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1 The Reality of Arabic Learning Guidance in Indonesian Islamic Senior High Schools St Kuraedah1, Husain Insawan1, Imelda Wahyuni1 1Institut Agama Islam Negeri Kendari, Jl. Sultan Qaimuddin No 17 Baruga, Kendari, Sulawesi Tenggara, 93563, Indonesia Email: st.kuraedahshahib@yahoo.co.id 1Institut Agama Islam Negeri Kendari, Jl. Sultan Qaimuddin No 17 Baruga, Kendari, Sulawesi Tenggara, 93563, Indonesia Email: husaininsawan@gmail.com 1Institut Agama Islam Negeri Kendari, Jl.

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Abstract: This study emphasizes the reality of guidance the Arabic lesson conducted in Islamic senior high schools, which is one of the identifier lessons that distinguishes Madrasah Aliyah/Islamic senior high schools with the other senior high schools.

This study is discussed by using descriptive qualitative approach, through the deep observation and interview, to describe and disclose the reality of guidance that provided on Arabic learning, which has the implications for the weakness of Arabic learning achievement of students in Madrasah Aliyah. Guidance the Arabic learning in Islamic senior high schools have not fully get the maximum attention of the parties concerned.

The phenomenon can be seen for example from policy aspect; the regulation to oversee the achievement of learning goals in Arabic indicates a lack of seriousness. Some regulations are less favorable, the absence of special supervision on the implementation of Arabic learning, learning time allocation is inadequate and the lack of regular guidance for teachers of Arabic in the form of training workshops etc.Implementation of guidance the Arabic Learning in Madrasah Aliyah is the duty and responsibility of the Ministry of Religion.

This guidance is more assigned explicitly to teachers of subjects and Supervisory madrasah in charge, but in fact the guidance has not been done as expected, partly because of the supervisor in charge of implementing the guidance in general recruited not by corresponding to subjects supervised that causing reluctance and lack of confidence in doing their duties.

The implications posed is the Arabic teacher did not receive the guidance that can control and help to increase the professionalism in the execution of the task and then make the student achievement of Arabic learning has not demonstrated the encouraging results. Keywords: Arabic Learning Guidance 1. Introduction Madrasah as Islamic educational agency in Indonesia arises and evolve with the entry and development of Islam in Indonesia .

If at the beginning of the madrasah only learn to read the Quran and worship practice, now it has expanded to the subject matter such as monotheism, hadiths, Tafsir and Arabic. Arabic as a foreign language needs to be given a serious attention because Arabic for students of Madrasah Aliyah became part of foreign subjects that support their competence to be able to understand the subjects of Islamic Education more easily.

The purpose of learning the Arabic language as stated in the book of Model Unit Level Curriculum of Madrasah Aliyah explained that "Arabic is a subject that is directed to encourage, guide, develop and build capacity and guidance a positive attitude towards Arabic either receptive or productive. The receptive capability is the ability to understand the conversation of others and understand the reading.

The productive capability is the ability to use as a communication tool, either orally or in writing. Arabic language skills and a positive attitude towards the Arabic language is fundamental in helping to understand the source of the teachings of Islam that is the Quran and al-Hadis and Arabic books about Islam.

2 The description explains that the Arabic language subjects for Madrasah Aliyah are expected to cast the subjects that can guide the ability to understand the reading. Reading or is considered very important because it is expected to help students understand the sources of Islam; Qur'an and Hadits, Arabic's books, and can make them easily to follow the subjects of PAI; Aqeedah Morals, Quran Hadith and Jurisprudence material. Those are heavily laden with verses from the Qur'an and Hadiths.

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the Ministry of Religious Affairs. Supervisors are expected to be the supervising teacher in assessing the learning process and results; motivating and guiding teachers in using the results of the assessment for the improvement of learning services; providing appropriate feedback, regular and continuous learners, teachers guide reflect the results achieved, opportunities, barriers and challenges experienced in learning.

