Social Dynamics in Arabic Language Learning at Al-Azhar Course Pare

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Abstract

The aim of this research is to analyze the social dynamics of Arabic language learning at the Al-Azhar Course. This type of research is qualitative research with descriptive methods. This research tries to solve the problem by describing the problems that occur. This is based on the consideration that the researcher wants to understand and study in depth and explain the social dynamics in Arabic language learning by focusing on data that refers to the disclosure of what the resource person said and then collects it in explanatory words and not in the form of numbers. The research results show that there are three aspects of social dynamics that occur in the Arabic language learning process at the Al-Azhar Pare Course Institute, namely; a) Communication aspect, interaction between students and teachers takes place smoothly and effectively. b) Collaboration aspect, students and teachers work together to achieve learning goals, c) Mutual respect aspect, it can be seen that students and teachers have an attitude of mutual respect.

Keywords: Social Dynamics; Arabic Language Learning; Al-Azhar Course.

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dinamika sosial pembelajaran bahasa Arab di Al-Azhar Course. Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Penelitian ini berusaha memecahkan masalah dengan cara mendeskripsikan permasalahan yang terjadi. Hal ini didasarkan pada pertimbangan bahwa peneliti ingin memahami dan mengkaji secara mendalam serta menjelaskan dinamika sosial dalam pembelajaran bahasa

Arab dengan menitikberatkan pada data yang mengacu pada pengungkapan apa yang dikatakan oleh narasumber dan kemudian mengumpulkannya dalam bentuk kata-kata penjelasan dan bukan dalam bentuk angka-angka. Hasil penelitian menunjukkan bahwa terdapat tiga aspek dinamika sosial yang terjadi dalam proses pembelajaran bahasa Arab di Lembaga Kursus Al-Azhar Pare, yaitu; a) Aspek komunikasi, interaksi antara siswa dan guru berlangsung dengan lancar dan efektif. b) Aspek kerjasama, siswa dan guru saling bekerjasama untuk mencapai tujuan pembelajaran, c) Aspek saling menghargai, terlihat bahwa siswa dan guru memiliki sikap saling menghargai.

Kata Kunci: Dinamika Sosial; Pembelajaran Bahasa Arab; Kursus Al-Azhar.

A. Introduction

In education, social dynamics play an important role in shaping students' learning experiences. The interactions, collaborations and relationships between individuals that occur in the learning environment create an atmosphere that supports the development of their skills and knowledge. The diversity of students' backgrounds opens up opportunities for the exchange of ideas and perspectives that enrich the learning process. Social dynamics in the context of Arabic language education involves several aspects that include changes, interactions, and processes in society that focus on learning and teaching Arabic (Ismail, 2017). Among them are aspects of communication, aspects of cooperation, and aspects of mutual respect.

The dynamics of social interaction between students and teachers in Arabic language learning can encourage the creation of an effective and enjoyable learning process (Adhy et al., 2022). In the communication aspect, the interaction between students and teachers can be done effectively. Teachers use Arabic that is easily understood by students, while students try to understand the material presented by the teacher well. In the aspect of cooperation, students and teachers work together to achieve learning objectives. Students are actively involved in the learning process (Prijanto & De Kock, 2021). Then, students and teachers

respect each other in terms of mutual respect, which is shown by good manners and good manners in interacting (Buan, 2021). These aspects can be seen in the learning process in various educational environments, including Arabic language course institutions, formal schools, or even independent learning through online media.

Language courses are included in the category of non-formal educational institutions and function as a forum for language learning to improve one's language skills (Rahmawati, 2018). Language courses use various models, strategies, materials, and learning activities to improve one's language skills effectively and creatively (Sudesi et al., 2023). There is one of the language course institutions in Indonesia in the Kediri Pare area which is known as the English village. Pare, attracts many people to learn languages, not only from Indonesia. Over time, people's desire to learn languages has increased, not only English, but also Arabic (Rahmawati, 2018). In Pare, there are many Arabic language course institutions that have developed, one of which is Al-Azhar Arabic Language

Course. Al-Azhar Arabic course has an important role in its learning system, and that is why Al-Azhar Arabic course is interesting to be researched.

