

Arabic language learning in a comprehensive approach (theoretical study)

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ABSTRACT

This study research on how to determine Arabic language learning methods and techniques with a comprehensive approach, with the aim of learners to understand and be able to practice what has been learned and understand four skills thoroughly. This Research is literature research that seeks to find the literature that corresponds to the theme of the discussion and then analyzed it with a descriptive analysis. The results of this research show that the comprehensive terms used in education cover a variety of aspects. First, the content of Arabic language learning should be comprehensive. Second, Arabic learning methods must also be comprehensive, the methods used in accordance with the materials submitted in order for the previously determined goals to be achieved. Third, the learning process should occur in the whole educational process. A comprehensive approach is more effectively applied to elementary and intermediate students. As for the advanced level of language teaching, it is more suitable to use Nazhariyah al-Furu'. This approach is how teachers modify the classes they face by sticking to the achievements of the four skills. Therefore, a comprehensive approach that includes strategies, methods, models, and learning elements make four skills in Arabic can be learned to master and develop Arabic comprehensively.

Penelitian ini mengkaji tentang cara menentukan metode dan teknik pembelajaran bahasa Arab dengan pendekatan komprehensif, dengan tujuan agar peserta didik mampu memahami dan mempraktikkan apa yang telah dipelajari dan memahami empat keterampilan secara menyeluruh. Penelitian ini merupakan penelitian kepustakaan yang berusaha menemukan literatur yang sesuai dengan tema kajian kemudian menganalisisnya dengan analisis deskriptif. Hasil penelitian ini menunjukkan bahwa istilah komprehensif yang digunakan dalam pendidikan mencakup berbagai aspek. Pertama, isi pembelajaran bahasa Arab harus komprehensif. Kedua, metode pembelajaran bahasa Arab juga harus komprehensif, metode yang digunakan sesuai dengan materi yang diajarkan agar tujuan yang ditentukan sebelumnya tercapai. Pendekatan komprehensif lebih efektif diterapkan pada siswa dasar dan menengah. Sedangkan untuk tingkat pengajaran bahasa Arab lanjutan, lebih cocok menggunakan Nazhariyah al-Furu'. Pendekatan ini adalah bagaimana guru memodifikasi kelas yang mereka hadapi dengan tetap berpegang pada empat keterampilan yang ada. Oleh karena itu, pendekatan komprehensif yang mencakup strategi, metode, model, dan elemen pembelajaran membuat empat keterampilan dalam bahasa Arab dapat dipelajari untuk menguasai dan mengembangkan bahasa Arab secara komprehensif.

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1. Introduction

Education is the most important factor in shaping quality human resources because education is an effort to foster the intelligent life of the nation's children. Through education, it is expected that it will be able to form a smart and intellectually intelligent nation so that the life of the nation can be developed towards a better society. The education and learning system in educational institutions today is more dominated by lecturers (teacher center), so that the activities and creativity of students are shackled and not developed. Therefore, it must be transformed into a learning process that involves many students (student centers), so that the potential of students can develop and demand more student activities, even better if the student gives an idea in learning. In that such of learning, a teacher needs to build conducive classroom culture and facilitating students to build their knowledge (Rianasari et al., 2012). Thus, the four pillars of education established by UNESCO can be achieved, namely learning to know, learning to do, learning to live together, and learning to be (Lau, 2001).

Teachers play a key role in achieving quality and equality in school education. They have to be able to organize and maintain their classes, formulate learning objectives operationally, determine learning materials, establish methods, evaluate learning outcomes and other professional abilities so that the learning process can run according to the goals (Saidah et al., 2018). There is widespread evidence that their quality has a huge impact on student achievement and motivation. At Research for Education and Secondary Learning (McREL), a Denver-based educational research and development organization believe that the best way to improve schools is to balance prescriptive content approaches and context-driven process approaches. That's why success in a vision developed: 'A Comprehensive Approach to School Improvement'. Success in Vision is based on science improvement, it provides clear, specific, research-based guidance for what to do in school.

Arabic language learning in Indonesia has generally been widely learned, because the dominant religion in Indonesia is Islam, with the holy book namely the Qur'an. The Qur'an introduces a language that is Arabic. Other than that, it's important to acquire Arabic education in order to perform religious obligations such as the five-time daily prayer and other basic Arabic knowledge for the in-depth understanding of Islam (Salaty & Abdullahi, 2020). Arabic language learning includes four skills, namely speaking, listening, reading, and writing. Learning those four Arabic skills need some approach, namely how we want to learn something with a specific purpose.

