

ARABIC LEARNING STRATEGY IN ISLAMIC STATE UNIVERSITY OF MALANG (CASE STUDY ABOUT STRATEGY IN IMPROVING LEARNING MOTIVATION AT UIN MALANG)

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ABSTRACT

Learning Arabic must be considered with the learning management to create effective learning process. Moreover, the existence of motivation must also insert inside of learning so that students feel enthusiast in case to obtain material from teacher. This study refers to strategy used in teaching Arabic in UIN Malang for especially in form of management such as planning-doing-evaluation. The purpose of this study can emerge what type of motivations involved in each management aspect of learning. To obtain the data and further needed information, this study uses Qualitative research design in type of field analysis. Briefly, conducting Interview-observation-documentation towards chosen subjects. After doing analysis of obtained data, then it shows some findings there are several unique teaching strategies in PBA department done by lecturer. Moreover, the lecturer also consider to each step of learning management. The motivation also emerged in each management aspect in order to creat comfortable and successful teaching and learning Arabic in PBA. Then, it can be said that every aspect of learning management at PBA has its own characteristics and way to do, furthermore there is one type of motivation in plan aspect, there are five types of motivation in doing aspect, and there are five types of motivation also in evaluation aspect.

KEYWORDS: *Arabic, Learning Management, Learning Strategy, Motivation*

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INTRODUCTION

Foreign languages in this modern era play a very important role in society, especially Arabic. Arabic language occupies a strategic position both in the effort to understand Islam and advice on communication between nations in the world, especially the unity of Islamic society, therefore it is recommended for universities that use Islamic labels to require each faculty to use Arabic as a communication tool (Bulkisah, 2012, p. 317).

Learning Arabic is an important thing for most universities, even described in a *hadith*. The importance of learning Arabic for Muslims has mainly been quoted by al-Syafi'i in Bulkisah (2012, p. 310); "There is no nation that is the most recognized language superiority, except the nation whose language is the same as the Prophet". There is a fact that in just six months to a year someone is able to attend lectures, understand books, communicate / visit Middle Eastern countries, even they can write in Arabic letters (Yusuf dan Anwar, 1997, p. 151). This further clarifies that Arabic is very necessary and important in education in term to support scientific activities.

On the other hand, if it is compared to Arabic teaching in Indonesia, it is considered difficult sense even to understand the material in each of its skills is a problem that is quite risky for students. This is in accordance with Izzan's opinion about the problem of learning Arabic in Indonesia, the problem faced by most students is through the stages of introduction, listening, and pronunciation (Izzan, 2009, p. 63). Still regarding the problem of learning Arabic, according to Kamaluddin (2005), the issue of teaching Arabic in Indonesia in general is the teaching and learning process which is less attractive and tends to be boring. This is because the teaching system tends to start from grammar-translation or grammar (*qawa'id*) and ignores other proficiency aspects such as listening, speaking and writing skills.

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“There is no nation that is the most recognized language superiority, instead of the nation whose language is the same as the Prophet”

Both globally and religious matters, Arabic is very appropriate to learn and there will be no harm in learning it. The advantage is also a lot, beside to expand linguistic insight, but also there is a side of faith or religion for adherents of Islam. Especially someone who is able to master the four aspects of Arabic language skills above, then his ability can be said to be good enough.

Meanwhile, in reality in the field based on the observations of the author for approximately 10 years teaching Arabic where most of them are alumni or graduates from Islamic Senior High School and Islamic Junior High School, they are unable to master the four aspects, both in the level of theory or practice. This was proven when the writer was teaching in class. Most of them are unable to read or speak when Arabic lessons begin, before the material is taught. In addition general, the teaching of Arabic in Indonesia encounters many obstacles that need to be resolved both in Islamic Elementary School, Islamic Junior High School and even Islamic Senior High School.

Regarding to term of students, generally they have a heterogeneous nature in the background following Arabic lessons. This means that students from Islamic families and environments generally have a strong base of Arabic, because they have been in touch with Arabic since their childhood both in the family and in the school environment. Such students tend to have a strong motivation to learn Arabic. However, it is different with other students who do not have sufficient Arabic background because they take basic education in public schools that do not teach Arabic. The basic ability of their Arabic is limited to the ability to read the Qur'an without being accompanied by the ability to write Arabic letters. As a consequence, when they or students want to continue their education at a higher level, they have difficulty in attending classes, especially because they have to be in one class with students who have a better Arabic background. Within the scope of higher education the problem associated with Arabic learning media arises, among others, because of the lack of instructional media, capable strategies, management of learning that is still not optimal yet.

