

Students' Needs of Arabic Speaking Material Using the Integrated Local Wisdom in the 21st-Century Skills Model

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ABSTRACT

This study aimed to obtain the results of the analysis of the needs for speaking Arabic teaching materials through the basic values of local wisdom that are relevant to 21st-century skills. The research method used qualitative descriptive phenomena that occur in the field related to the need for teaching materials to speak Arabic. Participants were students and teachers of Arabic speaking courses. Data were collected through observation, documents and questionnaires. Technical analysis of data was carried out through the stages of data reduction, data presentation, and concluding. In addition, the data analysis technique used expert judgment. The findings show that teaching materials for speaking Arabic must be relevant to the cultural values of local wisdom and in harmony with the culture in Arabic so that students still have nationalist character values. So, teaching materials for speaking Arabic must present materials that can develop critical thinking patterns in the communication process, reflect the cultural values of the archipelago or local wisdom values that are in harmony with the culture in Arabic, and meet the demands of 21st-century skills so that students can compete in the era of globalization. Globalization.

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1. INTRODUCTION

The process of learning to speak Arabic is one of the skills designed in the Arabic Language Education curriculum at the Arabic Language Education Study Program, Faculty of Language and Arts, State University at Jakarta. Speaking skills are a very important part of supporting graduate skills. Competencies that must be possessed by graduates include; 1) students have standard Arabic language skills (Fusha), both oral and written, 2) students have more knowledge about linguistics, literary and Arabic culture, 3) students can use speaking skills in their daily lives. Moreover, in the global era, with the advancement of digital technology and the development of science, the competence of graduates is required to be able to compete, think globally and deal with all the progress of life today (Lase, 2019). Therefore, the study program must design teaching and learning activities according to current needs.

This means that the implementation of education and especially for educators today, has a very big challenge in meeting the quality needs of human resources or graduates from universities. So, educators must have a readiness strategy in teaching in the era of industrial revolution 4.0 and facing millennial students (Purwanto, 2021; Nababan et al., 2020)

One of the most important parts of achieving this situation is Arabic language skills teaching materials that are relevant to 21st-century skills. In general, teachers must understand the current social changes (Barni, 2019). The results of the evaluation of online learning teaching in the 2020-2021 school year show that the Arabic speaking competence that must be mastered by students is still low because zoom activities during the online learning process do not indicate that students are less active in speaking. Meanwhile, the results of interviews with 3 colleagues who teach Arabic speaking courses also show that several other obstacles affect speaking activities in online classes, including difficulties in pronouncing sound systems (*ashwat*), especially Arabic letters that have no equivalent in Indonesian, mistakes in assembling word positions (*nahwu* and *sharaf*), and word order (*uslub*) which are still influenced by the source language, limited vocabulary (*mufrodat*). So, learning Arabic grammar using textbooks with long details can be translated into creative and innovative forms (Fauzi et al., 2020)

Meanwhile, the results of interviews with 20 students in the 2020-2021 even semester concluded that several other problems faced in the Arabic speaking class were 1) the sources of teaching materials that were not by the student's needs. 2) Utilization of online learning resources is still low. 3) Students tend to follow the contents of the books used by the lecturers so that students become passive and always wait for the direction of the material to be studied. This causes students to practice speaking less during class. The books used are taken from outside so that local cultural values cannot be integrated into teaching. The culture that is understood for speaking Arabic activities in Arabic. Whereas the demands of 21st-century skills for students are not only oriented to technical skills or knowledge, local wisdom is also a very important part today as a bulwark in the face of freedom of information. This means that the teaching materials provided should have local wisdom.

The results of the document analysis of Arabic speaking teaching materials that have been used so far conclude that the teaching materials used today are the book *Al-Arabiya Bayna Yadayk*. The advantages of this book are; combining four language skills (listening, speaking, reading and writing) and three language elements (letter pronunciation, vocabulary and structure), the vocabulary learning presented in this teaching material goes through systematic stages by including various pictures and various exercises but This teaching material cannot be separated from its shortcomings, although it does not reduce the quality of the teaching material. While the shortcomings in the use of this book are; not all students have the original book, which causes unclear writing and image quality, and the lecturer in teaching the material focuses on using the Audio Lingual method because it adapts to the characteristics of the book. The most basic skill of speaking Arabic involves making a distinction between the feminine and masculine genders (Arifin & Ismail, 2011)

