

The relation of Students' Educational Background toward Learning Outcome of Arabic Subject

Umdah Fakhroh
Universitas Ibrahimy
umdahfakhroh23@gmail.com
Almannah Wassalwa
Universitas Ibrahimy
salwaelmanna90@gmail.com

ABSTRACT

Learning the language is for understanding Arabic text and utterances. However, learning Arabic is affected by many factors, especially students' learning experience. Students who are more experienced in Arabic will be easier to achieve learning goals than less experienced ones. This study will test whether the student experience in Arabic makes a difference in learning outcomes. This quantitative research applies survey design. This study concludes that the educational background or learning experiences do not affect learning outcomes.

KEYWORDS

learning outcomes,
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Corresponding author : salwaelmanna90@gmail.com

Introduction

Education is a human effort to foster his personality per values existing in society and culture. No matter how simple society's civilization is, there will be an educational process. Education for human life is an absolute need that must be met throughout life. Without education, a human group cannot live and develop in line with the ideals of progress, prosperity, and happiness according to the concept of their view of life (Taufik & Juandi, 2018; Zamili, 2021). From the description above, it can be summarized that humans need education to determine their quality. On the other side, humans need a language to communicate with others. Learning a language is critical for social and individual development.

Language is a system of symbols in the form of sounds practiced by a group of people to communicate and interact (Kafrawi, Malibary et al., 1976). All sounds spoken by a human is called lughah (language). In the Arabic term, A language is lughah, meaning human utterance. This definition of lughah is according to ancient times and the jahiliyyah era. However, along with the development of the times, the term limits its meaning. Lughah is defined as a dialect of a particular nation or the language of a specific country. Like Arabic, which is the language used by all Arab tribes or Arabs, Indonesian is the unified language spoken by Indonesian people (Al-Khuli, 2003).

A Language is categorized into three: mother tongue or first language, second language, and foreign language. If the language has been ratified by law and becomes a means of communication in official forums, such as correspondence and state speeches, then this language is usually called the national language, for example, Indonesian in Indonesia. In the case of Arabic in Indonesia, if we observe the symptoms of its use in society, the language is a foreign language, or it could be a second language. Arabic is a foreign language in the public sphere because it is not the language of everyday life. In Islamic schools, we can observe that Arabic is positioned as a foreign language because it is included in its position in the curriculum (Kafrawi, Malibary, Basyar, Partosentono, Abd Hafizh, & Zaini, 1976).

However, if we look at particular educational institutions such as the Darul Lughah Wadda'wah Islamic Boarding School Bangil, Arabic is used as a daily language and is even used as a language of instruction and not as a subject. So, Arabic is no longer a foreign language but a second language.

As Muslims, we should study Arabic, which aims to study and deepen religious teachings from Arabic-speaking sources. Such as the Qur'an, al-Hadith, turats (classical) books, and others. In addition to Islamic studies, there are many other purposes of learning Arabic, such as business, diplomacy, hajj, etc. (Mustofa & Hamid, 2016).

Individuals have acquired Arabic as a foreign language for research and study. It is whether normative or spiritual in orientation, with the conviction that Arabic is the language of religion because the Qur'an was revealed in Arabic as mentioned in Allah SWT's phrase :

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْلَمُونَ (يوسف : 2)

translation: "Lo! We have revealed it, a Lecture in Arabic, that ye may understand."

Learning is a process of changing behavior in students due to the interaction between individuals and their environment through experience and practice.

Learning Arabic cannot be separated from various factors, including teacher competence, student background, teaching components, and teaching methods and methods used by teachers. The success of teaching that relies on students can be seen in their learning achievements. The learning achievement in question is: "the results that students have achieved."

Learning Arabic has various principles. These principles are the similarities between a foreign language and the mother tongue that affect learning the foreign language. Vice versa, the differences between the mother tongue and foreign languages will cause difficulties in learning Arabic as a foreign language. (Nuha, 2013).

Various problems still appear and are almost rarely solved. The problem can be seen from multiple factors: students are not ready to take language lessons and the complexity of Arabic material, which makes the difficulty level high in techniques, strategies, and delivery methods. (Mujib & Rahmawati, 2011).

A teacher must be able to master teaching methods. A teacher must be able to behave and act appropriately according to the needs and circumstances of students to foster a good teaching and learning process. The quality of education cannot be imposed on schools and teachers alone but also depends on the students' potential concerned with the student's educational background and interest in the learning. (Khoirul, 2013).

