

Interactive Learning of Arabic Grammar at Al-Azhar Course, Pare, Kediri, East Java

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Abstract:

Although many research has been conducted on interactive learning, there is still little that describes interactive learning of Arabic grammar in course institutions. Thus, this research aims to provide information about interactive learning of Arabic grammar at the Al-Azhar Pare Kediri, East Java course institute. The type of research carried out was qualitative research (Jailani, 2023) which was revealed by writing descriptive data reviewing several reasons for the implementation and interactive learning process of Arabic grammar at the Al-Azhar Pare Kediri course institute. Data was obtained through three techniques, namely observation, interviews and documentation. Data analysis was carried out through data reduction, data validity, source triangulation, data interpretation and conclusions. The results of the research show that there are several reasons for implementing interactive learning of Arabic grammar at the Al-Azhar Pare Kedi institution in East Java, namely, learning Arabic from native speakers, teachers who are graduates of the Middle East, having a pleasant learning class atmosphere, strategic location, there are superior programs and dormitories. The interactive learning process of Arabic grammar at the Al-Azhar Pare Kediri course institute includes reciprocity, balanced contribution, more than one way of solving problems, involving various sources, involving various skills, reading and writing and challenges. Learning Arabic in listening, reading, speaking and writing skills with an active receptive approach in informal and non-formal institutions can be carried out for further research. Recommendations from researchers are expected to be able to research in the Yellow Book Village of Pare Al-Azhar Kediri, East Java related to Balagoh science and the Al-Miftah Lil Ulum program for further research.

Keywords: Arabic grammar; interactive learning, language learning

1. INTRODUCTION

In recent decades, issues related to interactive learning have permeated many aspects of the education and language fields. In the Indonesian context, the learning approach is certainly not rigid, it must use a certain approach, but it must be straightforward and planned. This means

that the choice of approach must be adjusted to the needs of the teaching materials and the conditions of the students who will receive the material (Bahri, 2022). Technological developments in the education sector are also very advanced and dynamic. In this modern era, the need for learning media is very great, where it is hoped that the process and teaching will be more guaranteed to be successful, this is what educational technology wants to achieve (Tanwir, 2018). The world of education is starting to be required to provide freshness in every learning process by utilizing existing technology. The influence of technology forces educational actors to compete to provide innovation and new colors in education (Tan, 2021). Without language, important systems in human life such as systems of knowledge, technology, information, livelihoods, beliefs, which exist in society will be disrupted. Standardization of Arabic language teaching in madrasas is also determined by the publication of KMA number 183 of 2019. This guideline also contains information about how to implement the Arabic language curriculum in madrasas (Wells, 2019).

The national education system is the entire educational component that is interrelated to achieve national education goals, in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia. Article 31 paragraph (1) states that every citizen has the right to obtain education, and paragraph (3) confirms that the Government seeks and implements a national education system that increases faith, piety and noble morals, in order to make the life of society and the nation intelligent as regulated by law (Rahman, 2021). The learning approach is certainly not rigid, you must use a certain approach, but it must be straightforward and planned. This means that the choice of approach must be adjusted to the needs of the teaching materials and the conditions of the students who will receive the material. Technological developments in the education sector are also very advanced and dynamic (Herlina, 2022). In this modern era, the need for learning media is very great, where it is hoped that the process and teaching will be more guaranteed to be successful, this is what educational technology wants to achieve (Wheeler, 2015).

The world of education is starting to be required to provide freshness in every learning process by utilizing existing technology (Mokalu, 2022). The influence of technology forces educational practitioners to compete to provide innovation and new colors in education. The tendency to learn monotonously is one of the common mistakes that can occur in learning methods (Farooque, 2020). Monotonous learning occurs when someone only uses one method or approach in the learning process, without significant variations or changes (Adawiyah, 2021). Ineffective study habits can have an impact on problems in aspects of cognitive, affective and psychomotor development (Pohan, 2017). The tendency for students to experience monotonous learning is very boring, resulting in low learning achievement and decreased enthusiasm for learning (Hidayat, 2022).

Akbar (2023) reported that interactive multimedia in learning is a relationship between various elements combined at a certain time in the form of text, illustrations, animations, motion videos which are connected into one in the form of a multimedia presentation. Insaniyah (2024) reported that the use of interactive media in learning Arabic grammar can improve students' understanding. Maulana (2023) reports that interactive learning obtains reciprocal activities in learning that runs naturally and in a directed manner, students have the opportunity to contribute in responding to the material and designing learning systems, solving problems does not only rely on ustaz, teachers and teachers. Herianto (2022) reports that interacting with

interactive media is an example of media that can stimulate student involvement. The combination of multimedia components such as text, music, graphics, animation, navigation buttons and video is an advantage of interactive media that tends to attract students' interest (Mustafa, 2023).