This research is based on Albert Bandura's social learning motivation theory. According to Bandura, there are four phases of learning from modeling, namely the attentional phase, retentional phase, production phase, and motivational phase (Jufri, 2013). In the first phase, a person will see an attractive model; peers who become models have something attractive for a person to imitate their actions. In the second phase, in this phase, the repetition of the behavior to be imitated seems to form a habit for someone to imitate, so that the habits of peers can become a habit for someone. Entering the third phase, the code that has been stored will guide the actual performance of the newly learned behavior. In the last phase, a person may feel better if they imitate their peers (Anggreni & Rudiarta, 2022).

Research on social dynamics in Arabic language learning is the main focus in this study. Some previous studies show that positive social dynamics have a crucial role in shaping

an effective and enjoyable learning process. For example, research by Wicaksono & Irfan (2023) which explores Sociolinguistic Dynamics in Arabic Language Learning at Madrasah Aliyah Negeri 1 Malang City. The results of his research identified significant factors in influencing social dynamics in Arabic language learning in the State Aliyah Madrasah environment. Similarly, research by Arifianto & Rahmawati (2020) entitled "Social Interaction and the Success of Learning Arabic in Madrasah Diniyah". The findings emphasize the importance of various forms of social interaction, such as group discussions, collaborative activities, and positive relationships between teachers and students in improving Arabic language learning outcomes in madrasah diniyah.

This study aims to complement the findings of previous research on social dynamics in Arabic language learning. By fixing these limitations, it is hoped that this research can make a new contribution to the field of sociolinguistic studies of Arabic language learning, providing a more complete insight into social dynamics in

the context of course institutions. This research is based on an argument or hypothesis that social dynamics in Arabic language learning play an important role in the learning process. The impact includes increased motivation of students who feel comfortable in the classroom environment, active participation of confident students, and better learning effectiveness in a positive social environment. Therefore, Arabic teachers need to pay attention to social dynamics by building good relationships, encouraging social interaction, and creating a pleasant classroom atmosphere to increase learning motivation, student participation, and effectiveness of Arabic learning.

B. Method

This qualitative research uses a descriptive approach. By explaining the problem, this research tries to solve it. This is based on the consideration that researchers want to understand, study thoroughly, and display social dynamics in Arabic language learning at Al-Azhar Course. To achieve this goal, the researcher focuses the data by collecting

the interviewees' words, not numbers, and then compiling the information in the form of explanatory words. Therefore, it is relevant to conduct research with a qualitative approach.

The source of data for this study comes from students at Al-Azhar Pare Course who are involved in Arabic language learning referred to as informants. The data taken from informants includes the experiences of participants who have significant experience in learning Arabic at the institution.

The researcher adopted Miles and Huberman's data analysis model for data analysis, namely reducing data, presenting data, and drawing conclusions (Dr. Nursapia Harahap, 2020). 1) Researchers strive to find relevant and meaningful data related to their research questions. Researchers focus on data to answer research questions. 2) Researchers present data in the form of interview results to combine information so that it can explain the events that occur. 3) The researcher draws conclusions based on observation and interview data, as well as overall research data. Data collection was conducted through active observation during learning sessions, in-depth interviews with students, as well as document analysis related to Arabic language learning at Al-Azhar Pare Arabic language course.

C. Results and Disucussion

1. Social Dynamics in Learning

Educational dynamics are essential for achieving academic goals and creating a sense of family for each student (Nurhadi, 2020). Group dynamics allow each student to interact and share, which is a basic need of every person. Humans are social beings who always experience development, change, and growth (Azizah & Richval, 2018). Which this process runs naturally according to their reputation and development. Education or learning involves group dynamics as part of a structured, systematic, and accelerated process. This process provides guidance or direction that is more optimal than the natural process itself, which accelerates change, development, and growth in terms of knowledge, skills, and attitudes, and achieves goals more quickly than the natural process itself.