Still regarding to the problem of learning Arabic, according to Kamaluddin (2005) states that the issue of teaching Arabic in Indonesia in general is the teaching and learning process which is less attractive and tends to be boring. This is because the teaching system tends to start from grammar-translation or grammar or *qawa'id* in Arabic and ignores other proficiency aspects such as listening, speaking and writing skills. While added by Jusril in Kamaluddin (2005) seeing the constraints precisely on the curricula aspect of Arabic in schools / madrasas included: 1). Unstable material, 2) Very little time allocation 3). Too heterogeneous ability and background of students. Jusril provides a solution so that teachers are brave to change the systematics of the curriculum, form remedial classes and coordinate with leaders to increase time

allocation, including having the ability to use media that is practical for easy understanding by students.

Motivation is very important applied in learning activities in the classroom, because the motivation motivates learning and conversely lack of motivation will weaken the spirit of learning, such as being bored and frustrated.

Motivation is often interpreted as a term of encouragement (the urge to move) (Fitriyah & Jauhar, 2014, p. 170). In simple terms, motivation is something that causes a person to step, keeps someone moving, and determines where someone tries to step. On the other hand, the presence of motivation can be an absolute requirement in learning activities; a student who learns, a student who learns without motivation (or lacks motivation) will not succeed optimally.

Learning language is also inseparable from the motivation to learn. From the Educational Psychology point of view, the success of the Arabic language learning process is not only influenced by intellectual factors, but also by other non-intellectual factors that are not less important in determining one's learning outcomes, one of which is the ability of a student to motivate himself.

Quoting of Daniel Goleman (2004, p. 44) opinion which states that intellectual intelligence or IQ only contributes 20% to success, while the other 80% is a factor of other forces, including emotional intelligence or Emotional Quotient (EQ) which is self-motivating ability, overcoming frustration, controlling pressure heart, regulate mood, empathy and ability to work together. Motivation is often interpreted as a term of encouragement (the urge to move) (Fitriyah and Jauhar, 2014, p. 170). In simple terms, motivation is something that causes a person to step, keeps someone moving, and determines where someone tries to step. In line with Buford (Buford and Arthur, 1988, p. 18) statement, that a person's motivation can be based on pressure, desire and encouragement in relation to a need.

The statement reinforces that the process of learning and motivation is something that is in line or important. Each other is the reason for the success learning Arabic for each student in language class. In this paper will focus on Islamic universities that teach Arabic as an influential department. Regarding on that, actually many Islamic-based universities in Indonesia, there is one Islamic University that is quite interesting to be the object of study, namely Malang State Islamic University or commonly known as UIN Malang or Maliki Ibrahim Malang. This College is an Islamic University which includes success in developing the learning process of Arabic for its students. This includes the growth of interest and motivation of students in learning Arabic. This is proven by the large number of students entering at UIN Malang rather than other UIN, especially in East Java, generally in Indonesia. Therefore, on this occasion the author will discuss about "the problems associated with students caused by several things including educational background, learning planning, implementation process that has not been maximal yet, evaluation of learning, motivation, and the purpose of learning Arabic" at UIN Malang.

LITERATURE REVIEW

In accordance with the opinion of Ahmad Mudzakir and Joko Sutrisno in his book *Psychology of Education*, suggests that learning is a business or activity that aims to make changes within a person, including changes in behavior, attitudes, habits, science, skills, and so on (Cholil and Kurniawan, 2011, p. 24).

Learning also has a period of change from those who do not know a thing to know new things. Understanding learning as a process of change, occurs within a certain period of time, the nature of the changes that occur is relatively permanent, changes occur because of experience (Atkinson et al, 2010, p. 420). This change includes changes in birth and mind. According to Mustaqim and Wahid the changes referred to were not only birth changes but also inner changes

(Mustaqim and Wahid, 2003, p. 60). In other words, in terms of the physical aspects of the individual able to behave in accordance with what has been learned and in terms of cognitive individuals are able to think better after getting a science from the learning environment, this is called intelligence.