A review of previous research shows that there is still limited research on interactive learning of Arabic grammar at the Al-Azhar Pare Kediri course institution, which is one of the largest and best course institutions in the province of East Java, Indonesia. Learning Arabic covers various aspects of life, including formal education in schools and colleges, as well as informal education such as one of the language courses at Al-Azhar Pare Kediri and training, and informal education through interaction with the environment and everyday experiences. This is related to mastery of material, especially Arabic grammar, which can be done through interactive learning activities so as not to make students passive listeners, but to make students ready to learn independently, provide active responses, and participate in providing feedback in ongoing learning..

Therefore, this research aims to complement previous research by asking two questions, namely what are the reasons for implementing interactive learning of Arabic grammar at the Al-Azhar Pare Kediri, East Java? and what is the interactive learning process for Arabic grammar at the Al-Azhar Pare Kediri East Java course? Thus, it is hoped that this research can contribute new knowledge about how the issue of interactive learning of Arabic grammar at the Al-Azhar Pare Kediri, East Java course institute is implemented and the learning process.

2. LITERATURE REVIEW

2.1 Interactive Learning

Multimedia consists of two words, namely multi and media. Multi means many or more than one, while media is the plural form of medium which means container or tool (Rajkumar 2019). The term multimedia itself can be interpreted as data transmission and manipulation of all forms of information, whether in the form of text, images, video, audio, numbers or words, where in the computer world, this form of information is processed in the form of digital data (Ilmiani, 2020). Marlina (2022) reports that multimedia is a combination of text, sound art, images, animation and video delivered using a computer or manipulated digitally and delivered or controlled interactively. There are 3 types of multimedia including: 1) Interactive multimedia, namely the user can control what and when the elements in the multimedia will be sent or displayed, 2) Hyperactive multimedia, namely this type of multimedia has a structure of related elements that can be directed by the user. In other words, this type of multimedia has many links that connect the existing multimedia elements, 3) Linear multimedia, namely use only as a spectator and enjoying the multimedia product presented from start to finish.

The development of information and computer technology has had a very significant influence on the development of learning media, because with the presence of this technology it has been able to integrate various types of media into one learning model, one of which is the use of multimedia in learning (Ratnaningrum, 2023). Interactive learning is a learning process of interaction between teachers and students, students and students or between students and their environment (Aldhafiri, 2020). Interactive multimedia is a new technology with great potential to change the way we learn, the way we obtain information, and the way we entertain. In other words, interactive multimedia is the most popular new way of learning from multimedia

learning (Ilmiani, 2020). The process of learning Arabic grammar is very important, because learning is an approach that can develop students' knowledge and skills and can foster students' social life towards friends and the surrounding environment (Akzam, 2021).

An interactive mobile application was developed to make the Arabic language teaching and learning process more interesting, effective and enjoyable. This mobile application was created based on the Hanafin & Peck (1988) Instruction Design Model which involves three stages, namely analysis, design and development & implementation (Sardi, 2017). The advantages of this application can be seen through a more flexible teaching and learning (T&L) approach. Content is presented by applying interactive multimedia elements which include teaching selected topics, strengthening skill acquisition through language activities such as singing, acting, drilling and language games (Almelhes, 2016). The findings of this application through a qualitative study show that all Arabic teachers agree with all aspects of this multimedia application prototype, with an overall average score of 4.47 on a scale of 5. The interactive mobile application is an innovation in the Arabic T&L process that uses the latest multimedia technology . This development is very significant because it can become a model for ministries, departments, institutions or anyone operating in the field of Arabic T&L, especially in Malaysia (Sardi, 2017).

Arabic is a system of arbitrary sound symbols, which are used by members of a society to collaborate, interact and identify (Anjani, 2022). Basari (2021) reports that language can also show a nation, culture or temperament and speech can show a person's character and manners (good or bad behavior shows the level of origin or descent). Arabic also has a lot of influence on the vocabulary of other languages. Learning Arabic is an approach used to develop Arabic or a process or method used to make people know Arabic (Arsyad, 2019). The process of learning Arabic grammar is very important, because learning is an approach that can develop students' knowledge and skills and can foster students' social life towards friends and the surrounding environment (Taqi, 2022). The use of multimedia technology as a medium for learning Arabic, especially Arabic grammar, is an alternative to help overcome students' learning problems, because by using multimedia technology (such as interactive CDs), students are able to learn independently, more easily, comfortably, and learn according to their abilities without external constraints (Khaerotin, 2019).

