

THE ROLE OF THE TEACHER IN SHAPEING STUDENT LEARNING BEHAVIOR IN ARABIC LEARNING

Uswatun Hidayah

Email: uswatunhidayah@unja.ac.id

Arabic Language Education Faculty of Teacher Training and Science,
Jambi University.

Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar
Kota, Kabupaten Muaro Jambi, Jambi, 36361, Indonesia

Abstract: this study aims to describe the teacher's role in shaping good student learning behavior in learning Arabic (behavioristic learning theory perspective) and the factors that influence it. This research was conducted at Madrasah Aliyah Negeri 1 Muaro Jambi in June and July 2020. The research data was obtained by interviewing the Arabic language teacher, the head of MAN 1 Muaro Jambi and the head of class XI (as the main data), as well as observing (as the main data). supporting data). The results showed that teachers at MAN 1 Muaro Jambi had carried out their roles well sincerely and patiently. The role of professional teachers had also been seen in MAN 1 Muaro Jambi because teachers were not only educators but also mentors, managers, as evaluators and the role of teachers as well. as a good role model (*uswahhasanah*) for students. In shaping student learning behavior, professional teachers use several ways, namely by reprimand, routine activities, with good habits and the learning taught by the teacher contains character values (how to behave) in it. With several ways to shape these characters, the values that have been seen in MAN 1 Muaro Jambi are religious values, honesty, discipline, curiosity and social care. In the formation of student character/behavior, there are also factors that influence it, both from internal factors, namely habits and external factors, namely environment. These factors become obstacles or supports for teachers in shaping good learning behavior for students. From the results of this study, it is suggested that teachers should increase their teaching through the teacher's own behavior directly rather than just a theory which will be a little more difficult for students to apply. Because when students see what the teacher is doing, they tend to like it more for them to do too. The point is that when the teacher gives an example of a good attitude, the students will also do the same and this is very good for shaping student learning behavior.

Keywords: *Teacher Role, Learning Behavior, Behavioristic Theory*

PRELIMINARY

In the world of education, there are several components that must be well structured and regulated, including: teachers, students, materials to be studied, learning methods, learning media, and others. All these components must support each other so that educational goals are achieved properly. Teachers are known as al-mu'alim or al-ustadz in Arabic, whose job is to provide knowledge in taklim assemblies. This means that the teacher is someone who provides knowledge. Teachers are called professional educators because they have accepted and carried the burden as parents to participate in educating children in the world of education.¹ In other words, the teacher is the parent of the child when the child is at school. In the Javanese proverb, the teacher is a figure who is listened to by speech and imitated by behavior (a person who is trusted by his words and imitated by his actions). Having a teaching profession means that you have to maintain your image, authority, role model, integrity and credibility. He not only teaches in the classroom, but also educates, guides, guides and forms good moral character for his students.² So being a teacher it must always pay attention to what will be done, because these things can be imitated by students who see what the teacher is doing. The teacher's role is very important in the learning process, be it general lessons, religion and no less important in foreign language lessons such as English, Arabic and others. The teacher's role is needed to direct and guide students during learning. The important figure of the teacher in character education is of course due to his existence as a central figure in education. The teacher must also be a role model, a model as well as a mentor for students in realizing characterful behavior which includes thinking, heart, and feeling.³

In the process of forming good character or behavior, it is necessary to have a companion and direction from an educator both in formal educational institutions and in the family so that someone has good morals (noble character) and always fears Allah SWT. As described in QS. At-Tahrim (66): 6

¹ Jamil Suprihatiningrum, *Guru Profesional : Pedoman Kinerja, Kualifikasi dan Kompetensi Guru*, p. 23

² Ibid, p.17

³ Kristi Wardani, *Peran Guru dalam Pendidikan Karakter menurut Konsep Ki Hadjar Dewantara*, Jurnal: PGSD FKIP Universitas Sarjanawiyata Tamansiswa Yogyakarta, 2010, p. 230

