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**The Arabic Instructional Process at Islamic Junior High School Raudhatul Hasanah  
Paya Bundung Medan North Sumatera**

**Purbatua Manurung**  
Islamic University of North Sumatera  
Indonesia  
purbatuamanurung2017@gmail.com

**ABSTRACT**

According to the paradigm of association for education communication and technology (AECT) Stated there are six component of learning resources: person, message, course, material, tools, technique and environment. In this research the Arabic learning process of the students of Islamic junior high school at Raudhatul Hasanah boarding school we can say in Indonesia Tsanawiyah Pesantren Raudhatul Hasanah Paya Bundung Medan, the Arabic learning process is established through brotherhood situation and the students (santri) also pray to good the purpose of this research is to know to begin the Arabic learning process of paradigm AECT. The students activities are integrated both religion and all the common subject material in the classroom and outdoor class from morning until evening this research method approach in qualitative to description all the Arabic process in the classroom discussion out door day by day at pesantren environment from morning until evening. We can say the Arabic learning process in the perspective AECT influence of strategy in pesantren are the student (santri) ability learning style are simultaneously process between religious and all of the common subject. The location of this Educational Institutions at Medan of edge area directing of South Simpang Selayang or General Hospital of H. Adam Malik area before.

**Keywords:** the Arabic learning process, the Islamic junior high school

**Introduction**

Junior High School for Islamic Studies Raudhatul Hasanah is one of pesantren that effectuate learning from Junior High School for Islamic Studies, Senior High School for Islamic Studies, and High Education that ensconce under Pesantren Ar Raudhatul Hasanah of Medan. The location of this Educational institutions at Medan of edge area directing of South Simpang Selayang or General Hospital of H. Adam Malik area before; which is located in the midst of Jamin Ginting street through Setia Budi Street of Medan. There was a pesantren before that organized formal education in the classroom, then there is a routine recitation group, or reception of the great days of Islamic religion by family group of H. Mukhtar Tarigan, Sp.Para medic departed, H. Jakfar Tarigan, Sp.Bedah medic departed and other family with.

The education characteristics of this Islamic Boarding School, santri is the learners who are obliged to stay in the students' housing that was provided by the Islamic Boarding School with the rules of discipline of it. Part of the Islamic Boarding School component that supervises the boarding house of students is called the parenting department. Then, there is a special section to coordinate the activities of extra-curricular such as scouts, sports branch Martial Art (pencak silat), sewing, art of nasyid tambourine and others. All teaching and learning activities are formally carried out in the morning, integrated

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*by* Purbatua Manurung

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According to the paradigm of association for education communication and technology (AECT) Stated there are six component of learning resources: person, message, course material, tools, technique and environment. In this research the Arabic learning proses of the students of Islamic junior high school at Raudhatul Hasanah boarding school we can say in Indonesia Tsanawiyah Pesantren Raudhtul Hasanah Paya Bundung Medan , the Arabic learning process is established though brotherhood situation and the students (*santri*) also pray to good the purpose of this research is to know to begin the Arabic learning process of paradigm AECT. The students activities are integrated both religion and all the common subject material in the classroom and outdoor class from morning until evening this research method approach in qualitative to description all the Arabic process in the classroom discussion out door day by day at *pesantren* environment from morning until evening. We can say the Arabic learning process on the perspective AECT influence of strategy in *pesantren* are the student (*santri*) ability learning style are simultaneously process between religious and all of the common subject. The location of this Educational Institutions at Medan of edge area directing of South Simpang Selayang or General Hospital of H. Adam Malik area before.

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**Introduction**

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The education characteristics of this Islamic Boarding School, *santri* is the learners who are obliged to stay in the students' housing that was provided by the Islamic Boarding School with the rules of discipline of it. Part of the Islamic Boarding School component that supervises the boarding house of students is called the parenting department. Then, there is a special section to coordinate the activities of extra-curricular such as scouts, sports branch Martial Art (*pencak silat*) , sewing, art of *nasyid* tambourine and others . All teaching and learning activities are formally carried out in the morning, integrated

simultaneously with worship activities that starting at dawn prayers, learning in the classroom, outside the classroom, while at night, eating breaks, and sports to train independence, brotherhood and mutual help fellow Muslims .

Along with the development of, at 1989 year had held teaching-learning process of Junior High School for Islamic Studies students for one class. In generally, alumni of Junior High School for Islamic Studies continue their study to Senior High School for Islamic Studies at the same Islamic Boarding School environment, although they are still allowed to continue their study to other schools outside of the Islamic Boarding School. Nevertheless, if there is an individual interest must go through a system that has been determined by the rules of the Islamic Boarding School previous, so that in addition to the independence of the Islamic Boarding School system strengthens the discipline of learners, strengthening the use of Arabic, togetherness, personality traits, also at any time within a period of 24 hours, every students always remain in the guidance and supervision of the educator .

