

MAHARAH AL-KITABAH LEARNING IN ADDITIONAL HOURS PROGRAMME OF ISLAMIC LEARNING PROGRAM AT THE STATE ELEMENTARY SCHOOL (SDN) PALU CITY

Titin Fatimah¹, Atna Akhiryani²

¹Jurusan Pendidikan Bahasa Arab, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Datokarama Palu.

²Jurusan Pendidikan Bahasa Arab, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Datokarama Palu.

Abstract. This Research conducted to characterize and describe the maharah al-kitabah learning system of the additional program in Islamic religious learning hours at the public Elementary education unit at Palu Region. The object of this research is consisting of 4 (four) Elementary schools at Palu City were selected by purposive sampling tehniqe. Data were collected through observation, interview and documentation. The researchs' data were analyzed using by descriptive analysis. The results found that two forms of maharah bible learning strategies were applied in learning, namely; strategy of ta'bir muwajjah (guided); and ta'bir al-hurr strategy. Have shown that these strategies could improve the ability of students in write Arabic letters, words and sentences as well as verses of the Qur'an.

Keywords: Learning, Maharah al-Kitabah, Additional Religious Learning

Abstrak. Penelitian ini dilakukan untuk mengkarakterisasi dan mendeskripsikan sistem pembelajaran maharah al-kitabah program tambahan jam belajar agama Islam pada satuan pendidikan dasar negeri di Wilayah Palu. Objek penelitian ini terdiri dari 4 (empat) Sekolah Dasar di Kota Palu yang dipilih dengan teknik purposive sampling. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi. Data penelitian dianalisis dengan menggunakan analisis deskriptif. Hasil penelitian menemukan bahwa ada dua bentuk strategi pembelajaran kitab maharah yang diterapkan dalam pembelajaran, yaitu; strategi ta'bir muwajjah (terbimbing); dan strategi ta'bir al-hurr. Telah terbukti bahwa strategi-strategi tersebut dapat meningkatkan kemampuan siswa dalam menulis huruf, kata dan kalimat bahasa Arab serta ayat-ayat Al-Qur'an.

Kata Kunci: Pembelajaran, Maharah al-Kitabah, Tambahan Pembelajaran Keagamaan

Introduction

Islamic religious education in formal educational institutions such as Elementary Schools (SD), Junior High Schools (SMP), and Senior High Schools (SMA) so far still guarantee the inculcation of religious values for students. It is because the Islamic religious education learning hours has a limited time allocation, more than general subjects learning hours.

The civil effect of the context of Islamic religious education above is considered one of the factors for the low level of knowledge and level of religious practice, the degradation of morality, and the weakening of the values of the nation's character based on the value of religion and national culture in generations.

The trend of weakening of religious values and character for the youth, make Palu Government implemented a policy of additional hours of religious learning for Class V Elementary School (SD) students in the Palu City Education and Culture Department. The objectives of providing additional hours of Islamic religious education learning for Class V Elementary School students in Palu City are:

1. Fostering and developing students' ability to read and write the Qur'an properly and correctly;
2. Helping develop students' ability towards the formation of religious attitudes, knowledge, and skills, through an approach that is adapted to the environment and developmental background of students, based on the guidance of the Qur'an and the Sunnah;
3. Preparing students to be able to develop attitudes, knowledge, and religious skills that they already have through their continuing education programs.

Based on the objectives above, among the learning achievements that are expected from this additional program of religious learning hours, are fostering and developing the ability of students to be able to read and write the Qur'an properly and correctly. Specifically for learning competence in writing the

letters of the Qur'an (Arabic letters), the achievement is where students could write the single Arabic letters, write words and sentences in Arabic script.¹

Research Method

The type of research is qualitative research design. The object consists of 4 (four) elementary schools in Palu City which selected by purposive sampling taking into account the representation and distribution of the Palu City area, as follows:

Table 1: Research List of Elementary Schools

No.	School Name	Area of Technical Implementation Unit
1	SDN 7 Taipa	UPTD Wilayah I Palu Utara-Tawaeli
2	SDN 15 Palue	UPTD Wilayah II Palu Timur-Mantikulore
3	SDN Inpres 5 Birobuli	UPTD Wilayah III Palu Selatan-Tatanga
4	SDN Inpres Bumi Bahari	UPTD Wilayah IV Palu Barat-Ulujadi

The informants as the subjects of this research consisted of 6 (six) additional teachers of Islamic religious learning hours and four (4) principals. The main data of this research concluding; form of words or oral utterances as the behavior of the subject or research informant related to the learning of *maharah al-kitabah*. In addition, from interviews, data were also obtained from observations and supporting data in the form of writings, such as books, scientific writings and other forms of documents and documentation related to research problems. Activities in the data analysis include three flows of activities, namely, (1) data reduction; (2) data presentation; and (3) data verification.

