Reading Skills Strategy (Maharah Al-Qira`Ah) in Arabic Learning in the Pandemic Era Islamic Elementary School Bina Insani Muslim

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ABSTRACT

This study aims to obtain data and information about strategies of reading skills (maharah al-qira`ah) in learning Arabic at SD IT Bina Insani Muslim. Arabic reading skills are a skill that must be mastered by students with the aim of developing their abilities read Arabic. The population and sample in this study were students in grades IV SD IT Bina Insani Muslim. The study used qualitative methods, with observation, interview and documentation. The results showed that learning Arabic at SD IT Bina Insani Muslim used Salman's book published by Masmedia in accordance with the Decree of the Minister of Religion (KMA) No. 183 in 2019. The result is that teaching Arabic online for SD IT Bina Insani Muslim uses the strategies. The first, online learning is carried out using several choices of applications, based on the survey results, that Arabic students' learning styles to tend to the learning model via Whassap rather than directly via zoom. So maximize the use of WhatsApp as a media learning is much better, like voice notes or voice recorder and use of emoji on WhatsApp makes it more interesting for students to learn Arabic. Interaction of Arabic teachers, students and parents during teaching and reading guide method for Arabic reading skill (maharah al-qira`ah). In order for the Reading guide method to be implemented effectively (effectively), Therefore, several steps are needed to be carried out by the teacher, including: preparation, determination of reading, it can be classified into in 3 forms, namely *al-qiroah, al-istima'* and *al-kalam* and the last evaluation.

Keywords*: Strategies, Reading Arabic skills (Maharah Al-Qira`ah), WhatsApp as a media learning, Reading Guide*

1. INTRODUCTION

The success of learning Arabic can also occur if the teacher have the right method in learning. Teachers need to be creative and innovation in the use of methods in every teaching and learning process in line with changes students' attitudes and interests towards the material presented (*Azkia Muharom Albantani, 2018)* In the wider world, learning Arabic is not something that is taken for granted foreign. Many educational institutions in Indonesia have made Arabic as one of the materials taught. This proves that our society are increasingly aware of the need to learn Arabic. For Muslims In particular, learning Arabic is very necessary in order to learn Arabic Islamic teachings that were revealed in Arabic. Without studying Arabic language, science and also Islamic teachings will be difficult to know and well applied. Arabic lesson has the structure and arrangement of words are quite difficult so that a learning method is needed which can make it easier to teach Arabic to children, especially for elementary school (Hamdun: 2016).

A research result shows that the Arabic language material for elementary school is more likely to be themed hijaiyah letters, introduction, limbs, school supplies, food and drink, days, names of months Islam, my hobby, in the garden, school equipment, school tools, profession, address, my family and things around. (Suardi, 2017).

Learning Arabic for elementary school level can at least prepare students to be able to identify the sounds of letters and words and find meaning words or sentences from simple oral discourse. In simple terms, it means student hear readings, utterances, words, or sentences, then digest and process them in the brain, find the meaning, then understand the message of what was heard. It is also easy to measure. If students can hear and understand the message of the speech well, then he can certainly answer questions about what is being heard.

However, in terms of identifying the sound of letters, words, sentences, it will be more complicated to measure the success if not use the right way (Maknun,l 2014:65-67).

The achievement of success in Arabic language skills is marked by several things, including: Listening skills, speaking skills are the most complicated linguistic skills, because they involve thinking or thinking about what to say and also stating what has been thought. Reading skills include two things, namely recognizing written symbols and understanding their contents in several ways. One of them is by equipping students with sufficient vocabulary. The purpose of language teaching as we know it is develop skills for students. Thus, teachers need to ensure that the teaching and learning process will be a very pleasant experience for students and finally writing skills (Aziz & Al-Wasilah, 2000: 108).

Arabic reading skills are a must mastered by students with the aim of developing skills speak Arabic. The purpose of learning reading skills is to train students to be more skilled and fluent in understanding reading and develop students' reading skills. Which method used in learning Arabic must be able to improve the interest of students to be happy in learning to read the language Arab (Febrianingsih. 2021).

