Al-Ma'ani Learning Problems for Students Department of Arabic Language for The 2020 University of Malang and The Solution

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Abstract: This study aims to find out how Al-Ma'ani's learning takes place as well as learning problems and their solutions at the Arabic Language Department batch 2020, State University of Malang. This research was conducted using a qualitative method whose data were obtained from documentation, interviews and observations, as well as several studies of supporting literature. The results showed that the problems of learning Al-Ma'ani at the Arabic Language Department class 2020, State University of Malang were caused by non-linguistic problems in the form of student factors, teaching materials factors, and teaching methods factors. The solution to overcome some of these learning problems is to adjust the existing problems, by matching theories and learning situations.

Keywords: Problematics, Learning, and Al-Ma'ani.

In the development of an increasingly advanced era because it is influenced by science and technology, language learning has an important value and is indispensable in today's modern era, considering the function of language as a communication tool and various other important roles. (Annisa, 2020) Likewise with Arabic, Arabic is one of the international languages and the language of Islam. Arabic learning itself has been applied to several educational institutions, including in Indonesia. In practice, learning Arabic has several stages and elements that are learned. One of them is related to the Science of Al-Balaghah.

Balaghah science is one of the branches of Arabic language that studies the rules of language style to be used in speech and writing. According to Mustafa and Ali in their book, Balaghah is a beautiful and clear expression of meaning that uses the right expression, influences the soul and still maintains the relevance of each sentence to the place where it is expressed and pays attention to the suitability of the party being spoken to. So it can be seen that studying balaghah in Arabic learning is very important because the purpose of language learning is not only about a lot of material and complete but also requires meaning. One of the studies in the science of balaghah is the science of Al-Ma'ani. (Fathoni, 2010)

As a branch of balaghah science, ma'ani science is defined as one part of balaghah science which examines sentence structure in order to avoid discrepancies between the speaker's intention and the listener's understanding (Ahmad, 1960:4). This science views that the right sentence is not only based on the grammatical accuracy of the sentence, but also based on the suitability of the

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sentence with the conditions that surround it (muqtadh al-hal), because according to Abd al-Jabbar, the fluency of a sentence does not only appear from the structure of the sentence itself but also from the suitability of the conditions in which the sentence appears. By studying the science of Al-Ma'ani, we can convey an idea or idea to the mukhathab according to the situation and conditions. Specifically, Al-Ma'ani learning makes us know the miracles of the Qur'an and master the secrets of the height and fluency of the Arabic language. (Fathoni, 2010)

As for the learning of Al-Ma'ani science at universities, then at least this learning has two objectives; first, in order to understand the concepts of ma'ani science in revealing an intention in Arabic sentences. Second, being able to function these concepts for the purposes of analyzing Arabic texts. (Fathoni, 2010) To achieve these goals requires a meaningful learning effort, this meaningfulness means that the learning process has its own meaning for students (not just "learning origin") which will later be able to become a means of successful learning and achieving effective goals. There is meaning that comes from the students themselves (intrinsic) or from outside (extrinsic) which in reality encounters several internal and external problems in the scope of learning Al-Ma'ani science in universities, one of which is in al-ma' learning. ani at the Department of Arabic Language 2020, State University of Malang.

This research which aims to find out the problems of learning Al-Ma'ani science and its solutions is carried out so that the meaningfulness of learning Arabic, in al-Ma'ani science can be realized. Thus, this research was carried out by having the following problem formulations:
1. How does Al-Ma'ani study take place for DBA students batch 2020 UM?
2. What are the problems that arise in learning Al-Ma'ani for DBA students batch 2020 UM?
3. What are the solutions or efforts made to overcome the problems of Al-Ma'ani learning for 2020 UM students?

RESEARCH METHODS

This research method is qualitative research, research that produces descriptive data in the form of written or spoken words from people and observable behavior (Tanzeh, 2011). The reason for taking this type of research is to describe and present data about the problems of Al-Ma'ani learning and find out solutions to overcome them in the Arabic Language Department, batch 2020, State University of Malang. The type of research used in this research is a descriptive qualitative research design. Qualitative descriptive research is a research design that describes research data objectively. The research process is carried out directly, namely the researcher goes to the field or to the Al-Ma'ani DBA UM class of 2020.