2.2 Previous Studies on Interactive Learning of Arabic Grammar

Albahuoth (2023) reports that in Saudi Arabia, students face challenges in achieving grammatical competence in Arabic. As an Arabic teacher, the author sees a lack of interest and slow progress of students in teaching grammar competencies, which may be caused by traditional teaching methods or the complexity of Arabic grammar (Syahrudin, 2023). Some deficiencies in the acquisition of grammatical competence by students are seen in the spread of Arabic grammatical errors among students in speaking, writing, deciphering, and applying grammatical rules (Albahuoth, 2023). The taxonomy provides a model that orders cognitive processes from simple remembering to higher levels of critical and creative thinking. The model consists of the following levels: remember, understand, apply, analyze, evaluate, and create (Sucipto, 2017). According to Krathwohl Bloom reported that learning Arabic grammar can function as a general language, learning objectives to facilitate communication between people, subject matter, and class levels, the basis for determining the specific meaning of broad educational objectives, as is currently the case in various countries, as well as local regional

standards for subjects or curricula, a means of determining the suitability of educational objectives, activities, and assessments in units, courses, or curricula, a panorama of educational possibilities that can be used to consider the limitations and depth of certain educational courses or curricula (Lubis, 2020).

Chou (2023) research reported on the influence of group differences (students majoring in five modern foreign languages) and affective factors (self-perceived communication confidence) on native Mandarin speakers' strategies in interactive listening. A questionnaire survey was conducted to explore the listening strategies used by 445 students, and semi-structured interviews were conducted with 20 students to reveal listening difficulties in their language majors. Two-way MANOVA tests between groups revealed statistically significant main effects for language major and communication confidence overall and on specific types of strategies for interactive listening. Spanish majors were found to use strategies more frequently than students majoring in English, French, German, or Japanese. Students in the five language majors with higher communication confidence used inference-making, phonological, and nonverbal strategies more often than students with lower self-confidence. Certain listening difficulties are found to be language specific. In general, vocabulary size as well as lexical segmentation are reported as the main listening difficulties, followed by morphological and syntactic variations, and fast speech rate.

3. RESEARCH METHODOLOGY

The type of research carried out was qualitative research (Jailani, 2023) which was revealed with written descriptive data reviewing several reasons for implementing and interactive learning processes of Arabic grammar at the Al-Azhar Pare Kediri course institute. This research aims to reveal and describe the reasons, processes and implications of implementing interactive Arabic grammar learning at the Al-Azhar Pare Kediri course institute. This research involves primary data and secondary data. The primary data source is the results of interviews with members and teachers at Al-Azhar Pare Kediri which were obtained in the field through observation, interviews and documentation. Meanwhile, secondary data or supporting data are library sources in the form of books or journal articles obtained through searches on Google Scholar, Tandfonline, and other website sources as many as fifty supporting references. After the data is obtained, reduction is carried out to select relevant data, then interpreted and presented in the form of words. In order for the data to be guaranteed to be valid, source triangulation is carried out by comparing the results of interviews with different informants with the same questions, the data elaboration process is stopped, then data interpretation is carried out before drawing conclusions.

4. RESULTS

4.1. Reasons for the Implementation of Interactive Learning of Arabic Grammar at the Al-Azhar Pare Kediri Course Board, East Java

The reason for implementing interactive Arabic grammar learning at the Al-Azhar Pare Kediri East Java course is to realize the vision and mission to achieve Arabic language learning goals well according to targets. The vision of the Al Azhar Pare Arabic Language Education Study Program is: "The Al Azhar Pare Arabic Language Education Study Program will become a center for education, study and development of Arabic language and literature education with

an educational and entrepreneurial perspective and excellence in Arabic language mastery. in the Asian region by 2025" (Interview with ustadz Hilman Sholehuddin as Director of the Al-Azhar Pare Arab Village).