In this case, the results of a change during the learning process, there is an addition of knowledge, understanding, and skills as well as attitude values. As stated by Winkel that learning is a mental or psychological activity, which takes place in active interactions with the environment, which results in changes in knowledge-understanding, skills and attitudes. Changes are of a relative nature and trace (Winkel, 1987, p. 36). Therefore, by learning an individual can get a variety of new things from his learning environment to shape his personality better than before, and as a means of honing his abilities.

According to Kamus Umum Bahasa Indonesia, the meaning of the word “learning” defines as to try to obtain intelligence or knowledge. Each individual must have a different character and level of intelligence, so an educator must be able to understand the level of individual intelligence. Smart itself is commonly used in everyday life. If someone is able to understand many things, is able to learn fast, and can choose effective actions, then it is concluded that he is a smart person. Indeed a person’s intelligence or intelligence plays an important role in his life (Purwanto, 2011, p. 59). Not only formal intelligence in an institution, the scope of one’s daily life can also be used as a trigger for intelligence. According to Syah (2013, p. 13) adds the scope includes:

- Context of teaching and learning (situation or place related to teaching and learning)
- Process of teaching and learning (stages in teaching and learning)
- Outcomes of teaching and learning (results achieved by the teaching and learning process)

Language learning defines as a process of acquiring the language that is being obtained. The language itself is divided into several skills, namely the skills of speaking, reading, listening, writing. In determining a learning strategy there needs to be a clear goal about which language skills to target. Like most languages, this Arabic language has four focuses on developing skills or abilities. Arabic language skills can be receptive in form of listening skills (*maharah al-istima'*) and reading skills (*maharah al-qira'ah*), as well as productive tangible skills namely speaking skills (*maharah al-kalam*) and writing skills (*maharah al-kitabah*) (Nuha, 2012, p. 83).

This speaking skill is defined as a free communication tool to express an idea that is in one’s mind directly. According to Acep Hermawan in Ulin Nuha (2012, p. 85), states that skill (*maharah al-kalam* in Arabic) is the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the talking partner

Moreover, Nuha also adds that Listening skills is a skill that is focused on comprehending or understanding the activities about what the speaker is saying or delivering. In Arabic states as *Maharah al-istima'* / listening skill is a person’s ability to digest and understand the words or sentences spoken by the talking partner or certain media existed.

Reading is seeing and understanding the contents of what is being written by stating or in the heart and spelling or reciting what has been written (Izzan, 2009, p. 149), therefore it can be said that reading is a process of communication between the reader and the author through the text he wrote (Nuha, 2012, p. 108).

According to Nuha, gives addition that writing skills or *al-kitabah* mastery is the ability or skill in describing or expressing the contents of the mind, starting from the simplest aspects, such as writing words, to complex aspects of writing (Nuha, 2012, p. 108). Through doing writing from the simplest to the most complex things, it will help individuals slowly understand the procedures for writing correctly.

Based on the four language skills above there needs to be a support strategy to facilitate an educator in applying a language material. Each skill has its own strategy. So that not only arbitrarily teaches a language skill but also must pay attention to the method of how to convey it, so that individuals can understand what is conveyed by an educator effectively and efficiently.

Strategy is an effort to achieve a goal or target set in accordance with the expectation. In general, the strategy is an outline of the direction to act in an effort to achieve a predetermined goal (Albertus, 2010, p. 67). If understood the sentence above can be said that strategy is the beginning of a learning plan. This strategy is created as a pattern in planning, implementing, organizing, and evaluating a desired teaching and learning activity in accordance with class conditions and the character of the individual. In order to apply the

strategies and teaching and learning process, an educational institution needs learning management, in order to be able to achieve effective and efficient education goals.

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Strategies in language learning can be in the form of a language teaching plan that is focused on the type of language skills that are intended. For instance, the first is in speaking skill.

Learning management here includes the process of planning (plan), implementation (do), evaluation (evaluate). Planning according to Sujanto is a plan which today is known by almost everyone (Harjanto, 2002, p. 1). Through this opinion, every activity that will be carried out needs a concept or plan. Meanwhile, the implementation of learning is a process that is arranged in such a way according to certain steps so that implementation reaches the expected results (Sudjana, 2009, p. 136). The implementation of learning is an activity that has educational value, educative value coloring the interactions that occur between teachers and students. The word evaluation is the same as assessment in English, which according to Tardif (1989) in the Shah defines evaluation as a process of achievement assessment to describe the success achieved by an individual in accordance with predetermined criteria (Syah, 2013, p. 139). In evaluation there is a comparison between the results and the process also the initial planning of learning.

