



## Design of Arabic Learning for Senior High School in the 21<sup>st</sup> Century

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**Abstract:** Arabic learning in the senior high school level still requires good planning to be able to carry out the process and evaluation of learning in accordance with the desired goals. Arabic learning in Indonesia is still focused on the delivery of material using traditional methods, only a few schools have developed the Arabic learning process in accordance with the demands of 21<sup>st</sup> century learning. It is appropriate that Arabic learning can internalize the values of soft skills in terms of cognitive, affective or psychomotor through attractive and innovative learning designs. This study aims to construct materials, media, method and evaluation that are in accordance with 21<sup>st</sup> century in Arabic language learning designs. This research method used a qualitative method based on text analysis. Therefore, the analysis used in reading and interpreting qualitative data is content analysis and system analysis. The results of this research recommend that Arabic learning designs for high school level suitable for the 21<sup>st</sup> century should contain; 1) must construct material by contextual material, 2) using technology and information, 3) using cooperative learning model based on HOTS in learning process, 4) evaluation using authentic assessment. Arabic learning in a holistic and integral way can answer the challenges of the 21<sup>st</sup> century. This paper discusses reformulate learning based on learning in the global era as an ideal alternative for Arabic learning.

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## Introduction

Globalization is one of the important factors in changing the language education system in Indonesia. The rapid change of global world along with the technological revolution has placed extraordinary needs for more effective and valuable teaching practices in language learning.<sup>1</sup> Similarly, the language that surfaces as a means of

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<sup>1</sup> Tribak Oifaa, 'The Development Of English Language Teaching In Morocco: From Traditional Methods To New Approaches', *Applied Language And Linguistic*, 3.2 (2019), 145-60.

communication between nations.<sup>2</sup> Reference to foreign language education is also influenced by the demands of the development of education in the 21<sup>st</sup> century.<sup>3</sup> Not only problems with structure, the problem of language learning is very complex.<sup>4</sup> Some of the main components that become the United Nations ultimatum are 4c skills which consist of Communication, Collaboration, Creativity and Critical thinking.<sup>5</sup> These components can be internalized in the process of learning a foreign language.

The following challenges are faced in implementing critical thinking processes in language learning classes. According to Portelli<sup>6</sup>, teacher ideology needs to be changed because the majority still believes that traditional learning models are still effective and teacher-centered learning needs to be changed to student-centered learning because it can't encourage students' critical thinking processes. United Nations demands also encourage the government of Indonesia to develop problem-based learning.<sup>7</sup> Based on the statement before, students' demands are very complex, where collaboration between fields of science really needs to be integrated well, not only in the form of cognitive aspects, but psychomotor and affective also emphasized to encourage student motivation in learning.<sup>8</sup>

Language is one aspect that strongly influences world existence.<sup>9</sup> On that basis, design of Arabic learning in Indonesia is still minimal, this is shown from the achievement of Arabic learning goals are not optimal. Recent research facts that the low ability of students to think critically, communicate and collaborate causes learning output

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<sup>2</sup> Elana Shohamy, 'Contextual And Pedagogical Factors For Learning And Maintaining Jewish Languages In The United States', *Journal Of Jewish Education*, 65.3 (1999), 21–29 <<https://doi.org/10.1080/0021624990650307>>.

<sup>3</sup> Norbert Pachler, 'Foreign Language Learning In England In The 21st Century', *Language Learning Journal*, 25.1 (2002), 4–7 <<https://doi.org/10.1080/09571730285200031>>.

<sup>4</sup> Aharon Yadin And Rachel Or-Bach, 'The Importance Of Emphasizing Individual Learning In The "Collaborative Learning Era"', *Journal Of Information Systems Education*, 21.2 (2010), 185–94 <<http://search.proquest.com/docview/745598919?accountid=11262> La - English>.

<sup>5</sup> Gulcin Nagehan Sarica And Nadire Cavus, 'New Trends In 21st Century English Learning', *Procedia - Social And Behavioral Sciences*, 1.1 (2009), 439–45 <<https://doi.org/10.1016/j.sbspro.2009.01.079>>.

<sup>6</sup> John P. Portelli, 'The Challenge For Teaching For Critical Thinking', *Mcgill Journal Of Education*, 29.2 (1994), 137–52.

<sup>7</sup> Faridah Musa And Others, 'Project-Based Learning (Pjbl): Inculcating Soft Skills In 21st Century Workplace', *Procedia - Social And Behavioral Sciences*, 59.2006 (2012), 565–73 <<https://doi.org/10.1016/j.sbspro.2012.09.315>>.

<sup>8</sup> Norazlin Mohd Rusdin, 'Teachers' Readiness In Implementing 21st Century Learning', *International Journal Of Academic Research In Business And Social Sciences*, 8.4 (2018), 1293–1306 <<https://doi.org/10.6007/ijarbss/V8-I4/4270>>.

