The Role of the Teachers in Arabic Learning as a Third Language for Military Purposes Class

Mia Nurmala[1*], Zakiyah Arifa[2], Sutaman Sutaman[3], Rinaldi Supriadi[4], Alifia Azizah[5]

[1] Universitas Pendidikan Indonesia, Indonesia
[2] Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia
[3] Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia
[4] Universitas Pendidikan Indonesia, Indonesia
[5] Universitas Pendidikan Indonesia, Indonesia
Correspondence: E-mail: nurmalamia7@upi.edu

A R T I C L E   I N F O

A B S T R A C T

This study focuses on exploring the role of teachers in teaching Arabic, particularly in developing istima' (listening) skills, through a case study of an Arabic class for military personnel in Indonesia. Military assignments, especially international ones, require soldiers to master foreign languages relevant to their deployment regions. This is particularly true for soldiers stationed in the Middle East, where Arabic becomes essential. Soldiers face added difficulties due to their diverse ethnic and linguistic backgrounds, making it challenging to acquire Arabic for international operations. The methodology involves collecting data through observations, interviews, and document analysis, focusing on Arabic teachers and military students. The findings reveal that the methods and media used by teachers significantly improve students' listening skills at the beginner level. This is supported by performance evaluations over a semester, including exams, discussions, and practical tests, which show clear progress in students' abilities.

1. INTRODUCTION

Teachers in education hold the main element, which needs to be more, not only limited to delivering knowledge but also motivators, guides, and facilitators in the learning process (Sauri et al., 2021). The presence of teachers remains a vital part of learning that machines cannot replace, though sophistication is increasing rapidly in this era. Constitution number 20 of 2003 concerning National Education System Article 1 states that an educator is a power adequate education condition as a teacher, lecturer, counsellor, tutor learning, tutor, instructor, facilitator, and other appropriate titles with its specificity and participate in organized education. So, you can say that the teacher is an educator, and machines cannot replace the teacher's role (Sutriani & Yulia, 2023). However, there is no close possibility that progress technology can also be utilized and optimized to help reach objective learning (Safitri et al., 2023).

Learning objectives can be achieved when teachers and students work. The same is true in their respective roles; teachers are responsible for planning activity learning and delivering learning, facilitator facilitates learning for more interaction, and evaluators evaluate progress. Study students, temporary students, are subjects at a time and objects in necessary learning and are active in developing knowledge during the learning process (Pranata & Abas, 2022). Aligned with Majid (2014), learning requires good interaction between teachers and students so that the material delivered can be accepted well. Therefore, his learning of Arabic facilitates more understanding and necessary interaction between teachers and students (Firdaus et al., 2024).

Learning Arabic is now more widespread and used in various fields, including the military. With the control of Arabic, soldiers can contribute to world peace through international communication with good (Hamidah, 2019). Communication through language and culture can solve conflict efforts (Nurmala & Supriadi, 2022). Other than that, Abdurochman (2016) and Mualif (2020) explained that Arabic is also one of the languages of international importance, with distinctiveness and uniqueness. The language has retained importance for mastery. Then, no one can deny that moment. These are the more formal and informal institutions with a deep Arabic curriculum. His learning is remembered as urgent and development.

Learning Arabic is also marked with learning Arabic for objective general and special objectives (Setyabudi et al., 2018). Fadel Abdallah stated that, at the moment, this learning is more Arabic-directed for unique covers for objective academic work (Abdallah, 2006). On learning Arabic for objective particular, syllabus, curriculum until method learning used customized with need his students. This matter in line with Hutchinson & Waters (1988) that is one of the components in learning language For objective special is learner-centred: ' Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. Needs and interests become important as motivation to learn what you can influence to make students study effectively. Related to this, Thu'aimah (in Jamous & Chik, 2012) also explains: ' Teaching Arabic for specific purposes is a multi-dimensional concept carrying many

definitions, the most common of which is that it is a special approach to teaching the language, focusing on the learner, on his or her needs ...'. The approach to learning destination is Arabic, exceptional learner-centred, and covers the needs of a language learner.