Class III O at MI Salafiyah Syafi'iyah Putri contains SMK/SMA students. Many students have different educational backgrounds before becoming students of the Salafiyah Syafi'iyah Islamic boarding school, such as graduates of SMP or MTs. This condition causes many students to feel pessimistic because they look at other students' educational backgrounds, so the learning outcomes (especially Arabic) between students are not the same.

In addition to the pessimistic attitude, the students also lack interest in learning Arabic because they perceive Arabic as complicated to understand. In addition, for students learning English seems superior to learning Arabic.

The method applied by the teacher to teach also affects the students' interest in learning. Many students feel sleepy and bored when the teacher uses the lecture method in teaching.

From the description above, the authors are interested in researching: "The Relationship of Students' Educational Background toward the Learning Outcomes of Arabic for Class III Students at MI Salafiyah Syafi'iyah Putri Academic Year 2020/2021."

Methodology

This study uses a quantitative research approach because the data obtained is data in numbers from student learning outcomes which are then analyzed by statistical formulas. Quantitative research can be defined as a research method based on the philosophy of positivism, used to examine specific samples, collect data using research instruments, analyze statistical data, which aims to test formulated hypotheses (Sugiyono, 2012). In this study, the researcher applied a survey design. The survey is a quantitative research method used to obtain data that occurred in the past or present. The data collection is about beliefs, opinions, characteristics, behavior, variable relationships. The research tests several hypotheses about sociological and psychological variables from samples taken from specific populations, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generalized (Sugiyono, 2012).

Population and Sample

The location of this study is MI Salafiyah Syafi'iyah Putri which is under the Salafiyah Syafi'iyah Islamic Boarding School in Situbondo, which is located in Sukorejo, Sumberejo Village, Banyuputih District, Situbondo Regency, East Java Province, to be exact, approximately 1.5 Km from the highway of Surabaya-Banyuwangi.

The population in this study were all third-grade students at MI Salafiyah Syafi'iyah Putri, which consisted of 20 classes. They have different educational backgrounds. The researchers took 66 students as samples.

This study used a probability sample design technique with a random technique based on strata. This technique determines the number of samples if the population is stratified but not proportional.

Results and Discussion

The researcher distributed a questionnaire containing ten items to collect data regarding the relationship between educational background and learning outcomes. Each question consists of four answers with value weights as follows:

1. Score 4 for A answer
2. Score 3 for B answer
3. Score 2 for C answer
4. Score 1 for D answer

Data Analysis Technique

The researcher uses the data analysis technique is the product-moment correlation, which aims to test the hypothesis and determine whether there is a relationship between students' educational background and student learning outcomes.

The Product Moment Correlation formula used in this study is as follows:

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\{\sum x^2 - \frac{(\sum x)^2}{N}\}\{\sum y^2 - \frac{(\sum y)^2}{N}\}}}$$

Explanation:

r_{xy} = Correlation coefficient between x and y
 x = Independent Variable
 y = Dependent Variable
 N = number of sample

Data Analysis and Hypothesis Proofing Procedure

1) Analysis of students' educational background

Data on the relationship between students' educational background and student learning outcomes were obtained from the distribution of a questionnaire consisting of 10 question items. Each question has four alternative answers with the following value weights:

Table 1. A score of Educational Background Questionnaire

Positive Answer	Score
Answer A	4
Answer B	3
Answer C	2
Answer D	1

The number of Respondents is 66 students. The following is a list of student absentee numbers and their scores.

Table 2. respondent score

Number of Respondent	Score	Number of Respondent	Score	Number of Respondent	Score
1	34	23	33	45	36
2	33	24	36	46	36
3	30	25	30	47	33
4	33	26	26	48	34
5	33	27	29	49	30
6	30	28	38	50	30
7	35	29	35	51	34
8	26	30	35	52	33
9	35	31	31	53	28
10	31	32	31	54	36
11	36	33	34	55	32

12	32	34	35	56	31
13	34	35	35	57	25
14	32	36	33	58	29
15	36	37	34	59	30
16	34	38	32	60	30
17	33	39	37	61	36
18	32	40	31	62	34
19	31	41	34	63	32
20	34	42	32	64	35
21	28	43	34	65	34
22	32	44	37	66	32

The data is converted into interval by formula as follow:

$$i = \frac{(xt - xr) + 1}{ki}$$

Explanation:

- i = ideal interval
- xt = ideal highest value
- xr = ideal lowest value
- ki = interval class

$$i = \frac{(xt - xr) + 1}{ki}$$

$$i = \frac{(40 - 10) + 1}{4}$$

$$i = \frac{(30) + 1}{4}$$

$$i = \frac{31}{4}$$

$$i = 7,75$$

$$i = 8$$

After the interval is known, the data explain in the table, as follow:

Table 3. Student Educational Background Interval

No.	Interval	Frequency	Category	Explanation
1	35-40	17	A	Very High
2	27-34	46	B	High
3	18-26	3	C	Average
4	10-17	0	D	Low
Jumlah		66		

Based on the above analysis, it can be seen that the very high score for category A is 17 students, category B is 46 students, category C is three students, and category D is 0 students.