This research was conducted by collecting data, managing, and presenting the data objectively. Based on the formulation of the problem, this study discusses the problems in the implementation of Al-Ma'ani learning and finds out solutions to overcome them in the Arabic Language Department batch 2020, State University of Malang. While the data sources of this research are students of class 2020 from

offering A to C. There are three data collection techniques in this study, namely observation, documentation, and interview techniques. The research instruments in question are a) observations made directly to observe the situation in the process of implementing learning and carried out to observe and study problems or problems in the field that are closely related to the object of research; and b) data from documentation in the form of RPP Al-Ma'ani DBA UM batch 2020, teaching materials, etc.; and c) Direct interviews with several student representatives of the A-C DBA UM offering. Based on the data collection techniques used, the instruments in this study are related to the problems of Al-Ma'ani learning and find out solutions to overcome them in the Arabic Language Department batch 2020.

This research was conducted at the Department of Arabic, State University of Malang which is located on Jl. Semarang No. 5, Lowokkwaru Subdistrict, Malang City, East Java 65145. The object of the research is the 2020 students from the Arabic Language Department Offering A-C, State University of Malang. This research was conducted by identifying the problems that occur in Al-Ma'ani learning activities and their solutions.

RESULTS AND DISCUSSION

Al-Ma'ani learning for DBA students 2020 UM

In a learning there are elements or components that support each other and form a complete system, including learning objectives, students, teaching resources/materials, methods, media, learning activities, and evaluation (Dolong, 2016). The following are the results of AL-Ma'ani learning observations for 2020 DBA UM students in terms of learning elements/components:

1. **Learning Objectives**

    Based on research documentation data, namely the RPS MK Al-Ma'ani at the 2020 UM DBA, explained that the learning objectives of Al-Ma'ani are that students are able to describe theoretical concepts of Ma'ani Science, analyze texts, produce, and communicate ideas clearly and Correct. The most basic component in the learning planning process is the learning objectives to be achieved in the implementation of learning. In relation to the implementation of learning, the formulation of this goal is a fundamental aspect in directing a good learning process. (Dolong, 2016)

2. **Students**

    In the Arabic Language Department, State University of Malang batch 2020 there are students from various schools, namely from public, private, public schools, Islamic boarding schools and madrasas. In addition, the students they face vary greatly in terms of educational background, knowledge, abilities, talents, and interests. So it can be concluded that the level of student competence, characteristics, interest in Al-Ma'ani learning has various differences.

3. Teaching Materials

Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. (Dolong, 2016) Based on research documentation data, namely the RPS MK Al-Ma;ani at the 2020 UM DBA, describes the sources/learning materials in the form of PPT, Learning Videos, Websites, Articles, additional Library Studies, and so on.

4. Method

Based on the results of observations on the learning of Al-Ma'ani DBA UM class of 2020, the learning method applied is the eclectic method, this method is also called the eclectic method which means "mixture, combination". So the electric method is a way of presenting learning by combining several learning methods that are considered good and relevant to the material and classroom situation. (Rahman, 2011). The learning method is a method used by educators to convey certain subject matter, skills or attitudes so that learning and education take place effectively and the objectives are achieved properly. Without a good method, even easy material will be difficult to understand. (Jamil and Sardiyanah, 2020). The methods that are combined in learning Al-Ma'ani DBA UM class of 2020 are as follows:

a. Grammatical method is a method that emphasizes the mastery of grammar used to analyze a text. (Jamil and Sardiyanah, 2020)
b. The lecture method is an explanation and oral narrative by the teacher in front of students and in front of the class. In this method, a teacher dominates and becomes the subject of a lesson, while students are passive objects to receive what is conveyed by the teacher which is followed by discussion. (Metode *et al.*, no date)
c. The direct method, namely the teacher directly applies the foreign language as a language of instruction without using the language of students in learning, if there is one word that is difficult for students to understand, then the teacher can interpret it by using props, demonstrating, describing and others. (Arif, 2019)

5. Learning Media

Based on the results of observations on Al-Ma'ani DBA UM class of 2020 learning, the learning media used are PPT, whiteboards, pictures, videos, etc. According to Yusufhadi Miarso, learning media are everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage a deliberate, purposeful, and controlled learning process. (Nurrita, 2018).

