TRANSFORMING ARABIYA BAINA YADAIK LEARNING: GROUP AND INDIVIDUAL REMEDIAL STRATEGIES FOR ACADEMIC ACHIEVEMENT

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Abstract
The Arabic language learning using the book "Arabiya Baina Yadaik" at Dar El Iman Islamic Boarding School in Padang faces significant challenges in meeting the graduation standard of a minimum score of 85. Among the 21 first-year junior high school students, 52% did not achieve this standard. To address this issue, remedial activities were conducted to ensure all students could meet the learning targets. This research aims to improve Arabic language learning outcomes through a remedial teaching method that combines group and individual tasks. This study employs a qualitative approach with a descriptive method to detail the implementation and results of the remedial activities. Data were collected through observations, interviews, and analysis of student scores before and after the remedial activities. The findings indicate a significant improvement in students' learning outcomes following the remedial activities. The graduation rate increased from 48% to 85%, and the number of students who did not pass decreased from 11 to 3. This demonstrates that the remedial teaching method is effective in helping students achieve the graduation standard. In conclusion, combining group and individual tasks in remedial teaching can significantly enhance students' Arabic learning outcomes and overcome learning obstacles. This research contributes to developing more effective Arabic teaching strategies in Islamic boarding schools and other educational institutions.
Keywords: *Arabic learning; Arabiya baina yadaik; learning outcomes, remedial*

1. INTRODUCTION

Arabic language learning at Dar El Iman Islamic Boarding School in Padang uses the book "Arabiya Baina Yadaik," widely used across various educational levels, from junior high schools to universities. This book is specifically designed for non-native Arabic speakers and covers various language skills, such as listening, speaking, reading, and writing, as well as cultural and communicative aspects (Muassomah et al., 2023). With this comprehensive approach, "Arabiya Baina Yadaik" is expected to provide a strong foundation for learners to master the Arabic language (Samsudin et al., 2023)(Ediyani et al., 2020).

However, in implementing learning in the first year of junior high school at Dar El Iman Islamic Boarding School, student learning outcomes indicate that many students have not reached the established graduation standard, which is a score of 85. Of 21 students, 11 did not achieve this score, meaning about 52 percent did not pass. This situation reveals a gap in understanding and Arabic language skills among the students, possibly due to various factors such as teaching methods, the intensity of practice, or students' learning motivation. Therefore, additional efforts are needed to improve students' understanding and Arabic language skills, one of which is through remedial activities.

Previous research has shown that remedial teaching effectively improves student learning outcomes. Eva Yustuti, in her research titled "Remedial as an Effort to Overcome Learning Difficulties," highlights remedial efforts as a solution to learning difficulties (Yustuti, 2022). Ida Fauziah and her colleagues, through their research titled "Remedial Teaching in Improving Learning Achievement in Qur'an Hadith Subjects," proved that remedial teaching can improve learning achievement in these subjects (Fauziah et al., 2020). Additionally, Rika Sari, in her research titled "Implementation of Remedial Teaching in Islamic Education at Muhammadiyah 2 Kartasura Junior High School," examined the implementation of remedial teaching at the school and showed positive results (Sari et al., 2023).

Remedial activities become crucial as they allow students to improve and deepen their understanding of the material they have not yet mastered (Chen & Wu, 2020). This article offers an innovative approach to implementing remedial teaching by combining group and individual tasks for Arabic language learning using the book "Arabiya Baina Yadaik." This method is expected to address students' learning difficulties more effectively and significantly improve their learning outcomes. With this combined approach, students receive more specific individual guidance and benefit from group learning dynamics that facilitate student discussion and cooperation (Rusiadi & Aslan, 2021).

Furthermore, this research provides practical guidance for educators in designing and implementing remedial activities that are adaptive and responsive to students' needs. The approach designed in this study aims to provide an innovative and effective model of remedial teaching that various educational institutions can adopt. Thus, the results of this study are expected to benefit not only Dar El Iman Islamic Boarding School in Padang but also other schools facing similar challenges in Arabic language learning.