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا قُوًا أَنفُسِكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ
وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ
مَا يُؤْمَرُونَ ﴿١٠١﴾

It means "O you who believe! Protect yourselves and your families from a hell fire whose fuel is humans and stones, guardian angels who are harsh and harsh, who do not disobey Allah in what He commands them and always do what is commanded."⁴

Arabic subjects are subjects that are directed to encourage, guide, develop and foster abilities and foster a positive attitude towards Arabic both receptively and productively. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a means of communication both orally and in writing. The process of teaching Arabic is based on the interaction between teachers and students, namely mutual influence, so it requires a stimulus-response relationship. According to the flow of behaviorism that learning a language requires practice. Through imitation, repetition and reinforcement (reinforcement). Learning activities carried out by teachers greatly affect student learning activities.⁵

THEORETICAL BASIS

1. The Role of Teachers in Shaping Good Student Learning Behavior

As stipulated by the President of the Republic of Indonesia together with the House of Representatives of the Republic of Indonesia in Law number 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 1 which reads "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluate students in early childhood education through formal education, basic education, and secondary education".⁶ Teachers are professional educators with the main task of educating, teaching, guiding, directing,

⁴ <https://risalahmuslim.id>

⁵ Ibrahim dan Nana Syaodih, *Perencanaan Pengajaran*, Jakarta: PT Asdi Mahasatya, 2003, p. 30

⁶ <http://sumberdaya.ristekdikti.go.id/wp-content/uploads/2016/02/uu-nomor-14-tahun-2005-ttg-guru-dan-dosen.pdf> diakses pada 10 desember 2019 13:00 wib

training, assessing and evaluating students in early childhood education through formal, primary and secondary education.⁷

Learning behavior that occurs in students can be recognized both in the process and in the results. The learning process can occur when the individual feels a need in him that cannot be met by reflex or habitual ways. He is challenged to change existing behavior in order to achieve the goal. In changing their behavior, individuals perform various actions ranging from simple to complex. According to Robert Gagne (in Surya 1997) forms of behavior from simple to complex are recognizing signs, connecting a stimulus with a response, linking two or more responses, verbal association, which is connecting a label to a stimulus, discrimination, which is connecting a different response to a stimulus. the same stimulus, recognize the concept of placing several different stimuli in the same class, recognize the principle of making a connection between two or more concepts, and problem solving, namely using principles to design a response. In relation to the learning process, the forms of behavior above that must be properly recognized by teachers are called metacognition and psychological social perception. Metacognition is an individual's knowledge of the process and learning outcomes that occur within him and the things that are related. While what is meant by social psychological perception is the extent to which students perceive the learning process that takes place along with influential situations.⁸

2. Behavioristic Learning Theory in Arabic Learning

Among the principal behavioristic activities is that every child is born, male or female, without the inheritance of intelligence, talent, feelings, and so on. All skills, intelligence, and feelings only arise after humans make a contract with the natural environment. That is why behaviorists believe that in learning the most important role is reflexes, namely physical reactions that are considered not to require mental awareness. Learning activities are reflex activities, namely human reactions to existing stimuli so that learning events are nothing but events to train reflexes in such a way that they become habits controlled by boys and girls who have the same potential to be developed through social construction.

⁷ Jamil Suprihatiningrum, *Guru Profesional : Pedoman Kinerja, Kualifikasi dan Kompetensi Guru*, p. 24

⁸ Syarifan Nurjan. *Psikologi Belajar*. Ponorogo: WADE GROUP. p. 31-32

Those who use this paradigm are interested in the effects of reinforcement, practice and external motivation. Educators who use a behavioristic framework usually plan a curriculum by compiling the content of knowledge into small parts that are characterized by certain skills. Then this section is arranged hierarchically from the simple to the complex. They assume that by listening to the teacher's explanation or seeing it in an experience, learning activities will be effective. Students are considered as passive individuals, need external motivation and are influenced by reinforcement. Therefore, educators develop a well-structured curriculum and determine how students are motivated, stimulated, and evaluated by recognizing male and female behavior and social differences in children, so that none of the students is marginalized over existing differences. Student learning progress is measured by observable results. Learning by behavioristic theory is seen as the acquisition of knowledge and teaching is transferring knowledge to people who are learning so that learners by behavioristic theory are expected to have the same understanding of the knowledge being taught. This means that what is understood by the teacher is what the learner must understand.⁹

