

## The Relationship Between Inquiry-Based Learning And Arabic Learning For Students Of The Arabic Language Center

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### Abstract

The study aims to test whether there is a relationship between inquiry-based learning and Arabic learning in students of special Arabic language development programmes at the UIN Maulana Malik Ibrahim Language Centre Unit. The research uses a quantitative approach using simple random sampling techniques. The sample taken was 50 students. This study uses one independent variable, inquiry-based learning (X) and one dependent variable; namely Arabic language learning. (Y). The data analysis technique used in this study is simple regression analysis. The result of this study is a known significance value (Sign.) of 0.170 which means less than 0.05 Furthermore, the determination coefficient is obtained with a value of 0.039 or 3.9%, so it can be concluded that the variable x (inquiry-based learning) has a weak relationship to the effect value of 3.9% on the Y variable. (Arabic learning)

**Key word:** Inquiry-based learning, Arabic learning, Language Centre

### INTRODUCTION

Today learning of Arabic has become a very popular topic amongst Islamic educational institutions. The institution lists Arabic in curriculum units ranging from the national level to the lower level. Of some of the main keys to learning Arabic is a teacher's ability to manage the methods used. Learning methods are an important element in learning activities. This is because the accuracy of method selection will have a significant impact on the achievement of the established learning objectives. Furthermore, the experts even stated that the learning method occupies a much more important position than the learning material. In addition to serving as one of the means of achieving learning goals, the method is also useful to facilitate the learning process for both teachers and students. (Sutiani, 2021)

Thus, the primary function of learning methods is to develop the ability of students individually to solve any problems they face. Because, the urgency of teaching learning activities must be able to provide a strong incentive for the development of the abilities of each individual. Choosing the right learning methods can help facilitate the learning process effectively and efficiently, so that students can understand and master Arabic better. For example, a communication-focused learning method such as the Inquiri method will help students to be more active in exploring the ability that exists within students, have the ability to communicate and interact in Arabic. On the assumption, various studies and research on learning

methods that correspond to the characteristics of the student and the purpose of learning are carried out. This study is important in order to provide a clear understanding of the various learning methods used in learning Arabic, as well as providing information on the advantages and disadvantages of each method, providing insight and guidance for Arabic language teachers in choosing the right learning method to desired learning goals, including inquiry-based methods. Inquiry-based learning is a learning model that affirms on student-centred learning, students actively discover and explore their own learning, so that the results obtained will be stored in memory for a long time. Inquiri based learning has four levels, one of which is structured inquiry which is the second level of inquiri learning. Through learning inquiry based learning, can support in the improvement of student learning outcomes especially on the materials of the Arabic language related to the activities of detention and experiments in the learning process. (Sholihah & Hidayati, 2023)

Some theories that support learning include the theories of constructivism and cognitive learning. The constructivist theory states that students not only receive information from their surroundings, but must also build their own knowledge through their experiences. (Sabahannur, n.d.) In inquiry learning, students are given the opportunity to build their own knowledge through the process of exploration and investigation. While cognitive learning theory states that learning occurs through mental

processes involving information processing. It can improve students' critical thinking skills, creativity, and communication skills. (Dhamayanti, 2022)

Inquiry learning can also help students develop metacognitive skills, i.e. the ability to monitor and regulate their own thinking processes. By acquiring these skills, students can be more independent in learning and develop a lifelong learning capacity. In inquiries, teachers act as facilitators and guides, not as the primary source of information. This allows students to be more active in their own learning and building knowledge. Therefore, this study was conducted to test the relationship between inquiry-based learning methods and Arabic language learning in students of the special program of Arabic development of the UIN language center Maulana Malik Ibrahim Malang. The study is expected to provide an overview of the field situation of students who are studying Arabic as well as provide academic contributions to the struggling parties.

### METHOD

Quantitative approach can be understood as research based on analysis of number data. This type of research aims to use mathematical models, theories and hypotheses related to phenomena studied by researchers. (Nurdiana et al., 2023) Based on its characteristics, this study includes correlational research. Nana Syaodih mentions that correlational research aims to identify and understand the relationship between one variable and another variable. The stated variable has a relationship with other variables seen from the coefficient of correlation and statistically significance. Two or more variables that have a particular correlation do not necessarily have an influence between one variable and the other. A positive correlation indicates that an increase in the value of one variable is related to an addition of value to another variable..(Sari, 2023)

The survey research method is the research method chosen in this research to answer the research questions. In the preparation of instruments or data collection tools, the variable-variables that are the main reference for researchers in compiling anglets, consist of anglets on indicators of inquiry based learning and Arabic learning. The methods used in data analysis are correlation analysis and regression analysis using SPSS 25. The location used in this study is the Special Program Language Centre for Arabic Language Development of Maulana Malik Ibrahim Malang State Islamic University. Population is the whole subject of research that covers: a subject or object that has characteristics and qualities that have been determined in advance to be observed and to draw conclusions from it.. (Hartati, 2019) The next population in the study was a student of the special program of Arabic language development of UIN Malang and the sample of the research was 50 students.