The Al-Azhar Pare Kediri Arabic Language Education Study Program has a mission, namely: 1) Organizing professional learning programs in mastering the Arabic language. 2) Implementing an entrepreneurship program that supports the development of an entrepreneurial spirit. 3) Develop innovation in the field of research to support Arabic language learning. 4) Carrying out programmed and sustainable community service based on the scope of Arabic language learning. 5) Building cooperation with various related institutions in the development of the Arabic language both nationally and internationally. To realize the Vision and Mission of the Arabic Language Education Study Program, the following objectives are set: 1) Graduates who have academic and professional skills that can be applied in learning Arabic. 2) Arab graduates who have an entrepreneurial spirit who are ready to compete in the ASEAN Economic Community (MEA). 3) Arabic language graduates who are able to produce innovative scientific work published in accredited journals both nationally and internationally. 4) Graduates can meet the needs of society in the field of Arabic Language Education. 5) Establishment of collaboration between the Arabic Language Education Study program and related institutions, both national and international (Interview with teacher Silvia as the Curriculum field).

This is in accordance with the results of interviews with teachers at Al-Azhar Pare Kediri who stated that: "Al-Azhar Pare is an educational institution for learning Arabic and an official departure point for studying in the Middle East. Especially to Al-Azhar University Cairo, Al-Azhar Ma'had for junior high and high school levels, Saudi Arabia, Yemen, Morocco and Sudan which are under the auspices of the Al-Azhar Pare Kediri institution"(Interview with ustadz Hilman Sholehuddin as Director of the Al-Azhar Pare Arab Village). "The purpose of establishing an Arabic language learning institution at Al-Azhar Pare is to help and make it easier for anyone who wants to study in the land of the apostles and the direction of Islamic world knowledge" (Interview with teacher Ahmad as the language field). Some of the reasons for implementing interactive Arabic grammar learning at the Al-Azhar Pare Kediri East Java institution are:

- a. Native Speaker
By studying Arabic directly from native speakers, it will certainly be more effective and help us in learning good and correct Arabic and as an Arabic teacher, we have tried to maximize the learning process properly and correctly" (Interview with Ustadz Nahrowi as teacher).
- b. Teachers Who Are Graduates Of Islamic Boarding Schools
"The next reason why you should learn Arabic at Al-Azhar Pare is because the teachers there are qualified and are graduates of well-known Islamic boarding schools in Java so that their knowledge is very qualified and some of the teachers are participants in the ustadz cadre scholarship at the Al-Azhar Pare course institution" (Interview with ustadz Hilman Sholehuddin as Director of the Al-Azhar Pare Arab Village).
- c. A Pleasant Learning Class Atmosphere
A very enjoyable learning atmosphere so that students do not feel pressured or burdened. The existence of a good study room and comfortable facilities to support the

teaching and learning process to be more enjoyable. The learning process is also interspersed with word guessing games so that participants do not get bored in learning (Interview with Selly as an Arabic vocabulary teacher).

d. Strategic location

"The location is very strategic in the English Village and Arab Village areas of Pare, making it a language learning center for people and school students from various regions" (Interview with teacher Ahmad as the language field).

e. There are Featured and Dormitory Programs

At Al-Azhar Center Pare, there are many choices of programs and dormitory facilities that will help course participants improve their Arabic language skills. Some of the programs provided are (1) the Fluent Program with a duration of two months designed to produce students who are able to speak active Arabic with confidence, (2) the Takallam Program, namely an excellent Arabic language class program from basic, intermediate, to advanced levels with a duration of one to three months according to the level designed to be good at speaking Arabic, (3) the Mabda'i Program, namely an Arabic language program for beginners with a duration of one month, creating vocabulary and everyday expressions that are often used, through systematic learning in an easy and fun way, (4) the Tamyis Program, namely a nahwu shorof program equipped with direct practice of translating the Qur'an through the song method, easy and fun tricks (5) the Usbu'ain Program, namely a two-week basic Arabic speaking class for beginners, (6) the Tahfidz Program, namely a comfortable memorization quarantine under the auspices of the Al-Azhar Pare Arab village institution, can take the Tahfidz program while studying Arabic or English (Interview with teacher Silvia as the Curriculum field).