Result and Discussion

The Additional Hours of Islamic Learning Program is directed at fostering and strengthening the ability to read and write the Qur'an (BTQ), guidance on the practice of worship and development of noble character specifically for Class V students at the Regular and Private Elementary School (SD) levels within

¹Arifuddin M. Arif, *Garis-Garis Besar Pembelajaran Tambahan Jam Pembelajaran Agama Islam pada Program Palu Kana Mapande di Lingkungan Dinas Pendidikan Kota Palu*, 2007, 8.

the Department of Education and Culture at Palu City. The main purpose of this TJPA program is to guide students to have the ability to read and write the Qur'an and have Qur'anic character and culture on the basis of faith and piety to Allah SWT.

The curriculum and indicators of learning achievement that are expected from this program are fostering and developing the ability of students to be able to read and write the Qur'an properly and correctly. Specifically for learning competence in writing the letters of the Qur'an (Arabic letters), the achievement is that at least students can write single Arabic letters, write words and sentences in Arabic script". Education and Culture. Palu City, "Interview" in Palu 13 April 2021. Thus, the orientation of the program achievements are:

1. Be able to read the words and sentences of the Qur'an properly and correctly
2. Fluently in reading the Qur'an according to the laws of tajwid
3. Able to write words and sentences of the Qur'an (Arabic letters) well
4. Have the memorization of the Koran short chapters and daily prayers
5. Get used to practicing worship and noble behavior.²

The details of the scope of learning materials can be seen in the following table:

Table 2: Scope of Material/Sub-Material Additional Program Hours Islamic Religion Learning at the Basic Education Unit in Palu City

No.	Learning Material	Learning Sub Material
1.	Reading Al-Qur'an	<ol style="list-style-type: none"> 1. Recognize <i>Hijaiyah</i> Letters 2. Read the letters <i>Fathah, Kasrah, and Dhammah</i> 3. Reading <i>Tanwin's</i> letters 4. Reading Pull stop (<i>sukun</i>) and <i>Tasydid</i> 5. Read Concatenated Letters, <i>Madd, Lam Qamariyah</i> and <i>Lam Syamsiah</i> 6. Reading the Laws and Reading Rules 7. Reciting Al-Qur'an

²Arifuddin M. Arif, Agustan Ahmad, *Buku Kurikulum Pembelajaran Kurikulum Tambahan Pembelajaran Agama Islam Kelas V SD Kota Palu* (Palu: Dikbud. Kota Palu, 2020), 2.

2.	Worship Practices	1. Guidance of <i>Taharah</i> 2. Guidance of praying
3.	Morals/Character	1. Manner and daily prayer 2. Exemplary stories
4.	Writing (<i>Kitabah</i>)	1. Writing a single Arabis letter 2. Writing words and phrases
5.	<i>Tahfidz</i>	Memorizing short ayah (min. Q.S. Al-Naas – Q.S. al-Takatsur).

Data Source: Curriculum Book for Additional Learning Hours of Islamic Religion, 2020

The material for building worship and character (character building) should be accustomed to students in living their daily lives can be seen in the following table:

Table 3: Scope of Character Development Material Program Additional Hours Islamic Religion Learning at the Basic Education Unit in Palu City

Daily Prayer and Moral Material	Description
1. Manner and prayer start learning 2. Manner and prayer after studying 3. Manner and prayer before eating 4. Manner and prayer after eating 5. Manner and prayer of dress 6. Manner and prayer in the mirror 7. Manner and prayer in and out of the toilet 8. Manner and prayer before going to bed 9. Manner and prayer to wake up 10. Manner and prayer entering the mosque 11. Manner and prayer out of the mosque 12. Manner and prayer enter the house 13. Manner and prayer out of the house 14. Manner and prayer riding a vehicle 15. Manner and prayer get mercy 16. Manner and prayer for the salvation of the hereafter 17. Manner and prayer to both parents 18. Manner and prayer when sick	These prayers are memorized and explained the meaning and essence of attitudes and behaviors that should become personalities in the lives of students. Learned in an integrated manner with the core of learning, namely BTQ, both at the beginning and at the end of the learning process. In addition, character cultivation can be taught through Mahfudzat's sentences delivered at the beginning of learning or at the end of learning.