<sup>9</sup> United States And Native Ameri-, 'Language , Diversity , And Learning : Lessons For Education In The 21st Century', *Cal Digest*, August, 2010, 1–4.

not in accordance with the demands of this times.<sup>10</sup> The language learning curriculum in this globalization era is certainly more complex because it must consider various factors and variables related to the philosophy (nature and function) of language, socio-cultural aspects, psychology of students, socio-political environment, education and learning systems, and so on.<sup>11</sup>

Seeing the facts, students' abilities in oral and written communication are still minimal. Differences in educational background also affect the activity of student's in the learning process.<sup>12</sup> The need for improvement efforts made by teachers to overcome these problems.<sup>13</sup> Several studies shown that the skills of elementary to high level students are still less competent, this is characterized by the level of critical thinking, communication and collaboration is still minimal developed. Diploma and higher education are still less competent in the following matters; (1) oral and written communication, (2) critical thinking and problem solving, (3) work ethics and professionalism, (4) work in teams and collaborate, (5) work in different groups, (6) use technology, and (7) project management and leadership.<sup>14</sup>

Students still hold on to individual nature when completing assignments, the difficulty of communicating well is caused by various factors including the use of traditional learning methods, so students find it difficult to develop ideas, teaching materials that are fixated on the text that should be adapted to the desired needs students namely interpreted as contextual. According to Carol, the contextual learning process can develop critical power and one of the major investments in foreign language learning.<sup>15</sup> Another factor is the lack of diverse classroom management forming a saturated

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<sup>10</sup> Jurusan Teknik Mesin Laily Noor Ikhsanto, 'No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析title', 21.1 (2020), 1-9.

<sup>11</sup> Muhib Abdul Wahab, 'Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri', *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3.1 (2016), 32-51 <<https://doi.org/10.15408/a.v3i1.3187>>.

<sup>12</sup> Reni Puspita Muhammad Afif Amrulloh, 'Qawa'id Wa Tarjamah Method and Card Sort Strategy in Shorof Learning in Madinah Modern Boarding School', *International Journal of Arabic Language Teaching*, 1.1 (2019), 1-13.

<sup>13</sup> Suci Ramadhanti Febriani, 'Analisis Keterampilan Abad Ke-21 Dalam Proses Pembelajaran Bahasa Arab Di Sekolah Dasar', 2019, 551-58.

<sup>14</sup> Arifka Mahmudi And Others, 'Classroom Management And Arabic Learning Process Based On Multiple Arabiyat', 6.2 (2019), 222-37.

<sup>15</sup> Carol Griffiths And Rebecca L. Oxford, 'The Twenty-First Century Landscape Of Language Learning Strategies: Introduction To This Special Issue', *System*, 43.1 (2014), 1-10 <<https://doi.org/10.1016/J.System.2013.12.009>>.

atmosphere.<sup>16</sup> Some of the facts above cause the goal of Arabic learning seems unattainable.

In addition to the facts above, it is known that the position of Arabic in schools is still relatively dim. The existence of Arabic subjects still looks strange even though formally it is contained in the school curriculum. Therefore, Arabic learning process need to begins with good planning. If the planning is in accordance with the needs and development of the times, the implementation of the Arabic learning process will be optimally. However, until now there is no concrete guidance that can be used as a reference for teachers to be one problem that has not been solved. With that in mind, the need for 21<sup>st</sup> century Arabic language learning designs. The learning process using traditional classrooms must be transmitted using the latest models that are tailored to the technology used. In general Suherdi argues that 21<sup>st</sup> century skills contain knowledge, learning and innovation that aim to live independently, so that they have output in accordance with the demands of the 21<sup>st</sup> century.<sup>17</sup>

This study is continuing the previous study. Previous study revealed that the findings indicate teacher in implementing 21<sup>st</sup> century learning is high, there is significant discussion between academic levels and 21<sup>st</sup> century levels of learning understanding.<sup>18</sup> The other research argue that creative arts can play an important role in preparing language teachers for the revised role.<sup>19</sup> For teachers, classroom management and paedagogical techniques in the classroom will be greatly influenced by how teachers see language acquisition and language learning.<sup>20</sup> In addition to teacher readiness, other research shown that the collaborative inquiry learning model is better than conventional studies to improve students' skills.<sup>21</sup> Azinudin shown that is a positive presence between

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<sup>16</sup> Mahmudi And Others.

<sup>17</sup> Suherdi, *Buku Pedoman Penyelenggaraan Pendidikan Profesi Guru Bahasa Inggris* (Bandung: Celtics Press.).

<sup>18</sup> Rusdin.

<sup>19</sup> Magdalena Kubanyiova, 'Language Teacher Education In The Age Of Ambiguity: Educating Responsive Meaning Makers In The World', *Language Teaching Research*, 24.1 (2020), 49–59 <<https://doi.org/10.1177/1362168818777533>>.

<sup>20</sup> Norbahira Mohamad Nor And Radzuwan Ab Rashid, 'A Review Of Theoretical Perspectives On Language Learning And Acquisition', *Kasetsart Journal Of Social Sciences*, 39.1 (2018), 161–67 <<https://doi.org/10.1016/J.Kjss.2017.12.012>>.