Based on this background, the research problem addressed is the effectiveness of remedial teaching through group and individual tasks in improving the Arabic learning outcomes of first-year junior high school students at Dar El Iman Islamic Boarding School in Padang. This research seeks to answer this question through in-depth analysis and practical approaches that can be implemented in everyday learning contexts. It is hoped that the results of this study can significantly contribute to improving the quality of Arabic language education, particularly in the context of remedial teaching.

2. LITERATURE REVIEW

A. Learning Arabic with "Arabiya Baina Yadaik"

With the growing interest in the Arabic language, various books and teaching series have been developed to meet the needs of learners. One of the products of this educational project is the book "Al-'Arabiyyah Baina Yadaik." Arabic initiated this book for All, a non-profit program based in Riyadh, Saudi Arabia, and operates worldwide (Ediyani et al., 2020). It is specifically designed for non-native Arabic speakers (Farhah et al., 2024).

"Al-'Arabiyyah Baina Yadaik" is the work of Dr. Abdurrahman bin Ibrahim Al-Fauzan, Dr. Mukhtar Ath-Thahir Husain, and Dr. Muhammad Abdul Khaliq Muhammad Fadl. The book consists of four volumes: the first for beginners, the second for intermediate level, and the third and fourth for advanced levels. Volume I of "Al-'Arabiyyah Baina Yadaik" is specifically intended for beginners with little or no prior knowledge of the Arabic language. The language used in this book is classical Arabic (fusha), not colloquial Arabic ('ammiyah). The book is structured with three main objectives: linguistic competence (al-kifayah al-lughawiyah), communicative competence (al-kifayah al-ittishaliyah), and cultural competence (al-kifayah ath-thaqafiyah) (Tampubolon, 2022).

Linguistic competence (al-kifayah al-lughawiyah) encompasses two main aspects: 1) the four language skills, which are listening (al-istima'), speaking (al-kalam), reading (al-qira'ah), and writing (al-kitabah); and 2) the three language elements, which are sounds (al-ashwat), vocabulary (al-mufradat), and grammatical structures (at-tarakib an-nahwiyah). Communicative competence (al-kifayah al-ittishaliyah) refers to the learners' ability to communicate directly, both orally and in

writing, with native speakers in their social contexts. Cultural competence (al-kifayah ath-thaqafiyah) aims to help learners understand various cultural aspects, mainly Arab and Islamic cultures (Ritonga et al., 2021).

The book consists of 4 volumes, each containing two parts. (Rabbany et al., 2024). The material in Volume I of "Al-'Arabiyyah Baina Yadaik" comprises 16 chapters: at-tahiyyah wat-ta'aruf (chapter 1), al-usrah (chapter 2), as-sakan (chapter 3), al-hayah al-yaumiyyah (chapter 4), at-ta'am was-sharab (chapter 5), as-salah (chapter 6), ad-dirasa (chapter 7), al-'amal (chapter 8), at-tasawwuq (chapter 9), al-jawwu (chapter 10), an-nas wal-amakin (chapter 11), al-hiwayat (chapter 12), as-safar (chapter 13), al-hajj wal-'umrah (chapter 14), as-sihhah (chapter 15), and al-'utlah (chapter 16) (Hidayatullah, 2023). Each chapter consists of six lessons, making a total of 96 lessons.

Each chapter is detailed as follows:

1) Lesson one: Presentation (al-'ard) consists of three pages covering three conversations, except for chapter one, which covers six.

2) Lesson two: Vocabulary (al-mufradat) includes core vocabulary, exercise vocabulary, and additional vocabulary within three pages.

3) Lesson three: Grammar discussion (attarākīb an-nahwiyyah) consists of four pages that include exercises and a summary of sentence patterns.

4) Lesson four: Sounds and listening comprehension (al-ashwat wa fahmul masmu') includes sounds, words, short expressions, and Quranic verses within three pages.

5) Lesson five: Speaking (al-kalam) consists of three pages that include question-and-answer exercises, conversations, completions, descriptions of pictures, and communication exercises.