19. Manner and prayer visiting the sick	
Worship Development Materials	
1. <i>Adhan</i> and <i>Iqomah</i> and their prayers	This material must be given direct experience through practice/habituation accompanied by mastery/memorization of prayers at <i>dzuhur/asar</i> time on learning days.
2. Prayers with readings and prayers afterward	
3. Procedure for <i>wudhu</i> and prayer	
4. Procedures for <i>tayammum</i> and prayers	
5. Procedures for bathing (<i>wajib</i> and <i>sunnah</i>), and;	
6. Other ways of performing worship	

Data Source: Curriculum Book for Additional Learning Hours of Islamic Religion, 2020

The description of the scope of learning materials for the additional hours of Islamic religious learning in basic education units in Palu City above, so for learning to write (*maharah al-kitabah*) the scope of learning materials is emphasized on three abilities, namely, (1) the ability to write a single Arabic letter; (2) the ability to write words; and (3) the ability to write sentences.

The learning model developed called a PAIKEMI learning (Active, Creative, Effective, Fun, and Islamic Learning) and is based on the principles of active learning, cooperative learning, learning by doing, contextual learning, and joy full learning.³

In the process of learning to read and write the Koran using strategies are; (1) understand; (2) point out; (3) read; (4) listen; (5) look; (6) mention; (7) write down; (8) repeat; and (9) sing/celebrate. The methods used include; lecture method, question and answer, drill (practice), assignment, demonstration, recitation, and so on.

The strategies applied to improve students' writing skills (*maharah al-kitabah*) in this program are carried out in two forms of *maharah alkitabah* learning strategies, namely; (1) strategy of *ta'bir muwajjah* (guided); and (2) *ta'bir al-hurr* strategy.

³Arifuddin M. Arif, *Buku Panduan Pembelajaran Kurikulum Tambahan Jam Pembelajaran Agama Islam (TJPA) Kelas V Sekolah Dasar (SD) di Kota Palu* (Palu: EnDeCe Press, 2019), 19.

The learning strategy of *ta'bir muwajjah* (guided) is a *maharah al-kitab* learning strategy with a simple writing approach with letter writing, continuous letter writing, writing one word, writing a sentence and then developing it into an exercise in writing several sentences, paragraphs and verses in al-Qur'an. - Qur'an, and so on.

This strategy is a basic advanced writing strategy that is carried out with several approaches, including writing letter by letter, combining letters in succession, writing sentences, and so on, either using dotted shadow sketches or not using sketches.

The *ta'bir al-hurr* strategy is the *maharah al-kitabah* strategy where students given the freedom to choose the theme and context of the writing to develop their skills. This strategy does not actually mean that it is completely free from the guidance of the teacher. Freedom is only in the aspect of the material chosen for writing.

The strategy of *ta'bir al-hurr*, in the context of learning *maharah al-kitabah* of the program of additional hours of learning Islamic religion in elementary schools at Palu City, based on information, data, and documents obtained and analyzed by the researcher that students who are not rigid in their learning. writing letters and connecting words, students are given the freedom to continue their writing skills other than in the training assignments in the curriculum, but students can choose the verses of the Koran according to their wishes, both those in the textbook or directly copying from holy book al-Qur'an. This activity remains in the context of being guided by the teacher.

The ability of students to write Arabic or the Koran has filled the competence and learning achievement targets in the additional learning program of Islamic religious learning hours for fifth grade students at the Palu City Elementary School. This ability is expected to be a modality of knowledge and the ability of students to continue their education at the next level of education, like SMP/MTs. etc.

The students' writing ability above can be accepted because if it refers to the indicators of the achievement criteria of *maharah al-kitabah* it has been

fulfilled. This is in accordance with the formulation of the *maharah al-kitabah* indicator proposed by Nelly Mujahidah et al (2013) in Ahmad Ratomi that the indicator of success in writing proficiency is the ability to arrange words into sentences and compose sentences into paragraphs.⁴

Apart from the abilities of the students above, for implementation of learning *maharah al-kitabah* as one of the skills in learning to write Arabic letters and sentences or the Koran, it also has complex dimensions at first for students. There are many factors that cause the complexity of writing aspects in Arabic which also becomes problematic in achieving these skills, such as the direction of writing and the shape of the letters that are different from writing in Indonesian. These factors become problematic for students who are starting to learn to write Arabic letters.

In the learning process, it is necessary for a teacher's creativity to determine the right learning strategy to be used by considering the level of students' abilities and also the material to be taught so the learning objectives are achieved optimally. The results of the research show that the initial problems and difficulties of students in practicing the ability to write Arabic letters or writing verses of the Qur'an can be overcome by standard models and learning strategies designed by the program curriculum team and teachers teaching additional programs for Islamic religious learning to students. fifth grade elementary school in Palu City.

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⁴Ahmad Ratomi, *Maharah Kitabah dalam Pembelajaran Bahasa Arab*. *Tarbiyah Islamica: Jurnal Keguruan dan Pendidikan Islam*, Volume 1, Nomor 1, Januari-Juni 2020, 1-8.

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