Svisordutis n ne h he criexpred y yal ala aot,t task of supervisor is to stimulate teachers to have a desire to resolve the problems of teaching and develop curriculum, supervisors identify the needs of teachers as a material in-service, gathering facts and information through surveys and observations as materials to solve learning problems.

Participation of teachers and succeeding in-service be important for the supervisor to help teachers change from apathy to be dynamic, from incapable of becoming capable, from no matter became excited, careful, critical and increasingly understand about their duties as teacher. Academic goal in evaluation function that supervisors can serve as a mentor of teachers in assessing the learning process and results; motivate and guide of teachers in using the results of the assessment for the improvement of learning services; provide appropriate feedback and regular and continuous learners and to guide of teachers in reflecting the results achieved, strengths, weaknesses and barriers experienced in learning that have been implemented.

From the description above, it can be understood that the guidance of the Arabic language learning should be conducted on an ongoing basis and collaboration between supervisors subjects Arabic with Arabic teacher at madrasah to achieve maximum results. Guidance the learning Arabic as expected, can not run as befits at the Madrasah Aliyah Kendari, it is caused by various factors that will be analyzed and described in detail through this discussion. 2.

Method This study was conducted in one of Indonesian islamic senior high school, namely Madrasah Aliyah which is located in Kendari. Location determination is done with the consideration that Kendari is more easily affordable and considered as the representative of the conditions of guidance Arabic language learning in South East Sulawesi.

By assuming that if the guidance of learning Arabic in Kendari is not maximized as expected, then those conditions likely occur also in other district/city. Data collection is done by using the method of observation, interviews and documentation, while the data type consists of primary data and secondary data. Data analysis and processing are done in three stages, namely reduction, display and conclusion.

The data is collected through purposive sampling through interviews [8] witschool incipa atc,maah's visorasome te students, then to check and ensure the validity of the data to extend the observation, triangulation and confirmed by other data sources. 3. Findings and Discussion The research found that some of the imbalances occur in the guidance of Arabic learning.

The inequality among others found in the regulations that referenced the development of the field of Arabic studies, the implementation of the development of fields of study of the Arabic language by supervisors of Madrasah, Madrasah's policies that less support, seriousness Arabic teacher in coaching and upgrading the competence and knowledge in the field of Arabic. Analysis of the legislation relates to the guidance of Arabic.

Regulation on the Guidance of Arabic language lesson in Madrasah conducted by the supervisor of regulated by PMA No. 2 in 2012, about the Madrasah Supervisors and 3 Supervisors of PAI in school, in the PMA stated that the supervisory duties at the Madrasah are divided into two, namely the supervisor and the supervisor of PAI madrasah.

Madrasah Supervisors oversee the entire implementation of the learning process at the Madrasah, including learning Arabic. Determination of the supervisor who oversees Arabic learning is not distinguished by a supervisor of P sed daa awafoutttMaasasuperorcrof visng h ilaiof alrng is a Maah's viswhosant notatt relevant educational background in Arabic.

The description above provides the information that the improvement of the quality of the supervisor's work has many challenges, both in terms from the existing legislation and in the implementation in the field, but it was the duty and responsibility that cannot be bargained by the supervisor. In detail, the following authors will describe some of the findings from the field. (1) the description above provides the information that PMA No.

2 of 2012 Article 10 looks like the workloads of supervisors are quite heavy because they must do a monitoring at least seven madrasah while the supervisors of PAI should monitoring at least 20 people of PAI teacher in the school. It is least balanced or equivalent to 37.5 hours per week including four components, namely guiding their duties, monitoring, assessing and guiding.

Thus, when we analyze by dividing that time to all elements of duty supervisor of, especially supervisor of madrasah is highly unlikely because of the minimal number of madrasah guided / monitoring by as much as 7 madrasah which is the number of

teachers every madrasah. There are more than 20 people with a wide range of fields of study.

Of course, they find a lot of obstacles and difficulties in implementing the tasks because a limited time. So they will be constrained by inadequate competence in guiding the substance of supervised field of study, (2) PMA No. 2 of 2012 had a difference with the Ministerial Regulation No. 12 of 2007, and PERMENPAN number 21 of 2010 on supervisor requirements. Ministerial Regulation No.

