

“PARAH” Techniques Improving Student In Direction For Year Four

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Article Info	ABSTRACT
<p>Article history:</p> <p>Received: 11 March 2022 Revised: 16 March 2022 Accepted: 21 March 2022 Published: 1 April 2022</p>	<p>Arabic presents a great challenge to teachers and pupils in-home teaching and learning situations (PdPr). Hence, the study was conducted to overcome the interest of students for Arabic language headings among fourth-year students. The main focus of the study was to increase the interest of pupils among year four pupils and improve the teaching practices of Arabic teachers in the classroom. The PARAH method has been used in this study which emphasizes the use of replicas in waste materials to achieve the study's objectives. A total of 4 study participants were selected based on low-performance levels through classroom assessment, lack of concentration when teachers taught and boredom. The Lewin study model (1946) was also used as a guide. The methods of data collection used are observation, analysis of documents and interviews. The findings showed that students' interest in Arabic subjects for directional titles increased by 32.5 per cent to 90 per cent and were supported by interviews of study participants who agreed with the "PARAH" technique. Based on the observations carried out, positive behaviour by the study participants was also supporting material. The results of the teacher's interview proved that "PARAH" actively assists the involvement of students during the PdPr. In conclusion, the "PARAH" technique effectively increased pupils' interest in Arabic titles and improved pedagogical practice for Arabic teachers.</p>
<p>Keywords:</p> <p>Direction Arabic pedagogical practice "PARAH" technique</p>	

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INTRODUCTION (11 PT)

The teaching of Arabic in primary schools aims to expose pupils to additional language proficiency in addition to English as intended in PPPM (2013-2025). The curriculum focuses on four skills: listening, speaking, reading, and writing. The success of pupils mastering all these skills can increase their willingness to interact freely (KPM, 2018). The importance of the Arabic language covers the importance of knowledge, research, social, economics, politics, tourism and international relations. It also considers the need for the new generation to master more than one language. The goal of the Arabic curriculum is to produce human capital that masters the basic skills of the Arabic language and can communicate using simple verses and practice the noble values of Arts Education plays an essential role in any subject. Even Arabic is a subject that the MOE often emphasizes to enhance four basic skills. Thus, learning will be more enjoyable when applied to the elements of art so that students are more fun to learn Arabic and easy to remember and understand.

However, the study focused on the issue of pupils in the directional title. This is intended for the student to know and be able to point the direction of using Arabic as in front, in the back, between, on the right and the left. Efforts to empower the Arabic language continued to decline when it did not significantly shape a generation that is proficient in the Arabic language well and smoothly. In addition, the tendency of students to know, pronounce and read words or sentences in Arabic is still at a shallow level. In the meantime, the efforts of teachers need to be renewed from time to time because in Mohamad Ziyad & Saini Ag. Damit (2017), teachers play the role of facilitators, inspiring people, motivating and learning directors to create effective learning. Thus, all MOE staff play a significant role in preserving and empowering the Arabic language. Among them are applying Arabic subjects with artistic elements such as making comics and storybooks to add Arabic words to the students. Thus, Arabic will be one focused subject and considered essential by all students and teachers in the school.

"PARAH" or Replica direction is a technique used in this study to overcome the constraints of students' interest and improve teachers' pedagogical practice in Arabic. Therefore, researchers chose to produce a model because, according to Ab. Rahim (1987), the characteristics of the model are three-dimensional materials that have the structure, appearance of the shape and explain a function. In this study, the model building is the model of a school site. This model is built based on year four Arabic textbooks according to the students' creativity. Among the features applied are that they can be viewed from various directions and are closely related to teaching in the form of movement, division position and correlation of all parts (Weaver & Bollinger, 1949). In addition, the "PARAH" technique is also produced to make it easier for students to learn following their situation of not having internet access and difficult to attend classes online. In the study of Nabilla Nurbaiti Zulaini et al., 2020), the main factor in ensuring that PdPr runs smoothly is a good internet network. So the "PARAH" technique, project-based learning, is beneficial to the students. This is also agreed by (Ravitz, 2010), which states that project-based learning can improve understanding of concepts, remember what is learned, and be used in new ways.

