

IMPLEMENTATION EFFECT *KITAB AL 'ARABIYAH LILNASYIIN* VOLUME 1 AND MOTIVATION TO LEARN ARABIC LANGUAGE ON LEARNING ACHIEVEMENT OF STUDENTS IN CLASS X AT SMAS COKROAMINOTO TAMALANREA

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Abstract: This article aims to discuss the influence of the application of *kitab al 'arabiyah lilnasyiin* vol 1 and motivation to learn Arabic on the learning achievement of class X students at SMA Cokroaminoto Tamalanrea , the research method used is quantitative research using *exp method In fact* , the data collection method is by observing interviews, questionnaires, and documentation. The results of the study show that the application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 at SMAS Cokroaminoto Tamalanrea is in the *Moderate* and significant category with a percentage of 54%. This illustrates that the Application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 at SMAS Cokroaminoto Tamalanrea has gone well. Motivation to learn Arabic for students at SMAS Cokroaminoto Tamalanrea is in the *Medium category* with a percentage of 60%, meaning that motivation Learn Arabic for Students at SMAS Cokroaminoto Tamalanrea very well implemented.

Keywords: Motivation, Learning achievement, *Arabiyah Lilnasyiin*

INTRODUCTION

The main key in the progress and civilization of a nation is education, the better the quality of education held by a society or nation, it will indirectly change the thinking of the community or nation itself. In fact, education is always developing with marked changes and new methods.¹

Education which is a conscious and planned vehicle or effort to provide guidance or assistance in developing the physical and spiritual potential given by adults to children to achieve goals so that children are able to carry out their life tasks independently. The role of education is very large in realizing a complete and independent human being and becoming a human being who is useful for other people and the surrounding environment. With education, humans will understand that they are creatures that are gifted with advantages compared to other creatures.

Furthermore, the function of education in improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. The government, in this case the Minister of National Education, has launched the "Education Quality Improvement Movement" and is even more focused, after being mandated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Chapter II, Article 3 states that:

¹*RI Law Concerning SISDIKNAS No. 20 of 2003 (Cet. II; Jakarta: Media Focus, 2003), p. 3.*

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.²

The teacher is the central point whose job is in the learning process, the teacher should be able to make his students motivated to learn. This is of course by providing interesting learning resources according to the needs and differences of students, as well as their suitability with the learning materials. That is, teachers can know their students well, are skilled in using learning resources well, and provide excellent service to their students by oriented towards learning that is more effective, creative, innovative, fun, and motivates students to actively participate in the learning process. Thus, the performance of qualified teachers is needed, so that they can achieve educational goals. There are six basic elements that influence a product in this case are educational goals: 1) Human 2) methods 3) machines 4) materials 5) size 6) continuous evaluation.³

Among the several components of education, the teacher is the spearhead of formal education (school) which

²RI Law Concerning SISDIKNAS No. 20 of 2003, p.5-6.

³Suryadi Prawirosentono, *New Philosophy About Integrated Quality Management* (Jakarta: PT. Bumi Aksara, 2002), p 12.

plays a very important role in building the character of students. For this reason, teachers must be professional educators. In law number 14 of 2005 concerning teachers and lecturers there are four competencies that must be possessed by professional teachers, namely personal, social, pedagogic, and professional competencies.⁴

Given that teachers are a profession, teachers are required to be professional in carrying out their duties. A professional teacher should master the subject matter; includes the material being taught and the scientific basis of the subject matter. In addition, it is also required to master the foundations and insights of education and teacher training and master the learning process is an effort made by teachers and students in acquiring and processing knowledge and training *life skills*.

