

Preparation of Arabic Teachers at IPG Kpi Malaysia: Community Service Using the Addie Approach

Asep Sopian, Hikmah Maulani, Maman Abdurrahman, Syihabuddin, Shofa Musthofa Khalid, Nalahuddin Saleh, Tatang, Muhammad Faris imaduddin^{a)}

Study Program of Arabic Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

^{a)}Corresponding author: farismuhammad@upi.edu

ABSTRACT

This community service aims to analyze the preparation and training of Arabic teachers in Indonesia and Malaysia. The research uses a descriptive qualitative approach to present objective and scientific empirical facts. The data sources used in this study include secondary data from references and research objects related to Arabic language education in both countries. The analysis results indicate that in Indonesia, the preparation of Arabic teachers is more flexible with more open regulations and opportunities. Conversely, in Malaysia, the preparation and training of Arabic teachers are more stringent with specific qualifications that must be met. The study also finds that using technology and resources in teacher training in Malaysia is more structured through the ADDIE instructional design model, which is considered effective in enhancing educational quality. The findings emphasize the importance of improving the professionalism of Arabic teachers through structured and continuous training in both countries.

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INTRODUCTION

Education is a crucial tool and medium for teaching and instilling normative values, social norms, and life guidelines that will be practiced in society (Saleh et al. 2024). Education also serves as a foundation for pursuing all the goals each set, as without education, it would be very difficult to achieve those goals. Additionally, education is a means for personal development, mental growth, mindset enhancement, and overall self-improvement (Rahman et al. 2020).

Moreover, learning is also a process with goals that both teachers and students must achieve. These goals help teachers direct the learning process and support the achievement of educational objectives (Saleh et al. 2024). Various efforts by teachers are expected to enable students to reach their learning goals through the use of different strategies and methods, diverse learning media, varied materials, and other approaches (Imaduddin, Maulani, and Taufik 2022). Nevertheless, the success of learning is greatly determined by the teacher's skill in designing the learning process (Zuhro, Sutomo, and Mashudi 2022).

Included in the study of Arabic. There are at least four orientations in learning Arabic: religious orientation, academic orientation, professional/practical and pragmatic orientation, and ideological and economic orientation (Aziz et al. 2024).

Looking at the study of Arabic in Indonesia and Malaysia, both share the similarity that religious orientation is the most dominant. This is because the majority of the population in Indonesia and Malaysia are Muslim. As a result, there is a high interest in Islamic studies, which requires enthusiasts to deepen their understanding of Arabic as the medium of instruction. Therefore, it is not surprising that religious orientation is more dominant than the other three orientations.

The necessity to understand the two primary sources of Islamic teachings encourages every adherent to study Arabic thoroughly and comprehensively. This has become a factor in the widespread teaching of Arabic in Indonesia and Malaysia, aimed at understanding and delving deeper into Islamic teachings (Shamshinar and Azhan 2022).

Teachers are highly influential in the teaching and learning process. The learning outcomes achieved by students are affected by the way teachers conduct their instruction (Jafar Sidik and Nursyam 2020). A professional teacher possesses academic qualifications, competencies, physical and mental health, and the ability to realize national educational goals, along with an appropriate improvement in welfare (Kamaludin, Pardosi, and Kadju 2024). The professionalism of a teacher is essential in creating a knowledge-based school, which includes an understanding of teaching, curriculum, and human development, including learning styles (Waidi 2021).

Becoming a professional teacher cannot be achieved without efforts to improve one's quality and professionalism. A teacher's need to learn is essentially about change, and the change referred to involves a shift in thinking or mindset, a paradigm change, the accumulation of experience, the enhancement of skills, as well as a transformation toward more ethical and wise behavior. If the teachers of this nation possess the required academic qualifications, integrated abilities, certainty and high credibility, integrity and strong competitiveness, high loyalty, and dedication, and serve as role models for their students, colleagues, family, and the surrounding community, then professionalism can be realized (Ansori 2020).