6. Learning Activities

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In the whole learning process, learning activities are the most basic activities. Which means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students (Slameto, 2003: 1). Based on observations on the learning of Al-Ma'ani DBA UM class of 2020, the authors found three stages in learning activities, namely opening, material, and closing, the details of which are as follows:

NO	ACTIVITY	DESCRIPTION
1.	LEARNING	Educators open learning by greeting, greeting sentences, making attendance, providing an introduction to the material to be discussed as well as reviews of previous material (related), sometimes educators also provide initial motivation.
2.	OPENING	Educators deliver AL-Ma'ani material with mixed methods (lecture method, discussion, direct, grammatical, etc.) and auxiliary media (PPT, whiteboard, pictures, etc.), explain examples, ask students, conclude.
3.	THEORY	The Al-Ma'ani DBA UM class of 2020 learning ended with giving a final conclusion on the material that had been studied by educators, discussion forums, and giving assignments to be done in class and homework for students on related Al-Ma'ani material.

Table 1. Results of Observation of Learning Activities of Al-Ma'ani DBA UM 2020

7. Evaluationi

Evaluation is a systematic process to determine or to what extent the learning objectives have been achieved by students. (Luis and Moncayo, no date) From the results of interviews by several students of the 2020 batch of DBA UM students, it shows that the evaluation carried out in this learning is in the form of written questions that test text analysis in terms of the Al-ma'ani chapters that have been studied.

Problems in learning Al-Ma'ani for DBA students batch 2020 UM

In the learning process, there will be a challenge/obstacle in its implementation, which is commonly referred to as learning problems. Theoretically, there are two problems that are being and will continue to be faced by learning Arabic, namely: linguistic problems (linguistics), and non-linguistic problems (non-linguistics). (Fahrurrozi, 2014) Based on data from observations, interviews, and data from research documentation on the Al-Ma'ani DBA UM class of 2020, several non-linguistic problems were found in the learning process. Non-linguistic problems are problems that come from things that are not related to grammar. (Smp, Sma and Bina, 2020). The following is an explanation of non-

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linguistic problems in the Al-Ma'ani DBA UM class of 2020 learning which is grouped based on the learning component factors:

1. **Student Factor**

   Based on the results of observations and interviews, the learning problems of Al-Ma'ani, the first batch of 2020 UM DBA students, were caused by student factors. Paying attention to students in the implementation of learning is an important thing for educators to do because quality learning is learning that makes students the subject of learning. So that the role of students is not only as a recipient of the material but also actively participates in the learning process. (Salameh & Khawaldeh, 2014). The following is a description of the learning problems of Al-Ma'ani DBA UM students batch 2020 caused by student factors:

a.   Lack of student interest

   Based on the results of interviews, the majority of students explained that the reason they paid less attention to Al-Ma'ani learning in class was a lack of interest in the material. Motivation and interest in learning are non-linguistic problems that are often found in Arabic learning classes, and the achievement of learning outcomes is often influenced by motivation and interest in learning. (Fahrurrozi, 2014) so that the interest and motivation of students is an important factor in fostering the spirit of student learning. Because with high interest, students can motivate to study harder. (Smp, Sma and Bina, 2020) According to them, the lack of interest is a problem in learning Al-Ma'ani because they don't understand the importance of Al-Ma'ani and Al-Ma'ani science for some students, it is a science they have just learned, so it takes time to adapt in understanding it. . Therefore, it can be concluded that the lack of interest of the 2020 UM DBA students in learning Al-Ma'ani is a basic problem in the learning process.