Arabic language experts in Indonesia are finally encouraged to immediately teach Arabic through the newest and most suitable method so that Arabic is learned as well as a learning goal like other foreign languages such as Arabic which is created and implemented in several madrasas such as Darussalam Gontor Ponogoro and other madrasas in Indonesia. Teaching Arabic in Indonesia aims to achieve two goals, one of which is as a tool to study and deepen the knowledge of Islamic Religion and aims to know Arabic, such

⁴ Ima Wahyu Putri Utami, "Local Wisdom-Based Thematic Learning Planning at SD Mubammadiyah I Malang," Vol. 02 no. 01 June 2018), p.187. <http://journal.ustjogja.airconditioning.en/index.php/tamancendekia/index>.(accessed July 8 , 2021) .

as skills in grammar and communicating actively in various purposes which automatically know listening, speaking, Qiro skills. `ah and the Book. Arabic language learning and education began to develop along with the times and science. Many universities have started to open study programs and departments in Arabic both in the field of linguistics and even Arabic literature, especially Islamic universities. In addition to tertiary institutions, many madrasas have also begun to include Arabic as a subject taught to students even in high school or vocational schools as a cross-interest subject in the 2013 curriculum such as at SMAS Cokroaminoto Tamalanrea Makassar.

Arabic language subjects taught in high schools (SMA) or in Madrasah Aliyah (MA) in particular are one way to master Arabic properly so that it can be used according to its function, especially in the current era of globalization which is full of challenges, learning Arabic must always be developed so that students do not find it difficult, what's more there is an assumption that Arabic is seen as a difficult subject for most students, or is a lesson that is boring and burdensome because it is too burdened with a series of memorizing texts and rules. . This is where the challenge is to continue to develop learning Arabic both in terms of methods, teaching techniques, approaches and the use of learning media so that students' learning motivation grows.

The development of the Arabic language in the Islamic world and countries with Muslim populations such as Indonesia is no doubt motivated by the need for Muslims to

understand and deepen their religion, Islam. After Arabic became the official language of the world and Arab countries became important in the international arena. Arabic language experts also always develop learning methods, media, strategies for teaching Arabic, so that Arabic is more easily understood and accepted by society. Currently, Arabic language experts, both among teachers and others, carry out various Arabic language development activities by forming various Arabic language institutions with the aim of improving the quality of Arabic in Indonesia and spreading it among the public.

They also formed a special forum to improve the quality of Arabic language teachers called IMLA' (Ittihad Mudarris Al-Lugho Al-Arabiyyah / Association of Arabic Language Teachers), the National Arabic Language F-MGMP (Arabic Language Subject Teacher Deliberation Forum) consisting of Arabic teacher and Arabic language activist. With the existence of various forums for teachers and learners of Arabic, it is hoped that learning Arabic can develop and foster motivation to learn Arabic, given the importance of Arabic which is one of the foreign languages that is widely used by the international community. Arabic teaching and learning strategies are on par with other foreign languages. Therefore, there are many studies in Indonesia that examine the application of learning strategies, foreign language learning media into Arabic and methods of learning Arabic.

In addition to the Arabic language learning method which has been used for a long time in Islamic boarding

schools in Indonesia which is more oriented towards deepening competence in sentence structure and reading, recently various Arabic learning books have emerged for Indonesian students, both of which use special methods for native speakers, such as the Silsilah book. *Ta`lim Allughab al-Arabiyah* which is taught at the University of Al-Imam Muhammad Bin Saud al-Islamiyah Riyadh Saudi Arabiyah, as well as specifically for Indonesian students such as; *Durus Fi Allugha al-'Arabiyah Li Ghoir an-Nathiqina Biha* which is taught at the Arabic Language Learning Institute, specifically for non-Arabic students at the University of al-Islamiyah al-madinah al-Munawwarah Saudi Arabia, and *Kitab al-Arobiyah Lilna syiin Bi Ghayri an-Nathiqina Biha* published by the Institute for Teaching Arabic for Non-Arab Students at the University of Riyadh in collaboration with the Ministry of Science and Education of the Kingdom of Saudi Arabia, a project that is engaged in the field of research and development as well as Arabic language learning training for non-Saudi Arabian students.

CRITICAL THEORY

Kitab al-'Arabiyah Lilnasyiin Volume 1 is a *fusha* Arabic textbook written by native Arabic speakers intended for non-Arabic students. Its constituents were Mahmud Ismail Shini, Nashif Mustafa Abdul Aziz and Mukhtar Tahir Hussein. This book is called annasyiin because it is intended for students aged 11-17 years which consists of 6 volumes.

As for the institutions that support this book, namely the Ministry of Education in the Kingdom of Saudi Arabia and the Arabic Language Institute at the University of Riyadh, before this book was written, various reasons and causes were found that many teaching books were for non-native Arabic speakers and the Arabic language learning material that was spread was not in accordance with the need for language lessons for non-native young people and the lack of Arabic books for non-native students, especially the sons and daughters of Muslim children.