Several of these reasons are supported by the results of research related to interactive learning. Previous research by Hidayat (2022) reported that interactive learning in increasing the competitiveness of graduates taking courses at the Mahesa Institute, Pare, Kediri, East Java, shows that learning at the Mahesa Institute is very interactive. Able to make students learn a foreign language, namely English as a second language, very enjoyable. Making students the center of teaching and learning activities so that teachers no longer always lecture and talk continuously in front of the class. Because learning a language is about how to use the language, not about the language. Apart from that, the Mahesa Institute also uses CCU (cross culture understanding) which is an advantage for students studying at Mahesa to study foreign cultures, namely America and England. Because, apart from learning English, understanding culture is very important. Muzdalifah (2019) stated that interactive learning using the peer teaching method can increase student activity during learning. Husein (2019) also reported that interactive research using discussion methods can be a means for students to get used to applying the rules they have learned. The results of the study showed that the use of contextual-based digital teaching materials presented in the form of modules that can be accessed via computers or Android devices can attract students' interest and contribute to improving Arabic language learning. Students responded positively to the availability of contextual-based digital Arabic language textbooks, because it allows them to explore language knowledge in real-life contexts (Sa'adi, 2024).

4.2. Interactive Learning Process of Arabic Grammar at the Al-Azhar Course Institute in Pare Kediri, East Java

4.2.1 Here Is Reciprocity

The reciprocal process in interactive learning of Arabic grammar at the Al-Azhar Pare Kediri course actually runs naturally. However, there are several rules regarding formal time to facilitate reciprocity in learning. The reciprocal process between students generally occurs during discussion sessions, namely after the presenter explains the material studied. This reciprocity is not limited to discussion participants only, however, discussion participants can still reply to each other, both internally with their own group and externally with other discussion groups. Apart from that, there is also interaction or reciprocity between the two students taking courses with the teacher, in this case the teacher positions himself as a companion and discussion partner for the students at Al-azhar Pare.

Reciprocity between Arabic course participants and ustadz occurred several times. First, during the presentation session, the ustadz provides direct feedback to the presenter, either correcting mistakes or simply conveying directions. Second, after the discussion session, he asked again about problems that had not been resolved through discussion and often the ustaz answered them directly. Fourth, in the ustadz's explanation session, the ustadz asks questions to the course participants, so that the course participants are actively involved in the explanation and understand the material well. Fifth, after the ustadz's explanation, the ustadz gives all course participants the opportunity to ask questions, confirm understanding, express opinions or refute the explanation given by the ustadz.

4.2.2 Contribution Opportunities

In its implementation, interactive learning of Arabic grammar at the Al-Azhar Pare Kediri course provides the widest possible opportunities for course participants to deal with the material. Apart from that, students also have the opportunity to contribute to designing learning systems related to technical matters by mutual agreement. In addition, the Arabic language learning process is not always in the classroom, every Monday is given freedom regarding the place of study so as not to be boring.

4.2.3 More Than One Way To Solve Problems

It should be noted that one of the methods used in learning Arabic grammar with an interactive approach in the Al-Azhar Pare Kediri course is the discussion method. So the way to solve problems in learning begins with the answers of the presenter who is tasked with delivering the material. Followed by presenting arguments from discussion students if it is felt that the presenter's answer does not satisfy the audience or there are differences of opinion between the presenter and other discussion participants, and arguments are taken that are supported by the strongest references. Based on this description, it can be understood that there is a solution to the problem of learning Arabic grammar at the Al-Azhar course institution, showing that it does not only use one problem solving method. Apart from that, you also don't depend on your teacher or supervisor to solve the problems you encounter in the learning process. Then provide an explanation in the sense of answering unresolved problems through discussion between students. Problem solving ends with responses from students and agreement from discussion participants by considering the trustworthiness of the reference sources used as references.

4.2.5 Involving Various Sources

Learning Arabic grammar at the Al-Azhar Pare Institute uses various reference sources such as classic yellow books and also books that have been prepared by the course institution to make it easier for students to learn. Apart from using books, the process of learning Arabic grammar also uses digital technology such as WhatsApp groups to discuss unfinished material in learning discussion forums.

4.2.6 Involves A Wide Range Of Skills

The skills possessed by each member are different, both in the fields of reading, writing, listening, speaking, and understanding the core material of learning Arabic grammar. However, this can be overcome by practicing speaking with fellow classmates and other members for a long enough duration. In addition, the group formation system for continuing stories in Arabic can also improve the abilities and skills possessed by each member. This is also one way to pay attention to skills so that member abilities can be evenly distributed. In addition, there are also additional classes to study and review the material every night by choosing each tutor and a mutually agreed time of eight meetings.

4.2.7 Reading And Writing

Reading books related to the material to be studied is not mandatory, but only recommended. Meanwhile, all writing activities are only recommendations to write down important points of the material during the presentation, or to record explanations in their respective books. The teachers strongly emphasize the importance of writing for students, namely by creating a presentation program and replacing it with writing explanations of material related to conversation, grammar, and vocabulary. In addition, all members also have their own learning books that will be studied during the learning process so that members can also learn independently.