After the intervals and categories are known, the frequency and percentage of students' educational background will be determined using the following method:

$$p = \frac{F}{N} \times 100\%$$

Explanation:

P = percentage of a questionnaire

F = frequency percentage

N = number of students

100% = constant number

- a. Category of the very high score (A)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{66} \times 100\%$$

$$p = 25,75\%$$

- b. Category of the high score (B)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{46}{66} \times 100\%$$

$$p = 69,70\%$$

- c. Category of the average score (C)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{66} \times 100\%$$

$$p = 4,55\%$$

- d. Category of the low score (D)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{0}{66} \times 100\%$$

$$p = 0\%$$

Table 4. Percentage of Students' educational background

No.	Interval	Frequency	Percentage	Category	Explanation
1	35-40	17	25,75%	A	Very high
2	27-34	46	69,70%	B	High

3	18-26	3	4,55%	C	Average
4	10-17	0	0%	D	Low
Total		66	100%		

Based on the data analysis above, it can be concluded that:

- 1) The category 35-40 means that the relationship between students' backgrounds is said to be very high (A) as many as 17 students or 25.75%
- 2) The category 27 – 34 means that the relationship between students' backgrounds is high (B) as many as 46 students or 69,70%.
- 3) The category 18 – 26 means that the relationship between students' backgrounds is moderate (C) as many as 3 students or 4,55%.
- 4) The category 10 – 17 means that the relationship between students' backgrounds is low (D) as many as 0 students or 0%.

Analysis of Student Learning Outcome

Data collection on student learning outcomes was obtained from the distribution of a questionnaire consisting of 10 questions. Each question has 4 alternative answers with value weights as follows:

Table 5. Scoring guide for the questionnaire of learning outcome

The answer to a positive question	Score
Answer A	4
Answer B	3
Answer C	2
Answer D	1

The number of Respondents is 66 students. The following is a list of respondents using student presence numbers and their scores.

Table 6. Respondent Score

Number of Respondent	Score	Number of Respondent	Score	Number of Respondent	Score
1	30	23	34	45	34
2	36	24	35	46	34
3	34	25	35	47	33
4	32	26	33	48	30
5	35	27	34	49	33
6	34	28	32	50	33
7	32	29	37	51	30
8	33	30	31	52	35
9	34	31	34	53	35
10	33	32	32	54	33

11	35	33	34	55	31
12	33	34	37	56	24
13	31	35	36	57	32
14	34	36	36	58	35
15	33	37	36	59	28
16	30	38	32	60	32
17	33	39	31	61	33
18	33	40	25	62	36
19	30	41	29	63	30
20	35	42	30	64	26
21	31	43	30	65	29
22	31	44	36	66	38

The data is converted into interval by formula as follow:

$$i = \frac{(xt - xr) + 1}{ki}$$

Explanation:

- i = ideal interval
- xt = ideal highest value
- xr = ideal lowest value
- ki = interval class

$$i = \frac{(xt - xr) + 1}{ki}$$

$$i = \frac{(40 - 10) + 1}{4}$$

$$i = \frac{(30) + 1}{4}$$

$$i = \frac{31}{4}$$

$$i = 7,75 = 8$$

Setelah diketahui intervalnya, dapat ditetapkan dalam tabel adalah sebagai berikut:

Table 7. Students' learning outcomes interval

No.	Interval	Frequency	Category	Explanation
1	35-40	18	A	Very High
2	27-34	45	B	High
3	18-26	3	C	Average
4	10-17	0	D	Low
Jumlah		66		

Based on the above analysis, it can be seen that the very high score for category A is 18 students, category B is 45 students, category C is three students, and category D is 0 students.