Recognizing the needs and the crucial role of teachers in the Arabic language learning process, it is important to understand that teachers' knowledge and skills must also evolve in line with the needs and advancements in science and technology. Enhancing teachers' skills can be achieved through various activities. One way to improve their skills is by participating in training programs (Palupi, Mawardi, and Iriani 2023).

The ADDIE model is a term used to describe a systematic approach to instructional design and development (Spatioti, Kazanidis, and Pange 2022). ADDIE is an acronym that refers to the main processes

in instructional system development: Analysis, Design, Development, Implementation, and Evaluation (Basyar 2020). One of its functions is to serve as a guideline in building effective, dynamic training programs and infrastructure that support the training performance itself (Zuhro et al. 2022).

Based on the above literature, the researcher decided to conduct a Community Service program in the form of a training session to enhance teacher professionalism, held at one of the teacher education institutes in Malaysia, using the ADDIE instructional design model.

METHOD

This Community Service program involves two activities: first, identifying similarities and differences, strengths, and weaknesses in the preparation process for Arabic teachers in Indonesia and Malaysia. Second, conducting outreach and training to improve the professionalism of Arabic teachers using the ADDIE method.

The results of this Community Service program will be presented using a descriptive qualitative method, revealing existing empirical facts objectively and scientifically based on logic and scientific procedures supported by strong methodology and theory relevant to the field of study. (Imaduddin et al. 2022).

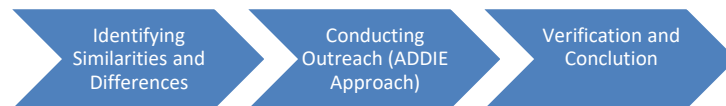


FIGURE 1. Research Method

RESULTS AND DISCUSSION

Teacher Preparation

The preparation of Arabic teachers in schools in Indonesia and Malaysia has several similarities and differences that reflect educational policies, cultural contexts, and local needs in both countries.

In this regard, there are several key aspects to consider for understanding the basic needs in the preparation of teachers at schools that teach Arabic: (1) Education and Qualifications, (2) Training and Certification, (3) Curriculum, and (4) Technology and Resources. These can be observed in the following table:

TABLE 1. Preparation of Teacher Aspect

Preparation Aspects	In Indonesia	In Malaysia
Education and Qualifications	Arabic teachers typically have an educational background from universities or higher education institutions that offer Arabic language or Arabic language education programs. Graduates from Arabic Language Education (PBA) or Arabic Literature programs. Some teachers may have studied in Arabic-speaking	Arabic teachers typically graduate from universities that offer Arabic language or Arabic education programs, such as Universiti Malaya (UM) or Universiti Kebangsaan Malaysia (UKM). Specifically for secondary schools, Arabic teachers are graduates from the Institut Pendidikan Guru Malaysia

Preparation Aspects	In Indonesia	In Malaysia
	countries to deepen their language knowledge and skills.	Kampus Pendidikan Islam, which is a teacher training institution in Malaysia. Some educators may have experience studying or living in Arabic-speaking countries to deepen their understanding.
Training and Certification	Specialized training and certification for teachers are required, typically provided by the Ministry of Education and Culture (Kemendikbud) of Indonesia. Teachers also participate in additional training such as Diklat (Education and Training) organized by various educational institutions or non-governmental organizations.	Teachers must have recognized educational qualifications and have completed professional training organized by the Ministry of Education Malaysia. Training programs and professional development for teachers are often organized by Bahagian Pendidikan Islam (BPI) or Bahagian Pembangunan Kurikulum (BPK).
Curriculum	The Arabic language curriculum in Indonesia was developed by Kementrian Pendidikan dan Kebudayaan (Kemendikbud) with adjustments based on educational levels (elementary, junior high, and senior high school). Religious schools (madrasahs) have their curriculum developed by the Kementrian Agama (Kemenag).	The Arabic language curriculum is developed by the Ministry of Education Malaysia and covers various educational levels. Religious schools or madrasahs have an additional, more in-depth curriculum in Arabic.
Technology and Resources	The use of technology and digital resources in Arabic language learning is increasing. This includes the use of textbooks, modules, and learning materials provided by the government or private publishers.	The use of technology in Arabic language learning is also a focus, with many schools utilizing digital platforms and e-learning. This includes textbooks, online resources, and learning materials provided by the government or educational institutions.