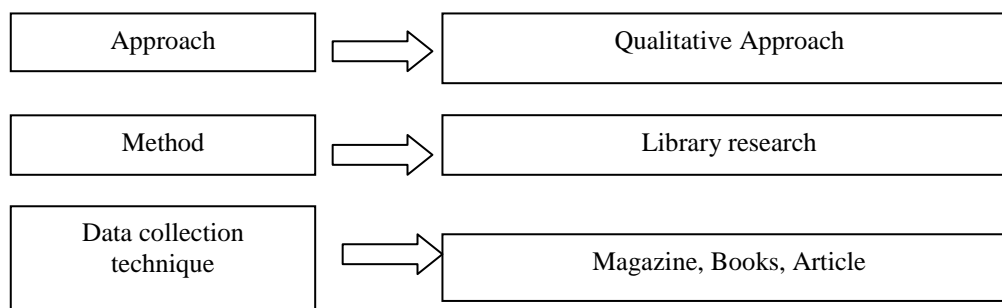
<sup>21</sup> Hani Diana Sipayung, Ridwan Abdullah Sani, And Wawan Bunawan, 'Collaborative Inquiry For 4c Skills', 200. *Aisteel* (2018), 440–45 <<https://doi.org/10.2991/Aisteel-18.2018.95>>.

constructivism learning design and student learning outcomes.<sup>22</sup> In addition, this form of collaborative learning strongly supports the activeness of students who support their skills in the 21<sup>st</sup> century.<sup>23</sup> The other research recommended that students develop the same characteristics of teacher competencies required by the government regarding pedagogy, personality, sociality, and professionalism.<sup>24</sup>

Based on previous research, researchers want to continue previous research by designing Arabic language learning in the 21<sup>st</sup> century for senior high school holistically and integratively by collaborating materials, media, methods and evaluations in accordance with the demands of the times in the 21<sup>st</sup> era. This is supported by the ability of professional teachers as a whole. Based on the problematics of learning design that underpins the entire range of language skills, researchers try to provide ideas to answer the growing problems regarding the design of Arabic learning in senior high schools in accordance with the demands of the 21<sup>st</sup> century.

## Method

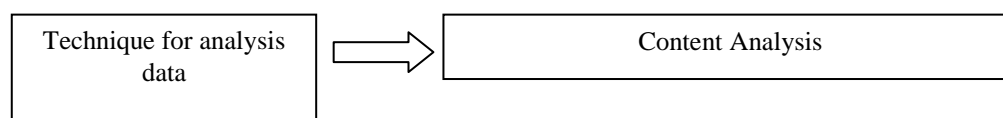
This research used a qualitative approach with library research method. Qualitative research aims to understand the phenomenon of what is experienced by research subjects holistically and through description in the form of words and language, in a specific context that is natural and using various scientific methods.<sup>25</sup> The following schema of the research methods carried out:



<sup>22</sup> Azinudin Achzab, Cucuk Budiyo, And Aris Budiyo, 'Analysis Of The 21st Century Skills Achievement Using Constructivist Learning With Arduino Based Driverless Vehicle Technology', 262.Ictte (2018), 201–5 <<https://doi.org/10.2991/ictte-18.2018.35>>.

<sup>23</sup> Subadrah Madhawa Nair And Mogana Sanai, 'Effects Of Utilizing The Stad Method (Cooperative Learning Approach) In Enhancing Students' Descriptive Writing Skills', *International Journal Of Education And Practice*, 6.4 (2018), 239–52 <<https://doi.org/10.18488/journal.61.2018.64.239.252>>.

<sup>24</sup> Maida Norahmi, 'Journal On English As A Foreign Language 21 St Century Teachers: The Students' Perspectives', 7.1 (2017), 77–96.



**Figure 1.** Method

## Result and Discussion

In a few decades have seen that the issue of 21<sup>st</sup> century skills is important, that aimed at all lines including in the world of education.<sup>26</sup> As Kern reminds us, globalization have transformed the contexts, means, and uses of foreign language learning.<sup>27</sup> The teachers must to formulate practical steps in internalizing 4c skills when learning Arabic requires systematic techniques and must be able to optimize the learning of Arabic holistically. This is in accordance with the statement Claire<sup>28</sup> that the teacher in the 21<sup>st</sup> century is not only able to master the material, but is able to translate the material into language skills that exist in the classroom. Chamot<sup>29</sup> argue that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal.

21<sup>st</sup> century learning integrate all components, it's not focus just one aspect, for example the media. Arabic learning in this era need integration between material, media, methods and evaluation in accordance with the learning process of Arabic to be achieved the maximum indicators which collaborates on linguistic and non-linguistic domains.<sup>30</sup> Halversons<sup>31</sup> showed that language learning in this era must integrate 4c components (communication, collaboration, critical thinking, creativity) and language skills in the classroom. He revealed 4 steps in 21<sup>st</sup> century learning; 1) building background knowledge through debate; 2) giving conclusions; 3) create the final product; 4) present the final product). Some of the steps need to be packaged holistically and integrally

<sup>25</sup> Lexy J Moleong, *Metodologi Peneleitian Kualitatif* (Rosdakarya Offset, 2007).

<sup>26</sup> Andy Halverson, '21 St Century Skills And The " 4cs " In The English Language Classroom By Andy Halvorsen', *American English Institute*, 2018, 0–4.

