

Research article

Concept Map Method in Learning Arabic

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Abstract.

The goal of this study was to show: (1) how the concept map model can be applied to the Isim dhamir material; (2) how the concept map learning model can change student understanding of the material; and (3) the efficient design of the concept map form for Isim Dhamir learning. The design of the model included five sheets of concept map for four meetings, with four partial concept map models and one complete concept map model. This was an action research project that collected data through observations, tests, and document analysis. The findings revealed that: (1) the concept map model was applied to the Isim dhamir material in two stages, displaying a complete and partial model; (2) student understanding of the Isim dhamir material using the concept map learning model showed significant changes, as evidenced by the average scores obtained by the students, which increased from 75.85 to 87.4 from cycle 1 to cycle 2; and (3) the media concept map design was effective in helping students to learn Isim dhamir.

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1. Introduction

The lack of basic knowledge of students about Arabic material not only has an impact on the difficulty of understanding isim dhamir in Arabic courses, but is also related to curriculum achievement which leads to the emergence of incompetent graduates. *Isim dhamir* in Indonesian is called pronouns, *Isim dhamir* are divided into two core groups, namely *Dhamir Bariz* (written in words/sentences) and *Dhamir Mustatir* (implied in words/sentences). first person / speaker), *Mukhatab* (second person / person spoken to), and *ghaib* (third person / person being talked about). *Isim dhamir* has many interrelated sub-discussions and if taught coherently according to the study material requires 6 - 8 meetings that make other subjects may be neglected, to overcome, creativity and innovation of lecturers are needed in preparing effective strategies and methods that can facilitate students to learn Arabic easily and interestingly.

The weakness of Islamic higher education students towards Arabic language skills has received many concerns from various experts, for example that Arabic is currently

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only used as a language (of worship, so that its development for activities outside of worship tends to be neglected.[1] In addition, Ulil Albab wrote that there is a negative stigma that still haunts Arabic learning, namely Arabic as a language that is very difficult to understand and belongs only to Muslims.[2] To obtain initial data, a pre-cycle test is carried out which can be initial information about the condition of the object to be studied. Based on the results of the pre-cycle test, it was shown that in the first year only 20% of students could understand the material well, because they were alumni of Islamic boarding schools and had received Arabic language education first.

To overcome the problems above, several approaches to learning Arabic have emerged, such as concept maps. Nurul Huda [3] emphasized that the concept map is a combination of several concepts that connect individual knowledge with learning topics. Concept maps are generated by identifying relevant concepts. Metacognitive strategies such as concept maps allow students to learn actively. Buzan [4] emphasized that learning by using the concept map method can help (1) It is easy to remember something; (2) Remember facts, figures, and formulas easily; (3) Increase Motivation and Concentration; (4) Remembering and memorizing becomes faster. The concept map method has been applied in several studies, such as Shofwatul Fu'adah [5] with the title Mind Mapping Strategy in Arabic Vocabulary Learning. In addition, Iwan Siswanto focused on research efforts to improve Arabic qawaid through mind mapping learning.[6]

Previous research shows that the concept map approach has also been widely used in learning Arabic, but to overcome learning difficulties on the subject of *Isim dhamir* which has concepts that are interconnected with one another, no specific research has been carried out. This paper aims to overcome the shortcomings that exist in explaining Arabic language learning proficiency by focusing on three focus discussions: first; application of Concept map to *Isim Dhamir*; Second, changes in students' understanding of *Isim dhamir*'s material by using the Concept map learning model; Third, explain the design of an effective Concept map form in learning *isim dhamir*. To examine these three things the author explores various related concepts

2. Arabic Characters

There are many article on the characteristics of the Arabic language. Some associate it with Arab culture,[7] some discuss it in terms of its linguistic structure.[8] Arabic has been spoken in the Arabian Peninsula for approximately 2000 years. Arabic and Hebrew language are Semitic languages, Arabic is characterized by a highly prolific derived morphology, based on trilateral roots and formed by the addition of affixes and vowels.

One of its uniqueness is writing from right to left. Ibrahim Al Huri explained that there are three variations of Arabic: (1) Classical Arabic (CA); (2) Modern Standard Arabic (MSA); (3) Colloquial Arabic [9]

Ajami writes that Arabic has several characteristics that distinguish it from other languages. First, Arabic is past-oriented. For example in Arabic, "*Lasto*" means "I'm not", but "*Lasto*" is conjugated in the past tense. So, even though "*Lasto*" expresses something about the present, the word is conjugated in the past tense. Second, there is the omission of the subject and its implicit inclusion in the verb. So the subject is abstract. Third, Arabic shows emphasis and implies certainty. Fourth, many Arabic words have experienced a strong derivative process.[7] For example Furidoh writes that the word "*Jaa-mi-a*" means mosque and gathering. This is because "*Jaa-mi-a*" is linguistically derived from "*Ja-maaa*", which means "he gathered". Therefore, "*Jaa-mi-a*" means mosque and gatherer because of the strong derivation process from Arabic. Fifth, almost every word in Arabic contains an interesting set of derived information. Another example of the word "*Sadeeq*"—friend. Linguistically derived from "*Sadaqa*", i.e. "he tells the truth and/or he is honest". Therefore, according to Arabic, your friend is the one who tells you the truth.[10]

Fahrullah added, language also greatly influences the formation of a culture and also communication patterns. The Arabic language itself shows many characteristics of past-oriented, abstract-oriented, certainty-oriented, and collectivistic Arab culture.[11] As mentioned earlier, past orientation, abstract orientation, and certainty orientation in the characteristics of the Arabic language also affect the character of Arab culture itself. Then there is also the subject of the sentence which is implied in one verb *lafadh* for example *kataba* means a man has written, the perpetrator of the *kataba* is implied, the Arabic grammatical structure causes Arab culture to be collectivistic so that Arabs tend to reduce themselves to social groups, such as family,[7] Therefore language teaching needs to be followed by cultural teaching because language is an expression of civilization and a container of cultural heritage. Therefore, teachers need to have a deep understanding of Arab society and culture in teaching Arabic.