12 of 2007 requires that supervisor has a clump of the relevant science, Permenpan number 21 of 2010 states supervisor has the appropriate skills to the field, while PMA No. 2 of 2012 only requires the teaching experience of 8 years as PAI teacher at the Madrasah. So factual in Madrasah supervisor field found that no background in Arabic conduct surveillance on the subjects of the Arabic language. (3) PMA No.

2 in 2012, which divides the oversight duty into two parts ; supervisor of madrasah and supervisor of PAI. The duty of supervisor already includes the duty as superintendent of subjects in Arabic while the subjects of Arabic language requires a supervisor of particular, who have expertise in the Arabic language to provide the guidance regularly and continuously for the implementation of Arabic learning in Madrasah.

(4) Fourth, Enforcement of SKB 3 minister greatly assist in equalizing graduates of madrasah with public schools, so that graduates of madrasah have an access to education broadly on public education institutions, however, SKB 3 minister needs to be improved, especially to accommodate the lacks of Arabic knowledge of learners come from public schools.

The earnestness of inadequate on the part of supervisors and teachers, (1) the guidance of Arabic teacher have not been implemented as expected. Therefore the supervisor of Madrasah Aliyah should always provide monitoring, guidance, and evaluation to the teacher continuously effective and efficient. (2) Guidance of Arabic language subjects through the KKG / MGMP is not implemented on a regular and planned.

The duty of supervisor is expected to guide, enable and streamline the KKG program, MGMP to improve the quality of teaching in Madrasah, especially the learning of Arabic language. (3) The lack of individual consciousness of Arabic teacher for learning innovation in the classroom. Teachers are expected to behave professionally doing innovative efforts to improve quality and learning process in the classroom.

Also, to the teacher personally called and motivated to develop their competence in

carrying out duties. The teachers should be aware of the importance of improving the mastery of the Arabic language active and passive, broaden the science of language with a variety of methods, techniques and innovative learning strategies as well as use in the learning process so that learners can be motivated to learn and to spur learning achievement of the maximum. 4 Tsinessof he drsamagert guidance the Arabic is not optimal.

(1) Madrasah has not implemented environmental policy language to help accelerate the student's mastery of the Arabic language yet. Each Madrasah should strive to create a conducive environment to support the learning process of Arabic, in addition to the provision and improvement of teaching facilities such as ICT media, language laboratories and the like that can help achieve optimal learning results.

(2) Training to improve the competence of teachers of Arabic which is programmed by the Ministry of Religious Affairs has not been optimal, mentoring teachers in the form of training, workshops, seminars are rarely done. From interviewing various parties, it is expected that the intensity enhancement and professional development of teachers, especially teachers of Arabic as part of improving the quality of education in Madrasah need to be implemented in a way to send teachers to a higher level.

The routine program training activities to enhance the quality of learning of Arabic is still relatively lacking even tend to be ignored. (3) Arabic matriculation has not been done by Madrasah to balance the knowledge of Arabic language students of Madrasah with students from public schools. Therefore it is recommended especially those coming from public schools need to guide through specialized programs such as the matriculation program or other similar programs so that the basic knowledge possessed of Arabic can be adjusted to the level of Madrasah education being undertaken, so that the learning outcomes are achieved is not far behind.

To conduct guidance and development of Arabic language subjects, Wiles in Jasmani Asf formulating that supervision as aid the development of teaching and learning situation for the better. Dadang Suhardan gives the sense that supervision regarding word formation showed an academic activity that is an oversight activity run by people who know higher and more profound level of sensitivity of sharp objects in understanding the job with a clear heart.

Furthermore, Neagly and Evans confirmed, "the term supervision is used to describe Reviews of those activities roommates which are primarily and directly concerned with studying and improving the conditions of the which surround the learning and growth of pupils and teachers". Furthermore, Neagly mentions that supervision is a service for

the teachers in school that aims to produce instructional learning and curriculum improvement.