After the intervals and categories are known, the frequency and percentage of students' educational background will be determined using the following method:

$$p = \frac{F}{N} \times 100\%$$

Explanation:

- P = percentage of a questionnaire
- F = frequency percentage
- N = number of students
- 100% = constant number

- a. Category of the very high score (A)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{66} \times 100\%$$

$$p = 27,27\%$$

$$p = 27\%$$

- b. Category of the high score (B)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{45}{66} \times 100\%$$

$$p = 68,18\%$$

$$p = 68\%$$

- c. Category of the average score (C)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{66} \times 100\%$$

$$p = 4,54\%$$

$$p = 5\%$$

- d. Category of the low score (D)

$$p = \frac{F}{N} \times 100\%$$

$$P = \frac{0}{66} \times 100\%$$

$$p = 0\%$$

Table 8. Percentage of Students' Educational Background

No.	Interval	Frequency	Percentage	Category	Explanation
1	35-40	18	27%	A	Very high
2	27-34	45	68%	B	High
3	18-26	3	5%	C	Average
4	10-17	0	0%	D	Low
Total		67	100%		

Based on the data analysis above, it can be concluded that:

- 1) The category 35-40 means that the relationship of students' learning outcome is said to be very high (A) as many as 18 students or 27%
- 2) The category 27 – 34 means that the relationship of students' learning outcomes is said to be high (B) as many as 45 students or 68%.
- 3) The category 18 – 26 means that the relationship between students' learning outcome is said to be moderate (C) as many as 3 students or 5%.
- 4) The category 10 – 17 means that the relationship between students' backgrounds is said to be low (D) as many as 0 students or 0%.

Research Hypothesis

This study aims to examine the relationship between students' educational background and the learning outcomes of third-grade students at MI Salafiyah Syafi'iyah Putri for the 2020/2021 academic year, using the statistical formula for product-moment. This analysis aims to prove whether the proposed hypothesis is accepted or not. This study uses two variables: students' educational background as x and student learning outcomes as y.

The two variables are applied to the coefficient of the product between x and y to make it easier to enter into the product-moment correlation formula. To find the coefficients of each of these variables, the researchers took the following steps:

Tabel 9. Koefisien X dan Y

No.	Koefisien	Frekuensi
1	$\sum X$	2155
2	$\sum Y$	2156
3	$\sum X^2$	70863
4	$\sum Y^2$	70682
5	$\sum XY$	70441

Then it is calculated the product-moment correlation formula as follows::

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left\{\sum x^2 - \frac{(\sum x)^2}{N}\right\}\left\{\sum y^2 - \frac{(\sum y)^2}{N}\right\}}}$$

Keterangan:

r_{xy} = Koefisien korelasi antara x dan y

x = Variabel independent

y = Variabel dependent

N = Jumlah sampel

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\{\sum x^2 - \frac{(\sum x)^2}{N}\}\{\sum y^2 - \frac{(\sum y)^2}{N}\}}} \\
 &= \frac{70441 - \frac{(2155)(2156)}{66}}{\sqrt{\{70863 - \frac{(2155)^2}{66}\}\{70682 - \frac{(2156)^2}{66}\}}} \\
 &= \frac{70441 - 70396,66}{\sqrt{\{70863 - 70364,01\}\{70682 - 70429,33\}}} \\
 &= \frac{44,34}{\sqrt{\{498,99\}\{252,67\}}} \\
 &= \frac{44,43}{\sqrt{\{126079,80\}}} \\
 &= \frac{44,34}{355,07} \\
 &= 0,124
 \end{aligned}$$

Discussion

a. Students' educational background

Educational background is a person's last education or learning before continuing to the next level of education. Educational background has an influence on the learning process at the next level. From the different backgrounds of students, it will affect students' ability.

From the observations made by the researchers, the third-grade students of MI Salafiyah Syafi'iyah Putri have different educational backgrounds, which allows students' learning outcomes to also differ due to diverse educational backgrounds.

b. Students' learning outcome

Learning outcomes are abilities obtained by children after going through their teaching and learning activities (Abdurrahman, 1998). After going through the learning process, Arabic learning outcomes are abilities achieved by someone in Arabic subjects.

Based on the descriptive data, the difference in students' educational backgrounds shows different learning outcomes.

The descriptive explanation tested by statistical analysis using product-moment correlation shows that the diverse educational background of students does not correlate with learning outcomes in Arabic subjects.

Conclusion

After describing all the research data using quantitative analysis, the researchers can conclude that students' educational background has no relationship to the learning outcomes of Arabic subjects in class III O students at MI Salafiyah Syafi'iyah Putri for the 2020/2021 academic year.

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