LITERATURE REVIEW

In efforts to improve the mastery of primary school Arabic language among students, a key aspect needs to be emphasized: students' interest in learning Arabic. The exciting factor will positively impact the pupils whether they can add vocabulary or understand the topic learned. Hence, the lack of interest among students is the main problem that needs to be addressed to learn the Arabic Language (Diyak, Muhammad and Mohd Syafie, 2018). Martin Odudukudu (2013) also agreed that interest factors should be in tandem with learning activities. In turn, the poor vocabulary has also affected students' interest in Arabic. Kaseh et al. (2011) agreed that poor primary morphological mastery is the reason for the student's proficiency in word skills or vocabulary. Thus, this will also cause students to cultivate an interest in Arabic subjects therefore, teachers need to be aware of the background of the students so that they can enjoy learning Arabic. H.Chambali & Zaenuddin (2015) state that the failure of pupils in Arabic subjects results from teachers being less sensitive to the importance of vocabulary and mastery in teaching.

Project-based learning or *project-based learning* (PBL) should be a practical approach used during PdPr. Kolmos and Graaf (2007) stated that the PBL approach is a popular teaching and learning strategy in education. This is because there is effectiveness in cognitive, communication, and social skills in the students. The selection of the PBL method is also affirmed in Tal et al. (2006) that pupils can expand their learning experience beyond the classroom or school. Furthermore, this makes it easier for pupils to relate their projects to their daily lives. This is in line with Nation (2008) that PBL is an instructional method that encourages students to build skills and apply knowledge through projects, cooperative learning and *hands-on techniques*.

The study of Amalina and Putra Abd Rahman (2016) found that her study participants managed to master the title she learned, which is the role of temenggung using project learning. Thus, this study also applies the same form of project-based learning. According to Blumenfeld et al. (1991), the characteristics of project-based learning are to produce a product or artefact at the end of learning. However, artefacts do not necessarily produce a product but can be shown in presentation (Yalcin et al. (2009). This is because it will help students strengthen their understanding of the topics they are learning. Despite this, the findings of Grant's study (2009) stated that the production of artefacts is another method that can reflect the learning outcomes that pupils want. For Nurul Haniza Samsudin, Puteri Roslina Abdul Wahid & Salina Ja'afar (2018), the use of the model has shown an increase of 3.17 percent. They also agreed that there was effectiveness in applying the initial model of the essential reading kit for their study participants who were special recovery children. For the researcher, Mohd Aderi Che Noh et al. (2018), his findings have made positive changes when implementing PBL activities in the teaching of Fiqhs methods and improving understanding, interest and soft skills.

Teaching methods play a vital role in PdPr. Teachers should be aware of this so that the students continue to master the subjects studied. Jaafar @ Mustapha, M.M et al. (2012) propose to teachers to master the teaching method as it helps pupils form a personality that is also the end goal of education. This is also stated in Gamal (2003) and Ab. Halim and Nik Mohd Rahimi (2010) that teachers who fail to choose the appropriate teaching method will cause knowledge and information not to be passed on to the students effectively and thus do not understand what is being learned.

The use of exciting teaching aids is an aspect that all Arabic teachers should note. This is because it will help teachers and students to understand a subject and achieve the objectives set in the learning. However, there are still teachers who are weak in mastering various types of BBM, especially in Arabic subjects. Therefore, as a teacher, it is necessary to take a proactive step in mastering BBM based on the hands-on materials to increase students' interest in learning Arabic more interestingly and effectively. Norhayati, Shaferul, Mohd Fauzi (2013) stated that creative and innovative characteristics need to exist in a teacher to provide the best teaching to the students. Therefore, teachers' teaching patterns and teaching aids need to be modified to keep pace with the passage of time and the development of today's Education (Nurul Haniza, Puteri Roslina & Salinah, 2017). Norma Hassan (2004) also agreed that teaching aids could motivate teachers to teach. Therefore, this kind of practice should be applied in teachers' pedagogy to attract students to participate in PdPr.