In the first aspect, education and qualifications have a partial impact on teacher performance. The higher the education, qualifications, and work experience, the better the teacher's performance will be (Bado and Adimuntja 2021). The preparation of Arabic teachers in Malaysia tends to be more stringent because there are specific qualifications required for high school Arabic teachers. Teacher training institutions, particularly

those affiliated with the government, are a primary requirement for preparing high school Arabic teachers in Malaysia. In contrast, in Indonesia, the regulations and opportunities are relatively more lenient.

The second aspect, teacher training and certification, is the process of granting teaching certification to teachers who have met professional standards. A professional teacher is an absolute requirement for creating a quality educational system and practice (Munggaran and Elmi 2020).

The third aspect is that Indonesia has different Arabic language curricula between public schools under the Ministry of Education and Culture and religious schools under the Ministry of Religious Affairs. In contrast, in Malaysia, the Ministry of Education prepares an Arabic language curriculum for all educational units. However, religious schools are still given the flexibility to develop the provided curriculum further. The curriculum itself serves as a fundamental guideline in the teaching and learning process in the educational world (Indriyani et al. 2024).

The fourth aspect is the use of technology in education, which has been implemented early on in Malaysia, with schools at various levels being directed to use E-Learning. In contrast, in Indonesia, the use of technology in education has only recently begun to be widely promoted.

From the table above, it can be concluded that there are similarities and differences in the preparation of Arabic teachers, which are adjusted according to the policies, culture, and demands of the existing industrial world, as detailed in the following table

TABLE 2. Similarities and Differences in the Preparation of Arabic Teachers

Similarities	Differences
1. Both countries pay special attention to Arabic language education due to its relevance in the context of Islam.	1. Differences in policies and curriculum structures are tailored to the national needs of each country.
2. Arabic teachers in both countries usually have formal educational backgrounds in Arabic and participate in ongoing professional training.	2. There are variations in the types of certification and training that teachers must undergo.
3. The use of technology in teaching is increasingly integrated in both countries.	3. Indonesia has more diversity in the types of schools (public schools and madrasahs) offering Arabic education compared to Malaysia.
	4. The preparation of Arabic teachers in both Indonesia and Malaysia reflects the commitment of both countries to improving the quality of education and the Arabic language skills of their students following cultural and industrial needs.

ADDIE-Based Teacher Training

After conducting an in-depth identification and analysis of the above aspects, activities were carried out through outreach, education, and teacher training at a teacher training institute in Malaysia. The ADDIE method is considered the most suitable for the current developments of the times.

The ADDIE instructional model is one of the models that outlines the basic stages of a learning system in a simple and easy-to-understand manner. The ADDIE model is a more generic instructional design model (Handrianto et al. 2021). This model was developed to design instructional systems. ADDIE is an acronym for the five main stages in the instructional design process.: Analysis (Analisis), Design (Desain), Development (Pengembangan), Implementation (Implementasi), dan Evaluation (Evaluasi) (Almelhi 2021).