Kitab al-'Arabiyah Lilnasyiin Volume 1 began to spread in the Kingdom of Saudi Arabia and then spread outside the Arab Kingdom such as: Middle East, Near East and Far East. *Kitab al - 'Arabiyah Lilnasyiin* Volume 1 began to be published in 1403 Hijri or 1983 AD, and was published by the al-Sabaa Foundation publisher, Beirut-Lebanon, and was intended for young people aged 11-17 years. ⁵As time goes by, those who want to learn Arabic for non-native speakers can use *Kitab al-'Arabiyah Lilnasyiin* Volume 1 because this book is suitable for beginners. Then it was printed unofficially and sold in several countries because of the urgent need for this book due to textbooks.

Learning materials

⁵ Nukman, "*Analysis of Al -Arobiyah Linasyin's Book , Methodological Study of Daras Book Writing System*", Thesis (Makassar: Faculty of Education and Teacher Training, Post-Graduate University of Makassar State Islam, 2016), h. 64

We b a l- ' Ar a biyah Li l na syii n Volume 1 of one of the books or Arabic language textbooks for non-Arabs, where the material is different from textbooks for Arabs. Regarding the contents of the *Kitab al-'Arabiyah Lilnasyiin* Volume 1, which is a book for non-Arabs, must include reading material (mufrodat, conversations), material on language rules, and training material ⁶.

Conversation materials

Theoretically learning muthola`ah trains students to be skilled at reading Arabic letters by paying attention to every punctuation mark, distinguishing each letter from another letter, distinguishing each sentence that is vague or unclear, so that it is fluent in pronunciation, reads fluently and is correct in its use, so that the reading is more communicative it should be in the form of questions and answers about matters related to life. In addition to training students to be skilled at reading, muthola`ah learning also trains students to chant Arabic in an appropriate and interesting manner, trains students to be able to read and understand and understand what is read.

1. Reading Learning Material (al-Qiro`ah)

The first objective in *our qiro`ah lesson b a l- ' Ar a biyah Li l na syii n* Volume 1 is a suggestion for repeating the subject matter that has been given to familiarize students with reading Arabic texts and train students in determining the main ideas of a reading.

⁶ Syamsuddin Asyrofi "Arabic Language Textbook Writing, Concept Principles, Problems and Projections" (Yogyakarta: Ombak Publisher, 2016) p.45

The steps that must be considered in teaching qiro`ah material are:

- a. Starting with a muqaddimah or opening as a reflection so that students can relax and be ready to receive lessons.
- b. Starting by reading the entire text and students closing the book and not seeing the text as a whole, you can also use the recording as a tool .
- c. Occasionally discuss the content of reading material to train students' analytical competence of reading material.
- d. Continuing by repeating the reading simultaneously after that individually or taking turns.
- e. Direct students to read the text by themselves in front of the class simultaneously, then individually.
- f. Familiarize students to read sentences but not words.

In addition to the stages above that must be considered in learning Qiro`ah

RESEARCH METHODS

This research is a quantitative research. The research that is used is the type of *ex post facto* research. Where is *ex post facto*, namely a study that looks for causal relationships that are not manipulated or treated by researchers. ⁷Independent variable (X 1) consisting of: Application of *the Book of Al-*

⁷ Musfiqon, *Educational Research Methodology* (Jakarta: Prestasi Pustaka, 2012), h. 68.

Arabiyah Linnasyiin Volume 1, independent variable (X₂) consisting of motivation to learn Arabic and dependent variable (Y) consisting of student achievement at SMAS Cokroaminoto Tamalanrea Research it is located at SMAS Cokroaminoto Tamalanrea, Makassar City. Pedagogic Approach, Psychological Approach Approach, in the sense that the object under study is connected with educational sciences.

Population is the subject of research.⁸ Technically, the population, according to statisticians, does not only include individuals or objects in a particular group, but also includes measurement results obtained from changes (*variables*). certain.⁹ The population used was 50 people.