Learning motivation has an important role as an encouragement to the spirit of learning. Motivation has the root word from the Latin *motere*, which means motion or drive to move (Prawira, 2012, p. 319). In terms of the term motivation is an effort that is based on influencing a person's behavior so that he is moved to act to do something to achieve certain results or goals (Purwanto, 2011, p. 73). According to Usman, motivation in terms of learning is a process to activate motives into an act or behavior to meet needs and achieve goals, or circumstances and readiness in an individual that encourages his behavior to act in achieving certain goals (Usman, 2011, p. 28-29). In addition, the position of educators in the learning process is as a motivator and facilitator for individuals. In addition to the definition of learning motivation, motivation here has several forms. According to Sadirman A. M (2003, p. 95) forms of learning motivation are divided

into 11, among others; (1) Give numbers; (2) Prizes; (3) Competitors / Competition; (4) Self-esteem; (5) Assessing tests; (6) Knowing the results; (7) Praise; (8) Punishment; (9) Desire to learn; (10) Interest; and (11) recognized goals. Sardiman (2003, p. 21) states that case of motivation in a person has some following characteristics such as:

- **Persevere:** That is diligent in the face of the task (can work continuously for a long time, never stop before completion).
- **Tenacious:** That is resilient in the face of difficulties (not short of despair). It does not require an external encouragement to achieve as well as possible (not quickly satisfied with the achievements that have been achieved) c. Showing interest in various problems

Usually it is occurred for “adults” (for example: problems of development, religion, politics, economics, eradicating corruption, eradicating all criminal acts, immorality, etc.).

- Prefer to work independently
- Get bored quickly on routine tasks (things that are mechanical, repetitive) just repeat it so it's less creative)
- It can maintain his opinion (if you are sure of something)
- It is not easy to let go of what he believes in.
- Feeling fine to find and solve problems.

Previous research on learning Arabic has found some new insights for the science of its own language and for supporting this research, such as; Muhammad Toha found that teaching Arabic by implementing School-Based Management is the provision of the widest possible opportunity for managers to keep up with their school activities in accordance with existing conditions and situations. In teaching Arabic, MBS provides the widest opportunity for Arabic language instructors to actualize the school's potential in designing learning systems (Toha, 2012). Second, According to Rahmat Iswan to found that learning Arabic can be through existing technological facilities. Like the internet and the web, interactive CDs, satellites / satellite dish, Arabic E-learning especially for students in secondary schools and lectures (Iswanto, 2017). Whereas in terms of motivational research, several researchers have conducted it and found varied results. The first, according to Siti Suprihatin found that the role of motivation involved in learning towards students is one technique in developing the ability and willingness to learn (Suprihatin, 2015). Secondly, according to Rohadi found that there was a simultaneous influence on time management and teaching motivation towards the professional competencies of teachers in Pekalongan City High School (Rohadi, 2008). Third, according to Elis Mediawati in university case, the existence of learning motivation and lecturer competency have a positive and significant influence both partially and simultaneously on student learning achievement (Mediawati, 2010).

METHODS

Research Approach and Type of Research

In this study, researchers used a qualitative research approach, in which to examine the phenomena experienced by certain subjects. Subjects here are Arabic Language students, Arabic Language Lecturers, Heads of Departments and Secretary of the Arabic Language Education Department at UIN Malang. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects holistically, and by way of descriptions in the

form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2012, p. 6). Regarding with the type of research, this study included a type of case study. Case study research is a study that involves researchers in the investigation of individual behavior. Research on the background and condition of a particular individual, group or community with the aim of providing a complete picture of the subject or event under study.

In addition, in the assessment, the results of this study will not be in the form of numbers but words or even sentences that have been analyzed in depth. According to Margono (2014, p. 36) says that the research with a qualitative approach defines as a study in which the data are stated in the form of words (not numbers) originating sources from interviews, report notes, documents, and so on or research which the contains prioritizes the analysis in terms of something events or processes as they are in a natural environment to obtain deep meaning from the process.