The problems that occur to students include students who do not likes Arabic lessons because it is considered a good learning monotonous, students find it difficult to learn Arabic, especially in reading Arabic. The reality that happened, learning Arabic as a foreign language is different from learning the mother tongue, so that the basic principles of teaching must be different, both concerning methods, materials and learning processes. Opinion from Mulyanto Sumarti stated that in language teaching, one of the most important aspects to be in the spotlight is in terms of method. The success or failure of a teaching program language is often judged in terms of the method used, because the method is which determines the content and how to teach the language (Febrianingsih. 2021).

The learning strategy is a plan, rules, steps and means which practice will be played and will be passed from opening to closing in the learning process in the classroom in order to realize the goals (Mustofa and Hamid, 2012: 67). Learning strategies are carried out so that students can receive material more effectively and efficiently. The choice of Arabic learning strategies cannot be arbitrary, but adapted to the language skills to be studied. In general, learning strategies that do not involve students or are monotonous will make these students feel bored and unmotivated in learning, so that learning objectives are not achieved properly.

Learning strategies are very important in achieving learning objectives. The strategy must be designed before carrying out teaching and learning activities, adjusted to the language skills to be studied, class conditions and students, as well as all matters related to the teaching and learning process the teaching and learning activities.

During the COVID-19 pandemic, Arabic learning experienced many problems and obstacles. On the other hand, the facts on the ground show that online learning actually reaped many complaints, both by the students themselves and by their parents. Added time extension. The Covid-19 emergency has increased the time to study from home for students. Consequently, teachers need to design distance learning that is varied and not boring. In addition, teachers can take advantage of several available learning applications, so that distance learning can take place effectively. In this journal, two important parts will be discussed, firstly the problem of distance learning and the development of learning media during the Covid-19 pandemic for reading skills in Arabic subjects, and secondly, strategies for reading skills.

2. METHODS

The method used is descriptive analytical which relies on library research. The data sources were teachers, students of Islamic Elementary School Bina Insani Muslim especially the fourth-grade students, and teaching materials of Arabic. The sampel used in this research was 28 students that contained of 16 male students and 12 female students in the first semester of the 2020/2021. The data collection of the research used techniques of observation, interview, and documentation. The research instruments were observation sheet, interview guide sheet, and printed data in the forms of students' worksheets and students learning outcomes sheet.

The observation sheet used in this study is to detect three important indicators to obtain data in the field as a preliminary form observation which includes opening, core and closing activities in the

process of learning activities on reading material reading skills. The interview guide sheet in this study was used to conduct interview with Arabic teacher. The interview is related to teacher's strategy in reading skills for elementary school level students. Then the documentation is obtained by researchers from collecting printed information about teaching materials used in student (Arabic language book class 4, Massmedia publisher)

3. RESULTS AND DISCUSSION

Problems of Online Learning & Media Development Lessons

During the Covid-19 Pandemic, there are the disadvantage of this online learning is that students are not focused learning because of noise interference from the activities of people at home, students and teachers in their interactions outside of learning is quite limited because of the short time, difficult signals will hinder the learning process, learning tools using laptops are only for certain circles, so far almost 90% of all using their own cellphones 10% by using their parents' cellphones, students find it difficult to divide study time and self-discipline at home. And for teacher that online learning system makes some teachers feel they do not have the readiness to learning. As research conducted by Jalal who shows that there are 35% of teachers who do not have the readiness to distance learning or online. Several factors influence, the unpreparedness is the absence of a signal, the high cost of internet packages for implementation of learning and the difficulty of assigning grades in several aspects (Jalal, 2020).

Online learning is carried out using several choices of applications, namely WhatsApp, Google applications meet, zoom application and use google class room web. The application was chosen because it can be used according to the needs of its users (Yuangga & Sunarsi , 2020: 52). WhatsApp application is an application that is almost owned by all smartphone users. WhatsApp application is basically a means of communication Public. But as time goes by and this covid-19 pandemic resulting in this WhatsApp application can also be used as a media learning. This is also supported by the large number of WhatsApp users. Some WhatsApp features are considered capable of conveying teacher messages to student learner. Included in learning Arabic.

Based on the survey results, the impact of The Covid-19 pandemic directed that Arabic students' learning styles to tend to the learning model via Whassap rather than directly via zoom. There are some students who can't join the zoom meeting because because zoom will also drain your data even more and more, everyone understands that the life of the people in the area is very difficult economically. Even among the parents of students have become victims of termination of employment (PHK). With this situation, let alone buying digital devices and internet quota, it is very difficult for people to meet the basic needs of everyday life with wa doesn't take up a lot of quota.