3. Obstacles in Learning Arabic

Regarding the obstacles in learning Arabic, there are two trends in the literature. First, the difficulty regarding the structure and characteristics of the Arabic language itself[12] For example, related to letters that are difficult to read when connected to other letters, many dialects, and much more. Second, difficulties related to pedagogical factors. [13] In

relation to the first problem, the Foreign Service Institution (FSI) has classified languages into four levels of difficulty based on the amount of time it takes to reach a certain level of proficiency. In this ranking learning Arabic is grouped with relatively difficult languages as are Chinese, Korean, and Japanese. [14] The existence of varieties of Arabic also makes it difficult for many students and in some literature explains many problems related to difficulties in reading and distinguishing between long and short vowels in Arabic.[15]

The second problem is the pedagogical factor or the factor of the teacher who teaches. Mall & Nieman's findings in private Islamic schools revealed that there were a number of Arabic teachers who were not fluent in pronouncing Arabic vocabulary.[13] The results of a study by Sirajudeen & Adebisi also show that Arabic language teachers need to update their skills to keep up with new developments such as technology, in order to have a positive impact on students.[16] The results of Solihat's analysis show that the preparation and effectiveness of teacher teaching methods are important in the Arabic learning process.[17] Apart from these two trends, there are also other obstacles that have been identified by scholars. For example, there is a dual purpose assumption that Arabic is taught, namely learning Arabic for religious purposes.[13] Or the diversity of cultural backgrounds among the learners so that more teachers to find difficulties that more complicated learners. Then Solihat explains,[17] teaching grammar always depends on written language and ignores everyday spoken language which makes grammar far from real use. Haron et al. added that to be able to speak Arabic well, knowledge of the ins and outs of the language itself is needed.[15]

4. Arabic Learning Models

The use of computers and internet services has become a recent trend of learning Arabic. Mukhtar et al. in his writings, he presents CALL (Computer Assisted Language Learning) as a tool for learning Arabic.[18] There is also Natural Language Processing (NLP) based on e-learning which is made according to the IMS-QTI standard.[19] NLP technology is claimed to be able to help teachers prepare for better reading comprehension exams in less time. In addition, NLP can also be used to automatically verify and correct students' answers, including essay assessments. Then another linguistic tool was also written by Al-Khalifa with the topic of Arabic Learning Object Repository.[20] The device is named *Marifah*. This makes it easier to manage learning objects in the Arab world. So that children can acquire Arabic easily, it is necessary to provide various models of multimedia learning (mLearning) as written by Naemah et al [21] Its aim is

to provide fun new ways to learn Arabic using activities such as interactive games or multi-media content from mobile and tablet devices. Zainuldin et al. mentioned that the O/C Design Matrix has also been applied to Arabic learning.[22]

Palmer suggests a model for learning Arabic: Community-Based Arabic Practicum (CAP).[21] The aim is to extend language and cultural learning beyond traditional classrooms through interaction with Arabic speaking communities. Of course this is difficult to do in countries that are geographically far from Arab countries. But Robert emphasized that technological developments made it easier to make friends from various regions, including from Arabic-speaking countries.[23] In addition, Palmer suggests learning Arabic through literature or text because it can offer a unique window into the expressive potential of the language as well as its social context.[24] Thus, learning will become more dynamic. Children can hone their ability to interpret texts and formulate ideas into new contexts, hear other people's feedback, as well as engage with literary heritage [25]

Metacognitive learning (metacognitive learning) is also identified in Arabic language learning by some literature. Al-Shuwairekh describes Metacognition as the awareness of learners about their own cognition in a particular language learning environment.[26] Making explicit metacognitive strategies is assumed to help learners understand, and ultimately eliminate or change their inefficient learning strategies.[27] In addition to metacognitive, there are also cognitive strategies, as identified by Al-Shuwairekh among Saudi Arabia's AFL (Arabic as a Foreign Language). This cognitive strategy is usually used in vocabulary learning. Some of the steps taken are: (1) non-dictionary strategy to find meaning; (2) dictionary use strategy; (3) note-taking; (4) memorizing; (5) practice.[26]

5. Understanding Concept Maps

Learning must be meaningful to help people move from novice thinking to skill, also help link prior knowledge with new information so that learning becomes more meaningful. Concept maps visually represent an individual's understanding of a topic. Use of expert concept maps as an advanced organizer for teaching improves the organization and retention of knowledge of the population, Cutrer, W. B., et al, [28] Concept maps, in the early work of Novak and Gowin [29] were proposed to help learners internally reconstruct their concepts and visually represent their conceptual structures Concept maps are a type of graphic organizer which, in turn, is an advanced type of organizer Ausubel,[30] defines an advance organizer as relevant and inclusive introductory material. Some explanations relate to the intrinsic properties of concept maps such

as multiple coding or verbal coding while other explanations relate to traits such as organizing and summarizing that studying or constructing concept maps shares with other learning activities[31]

O'Donnell et al[32], Concept maps refer to node-link diagrams using labeled nodes to show concepts and connecting phrases to show relationships between concepts. According to Blunt and Karpicke [31] creating a concept map might serve as an effective retrieval-based learning activity that generates mental processes involved in recalling the epic context of previous learning. In summary, Furtado et al [33] the advantages offered by concept mapping may be in large part due to its potential to facilitate efficient cognitive processing. This paper is based on the argument that the concept map can be an alternative method of learning *isim dhomir* which has many discussion variables that aim to be easily understood by students. Of course, the ability of students' absorption in Arabic is largely determined by the cognitive character of students, students' cognitive abilities and skills can be improved through innovative and creative learning, innovative learning can be realized through the creativity and competence of lecturers, to create an atmosphere of learning Arabic that is more interesting and easier through the application of concept map-based learning methods