METHODOLOGY

The study is a quantitative and qualitative form that aims to know the level of interest of pupils using the technique "PARAH" in the Direction title. The instruments used to obtain study data are observations, field notes, and interviews. The observation aims to look at the differences in pupil behaviour before and after the intervention is implemented. To obtain data support, interview methods were conducted in this study. Based on the worksheet results, a total of four people were selected to be participants in the study. The model of the action study used was the Lewin Model (1946). The model emphasizes four steps: planning, acting, observing, and reflecting.

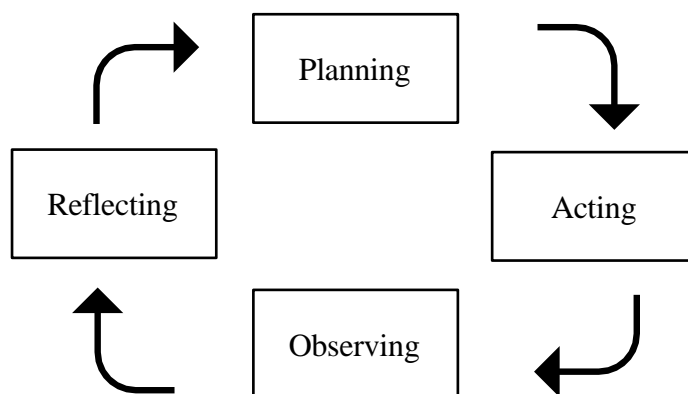


Figure 1: Lewin's Action study model (1946)

Based on the model of the Lewin study (1946), the researchers began the action study by implementing careful planning to identify the issues faced by the students in the topic studied. The researchers also added to the issue by improving teachers' pedagogical practice in Arabic. The issue faced by pupils when pupils are bored and not happy to learn Arabic in the directional title. The study's planning also continued by reviewing the observations of the behaviour of the pupils once they planned what interventions were appropriate to use and address the issues faced. At the next stage, researchers have acted using the technique "PARAH" by explaining the method of use to pupils. At that time, researchers made observations and collected data in terms of pictures and behaviour. The observational phase proposed in the Lewin Model (1946) is crucial when researchers collect as much data as possible for the next reflex phase. The

purpose of the rhetoric is to identify whether the interventions used have successfully overcome the issues faced or require other improvements.



Figure 2: A clear picture of the Study Model circle

Participants

In general, the study focused on heading directions for Arabic subjects. Furthermore, the study has limitations on the study places conducted in Sabah and conducted at SK Panggi, Kunak. Another limitation, the study was conducted only for year four students who were ten years old.

RESEARCH FINDINGS

Data obtained from the analysis of documents, observations and interviews were analyzed. The following is a discussion of the findings from the study.

Based on figure 2, students are increasingly interested in learning the directional heading in Arabic using the "PARAH" technique. The data has been obtained from the PdPr that has been ongoing.

Observation

Table 1

Number of study participants' marks

Study Participants	Before intervention	After intervention
Student 2	4	8
Student 5	2	8
Student 7	3	10
Student 12	4	10