Arabic learning strategies for reading skills in online learning

Online learning really requires a variety of strategies, either a strategy to attract a learning approach to online students or a strategy for learning online and remotely can be done effectively. A good learning strategy requires strengthening on the interaction between students and teacher, because of this pandemic distance create a relationship between the two become very important (Yuangga & Sunarsi , 2020: 55). Connections built from scratch until the end must by making they feel more comfortable and effective using Whatsapp media.

1) Maximize the use of WhatsApp as a media learning

WhatsApp has features that can save documents in pdf format, Microsoft Word, Excel and Powerpoint. So from that, when using WhatsApp share documents with the format/ the form above is much easier. Another feature of WhatsApp is being able to send messages Voice notes or voice recorder. Recorder sound can be used for students in express his opinion. The use of emoji on WhatsApp makes it more interesting for students to learn Arabic.

Before learning begin, the Arabic teachers do an assessment first, find out how the condition of students is whether it is possible to use cellphones, their quota is sufficient or not, the results of a survey that Arabic teachers ask to start lessons and end lessons with "Emoticon & voice note", for example If we look at these

emoji, what do we want to learn? or who is ready to learn today, show me fruits emoji that represents how you feel today

2) Interaction of Teachers, Students and Parents during teaching

the teacher socializes the Arabic learning plan in the early semester, if conditions still require online learning, then there are several plans; 1. The purpose of learning Arabic language skills is to focus on reading skills, 2. Parents of the game control and actively encourage their children to study according to a schedule that is Thursday at 09.30 to 10.00. 3. Learning Arabic only uses WA media, so parents must be reminded of Arabic learning techniques, such as sending emoticons to show attendance, using voice notes when called. 4. Through this media, the teacher also gives additional assignments to students to report if students don't focus on studying for half an hour, must bring package book (Arabic language book class 4, Massmedia publisher)

3) Reading Guide on Arabic Reading Skill

Reading proficiency is one of the language skills that cannot be easy and simple, not just hiding letters or words but a skill that involves the work of reason and mind, assess, make decisions, analyze, and seek solutions problem (Ariska, 2020). The results of good Arabic speaking skills are also influenced by the frequency of reading practice. Vice versa, the more you practice speaking Arabic, it will also be easier to read a text speak Arabic

Class VI Arabic textbook published by Massmedia used by Arabic language teachers at SD IT Bina Insani Muslim. This Arabic language textbook supports Arabic learning with teachers at school, and can support learning at home either with parental guid ance or independent learning by students. Generally part. At the beginning of each semester, several chapters are attached, the coverage of material for face-to-face, KI and KD according to the material, time allocation and details of the material for each face-to-face. Next in the section in this there is a learning description for each face-to-face, starting from of learning objectives, alternative learning activities, resources learning and learning media. when learning with an online system with the WhatsApp application, the Arabic teacher only focuses on learning targets on reading skills.and group reading skills material into three categories; *al-qiro'ah, al-istima'* and *al-kalam.*

Concepts about Reading Guide

a. Understanding Reading guide

Read in the Oxford dictionary is look at and understand, while reading is a verb which means act of one who reads. While the Guide is a person who shows others way. So the meaning of the Reading guide is a reading guide. Meanwhile, in A Guide to Resources, the 5 meanings of the reading guide are: Reading Guide is rather than a reading guide is a teacher's guide. Teacher describes concepts in accordance with the goals, needs and knowledge of children. Then, teacher write questions and/or statements that guide students to read and respond (respond to) concepts and reading material / text).

The meaning of the explanation above is the teacher who plays an active role to stimulate students to be more active in the learning process. The Reading guide method is the teacher's effort in creating an active class atmosphere, by giving a reading so that students can make questions and able to answer or make a statement.