Language learning methods seem to be heavily influenced by the approach and techniques one underlies on his perception of language. Arabic language learning in a comprehensive approach emphasizes teachers and learners to pay attention and understand what are the rules in Arabic learning. Some previous research on the all in one system approach, 'The Approach and Psychological Principles of Integrated Arabic Language Teaching' was written by Muhammad Rusydi Rasyid (2009) whose result is the teaching of foreign languages that correspond to non-native speakers namely with an all in one system approach because of how students learn effectively using technology and effective method that includes four Arabic language skills. And there is also a research written by Usep Supriatna with the title of 'Supporting a Comprehensive Learning Model in Social Sciences Education in Elementary Schools' with the result that comprehensive learning is an implementation step of a comprehensive integrated learning plan and containing details of learning procedures. The comprehensive reciprocal model with four steps namely orientation, exploration, deepening, and collection (Supiatna, 2016). Furthermore, the research was conducted by Sri sumarni with the title of 'A Comprehensive Approach to Character Education for Early Childhood' with the result that the comprehensive approach is intended: (1) micro-approach is done to instill character value and provide solutions to individual character problems, (2) meso approach by building a character culture, and (3) macro approach by building cooperation to pay attention to and solve problems (Sumarni, 2016). Last but not least, the article that written by Lady Farah Azizah and Ariadi Muliansyah with the title of 'Arabic Language Skills with a Comprehensive Approach', it reveals that how the comprehensive approach in Arabic language learning is focused on improving the four skills of the Arabic language (Aziza & Muliansyah, 2020).

The difference with current research is researching methodology in a comprehensive approach, as we know the learning methods, techniques, and approaches are interconnected. Various aspects that we should pay attention to in the comprehensive approach are first, the content of Arabic learning materials must be comprehensive, covering all four skills namely, istima', kalam, qira'ah, and kitabah. Second, Arabic learning methods must also be comprehensive, methods that certainly help to achieve

the learning objectives and methods used to match the materials submitted. Third, the learning process should occur in the whole process of education, in the classroom, in extracurricular activities, at home, and in all aspects of life. So, the teacher has to teach the content of Arabic materials by using a good method, good technique, and organize the teaching-learning process as well as possible to reach those all aspects (Rahma, 2015).

2. Method

This research refers to data or written materials related to the topic of discussion raised, this study belongs to the category of library research, which is a study using books as the source of the data. Thus, the literature used in this study is all books related to research studies on Arabic learning methodology and techniques with a comprehensive approach. Furthermore, the method of data collection used in this study is the documentation method that the research uses based on data and records of events that have passed (Sugiyono, 2015). The study will also analyze how the approach is associated with learning Arabic.

3. Results and Discussion

3.1. Arabic Language Learning

Arabic language learning in Indonesia began since Islam flourished in Indonesia in the 13th century. Another opinion is that Arabic entered the Archipelago in conjunction with Islam, which is around the 7th-8th century AD. This fact shows that Arabic in Indonesia has taken an important role in Indonesian culture and society before other foreign languages (Dhiauddin, 2015).

Learning activities (al-ta'lim/al-tadris) is the process or teaching activity carried out by the teacher as a teacher in the learning activity. Bahaudin explained that learning is a process to help students to learn well. Learning activities seem to be more than just teaching, but also a teacher's efforts to generate interest, motivation, and habituation of student activities, for teaching and learning activities to be interesting (Hermawan, 2001).

Learning is a teaching activity that is done by teachers to students and conveys certain materials with the purpose of the material taught well and can be understood by the learners. In other words, learning is an effort made by teachers in creating certain material learning activities that are conducive to achieving goals. Thus, foreign language learning is a teaching activity that is done to the maximum by a teacher so that the protege he teaches a certain foreign language does the learning activities well so that it is conducive to achieving the purpose of learning a foreign language (Hermawan, 2001).

