

Teacher Efforts and Parent Involvement in Improving Student Arabic Student Learning Motivation (Case Study on Blended Learning Method at Islamic Boarding School Persis Tarogong, Garut)

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Abstract— This study aims to describe teacher performance, parental involvement and motivation to learn Arabic online and offline in a modern Islamic boarding school. The methodology used is qualitative which is presented in a descriptive form. The results of the analysis show that teacher performance during a pandemic and post-pandemic shows different treatment. When online, the teacher's performance becomes more extra but in reality it becomes less optimal while after going online it can be more organized. This can also be seen from the responses of a number of students regarding their motivation to learn Arabic so far. As for the parents, there was a positive response which mostly provided motivation for their children's study period so that whatever the circumstances, the target of modern pesantren is to foster *Tafaqquh-Fiddin people*, where one of them is students who are able to use Arabic can be realized according to what has been planned.

Keywords— *Teacher Performance, Parental Involvement, Learning Motivation*

INTRODUCTION

Arabic language subject is one of the subject matter that must be learned by students who are studying at Islamic Boarding School, including Persis Tarogong-Garut. Becoming a formal education based on Islamic boarding schools which has a vision of "Realizing Islamic Boarding Schools as Miniature Islamic Communities and Excellent Educational Institutions" and the mission of " Building morally-virtuous people who are *Tafaqquh* -fiddin and mastering science and technology" with one of the target indicators that must be achieved is being able to use Arabic, not only on

language skills but also as a provision for them to be able to master and understand Islamic sciences.

In a research result, [1], said that the problem of teaching Arabic revolves around the problem of students' motivation and interest in learning Arabic. This condition is also compounded by differences in their knowledge and learning experience because of their different educational backgrounds. Teacher competence is not uniform nor is there a standard which is also an obstacle in the teaching process. On the other hand, the lack of study time in schools makes it difficult to develop Arabic language teaching more broadly, coupled with the difficulty in creating a strong language environment in schools, which is one of the problems that must be immediately found a solution.

This also happened at the Islamic Boarding School Persis Tarogong, especially during the Covid-19 period towards the new normal era where the blended learning method began to be implemented. At this momentum, teacher performance must be maximized, especially when learning Arabic is not an easy thing to convey. The involvement of parents of students is even more needed when this blended learning, because motivational encouragement from them is increasingly needed to achieve the goals of the vision and mission set.

The teacher is the most important subject in the continuity of education. Without teachers it is hard to imagine how education can work. Even though there is a theory that says that the existence of people/humans as teachers will potentially hinder the development of students, the existence of people as teachers still cannot be completely denied from the educational process [2].

The teacher component has an important role in creating student learning situations. Teachers must be

able to choose the right methods, strategies and media. The role of the teacher, especially in teaching Arabic is very complex. They are not only required to have good moral character, but more importantly their pedagogical abilities. This pedagogical ability can provide a good language learning experience for students who have different characteristics. In the journal An-Nabighoh [3] states that Arabic learning will be successful if it is carried out by an effective teacher. Effective teachers are characterized by the performance of students in the achievement of language skills. An effective learning process is a learning process that can provide motivation and enthusiasm for learning and foster learning awareness in students.

While parents are the first and foremost educators for their children. [4] argues that family education is the first educational institution, where the child first receives education and guidance from parents or other family members. It is in this family that the foundations for the personality of students are laid at a young age, because at this age children are more sensitive to influences from education (parents and other members).

In an education journal article, [5] wrote that "The existence of a study from home program policy makes parents return to strengthen their role to be the first and main educators for children. Parental management in providing children's education at home, at school and in the community is the goal of children's academic success. Therefore, the family has an important role in preparing children's education to realize their goals.

Parental involvement in the journal Jendela Bunda [6] says that parental involvement includes the role of parents to create healthy relationships by encouraging, guiding, leading and inspiring their children. [7] concludes that several forms of responsibility for parental involvement in the education of their children include:

- a. Fulfill the required facilities and infrastructure
- b. Supervision of learning activities at home
- c. Supervision of learning activities at school
- d. Giving motivation

While learning motivation, according to [8], which comes from within students (intrinsic) are as follows:

- a. Diligent in facing assignments, meaning that students can work continuously for a long time (never stop before finishing)
- b. Tenacious in facing difficulties, students are not easily discouraged in the face of difficulties

- c. Show interest in various problems consisting of being brave in facing problems, looking for solutions to problems being faced and not giving up easily in dealing with problems
- d. Prefer to work independently, meaning without having to be asked to do what is their job
- e. Quickly get bored with routine tasks or things that are mechanical, just repeat themselves so they are less creative
- f. Can defend opinion (if you are sure of something)
- g. It is not easy to let go of what he believes in, meaning that he believes in what he is doing or stands firm.