The sample is part of the population taken in certain ways which also has certain, clear and complete characteristics that are considered to be representative of the population.¹⁰ The sampling technique in this study is the *Saturated Sample* technique. Saturated samples are more popularly known as censuses or population research, in which all members of the population are sampled in research¹¹. According to Sugiono, less than 30 people or researchers want to make generalizations with very small errors. So if the number of

⁸Suharsimi Arikunto, *Research Procedures A Practice Approach, Revised Edition* (Cet. XIII; Jakarta: Rineka Cipta 2006), h. 130.

⁹Muhammad Arif Tiro, *Fundamentals of Statistics*, Cet. III, (State University of Makassar: Makassar, 2008), p. 3.

¹⁰M. Iqbal Hasan, *Fundamentals of Statistics 2, (Inferential Statistics)*, h. 84.

¹¹Sulaiman saat and Sitti Mania, *Introduction to Research Methodology Guide for Beginner Researchers*, (Gowa: Pusaka Almaila, 2019), p. 80.

students is less than 100, then all students are used as data sources.

There are two main things that affect the quality of research results, namely the quality of research instruments and the quality of data collection.¹²Data collection techniques are the most important step in research, because the main purpose of research is to get data.¹³The data collection method or technique used is *field research*, which is carried out to collect data related to the problem. Methods of data collection in the form of observation, interviews and documentation as well as questionnaires.

RESULTS AND DISCUSSION

The research results show that regarding *Our Practice b al-'Arabiyah Lilna sy ii n* Volume 1 in SMAS Cokroaminoto Tamalanrea showed that in general 27 out of 50 people stated that *Our Application b al-'Arabiyah Lilna sy ii n* Volume 1 used in the family has gone well with a percentage of 54%. This research was obtained based on the theory put forward earlier by Mahmud Ismail Shini, Nashif Mustafa Abdul Aziz, Mukhtar Tahir Hussein) In *Our Guidebook b al-'Arabiyah Lilna sy ii n* Teaching *Volume 1 Lil Mu'allim* with indicator 1) listen to hiwar with a closed book, 2) listen to hiwar with an open book, 3) listen to hiwar with a closed book and ask

¹²Sugiyono, *Quantitative, Qualitative and R&D Educational Research Methods*, h. 193.

¹³Sugiyono, *Quantitative, Qualitative and R&D Educational Research Methods*, h. 308.

students to say it, 4) listen to hiwar and ask a group of students to follow it, 5) listen to hiwar and ask a group to follow it, 6) listen to hiwar and ask one of the students to follow it, 7) ask students to play a role. Presentation of Qawaid material is presented directly and not burdensome in rote form, and is not given in its entirety, but only given an introduction to sentence patterns to make it easier for students to understand. This is also implemented in SMAS Cokroaminoto Tamalanrea so that the application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 at SMAS Cokroaminoto Tamalanrea showed that students were able to understand the book well. This research is also strengthened by the results of research conducted by Abdul Aziz Siddiq in 2019, a journal with the title "تقويم الكتاب " "التعليمي العربية للناشئين لتعليم اللغة العربية لغير الناطقين بها" This study aims to determine the content of *al-'Arabiyah Lilnasyiin's book* and its compatibility with teaching Arabic to non-native speakers. This research includes the type of literature and the data collection method is the documentation method and to analyze the data using an everyday inductive approach. *And* the results of the research are actually pleased with the contents of the book *Education al - 'Ar abiyah Li lnasyiin* Volume 1 includes linguistic material, namely vocabulary, structure, and style of language which are classical languages and culture which is Islamic Arabic culture. While the purpose of the author himself is to find out how the application of *Kita b al-'Arabiyah Lilna sy ii n Volume 1 and motivation to learn Arabic on the learning achievement of class X students at SMAS*

Cokroaminoto Tamalanrea. The types of research that the authors use include quantitative research types and data collection methods using questionnaires, documentation.

Kita b al-'Arabiyah Lilna sy ii n Volume 1 looks at Arabic as a whole and can be used with several suitable methods by presenting the four language competencies namely *Istima`*, *kalam*, *qiro`ah*, and *kitabab* in a balanced way, and presents vocabulary directly used in phrases or sentences, not by memorizing it or demonstrating it, by providing functional nahwu exercises and not explaining theoretically in specific nahwu terms. With the application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1, students are able to understand Arabic properly and correctly.