From the above definition can the author concludes that Arabic learning is a teaching activity carried out by teachers to teach Arabic language to learners with interesting methods and strategies to achieve the learning objectives of foreign language learning. Arabic language education in Indonesia has been taught from kindergarten (partially) to higher education. That Arabic language learning has many problems in its implementation, such as a passive class, low students' motivation, and the low readiness of students to take part in the Arabic lesson (Awaludin, 2019). However, Arabic in Indonesia is seen from its symptoms, Arabic is included in the category of Foreign languages because it is not used in daily life. Because Arabic is a foreign language, the learning system is foreign language learning, ranging from purpose, material, to method. According to Hermawan, the main purpose of foreign discussion learning is the development of students' ability to use the language both oral and written. The ability to use language in the world of language teaching is called language skills (Sulastri, 2016). These skills are listening skill (maharah al-istima'), speaking skill (maharah al-kalam), reading skill (maharah al-qira'ah), and writing skill (maharah al-kitabah).

Listening and reading skills are categorized into receptive skills, while speech and writing skills are categorized into productive skills. Each skill is closely related to each other because each language skills reflect students' mind. The more skilled in language the clearer and brighter the way of his mind. At first, a child learns from listening to the words of his parents. Then the child be able to speak after listening to what his parents taught him, after which he will learn to read and write. In reading, the child tries to comprehend the reading texts, comprehension is the main part of reading (Marzuki, 2019). Actually, these four language skills are a very related entity.

Carrying out something we plan must have its own methods or strategies in carrying it out, as well as in learning Arabic. To do such activities we must have methods that fit the objectives we want to achieve, and the methodology must also be supported by the related factors in it. These factors include the ability and proficiency of a lecturer in teaching, the readiness of students in receiving lessons, support facilities, the state of the social environment, and so on. Overall, it is used to improve the quality and productivity of Arabic language learning. For Indonesians, Arabic is a religious language that has been taught from the basic level to the college. Therefore, his understanding and mastery are indispensable (Suryadarma & Fitriyanto, 2020).

The method is a comprehensive plan that deals with the regular presentation of subject matter and does not contradict each other and is based on an approach (Sumardi, 1974). According to A. Samana, a method is a unit of work that is developed based on certain rational considerations, each of which is of a distinctive pattern, and all users to achieve the purpose of teaching (Samana, 1994). The learning procedure contains general steps and brief details of comprehensive methods or approaches. This procedure was created to help make it easier for teachers to master and implement comprehensive learning measures. In this procedure, there are four main steps, namely: orientation, exploration, deepening, and collection. The orientation step contains recognition and conditioning activities; exploratory steps contain activities of listening to explanations, reading, listening, speaking, and writing; stability measures containing Q&A activities, class discussions, written tests, and oral tests; the step of summation contains activities: blinding conclusions and assigning tasks (Aziza & Muliansyah, 2020).

Development of learning methods is an effort to find solutions to problems in teaching-learning activities. The development of learning methods consists of a series of activities that include planning, development, and evaluation of the learning system developed. Departing from the discussion of the above methods, Ismail (2008) concluded that if the method is associated with learning, it can be underlined that the method of learning is the right and suitable way to present something that is the purpose of effective and efficient learning as expected (Jayawardana & Djukri, 2015).

In the development of methodology, learning needs to consider the foundation as a building of teaching personality in determining learning methods. This foundation can describe how a language teacher makes the decision to implement targeted learning methods, which make it easier for students to achieve their expected goals. Cause the accuracy of a teacher in choosing a method will actually affect the success of the learning method used (S. & Baroroh, 2020). According to Abdul 'Alim Ibrahim and Ibrahim Kamal Badri, there are several foundations in developing methods of learning Arabic, among others as follows:

3.1.1 Priority

The concept of language learning as expressed by Robert Lado and Moh. 'Ali al-Kulli, which is related to the principles of foreign language learning, thus in language learning should emphasize language activities (language as speech), without having to be strictly bound to grammatical. The weakness of grammatical will be relatively easier to fix. Whereas if learning emphasizes more on the theory about language, then the weakness is that the practice of language will be difficult to overcome. Arabic has its own characteristics so it requires thoroughness in the presentation process. Also included in terms of meticulousness and thoroughness in terms of material delivery, use of methods, and learning media (Zaenuddin, 2002).

3.1.2 Gradations

There are five devours in the presentation of language materials (a) from the kind of material that is easy to the difficult; (b) from simple material types to complex materials; (c) from clear material to cryptic material; (d) from concrete material types to abstract material; and (e) from the type of material that is often used to the rarely used material (Sadirman, 2001). The above types of devouring in learning require methods that suit the ability of students. This gradation principle will be able to be implemented and the students are easily to be conditioned to think logically, systematically, and directed to obtain comprehensive knowledge.