<sup>27</sup> Richard Kern, 'Technology As Pharmakon: The Promise And Perils Of The Internet For Foreign Language Education', *Modern Language Journal*, 98.1 (2014), 340–57 <<https://doi.org/10.1111/j.1540-4781.2014.12065.x>>.

<sup>28</sup> Claire Kramsch, 'Teaching Foreign Languages In An Era Of Globalization: Introduction', *Modern Language Journal*, 98.1 (2014), 296–311 <<https://doi.org/10.1111/j.1540-4781.2014.12057.x>>.

<sup>29</sup> Anna Chamot, 'Issues In Language Learning Strategy Research And Teaching', *Electronic Journal Of Foreign Language Teaching*, 1.1 (2004), 14–26.

<sup>30</sup> Yuichi Suzuki, Tatsuya Nakata, And Robert Dekeyser, 'Optimizing Second Language Practice In The Classroom: Perspectives From Cognitive Psychology', *Modern Language Journal*, 103.3 (2019), 551–61 <<https://doi.org/10.1111/modl.12582>>.

<sup>31</sup> Halverson.

through the selection of material, the use of suitable media and the application of arabic learning that is indicated using what design the methods and evaluations are appropriate.

21<sup>st</sup> century skills greatly affect all aspects of life especially in education. To prepare students for the challenges of the 21<sup>st</sup> century, namely to become lifelong learners, teachers in Indonesia must apply different lessons that are tailored to the goals set by the government.<sup>32</sup> In 21<sup>st</sup> century learning, foreign language teachers face the challenge of having the most appropriate methods, techniques, and learning activities to facilitate language users who can exchange information, negotiate meaning, and have meaningful conversations, grammatically accurate, and suitably relevant social with other language users.<sup>33</sup>

The teacher need to design arabic learning in accordance with global education goals, national education goals, institutional educational goals to instructional objectives in detail. The design needs to be collaborated with the demands of the developing 4c. The results of previous studies shown that the critical thinking process based HOTS can train students to express a variety of opinions<sup>34</sup> and create a high level of creativity that is packaged through material, media, methods and evaluations that support learning integrally and holistically.

Based on the information, this concept gets several important points, which need to be developed according to namely; a) the use of digital literature, b) critical thinking, c) effective communication, d) high productivity, e) The introduction of religious values.<sup>35</sup> The design of language learning in the 21<sup>st</sup> century must pay attention to four important components known as 4c. These skills must be combined with Arabic language skills, which are known as listening, speaking, reading and writing skills. Before making a design, the teachers look at the learning objectives to be conveyed. The emphasis of 4c skills can be packaged in teaching materials, media, methods and evaluation in learning Arabic.

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<sup>32</sup> Ie May Freeman, D Ed, And E Alosta Ave, 'Life Skills For 21 St Century Learners', 3.10 (2016), 49–52.

<sup>33</sup> S. Zafar, Z. A. Khan, And K. Meenakshi, 'Extraversion-Introversion Tendencies And Their Relationship With Esl Proficiency: A Study Of Chinese Students In Vellore, India', *Pertanika Journal Of Social Sciences And Humanities*, 25.2 (2017), 687–703.

<sup>34</sup> Suci Ramadhanti Febriani, 'Multiple Intelligences In Learning Foreign Languages Based-Hots For Elementary School', 636–47.

## Material teaching

Learning will not mean much if it does not have an impact on the lives of students outside of school. Therefore, subject matter needs to be linked to the daily lives of students. The teacher develops learning methods that allow students to connect with the real world (real word). The teacher helps students to find value, meaning and belief in what they are learning and can apply it in their daily lives. The teacher assesses student performance related to the real world.

Learning is one of the activities that can change the mindset of humans. Instead, teaching materials can support contextual change of mindset so learning has important meaning in students. The findings of the trained critical thinking process will form a solid pattern of knowledge in students. Students come from various backgrounds and have a variety of needs and goals. With adolescent language learners, factors such as peer pressure, the presence of role models, and the level of home support can greatly influence the desire and ability to learn a second language.<sup>36</sup>

"Diverse needs" The basic principle of education is that new learning must be based on previous experience and existing skills. Although this principle is known and generally agreed upon by educators, in practice it is often overshadowed by the administrative convenience of a linear curriculum and a single textbook. Homogeneous curriculum and materials are quite problematic if all students come from one language and cultural background, but they cannot be maintained given the great diversity in classrooms today. Such diversity requires different curriculum conceptions and different material approaches. Differentiation and individualization are not a luxury in this context: they are a necessity.

Material at the high school level was compiled using an all in one system approach. Material proficiency and Arabic style are reinforced by vocabulary, sound and grammar arranged into a single unit.<sup>37</sup> On the material to be studied, the researchers recommend that Arabic teaching material be adjusted to the background of students and contextually adjusted. For example, in learning Arabic with an introductory theme, the teacher can give instructions to students to bring photos to introduce to their friends about introductions in Arabic. In addition, in the theme of daily activities, teachers

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<sup>35</sup> Suci Ramadhanti Febriani.

<sup>36</sup> States And Ameri-.

