

Research Models for Improving the Quality of Arabic Language Education at Sunan Kalijaga State Islamic University Yogyakarta

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ملخص

نماذج البحث في تحسين جودة تعليم اللغة العربية لا تزال ذات أهمية كبيرة لدراساتها بشكل أعمق. وذلك إلى أن هذه الدراسة لا تتوقف أبدًا وتستمر دائمًا في أن تكون موضوعًا للنقاش والجدل. وأهداف البحث في هذا البحث هي تحديد الشكل المحدد لنماذج البحث المستخدمة في قسم تعليم اللغة العربية بجامعة سونان كاليجا الإسلامية الحكومية يوكياكارتا و وصف الأساليب البحثية المستخدمة في بحوث طلاب قسم تعليم اللغة العربية وفهم آثار النماذج والأساليب البحثية في بحوث طلاب قسم تعليم اللغة العربية على تحسين جودة تعليم اللغة العربية. ويستخدم هذا البحث نهجين، هما النهج الكمي والنهج النوعي. يُستخدم النهج الكمي لوصف أعداد تكرار حدوث الكلمات ومجموعات الكلمات بناءً على البيانات المتاحة. وبينما يُستخدم النهج النوعي لفهم وتمثيل معاني النتائج المستخلصة من البيانات. ومصدر البيانات في هذا البحث يتمثل في شكل وثائق مأخوذة من مكتبة الويب في جامعة سونان كاليجا الإسلامية الحكومية يوكياكارتا في عام ٢٠٢٢ والتي بلغ إجماليها ٢٠ عنوانًا لبحوث البكالوريوس في قسم تعليم اللغة العربية. ولجمع البيانات في هذا البحث تم استخدام تقنيات الوثائق. وتقنية التحليل تعتمد على

نظرية ستيفان تيتشر، حيث يبدأ جمع البيانات بجمع البيانات، ثم يتم عرضها وتقليلها واستنتاجها. تشير نتائج هذا البحث إلى أن الشكل المحدد لنماذج البحث في قسم تعليم اللغة العربية بجامعة سونان كاليجاجا الإسلامية الحكومية يوكياكارتا ينقسم إلى ثلاثة دراسات في ميدان العلم، وهي ميدان علم اللغة العربية، ومهارات اللغة، وميدان تعليم اللغة. وتُقسم الأساليب البحثية أو الأساليب في بحوث طلاب قسم تعليم اللغة العربية إلى اثنين وهي طرق البحث التجريبية والأساليب الوصفية. وتتنوع النماذج وأساليب البحث المستخدمة من قبل الطلاب بشكل كبير، مما يجعلها مؤشرًا لتحسين جودة تعليم اللغة العربية في هذه الجامعة.

الكلمات الرئيسية: نماذج البحث، جودة التعليم، اللغة العربية

Abstract

Research models in Improving the Quality of Arabic Language Education remains crucial to be explored in-depth. This is because such studies never cease and are constantly debated. The research aims to determine the concrete form of research models in PBA study programme students at UIN Sunan Kalijaga Yogyakarta, to describe the research methods used in the theses of PBA study programme students, and to understand the implications of models and methods of research in the theses of PBA study programme students in improving the quality of Arabic language education. This research uses 2 approaches, namely quantitative approach and qualitative approach. The quantitative approach is used to describe the numbers of the frequency of occurrence of words and word clusters based on existing data. While the qualitative approach is used to understand and represent the meaning of the findings from the data. The data source in this research is in the form of documentation taken from the web library of UIN Sunan Kaijaga Yogyakarta in 2022 which totalled 20 titles of S-1 thesis of PBA study programme. For data collection in this study using documentation techniques. The analysis technique uses Stefan Titscher's theory, namely data begins with collecting data, presented, reduced, and concluded. The results of this study indicate that; the concrete form of the research model of PBA study programme students at UIN Sunan Kalijaga Yogyakarta is divided into three studies in the field of science, namely the field of Arabic language science, language skills and the field of language learning; Research methods or methods in the theses of PBA study programme students are divided into two research methods, namely experimental research methods and descriptive methods; The models and research methods of PBA study programme students at UIN Sunan Kalijaga Yogyakarta vary greatly so that they can be an indicator in improving the quality of Arabic language education at the institution.

Keywords: Research Models, Quality of Education, Arabic Language

Introduction

The study on research models to enhance the quality of Arabic language education in Indonesian Islamic higher education institutions is still very important to be thoroughly examined. This is evidenced by three fundamental aspects as follows:



First, the importance of classifying research study fields that need to be improved (A.D, 2016). Second, the importance of innovation in research studies that need to be pursued (Surahman & Sofyan, 2020; Wijaya et al., 2019). Third, the improvement of the quality of an educational institution that needs to be considered (Aziz Amrullah, 2015; Bustanul Arifin, 2018; Latifah, 2022).