3.1.3 Motivation

Motivation is something that raises, underpins, and directs students' learning activities (Sadirman, 2001). A simple definition of motivation according to Adain in Huda is something that makes people

willing to do things well (Huda et al., 2020). Motivation refers to the internal drive which encourages any learner to pursue a series of activities (Di et al., 2020). Motivation is energy in the soul that can move people to perform certain behaviors to realize a definite goal. Motivation in learning Arabic occupies the most important place. However, this is also the first and main problem faced by students. Because the motivation related also to the needs of students in general that is practical so that in learning the language is also always associated with such practical needs. In Arabic learning, if this motivational problem can be resolved properly, then in fact the main substance of problem has been resolved. Motivation is everything, in the sense that it will be a very powerful driving force for students to do various activities if they can deliver it to have a good mastery of Arabic. Motivation will make students always enjoy the learning activities. Motivation will be able to change the perception of students and make difficult material easier. Motivation can make students really learn (Di et al., 2020).

3.1.4 Solidification

These strengthening efforts can be done with various steps, repetitions, exercises, and tasks outside the learning space. Repetition can bring ease because the speech that at first is considered difficult by the student by repeating several times, then the speech will become more familiar and easier. Meanwhile, training and tasks outside the learning space is a process that aims to know the results of the learning process that has been going on so that with training and tasks teachers can know the extent to which the learning objectives are achieved, the extent to which the implementation of the strategy is conducive to the level of ability of the student. It also becomes meaningful for teachers improve their next steps. Training and assignments also serve to know how much seriousness of students take part in Arabic learning activities.

3.2. Comprehensive Approach Theory

The approach is a set of assumptions about the nature of language and the nature of language learning (Haerazi & Prayati, 2019). An approach is a theoretical and general assumption with which it can provide an understanding of something (language) and how to learn something (language). From that point of view, it then brings up a learning goal that is then formulated into strategies, methods, and learning techniques to achieve that learning goal (Baroroh & Tolinggi, 2020). According to Syamsuddin Asyofi, the approach is axiomatic-philosophical, namely oriented towards the establishment, philosophy, and beliefs that no longer need to be proven the truth (Mutmainah, 2018). This approach considers that language as a system consists of functional elements that show an integral unity. Therefore, the lack of one element or subsystem in a system will cause disruption and obstacles for other elements. The language subsystem in question consists of grammar, vocabulary, sentences, and spelling (writing).

A student-oriented learning approach is a learning system that demonstrates the dominance of learners during learning activities and teachers only as facilitators, mediators, mentors, and leaders. Its characteristics are oriented towards students where learning activities vary by using a wide variety of learning resources, methods, media, and strategies interchangeably so that as many learning processes students participate actively both individually and in groups (Ana, n.d.). This approach assumes language teaching should begin by teaching listening skills or listening to language sounds in words or sentences, and practicing its pronunciation before reading and writing lessons are performed. Thus, the teaching order of language proficiency is listening (al-istima'), speaking (al-kalam), reading (al-qira'ah), and writing (al-kitabah).

This approach is also commonly termed in Arabic with Nazariyyah al-Wahdah or All in One in English. The definition of Nazariyyah al-Wahdah in classical Islamic literature was introduced by Abul Abbas Al-Mubarrad (sect of bashrah, 826-898) (Madjidi, 1994). In his book "Al-Kamil", Nazariyyah al-Wahdah has been implemented in Indonesia since the decree of the Minister of Religion no. 75 of 1975. In Indonesia, this idea was originally raised by H. A. Mukti Ali while still serving as Minister of Religion. Language as a system consists of functional elements that indicate one inseparable unity (integration). Therefore, the error of one element in the system will cause interference and obstacles to the other element (Rosyad, 2018). In addition, given how important sub-systems are in that language, it must be taught as a whole. Arabic should be presented through comprehensive teaching, in the sense that it is taught in subject matter that each includes various interconnected sub-language systems (Kafrawi, 1976). Failure or lack of success in the learning process of foreign languages in Indonesia was heavily influenced and caused by separate learning techniques. Nazariyyah al-Wahdah is a theory in language teaching that views language as a system

consisting of elements and components on a regular basis, composed, according to certain patterns and forming a unity (Chaer, 1994). The comprehensive approach was developed by Dr. Abdel-Salam Abdel-Khalek El-Koumy, a full professor of TEFL at Suez Canal University in 2002 to help learn English as a foreign language. The comprehensive approach is based on behaviorist, cognitivist, and constructivist views on correction of learning-teaching errors, and assessments. It combines skill and meaning and moves from part to total integration of language skills (Ghazalah, n.d.).

