided by the subject teacher. In addition, the teacher also asks for help from friends who understand to teach friends who do not understand. Including Arabic subjects, special time will be given to provide additional guidance on material that still needs to be understood.

4. Placement and Distribution Services

Placement and distribution services are more on tiered class placements so that the student learning environment is more harmonious so that existing potential can develop optimally.

5. Group Guidance

Group guidance services are guidance services that allow students to jointly obtain various materials from specific sources that are used to support students' daily lives (Ratri & Pratisti, 2019). Group guidance is carried out both inside and outside the classroom. Like during the guidance of tahfidzul Quran and other IMTAQ guidance. The role of Guidance and Counseling in group guidance is as a director and supervisor only, as has been done in group guidance with different material for each group. This has succeeded in digging up the courage and enthusiasm of every student.

6. Individual Counseling Services

Guidance and Counseling Teachers will provide individual counseling with comfort to their students so that they do not feel afraid when the personal counseling process occurs. Individual counseling is also carried out for parents of students regarding problem-solving or other discussions related to students.

7. Group Counseling Services

Group counseling is carried out by calling students with problems in the same field, such as being late and obeying school rules. However, this service has yet to run optimally due to limited space. So group counseling is usually carried out in open areas or ordinary classrooms and is rarely done.

8. Tutoring Services

Guidance and Counseling Teachers carrying out this service are usually done in the classroom by providing learning motivation material. Apart from Guidance and Counseling Teachers, other subject teachers also offer motivation and tutoring according to their respective subjects.

9. Mediation Services

Guidance and Counseling teachers often carry out this service to resolve conflicts between students with the Guidance and Counseling Teacher as the mediator. Guidance and Counseling teachers mediate to find common ground and solve problems for students in a row.

10. Direct lessons. Guidance and counseling services are provided according to the problems and needs of the students.

Guidance and counseling are essential for every school. Researchers found that the school implemented guidance and counseling services, advice, and counseling for students who had behavioral problems and learning problems, including learning Arabic. In learning Arabic, we found several difficulties students experienced, making it challenging to overcome them. With guidance and counseling services, teachers can also carry out other tasks, namely overcoming their learning problems. This guidance and counseling service also synergizes with school principals, deputy principals, and also teachers in the field of guidance and counseling.

Guidance and Counseling Service Prosedur For Teaching Arabic In The School

1. Identifying students' problems and needs, identifying the issues of each student, recording and observing student problems, discussing with the teachers, and finding

the right solutions together. Conducting interviews with students regarding the issues they are experiencing. After collecting many data on student problems, the Arabic teacher tries to solve them one by one.

2. Perform a diagnosis, establish a prognosis, provide assistance (implementation of counseling), make a schedule of meetings with problematic students, help solve them, and evaluate the results
3. Evaluation and follow-up. Re-evaluates whether students are still experiencing these problems or have been resolved, and the Arabic teacher reports to the principal at the meeting.

Arabic language teachers need to understand the procedures for guidance and counseling services. Researchers found that Arabic teachers follow the guidance and counseling service procedures that should be carried out to collect data on students' Arabic learning problems and solve them. This service procedure follows what has been mentioned above.

Student Problems In Learning Arabic

There are student problems, both internal problems and problems in learning Arabic. Problems that occur to these students can unknowingly interfere with the learning process and student learning outcomes. The difficulties that researchers found were:

1. Student internal problems: less motivation to learn, lack of interest, no previous learning experience, lack of focus in studying, family economic problems that require them to work to help their parents.
2. Problems in the learning process: difficulty in writing Arabic and interpreting it, the difference between Latin and Arabic writing in writing becomes the basis for other problems, for example, the difference in the direction of writing if Latin is from left to right, while Arabic letters (hijaiyah) are from right to left, it is difficult to understand the meaning when joining sentences difficulty in reading Arabic text, challenges in identifying Arabic sounds and meanings, difficulty in memorizing vocabulary, difficulty in constructing sentences according to grammar rules, difficulty in creating sentences both orally and in writing. Also, difficulty in identifying reading sounds when learning Istima'.

The researcher found a problem within the students and issues in the students' Arabic learning process. The researchers found that students were less motivated to learn Arabic because it is considered a foreign language that is complex and different from the language they use and lacks facilities. It also triggers a lack of student learning motivation. Lack of experience in speaking Arabic also makes them unmotivated to learn. The students' economic factors also make them have to help their parents and make them less able to study and lose focus because they are too tired to work. Problems like this are complicated to avoid.

Handling Student Problems In Teaching Arabic

The handling process carried out by the Arabic teacher:

1. Teachers provide particular time for students who have problems or experience difficulties learning Arabic. The time provided is time outside class hours.

2. Counseling students according to their problems, and adjusting their handling, such as students who have difficulty writing hijayah letters or Arabic text are given exceptional guidance so that these students can match their abilities with their classmates.
3. Planning methods and media in learning to minimize students' difficulties, such as collaborating on several learning methods in one meeting. So that learning is not monotonous and requires entire student interaction during the learning process, as well as learning media designed and created according to student learning needs and by the learning objectives, for example, providing illustrated vocabulary cards and miniature objects as media for learning Arabic vocabulary.
4. Provides classical and individual guidance to students both inside and outside the classroom to provide understanding, provide motivation for student learning, and efforts to increase students' self-confidence so that they are more courageous to perform in a variety of active activities and participate in the process of active learning.
5. Involving parents of students in dealing with student problems, be it problems that arise in students or problems with learning difficulties, providing information to parents of students is usually done with information via WA chat or face-to-face meetings between teachers and parents.
6. The principal and the teachers carry out classical guidance activities, such as during the Imtaq implementation and coaching in the classroom.
7. Conduct home visits to the homes of students with problems and learning difficulties to be given guidance by the teacher and collaborate with student family members to assist and solve student problems.
8. Guidance and counseling teachers help solve student problems in learning Arabic by helping to provide learning media, including summaries of learning materials, and providing continuous guidance to minimize problems.
9. Motivate students to remain enthusiastic about learning

At the school, the researcher found that the Arabic teacher overcame the problems of learning Arabic for students by providing additional hours of study outside the classroom or in the school when the primary lesson had ended. This meant these students would receive guidance on the difficulties they experienced in learning Arabic. And so that their abilities are the same as their classmates, the teacher also varies teaching methods and learning media so that students can be more motivated to learn. Researchers found that variations in methods and providing exciting learning media to students will further improve the learning process and minimize problems in learning Arabic. Besides that, it is also necessary to communicate with parents so that they can both help with student learning problems.

CONCLUSION

Counseling guidance services need to be provided to students to help students overcome problems and can help students discover the positive potential that exists in them. Generally, the problems that occur in students are a lack of motivation in learning, not being enthusiastic, lack of understanding of learning material, little mastery of vocabulary, and another problem is the need for more availability of learning media

(learning books). The forms of guidance and counseling services at the schools help students deal with problems that exist in students or problems when learning Arabic.

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