6. Method

This research is Classroom Action Research which lasts for 5 months. Data collection was carried out by determining the class where the learning process was carried out, namely 35 students in the early semester of the Arabic language education study program, Faculty of Tarbiyah and Teacher Training, IAIN Kendari. Furthermore, the researchers prepared a Pre-cycle test sheet, learning implementation plan (RPP) for 4 meetings which were equipped with learning tools in the form of a media concept map. In the next stage, a meeting with students in the class is held for the implementation of the pre-cycle test. The results of the pre-cycle are processed and used as the basis for carrying out learning actions in the first cycle to the last cycle. This research was carried out in several cycles, where each cycle consisted of two meetings and four stages, namely planning, action, observation, reflection. The research design looks like below.

The picture above explains that the implementation of the action lasts at least 2 cycles starting with planning followed by action followed by observation and in the last part of each cycle reflection is carried out. The results of the reflection become input for fixing the deficiencies found during the learning process and action. Based on these

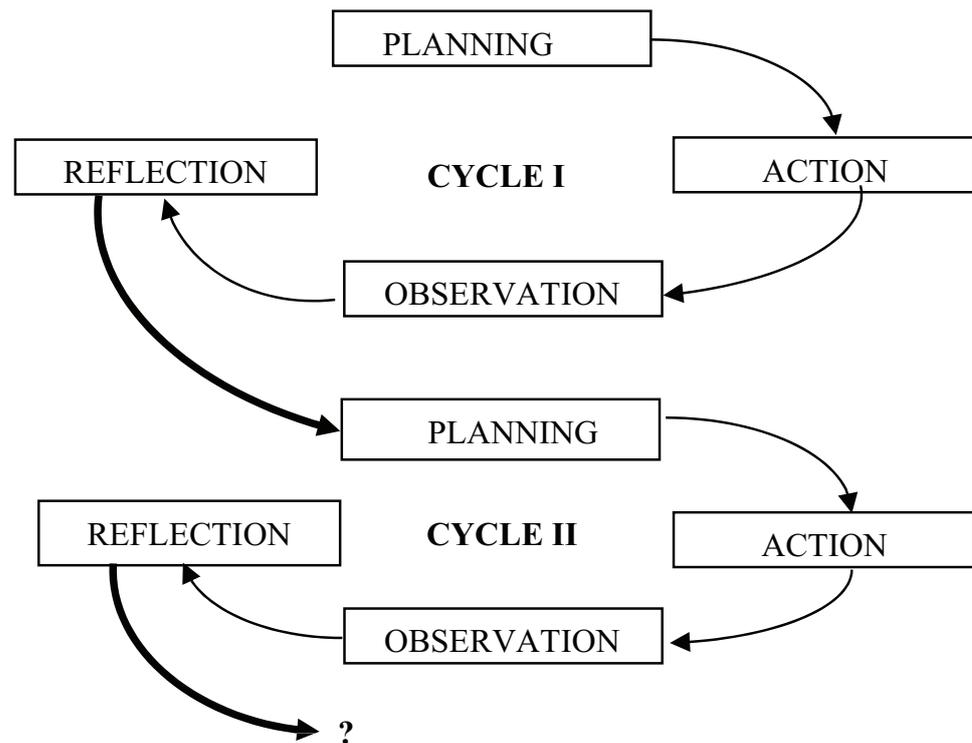


Figure 1: Classroom Action Research Cycle (Adopted from Maharani, 2014).

shortcomings, the second cycle of the learning process is continued following 4 stages according to the picture, and if all processes and actions have been running optimally and student learning outcomes show an increase according to the minimum standard of completeness, then the next cycle does not need to be continued, but if there are still many shortcomings and learning outcomes have not shows an increase according to what has been set in the KKM (minimum Performance Completeness) then proceed to the next cycle.

7. Research Instruments

1. The syllabus is a set of arrangements regarding learning activities, class management, time allocation, methods and learning resources.
2. Learning implementation plan is a device used as a reference for lecturers in carrying out learning activities at each meeting.
3. Observation sheets are used to observe student activities in participating in learning activities.

The test is in the form of a worksheet containing questions to measure the level of student understanding of the material presented based on the learning objectives to be achieved. This test is given at the end of each meeting and the end of the cycle.

8. Data analysis technique

The data that has been collected were analyzed using qualitative descriptive statistics to calculate the implementation of the learning scenario, namely increasing student understanding during the learning process,

1. Determine the average value of students, $x = (\sum xi)/n$ n = Total number of students

x = Average value obtained

$\sum xi$ = Total score for each student

2. Determining student learning completeness

- a. Individual mastery is determined based on the value obtained in each cycle. A student's score can be said to be complete if 2.75 (according to the Academic Guidelines of IAIN Kendari), but in this study the researcher did not use the reference number 2.75 as the standard value for completeness, but this research cycle ended when it reached 80% of students who could answer correctly all the questions given