The understanding of a comprehensive approach terminologically is a system or shortness in language teaching that views language as a unit that cannot be separated (Umam, 1975). According to Abd Karim Hafid, the comprehensive approach of a language taught as a packed part of one unit is neither a separate nor a different branch (Hafid, 1999). So, the conclusion that we can take that a comprehensive approach is the teaching of the Arabic language integratively or thoroughly without any separation from its parts of the four skills which is considered a complementary unit without being separated.

The comprehensive approach focuses on the functioning of language for humans. There are three functions outlining that language has three main functions, namely descriptive, expressive, and social. The descriptive function of language is to convey factual information. The expressive function is to inform the state of the speaker itself, about past feelings, pleasures, prejudices, and experiences. While the social function of language is to preserve social relationships between people (Richards, 1990). Another term commensurate with a comprehensive approach is a holistic approach. This holistic approach has the following characteristics focus on communication; selects on the basis of what language items the learner needs to know; genuine everyday language is emphasized; aim is to have students communicate effectively in order to complete the task; speaking is given at least as much time as reading and writing; tends to be student centered; and Resembles the natural language learning process by concentrating on the content/meaning of the expression rather than the form (Nunan, 1988).

Uman Suherman comprehensive guidance is a positive assumption about human potential, in this assumption that this guidance is what makes students experience the development process (Bhakti, 2017). The basis for the implementation of the All-in-One system in language teaching is the following psychological base and pedagogical base. Psychological base, (a) refreshing and arousing students, and eliminating saturation due to variations in learning activities, (b) repeating the lesson in one title to different facets thus the understanding will improve, and (c) all in one system encourages a thorough understanding of the situation a title arises, then moves on to understanding its parts. This can psychologically facilitate the capture of lessons. Pedagogical base, (a) in all in one system language lessons will be inextricably intertwined; and (b) guaranteed balanced language growth from students. (students' language skills are balanced) (Salam, 2011).

New approaches and innovations that have been implemented in the United States include the formulation of behavioral goals (1960), open education in the outdoors and clarification of grades (1970), back to basics critical thinking, school partnerships and problems, and cooperative learning (1980). According to Kirschen Baum only offers partial solutions to educational problems. Based on these reasons, it is recommended to use a comprehensive approach model, which is expected to provide relatively more complete troubleshooting. The comprehensive terms used in education cover a variety of aspects:

- a. The content of Arabic language learning must be comprehensive, covering all aspects of the four skills, namely *istima'*, *kalam*, *qira'ah* and *kitabah*.
- b. Secondly, Arabic learning methods must also be comprehensive, the methods used in accordance with the materials conveyed in order for the previously determined goals to be achieved. including the inculcation (planting) of values, exemplary giving, and preparation of the younger generation in order to be independent by teaching and facilitating responsible moral decision-making and skills of the four skills. The younger generation needs to obtain Arabic language defense from an early age from adults who pay attention to them, namely members of the family, teachers, and society. They also need examples from adults about the integrity of the cleverness and happiness of life. Likewise, they need to have opportunities that encourage them to think about themselves and learn the skills each individual has.

- c. Third, the learning process should occur in the whole process of education, in the classroom, in extracurricular activities, in the process of guidance and counseling, at home, and in all aspects of life. Some examples of this such as group learning activities, the use of reading materials on the subject of the four skills (speaking skills), can be practiced with bench mates about introductions in Arabic and the use of clarification strategies used at home knowing furniture tools in Arabic. With the provision of strategic materials over the internet to train listening skills to view Arabic language videos, the above examples can be applied to a comprehensive approach in Arabic language learning. As with other areas, there are different ways to achieve a set of educational goals. For value education, a variety of methods, programs, and curriculum have been developed in the United States, to help young people achieve a more fulfilling and socially more constructive life. Based on its substance, there are four approaches considered movements in the field of comprehensive value education, namely the realization of values, disposition education, state education, and moral education (Howard, 1995).

A comprehensive strategy is an explanation of the comprehensive method. This method is a synthesis of two traditional methods, namely inculcation (the opposite of indoctrination) and exemplary giving, and two contemporary methods, namely the facility of value and development of skills (soft skills) such as critical thinking, creative thinking, communicating clearly, and various social skills (Zuhdi, 2009).