<sup>37</sup> Ainin, *Pengembangan Kurikulum Dalam Pembelajaran Bahasa Arab*, 1st Edn (Malang: Lisan Arabi, 2020).



should implement a drama system so that the material obtained is appropriate to the context and experience of students. Yitting<sup>38</sup> showed the other material that should be input is collaboration with culture can also be adopted in language learning and can help enrich high-level design language and culture class. With the activities in accordance with the context, the vocabulary, structure becomes more meaningful when learning by students. In addition, students get wider knowledge than just the text contained in textbooks.<sup>39</sup>

## Media

The use of technology in various fields has been very successful and beneficial for teachers to achieve certain things. Nowadays, technology is not something special, but an absolute necessity by students. Panagiotidis argue because technology is a tool for communication and its role is very important.<sup>40</sup> One of them is the use of technology as a medium for learning foreign languages.<sup>41</sup> Language learning media that can be adjusted is the use of Web-based technology. In 1996 participation in web-based higher education courses was estimated at one million students and projected to be three million in 2000.<sup>42</sup> This will continue to experience a significant increase. As the function of the media in the learning process is a tool. Although the media is a tool, but the media has a significant role to increase student interest in learning specifically in learning Arabic. Not a few teachers who have not been creative in the digital age. The research conducted by Ahsanuddin revealed that 75% of high school / vocational high school Arabic teachers in Malang Regency provided various types of media. But the quality is still questionable.<sup>43</sup>

Although the quantity of data above is already good, teachers should be able to collaborate with the media and adapt to the needs of students in the 21<sup>st</sup> century. If the learning process used is collaborative learning, the appropriate media is media that can be accessed together. Some forms of applications such as E-mail, Skype, Youtube, Whatsapp, Edmodo, Facebook. According to Robert in research revealed that youtube can be used as a learning medium under the guidance of the teacher and with the correct

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<sup>38</sup> Yiting Han, 'Exploring Multimedia, Mobile Learning, And Place-Based Learning In Linguacultural Education', *Language Learning And Technology*, 23.3 (2019), 29–38.

<sup>39</sup> Naoko Taguchi, "'Contextually" Speaking: A Survey Of Pragmatic Learning Abroad, In Class, And Online', *System*, 48 (2015), 3–20 <<https://doi.org/10.1016/j.system.2014.09.001>>.

<sup>40</sup> Panagiotis Panagiotidis, 'Technology As A Motivational Factor In Foreign Language Learning', *European Journal Of Education*, 1.3 (2018), 43 <<https://doi.org/10.26417/Ejed.V1i3.P43-52>>.

<sup>41</sup> Sarica And Cavus.

<sup>42</sup> Edelson, *The Organization Of Courses Via The Internet, Academic Aspects, Interaction, Evaluation, And Accreditation* (Mexico City: National Autonomous University Of Mexico, 1998).

instructions.<sup>44</sup> Some of these applications can develop some foreign language skills on an ongoing basis. For example, a teacher or lecturer can use special groups in some of these applications to develop students' productive skills. In addition to the learning process in the classroom, the teacher can monitor learning outside the classroom using this application. The use of this web-based application can be used to find out the development of students in language, some of the media and applications above can help develop students' language skills. It can integrate students' ability to use Arabic intensively.

### **Method**

Learning development should use a student-centered learning approach. Arabic learning can be obtained by habituation.<sup>45</sup> The habituation itself is a form of implementation that is repeated practice in repetition programs that are included in the elements of the method. Students are placed as learning subjects who actively develop their interests and potential. Students are no longer required to listen and memorize the subject matter provided by the teacher, but try to construct their knowledge and skills, in accordance with the capacity of the level of development of their thinking, sambal invited to contribute to solving real problems that occur in society. Student-centered learning does not mean that the teacher gives up learning control to the students fully. The teacher acts as a facilitator who seeks to help link initial knowledge. In addition, the teacher also acts as a guide, who seeks to help students when they encounter difficulties in the process of confronting their knowledge and skills. Students must be taught to be able to collaborate with others. Collaborate with people who are different in their cultural settings and values. In exploring information and building meaning, students need to be encouraged to be able to collaborate with friends in their class. In working on a project, students need to be taught how to take the role of adjusting appropriately to them.

The Arabic learning process using traditional and teacher-centered methods is not compatible with 21<sup>st</sup> century learning. This causes the learning process to be very monotonous and does not provide positive room for students to develop meaningful and individual learning processes. This phenomenon indicates that Arabic learning is less

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<sup>43</sup> Ainin.

<sup>44</sup> Robert Blake, 'Technology And The Four Skills', *Language Learning And Technology*, 20.2 (2016), 129–42.

<sup>45</sup> Azzah Saniyyah Maulana Zughrofiyatun Najah, 'Mahârah Al-Kitâbah Learning Through Mind Mapping Strategies', *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 11.2 (2019), 340–55.

based on language acquisition but is more focused on learning. This emphasizes grammar in general, so that productive language skills are less than optimal. Not a few students are able to understand grammatical elements but are unable to communicate well. So the language has not yet reached the stage of communication tools. So that it causes boredom in the learning process.