- b. Classical completeness is determined based on the percentage of students' overall completeness in each learning cycle with the following formula:

$$P = \sum f^i x 100\%$$

P = Percentage Improvement N = Total number of students

$\sum fi$ = Number of students in the complete learning category

3. Category Percentage of student understanding level sheets 0 - 20 = Very Low 61 - 80 = High

21 - 40 = Low 81 - 100 = Very High

41 - 60 = Medium

4. Knowing the improvement of student learning completeness

$$\frac{\text{Postrate-Baserate}}{\text{Baserate}} = x100\%$$

The first meeting discussed the distribution of *dhamir* to 2 major sections, namely *Dhamir Bariz and Dhamir Mustatir*. *Dhamir Bariz* is divided into 2 parts, namely *dhamir muttashil*. Then *Dhamir Munfashil* is further divided into 2 parts, namely *Dhamir Munfashil* which is divided into 2 namely *dhamir Munfashil Rafa'* (subject position) in the sentence and *Dhamir Munfashil nashab* (object position) in the sentence, then both are divided into 3 namely *dhamir mutakallim*, *mukhathab* and *dhamir mustatir* and 3 this last part each has 2 forms, namely *Mudzakkar* and *Muannats*. The focus of the discussion at the first meeting was *Dhamir Munfashil Rafa'*. The introduction of these 3 sections is done by showing the concept map that has been prepared because each section is divided into 3 more sections, namely the *mufrad*, *mitsanna* and *jama'* (plural forms), these three forms each have 2 forms based on gender, namely the *mudzakkar* form and the *muannats* form. The material for *dhamir Munfashil* was placed at the first meeting with the consideration that the order of study materials in the curriculum for that material was placed in the first order, and that the material was related to the discussion of all parts of the material discussed in the subject of *isim dhamir* at the next meeting; Learning using the concept map model helps lecturers and students to see the interrelationships of all the material that is the sub-sub-subject of *isim dhamir*. At the end of the learning process in the first cycle of meeting one, a test was conducted to find out whether the learning material could be digested well or not. Meanwhile, to find out the obstacles faced by the researchers, they conducted a short interview with the second meeting

The obstacles faced by students at the first meeting became the basis for consideration to find alternative learning techniques that complemented the application of the concept map model. Based on that, at the second meeting the researchers had prepared two concept map sheets at the time of learning, which were partially and completely according to the sub-material that was the focus of learning at the second meeting. The material discussed at the second meeting was the division of *dhamir Munfashil nashab*, which was also divided into 3 parts, namely *Mutakallim*, *Mukhathab* and *Ghaib*, and in each section it was divided into 3 parts, namely *Mufrad*, *mitsanna*, plural and then these three sections were divided into 2 parts. based on gender, namely *Mudzakkar* and *Muannats*. Students' understanding of the *dhamir munfashil* material at the first meeting became the basis for understanding that made it easier for them to understand the material at the second meeting because the divisions in the first meeting were also contained in the distribution in the second meeting materials. The use of 2 forms of partial and complete concept map sheets makes it easy for students to see the similarities and differences between the first material and the second material.

The use of the concept map alternately becomes a control tool to ensure students can understand all of the *isim dhamir* material, both discussed at the first meeting and at the second meeting, because after completing the learning students are expected to have a complete understanding of *dhamir*. At the end of cycle one, the results of the reflection showed that there was an increase in student understanding as measured by student learning outcomes after finishing the meeting, namely the average pre-cycle score of 70.8 increased to 73.28 in the first meeting and

75.97 at the second meeting but had not reached a classical completeness score of 80%. so it must be continued to cycle two. Things that are noted in the observations are that there are some students who are less active and cannot provide answers when given questions, this is an important note for researchers to think about solutions in the second cycle.

At the second meeting, it was emphasized again that learning will continue to use the concept map model and its implementation is technically the same as in cycle one, but in cycle 2 after explaining the material, it is continued by dividing groups and distributing those who have achieved high scores in cycle one to join those who have not reached minimum standard value. The division of groups is intended to overcome learning difficulties that occur in the first cycle of the second meeting because there are some students who are less active and cannot understand the material well. The material at the first meeting of cycle 2 was the distribution of *dhamir munfashil*. *Dhamir munfashil* is divided into 3 main parts, namely *dhamir munfashil rafa'*, *Dhamir munfashil Nashab* and *Dhamir munfashil Jar*, the three parts of the *dhamir munfashil* are divided into 3 parts, namely *Mutakallim*, *Mukhathab*, *Ghaib*, each section will be divided into 3 parts, namely *Mufrad*, *Mutsanna*, Plural, then these three parts are divided into 2 parts, namely *Mudzakkar* and *Muannats*. The use of partial and complete concept map sheets makes students understand the last 3 divisions of *Isim Dhamir* because these 3 divisions are contained in namely (1) the distribution of *Dhamir* to *Mutakallim*, *Mukhathab*, *Ghaib* (2) the distribution of *dhamir* to the form of *Mufrad*, *Mutsanna*, Plural, (3) The division of *dhamir* in 2 forms, namely *Mudzakkar* and *Muannats*. At the first meeting of cycle 2 students can conclude that *isim dhamir* which looks difficult with solid material is actually very simple and easy to understand using the concept map learning model.

Learning is carried out according to the procedures in the lesson plans, after finishing the presentation of the material with the concept map model, it is continued by asking 2 students, one male and one female, to re-explain the material using the concept map sheet that has been distributed, this step is done as a form of appreciation to the students. those who have got good grades and at the same time as an effort to find

out and ensure that students' understanding and also a form of motivation for others because the assignment becomes an additional point in determining the final score. The next stage is the division of groups, the number of students in each group is 7 people so that there are 5 groups in total, in each group there are 3-4 people who have reached the minimum standard value so that the discussion takes place dynamically. Students' answers at the end of the meeting showed an increase from the average score of 75.85 at the end of cycle 1 to 82.0 at the first meeting of cycle 2.