4.2.8 There Are Challenges

Challenges in learning are usually given suddenly at the end of the discussion or at the end of the meeting. Some of the challenges given are theoretical and some are applicable, some are completed directly during learning and some are additional tasks outside of learning time. Apart from being able to be used as a means of learning evaluation and competition for Arabic language course participants, the challenges carried out in learning can also be useful for increasing the knowledge of students taking courses at the AL-Azhar Pare Kediri institution.

Based on the description, it shows that the interactive Arabic grammar learning process at the Al-Azhar Pare Kediri course institute, East Java includes reciprocity between students and teachers in the learning process both in class and outside the classroom, the opportunity to contribute to learning by mutual agreement, learning materials involving various sources such as classic yellow books and digital dictionaries, involving various Arabic language skills, reading and writing and there are challenges in every learning process.

5. DISCUSSION

Arabic grammar is a system that regulates the use of a language by society and a means of acquiring other skills in a language (Syafaah, 2019). Arabic grammar needs to be paid attention to and be careful in its use because Arabic has rules and any deviation from these rules is

considered an error in structure and meaning (Hamdun, 2016). The results of the study showed that the use of contextual-based digital teaching materials presented in the form of modules that can be accessed via computers or Android devices can attract students' interest and contribute to improving Arabic language learning. Students responded positively to the availability of contextual-based digital Arabic language textbooks, because it allows them to explore language knowledge in real-life contexts (Sa'adi, 2024). In order for students to master language skills (reading, speaking, listening and writing) well, they must have grammatical competence because grammar is the backbone of a language (Febrianingsih, 2021). Considering that reading and writing are part of the skills that must be mastered in learning Arabic, it is appropriate for these two skills to receive full and serious attention (Nurfadhilah, 2022). So it can be understood that there is an emphasis on reading and writing as absolute factors in interactive learning (Akbar, 2022). Several of these reasons are supported by the results of research related to interactive learning. Previous research by Hidayat (2022) reported that interactive learning in increasing the competitiveness of graduates taking courses at the Mahesa Institute, Pare, Kediri, East Java, shows that learning at the Mahesa Institute is very interactive. Able to make students learn a foreign language, namely English as a second language, very enjoyable. Making students the center of teaching and learning activities so that teachers no longer always lecture and talk continuously in front of the class. Because learning a language is about how to use the language, not about the language. Apart from that, the Mahesa Institute also uses CCU (cross culture understanding) which is an advantage for students studying at Mahesa to study foreign cultures, namely America and England. Because, apart from learning English, understanding culture is very important. It is important for a teacher to pay attention to the various Arabic language skills that his students have because one of the keys to the success of interactive learning activities is the existence of various kinds of skills and behavior, which are not set aside and are not seen as having a different urgency (Syuhadak, 2020). The opportunity to contribute to the learning of Arabic grammar for students which is part of the interactive learning indicator is a process that needs to be observed and implemented (Nalole, 2018). Both teachers and students have an important role in the process of learning Arabic grammar in order to achieve educational goals (Setyawan, 2020). Through good human relations between teachers and students formed through mutual cooperation, close cooperation, sharing experiences and reflective dialogue, the learning process of Arabic grammar can go well (Wahba, 2013). Muzdalifah (2019) stated that interactive learning using the peer teaching method can increase student activity during learning.

6. CONCLUSION

Based on the results of data analysis, this study can be concluded that there are several reasons for implementing interactive Arabic grammar learning at Al-Azhar Pare Kedi East Java, namely, learning Arabic from native speakers, b. Teachers who are graduates of Islamic boarding schools, a pleasant classroom atmosphere, having a pleasant classroom atmosphere, a strategic location, there are excellent programs and dormitories. The interactive Arabic grammar learning process at the Al-Azhar Pare Kediri course institution is reciprocal, provides a balanced contribution, more than one way of solving problems, involves various sources, involves various skills, reading and writing and there are challenges. Arabic language learning in listening, reading, speaking, and writing skills with a receptive-active approach in informal

and non-formal institutions can be carried out for further research. Recommendations from researchers are expected to be able to research in the Yellow Book Village of Pare Al-Azhar Kediri, East Java related to Balagoh science and the Al-Miftah Lil Ulum program for further research.

7. REFERENCES

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