Therefore, these problems must be considered to minimize the impact on the quality of graduates. From some of the findings of these problems, this research is focused on the study of the analysis of the needs of Arabic speaking teaching materials based on local wisdom. It also remains relevant to the needs of students, colleges (Parnawati & Ulinuha, 2019), and skills in the 21st century. Moreover, the diversity of student needs is different (Ekayati, Manurung, & Yenni, 2020). Needs analysis is an integral part of the material evaluative review (Rashidi & Kehtarfard, 2014) and fulfils students' needs (Aladdin, 2016). The development of Arabic teaching materials with multicultural values is very important to produce Indonesian diaspora students who have a spirit of nationalism and

respect for plurality (Nuruddin, Budiawan, Ilham, & Haqi, 2021). In another study, it was shown that the characteristics of teaching materials that were suitable for use in Arabic speaking skills were divided into objectives, phonetics, themes, socio-cultural, exercises, steps and visualizations (Zulharby, Zulharby, Rasyid, & Nuruddin, 2019).

Previous research has also done a lot of developing teaching materials that can be relevant to the times and the needs of students. This means that teaching materials still refer to the concept of culture, character values, and local wisdom in Indonesia. So, the gap that is raised in this research is the concept of the foundational value of local wisdom that is relevant to 21st-century skills for the needs of Arabic speaking teaching materials. Culture in Arabic is still taught by the values of local wisdom in Indonesia. However, the value of local wisdom studied in this needs analysis leads to a culture in Arabic that is relevant to the value of local Indonesian characters and meets the skills needs of the 21st century. Due to current education equips students with new literacy, competence for the productive use of information technology, and an adequate base of conceptual knowledge of specific disciplines (Churchill, King, & Fox, 2013). Thus, the value of the concept being studied becomes a novelty offer that can provide a different concept from previous research. In addition, it refers to critical thinking in Arabic speaking practice.

So, the purpose of this study was to obtain the results of the analysis of the needs of Arabic speaking teaching materials through the basic values of local wisdom that are relevant to 21st-century skills. The results of this study are expected to be useful in the development of teaching materials in universities for Arabic speaking courses and can be combined with other Arabic language skills. It can also be used as a guide in developing teaching materials in study programs.