### **Methods**

This research was conducted according to qualitative research naturalistic approach, using the setting of natural background of Raudhatul Hasanah Islamic Boarding School especially for Junior High School for Islamic Studies environment of students. This research attempts to describe the occurrence of simultaneous learning process with worship activities as well as all other Islamic Boarding School activities in general. Research subject is the occurrence of learning process which includes extracurricular and intra-curricular. Key informant is teachers as planner, implementer, classroom learning activities evaluator along with other components such as students housing parenting, extracurricular sports coordinator and other sub-systems. Then the main respondent is a female students who are participating in all activities since waking up until night time rest. At that time social interaction with the social situation of Islamic Boarding Studies environment through activities in the students housing, in the atmosphere of learning in the classroom, the atmosphere of worship in the mosque, the situation of playing and sports. The research instrument is the researcher himself as a participant observer in teaching and learning activities and other activities. Then conduct an interview by following snowball technique from informant, respondent to end and follow the following principles:

- The credibility of all received data is taken into account the degree of validity through observational persistence also triangulation comparing what the informant said with what they did.
- The dependability is the data that obtained consistent truth according to academic point of view.
- The conformability that all power obtained is confirmed with respondents and informants.

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- The transferability means this research is not for generalization is only a case study on Junior High School for Islamic Studies Raudhatul Hasanah Islamic Boarding School.

The data analysis follows the qualitative approach of spradley's suggestion of conducting domain analysis, area analysis, taxonomic analysis, and component. By using structured interviews of selected interviews and interviews with contrast questions and in-depth interviews.

### Process and Students Teaching-Learning Activities

Islamic Boarding School system with learning model becomes a strength of learning resources of learners. To support the success of learning, Islamic Boarding School refers to the form of curriculum that has been established by the government that is on the curriculum of the Education Department of Medan City, plus the curriculum of its own Islamic Boarding School. The content of the teaching materials same as the public school (Senior High School) plus the charge of uniquely of Islamic Boarding School. So that students who study in Islamic Boarding School have more value than children or adolescents who study outside of boarding school or go to public school.

The students who study at Raudhatul Hasanah Islamic Boarding School come from different regions and different ethnic background, but after they learn together in Raudhatul Hasanah Islamic Boarding School, they can become one unity that learn together, and can feel the same destiny and in the daily life in Islamic Boarding School environment. Then, they also establish a rope fraternity as well as gain knowledge together. In addition, the students have other organization than intra school student organization (OSIS) also, namely an organization based on their respective areas, so that the students have their own local parent organizations to spur their learning and compete in a healthy way to improve their respective abilities. And the organization is guided by the counselors of the *mu'alim* or *mu'alimah* that has been established by the Islamic Boarding School, so that, although they run the program of regional organizations respectively but they can still establish a brotherhood as a students who learn on one roof of the Raudhatul Hasanah Islamic Boarding School.

In accordance with the current conditions the total of Junior High School for Islamic Studies students to a thousand people with 28 classes of study groups. Based on the data obtained, generally they enter in the Islamic Boarding School based on of their own willingness without coercion from anyone even their parents. In the first semester the students were given the opportunity to use Indonesian language in social interaction. However, when the *santriwati* have gone up to the second semester, they are all required to use the official language of the *pesantren*, namely Arabic, while in the boarding environment Raudhatul Hasanah.

Based on the analysis that researchers have done and the findings of the research, it can be concluded that the instructional process in the perspective of learning resources at Raudhatul Hasanah Islamic Boarding School can spur and motivate the students who study in Islamic Boarding School to achieve the ideals in the future with optimism. It can be seen when researchers do observation in Islamic Boarding School, that the students learn with

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high spirit without any complaints . While the mentors continue to provide motivation and guide them with no tired at all.

The formal learning day of Islamic Boarding School is held from Sunday until Thursday from 07.15 a.m. until 02.55 p.m. with twice time of resting time that first resting time is 09.15-09.40 a .m. and the second resting time is 11.00-11.25 a.m. Then resting time for *Dzuhur* prayer and lunch at 12.25 p.m.- 02.15 p.m., then go to class for the last lesson at 02.15 -02.55 p.m. On official school holidays there is no formal learning class on Friday instead of Sunday as the school in general. In addition to the morning learning day, every night after the completion of the *Isha* prayers all learners follow the evening hours together with guided and guided by each teacher homeroom respectively until 10.30 p.m. After finishing the evening learning hour, the female students enter the housing students for a night's sleep. Islamic Boarding School educational institutions with a system of learning patterns to instill independence, discipline learners through rules of discipline and supervision coaching at any time. So, in the end after freelancing or graduating from the Islamic Boarding School the students can be a strong personal and independent person and also can be a role model for teenagers who have not or have never tasted education in the Islamic Boarding School. And this is the hope of all students ' parents who send their children to school in the Islamic Boarding School.

Finally, the instruction system applied by the Islamic Boarding School has full support from the students' parents. So that the existing learning resources can be utilized to the maximum without any obstacles and barriers that can cause delays or unsuccessful of students in reaching their goals. For the students who want to reach the ideal and the future with a mature learning plan to achieve it by studying abroad. This is certainly a source of learning to trigger and become the driving force to achieve goals in the future. For that reason, Islamic Boarding School residents, especially the female students continue to be encouraged to master the two languages, namely Arabic. Furthermore for those who have the dream of wanting to study abroad like Egypt, then their Arabic language continues to be improved.

### **Discussion**

The process and learning activities of Junior High School for Islamic Studies students is a source of learning to plan the future ideals. All simultaneous learning process simultaneously synergize into one unity of learning by worshiping also foster brotherhood of others. All activities instill discipline , independence, as well as an optimistic personality preparing for the future.

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