Description of Research Results on Students' Motivation to Learn Arabic at SMAS Cokroaminoto Tamalanrea

The results of the study regarding the Motivation to Learn Arabic for Students at SMAS Cokroaminoto Tamalanrea showed that in general 27 out of 50 people stated that the Motivation to Learn Arabic for Students had gone well with a percentage of 54%. Theory The research was obtained based on the theory put forward earlier by Motivation can be stimulated/sourced from external factors but motivation grows within a person. Judging from the source of motivation, motivation is divided into two, namely: (1) Motivation that comes from within a person. This type of motivation is often referred to as intrinsic motivation. For example, a student without being asked by anyone reads a textbook every night

that will be taught by the teacher. (2) External motivation in the form of formation from other people. This type of motivation is often called extrinsic motivation. For example, a student who is usually less studious then becomes studious because the educator promises that the student who gets the best grades in the subject he teaches will be given a prize.

Based on the theory and research results, it can be concluded that the importance of learning motivation is essentially internal and external encouragement for students who are learning to make changes in behavior. For example, students who are motivated because they want to excel in every subject they take, always try to read books at night on the subjects that will be taught by the educator. So the need he wants to fulfill is achievement. That is an example of motivation that comes from within. The second example, students who are motivated to learn because they get promises from educators to get prizes, then they are eager to learn. That's an example of motivation that comes from outside.

Description of Research Results About Student Achievement at SMAS Cokroaminoto Tamalanrea

The results of the study regarding the motivation to learn Arabic among students at SMAS Cokroaminoto Tamalanrea showed that in general 29 out of 50 people stated that students' achievement in learning Arabic was good with a percentage of 58%. The level of success of students in class X SMAS Cokroaminoto Tamalanreang was achieved in the

Arabic language subject which was expressed in the form of results or scores achieved by students who were already in the Medium category, meaning that the learning achievements of students were good.

The Influence of Our Practice b al-'Arabiyah Lilna sy ii n Volume 1 on Learning Achievement of Class X Students at SMAS Cokroaminoto Tamalanrea.

Based on the table of *coefficients* (α) the value of $t_{\text{count}} = 13.803$ The value of t_{table} can be found 2.01 so that comparing t_{table} and t_{count} it turns out that $t_{\text{count}} = 13.803$ $t_{\text{table}} = 2.01$ then H_0 is rejected and H_1 is accepted so that it is known that there is significant effect of the application of *Kita b al-'Arabiyah Lilna sy ii n Volume 1* (X_1) on learning achievement (Y) at SMAS Cokroaminoto Tamalanrea. The significant test for determining the test criteria obtained coefficients (α) obtained sig = 0.00. So it is known that there is an influence but not significant application of *Kita b al-'Arabiyah Lilna sy ii n Volume 1* (X_1) on learning achievement (Y) at SMAS Cokroaminoto Tamalanrea . This is in line with the theory of Mahmud Ismail shini, Nashif Mustafa Abdul Aziz, Mukhtar Tahir Hussein) in the *Al-'Arabiyah Teaching Guide Lilnasyiin Volume 1 Lil Mu'allim* with indicators 1) listening to hiwar with a closed book, 2) listening to hiwar with an open book, 3) listen to hiwar with a closed book and ask students to say it, 4) listen to hiwar and ask a group of students to follow it, 5) listen to hiwar and ask a group to follow it, 6) play hiwar and

ask one of the participants students to follow it, 7) ask students to play a role.

Using *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 takes approximately 40 minutes to complete one lesson, so that within a year *we b al-'Arabiyah Lilna sy ii n* Volume 1 can be completed with Assuming 4 meetings a week with a duration of 40 minutes, each meeting is 30 minutes long. *Our Application b al-'Arabiyah Lilna sy ii n* Volume 1 looks at Arabic as a whole and can be used with several suitable methods by presenting the four language competencies namely *Istima`*, *kalam*, *qiro`ah*, and *kitabab* in a balanced manner, and present vocabulary directly used in phrases or sentences, not by memorizing it or demonstrating it, by providing functional nahwu exercises and not explaining theoretically in specific nahwu terms. With the application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1, students are able to understand Arabic properly and correctly.