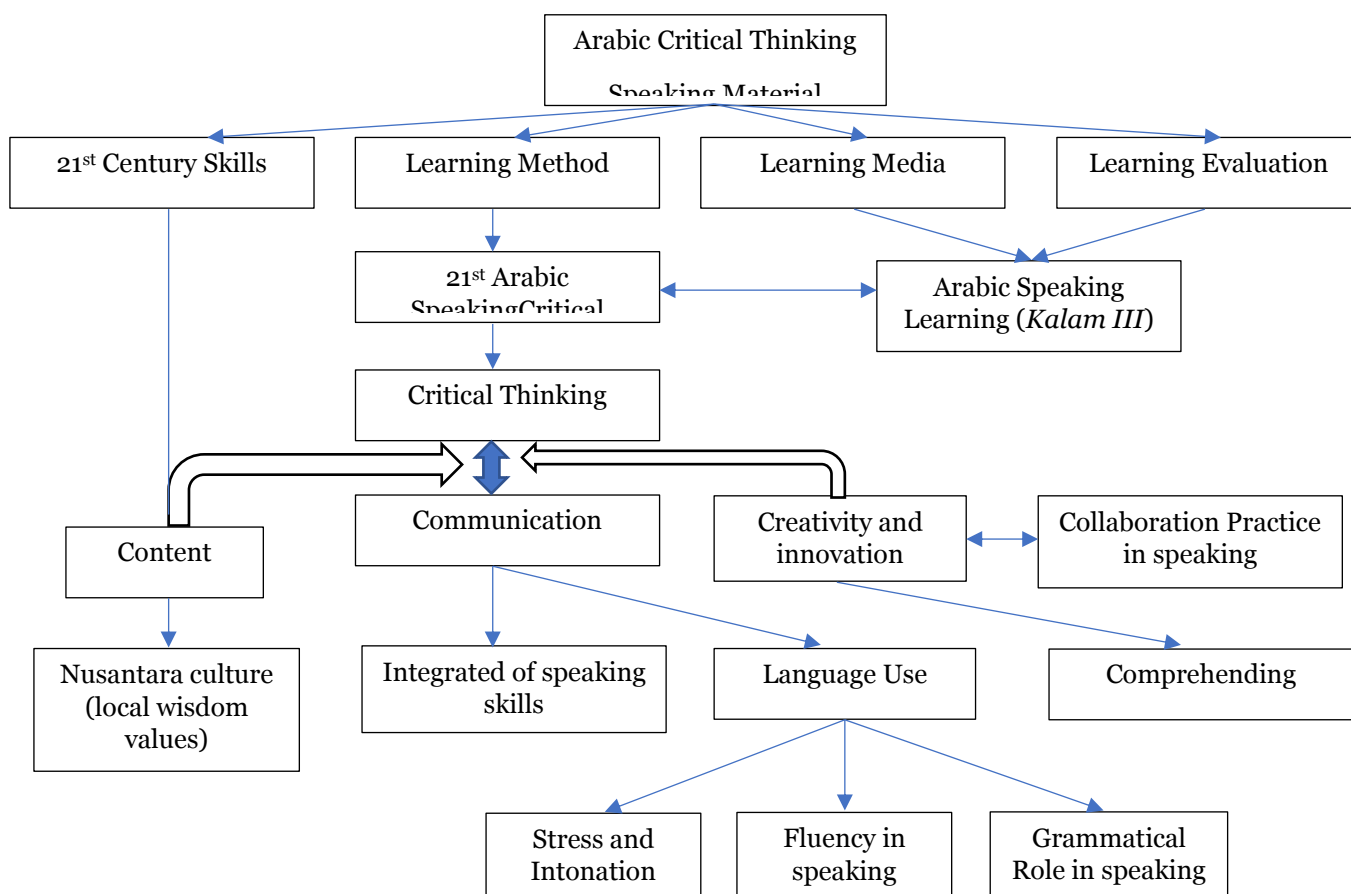
2. METHODS

This research uses qualitative research with a qualitative descriptive method. Qualitative studies describe phenomena or events that occur in the field and show patterns and themes related to facts. This research has two approaches, namely exploration and case study (Parse, 2001). Thus, this study explores the analysis of the need for integrated Arabic speaking teaching materials with local wisdom values that are relevant to 21st-century skills. This research was carried out in the even semester of the 2020-2021 academic year at the Arabic Language Education Study Program, State University of Jakarta. Participants consisted of 46 students and 4 lecturers of Arabic courses. Students who become participants are selected through the criteria that students have received Arabic speaking courses in the previous semester so that they know the level of deficiencies and needs of Arabic speaking teaching materials.

Data was collected through documents, questionnaires, and observations. Document data is taken from teaching materials and syllabus used so far as well as learning evaluation reports from teachers. Observation data was taken from the online learning process which was carried out 4 times. Researchers recorded and recorded field notes related to students' speaking activities in online classes. Meanwhile, questionnaires were given to students and teachers regarding their desire for teaching materials to speak Arabic. There are three steps of data analysis, namely data reduction, data presentation, and concluding. In addition, the data analysis technique uses expert judgment. The data reduction process was carried out during data collection through documents, questionnaires and observations. Furthermore, analysis activities are carried out to find out the findings and presented in the form of graphs and narratives. Then, the researcher concluded. Meanwhile, expert judgment is involved in improving the accuracy of the analysis results

3. FINDINGS AND DISCUSSION

The results of data analysis from observations, documents, interviews and questionnaires show that Arabic speaking teaching materials must be designed according to the context of the environmental background of students and universities (through the development of cultural values of local wisdom) and can meet the outcomes of 21st-century skills development needs. The draft requirements for speaking Arabic teaching materials are:



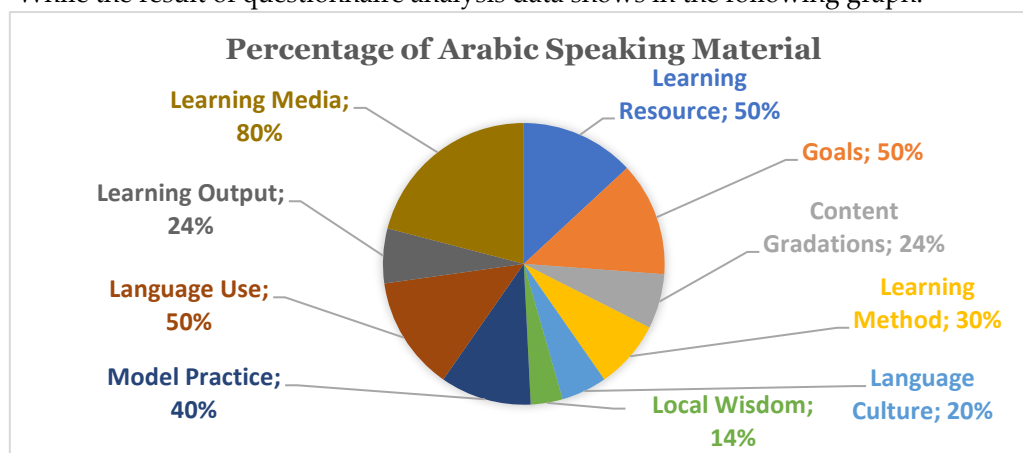
Picture 1. The Framework of Arabic Speaking Material

Figure 1 is a framework for the need for teaching Arabic speaking materials based on the concept of cultural values and local wisdom. The results of the analysis of teaching materials and syllabus documents that have been used so far obtained the points needed for teaching Arabic speaking materials as follows;

1. Learning resources should be able to meet the needs of speaking competence achievement including sound (*ashwat*), vocabulary (*mufrodah*) and grammatical structure (*al-tarakib al-nahwiyyah*). So that students speak in a structured manner.
2. The goals to be achieved must be related to communication competence (*kifayah ittisholiyah*), the ability to understand Arabic and Islamic culture (*kifayah tsaqafiyah*), and local culture (local wisdom values).
3. Presentation and addition of new vocabulary in textbooks that have systematic gradations and are supported by pronunciation exercises that are difficult to pronounce and train students to develop vocabulary through various pictures.

4. This textbook consists of 3 books. 2 books used by students and 1 book used by teachers which serves as a guidebook in the learning process and answers to all exercises from each chapter. This series of textbooks is suitable for beginners (*mustawâ asâsî*), intermediate (*mustawâ mutawassith*) and high-level (*mustawâ mutaqqoddim*) students, both taught in formal and non-formal institutions, regularly and intensively.
5. The topics of discussion have been assessed as varied and contain popular themes about the daily life of learners that are by the needs of students.
6. The level of brightness gradation of the image is less clear.
7. The book used has a comprehensive evaluation level because it integrates four language skills and language elements simultaneously.

While the result of questionnaire analysis data shows in the following graph.



Graph 1. Percentage of Questionnaire Result about Arabic Speaking Material

The designed questionnaire consists of 10 aspects. The overall analysis of the data shows that teaching materials for speaking Arabic must be designed according to the culture and values of local wisdom but still relevant to the culture of Arabic. The values developed in teaching materials must also be under the needs of students and the development of science and the demands of 21st-century skills. The first aspect is related to Learning Resources. So far, the learning resources used have been focused on books from foreign publications. However, the book used is indeed suitable for beginners. This means that there are no learning resources designed according to the needs of students and the college environment. The second aspect is the goals that have been achieved well even though the students' speaking competence has not met 21st-century skill standards. The third aspect is content gradations related to the diversity of material content. Teachers are still fixated on book content and have not been designed according to the sequence of speaking competencies that must be mastered by students, so it is necessary to develop content that can stimulate students' critical thinking patterns as well. This means that teachers must innovate so that students can understand the content of the material comprehensively.

The fourth aspect is the learning method related to teaching-focused instruction, so this does not yet refer to the achievement of 21st-century skills. Students are required to have creativity and innovation so the framework that has been made in Figure 1 shows that teaching materials must be able to have creative and innovative values. Creativity and innovation have been highlighted as important skills for the 21st century, especially when we consider that both skills can enhance human potential by bringing out positive aspects of the individual (Nakano & Wechsler, 2018). Moreover, in the 21st century, students of all educational levels face extreme global competition, information-driven technology, and rapid media saturation. This dramatic acceleration challenge is the reason why the

education system must prepare students with the skills needed in the era of globalization (Afandi, Sajidan, Akhyar, & Suryani, 2019). Arabic learning holistically and integrally can answer the challenges of the 21st century (Febriani et al., 2020; Aflisia et al., 2019). So, the designed teaching materials should also be equipped with learning methods related to communication competence and the development of critical thinking patterns.