At the end of the meeting there were 6 people who still had low learning outcomes. The researcher conducted interviews to ask about the obstacles that hindered their understanding in learning, the explanation given that their inability to understand the material was because they had very minimal basic knowledge of Arabic because they came from public schools but they felt a lot of convenience when the material was explained using a concept map

The second meeting of cycle 2 discussed the subject of the distribution of *Dhamir Mustatir* (unseen pronouns), in the three previous meetings 2 times in cycle 1 and once in cycle 2, the discussion of *dhamir* which was completed namely *Dhamir Bariz* (explicit pronoun) and at the second meeting cycle 2, the material being discussed is the distribution of *Dhamir Mustatir*. The discussion of *Dhamir mustatir* is divided into two main parts, namely *dhamir mustatir Jawazan* and *Mustatir Wujuban*, the division of *dhamir mustatir Jawazan* is implied in *tashrif fiil madhi* and *mudhari for dhamir ghaib mufrad* and *ghaibah mufradah*. The form of *dhamir mustatir wujuban* is implied in *tashrif fiil mudhari for dhamir mukhathab mufrad* and in *fiil amar mukhathab mufrad*, *fiil mudhari mutakallim mufrad* and *fiil mudhari mutakallim jamak*.

The discussion at the first meeting of cycle 2, the number of *dhamir* is less but it is more complicated in understanding, through students' understanding of the previous material by using the concept map model, it became the basis for being able to understand the material more easily because the concept map display shows the interrelationships between the material in one concept map sheet. The second meeting of cycle 2 continued as before, and at this meeting the researcher did it by paying a lot of attention to 6 people who had not reached the minimum standard score. In the division of groups they are put together and guided directly by the lecturer. The test results at the last meeting of this cycle showed that students' understanding was increasing, the data on learning outcomes could be seen from the average value at the end of cycle 1 which reached 75.85 and increased to 87.4 at the end of cycle 2.

At the end of the cycle, reflection is carried out, the observations conclude that the concept map learning model has been carried out according to the procedure and

efforts have been made to improve the obstacles and difficulties felt by students and lecturers during learning. In the second cycle, all of Isim Dhamir's material has been described and the level of understanding of students based on the minimum standard of completeness criteria has reached the set target standard so that it is not continued to the next cycle.

9.2. Students' Understanding of the Isim dhamir

The results of the pre-cycle test showed that students who scored 2.5 with a large number conversion value of 75 and above were 6 persons of 35 students or 17.14%. This shows that students' understanding of the subjects *isim dhamir* is still relatively low (See Table 1).

The results of observations on increasing of student understanding in the first cycle at the time of reflection concluded that the first meeting with the subject of *Isim Dhamir Munfashil Rafa'* showed progress, it can be seen from the test results given, the average score of students increased at the first meeting from the average score averaged 70.8 in the pre-cycle to 73.29 at the first meeting. Meanwhile, at the second meeting with the subject of *Isim Dhamir Munfashil Nashab* the average score increased to 75.86. complete data can be seen in the following table:

The implementation of learning in cycle 2 discussed the material about *Dhamir Muttashil rafa, nashab* and *jar* and at the end of the meeting a test was carried out and the results showed an increase, namely the class average value of 82.00. while for the second meeting the sub-discussed was *Dhamir Mustatir Jawazan* and *Wujuban*, the average test results after learning increased to

87.40. The test results for each meeting are shown in the following table

The table explains that in cycle 2 there are an increase in the average score of students compared to cycle 1 where in cycle 1 the average score is 75.86, and in cycle 2 the first meeting increases to 82.00 and 87.40 at the second meeting, while for the average score of the results the combination of the first and second meetings was 84.70. The percentage of classical completeness reached 85.71%. To make it easier to understand the data above, it can be shown in the following diagram:

This diagram illustrates a summary of the development of students' understanding mastery classically, namely pre-cycle only reached 17.14%, in cycle 1 it increased by 45.71% and in cycle 2 it became 85.71%. Thus, this research was not continued to the next cycle because individual and classical completeness had reached above 80%.

TABLE 1: Precycle Score.

No	Nama	Nilai Prasiklus	Keterangan
1	A	70	TT
2	B	67	TT
3	C	69	TT
4	D	74	TT
5	E	80	T
6	F	80	T
7	G	65	TT
8	H	70	TT
9	I	82	T
10	J	84	T
11	K	66	TT
12	L	65	TT
13	M	85	T
14	N	65	TT
15	O	65	TT
16	P	70	TT
17	Q	67	TT
18	R	67	TT
19	S	72	TT
20	T	70	TT
21	U	65	TT
22	V	70	TT
23	W	73	TT
24	X	72	TT
25	Y	68	TT
26	Z	67	TT
27	AA	75	T
28	BB	73	TT
29	CC	73	TT
30	DD	68	TT
31	EE	69	TT
32	FF	69	TT
33	GG	65	TT
34	HH	68	TT
35	II	70	TT
Jumlah		2478	
Rata-rata		70,8	
Tuntas		6 orang	
Tidak Tuntas		29 orang	
Persentase Ketuntasan		17,14%	
Keterangan: TT=Tidak Tuntas; T=Tuntas			

TABLE 2: Score of Cycle 1.