### RESULT AND DISCUSSION

The research was carried out through a process of dissemination of questionnaires linked to Google forms that will be distributed to random samples to students who

are undergoing a special program of Arabic language development at UIN Maulana Malik Ibrahim Malang. Based on the data collected by the researchers, the number of students with the sample that have already researched is 50 people. Here's the data output from SPSS 25 is :

Table 1. Anova Table

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regres sion	,500	1	,500	1,939	,170 <sup>b</sup>
	Residu al	12,380	48	,258		
	Total	12,880	49			

a. Dependent Variable: totally

b. Predictors: (Constant), Total

The methods introduced so far test difference hypotheses for a maximum of two groups or conditions with a *t*-test. Many research designs will actually include more than two groups or conditions, however, and these situations require a different statistical approach. One particularly widespread test is the so-called *Analysis of variance (ANOVA)*. This chapter introduces the easiest version of the ANOVA, where there is only one independent variable (also called a factor here). Importantly, this variable can have more than two levels. This "one-way" (or single-factor) ANOVA therefore can be seen as generalizing the *t*-test for two independent samples to more than two groups.(Janczyk & Pfister, 2023) From the display data above it is known that the value of *f* 1,939 with a significance level of 0,170 > 0,05, so the relationship between the variable X is Inquiry based learning with the Variable Y is Arabic learning is not acceptable on the basis of decision making if the significance value is < 0,05 then the decision is accepted with the existence of the relationship but if the meaning value is > 0,05 the decision can not be accepted.

Table 2. Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate
1	,197 <sup>a</sup>	,039	,508

a. Predictors: (Constant), Total

The model summary displays the name of the model, the model type, and the model formula. For parametric models (Linear Regression and Logistic Regression), additional summary statistics, appropriate for the

particular model type are also shown. (Sausi et al., n.d.) The summary model data showed that the relationship between the variable X (Inquiry based learning) and the Variable Y (Arabic learning) was 3.9%. The result showed a very low relationship pattern, which means that inquiry-based learning has not yet been fully implemented by students. The process of learning Arabic is done consciously. The dimensional language learning model can be done by teachers using sensory and intuitive learning. Sensing is the way to obtain information through sensory sensitivity. A sensitive person always sees and hears and comes up with curiosity for something. After feeling is thinking. In this case, an examination of information or ideas rationally and logically. (Indriana & Maksum, 2023)

Arabic is also the introductory language for most primary, secondary and tertiary education for school-age children up to the level of higher education. Learning a second language will be easier when it is realized that learning must be done consciously. The students make early progress faster, but ultimate success in the mastery of a second language. Therefore, it is necessary to equip Arabic lessons to develop the potential to communicate in oral form and to be aware of the importance of Arabic to enhance competitiveness in a global society. In learning Arabic students must receive information correctly so that in the learning process it is expected that there are no mistakes either from the teacher or the student who receives the material. (Rasyid et al., 2022)

UIN Maulana Malik Ibrahim as a higher education institution also has a language development unit called PKPBA and PKPBI under the responsibility of the language center. The birth of the Language Development Center at UIN Maulana Malik Ibrahim Malang was initiated with the birth of Special Program for Arabic Language Development (PKPBA) in 1997, and Special Programme for English Development (PCPBI) in 2000. The establishment of the CPPBA and the PKPBI is based on concerns about the low Arabic and English language ability of students in the Islamic college environment. The ability to master the Arabic language and English is considered an important thing that every student of UIN Maulana Malik Ibrahim Malang should have. With the advancement of information and technology, as well as the number of foreign students at Maulana Malik Ibrahim Malang University, in 2016 several other language units were formed: Indonesian Language for Foreign Speakers (BIPA), Chinese Language and Culture Center (CLCC), and Persian Language. Since then, the Center for Language Development has undertaken five language learning services: Arabic Language, English Language, Indonesian Language for foreign speakers, Mandarin Language and Persian Language. (Centre, 2022)

### Conclusion

Based on the analysis carried out, it can be stated that the internal factor of Inquiry Based Learning has a negative and insignificant relationship to the learning of Arabic in

the PKPBA program. Where the R Square value is 0.039 or 3.9% and the Sign value is 0.170. It states that the relationship between the X variable and the Y variable is still low. By providing innovation in Arabic learning and associated with inquiry based learning can train students to be able to develop intellectual discipline and thinking skills, by asking questions and getting answers on the basis of their curiosity. The purpose of the inquiry learning model in developing intellectual abilities is also part of the process of mental formation. Therefore, in the implementation of this learning model students are not only required to master the lesson, but also how they can use the potential they have.

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