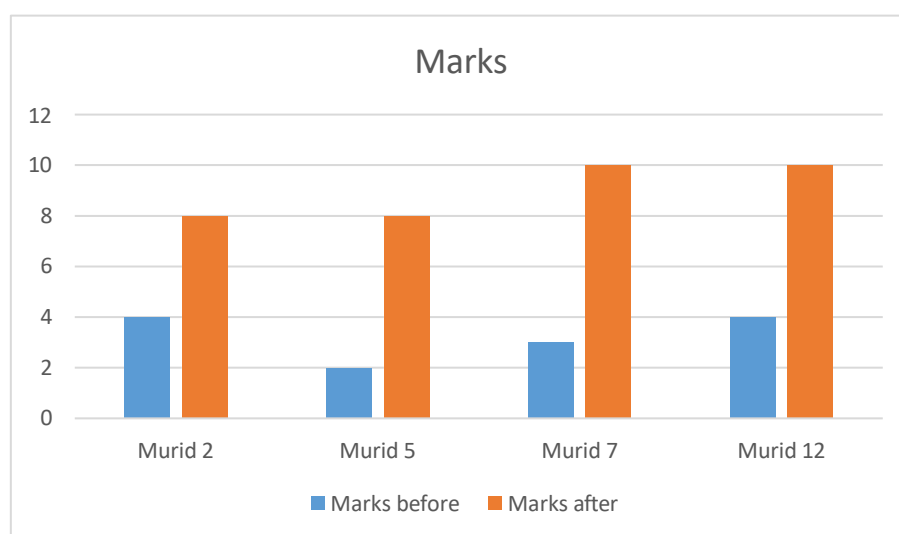


Figure 3: Differences Before and after intervention

The results showed that four participants were selected and scored moderately compared to the other students. According to figure 4, there was an increase in pupil scores after the "PARAH" technique was applied. This can be seen in the number of pupils before the intervention which is 32.5 percent compared to after the "PARAH" technique was applied at 90 per cent. Pupils 2 and 12 pupils initially scored 4 marks and increased to 8 and 10 marks. The lowest score was given to 5 pupils but increased to 8 marks. Thus, the analysis results concluded that the technique "PARAH" had improved the mastery of pupils in the directional title in Arabic. However, it is supported by observational data in terms of behaviour that shows that pupils are interested in directional titles.

Table 2

Comparison of observations before and after interventions applied.

No.	Behaviour	Before		After	
		Number of study participants	Percentage (%)	Number of study participants	Percentage (%)
1	Students submit PdPr assignments	1	25	4	100
2	Students ignore response in <i>Whatsapp</i>	2	50	0	0
3	Students are fun learning Arabic	0	0	4	100
4	Students give cooperation when assignments are given	1	25	4	100

Data collection of how teachers improve pedagogical practice is also analyzed using observation and interview methods.

Table 1 shows that the study participants were not interested in learning against directional headings in Arabic. For example, on the behaviour of 'Students submit PdPr assignment', only one student submits an assignment representing 25 percent. However, after the intervention was implemented, all pupils submitted PdPr assignments by 100 percent. Students are fun to learn Arabic shows that none of the pupils represents 0 percent. When interventions are used, it can be seen when pupils enjoy using "PARAH" in the title studied. In general, the findings of the pupil's behavioural studies prove they are very interested in learning the directional title because of its technique that uses materials that are easy to find and interesting. The "PARAH" intervention was also fun when the students had to model and colour the model according to their creativity. It is also *a hands-on* and *mind-on* learning so that pupils can actively engage, not to mention that the aim is to build an exciting model or replica of the title being studied. However, guidance is still provided by the teacher as a recommendation.

As a result of the interview analysis, the researcher used content analysis by reading all the interview transcripts and determining the critical content. After that, the researcher identified the theme found in the interview transcript. The analysis of the transcript of the interview can be found in figure 4 until 6 below:

Interview

Question	Theme
Researcher: Apa perasaan kamu apabila menggunakan "PARAH"? Study Participants: Seronok. Sebab boleh buat sekolah dan tahu kedudukan.	Feeling

Figure 4: Transcript Analysis of Interviews with study participants

Question	Theme
Researcher: Kamu minat ka belajar Bahasa arab? Kenapa? Study Participants: Aaa... minat kalau dia ada <i>gamelah</i> . Baru seronok mau belajar Arab.	How to teach

Figure 5: Transcript Analysis of Interviews with study participants

Question	Theme
Researcher: Kamu fahamka bila belajar tajuk Arah menggunakan "PARAH" Study Participants: Faham juga. Lepas tu, boleh tambah perkataan Arab.	Effects of teaching

Figure 6: Transcript Analysis of Interviews with study participants

Based on figure 5, the interview data between the researchers and the study participants describe the theme of feeling. The study participants chose to enjoy using the technique of "PARAH" to overcome the constraints of disinterest in the title studied. However, other study participants also expressed interest in Arabic subjects when teachers used the method of playing while study (refer to figure 6). This is agreed in Akhiar Pardi & Shamsina Shamsuddin (2012), stating that the method of play causes the students to be motivated to think creatively and critically. It is easy for them to remember the reading material learned.

This causes students to understand a lesson and add to their vocabulary. Thus, the researcher have chosen the theme of the teaching method that the teacher needs to plan carefully before starting the PdPR session.