NO	Nama	Nilai Siklus 1 Pertemuan1	Nilai Siklus 1 Pertemuan2	Selisih angka	Rata-rata	Ket. Ketuntasan Siklus I
1	A	74	84	10	79.00	T
2	B	70	70	0	70.00	TT
3	C	73	73	0	73.00	TT
4	D	80	85	5	82.50	T
5	E	81	83	2	82.00	T
6	F	81	83	2	82.00	T
7	G	66	68	2	67.00	TT
8	H	72	74	2	73.00	TT
9	I	83	85	2	84.00	T
10	J	83	85	2	84.00	T
11	K	67	74	7	70.50	TT
12	L	68	74	6	71.00	TT
13	M	86	89	3	87.50	T
14	N	66	70	4	68.00	TT
15	O	67	73	6	70.00	TT
16	P	75	77	2	76.00	T
17	Q	68	70	2	69.00	TT
18	R	68	69	1	68.50	TT
19	S	75	77	2	76.00	T
20	T	70	74	4	72.00	TT
21	U	69	70	1	69.50	TT
22	V	72	75	3	73.50	TT
23	W	75	78	3	76.50	T
24	X	73	79	6	76.00	T
25	Y	70	70	0	70.00	TT
26	Z	68	72	4	70.00	TT
27	AA	79	79	0	79.00	T
28	BB	78	78	0	78.00	T
29	CC	75	75	0	75.00	T
30	DD	69	69	0	69.00	TT
31	EE	75	75	0	75.00	T
32	FF	79	79	0	79.00	T
33	GG	70	72	2	71.00	TT
34	HH	70	75	5	72.50	TT
35	II	70	72	2	71.00	TT
JUMLAH		2565	2655	90	2610	
RATA-RATA		73,29	75,86	2,57	74,57	
KETUNTASAN KLASIKAL		37,14%	51,43%		45,71%	
Peningkatan Ketuntasan PraSiklus ke Siklus I					5,33%	

10. Learning Using Concept Map

1. Partial Concept Map Model. Sub-discussion "Distribution of the name of *dhamir*"

10.1. Meeting 1

Broadly speaking, the *isim dhamir* in Arabic is divided into two parts, namely *dhamir Bariz* (which is express) and *dhamir mustatir* (which is implied), *Dhamir Bariz* is divided into two parts, namely *dhamir munfashil* (separated) and *dhamir muttashil* (continued

TABLE 3: Score of Cycle 2 Meetings 1 and 2.

NO	Nama	Nilai Siklus 1 Pertemuan1	Nilai Siklus 1 Pertemuan2	Selisih angka	Rata-rata	Ket. Ketuntasan Siklus I
1	A	74	84	10	79.00	T
2	B	70	70	0	70.00	TT
3	C	73	73	0	73.00	TT
4	D	80	85	5	82.50	T
5	E	81	83	2	82.00	T
6	F	81	83	2	82.00	T
7	G	66	68	2	67.00	TT
8	H	72	74	2	73.00	TT
9	I	83	85	2	84.00	T
10	J	83	85	2	84.00	T
11	K	67	74	7	70.50	TT
12	L	68	74	6	71.00	TT
13	M	86	89	3	87.50	T
14	N	66	70	4	68.00	TT
15	O	67	73	6	70.00	TT
16	P	75	77	2	76.00	T
17	Q	68	70	2	69.00	TT
18	R	68	69	1	68.50	TT
19	S	75	77	2	76.00	T
20	T	70	74	4	72.00	TT
21	U	69	70	1	69.50	TT
22	V	72	75	3	73.50	TT
23	W	75	78	3	76.50	T
24	X	73	79	6	76.00	T
25	Y	70	70	0	70.00	TT
26	Z	68	72	4	70.00	TT
27	AA	79	79	0	79.00	T
28	BB	78	78	0	78.00	T
29	CC	75	75	0	75.00	T
30	DD	69	69	0	69.00	TT
31	EE	75	75	0	75.00	T
32	FF	79	79	0	79.00	T
33	GG	70	72	2	71.00	TT
34	HH	70	75	5	72.50	TT
35	II	70	72	2	71.00	TT
JUMLAH		2565	2655	90	2610	
RATA-RATA		73,29	75,86	2,57	74,57	
KETUNTASAN KLASIKAL		37,14%	51,43%		45,71%	
Peningkatan Ketuntasan PraSiklus ke Siklus I					5,33%	

with *fiil* or *isim*). *Dhamir Munfashil* is divided into two, namely (1) *Munfashil rafa* '(functioning subject) (2) *Munfashil nashab* (functioning object). For *dhamir muttashil* it is divided into three parts, namely (1) *dhamir muttashil fi mahalli raf*'in (as the subject in the sentence) (2) *dhamir muttashil nashab* (functions as an object), and (3) *dhamir muttashil jar* (contains the meaning of belonging). While *Dhamir Mustatir* (which is implied) is divided into 2, namely *mustatir Jawazan* (may be implied) and *Mustatir Wujuban* (must be implied).

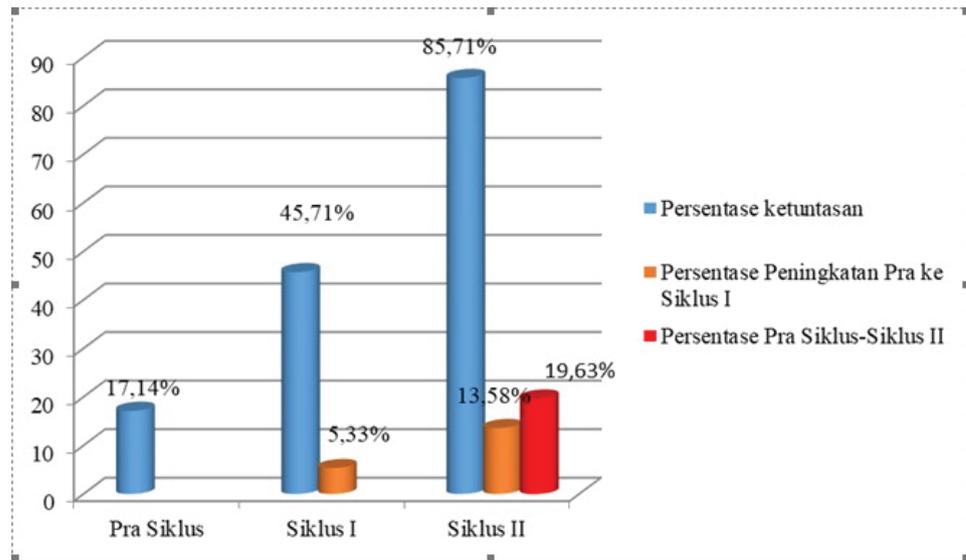


Figure 3: Percentage of Increase in Mastery Level of Student Understanding in Pre-Cycle, Cycle I and Cycle II.