Group dynamics expect everyone to have equal abilities, the ability to adapt and interact, dependence on each other, or a sense of family (Ulum, 2016). On the other hand, Syaikh Al-Zarnuji categorizes group members in educational dynamics into three categories: perfect humans or learners, half humans, and learners who have nothing. Groups must also be flexible or flexible, dynamic or not static (Nurhadi, 2020).

Social dynamics in education are interactions that occur between individuals in a group to achieve the same goal (Astuti & Bukhori, 2018). The group dynamics have the following characteristics or characteristics: Interactions, Goals, Interdependence, Structure, and Unity. The types of types include: Primary Group, Social Group, Collective, and Categorie (Hacıbektaşoğlu et al., 2023). Social dynamics in learning include social interactions, relationships between individuals, and social processes that occur in the educational environment (Tejokusumo, 2014). All of these impact the way students interact, learn and acquire social skills. Some of the

components of social dynamics in learning are interactions between students that consist of collaboration and competition.

In the competition aspect, the learning involves collaboration between students so that it can improve students' understanding of concepts and social skills. Then in this aspect of competition is a factor in the emergence of motivation that needs to be monitored, so that nothing happens that leads to a negative situation. Teacher-student interaction consists of two types, namely communication and feedback. Effective communication between teachers and students facilitates understanding and motivates students (Junedi et al., 2020). Then in providing feedback, teachers provide constructive feedback to help students know and understand their strengths or weaknesses (Ardana et al., 2023).

Social dynamics in learning require special attention from educators to create an environment that supports students' academic and social growth and development (Zubaidah, 2016). Then the integration of social values and the development of interpersonal skills can

make a positive contribution to the experience in student learning (Shofiyyah et al., 2023).

2. Social Dynamics in Arabic Language Learning at Al-Azhar Course Pare

a) Communication Aspect

Communication is an important aspect of social interaction (Mahadi, 2021). Effective communication allows individuals to understand each other, share information, and express their thoughts and feelings clearly (Laily, 2015). The communication aspect also helps build strong relationships between individuals in society, both in personal and professional settings. Without good communication, social interaction can be difficult and lead to disagreement and conflict (Sumartono & Megawati, 2022). Therefore, it is important for every individual to develop effective communication skills to improve and maintain healthy social relationships. With good communication skills, individuals can avoid misunderstandings and conflicts that often occur due to misinterpretation or lack of understanding.

In this aspect, the researcher found that the interaction between students and teachers at Al-Azhar Pare Course Institute was smooth and effective. This can be seen from the use of clear and polite language, as well as mutual understanding between the two parties. A participant of the Arabic language course conveyed his personal experience.

"I feel that the interaction with teachers at Al-Azhar Pare is very smooth and positive. Teachers always use clear and polite language, making us comfortable asking questions. They are responsive and provide guidance with understanding. This positive atmosphere really supports my learning motivation" (Nabilah, 2023).

The teachers make sure to use simple Arabic so that students can easily understand the material presented. This approach not only facilitates students' understanding of the material, but also creates an inclusive learning environment. They not only focus on language clarity, but also emphasize the use of polite and respectful Arabic,

creating a comfortable and respectful classroom atmosphere for students.