On that basis, teachers need to think and design critical and creative learning processes to build student soft skills. Brown and Keeley<sup>46</sup> recommend training students to ask questions and develop their capacity to write essays and argue. This will show their ability to learn, defend arguments and active activities in the classroom. Huges<sup>47</sup> described a number of activities that enhance development patterns so that students can think critically, namely: 1) develop critical thinking patterns, 2) express opinions and reasons in general, 3) ask critical things, 4) examine context, 5) making connections between themes, 6) evaluating learning material, 7) identifying main opinions and agreeing to the right opinion, 8) sorting out facts and opinions, 9) accuracy of information, 10) where did the statement get ?, 11) reading critically, 12) put forward the wrong conclusions, 13) write a topic that is developing, 14) find an expression, 15) predict the contents of the text, 16) practice expressing critical thinking, 17) assess the presentation activities.

The need for varied designs and learning methods to improve student reasoning. This was supported by States' statement that providing opportunities for teacher professional development greatly helped him deliver the material well.<sup>48</sup> One method that can be used in the 21<sup>st</sup> century learning process is collaborative and cooperative learning that gives students the opportunity to cooperate with each other in completing assignments given by the teacher or lecturer. Collaboration works together to accomplish common goals, to look for results that are beneficial to each other.<sup>49</sup>

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<sup>46</sup> M.N. And S.M. Keeley Brown, *Asking The Right Questions: A Guide To Critical Thinking* (Pearson Prentice Hall: New Jersey, 2007).

<sup>47</sup> Huges, 'Critical Thinking In The Language Classroom.', 2014.

<sup>48</sup> States And Ameri-.

<sup>49</sup> Matthew Toh Loy Lim And Others, 'An Alternative Approach To Teaching: Implementing A Cooperative Learning Strategy Students Team Achievement Division At The Junior College Level', *Advanced Science Letters*, 22.5–6 (2016), 1725–29 <<https://doi.org/10.1166/Asl.2016.6748>>.

Miller said that “collaboration is very effective in making more perspectives”.<sup>50</sup> Richards and Rodgers<sup>51</sup> reminds that “if students work cooperatively in the classroom, this collaboration can trigger a warm and positive atmosphere that can increase their level of motivation”. Furthermore, as Li-Hua and Jia have stated in their research, when students learn cooperatively, social practice is brought into the classroom. The following can be alternative methods that can be adopted in the application of learning in the classroom and outside the classroom. Cooperative classes, Johnson stated, should not be teacher-centered and “Ideally, teachers are trained to take existing lessons and restructure them to be cooperative because cooperative learning is the use of instructional small groups so students work together to maximize their own learning and each other.”<sup>52</sup>

From the information above, it is known that cooperative learning can improve the process of collaboration between students and practice the communication process, so that it can help language activities that require intense training. Cooperative learning can be applied as follows STAD (Student Team Achievement Divission) learning model. The STAD method is a very inclusive method that meets the demands of education by ensuring that the teaching and learning process is centered on students. Collaborative interaction triggers students' motivation and attention towards writing lessons which in turn facilitates their learning. Therefore, it is hoped that this research will encourage future researchers to further explore the use of the STAD method in improving student performance in descriptive essay writing skills.<sup>53</sup> In addition to the STAD model, teachers can adopt the Jigsaw model as a method used in class. The jigsaw method was originally designed by Eliot Aronson as a teaching method to reduce racial prejudice at the elementary school level, to promote cohesion between groups, and to increase the pleasure associated with working with group members.

The jigsaw method has been used to activate student interaction and to improve the quality of their learning. This approach gives students the opportunity to learn new

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<sup>50</sup> Y Miller, C., & Ahmad, ‘Collaboration And Partnership: An Effective Response To Complexity And Fragmentation Or Solution Built On Sand?’, *International Journal Of Sociology And Social Policy*, 20 (2000).

<sup>51</sup> Jack C Richards And Ted Rodgers, ‘Method: Design , And Procedure Approach’, *Tesol Quarterly*, 16.2 (2010), 153–68 <[Http://Www.Jstor.Org.Proxy.Lib.Pdx.Edu/Stable/3586789](http://www.jstor.org/proxy/lib.pdx.edu/stable/3586789)>.

<sup>52</sup> Hamid Marashi And Padideh Dibah, ‘The Comparative Effect Of Using Competitive And Cooperative Learning On The Oral Proficiency Of Iranian Introvert And Extrovert Efl Learners’, *Journal Of Language Teaching And Research*, 4.3 (2013), 545–56 <[Https://Doi.Org/10.4304/Jltr.4.3.545-556](https://doi.org/10.4304/jltr.4.3.545-556)>.

<sup>53</sup> Izyan Safira Ibrahim And Nor Hafizah Adnan, ‘Student Teams-Achievement Divisions (Stad) In Enhancing Speaking Performance Among English As Second Language (Esl) Learners: A Critical Review’, *Creative Education*, 10.12 (2019), 2840–49 <[Https://Doi.Org/10.4236/Ce.2019.1012210](https://doi.org/10.4236/ce.2019.1012210)>.

things in a group of experts and then teach these lessons as an expert in a jigsaw group. This method encourages students to depend on each other to achieve success as a group.<sup>54</sup> Teacher can use the model flipped classroom in language classes.<sup>55</sup> It's very helpful because they give students more opportunities to use language in authentic situations and to receive feedback directly from the teacher. Some of several method and model in language learning can be adopted to the needs and increase competence in balanced skills.