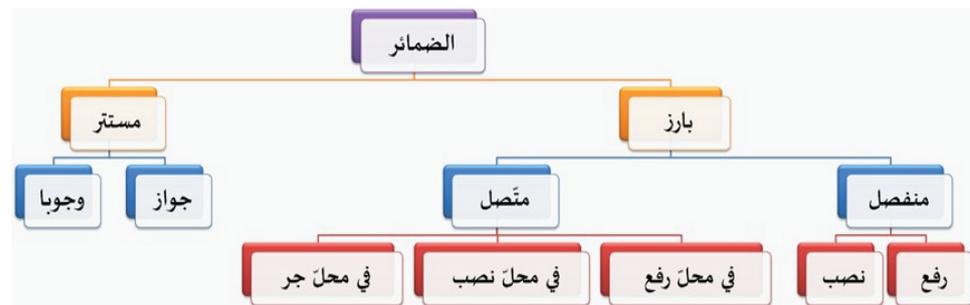


Figure 4: Partial concept map model. Source: Author's Modification Results, 2018.

10.2. Meeting II

This material is a continuation of the first material, the discussion is *Dhamir munfashil* (which is separate) which is divided into 2, namely *munfashil rafa'* which always functions as the subject in the sentence and *dhamir munfashil nashab* which functions as the object in the sentence. Both have 14 variants of forms and each form represents gender and the number of subjects and objects in the sentence, the division based on gender is divided into four namely *dhamir ghaib, ghaibah, mukhatab, mukhatabah and mutakallim* for men and women. In addition, *dhamir munfashil ghaib, mukhatab and mutakallim* are divided into three, namely those that show the singular, *mutsanna* (double forms) and *jama'* (plural).

nashbin and fii mahalli jarrin. The first two types of dhamir mentioned are found in the derivation of past verbs or *fiil madhi, fiil mudhari* and also *fiil amar*. While the last part, namely *dhamir fi mahalli jarrin*, always continues with *isim* only

10.4. Meeting IV

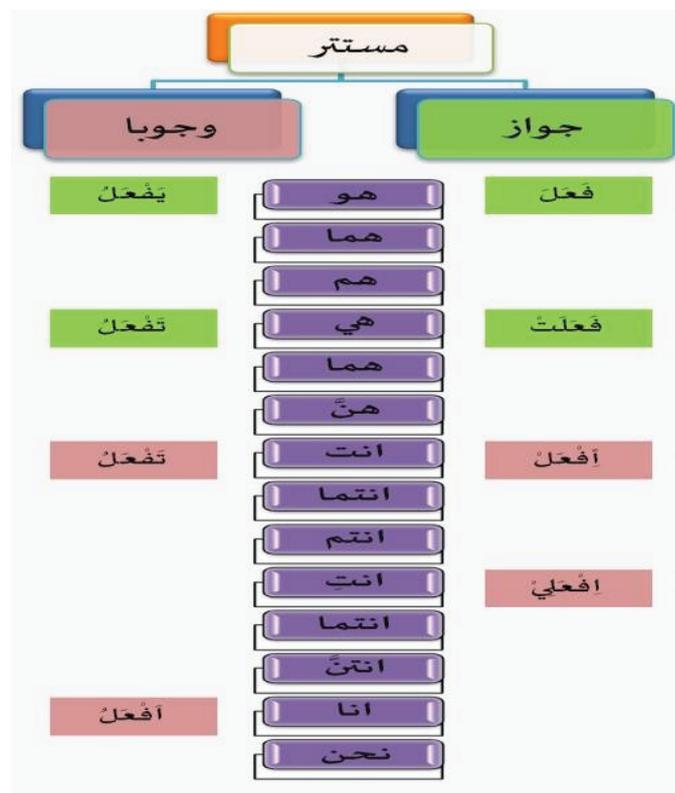


Figure 7: Concept map model of *Isim Dhamir Mustatir*, Source: Author's Modification Results, 2018.

The seventh picture discusses *Dhamir Mustatir*, *Dhamir mustatir* is an implied *dhamir* (not written) but when translated fiil/verb it contains *isim dhamir* in *tashrif fiil* both in *jawazan* (green print) and *wujuban* (red print). The *dhamir* is implied in the fiil or the verb example **✎✎** means "he writes" although it is not written *dhamir* which means "he" but in the Indonesian translation the word "dia" is still mentioned in the fiils, *dhamir* or pronouns like this are not written but are abstract or implied in certain files

11. Complete Concept Map Model

Efforts made by lecturers in increasing students' understanding of *isim dhamir* comprehensively which can summarize the entire discussion related to *isim dhamir* require a complete concept map model as shown in the following figure:

for students. In addition, this learning model makes the material simpler so that students are no longer difficult to learn Arabic. Likewise, because various adjustments are made in the learning process, the level of time efficiency is even higher. In fact, this concept map learning model can stimulate students' creativity, especially in learning Arabic independently. A pleasant atmosphere can be seen from student activities during the learning process, which is filled with joy and a happy atmosphere

because students are not faced with a number of piles of material that make them bored because they must be read in full before finding the essence and conclusions of the material being discussed. Students also do not need to formulate conclusions from the material discussed because the material in the concept map is the conclusion of each material being taught[34] Students also do not easily forget the previous material when given other material the next time.