   b. Heterogeneous background of students

   Based on the results of observations, the learning problem of Al-Ma'ani DBA UM students batch 2020 from the student factor is the heterogeneous background of students, namely different backgrounds. Some come from Islamic boarding schools, public schools, religious schools, etc. so that this affects the level of comprehension of the material, interests, etc. Students. Actually, the different backgrounds of students are not the key to the problem of learning, but this is related to how educators respond to this in methods, teaching materials, and other matters related to learning. In the teaching and learning process, educators should pay attention to the individual differences of students, because educators will be dealing with a number of students with different backgrounds. Therefore, the characteristics of students are very important to note because this can affect the course of the process and student learning outcomes. The characteristics of students that can affect learning activities are background knowledge and level of knowledge, learning styles, interests, socio-economic environment, and others. (Smp, Sma and Bina, 2020)

2.   **Teaching Material Factor**

Based on the documentation data, the majority of the teaching materials for Al-Ma'ani DBA UM class of 2020 use PPT, where in the teaching materials (PPT) all of them are prepared in full Arabic without harokat and without any Indonesian information at all. This is actually in accordance with the ability level of students as "students". However, looking at the actual conditions, the 2020 UM DBA students who come from various backgrounds, learning interests, and different basic competencies, make it difficult for them to understand teaching materials. Based on the results of interviews, several students said that they could not understand Al-Ma'ani's teaching materials and could not review the learning even though it had been translated because the meaning of the material had changed/less clear when translated because the teaching materials were in full Arabic and without harokat. Whereas the substance of teaching materials should be prepared solely for the benefit of students so that they must be arranged according to the level of thinking, interests, and socio-cultural background where the students come from because teaching materials are arranged so that they are easily digested and mastered by students. (Bahtiar, 2015) Therefore, it can be concluded that the learning problems of Al-Ma'ani DBA UM class of 2020 are caused by the factor of teaching materials that do not suit students from several sides.

3.   Method Factor

As explained earlier, the learning method applied to Al-Ma'ani DBA UM class of 2020 is the eclectic method (a combination of several methods), namely the grammatical method, the lecture method, and the direct method. The application of these methods goes well and in accordance with the learning situation. However, there are some problems in the teaching method. Based on the results of observations, in the learning process educators tend to be found to be inconsistent with the material and extend from the discussion as well as forward and backward from the theme being studied. For some students this is an addition to knowledge and sharpening memory, but for some other students, this is a problem they face because their focus on the material is disrupted because there are additional broad discussions from educators regarding the theme being studied. This is due to students who have different grasping powers and heterogeneous backgrounds in adapting and understanding Al-Ma'ani science. So it can be concluded that the problem of Al-Ma'ani learning from the teaching method factor is the lack of consistency of educators in delivering learning material, either because it is widespread or backwards in the discussion.

Solutions to Al-Ma'ani learning problems for DBA students batch 2020 UM

With the emergence of these problems, it can indirectly hamper Al-Ma'ani's teaching and learning process in the classroom. Here are some solutions to overcome these problems where the author tries to apply several theories that can be done in Al-Ma'ani learning which are grouped based on the problematic factors, including:

1. Solutions to the problem of student factors
  a.   Lack of student interest

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Based on the results of the interview, one of the causes of the lack of interest of the 2020 UM DBA students in learning Al-Ma'ani is their lack of understanding of the importance of Al-ma'ani knowledge. Actually, at the RPS for the Al-Ma'ani course, it was explained that at the first meeting the learning discussed the introduction of Al-Ma'ani science accompanied by PPT media which discussed the definition and urgency of Al-Ma'ani Science which was also added by an explanation by the educator. However, based on the results of observations, the orientation of Al-Ma'ani's material is not carried out fully at every meeting, so that some students do not understand the importance of the material or learning themes that they understand in detail, or in another sense, they do not know the direction in which the material is located. Therefore, it can be concluded that the solution to overcome this problem is the application of a good orientation at each opening of learning so that students can be directed clearly as an initial provision in understanding the learning theme at each meeting.