MeanwhileThe reading guide is a methods that assist educators in completing a particular unit of study, where the lesson cannot be completed due to the large amount of material. And it is used outside of class hours. Chieving goals in education must be an educator understands an important role in the profession. As for the role of an educator to creating a good output is the transfer of knowledge (knowledge), transfer of value (values), and transfer of skills (skills). To make or create reliable output, the teacher as educators are endeavored to guide students in order to instill interest in reading so that they can increase knowledge and be active in the learning process (Moh. Sutomo: 2019:137)

b. Steps of Reading Guide

The steps for the reading guide method are: (Hisyam Zaini, 2004:8)

1) Determine the reading to be studied.
2) Discuss questions according to the reading that will be studied.
3) the teacher reads the reading clearly, and emphasizes the reading that is the question (both qiroah, istima, & kalam material)
4) the teacher translates the dot reading

5) the teacher appoints someone to reread it and share it in the group via voice notes (previously the teacher has taken attendance and rolled the students on duty to read)

6) the teacher reviews the questions and the student's task is to take photos of the answers to these questions

In order for the Reading guide method to be implemented effectively (effectively), Therefore, several steps are needed to be carried out by the teacher, including:

1) Preparation

Preparation is one part of the teaching program that contains a subject to be presented in the teaching and learning process. This teaching preparation can be used as a teacher's reference material to carry out teaching and learning activities to be more directed, effective and efficient. The preparation of teachers in teaching, firstly; Develop a teaching plan. Planning is the process of preparing something that will implemented to achieve the stated goals. The planned learning planning must be in accordance with the educational target, therefore to achieve this goal, of course, the teacher must prepare the tools that must be implemented in planning the program. Develop a teaching plan or design a teaching program is one of the stages that must be passed by the teacher in implementing their duties in front of their students in managing and conditioning the teaching and learning process can achieve the goals that have been set. Secondly; Understanding the reading material.In the implementation of the teaching and learning process that teaches more effective, then a teacher needs to understand many things including a teacher. Teachers must understand or constantly assess themselves and their abilities himself in achieving the success of the learning objectives implemented, it is not only teachers who are successful in their profession. In the process teaching of subject matter must be adjusted to the level or class learners. (Hisyam Zaini, 2004:9).

Every professional teacher in addition to mastering the knowledge deep in his specialization must also master the sciences well teaching in general and didactics in particular. Mastery. This knowledge is an important requirement in addition to other skills. Therefore, a teacher is obliged convey knowledge, understanding, skills and others to his students.

2) Determination of Reading

The implementation of teaching should adhere to what is stated in planning. However, the situation faced by the teacher in implementing Teaching has a big influence on the teaching and learning process alone. Therefore, teachers should be sensitive to various situations that arise faced, so that they can adjust their behavior patterns in teaching by teaching with the situation at hand (Sudjana , 2002:21). In terms of determining the material or material or reading, it can be classified into in 3 forms, namely al-qiroah, al-istima' and al-kalam

3) Evaluation

Evaluation or assessment is one component of the teaching system, the development of evaluation tools is an integral part in the development of the instructional system. Therefore, the evaluation function is carried out to measure the extent to which the goals that have been set have been achieved. (Sudjana, 2001:77).

Etymologically evaluation comes from the word "to evaluate" which means assessing which according to Mulyasa is learning outcomes reflecting students' abilities in fulfilling a stage of achieving learning experiences in a basic competency (Moh. Sutomo: 2019).

Meanwhile, in its implementation, it is carried out through test techniques. Whereas. The form of the test used is: Written test (by taking a photo of the assignment), Oral test (by sending voice recording via VN), Action or practice test (make a video).

4. CONCLUSIONS

Based on the explanation and findings in the field, it can be concluded that Arabic on reading skill for students of elementary school level, especially for the fourth-grade student material can achieve learning targets even in the pandemic era. The strategy of reading skills (maharah al-qira`ah) in Arabic is: First, maximize the use of WhatsApp as a media learning; WhatsApp has many features that can save documents in pdf format, Microsoft Word, Excel and Powerpoint. So from that, when using WhatsApp share documents with the format/

the form above is much easier. Another feature of WhatsApp is being able to send messages Voice notes or voice recorder the use of emoji on WhatsApp makes it more interesting for students to learn Arabic.

Second, Interaction of Teachers, Students and Parents during teaching. And the last reading Guide on Arabic Reading Skill. In order for the Reading guide method to be implemented effectively (effectively), Therefore, several steps are needed to be carried out by the teacher, including: Preparation, determination of Reading. In terms of determining the material or material or reading, it can be classified into in 3 forms, namely *al-qiroah, al-istima' and al-kalam* and the last Evaluation. The achievement goal on Arabic reading skill for the fourth grade is the students can read fluent by imitating teacher reading, know the meaning, and answer the questions.

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