3.3. Arabic Language Learning Methodology And Techniques In A Comprehensive Approach

A comprehensive approach is more effectively applied to elementary and intermediate students (Rasyid, 2009). As for the advanced level of language teaching, it is more suitable to use Nazariyyah al-Furu'. In short, this approach theory of how the teacher modifies the class he or she faces by sticking to the achievement of the four skills.

First, a teacher begins his step by introducing Arabic to students whether by listening to Arabic sentences by using teaching tools or the teacher himself who speaks the phrase directly. This is useful for making students familiar with Arabic grammar. Then the teacher turned to how to pronounce Arabic letters one by one, then word for word, sentence by sentence. Then switch to conversation practice by giving students an example of a conversation. It is attempted to use every day phrases so that participants can be used in his life (Hafid, 1999). Reading is one of the keys to teaching a person to speak, therefore the practice of reading is not separated from the supervision of the teacher because however, a learner learns the Arabic language with the aim of finally is to know the sciences of the Islamic religion that can only be understood if the learner is able to read Arabic. Getting used to students listening to new terms by doing good expressions will affect their reading ability (Ahmad, 1979). Teachers teaching qira'ah to students should be good at finding material that appeals to them to avoid boredom in studying the material. Funny, interesting, and educational stories can be the solution. For example, a teacher takes some content from the book "Al-Qissah fi Al-Tarbiyah", then given it to the learner to be read (Al-Majid, 1976).

Furthermore, students are trained to express the side of their hearts in the form of writing. At first, he was trained to translate the sentences of Bahasa Indonesia into Arabic, then developed a light or simple topic to make an essay, and then gave the freedom to determine the title of the essay he would create. The teacher also provides material about Al-Qawaid Al-'Ammah (general structure) or basic rules at each stage, from which students can learn the language and can know the error and can be corrected. Teaching should be able to create a defense with communicative interaction in the classroom-classroom climate by bringing material that can bring aspects of the outside into the classroom. Creating an atmosphere of social interaction in the classroom reflects the teacher as a facilitator of the defense process. Thus, the feeling of afraid and shame to give opinions and questions using Arabic taught, indirectly will disappear because they are directly involved in using the Arabic language. Comprehensive approaches require teachers to do so in the classroom. Among them are: Teachers act as compassionate, models, and mentors who treat students with compassion and respect, set a good example, support social habits, and improve if something goes wrong (Lickona, 2015). Teachers have the power to instill values and character in their children, in at least three ways:

- a. Teachers can be effective compassionate, loving, and respectful of students, helping them succeed at school, building their confidence, and making them understand what morale is by looking at the way their teachers treat them with good ethics.

- b. Teachers can be models, namely ethical people who show great respect and responsibility, both inside and outside the classroom. Teachers can also set an example in matters related to morals and their reasons, namely by showing their ethics in acting in schools and in their environment.
- c. Teachers can be ethical mentors, provide moral instruction and guidance through explanations, discussions in the classroom, storytelling, personal motivation, and provide corrective feedback when a student hurts his or her friend or hurts himself. The comprehensive learning stage includes the planning stage, learning process, evaluation, and strengthening. After going through all the stages with this comprehensive approach, it can improve the development of Arabic language learning in students (Aziza & Muliansyah, 2020).

4. Conclusions

The understanding of a comprehensive approach terminologically is a system or shortness in language teaching that views language as a unit that cannot be separated. The comprehensive terms used in education cover a variety of aspects. First, the content of Arabic language learning should be comprehensive. Second, Arabic learning methods must also be comprehensive, the methods used in accordance with the materials submitted in order for the previously determined goals to be achieved. Third, the learning process should occur in the whole educational process.

In the development of methodology, learning needs to consider the foundation as a building of teaching personality in determining learning methods. According to Abdul 'Alim Ibrahim and Ibrahim Kamal Badri, there are several foundations in developing methods of learning Arabic, including priority, gradation, motivation, and strengthening. A comprehensive approach is more effectively applied to elementary and intermediate students. As for the advanced level of language teaching, it is more suitable to use *Nazhariyah al-Furu'*. This approach is how teachers modify the classes they face by sticking to the achievements of the four skills. Therefore, a comprehensive approach that includes strategies, methods, models, and learning elements make four skills in Arabic can be learned to master and develop Arabic comprehensively.

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