Learning Arabic for objective, especially in Indonesia, is divided into three parts, namely Arabic for objective academic, religious, and professional (Nisa & Arifin, 2020). In terms of this, learning destination Arabic, especially for military soldiers, still needs attention. The soldier's military, with diverse languages and owned cultures, faced mastery of Indonesian as a second language and Arabic as a third language. Of course, this matter is national and international. The ability to multilingualism in the military environment can facilitate effective communication and increase operational intelligence in carrying out tasks. The soldier's military carries out tasks internationally. Of course, they need a foreign language, one of them Arabic. He was learning Arabic for the military. Of course, he has his own characteristics separately in his learning (Nirmala et al., 2024). Of course, this matter is closely related to the field he is studying. A unique approach to learning destination Arabic particularly needs to be noticed by the teacher in conveying knowledge to students (Ghani et al., 2019). Therefore, that required adjustment methods, materials, and activities for learning with the level of ability language and needs of the student (Robinson, 1991); according to Thu'aimah (in Setyabudi et al., 2018), learning Arabic for special objectives is customized learning. To fulfil the need for appropriate communication with the background behind the activity learner.

Activity learning language in the environment military naturally own style and characteristics separately (Nurmala et al., 2024). Relative learning time is shorter, access is narrower, and the pluralist background behind the military soldier becomes characteristic of unique possession (Nurmala & Supriadi, 2022). With this, the learning model, curriculum, and teaching methods are essential to attention factors to reach objective expected learning.

One aspect of Arabic skills is listening (maharah istima') (Sodik et al., 2023; Taufiqurrahman et al., 2024). Listening (Istima') is the beginning stage for a learner of Language (Mufidah et al., 2019). Skills listening is the ability of somebody to understand the words or expressions uttered by an opponent talking or a particular medium (Gunarti, 2020; Mufidah et al., 2019). Listening includes the processes of listening, understanding, and responding to messages implied by the language (Sari & Muassomah, 2020). In activities, istima', learner or student sued for focus to saying from against talk. Even skills such as istima (listening) are one of them. It is skills perceptive, so skills listening Is the foundation a must-start learner/student has (Tini & Sidiq, 2023). Skills Istima is' very important for mastery' because, through Istima', somebody can understand with good A meaning from the expression of words expressed by the opponent.

Teachers' role in developing listening skills (istima') is profoundly learning Arabic (Jamil et al., 2023). A teacher is a facilitator, providing material learning and guiding students in understanding nuances contained in the language in every expression (Tini & Sidiq, 2023). Teachers can create an environment that supports learning, for example, by providing relevant audio or video material for exercise listening (Anisa et al., 2021; Handayani & Syafi'i,

2022). Teachers can also give constructive feedback to help students increase their understanding of the language they study. So, the teacher's role is crucial in activity learning.

Several studies have been conducted on the role of the teacher in learning Arabic. Sutriani & Yulia (2023) Carried out a study related to the role of the teacher in learning Arabic, with the results research : (1) Teachers are capable of becoming role models for participant education with attitude or behaviour shown, (2) The teacher conducts training For students who have not proficient speak Arabic and participate student to in race and (3) Teachers apply method learning repetition of the word or sentence (Taqrir) in learning Arabic.

Further research conducted by Khaerunnisa et al. (2023) showed the following results research : (1) For comfort and concentration Study, student-teacher always organize the room and row student seating in neat and orderly and (2) deep activity learning Arabic teacher always prepare Design Implementation Learning and using learning media that supports the learning process The following is a list of assessments as the teacher's handle teaches inside class. Similar research was also carried out (Paputungan, 2020), and the results were as follows: (1) Teachers apply eight strategies and exercises in learning Hadassah Arabic. This strategy shaped development from the material lessons, (2) adding power to teachers, (3) holding rules using Arabic for civitas academics at the institution, (4) requiring students to use Arabic is suitable inside or outside the institution, and (5) organizing language programs with work The same with parents and students. Hidayah (2020) also wrote related research on the role of teachers in learning. In the study, it was explained that teachers play an important role in bringing learning, as well as in shaping students' character. The results of the study show that in addition to professionalism in teaching Arabic, teachers also help shape students' personalities through routine activities or habits that contain character values in them. The character values include disciplined, religious, honest, curious and social care. In this regard, Juryatinai & Amrin (2021) also discussed through the results of their research. The research explains the importance of optimizing the role of Arabic teachers in learning activities through optimizing their role as a teacher.