The writing on research models for improving the quality of Arabic language education, especially in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta, shows three tendencies. First, the enhancement of Arabic language teachers' competencies (Abdul Wahab Rosyidi, 2014; Muradi, 2016). Second, strategies for writing Arabic thesis (Ammar, 2016; Djatmiko, 2018). Third, areas and research methods in Arabic language studies (Purnama, 2016).

The argumentation regarding research models to enhance the quality of Arabic language education is supported by two theoretical aspects as follows: First, the theory about research models states that in the research process, there are distinct patterns or models, which are categorized into quantitative research models with a positivistic paradigm and qualitative research models with an interpretative paradigm (Rahardjo, 2021). Second, the theory of educational quality management suggests that an institution is considered of high quality when it prioritizes quality management as a primary agenda in enhancing the institution's quality. (Riswel Arsita, 2022)

To deepen the study in the writing about research models for improving the quality of Arabic language education, at least two theories will be discussed in this article: first, Research Models, and second, Educational Quality Management. The first discussion focuses on research models. Based on the methods used in research, research models can be categorized into three types: descriptive research, historical research, and experimental research. (Rahmat Iswanto, 2016)

Conceptually, descriptive research aims to explain the existing conditions in the present moment. It involves describing a phenomenon, event, or occurrence that happens at the current time. On the other hand, experimental research is a systematic and logical method used to answer the question: What will happen if something is done under carefully controlled conditions? In this context, researchers manipulate stimuli, treatments, or experimental conditions and observe the effects or changes resulting from these manipulations. To obtain clear effects uncontaminated by other factors, researchers need to exercise meticulous control over the possibility of other influences entering the study.

The second discussion is about educational quality. The quality of education in an institution or organization is crucial. The importance of improving quality is absolute in the administration of an organization. Institutions or companies involved in the management of goods certainly emphasize efficient management. Educational institutions, on the other hand, deal with human management and aim to create high-quality individuals. This requires extra consideration compared to institutions managing goods. Quality in education involves evaluating the educational process to meet the needs of developing the talents of the customers (students), while simultaneously meeting the accountability standards set by the stakeholders who fund the education process or its outcomes (Bustanul Arifin, 2018).



To assess the quality of education effectively, it is crucial to establish specific criteria and indicators. According to Sallis (2005), numerous indicators contribute to assessing the quality of educational institutions, encompassing: First, the implementation of high moral values; Second, the achievement of excellent examination results; Third, obtaining support from parents, businesses, and the local community; Fourth, having abundant resources; Fifth, applying the latest technology; Sixth, possessing strong and meaningful leadership; Seventh, demonstrating care and concern for students; Eighth, having a balanced and challenging curriculum.

The aims of composing an article on research models for enhancing the quality of Arabic language education include three main points: Firstly, to identify the concrete forms of Arabic language research models in Indonesian Islamic higher education institutions, with a specific focus on the research models of students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Secondly, to describe the research methods used by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Thirdly, to understand the implications of the research models used by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta in improving the quality of Arabic language education.

Method

The research on research models to improve the quality of Arabic language education in the Arabic Language Education program (PBA) at UIN Sunan Kalijaga Yogyakarta is limited to three aspects: Firstly, the existence of research models. By "research models," the researcher specifically refers to research topics undertaken by undergraduate students (S1 level) in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Secondly, the methods of research models. Here, "research model methods" pertain to the research methods employed in the theses conducted by undergraduate students (S1 level) in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Thirdly, the implications of research models for improving the quality of Arabic language education. The implications referred to by the researcher are the effects generated, both directly and indirectly, to enhance the quality of Arabic language education in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta.

The study titled "Research Models to Improve the Quality of Arabic Language Education in the Arabic Language Education Program at UIN Sunan Kalijaga Yogyakarta" utilizes two approaches: quantitative and qualitative. The quantitative approach is employed to describe the numerical data related to the frequency of word occurrence and word clusters based on existing data. Meanwhile, the qualitative approach is used to understand and represent the meaning of the findings derived from the data.

The data source for this research comprises documentation obtained from the web library of UIN Sunan Kalijaga Yogyakarta <http://digilib.uin-suka.ac.id> in the year 2022, totaling 20 titles of undergraduate theses in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Data collection in this study utilizes documentation techniques. The data analysis technique employed is inductive analysis



using content analysis method. This method involves systematically and objectively identifying specific characteristics in messages from a text, followed by data reduction, presentation, and conclusion drawing (Titscher et al., 2000).

Results and Discussion

There are three main focuses of this article, resulting in three findings as follows: First, the concrete forms of research models or thesis titles among students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Second, the research methods utilized in Arabic language theses among students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. Third, the effects of having clear research models among students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta.