The Influence of Motivation to Learn Arabic on Learning Achievement of Class X Students at SMAS Cokroaminoto Tamalanrea

Based on the table *of coefficients* (α) the value of $t_{\text{count}} = 9.830$ The value of t_{table} is obtained 2.01 so that comparing t_{table} and t_{count} it turns out that $t_{\text{count}} = t_{\text{table}} = 2.01$ then H_0 is rejected and H_1 is accepted, so there is an influence on motivation to learn language Arabic (X_2) on learning achievement (Y) at SMAS Cokroaminoto Tamalanrea . The signvikan test determines the test criteria obtained by the

coefficients (α) obtained by *sig value* = 0.00. The value of α , because the test is two-tailed, the value of α is divided by 2, so that the value of $\alpha = 0.05/2 = 0.025$. So it is known that there is a significant influence of motivation to learn Arabic (X_2) on learning achievement (Y) at SMAS Cokroaminoto Tamalanrea. Theory The research was obtained based on the theory put forward earlier by Motivation can be stimulated/sourced from external factors but motivation grows within a person. Judging from the source of motivation, motivation is divided into two, namely: (1) Motivation that comes from within a person. (2) External motivation in the form of formation from other people.

Our Practice b al-'Arabiyah Lilna sy ii n Volume 1 and Motivation to Learn Arabic Together Against Learning Achievement of Class X Students at SMAS Cokroaminoto Tamalanrea

Based on the previous ANOVA table, the test rules can be analyzed based on a comparison between F_{count} and F_{table} , the calculated F value from the ANOVA table is = 3.901 $F_{\text{table}} = 3.19$. From the ANOVA table, the probability value (*sig*) = 0.004 0.005. So it is known that there is a significant influence simultaneously between the pattern of Application of *Kita b al-'Arabiyah Lilna sy ii n Volume 1* (X_1) and motivation to learn Arabic (X_2) then learning achievement (Y) increases at SMAS Cokroaminoto Tamalanrea. This is reinforced by previous research on the *effectiveness of learning al - 'Arabiyah Lilna syii n Volume 2* in improving *Arabic speaking skills*. speaking Arabic, a class X student at SMA Integral

Hidayatullah Boarding School Batam. This research is a form of effort to shape the personality of students in communicating in foreign languages. While the purpose of the author himself is to find out how the application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 and motivation to learn Arabic on the learning achievement of class X students of SMAS Cokroaminoto Tamalanrea.

Therefore, the application of the book *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 as a whole discusses it in an integrated manner, because it discusses the four competencies consistently, where to achieve a basic competency can be achieved through continuous training with effectiveness between teachers in the field of study and students, or students and their friends. Therefore this book tries to create a good environment to form communication that can increase the existence of students in the learning process and increase the use of the application of the language.

CONCLUSION

Our Application b al-'Arabiyah Lilna sy ii n Volume 1 at SMAS Cokroaminoto Tamalanrea is in the *Moderate* and significant category with a percentage of 54%. This illustrates that the Application of *Kita b al-'Arabiyah Lilna sy ii n* Volume 1 at SMAS Cokroaminoto Tamalanrea has gone well. Motivation to learn Arabic for students at SMAS Cokroaminoto Tamalanrea is in the *Medium category* with a percentage of 60%, meaning that motivation Learn Arabic for Students at SMAS Cokroaminoto Tamalanrea very well

implemented. Student achievement at SMAS Cokroaminoto Tamalanrea is in the *Medium category* with a percentage of 58%. This illustrates that The learning achievement of students at SMAS Cokroaminoto Tamalanrea is in the Moderate qualification , *meaning* that the learning achievement of students is good. Based on the *coefficients* table (α) it is obtained that $t_{\text{count}} = 13.803$ The value of t_{table} can be found 2.01 so that comparing t_{table} and t_{count} it turns out that $t_{\text{count}} = 13.803$ $t_{\text{table}} = 2.01$ then H_0 is rejected and H_1 is accepted so it is known that there is significant effect of applying *Kita b al-'Arabiyah Lilna sy ii n 1 (X₁)* on learning achievement (Y) at SMAS Cokroaminoto Tamalanrea.

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