Previous studies above explain the role of teachers in learning Arabic through planning and implementing learning. The above research also explains Arabic language learning applied in formal institutions to learn Arabic in general. According to Yusuf & Anwar (1997), learning Arabic is divided into two objectives, namely, the general objective and the specific objective. More continued, Yusuf and Anwar (1997) explained that objective general learning of Arabic includes : (1) learners can understand religious texts (the Qur'an and Hadith), (2) understand and comprehend written literature in Arabic, (3) can be used as tool other helpers (supplementary), as well as (4) can build expert professional language. The general purpose of learning Arabic is for learners to use the Arabic language practically in speaking, reading, and writing. Related to the matter mentioned, Thu'aimah and al-Naqah (2006) in Muradi (2013) explained that related objective learning Arabic for non - Arabs is: 'understanding the Arabic language right, speaking with Arabic as a medium of communication direct and expressive soul, reading the Arabic language easy as well as write with Arabic as expression about condition functional and expressive self.

Learning Arabic for military-specific purposes will be a new color in this research. Furthermore, this research aims to explore the teacher's role as well as the results of students learning Arabic for objective, especially for the soldiers in a school military in Indonesia. Related to This, Hutchinson & Waters (1988) define draft learning Language For objective unique as An approach to learning language based on reason or need learner For study. Learning Arabic for objective specialization: This programming or curriculum is based on specific purposes. As Thu'aimah (in Setyabudi et al., 2018) viewed, the learning program's objective is notable for involving learners with unique and specific needs. Among them are academic, work, business, health and medical, etc.

2. METHODS

This study uses an approach through studies to explore the role of the teacher in learning destination Arabic, especially for the military. A qualitative study was done to learn conditional experience from the object under study, with the researcher as the main instrument. Data collection techniques were collected through interviews, observations, and analysis documents. Data analysis is inductive, as activity in data analysis includes data reduction, data presentation, and data analysis. The researcher will study the role of the teacher in learning destination Arabic, especially for the military. Activity exploration of the role of the teacher is carried out profoundly (Faridl et al., 2022). Creswell (2016) explains that qualitative assessment regarding programs, activities, and processes is carried out more deeply in studies.

A study carried out at the Indonesian Army Training Center, Jl. General Gatot Soebroto No.1 Cimahi. Participants have a very important role because they are required to obtain data and information related to the research. Participants in the study are unit education, lecturers, teachers of Arabic, and all-over soldier military at Pusdik Milker TNI AD Kodiklat who follow the learning process and teach Arabic. The retrieval technique used is purposeful sampling, with 15 students in the military following the learning of Arabic.

3. RESULTS AND DISCUSSION
The Role of Teachers in Istima' Learning for Military Purposes Class

The teacher has a vital and strategic role in learning, including learning istima' special for military purposes (Haq, 2023). The military soldier followed the training, originating from various backgrounds and units spread throughout Indonesia, they have diverse needs and challenges in the learning process. Teachers work as facilitators who deliver material and as capable mentors who understand the context of learning and integrate aspects of teaching (Kiswanto et al., 2023). Through approach-directed as well as application-oriented practical, capable teachers help the soldiers develop the ability to estimate' in a way that is effective and essential in facilitating accurate and precise communication in the operational military. In terms of this, Jabir (2010) explained that understanding time' can be seen through understanding student's sentences, vocabulary, and phrases. In line with a presentation by a military Arabic teacher who explained:

"The ability of the soldiers to speak Arabic showed significant improvement in

conversation outside of everyday learning. They (the soldiers' military) can communicate using Arabic, sometimes one whole sentence perfect, and sometimes they mix with vocabulary in other Indonesian languages".

Arabic language teacher at Pusdik Pengmilum Kodiklat TNI AD (Military Education Center of Indonesian Army) own qualification is tall in teaching. As teachers, at least teachers qualify pedagogy in learning, among others, i.e., planning, implementing, and evaluating learning (Jahidi, 2014; Maulana et al., 2023). According to exposure respondents, teachers always determine objective learning and plan learning before learning starts. Learning objectives are then implemented in the learning process. Then, to know achievement objective learning, the teacher evaluates the learning of Arabic. Then, in deep practice learning, the teacher consistently communicates objective early learning sessions learning. Material is delivered in a way that is clear and easily understood by participants. As source knowledge, the teacher presents and conveys material well. Apart from that, as a demonstrator, the teacher provides facility through the use of learning media, such as supporting audio programs and using relevant teaching materials for beginner learners. The book teaching materials used is the Arabiya baina Yadaik. According to military teachers, books serve the completeness aspects of proficiency in language, among them proficiency in listening, speaking, reading, and so on, writing what is presented in a way gradually. Presentation material gradually started from a material level and moved to a complex level to encourage and help students in their studies.