There are several findings from the Arabic language thesis research models among PBA students at UIN Sunan Kalijaga Yogyakarta, both in terms of the concrete form of research models or thesis titles of PBA students the research methods used and implications of the research models, which can be observed in the table 1 as follows:

Table 1. Titles of Research, Methods used, and implications of the research models

No	Titles
1.	Titles of research
2.	Methods used
3.	implications of the research models

The concrete forms of research models, also known as research titles, found in this study include: first, research with the title "Management of Nahwu Learning with Deductive Methods at As-Salafiyah Islamic Boarding School, Mlangi Yogyakarta." Second, the analysis of the book "Al-Muhadasah Volume 1 Tariqah Sariah wa Sahlah fii ta'allum Al-Muhadasah Bi Al-Lughoh Al-Arabiyyah" (material review: Selection, Gradation, Presentation, and Repetition). Third, the application of the Word Square Media in Arabic Language Learning to Improve Vocabulary Mastery (Mufrodat) in Grade VII Students of MTs Ma'arif Darussolihin Sleman Academic Year 2021-2022. Fourth, the Effectiveness of Role Playing Method in Arabic Language Learning to Increase the Interest of Fourth Grade Students at MI Nurul Ummah Kotagede Yogyakarta. Fifth, the Use of Circular Card Media to Improve Arabic Vocabulary Mastery in Grade V at SDIT Khoiru Ummah Sleman Yogyakarta Academic Year 2021/2022.

The sixth title on the Problems of Student Translation in the Translation Fauriyyah Course at the Department of Arabic Language Education, UIN Sunan Kalijaga Yogyakarta Academic Year 2021/2022. The seventh title is the Analysis of the Textbook "Arabiyyah Lil Fata Volume 1, 2, 3 Middle Level Cefr (Common European Framework Of Reference) Review." The eighth title on the Problems of Nahwu Alfiyyah Teaching Syarh Ibnu Aqil in Class II of Madrasah Diniyyah Ulya Irsyaduth Tholibin Medini Undaan Kudus Academic Year 2022/2023. The ninth title is the Arabic Language Learning Method for Early Childhood in Al-Qur'an Education Park (TPA) Al Luqmaniyyah Umbulharjo Yogyakarta. The tenth title is the Development of the Al-'Arabiya Android-



Based Application Using Powerpoint Ispring Presenter for Eighth Grade Students of MTs Negeri 1 Purbalingga.

The eleventh research with the title "Takroran Method in Learning Amsilati Book at Hidayatul Muftadi'in Islamic Boarding School Gurah Kediri from the Perspective of Cognitive Learning Theory." The twelfth is the Implementation of the Simulation Model in Arabic Vocabulary Learning for Fifth Grade Students at Min 1 Bantul Academic Year 2021/2022. The thirteenth is the Influence of Using Scrabble Media on Improving Arabic Vocabulary Mastery for Fifth Grade Students at Darul Falah Ibtidaiyah Islamic School Oelaba Academic Year 2020/2021. The fourteenth is the Evaluation of Arabic Language Learning for Seventh Grade Students During the Covid-19 Pandemic at SMP Muhammadiyah 2 Yogyakarta. The fifteenth is the Evaluation of the Implementation of the 2013 Arabic Language Curriculum for Tenth Grade Students at Al-Islam Islamic Senior High School, Kemuja Bangka Islamic Boarding School.

The sixteenth research is titled "The Effectiveness of Spinner Media in Learning Amsilati Volume 1 at Al Munawwir Islamic Boarding School Gringsing Batang." The seventeenth is "Kana Wa Akhawatuha in Surah Al-Baqarah and Its Contribution to Nahwu Learning (Syntax Analysis)." The eighteenth is the Analysis of the Arabic Language Textbook "Cinta Berbahasa Arab" Volume III by Hasimi. The nineteenth is the Implementation of Blended Learning in Arabic Language Subjects for Eleventh Grade Students at MA Nu Hasyim Asy'ari 2 Karangmalang Kudus Academic Year 2021/2022. The twentieth is the Effectiveness of the Cooperative Group Investigation Method to Improve Reading Skills (Qira'ah Maharah) at MAN 1 Tegal.

Based on the titles of the 20 research studies, the research models can be classified into three fields of study. First is the field of Arabic language, second is the field of language skills, and third is the field of language learning. From these three fields, it can be further classified into 6 topics: Learning media (36%), learning materials (21%), syntax (14%), learning evaluation (14%), reading skills (7%), and translation (7%), which can be observed in the figure 1 as follows:



Figure 1. Research topics

The second focus of this research is the research models used in the theses of Arabic Language Education (PBA) students at UIN Sunan Kalijaga Yogyakarta in 2022,

which can be classified as follows: Firstly, experimental methods, and secondly, descriptive methods. Experimental methods are found in the third, fourth, fifth, sixteenth, nineteenth, and twentieth research titles (3, 4, 5, 16, 19, 20). Meanwhile, descriptive methods are found in the first, second, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, seventeenth, and eighteenth research titles (1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18). In the descriptive method, it is classified into three parts: case study, literature review, and development method.