The fifth aspect is that the language culture shown in the learning process is still focused on culture in Arabic and has not been relevant to the environment in Indonesia. It can develop innovative materials (Dewi & Ramadan, 2021). In addition, students find it difficult to apply communication practices to the values of local wisdom they face in everyday life. This is in line with the sixth aspect, namely the value of local wisdom. Local wisdom-based learning can be applied to improve students' critical thinking skills and concept mastery levels (Arti & Ikhsan, 2020; Hadiyanto et al., 2020; Albantani & Madkur, 2018). It is known that the cultural diversity that exists in various regions in Indonesia produces a lot of potential for local wisdom and traditions (Fuad, Efendi, & Muhammad, 2020) so that it can produce students' critical thinking skills in speaking practice.

However, speaking Arabic is quite good in the aspect of the practice model because it involves students in speaking practice. However, the concept of implementing the practice model does not stimulate critical thinking patterns. So, their ability to master language use is also still low. This is seen in the eighth aspect. So, the gradation of language use must be able to stimulate students' desires and interests in speaking practice. The ninth aspect is learning output which is still low. Even though online learning media in the tenth aspect has shown a fairly good condition. However, the achievement of learning output is still low because the teaching materials are not fully suited to the needs of students.

The results of the analysis of observations in Arabic speaking classes conducted online show that the learning system is built based on plans that are relevant to the objectives, learning domains and hierarchies by using a variety of challenging strategies and techniques, encouraging students to think critically to explore, be creative and experiment by utilizing various source. To improve the quality of learning, the University has a mechanism to monitor, review, and periodically improve lecture activities (presence of lecturers and students), preparation of lecture materials, and assessment of learning outcomes.

Learning to speak Arabic using a book (*Al-Arabiah baina Yadaik volume I*) for beginners is quite appropriate because the topic of discussion of all units in the first volume is related to the topic of discussion of daily activities in the form of dialogue. Meanwhile (*Arabiah baina Yadaik volume II*) all topics of discussion are in the form of discourse texts. Students are required to understand modern vocabulary and complex grammatical structures and can analyze the text content of each paragraph so that the volume II teaching material is more impressive as Qiraah material (reading) although discourse texts can be used as teaching materials for speaking courses. The audio Lingual method is a method used by lecturers in the learning process. In this method, you are first asked to listen to the dialogue and text of the discourse without looking at the book first, then the lecturer asks students to open the book, followed by a question and answer session for new vocabulary contained in the subject, followed by asking students to practice the dialogue in pairs and asking students to convey opinion about questions related to text discourse. From these findings, it can be seen that needs analysis has an important role in determining the need for learning teaching materials, syllabus and curriculum design, and so on (Aladdin, 2016)

4. CONCLUSION

Overall data analysis concluded that the Arabic speaking teaching materials that have been used have not been to the needs of students, diverse backgrounds of students, and the learning environment. This means that the values in the teaching materials are still adopting cultural values in Arabic. This means that the teaching materials used do not represent the learning environment in Indonesia because the cultural values of the archipelago and the local wisdom of the community have not been fulfilled. Especially in the global era, the demands for 21st-century skills are higher. So, teaching materials for speaking Arabic must present materials that can develop critical thinking patterns in the communication process, reflect the cultural values of the archipelago or local wisdom values that are in harmony with the culture in Arabic, and meet the demands of 21st-century skills so that students can compete in the era of globalization. Teaching materials can also be combined with other language skills such as reading, listening and writing so that the level of creativity and innovation can be stimulated.

This research is limited to the concept of analyzing the needs of Arabic speaking teaching materials related to the needs of 21st-century skills demands as well as cultural values and local wisdom. In addition, the data collected is still limited to aspects of the need to speak Arabic. Therefore, the results of this study can be continued by other researchers in designing teaching material models and testing the feasibility of the model so that research outputs can be developed more like textbooks that reflect the characteristics of Arabic culture that are relevant to Indonesian culture and local wisdom.

The results of this study can also be a recommendation for universities to guide the development of teaching materials in a consortium of study programs. Teachers can be motivated to carry out development research, create textbooks according to student needs, and increase knowledge related to research. Meanwhile, the implications of this research are related to the concept of theoretical and empirical understanding of the teaching and learning process. Teachers can conduct research in advance to prepare teaching and learning needs.

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