6) Lesson six: Reading and writing includes word, sentence, expression levels, and understanding the main ideas in a paragraph within four pages (Pahlevi, 2020)

B. Remedial Learning

1) Definition of Remedial Learning

Remedial learning comes from the word "remedy," which means to heal (Wulandari & Nada, 2023). Initially, this term was used for teaching activities aimed at children with special needs who experience various physical or mental obstacles. However, over time, remedial learning has expanded and is now applied to children considered regular but needing additional help to achieve the expected learning outcomes.

Remedial learning plays a vital role in the education system by providing additional support to students who have difficulty understanding the subject matter. This process aims to identify

students' learning difficulties and design and implement appropriate learning strategies to overcome these obstacles (Supena & Dewi, 2021). In many cases, remedial learning helps improve students' academic abilities and enhances their aspects, such as self-confidence and learning motivation.

Practically, remedial learning involves various techniques and approaches tailored to students' needs. Teachers who implement remedial learning must be able to analyze and understand the factors causing students' learning difficulties and create a supportive learning environment without pressure. The approaches can include reteaching the material, additional exercises, using more varied learning media, and providing guidance and counseling (Sari et al., 2023).

In a broader context, remedial learning benefits students with learning difficulties and the education system as a whole. With remedial learning, schools can ensure that all students have the same opportunity to succeed and reach their maximum potential (Iriyadi et al., 2022). This aligns with the principle of inclusive education, which prioritizes equality and fairness for all learners.

The success of remedial learning heavily depends on collaboration between teachers, students, and parents. Teachers must proactively identify students who need additional help and work with parents to provide the necessary support at home. Additionally, students should understand that remedial learning is not a punishment but an opportunity to grow and improve themselves (Damayanti & Ernawati, 2017).

In conclusion, remedial learning is an essential approach in education aimed at healing and correcting students' learning difficulties. Implementing remedial learning can help students achieve optimal learning outcomes and develop their full potential. Therefore, remedial learning should be an integral part of educational strategies in every school to ensure no student is left behind and all have equal opportunities to succeed.

2) **Approaches and Methods in Remedial Teaching**

Approaches and methods in remedial teaching are integral to supporting students experiencing learning difficulties. Here are some common approaches used in remedial teaching programs:

a. Curative Approach: This approach is implemented after a session or teaching period ends. Techniques involve providing additional assignments to students who are lagging in their learning. This approach aims to improve students' understanding of the material that has been taught.

b. Preventive Approach: This approach is conducted individually, in special classes, or inhomogeneous study groups. Its goal is to prevent learning difficulties by providing extra support and assistance to students before problems escalate.

c. Developmental Approach: This approach uses teaching methods that match the students' characteristics to address their weaknesses effectively. This method enhances students' learning abilities through a more personal and focused approach (Rusiadi & Aslan, 2021). Here are some standard methods used in remedial teaching programs:

a. Question and Answer

This method is used to identify the types and levels of difficulties students face. Question and answer sessions can be conducted individually or in groups, allowing teachers to understand specific learning challenges better.

b. Discussion

Discussion facilitates interaction between students and teachers and among students themselves. Its goal is to collectively understand the problems students face, find solutions together, and develop social skills such as cooperation and responsibility.

c. Assignments

Giving students tasks to understand and overcome the problems they encounter in learning. These tasks address students' learning difficulties, encouraging them to develop a deeper understanding.

d. Group Work

Group work is conducted to facilitate students' understanding of the material within their groups. Students learn from and support each other in overcoming learning difficulties improving their social skills and academic abilities.

e. Tutoring

This method involves students appointed by the teacher to help classmates experiencing learning difficulties. Tutors play an essential role in providing support and assistance in learning, leveraging close relationships among students to enhance understanding and confidence (Sutiyono, 2023).

These methods support students academically, help them develop social skills, and boost their confidence. In the context of technological development and changing student characteristics, these approaches and methods continue to evolve to ensure their relevance in supporting effective and inclusive learning for all students.

3. METHOD

This research uses a qualitative approach with a descriptive method to describe the implementation and results of the remedial activities (Doyle et al., 2020). Data were collected through observations, interviews, and document analysis. Observations were conducted during the learning process and remedial activities. In contrast, interviews were conducted with students and teachers to understand their experiences and perceptions of the remedial activities. Document analysis included students' scores before and after the remedial activities and teachers' reflective notes.