### **Evaluation**

In the context of Arabic learning, several aspects that need to be evaluated are divided into three main components, namely cognitive, psychomotor and affective aspects. The form of the assessment is carried out in accordance with the authentic assessment set by the government. It is known that the domain of authentic assessment is not only in the realm of the results obtained, but the learning process such as motivation, learning acquisition and attitudes shown in learning activities also become an integral part of the assessment conducted.<sup>56</sup> The form of assessment should also vary, not only in the form of tests, but portfolios, journals, assignments, etc. This is adjusted to what aspects the teacher wants to assess. Then it can be developed in the latest media such as K-hoots for language quizzes etc. With that, the assessment process does not require a long time so the teacher can carry out the assessment effectively and efficiently. In addition, the benefits of using media for evaluating learning, teachers can build positive characters in students, for example honest, responsible and confident. Because when assessment takes place, students process natural learning.

Teachers in implementing learning require professional readiness so that learning objectives can be achieved to the maximum. One form of teacher readiness before carrying out learning in class is to compose a learning plan that is relevant to the times and the needs of students. The learning design that must be prepared includes three main things that include learning objectives, core learning material, and evaluation of learning. The teacher in arranging learning objectives is based on the curriculum by developing

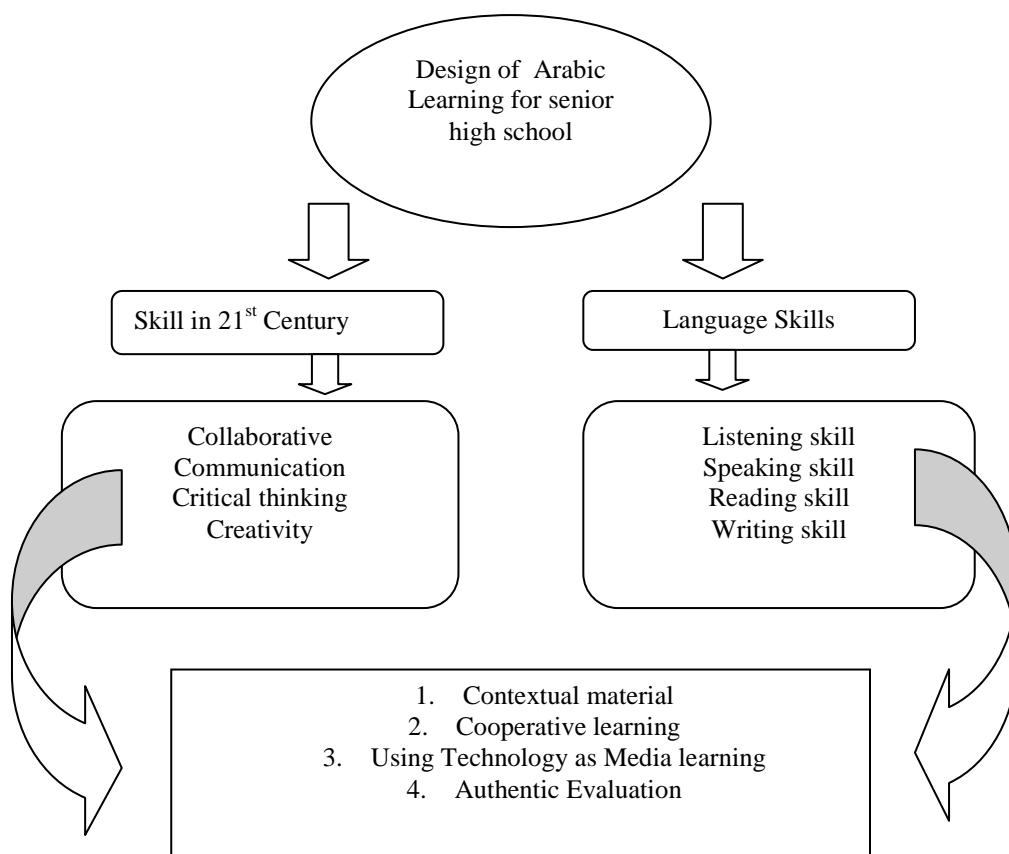
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<sup>54</sup> Hsiu-Ting Hung, Yu-Fang Lu, And Hui-Chin Yeh, 'Emerging Technologies For Education - First International Symposium, {Sete} 2016, Held In Conjunction With {Icwl} 2016, Rome, Italy, October 26-29, 2016, Revised Selected Papers', *Springer International Publishing Ag 2017*, 10108 (2017), 225–39 <<https://doi.org/10.1007/978-3-319-52836-6>>.

<sup>55</sup> Yanli Jia, 'Review Of Innovations In Flipping The Language Classroom: Theories And Practices', 24.1 (2020), 58–61.