Based on the above explanation, it can be said that the descriptive method is more dominant than the experimental method in the concrete forms of thesis research conducted by Arabic Language Education (PBA) students at UIN Sunan Kalijaga Yogyakarta. The overall number of descriptive methods is 14, while the experimental methods amount to 6 research titles.

The third focus of this research is research models in improving the quality of arabic language education. The improvement of quality in an institution, especially in educational institutions, is crucial and should be promoted by every organization. This also applies to the enhancement of Arabic language education in Indonesian Islamic higher education institutions. In this research, various models and research methods have been conducted by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta, covering diverse areas of study.

The variety of research models and methods utilized by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta serves as a significant indicator that can be used to assess the quality of an educational institution. This diversity represents a positive response to the issues or phenomena related to Arabic language learning, which have been chosen as research topics by students. The formulation of a well-structured thesis or research study is essential and is based on the findings of existing problems. This experience provides valuable insights and knowledge for students, contributing to their overall quality of education. Conversely, if the research models and methods employed by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta lack diversity, it indicates a low quality of response to the existing issues. If the students' quality is low, it implies a lack of improvement in the institution's overall quality of education. Therefore, it is essential that research models and methods are meticulously and diversely developed by each student. Research studies should vary and not focus solely on one area of study.

Based on the presentation of the research findings above, it can be outlined that there are three main findings in this article. Firstly, the concrete forms of research models by students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta are categorized into three fields of study: the field of Arabic language science, language skills, and language learning. Among these fields, the most dominant research topic is in the area of learning media research. The second finding in this article is that the research methods used in the theses of students in the Arabic Language Education program at UIN Sunan Kalijaga are divided into two research methods: experimental research method and descriptive research method. The third finding from this article is that the research models and methods employed by



students in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta are highly diverse, serving as an indicator for enhancing the quality of Arabic language education in the institution.

The three findings mentioned above reflect three key aspects as follows: First, the abundance of options in Arabic language research models that can serve as references for previous studies. Second, the competence in selecting diverse research methods. Third, the significance of improving the quality of Arabic language education to align it with the quality of other language education programs. The three findings related to the improvement of Arabic language education quality provide room for interpretation as follows: First, the variety of research models cannot replace the results of a comprehensive study. Second, students' competence in selecting research methods is closely tied to the guidance and supervision provided by their advisors. Third, the improvement of Arabic language education quality goes beyond the diversity of research models and methods; it is a holistic approach that encompasses all components of learning within an institution.

Furthermore, the findings of this study are correlated with previous research conducted by Nurhadi & Setiyawan (2017) on the Implementation Model of the Indonesian National Qualifications Framework (KKNI) as a Strengthening of the Quality of Arabic Language Education Study Programs Ammar (2016) on the Urgency of Arabic Thesis Policy as a Medium for Improving the Quality of Students in the Arabic Language Education Department, and Widyanto (2020) on the Improvement of Hindu Education Quality Through Learning Management. All of these studies explore the enhancement of educational quality in an institution. The difference in this current research lies in the fact that these three previous studies did not delve into the realm of research models and methods used as an indicator for improving the quality of education, specifically Arabic language education in this case.

The findings of this research undoubtedly provide valuable insights and lead to actionable plans that can be formulated as follows: First, there is a need for workshops or training sessions on diverse strategies for selecting research models and methods for the final projects among Arabic Language Education students, both within and outside the UIN Sunan Kalijaga Yogyakarta campus. Second, raising awareness about the importance of selecting interesting research models and methods should be conducted for all students, not limited to the Arabic Language Education program, beyond the UIN Sunan Kalijaga Yogyakarta campus.

Conclusion

Variety in research models and methods in Arabic language studies has proven to contribute holistically and comprehensively to improving the quality of Arabic language education in the Arabic Language Education program at UIN Sunan Kalijaga Yogyakarta. This diversity has led to a reconstruction or new framework regarding one of the quality indicators for Arabic language education institutions, which has previously been perceived as monotonous due to a lack of variety in research models and methods employed by Arabic Language Education students.



The mapping of research models and methods is also expected to serve as an evaluation tool for determining policies related to Arabic language research for faculty members and the department. For future students and researchers, this can be the basis and consideration for understanding the state of the art in selecting research models and methods. The researcher acknowledges the limitations of this study, which only covers three specific findings. Therefore, there is room for other researchers to further enhance research in the field of improving the quality of Arabic language education using different approaches.

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