Opening skills are one of the teaching skills that must be mastered by teachers (Usman, 2011). The activity of opening lessons is carried out with the aim of making students' attention focused, motivating students, the emergence of student interest, and raising student curiosity. (Khoiriyah, 2017) According to the regulation of the minister of education and culture no 22 of 2016, in addition to covering apperception and motivation, opening lessons also includes orientation which explains the general description, the importance of the theme to be studied, and other basic matters related to the theme of the material. (Irawati, 2020) This is important to be noticed by educators because by opening lessons properly it will be able to encourage students to learn and will determine whether or not students are motivated to take lessons (Mulyatun, 2014). As well as good opening lessons skills will lead to motivation and willingness and interest of students in learning (Siswanto, 2010).

In addition to the solutions described above, the lack of interest of students is also caused by the lack of activeness of students in the learning process. According to Hamalik (2008), active learning is a situation or thing where students can be active in learning. The forms of active learning can be seen from the involvement of students in the learning process. (SIMANJUNTAK, 2020) To solve these learning problems requires appropriate learning alternatives. An alternative that provides broad opportunities for students to play an active role in developing their competencies. One of them is through alternative Focus Group Discussion (FGD). FGD can simply be defined as a discussion that is carried out in a systematic and focused way about a particular issue or problem. In Syafaruddin's article (2018), it is explained that the notion of Focus Group Discussion (FGD) contains three key words: (a). discussion (not interview or chat); (b). group (not individual); and (c). focused/directed (not free).

So it can be concluded that another solution to overcome the lack of interest of students is to increase their participation in the learning process

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or in other words increase the activity of students which in making it happen, one alternative learning that can be applied is the implementation of Focus Group Discussion (FGD). As explained above, FGDs are generally reciprocal discussions with a certain focus. Meanwhile, when applied to Al-Ma'ani learning, it means that in short, students are grouped into several groups and they are asked to discuss with each other and present a theme/learning evaluation from the educator. With these learning alternatives, students will be accustomed to responding to each other, feel they have a responsibility to understand the material per individual, and can share various understandings so that they can help those who do not understand by working together.

b. Heterogeneous background of students

Learning problems caused by student factors in the form of heterogeneous student backgrounds in the Al-Ma'ani DBA UM class of 2020 as described earlier can lead to gaps in understanding Al-Ma'ani material. So it requires a solution which can overcome its negative impact on the learning process. One of them is through the procurement solution for learning evaluation in the form of a pre-test. According to Anas Sudijono (1996:69) "Pretest or initial test is a test carried out with the aim of knowing the extent to which the material or subject matter to be taught has been mastered by students". So that the implementation of the pre-test in Al-Ma'ani learning where students are asked to answer several questions related to the material, from the student's answers, educators can find out the level of students' ability to the material. One of the stages in the learning process is the assimilation process, namely the process of unifying (integrating) new information into new cognitive structures that already exist in the minds of students. (Effendy, 2016) So that the results of the Pre-test will help integrate (assimilate) previous student knowledge with new information so that the material or material to be taught can be adapted to the student's own abilities, or the occurrence of cognitive adjustment (accommodation) of students into new material if the material has not been mastered. little by students. (Effendy, 2016)

The teaching and learning process that was preceded by using the Pre-test method aims to see the extent of cognitive development in students with the material that will and has been taught so that it will help improve student learning outcomes in teaching and learning activities and will increase the frequency of practice on the lessons given. From the results of the pre-test can be used as feedback that can increase student motivation. Pre-test and Post-test can be used as "regulators of progress (learning)" (Advance Organizations) According to Asubel in Suciati (2001:13) "Students will learn well if what is called Advance Organizations is well defined and presented".