Basis Competencies (KI) and Core Competencies (KD) and adapted to the social environment of students in daily life. The core of learning is developed according to the learning objectives to be achieved based on the curriculum used. While the evaluation is arranged to see the success of the learning that has been carried out and to give feedback on the reflection of learning activities

Collaboration between material, media and good learning methods will produce maximum learning output. An important point is in language learning in the 21<sup>st</sup> century, teachers use technology to facilitate the delivery of teaching materials, so that some foreign language skills are integrated with 21<sup>st</sup> century skills.



**Figure 2.** Design of Arabic learning in 21<sup>st</sup> Century

Planning is the whole thought process of determining all activities that will be carried out in the future in order to achieve goals. These keywords indicate that planning is an activity to determine the future. The application of planning in learning activities is an attempt to determine the various activities that will be carried out in connection with

<sup>56</sup> L.V O'malley, Pierce, *Authentic Assessment For English Language Learners* (Wesley: Addison

efforts to achieve the objectives of the learning process. Seen when the language learning process uses media with the use of information technology, students are required to be more active so that the language learning process is centered on students. This supports the students' critical thinking which is in line with the demands of critical thinking in the latest learning. In addition, the use of methods that emphasize collaboration will enhance students' character in higher social activities, often students are indifferent to their peers, but when they are trained to work in teams, the sense of responsibility to cooperate with each other increases.

In addition to the process of forming characters in collaboration, students are also trained to communicate ideas, so that the achievement of learning objectives can be achieved optimally. The learning process as a group can increase students' creative power. They try to process information together and communicate it with students' creativity. For example, the teacher gives a drama project, then students are given the opportunity to explore and design drama according to creativity in groups. For this reason, the need for a supportive strategy also determines the success of the Arabic learning process both in the classroom and outside the classroom.

After knowing some of the components needed in developing learning planning, here is one of the Arabic Learning Plan designs that can be adopted according to the needs of students in the 21<sup>st</sup> century that integrate the values of critical thinking skills, communication, collaboration and student creativity. The following Arabic learning designs are cited from the latest regulations and adjusted to the sequence of stages of the development of learning designs<sup>57</sup> and collaboration in 21<sup>st</sup> century learning.

### **Plan of Arabic Learning**

School name : \_\_\_\_\_

Subjects : \_\_\_\_\_

Class / Semester: \_\_\_\_\_

Time Allocation: \_\_\_\_\_

A. Core Competencies

B. Basic Competence

C. Competency Achievement Indicators

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Wesley Publishing Company, 1996).

<sup>57</sup> Kementerian Pendidikan dan Kebudayaan, *Model Pengembangan Rpp* (Jakarta, 2017).

#### D. Learning Materials

(The material is adapted to the curriculum and is contextually integrated by the teacher)

#### E. Learning Activities

(Activities adopted from student-centered strategies or cooperative learning models or methods that lead to group collaboration)

#### F. Assessment, Remedial Learning and Enrichment

(Evaluation Techniques, Instruments adapted to teaching material to be evaluated and test development can use web-based applications or the use of quizzes)

#### G. Media / Tools and Learning Resources

(Media and learning resources should be adopted contextually with the daily life experienced by students, so the learning process has its own meaning, so students are motivated to develop ideas they know).

Based on the Arabic learning design described by researchers holistically and integrally, it is hoped that teachers will be able to implement a learning process that emphasizes communication, collaboration, critical thinking and creativity. This is reinforced by the fact that 21<sup>st</sup> century skills are<sup>58</sup> (1) life and career skills, (2) learning and innovation skills, and (3) Information media and technology skills. Through learning materials that are contextually designed and learning methods that are packaged collaboratively and using instructional media with technology and assessed authentically produce learning that can improve critical thinking processes, enhance creativity and communicate with each other among students to complete projects given by the teacher.

Problem-solving skills include other skills such as identification and the ability to search, choose, evaluate, organize, and consider alternatives and interpret information. One must be able to find various solutions from different points of view, in solving complex problems. Problem solving requires teamwork, effective and creative collaboration from teachers and students to be able to involve technology, and handle a large amount of information, be able to define and understand the elements contained in

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<sup>58</sup> Etistika Yuni Wijaya; Dwi Agus Sudjimat; Amat Nyoto, *Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia Di Era Global*, 2016, I.



the subject matter, identify sources of information and strategies needed to overcome the problem.

Teachers in the 21<sup>st</sup> century are not teachers who are proficient in every topic in the curriculum, but must be experts in finding out together with their students, know how to do something, know how to know something or how to use something to do something new. For this reason, a good learning design is able to provide students the opportunity to have high creativity, think critically, communicate well and work together.

### **Conclusion**

Arabic learning should not only occur in the classroom and should not stop after students leave school. So, good material, media, method and evaluation collaboration is the keywords to the success of Arabic learning. To provide interaction between language learners and teachers, contextual material is needed so that it has meaning for students, using technology also facilitates the delivery of material and expands student experience, collaborative learning can train collaboration between students, so that evaluations are used authentically assessment thoroughly both from cognitive, affective and psychomotor which are useful in improving the process of Arabic learning in the 21<sup>st</sup> century which is more optimal. Scientific contribution in this research about the design of Arabic learning at the Senior High School level. Then the researchers recommend the other researchers to implement the Arabic learning design in the classroom with another method research, so that there are new findings about the continuation of this research.

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