Figure 1. Istima's learning in the book Arabiyah Baina Yadaik
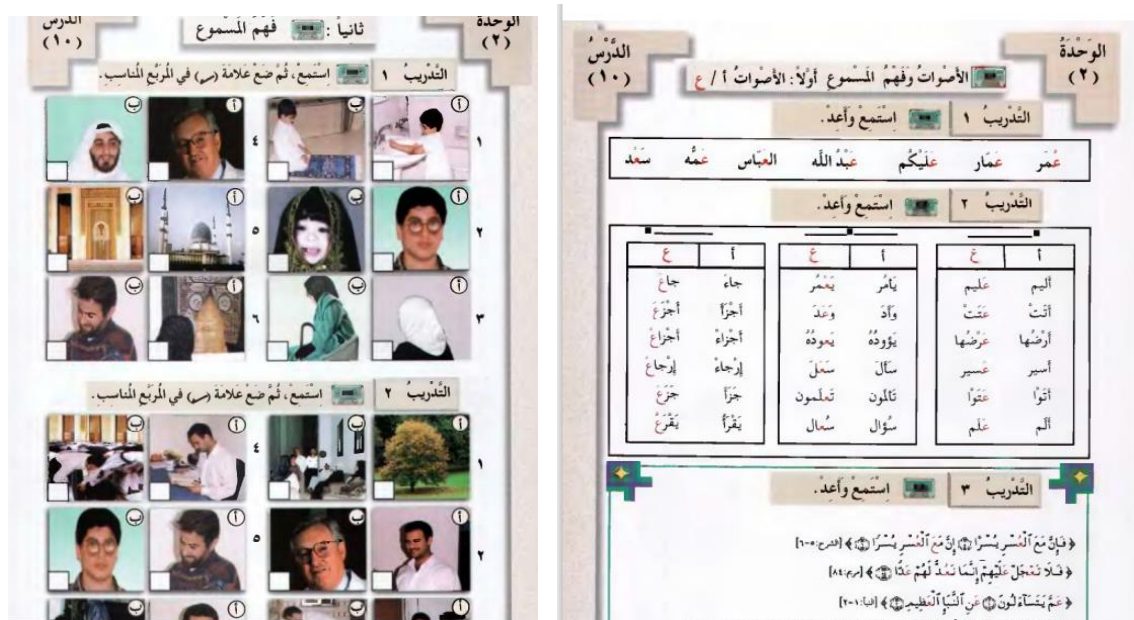
In learning activities (estimate), the teacher begins by getting used to students listening to conversations. After that, pronunciation and vocabulary were introduced so that the student military gradually understood the conversation. Students are also given a chance to follow every part of the conversation, which encourages them to practice directly and obtain experience from listening to the conversation so that they can identify every sound of Arabic (Wahida, 2021).

The fast development of digital technology in this era can optimize successful activity learning (Sodik et al., 2023; Said & Ulwan, 2023). Many platforms provide this access to make learning easier. In this era, a teacher must also be able to adapt with it (Rachmawati & Liza, 2024; Sarip et al., 2024). One of them is the digital video platform YouTube (Nazrailman et al., 2024). Besides using books as teaching materials, military Arabic language teachers at Pusdik Collectors also take advantage of the YouTube platform as a means of learning alternative. According to Arabic teachers, watching videos on YouTube can give soldiers a clear picture of the use of deep Arabic context military in a straightforward way, like diplomacy, defence, and nationality.

Figure 2. Learning Estima ' via the YouTube platform

Pertemuan Presiden Jokowi dengan PM Kerajaan Arab Saudi Mohammad bin Salman Riyadh

Apart from being involved in the learning process, teachers also play a role as an encouraging motivator for Spirit Study students (Jainiyah et al., 2023). For military soldiers, Arabic is the third language. The soldiers from diverse languages and ethnicities sued control in Indonesian assignment national, then can say Indonesian is Language second. Then, Mission International requires they control the third language, Arabic. Then that is good. Of course, they face challenges new in mastering it. Apart from being a source of science-based presentations for military Arabic language teachers, teachers also motivate students to keep going, struggle, and not give up despite Arabic being a new language for part of students in the military.