Meanwhile, the students show their dedication to learning. They are not only passive in receiving information, but actively ask questions, discuss, and complete the assigned tasks. The high learning motivation and active participation of students are concrete evidence of the effectiveness of the applied learning approach. With the positive interaction between teachers and students, the learning process at Al-Azhar Pare Course Institute can be considered as a mutually reinforcing collaboration between teachers and learners and can support the effectiveness of Arabic language learning (Dr. Gusnarib Wahab & Rosnawati, S. Pd., 2021).

b) **Cooperation Aspect**

The aspect of cooperation is also an important aspect in social interaction, including in Arabic language learning (Wahyudi & Rasyid Hidayat, 2021). Cooperation plays an important role in building harmonious and mutually supportive relationships between individuals and groups (Hakiki, 2023). In social interaction, the cooperation aspect allows people to share knowledge and skills, and achieve common goals (Agusniatih & M Monepa, 2019). Likewise with learning Arabic, cooperation between teachers and students is very important. Teachers need to provide guidance and guidance to students, while students need to work together in groups or pairs to practice and help each other in understanding and using Arabic. Through this cooperation, students can expand their understanding of Arabic and achieve better progress.

On the aspect of cooperation, students and teachers at Al-Azhar Pare Course Institute work together to achieve learning goals. This can be seen from the active participation of students in the learning process. Students not only listen to the material delivered by the teacher, but also actively ask questions, discuss, and work on the assignments given. Course participants told the researcher:

"We feel comfortable to ask the teacher if we do not understand the material presented. The teacher also gives us the opportunity to express our opinions and ideas, this shows that the teacher values our opinions and encourages us to think critically" (Nabilah, 2023).

Based on the results of this study, it can be concluded that the cooperation aspect in social interaction between students and teachers at Al-Azhar Pare Course Institution runs well. This can be seen from the level of active participation of students in class and discussions that occur. In addition, teachers in this institution are also proven to be able to create an inclusive and supportive environment for each student. The success of this collaboration has a positive impact on students' academic achievement and the creation of harmonious relationships between students and teachers. Thus, it can be concluded that the cooperation factor plays an important role in creating positive social interactions at Al-Azhar Course Institution. This can support the effectiveness of Arabic language learning (Maajid Amadi & Sholikha, 2023).

c) **Respectful Aspect**

In the respectful aspect, each individual must appreciate the differences and uniqueness of each other (Fajruddin, 2022). In respecting each other, it is important not to discriminate or unfairly treat others based on their differences (Hakiki, 2023). Respect also involves one actively listening, valuing others' opinions, and acting in a polite and kind manner (Farida, 2018). One of the course participants expressed her opinion:

"I feel that the dynamics of social interaction between students and teachers at Al-Azhar Course Institute are very positive. The teachers here are very patient and friendly in explaining the material. They also always provide opportunities for students to ask questions and discuss" (Nabilah, 2023).

It can be seen that students and teachers at Al-Azhar Institute have mutual respect. The interaction between them is characterized by good manners and adab, which is reflected in the way they

communicate. The importance of respecting different opinions and views seems to be a basic principle in this interaction.

Clear examples of this social interaction include various activities in the classroom, such as the teacher explaining the material with clear and polite language, students actively asking questions to understand better, the teacher providing opportunities for students to discuss and express opinions, students showing involvement by doing the tasks well, and the teacher giving appreciation to students who show achievement. All this reflects a positive relationship between students and teachers, creating a conducive learning environment and supporting students' optimal development in understanding Arabic.

Overall from the research results, the dynamics of social interaction between students and teachers in Arabic language learning at this institution can be considered positive. This can be seen from the high level of student participation in class discussions and group activities. Students also look comfortable and confident in communicating with teachers and classmates. In addition, the relationship of mutual respect and encouragement to help each other between students and teachers also strengthen the positive dynamics in Arabic language learning. This respectful interaction can be the main driver of an effective and enjoyable learning process (Wahyudi & Rasyid Hidayat, 2021).

D. Conclusion

This study identifies three key aspects in the social dynamics of Arabic language learning at Al-Azhar Pare Arabic Language Course Institute: communication, cooperation, and mutual respect. Student and teacher interaction runs smoothly and effectively, characterized by the use of polite language. Student cooperation is seen in active participation to achieve learning goals. Courtesy and good manners between students and teachers reflect aspects of mutual respect. Overall, positive interactions are seen

from students' involvement in group activities and class discussions, creating a comfortable and pleasant Arabic learning environment.

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