In this study the researchers examined the actual conditions that exist in the State Islamic University of Malang or UIN Malang, namely about the forms of motivation in learning Arabic. So that in descriptive qualitative research is research that seeks to describe problem solving that exists based on data with a description of words. The data obtained in the form of words or sentences from the observations of researchers who then described.

Researcher Attendance

To get valid and objective data on what is examined, the presence of researchers in the field in qualitative research is absolutely necessary. In qualitative research, the researcher himself or with the help of others is the primary data collection tool (Moleong, 2012, p. 9). For this reason, the validity and reliability of qualitative data depends a lot on the methodological skills, sensitivity, and integrity of the researchers themselves. The position of researchers in qualitative research is as a planner, data collector, data interpretation analysis and in the end he becomes the reporter of the research results (Moleong, 2012, p. 168).

As a researcher in a qualitative approach, he has the task of focusing on research, data sources, collecting data until analyzing and interpreting data which will then draw a conclusion to answer the existing problem formulation. According to Sugiyono (2016, p. 222), a qualitative researcher as a human instrument, it functions to determine the focus of the research, choose data source informants, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on its findings.

In this study, the presence of researchers is to be directly involved or interact with the Head of the Department of Arabic Language Studies, Arabic Lecturers, and Arabic Language Students. The aim is to gather information through open interviews about forms of motivation in learning Arabic at Islamic State University of Malang or UIN Malang. In addition, researchers also observe / observe, interview, and document in order to collect data directly from the location of the study relating to the research of forms of motivation in learning Arabic in UIN Malang in detail and specific.

Research Location

The location of this study is in UIN Malang, having its address at Jalan Gajayana No.50, Dinoyo, Lowokwaru District, Dinoyo. Lowokwaru, Malang City, East Java 65144, researchers took the research site at this location because; 1) it is a favorite State Islamic University in Indonesia in terms of Arabic language study programs, 2) This university is unique because it has a mission as a world-level university or world class university in improving the quality of Arabic and English classes, 3) there is cooperation with outside parties, the proof is many lecturers taken directly from the Middle East to teach Arabic, 4) the location of this campus is a special attraction for prospective students because UIN Malang is at a

temperature of 240-300 C so that it has cool air and is located in the foot of Mount Arjuna so that the student lectures are very good.

Data Source

In general, data sources can be classified into three types which are abbreviated as 3P consisting of: according to Arikunto (2010, p. 44) states first Person, which is a data source that provides data in the form of oral answers through interviews or in the context of this research called informants. Paper, in the form of documents, scripts, statements, archives, guidelines, decrees, and so on where researchers read and learn something related to research data. Place, in form of space where an activity related to research data takes place.

Data Collection Technique

The technique of collecting data is through three stages, including interviews, observation, and documentation. The interview method is a meeting between two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic. Observation is a method of collecting data that uses observations on objects of research that can be carried out directly or indirectly. The documentation method in research is used to collect data from various types of information, can also be obtained through documentation, such as official letters, meeting notes, reports, articles, media, clippings, proposals, agendas, memorandums, development reports that are deemed relevant to research done.

Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories describing in units, synthesizing, arranging into patterns, choosing which ones are important and which will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiyono, 2016, p. 244).

This research is qualitative research design which focusses to process the data and in this case the author uses the theory of Miles and Huberman. In conducting the data analysis, researchers used theories from Miles and Huberman which suggested that the activities in qualitative data analysis were carried out interactively and were continuous until they were saturated so that the data was saturated. This data analysis can be done through three lines of activities that occur simultaneously. According to Sugiyono (2016, p. 247-253) states that the stage of data analysis activities in this study can be explained as follows:

Data Reduction

According to Milles and Huberman, reducing data is summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection and look for it if necessary so that it is arranged systematically and easily controlled.

Presentation of Data (Data Display)

After the data is reduced, the next step is to present data that can be done in the form of tables, graphs, pictograms and the like. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be more easily understood in order to obtain conclusions as research findings.

Drawing Conclusions or Verification (Conclusion Drawing)

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if there is valid evidence, then the conclusions put forward are credible conclusions.

Checking the Validity of the Findings

In the qualitative research method there is checking on the validity of the findings. This is intended to see again the data obtained in the field whether it is truly valid or not. The sharpness of the researchers' analysis in presenting a data does not necessarily make the findings of the researchers as accurate and high-confidence data.