Curriculum and Learning Objectives for Special Purpose Arabic Language Learning Military in Indonesia

The curriculum is designed to be a learning guide for educators carrying out activity study teaching (Dhani, 2020; Habibi, 2019). The curriculum covers various components like objective education, material learning, methods of learning, and evaluation learning (Suryana & Ismi, 2019). So, you can say that curriculum is the basis of the learning process (Nurbayan et al., 2021; Fauziah et al., 2023). In learning Arabic at Pusdik Pengmilum Kodiklat TNI AD Cimahi used curriculum education based explicitly on the Curriculum Military Indonesian Army Code of Education and Training. Based on exposure teachers, the curriculum for military use is a guide for implementation education in the military, and adjustments have been made in the implementation of learning Arabic. It aims to communicate in a practical way, using good Arabic in oral and written form. Because obeying the military Arabic teacher's presentation, the essence of something Language lies in its use, well, in a way, oral and written.

Curriculum military has determined to be held with form learning by expert teachers in the field. Likewise, in the Arabic curriculum at Pusdik Pemmilum, implementation is supported by teachers with skills in the field. Implementing learning the Arabic language adapted to the applicable curriculum is also adjusted with instruction in the TNI AD code of training for the objective curriculum.

Figure 3. Curriculum of Arabic for Military in Pusdik Pengmilum

KURIKULUM PROGRAM STUDI BAHASA ARAB
TINGKAT DASAR (الاسسي / *al-assasyi*)

1. **Identitas Program Studi**.

   a. Nama Prodi : Bahasa Arab Tingkat Dasar (الاسسي / *al-assasyi*).
   b. Alamat : Jl. Aceh No 50 Bandung.
   c. Kabupaten/Kota : Bandung.
   d. Kode Pos : 40523.
   e. Nomor Telepon : (022) 4206368.
   f. Nomor *Faximile* : (022) 4206368.
   g. Alamat *Email* : Sdirdik Kodiklatad @gmail.com.
   h. Alamat *Website* : www. Sdirdik Kodiklatad.id.
   i. Gelar yang diberikan : -
   j. Tahun dan SK Pendirian : -
   k. Tahun dan SK Akreditasi : -

2. **Identitas Pimpinan Program Studi**.

   a. Nama : Brigjen TNI Judi Paragina Firdaus, M.Sc.
   b. Jabatan : Dirdik Kodiklatad.
   c. Nomor Skep Penugasan : Kep/661/I/2022.
   d. TMT Penugasan : 21 Januari 2022.

3. **Latar Belakang**.

NO	KODE	MATA KULIAH	SKS
1	2	3	4
A.	Mata Kuliah Wajib Umum (MKWU)	
-	-	-	-
B.	Mata Kuliah Kompetensi Pendukung (MKKP)	
-	MKKP-01	Tata bahasa (*An-nahwu wa as-sharfu*)	3
		Jumlah	3
C.	Mata Kuliah Kompetensi Utama (MKKU)	
1.	MKKU-01	Membaca (*Al-qiraah*)	2
2.	MKKU-02	Menyimak (*Al-istimaa'*)	2
3.	MKKU-03	Menulis (*Al-kitaabah*)	2
4.	MKKU-04	Berbicara (*Al-kalam*)	4
		Jumlah	10
D.	Mata Kuliah Kompetensi Lainnya (MKKL)	
1.	MKKL-01	Aplikasi	1
2.	MKKL-02	Bimsuh	-

13

1	2	3	4
3.	MKKL-03	Kesegaran Jasmani	-
		Jumlah	1
		Jumlah SKS	14

The soldiers learn Arabic for four months, with a total learning time of 660 hours. They live in barracks during this period to support the intensive learning process. They use knowledge of achievement learning and evaluation learning from the learning (Ridho et al., 2023). The assessment process can be done with stage tests or exams at the beginning, middle, or end of the semester as part of the learning process (Phafiandita et al., 2022). Implementation evaluation learning at Pusdik Milker shaped exam practice.