RESEARCH METHODS

This research was conducted at MAN 1 Muaro Jambi in June-July 2020. This research used a qualitative descriptive type of field research. The qualitative research design means that the researcher does not manipulate or intervene in any form in the activities of the research subject but the researcher must be able to understand in depth the events carried out by the subject as they are, while the descriptive understanding itself is describing in detail about the situation under study, so that this descriptive qualitative research is a detailed description of the subject's activities in the research situation by describing it as it is, without any manipulation, intervention and engineering. The data collected is in the form of words, pictures and other information. This is due to the application of qualitative methods. In addition, everything that is collected is likely to be the key to what has been researched. This study uses two data sources, namely primary and secondary data sources, where the primary data source of this research is the Arabic language teacher at

⁹ Ibid, p. 68-69

MAN 1 Muaro Jambi, and the secondary data source is the students of MAN 1 Muaro Jambi.¹⁰ These data were obtained through interviews and direct observations in the field, as well as through documentation with photographs. This study took a sample of data sources from Arabic language teachers, the head of MAN 1 Muaro Jambi and class leaders in class XI of MAN 1 Muaro Jambi. Because according to the researcher, the Arabic language teacher and the class leaders are the people who know best about what the researchers expect. The data collection technique in this qualitative research was carried out in a natural setting, so the data collection was carried out by means of interviews, observation and documentation. Qualitative data analysis (Bogdan & Biklen, 1982) is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned, and deciding what to tell others. The technique of analyzing qualitative research data consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing or verification.¹¹

RESULTS AND DISCUSSION

Teachers or educators are people who have a lot of knowledge, want to practice seriously both in formal, informal and non-formal education. Teachers are role models for their students so that whatever the teacher does will not be separated from the views of students and it will certainly be imitated by them. Therefore, a teacher must be careful in speaking, acting or doing various things. A professional teacher is someone who has the ability or competence to impart knowledge to students and is responsible for student education so that students can understand and practice it in everyday life. Teachers play an important role in everything, especially in shaping student learning behavior. Because as the saying goes "school is a second home for children, while teachers are their parents".¹² As important as parents are at home for their children, as important as teachers are for their students at school.

At MAN 1 Muaro Jambi, teachers have tried their best to shape student learning behavior with the hope that students here are able to

¹⁰ Maryaeni. (2005). *Metode Penelitian Kebudayaan*. Jakarta: Bumi Aksara.

¹¹ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, p. 248

¹² Wawancara peneliti dengan salah satu ketua kelas tanggal 10 juli 2020

master the knowledge conveyed and be able to develop their abilities and skills. However, the fact is that in the field, not a few of the students behaved not in accordance with applicable norms such as being disrespectful towards teachers, especially with teachers whose subjects they did not like.¹³ Sometimes teachers also feel overwhelmed when teaching so that learning remains conducive because many students act. There is just something they do so that learning can be completed immediately.

During this pandemic, teachers are required to play an extra role in teaching. Why is that? because in this pandemic period learning tends to be done online, face-to-face learning is abolished or done only occasionally (doing face-to-face learning only to submit assignments or guidance for students whose grades are below standard).¹⁴ With this personal guidance, it is hoped that it can shape student behavior for the better. After learning is over, the teacher will usually make improvements in learning strategies and methods, this is done so that learning outcomes are as expected.¹⁵

During this pandemic, teachers will provide material through videos and images sent through online learning applications set by the madrasa and also through groups for each class in the WhatsApp application, while rote assignments are usually recorded and then sent personally to the teacher via the WhatsApp application.¹⁶