Qualitative as one method of research has standardization in determining the level of trust in data found in the field. Moreover, the general view of research data in qualitative research tends to be individualistic which is influenced by the subjectivity of the researcher, so that the research data is sometimes questionable in its objectivity. This situation cannot be separated from the research instrument and the researcher validation as the instrument used in this study is the researcher himself.

Research Procedures

In this study the work of the study was in accordance with Moleong (2012, p. 127-148), namely there are four stages of research, including:

Pre-Field Phase

Includes activities to compile research designs, select research fields, arrange permits, explore and assess the field, choose and utilize informants, and prepare research equipment.

Field Work Stage

Includes collecting data related to forms of motivation in learning Arabic at UIN Malang.

The data was obtained by observation, namely observing all things related to the focus of research naturally during the learning process took place as well as outside the classroom, interviews, and documentation in the form of photographs and document notes from UIN Malang that were relevant to the research focus.

Data Analysis Phase

Includes data analysis both obtained through observation, interviews and documentation at UIN Malang. Then the data interpretation is carried out in accordance with the context of the problems studied, then checking the validity of the data by checking the source of data obtained and the method of data acquisition so that the data is truly valid.

Report Writing Phase

Includes activities for compiling research results from all series of data collection activities until giving data meaning. After that, conducting consultations on the results of research with Reviewers to get improvements, suggestions for the perfection of this research. The last step is to complete the requirements for the exam.

FINDINGS AND DISCUSSION

Learning Motivation Type in Case of Planning of Arabic Learning at UIN Malang

Planning of Arabic Learning

Speaking Skill

First, this skill a lecturer needs to arrange silabi, coordinate with allied lecturers, compile RPS to practice with native speakers from the Middle East 2) Listening Skill

Secondly, in listening skill a lecturer needs to arrange silabi, coordinate with allied lecturers, compile RPS for practicum through audio or video media and directly listen to native speaker conversations from the Middle East.

Reading Skill

The third is the planning of reading skill which starts from the preparation of silabi, coordination with allied lecturers, compile RPS to practicum through the newspaper or text about Arabic so that students practice to read well and correctly.

Writing Skill

The fourth is Writing skill planning, which starts from the preparation of silabi, coordination with allied lecturers, compile RPS so that if the student's writing is deemed appropriate and good, the name will be displayed in the bulletin department or even published in the Journal Publisher. In addition, students also participate in literacy, not only in the classroom, but later can be continued in the journal for publication.

Motivation Type in Planning

The "desire" in learning. Motivation in planning lies at the beginning of the learning process. This is evidenced when an educator provides an explanation of the benefits of learning on that day. Submission of learning goals is part of the learning planning motivation which is quite important in order to provide an overview to students, especially students, to know about the purpose of the lecture they want to follow. This is supported by the desire to follow the courses that the lecturers want to teach. The desire to learn is an element of consideration, there is a purpose to, this is better, when compared to all activities without any intention (Sardiman, 2003, p. 95).

Learning Motivation Type in Case of Doing of Arabic Learning at UIN Malang a. Doing of Arabic Learning

The implementation of learning is an implication of planning that has been prepared based on existing provisions. The lecture process that takes place is proof of the implementation of the Silabi that has been setted. Then the application of strategies is also important in lecturing. The teaching method which is highly emphasized in lecturing in the PBA UIN Malang consists of several types. The methods used by lecturers such as the application of Jigsaw in the classroom to the utilization of facilities such as digital libraries in the Central Library to improve understanding of PBA students. In addition, the learning process is not only done in class but sometimes outside the classroom or the term of "outdoor lesson". Bringing Native Speakers or native Arabic people has also been implemented in learning Arabic, especially in studying speaking and listening skill. Whereas to support lecturing activities, each class has facilities to be utilized including laptops for each lecturer, the presence of LCD projectors installed in each class, wifi to the utilization of Statistics (SPSS) programs.

Motivation Type in Doing

Giving Reward

Lecturing in PBA as one of department in UIN Malang, giving rewards is divided into two namely verbal and non-verbal. Verbal refers more directly to praise when lecture activities take place. This compliment is a positive form of reinforcement as well as motivation. While nonverbal rewards are in the form of actions directly from lecturers to students. This action is more directed at feedback about the work of students.