Table 1. *Istima's* learning results

No.	Name	Al- Istimaa ' (Listening Skill)					
		Attitude Value	Assignment Value	UTS practice values	UAS practice values	Course Value	Conversion Value
1	FA	85.20	96.70	93.00	97.00	95	4.0
2	IG	84.90	94.50	96.00	97,00	96	4.0
3	MRF	82.50	95,40	97,00	97,00	96	4.0
4	FIH	82.50	96.50	96,00	96,00	95	4.0
5	AND	83,30	95.70	92,00	88,00	90	4.0
6	R	82.50	94,40	90.00	92,00	91	4.0
7	HR	83.30	90.00	86.00	97.00	92	4.0
8	RYF	82.30	87.90	84.00	97.00	91	4.0
9	ADI	81.30	82.50	89.00	90.00	88	3.7
10	M.F.	81.60	83.50	90.00	86.00	87	3,7
11	C.C.C	81,10	84,20	75,00	96,00	87	3,7
12	F.A.S	81,50	83,10	87,00	90,00	88	3,7
13	H.M	81,50	82,40	84,00	85,00	84	3,4
14	S.H.S	81,70	85,30	88,00	90,00	88	3,7
15	M.S	84.90	86.80	75.00	79.00	79	3.0

The evaluation covers summative and normative evaluations. Aspect evaluation covers evaluation attitude, task, participation in discussions, and UTS and UAS. Evaluation is an essential component in the learning process that cannot be separated from teaching activities. Carrying out evaluations in learning is very important because it is a way to measure students' success in understanding the material being taught (Achadah, 2019). Evaluation allows us to see how much learning objectives have been achieved (Idrus, 2019). Based on the results of the learning carried out, it has been shown that the student's abilities show good results. In the learning carried out by the participants, educate, join in active participation, be Good in activity learning, and be outside learning hours. This matter is based on practising simple Arabic in daily conversations between participants and teachers. Findings originate from results interviews with respondents who are soldier military in class Arabic: "*Although I am learning Arabic now, learning it does not overwhelm me and I love it. Although not easy, with a process of learning and practice, I am confident I can. Furthermore, I usually train or talk randomly (talk Arabic) with friends, although sometimes mixed with Indonesian if I know the*

vocabulary Language Arabic".

Figure 4. Learning Estima ' via the YouTube platform

Discussion methods significantly benefit learning by promoting active interaction between participants and building a deep understanding of the material lesson. Through discussion, participants are invited to think critically, convey opinions, and consider different views (Idrus, 2019). This condition increases listening and speaking skills and strengthens collaboration and Teamwork.

Liveliness Students in Oral and Written Communication

Outer than learning Arabic with objective for military purposes no regardless from assignment international or mission defense carried out by the military soldiers (Nurmala et al., 2024). Arabic language proficiency facilitates effective communication in an operational context and deepens understanding of culture and social context in the area of assignment. Hutchinson & Waters (1988) state that learning a language for the objective special facilitates

learners' learning based on needs. In the context of the soldier's military objective, learning Arabic is used For mission assignments. This matter supports the creation of more local relationships with the public and strengthens cooperation between countries, specifically in the context of security and defence. To reach these goals, the soldiers must actively develop skills in Arabic. Related to these, the soldiers at the Pusdik Pengmilum contribute to activities like accompanying guests from Arab countries and even carrying out United Nations (UN) peace missions in the Middle East and Lebanon. As presented by a military Arabic teacher who stated: *"The soldiers' military join in and carry out bilateral visits in particular fields of resilience because of the need for interpreter assistance or translators to speak Arabic. Other than that, they also joined in active as visiting tour guides tours for Arab guests after carrying out the official visit. There are also personnel soldiers sent military to the Middle East, such as Lebanon, in assignment peace by the United Nations (UN). Besides being active in verbal communication, the soldiers in the military are also active in communication (writing). Like the case in Arabic documents, use book guide in Arabic".*

Figure 5. Delivery Personnel Soldier Indonesian military to Lebanon (copyright: kompas.com)

Speak-related assignments on world peace by the UN and mastery of foreign languages, including Arabic, have great significance, especially in military and international diplomacy (Arhanudya et al., 2023). The Arabic language makes it possible for military personnel To communicate and understand documents, official instructions, and operational activities essential for others who use Arabic. This matter facilitates effective communication with local and international partners and improves the ability to understand the assignment area's social, cultural, and political context (Superman, 2023).

4. CONCLUSION

Arabic was also studied by the soldier's military. For carrying out tasks internationally, they are in the Middle East. For military soldiers, Arabic is the third language, after the position of Language mother and Indonesian as the language first and second. For military soldiers, studying Arabic is a matter of new fun. Activity learning objective, particularly for the military, refers to the curriculum originating specifically from military-related institutions and collaborating with Skills language. Implementing short learning, which is only for four

months with life in barracks, results in good learning. Participant education was shown in oral communication and writing-that matters. Of course, regardless of the role of teachers and participants, they should educate each other. Work The same in reaching objective learning.

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