The ability of a teacher can be a supporter of the formation of student character. The ability of a teacher seen from knowledge such as being fluent in using teaching tools, being able to assist students in translating and makhorijul letters that must be appropriate to be easily understood by students because when the pronunciation of a word is not appropriate, it will also be misinterpreted by students. In addition, the support of parents who familiarize children at home to be kind and according to the rules can shape the character of students.¹⁷ A good environment can also support the formation of student character. Students get a good example from anyone, then in that student there will also be a good attitude and the

¹³ Hasil wawancara peneliti dengan bu Barianti selaku kepala MAN 1 Muaro Jambi tanggal 18 juni 2020

¹⁴ Hasil wawancara peneliti dengan pak Khadafi selaku guru bahasa Arab di MAN 1 Muaro Jambi tanggal 19 juni 2020

¹⁵ Hasil observasi peneliti

¹⁶ hasil wawancara peneliti dengan pak Khadafi selaku guru bahasa Arab di MAN 1 Muaro Jambi

¹⁷ Ibid

condition of students who are enthusiastic, enthusiastic and ready to learn. During this pandemic, teachers' proficiency in using mobile phones and learning applications also greatly supports their role in shaping good learning behavior for students. With this ability, teachers can adjust learning that students think is fun so that teaching materials are delivered and the results are as expected.¹⁸

CONCLUSION

Teachers at MAN 1 Muaro Jambi have carried out their roles well sincerely and patiently. The role of professional teachers has also been seen in MAN 1 Muaro Jambi because teachers are not only educating but also mentors, managers, as evaluators and the teacher's role is also a good role model (*uswahhasanah*) for his students. In shaping student learning behavior, professional teachers use several ways, namely by reprimand, routine activities, with good habits and the learning taught by the teacher contains character values (how to behave) in it. With several ways to shape these characters, the values that have been seen in MAN 1 Muaro Jambi are religious values, honesty, discipline, curiosity and social care. In the formation of student character/behavior, there are also factors that influence it, both from internal factors, namely habits and external factors, namely environment. These factors become obstacles or supports for teachers in shaping good learning behavior for students.

Praise and gratitude, *Alhamdulillah*, to Allah SWT, the writer would like to express his gratitude for completing this thesis. The researcher would like to thank all those who have helped in the process of completing this thesis from beginning to end. Hopefully the deeds of worship that have been given will get a reply from Allah SWT. Although they have tried their best, the researcher is fully aware that this thesis still needs improvement. However, the researchers pray and hope that this thesis will be useful for researchers and readers. the goodness and perfection of this paper, the researchers say thank you.

¹⁸ Hasil observasi peneliti

BIBLIOGRAPHY

- Barianti, Kepala MAN 1 Muaro Jambi, wawancara di Muaro Jambi, tanggal 19 Juni 2020.
- Ibrahim dan Nana Syaodih, *Perencanaan Pengajaran*, Jakarta: PT Asdi Mahasatya, 2003.
- Khadafi, Guru Bahasa Arab MAN 1 Muaro Jambi, wawancara di Muaro Jambi, tanggal 19 Juni 2020
- Maryaeni. (2005). *Metode Penelitian Kebudayaan*. Jakarta: Bumi Aksara.
- Moleong, Lexy J, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya.
- Nurjan, Syarifan. *Psikologi Belajar*. Ponorogo: WADE GROUP. Hal 31-32
- Suprihatiningrum, Jamil, *Guru Profesional: Pedoman Kinerja, Kualifikasi dan Kompetensi Guru*.
- Wardani, Kristi, *Peran Guru dalam Pendidikan Karakter menurut Konsep Ki Hadjar Dewantara*, Jurnal: PGSD FKIP Universitas Sarjanawiyata Tamansiswa Yogyakarta, 2010.

<http://sumberdaya.ristekdikti.go.id/wp-content/uploads/2016/02/uu-nomor-14-tahun-2005-ttg-guru-dan-dosen.pdf> diakses pada 10 desember 2019 13:00 wib