Question	Theme
<p>Researcher: Kaedah apa yang ustazah gunakan untuk tambah baik amalan PdPr mengajar tajuk Arah Bahasa Arab</p> <p>Teacher: Saya ada menggunakan aplikasi di internet seperti liveworksheet, blooket dan video pendek tentang tajuk yang diajar.</p>	<p>Teaching methods</p>

Figure 7: Transcript Analysis of Interviews with study participants

<p>Researcher: Macam mana ustazah atasi murid yang tak minat tajuk Arah Bahasa Arab?</p> <p>Teacher: Saya banyak menggunakan bahan yang murid minat seperti guna kartun atau bahan berwarna. Sijil juga saya sediakan bagi tambah semangat mereka.</p>	<p>Positive affirmation</p>
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Figure 8: Transcript Analysis of Interviews with study participants

The interview results in figure 8 indicate that the teacher chose to teach using materials digitally. The PdPr situation faced by all teachers needs to be more proactive to explore to improve teachers' pedagogy and achieve the objectives set. Thus, the researchers have given the theme of teaching methods to the interviews conducted. While the interview data in figure 9 describes how teachers overcome pupils who are not interested in the topics studied, thus teachers agree to use coloured materials and certificates as motivation for students to continue learning during PdPr.

DISCUSSIONS

Learning Arabic during PdPR became a challenge for teachers and students. Students find it difficult and unattractive to learn Arabic, which suggests that they do not understand the terms and methods that are of little interest to pupils. Therefore, teachers need to be competent to provide a variety of techniques to ensure that pupils attend PdPr classes and understand what they are learning. Students need to know and understand Arabic words to enjoy learning and following PdPr classes consistently.

To increase pupils' interest in the directional headings for Arabic, teachers need to be creative in using diverse pedagogical methods so that pupils can add Arabic words in themselves. Thus, this study was carried out to increase the interest of pupils in the directional title (in front), (behind), (on the right), (on the left) and (in between) using the PARAH technique among fourth year pupils as well as to describe the practice of pedagogical improvement in increasing the interest of pupils in the directional direction for Arabic subjects. This is to ensure that

teachers have creative and innovative ideas to carry out teaching in any situation. This has been agreed by Armstrong Thomas (2003), that proactive, creative and innovative attitudes need to be present in every teacher so that they can provide interesting and effective teaching. In Mahmor Mardiah and Abu Bakar Kamariah (2021) also stated that positive behaviour will be produced by students when the intervention uses both visual and digital materials.

The findings also found that the respondents were very interested in the interventions implemented because the researchers could see the results or works produced by them. This is also stated in the Harre (1985) study where the element of creativity is very important for a person as it can describe a concept and a logical part. While for Torrance (1974) the process of creativity involves the preparation, brainstorm, inspiration and solution of a problem. Interventions such as 'PARAH' have applied constructive learning, i.e. they need to build a replica of the title studied. This is in line with Cook (2007) that contextual learning makes a pupil have a high self-determination attitude so they will actively engage when a teaching involves the aspect of gaining knowledge, contributing ideas and associating the topic studied with the real situation.

CONCLUSION AND RECOMMENDATION

This study had a significant impact on all selected study participants. This is evidenced when using the "PARAH" intervention has overcome the constraints of pupils from boredom to fun and from difficulty to pupils to the PdPr. As a result of the intervention, the students could actively engage and thus increase the interest factor in the Arabic language subjects. This can be seen when pupils take part and complete the assigned tasks and send to teachers as evidence that shows they know, understand and enjoy learning the directional title in Arabic.

To help the quality of the next generation of education, this study needs to be developed. The weaknesses identified need to be improved from time to time so that they can be used by other researchers. The improvements that can be made are that researchers can use the material digitally to learn the directional title and be disseminated to teachers and pupils in other schools. In terms of strengthening, researchers can provide appropriate activities or worksheets to ensure that pupils remember the direction in Arabic and can be used outside the classroom or school. This intervention can be improved by creating a more oversized replica to make it more transparent and easier for pupils and teachers to read.

The findings are essential to the researchers so further studies can use pre and post-test instruments and various worksheets to support the findings. Researchers can also focus on other basic skills: listening, speaking, reading and writing so that this field is recognized and taken into account by many people out there. The study's limitations can also be applied to pupils in the year and other levels so that they can master and understand the Arabic subjects more deeply.

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