With this approach, the research is expected to provide a comprehensive overview of the effectiveness of remedial teaching through group and individual tasks in improving the Arabic learning outcomes of students. The results of this study are hoped to provide practical contributions to improving Arabic language learning quality at Dar El Iman Islamic Boarding School in Padang and serve as a reference for other educators in designing and implementing practical remedial activities.

4. DISCUSSION

A. Learning Outcomes Before Remedial

The learning activities in grade 1 at SMP Pondok Pesantren Dar El-Iman Padang employed the Arabiya Baina Yadaik textbook, a popular choice among non-native Arabic learners. They are used widely across educational levels, from middle school to university, and in non-formal education. The learning process at SMP Pondok Pesantren Dar El-Iman has shown promising results, covering each step comprehensively—from planning to evaluation. Notably, the evaluation results reveal a wide range in students' scores, spanning from 60 to 96. This score variance is influenced by multiple factors, including students' comprehension levels, diverse teaching methods, and previous educational backgrounds.

The remedial program implemented at SMP Pondok Pesantren Dar El-Iman is particularly distinctive due to its structured, multifaceted approach, specifically tailored to address student performance variations. This approach transforms the traditional remedial model by integrating individual and group tasks, encouraging peer-assisted learning, and reinforcing individual accountability. Unique to this implementation is the emphasis on student-led group discussions and memorization exercises guided by academically strong peers who take on mentoring roles. This peer collaboration bolsters understanding of the material and fosters a supportive learning environment that empowers students to learn at their own pace while leveraging peer support.

In addition, the remedial program's evaluation criteria include continuous formative assessments, allowing for immediate feedback and ongoing adjustments in teaching methods.

This iterative assessment model is designed to closely monitor each student's progress, adjusting the remedial activities based on real-time performance data. As a result, the remedial program addresses knowledge gaps and actively transforms the learning experience, making it more adaptive, inclusive, and responsive to each student's unique needs. The positive results in student improvement underscore the effectiveness of this transformative remedial model, setting it apart from more traditional, static approaches to remedial education. The passing standard is set at 85; students scoring below 85 are declared to have not passed:

Table 1. Learning Outcomes Before Remedial

Overall Average Score	82
Average Score of Passed	89
Average Score of Not Passed	76
Number of Passed Students	10
Number of Not Passed	11
Pass Percentage	48%
Not Pass Percentage	52%

Source: Students' Grades Before Remedial (2024)

Based on the analyzed data, it is evident that with the passing standard set at 85, many students have not achieved this score, necessitating remedial activities. The overall average score of students is 82, below the passing standard, indicating that the general academic ability is still low.

If students' scores are grouped into two categories, passed and not passed, the results show that the average score of students who passed is 89, while the average score of students who did not pass is 76. Of 21 students who took the exam, only 10 (48%) passed, while 11 (52%) did not, indicating that most students have not met the established passing standard.

This data shows that the learning objectives have not been fully achieved. Therefore, there is a need for improvements in teaching methods and the implementation of remedial activities for students who have not scored 85. These remedial activities aim to help students better understand the lesson material, thereby improving their abilities in learning Arabic.

B.   Learning Outcomes After Remedial

The Arabic learning activities for grade 1 students at SMP Pondok Pesantren Dar El-Iman Padang, using Arabiya Baina Yadaik, indicated that 11 out of 21 students required additional support through remedial activities to reach the desired comprehension level. This remedial program is distinct in its tailored design, utilizing individual and group approaches to ensure personalized and collaborative learning experiences.

1) Transformative Remedial Approach

A central feature of this remedial program is the structured memorization of hiwar (conversations) from the textbook. The focus on hiwar is transformative, shifting language acquisition from passive learning to an active, context-based approach. By memorizing these conversations, students reinforce essential vocabulary and sentence structures and internalize language use in realistic contexts, creating a strong foundation for advanced comprehension. This method empowers students to interact more naturally in Arabic, moving beyond rote memorization to application in dynamic, conversational settings.