In addition, the solution in overcoming the problem of heterogeneous student backgrounds from student factors in Al-Ma'ani learning for students at the Arabic Language Department, State University of Malang is the application of a cooperative learning model. According to Slavin (in Isjoni,

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2007: 15) cooperative learning (cooperative learning) is a learning model in which students learn and work together in small groups collaboratively with a heterogeneous group structure. But cooperative learning is more than just group learning or group work because in cooperative learning there is a cooperative structure or task that allows open interaction and effective interdependence among group members (Sugandi. 2002: 14) (Ii and Kooperatif, 2013). The application of this cooperative learning model in addition to having benefits in terms of increasing students' social skills, also has several positive impacts related to solutions for heterogeneous student backgrounds, namely; a. Reduce students' self-confidence; b. Increase motivation, self-esteem and positive attitude; c. Student participation in the learning process can be increased; d. Acceptance of individual differences becomes greater; e. deeper understanding, and various other benefits. (Syaodih, 2007)

From the explanation of the benefits of cooperative learning above, it can be concluded that the learning problems of student factors in the form of heterogeneous backgrounds can be overcome by implementing a cooperative learning model solution which in its application in Al-Ma'ani learning certainly has various forms. This can be considered a solution to the purpose of this learning model itself, namely so that students can accept differences and are willing to cooperate between students to understand each other, so that if in Al-Ma'ani learning there are students who have a low level of ability to high levels can be combined with this learning model through the form of learning models, such as the jigsaw learning model, and so on.

2.   Solutions to the problem of teaching material factors

Regarding the problems of learning Al-Ma'ani, the factor of teaching materials which includes a full explanation of the material in Arabic and has no dignity, so that it makes some students find it difficult to study and review the material as described at the beginning. Al-Ma'ani who pays attention to the differences in the backgrounds of students so that they do not give the same standard in explaining the material in teaching materials. This is in accordance with what has been explained by Iskandarwassid and Dadang Sunendar (2008: 171), teaching materials that will be delivered to students with certain language strategies must meet certain criteria, one of which is to consider linguistic aspects according to the ability of participants. educate. (Magdalena *et al.*, 2020) So it can be concluded that good teaching materials are those that cover and protect the differences in the level of students' abilities or in other words the standards are neither too high nor too low.

3.   Solutions to the method factor problem

As explained earlier, the learning problem of Al-Ma'ani DBA UM class of 2020 from the method factor is related to the inconsistency of educators in delivering material, both because of the breadth of the discussion and the discussion that goes back and forth from the theme of the material. The solution to this problem is for educators to focus on the areas of the material

discussed, or if you want to add other related knowledge, you must pay attention to the different levels of understanding of students and complete explanations. However, teaching methods that apply consistently to the material are very, very important things to pay attention to.

This is in line with the principle of teaching materials, namely the principle of constancy. This means that if there are four kinds of basic competencies that students must master in learning, then the teaching materials that must be taught must also include or contain four kinds, as well as teaching methods which focus on the material being discussed. (Magdalena *et al.*, 2020) This is important because it pays attention to student focus or in other words students' thinking does not become confused about the material being studied.

CONCLUSION

From the explanation of the article described above, it can be concluded that based on the results of observations, interviews, and documentation data on the Al-Ma'ani DBA UM class of 2020, it was found that the learning process aimed at students' understanding of the concept of Al-Ma'ani science consisting of: where in the learning process there are students who have different interests, backgrounds, and levels of understanding. The teaching materials for Al-Ma'ani learning at DBA UM consist of PPT and learning videos supported by blackboard media, PPT, and videos. The method used is the eclectic method, which is a combination of grammatical methods, lectures, and direct methods. The learning which consists of the opening, material, and closing stages has an evaluation in the form of a written test related to the analysis of the knowledge of Al-Ma'ani that has been studied.

The problems in learning Al-Ma'ani DBA UM class of 2020 are non-linguistic problems, namely problems from student factors in the form of lack of interest in learning and heterogeneous backgrounds, problematic teaching materials factors in the form of lack of adjustment to students' abilities in their preparation, and the problem of teaching method factors in the form of inconsistencies in the explanation of material that is too broad and does not focus on one discussion. The solution to overcome some of these learning problems is to adjust the existing problems and match the theories and learning situations, namely by applying a good learning orientation, carrying out pre-tests, preparing teaching materials taking into account the level of students' linguistic abilities, and applying teaching methods. which focuses on the material.

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