Meanwhile, according to Ngalim Purwanto that supervision is a planned development activity to help teachers and other school officials to do their jobs efficiently. Similarly, Dadang Suhardan explains that supervision is supervising the implementation of the technical educational activities in schools, academic activities in the form of the learning process supervision to teachers in teaching, supervision to students who study and supervision of the situation that caused it.

All activities are carried out during the supervision is to be the core task supervisor. Regulation on the appointment of supervisor mentions sourced from the teacher. Therefore, theoretically, proper educational qualifications supervisors must exceed or at least equal to the educational qualifications of teachers who will be trained to their hierarchically higher level of teachers and principals.

Academic qualifications required for supervisors as asserted in National Education Minister Regulation number 12 of 2007 on the supervisory standard of Madrasah consisting of general qualifications and special qualifications. General qualification for all the supervisor education units, namely (1) Have a minimum rank class III c; (2) Age maximum of 50 years, since he was appointed as the supervisor of the education unit; (3) Fulfilling the supervisory competence as educational unit which can be obtained through competency testing and/or training and functional training supervisor at the institution established by the government; (4) Pass the selection of the unit education of supervisor.

Including specific qualifications are requirements that must be met at each level of schooling for the supervisor SMA/MA is certified educators as a teacher of SMA/MA with the work experience at least eight years in a subjects relevant in SMA/MA, or principal SMA/MA with a minimum of 4 years work experience in accordance with the subjects.

In order to help the schools in developing the innovation programs, the supervisors are expected to draw up a work program with the regard to the standards and criteria for the measurement of school performance (based on school self-evaluation), comparing the results display of performance by the size and benchmarks criteria that have been planned to draw 5 up a school development programs, and conduct surveillance measures in the form of guidance/mentoring to improve implementation of the school development program.

Details of the activities of supervisor summed up in five things: (1) inspecting (supervising), (2) advising, (3) monitoring (watching), (4) reporting, (5) coordinating (6) performing leadership, taking the lead in implementing the five basic tasks. The fifth subject is described as follows. Furthermore, in Article 4 of PMA number 2/2012 has explained that the Supervisory of Madrasah has functions to do: (1) The preparation of the surveillance program in academic and managerial; (2) Madrasah Guidance and development; (3) Guidance, mentoring, and professional development of teachers of Madrasah; (4) Monitoring of implementation of national standards of education; (5) Assessment results of the implementation of surveillance program; and (6) Reporting the implementation of supervisory duties.

In performing its duties, supervisor has the dual functions as doing academic and managerial superon,ademic erigoaof he luai function that serve as a mentor the teachers in assessing the learning process and results; motivate and guide the teachers in using the results of the assessment for the improvement of learning services; provide appropriate feedback and orderly and continuously on the learner.

And guide the teachers in reflecting the results achieved, strengths, weaknesses and barriers experienced in learning that have been implemented. Supervisors should act as partners of teachers in improving the quality of teaching and learning results and guidance in schools that the teacher guided in, innovator and pioneer in developing innovative learning and guidance in the school that the teacher guided in, educational consultant in schools that the teacher guided in, the counselor for school principals, teachers and all school staff and as a motivator to improve the performance of all school staff.

Pidarta in Pupuh Fathurrohman concluded that the supervisor functions into two major categories namely; the main functions and additio nal functions. The main function is to help the school that represented the government in achieving the goals of education, which help the development of individual students. And additional functions which helped the schools in developing the teachers to work properly and made contact with the community to adapt to the demands of society and simultaneously pioneered the advancement of society.

Essentially the duties of a supervisor at of Madrasah/school is dealing with teaching and learning activities directly by coordinated the implementation of learning through direction and guidance that is efficient and effective, but one thing to note on the researcher that seems to the circulation work the supervisor inhibited to achieve the expected target because the y only evaluate the programs that have been implemented but rarely done the follow -up of meetings between supervisors, principals, stakeholders

and the Kandepag to discuss and analyze the findings at the time of supervision and then together to think and find mitigation measures so that the problems found in the implementation of supervision previously is no longer be a problem that burdens on next supervision.