The program also incorporates peer-led group assignments, where four high-achieving students are appointed peer mentors. This peer mentoring model is transformational because it fosters a collaborative environment that emphasizes student agency and mutual support. Peer mentors assist their classmates in breaking down complex concepts, encouraging explanations and discussions that enhance overall understanding. This bridges gaps in individual comprehension and cultivates a classroom culture of cooperation and social cohesion, critical elements in language learning.

The teacher also plays a pivotal role, providing continuous guidance and real-time feedback during individual and group tasks. The individual guidance ensures that each student understands and memorizes the hiwar accurately, while the group activities allow students to practice and reinforce their understanding in a supportive setting. This dual approach creates a transformative learning experience, enabling students to develop independently while benefiting from peer interaction.

2) Impact and Evaluation

The program's evaluation process involves formative assessments after individual and group activities. This real-time assessment structure allows the teacher to monitor student progress closely, making necessary adjustments to the remedial strategies to match individual learning needs. This adaptive assessment model promotes a responsive teaching approach and ensures that students gain a deeper, more enduring grasp of the material.

In conclusion, this remedial approach is designed to bridge proficiency gaps effectively, enabling students who initially struggled to achieve a level of Arabic competence comparable to their peers. Beyond language skills, the program also nurtures essential social competencies, such as collaboration, mutual respect, and teamwork, which are vital in language acquisition. This program's structured, supportive, and interactive nature showcases a transformative approach to remedial learning, enhancing student outcomes while fostering a collaborative learning environment. Below are the students' scores before and after remedial:

Table 2. Learning Outcomes After Remedial

Average Score Before Remedial	76
Average Score After Remedial	85
Number of Students Not Passing Before Remedial	11
Number of Students Not Passing After Remedial	3
Total Number of Students Passed	18
Total Number of Students Not Passed	3
Passing Percentage	86
Not Passing Percentage	14

Source: Students' Grades After Remedial (2024)

The obtained data shows a significant improvement in students' scores after the remedial activities. The first improvement is seen in the average score, which was initially below the passing standard. Before the remedial activities, the average score was 76. However, after the remedial activities, the average score increased to 85, meeting the passing standard.

Initially, 11 students did not meet the passing standard. After the remedial activities, the number of students not passing drastically decreased to only 3. Regarding the total number of students, 18 out of 21 passed, while only three did not. In terms of percentage, the student pass rate increased to 86%, while the percentage of students not passing decreased to 14%. Although this non-passing rate is relatively small, it indicates a high passing standard and several individual factors affecting their academic performance.

Thus, it can be concluded that the remedial activities in Arabic learning using the book Arabiya Baina Yadaik were successful. These remedial activities highlighted two primary forms of tasks: group assignments and individual tasks. Group assignments were conducted by forming study groups led by high-achieving students, while individual tasks involved memorizing hiwar or conversations in Arabic from each chapter.

5. **CLOSING**

The Arabic learning program using the book *Arabiya Baina Yadaik* at Pondok Pesantren Dar El Iman Padang presents significant challenges in achieving the set passing standard 85. Of 21 first-year junior high school students, 52% did not meet this standard. Remedial teaching emerged as a crucial solution to bridge this gap in understanding. The remedial program, involving individual and group tasks, effectively enhanced students' learning outcomes. Activities included memorizing *hiwar* (conversations), discussions, and group assignments led by top-performing students. This method enabled students to master vocabulary, sentence structures, and language use in realistic contexts while developing social skills and teamwork abilities.

The data revealed a significant improvement following the remedial activities. The average student score increased from 76 to 85, and the number of students not meeting the passing

standard decreased from 11 to 3. The pass rate rose to 86%, indicating the effectiveness of the remedial teaching methods in helping students achieve the passing standard. In conclusion, well-designed remedial teaching incorporating adaptive, interactive, and flexible instructional methods can significantly improve student learning outcomes. The Arabic learning program using *Arabiya Baina Yadaik* at Pondok Pesantren Dar El Iman Padang demonstrates that learning difficulties can be overcome with the right approach, and educational goals can be achieved. Integrating remedial activities into the regular learning process is crucial to ensure all students have an equal opportunity to succeed.

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