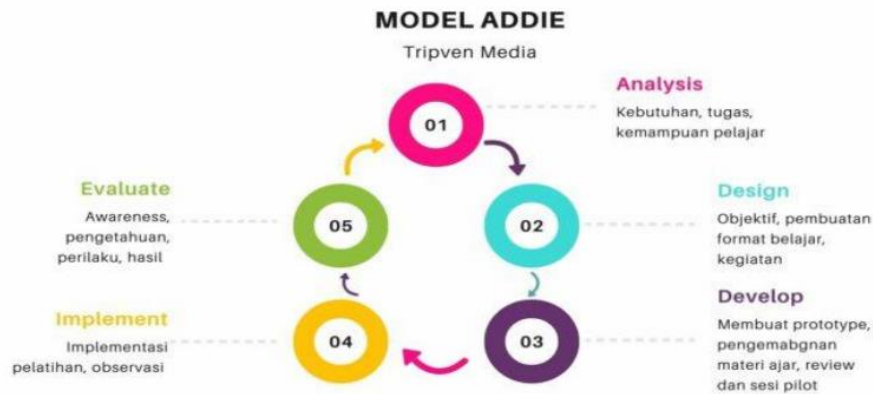


FIGURE 2. ADDIE Instructional Model

Here is an explanation of how the ADDIE approach can be applied in Arabic teacher training:

TABLE 3. The Stages of the ADDIE Instructional Model

Stages	Objectives	Steps	Practice
Analysis (<i>Analisis</i>)	Identify training needs and set objectives.	<ol style="list-style-type: none"> Needs Assessment: Identify the training needs of Arabic teachers based on the current situation analysis and the expected competency standards. Participant Analysis: Understand the background, knowledge, and initial skills of the teachers. Learning Objectives: Establish the goals and expected outcomes of the training. 	Conduct surveys or interviews with teachers to identify areas needing improvement, such as teaching methods, use of technology in Arabic language instruction, or mastery of Arabic grammar.
Design (<i>Desain</i>)	Design the training structure and learning materials.	<ol style="list-style-type: none"> Learning Strategies: Determine the teaching strategies to be used, such as lectures, discussions, or practical exercises. Training Plan: Develop a training plan that includes the schedule, materials, and learning activities. 	Develop the training curriculum to include topics such as interactive teaching methods, the use of Arabic language educational applications, and assessment techniques.

Stages	Objectives	Steps	Practice
Development (<i>Pengembangan</i>)	Develop training materials and aids.	<p>3. Material Development: Design learning materials such as modules, presentations, and visual aids.</p> <p>1. Material Production: Create or gather all the designed training materials, including learning modules, PowerPoint presentations, and reading materials.</p> <p>2. Development of Aids: Develop aids such as instructional videos, interactive applications, or simulations.</p> <p>3. Testing: Test the materials and aids to ensure their effectiveness and functionality.</p>	Develop learning modules that include Arabic grammar exercises, sample questions, and realistic teaching scenarios.
Implementation (<i>Implementasi</i>)	Implement the training according to the established plan.	<p>1. Training Implementation: Conduct training sessions according to the schedule and plan.</p> <p>2. Support: Provide guidance and support to participants during the training.</p> <p>3. Monitoring: Observe and record progress and any issues that arise during the training.</p>	Hold intensive workshops or seminars where Arabic teachers participate in various training sessions, group discussions, and teaching practice.
Evaluation (<i>Evaluasi</i>)	Assess the effectiveness of the training and the learning outcomes.	<p>1. Formative Evaluation: Collect feedback during the training to make immediate improvements.</p> <p>2. Summative Evaluation: Assess the final outcomes of the</p>	Conduct a final assessment by administering written tests or teaching practice, and gather feedback from participants about their experiences during the training.

Stages	Objectives	Steps	Practice
		training through tests, observations, or surveys.	
		3. Revision: Use the evaluation results to refine and enhance future training programs.	

CONCLUSION

Teacher preparation is crucial to ensuring the quality of education. The process of knowledge transfer also needs to be carried out on a broader scale to gain a wider perspective. Indonesia and Malaysia share many similarities in various aspects, especially in education, particularly in the Arabic language.

By following the ADDIE approach, Arabic teacher training programs can be designed and implemented in a more structured and effective manner. This process ensures that participants' needs are met, the training material aligns with the learning objectives, and the outcomes are evaluated for continuous improvement. The model is flexible and can be tailored to the specific needs of an institution or a particular group of participants.

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