The simplification of the Arabic learning model can be seen from the learning tools prepared by the lecturer before entering the class. Lecturers only prepare 2 (two) sheets of concept maps that have been designed. Before using this learning model, a lecturer must bring books related to the material that has been studied. Students can easily create and have a summary of lecture material which is usually made by themselves to assist in remembering the main points of the lecture material. In addition, with the concept map model, the allocation of learning time can be more efficient without ignoring aspects of students' understanding of the material [4] The concept map learning model can inspire students to be more creative in designing learning designs, because basically when lecturers teach and try to always vary various methods in learning, they will be able to stimulate student creativity in the classroom.

13.2. Increasing students' understanding of *Isim dhamir's* material with the Concept map model

Students' understanding of *Isim dhamir* has increased significantly by using the concept map learning model, basically each method has advantages and disadvantages, the concept map as a model actually has advantages and disadvantages.[4] This is one of the main considerations for using a concept map to be tested on *isim dhamir* material which has a dense level of interrelation between materials. Basically the concept map model is used to link various dense and interrelated concepts so that they become a single unit that can give birth to a comprehensive understanding,[35] but due to the uneven level of basic knowledge of students due to different educational backgrounds, it is necessary to prepare a separate concept model based on sub topics that will be

discussed to help those who have a low basic knowledge of Arabic. By preparing two separate and complete concept map models, it makes it easier for students from non-madrasah and non-Islamic boarding schools to be able to adjust their knowledge and understanding of the *isim dhamir* material.

Disadvantages of the concept map model, among others, require the full attention of students on the information conveyed in detail when the material is explained through the concept map. The weakness of the concept map model actually only lies in the lack of seriousness of students in receiving learning materials, therefore in this case lecturers are required to not only prepare and design creative and innovative learning models but ignore student activities during the learning process, lecturers are expected to have sensitivity in Pay attention to everything that can result in learning not taking place effectively as planned. Lecturers should note all learning obstacles starting from planning, implementation, methods, student readiness, class conduciveness to evaluation and proceed with finding solutions to problems that occur in the classroom during learning.

By paying attention to all elements that can interfere with the conduciveness and effectiveness of learning by using the concept map learning model, increasing student understanding of *the isim dhamir* material is realized within 4 meetings with 2 cycles, this is realized because of the support of integrated attention and synergy between student attention and lecturers in participating in learning, as well as the seriousness and sensitivity of the lecturers in seeing various aspects that can hinder the achievement of learning targets, in other words that the increase in understanding that occurs in the classroom is not only due to the innovation of powerful learning models but also requires the establishment of good multi-directional interactions between students and lecturers in the classroom, and during the learning process both show high seriousness and integrity in carrying out their duties and roles during the learning process.

Mardiyah et al emphasized that a teacher in education plays an important role. [36] Mohd Fadzli Ismail, Teachers are not only required to have the ability in theoretical experience but also to have practical abilities.[37] These two things are very important because a teacher in learning is not just conveying material but also must try to make the subjects being delivered into learning activities that are fun and easy to understand for students. If the teacher cannot convey the material appropriately and interestingly, it can cause learning difficulties for students, so that they experience incompleteness in their learning. Seknun emphasized that the specific role of teachers in learning, among others, can act as models, planners, forecasters, leaders and guides and guides towards learning centers.[38]

14. Concept map learning model

This study tested the application of learning with the concept map model on *isim dhamir* material, the concept map learning model offered as an alternative solution to the problem of learning Arabic is one of the innovations carried out by researchers because as a lecturer who is assigned to educate is not just transferring knowledge to participants. students, but also open their mindset that the knowledge they learn has meaning so that from this knowledge, they are able to change their attitudes, knowledge, and skills for the better. Mastery of material that is managed and displayed professionally, from the heart and without coercion, logically, and fun, and combined with a personal-emotional approach to students will make the learning process to be achieved realized.[38] In addition, learning is also made varied by creating a new approach, strategy or learning model as an innovation. Innovation in the form of ideas in the form of finding a model or method that is felt or observed as something that is completely new to someone. Arabic learning innovation that has been designed from the results of this study is a concept map learning model for *isim dhamir* material.

There are two design concept map learning models offered in *isim dhamir* learning, namely a separate concept map model and a complete model, the two concept map models are used together during the learning process. In the first session when discussing core topics in the meeting, the concept map model that was displayed and explained was a partial one, a partial concept map was displayed according to the material taught at the ongoing meeting, this step lasted 4 meetings in 2 cycles.

15. Conclusion

Finding solutions to problems that occur in learning Arabic by lecturers have become a necessity in Islamic universities, because the obstacles and difficulties in the classroom are getting more complicated, the obstacles found include the increasing number of students who choose to study at Islamic universities but do not have the slightest basic knowledge of Arabic and even those who cannot read the Koran, these conditions require lecturers to find creative, effective and solution methods in learning. The application of learning with the concept map model based on the results of the study showed success so that it could be tested in Arabic learning classes at universities that teach Arabic subjects.

Every effort to change will produce results whether the results are maximum or minimal. Students' understanding of the *isim dhamir* material by applying the concept

map model becomes easier, faster and more loyal in student memory. In learning, efforts to make changes by displaying learning models that can facilitate and accelerate learning achievement in both cognitive, affective and psychomotor aspects need to be continuously carried out and developed to improve the quality of learning outcomes. The concept map model in learning has long been found by experts in learning methodologies, but for its application in Arabic learning is still lacking while the material in Arabic learning really needs creative and innovative methods to minimize the stigma that considers learning Arabic as something very difficult, by Therefore, this paper offers an alternative, namely the concept map model as a solution to the problem of solving Arabic language learning problems specifically for *isim dhamir* material. And finally, the author does not forget to thank the Institute for Research and Community Service as the funder of this research

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