METHODOLOGY

This study uses a qualitative approach. A research method based on the philosophy of *postpositivism*, used to examine the condition of the natural object where the researcher is the key instrument, the sampling of data sources is done *purposively* and *snowball*, the collection technique is triangulation (combined), the data analysis is inductive/qualitative, and the results His research emphasizes meaning rather than generalization.

This approach is used through case studies to provide an overview of the conditions that occur in the field and later the research data obtained will be presented in a qualitative descriptive form.

Data collection was carried out through the interview method and related data obtained from Arabic language teachers and students of the class of 2021-2022 at the Islamic Boarding School Persis, Tarogong.

For the first step, the researcher will make a grid of research instruments which will later become questions that will be asked to informants. Then the data is collected, reduced, presented and the last is drawing conclusions

FINDING AND DISCUSSION

During the transition from online to offline learning methods, students and teachers experience a transition period called blended learning. At this time, teachers are required to have more efforts in their performance so that the materials that have been planned can be delivered and then get the results as expected. Moreover, in reality, there are some students who have difficulty in the process of understanding the teaching material when this

method is applied. The reason is the monotonous learning process, especially when online has an impact on the boring learning process to the low motivation to learn Arabic.

It was found that there were some supporting teachers who in the process taught conventional methods without considering students in the millennial era. Although on the other hand it is precisely the efforts of teachers who in their way of teaching are liked by students so they have to make twice the effort as usual. It was found that during the blended learning process, a teacher actually ran out of time because he taught in two conditions, namely some students were online and some students were offline, which in practice explained the same material which usually could be done all at once for one class, for example. Then found feedback from students who decreased.

In the interview, it was stated that a teacher felt confused about packing Arabic material that these children should be active but when online they became passive and it seemed that they had to be guided. The enthusiasm was different, especially for male students. The preparation is also double because you definitely have to provide material in a different media. Other teacher efforts are also required to be able to communicate well through social media when the online process is being carried out. There are difficulties that are encountered when all students do not have personal communication devices, do not have quotas and even difficult signals. Again, teachers are required to make extra efforts, such as dealing directly with parents or closest relatives to visiting each student's residence when there is any news at all. Although at some point, this online learning process benefits from flexibility and conditionality.

So, in this process the involvement of parents is very necessary even though it seems that these students are at an adult age, but they still need assistance. From some data, it is stated that in terms of motivation, studying at home is more or less maximal because the learning atmosphere is not conducive, there is no effort because it cannot discuss directly when there is material that is not understood and leads to boredom.

As for the involvement of parents, this has been very beneficial especially for teachers. With this blended learning method, communication between the two has been well established even though it's only through the WhatsApp group. Then from the students, it is known from the interview results that there are several forms of responsibility carried out by parents in providing motivation to learn to their children, namely some of them by giving attention, supervising learning activities

at home and at school as well as fulfilling the necessary needs .

So, in terms of the efforts made by the teacher, the parental involvement felt by these students or children, they accept and acknowledge so that the motivation to learn and complete this learning process still exists even though in some people it still doesn't have a better impact.

CONCLUSION AND RECOMMENDATION

The results of this study indicate that there have been more extra efforts, and educators have made efforts so that the learning process that has been planned from the beginning can be carried out even in conditions that were never expected before. These efforts include: (1) Giving more time to the learning process than usual. (2) preparing teaching materials and different methods for one material but with a different learning process, (3) constantly communicating with students and parents and (4) visiting students' homes if obstacles are found.

Then, parental involvement is felt to be sufficient to motivate their children to always carry out the learning process to the fullest regardless of the conditions. Even though some parents are indifferent, most of them have given full responsibility either through; (1) giving attention, (2) participating in supervising learning activities at home and at school and (3) meeting the needs needed during the learning process.

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