Lecturer Quality

Motivation arises through the pleasure of students to directly ask for advice toward their work with the lecturer at the experts in their research themes. This is evidenced by the presence of lecturers who are experts in *sharaf* science, *nahwu*, curriculum development, linguistics, electronic and so on.

Facilities and Technology

Lecture activities will be greatly helped by the availability sufficient facilities to support the course of lectures, such as laptop facilities for each lecturer, wifi, LCD projectors in each class and Statistics programs that can be accessed. Then, motivation arises with the existence of facilities that have been provided by the institution.

The existence of Native Speaker

Extrinsic motivation is motivation that arises because of stimuli or assistance from others. Native Speaker's existence is very beneficial for students and lecturers, because in terms of practice making lectures seem meaningful, they can directly listen and speak directly with native Arabs who in fact as lecturers and some as students.

Sistem Pengajaran

Motivation in this system is proven by practice in class and outside the classroom. Like, students and lecturers uses laboratory facilities for listening skill, while for speaking skill they prioritize class discussions and practice directly with native speakers from the Middle East. While reading skill uses a system of reading the prepared text. For writing skill, through the guidance of competent lecturers, they were asked to make a proposal. In other words the material as lecture teaching material and the teaching method that has been designed aims to arouse student curiosity about the Arabic language methods.

Learning Motivation Type in Case of Evaluation of Arabic Learning at UIN Malang a. Evaluation of Arabic learning

The evaluation used in teaching and learning Arabic lectures at UIN Malang is various. There are direct evaluations in the form of assessments in class during lectures, Middle Semester Exams, Assignments and End of semester Exams.

In the quality assurance activities of the teaching and learning process at the evaluation stage of the planning of the lecture program and the implementation of the lecture program, Islamic State University of Malang or UIN Malang here conducts an assessment of the academic abilities of students in a course (Arabic). According to Borang PBA of UIN Malang (p. 27-28) shows that Evaluation procedures can be carried out and explained as follows;

Assessment activities Academic abilities of a course are carried out through structured assignments, independent assignments, midterms and final semester examinations.

The practicum activity is based on the application of knowledge related to a particular course subject and the assessment is carried out by the counselor carried out in a directed and objective manner

Structured activities in the activity of assessing academic abilities of a course in a semester are carried out at least 1 time in 1 semester

Independent activities in activities to evaluate academic ability of a course in a semester are held at least 1 time in one semester.

Midterm examinations and the end of the semester are carried out in accordance with a predetermined schedule in the academic calendar.

Assessment through structured assignments, independent assignments, midterms, final semester examinations and practicum examinations is intended to determine the final value (NA) with a certain weight

Assessment of the success of student studies for each subject is based on the benchmark reference assessment (PAP). Every beginning of the new lecture, the lecturer informs the student and the assessment system that is being used. The benchmark reference assessment system is an assessment by comparing the real learning outcomes of students with a predetermined benchmark. The benchmark is usually called the graduation limit or minimum mastery level.

Table 1: Score Ranks

No.	Interval Score	Letter Score	Number Score		Status
1	85 – 100	A	4,00	Lulus	
2	75 – 84	B+	3,50	Lulus	
3	70 – 74	B	3,00	Lulus	
4	65 – 69	C+	2,50	Lulus	
5	60-64	C	2,00	Lulus	
6	50-59	D	1,00	tidak	lulus
7	kurang dari 50	E	0,00	tidak	lulus

On the other hand, learning evaluations conducted every semester at the end of the lecture, choose the next semester program. the first for students, if they get a grade point average or high GPA they can program more and varied courses, and vice versa. For lecturers, it can be used as a self-reflection whether the teaching and learning process carried out successfully effectively or not, technically this learning evaluation has been arranged in the FTIK education manual (Borang PBA of UIN Malang, p. 29).

Based on the Form BA PBU UIN Malang states that the forms of evaluation applied at UIN Malang are as a whole, among others;

- Evaluation of the active presence of students through lecture attendance
- Monitoring and evaluating performance teaching lecturers through class journals
- Evaluating learning outcomes based on educational manual assessment standards
- Conduct an assessment based on the "learning contact sheet" agreed upon by students and lecturers ((Borang PBA of UIN Malang, p. 163)

Motivation type in Evaluation

Oral and Written Tests

In UIN Malang, evaluation in the form of oral and written examinations which is applied for the evaluation of Semester or middle test as well as Final Semester or final test. With the aim is nothing but to determine the weight of NA or the final score, commonly referred to as the GPA (Achievement Index). Of the two exams were accumulated as the final test of student learning. Basically this evaluation is the same as a sematic test in a sense, as a means of determining individual status (Khodijah, 2014, p. 196-197). So if the score is good or high, it is very possible for students in the next semester to take more varied subjects.