Supervisors are expected in the execution of their duties can produce an increase of performance educators, and all the teachers felt obliged and responsible for setting up the learning and working to improve the quality of learning, which in turn can improve the achievement of learners. Teacher is a profession. As a profession, it takes a variety of conditions, and the conditions which is not so difficult to understand, and fulfilled.

If only every teacher understand precisely what to do, why they should do it and be aware of how they can do it well, then they do it in accordance with the right judgment. In doing so, they have been in the process stream to be a professional, which is becoming increasingly professional. Law Number 20 of 2003 on National Education System Article 28 regulates the educator standard as follows: (1) Educators must have academic qualifications and competence as an agent of learning, physical and spiritual health, as well as having the ability to achieve national education goals, (2) The educational qualification referred to in paragraph 1 is the minimum educational level to be met by the educator as evidenced by ijazah and/or certificate of membership to the relevant provisions of the applicable law, (3) Competence as an agent of learning in primary and secondary 6 education as well as early childhood education includes pedagogical competence, personal, professional and social competencies, (4) Someone who does not have graduation certificate and/or certificate of membership referred to in paragraph 2 but has a special expertise that is recognized and required to be appointed as an educator after a feasibility test and equality.

Academic qualifications and competence as a learning agent as referred in paragraphs 1 through 4, developed by BSNP and defined with the Regulation. Furthermore, in Article 29, paragraph 4 states that educators on SMA/MA or any other equivalent form have: (a) the minimum education qualification of diploma four (D-IV) or Bachelor (S1); (B) higher educational backgrounds with the educational programs by the subjects taught.

As a profession, teacher is the position that involves mental activity and to do it well, must start with a strong and sincere commitment, so to run it does not become a burden because it is spiritual calling, the professional teachers feel any deficiency in their self when they were not doing its job right. Besides, the professional teacher should also equip themselves with the intellectual ability that requires a long gestation, requiring exercise in positions that are sustainable, making a career of life and have a membership which is permanent, more concerned with service above personal gain,

have a professional organization that is strong and tightly woven.

By doing so, the Government is obliged to provide proper appreciation, because to qualify it takes time, struggle and sacrifice through various preparation, exercise, habituation and higher education. Therefore, one of the professional competences of teachers, there should be the certifcate of the teachers. The importance of certificate is not merely for reasons of formality, but as one sign that the owner has the professional competence.

Observing one by one the details of the above requirements, then compared with the reality, many teachers are not aware of its duties profession, they feel comfortable with the ability of the knowledge obtained in college, even found some institutions which graduate from undergraduate education or prospective teachers but not yet ready to use in other words do not yet have adequate professionalism.

Another fact found that many teachers are less interested in adding and enhancing the competence and insights, teachers seemed less interested in establishing communication in professional organizations, they are less interacting and sharing with colleagues so that in some places are found the teachers have the ability mediocre, experience stagnant from time to time and do not show significant progress. 4.

Conclusion Reality of guidance the Arabic learning in Islamic senior high schools (Madrasah Aliyah) has not fully got the maximum attention from related parties. The phenomenon can be seen from policy aspect which is the regulation that can guard the achievement of the learning objectives of Arabic learning indicates the lack of seriousness of the policy makers with the existence of some less favorable legislation, the absence of special supervisors appointed to monitor the implementation of Arabic learning, the allocation of inadequate learning time and the lack of regular guidance of Arabic teachers such as training workshops and the like.

In general, problems of guidance the Arabic learning in Islamic senior high schools (Madrasah Aliyah) at Kendari. First; legislation that relates to guidance the Arabic learning has not been fully supportive for improving the quality of Arabic learning. This problem is not only in Kendari but also in the other city and nationally needs attention. Secondly; it is the inadequate seriousness of the supervisor and teacher.

Third; the severity of Madrasah executive staff for guidance the Arabic learning is not optimal, fourth; few of teachers are not aware of their task of their profession, they feel enough with their ability of science that obtained beforehand without any effort to upgrade their competence. On the contrary, we found some Arabic learning teachers

who unready to use in other words have not adequate professionalism. 7 5.

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