Giving Numbers as Score

Numbers that appear from NA will be interpreted in the form of letters. From the smallest scores below 50, E, 50-59, D, 60-64, C, 65-69, C +, 70-74, B, 75-84, B + and the highest is 85-100 which gets the letter A. In addition, the motivation here is the level of graduation or not (repeating). For the values of letters A to C, they are declared pass, while D to E must repeat or not pass. From here comes the sense of competition and active learning to achieve graduation standard scores.

Numbers in this case are the symbols of the value of learning activities. Good numbers for individuals are very strong motivations. But as educators must know that exposure to such numbers is not yet a true learning outcome, meaningful learning outcomes, steps taken are educators giving numbers. According to Sardiman (2003, p. 95) states that numbers can be associated with the values contained in each knowledge taught to individuals so that they are not just cognitive, but their skills and affective.

Appreciation of Scholarship and Varied Subjects for High GPA

In this case motivation arises because there is an opportunity for students to find out the results of their courses so that they can be taken into consideration to take more varied courses in the next semester. Knowing the results according to Sadirman will encourage individuals to be more active in learning, this means that getting to know the graphs of learning outcomes increases, there will be motivation for individuals to learn continuously with hopes that the results will continue to increase.

Appreciation of Duplicate Trophies

Intrinsic motivation is motivation that arises from within person concerned without stimulation or help from others. Intrinsic motivation can be in the form of personality, attitude, experience, education, or in the form of appreciation and ideals.

The trophy obtained from the results of the competition in this case is one of the intrinsic factors of a student from the results of his own hard work in participating in the competition. There are several types of competitions that are followed by PBA students at Islamic State University of Malang or UIN Malang, however what students are most interested in is the Arabic debate competition. This activity is the result of the guidance of PBA lecturers who have never been bored in supporting the positive activities of their students. Even from the results of the interviews themselves stated that the “enthusiasm” of students participating in the race actually started with their own individual desires. This is what is called intrinsic motivation.

Moral Appreciation

Feeling comfortable and appreciated is a motivation value that is needed by students. The aim is to be more motivated to learn, although sometimes there is always a cycle of up and down about the achievement, but in UIN Malang still gives support to students not to give up and always try.

If there are individuals who are successful or successful in completing their tasks properly, praise must be given. This compliment is a positive form of reinforcement as well as motivation. Giving must be right, with the right praise will appear a pleasant atmosphere and consider the passion of learning (Sardiman, 2003, p. 95). Although this is very simple but according to most students it is very meaningful. Feeling comfortable and valued is a motivation value that is needed by students. The aim is to be more motivated to learn, although sometimes there is always a cycle of ups and downs of achievement, but Islamic State University of Malang still gives support to students not to give up and always try. This is as stated by Khodijah (2014, p. 149) states that in terms of terminology, motivation is expressed as a need (needs), desire (wants), impulse, instincts, and drive, which is something that forces the human organism to act or act.

CONCLUSIONS

There are several important and significant factors why many high school alumni want to continue at the UIN Malang college in the Arabic Language Education Department. There are many forms of motivation in the stages of lecture planning, doing, and evaluation. In planning the dominant form of motivation is the "desire" or the desire to learn because the lecturers plan an open lecture concept, namely the students are informed about the objectives of the lecture, the material to be studied, the media and strategies used, all discussed in the beginning so that students more intrigued and understand what needs to be prepared before the lecture begins. In the doing phase there are five forms of motivation, including giving rewards, the quality of lecturers, facilities and lecture technology that are very adequate, the existence of native speakers from the Middle East, teaching systems. In the evaluation phase there are five forms of motivation, including motivation in the form of oral and written examinations, granting scores or numbers, awards in the form of scholarships and can choose varied subjects and many if the GPA is good, appreciation of duplicate trophies if taking an Arabic Language competition, Appreciation Moral.

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