ARABIC LANGUAGE LEARNING ON GENDER NEUTRAL PERSPECTIVE IN UIN MAULANA MALIK IBRAHIM MALANG

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Abstract: Arabic language actually contains sexism. Therefore, learning Arabic with a gender neutral perspective is absolutely necessary so that the alignments towards the Adam and the marginalization of the Eve can be straightened out. Research learning Arabic language with gender neutral insight at Maulana Malik Ibrahim State Islamic University of Malang is a library research. In addition, this also includes the type of qualitative research. The documentary method was chosen for data collection techniques. The contribution of learning gender-oriented Arabic language at UIN Maulana Malik Ibrahim Malang was explored through interviews and questionnaires. The data analysis technique used is qualitative data analysis with data validity methods in the form of participation, perseverance of observation, triangulation and adequacy of references. Gender-based Arabic learning in the Special Arabic Language Development Program (PPBA) and Arabic education department includes: Learning planning process, Teaching and learning interactions, Class management and the use of gender responsive language and Arabic learning with gender-neutral insight in the Special Program for Arabic Language Development (PPBA) and the Arabic Education majors as a whole have a positive impact.

🎯 Introduction

Arabic language is a mandatory subject which taught in madrasah, pondok pesantren, and university, some approaches concerning to Arabic language learning are growing rapidly. The learning on gender neutral perspective is regarded as one of fundamental aspects which must be developed in order to be able to develop gender friendly character of student. One of school-based curriculum item 11st has stated: "the development of curriculum must be aimed to fair educational field and encourage to the development of gender equality" (Munir Manshur ,2007)

Arabic language evidently contains sexism unsure, this bias is reflected from extra of ta' marbuthah on the term of muslimah, which means to a language sign that aims to refer to woman. This term is dropped from the term of muslim or other terms, the woman is created from the man as well as aimed to accompany with man.

Therefore, this language is considered as a primary aspect to head for freedom space in woman dignity exploitation. Through sexism, the education has indirectly worsen gender inequity tradition in the human life.

Hence, Arabic language learning on gender neutral perspective or conception is absolutely required in order to fix alignment on man society and marginalization on woman.

Learning on gender perspective is very crucial especially in the context of language learning due to the fact that the language is a theoretical base which functions to conquer this inequity. Generally, it is also regarding to the condition that the language is a concrete reality which cannot be apart in the human life.

As it has stated by Abd. Muis Said in his study focus: "the approaches in English language learning on gender perspective: perspective on self-management concept" He has asserted his opinion that within the process of English language learning on gender perspective, the scope of self-management concept on both educator and student which consists of their existence as individual, life goal, and their position in life which must be accommodated in each learning stage. To create the maximal success of this attempt, this attempt must be supported by approaches that can integrate with self-management concept in English language learning on gender perspective, as individualistic approach, group approach, mixed approach, and educative approach.

Next, in Indonesian language learning has also demonstrated by Bambang Santoso (2019) about "Implementation of Gender equality on Indonesian Language Learning". In his opinion, the attempt of gender equality can be initiated from Indonesian language learning subject. The teacher can develop the gender neutral learning by employing good language and literature skill through listening, speaking, reading, and writing aspects. The thing must be underlined on this context is quality of syllabus, lesson plan, and selection of good and quality learning subject.

To realize this goal, it needs to implement paradigmatic, egalitarian, flexible, and persuasive learning steps. They are sort of gender perspective education which attempts to get rid of presumption concerning to woman position along this time.

Arabic language learning and gender perspective are interesting to be interrelated, because (1) educational institution is a place where all male or female employee can develop their self-potential, (2) educational institution is a place to prepare excellent human resource, (3) through learning process, the value is introduced and transformed. As the next implication, the learning process and educational institution have significant role to construct either gender inequality or equality.

The quality education is able to develop potential from each student to be independent individual. The learning process contributes to improve multi-intelligence of each student either male or female student. The education equality between male and

female is expected to be realized through education. Thus, the learning on gender neutral perspective is absolutely needed. Based on those theoretical framework, the researcher believes and regard this issue as significant to conduct a study and research concerning on Arabic Language Learning on Gender Neutral Perspective in State Islamic University of Maulana Malik Ibrahim Malang, under consideration that the learning on gender neutral perspective in PTKIN sphere has not much studied in detail and Arabic language learning in PTKIN sphere has not been in gender neutral perspective.

📖 Theoretical Support

Gender Bias in Educational Domain

The education was a method of human to develop potential based on their noble values which were believed in the society and participated in the human cultural and civilizational development. Then, the higher quality of education in a country would determine the development of culture and civilization.

The education was an absolute need of human in their life journey. Fatah Yasin (2008) has cited from the opinion of John Dewey that the education is needed by human to build and equip their selves to live in order and discipline .The statement from Dewey which has mentioned above was referred that along their life, human needed education since the era of their birth until their death. In other words, the education was regarded as a primary need of human life. Therefore, the education has multiple role, it was not only aimed to develop human characteristic individually, but also prepare human as the part of family, society, nation, and world environment.

Djumransjah (2008) has defined that the education was referred to an influential social dimension in human life because of perspective modification due to synergy among intelligence, observation focus, experience, and many other aspects. This statement was in line with the opinion of Godfrey Thompson who has regarded that the education has influenced individual to change their habit of behavior, thinking, and attitude due to environmental factors.

Unfortunately, the fact was that the patriarchal culture was still vicious within educational field. Actually, the spread of new values and ideas can only undergo through education, however, it did not mean that the gender inequality issue always caused to ambiguous meaning, that the campaign on gender issue was aimed to mess the existing fate. If so, the difference of gender which caused to non-gender neutral will be remained and seen as a common and ordinary thing along human life due to the patriarchal culture on gender relation was already solid and confirmed

Regarding to this context, Ainurrafiq & Fahmi Arif have cited from the opinion of Lea P. Stewart (2003), which stated that the education has been truly inserted by

gender inequality from the ancestor, but along this time, this matter was not considered as a significant issue to overcome soon. Even, Ainurrafiq & Fahmi Arif have said that the response to the gender inequality issue was also from educational practitioner itself, therefore, the education was only valued as an agent of gender inequality spread, even though, this field actually has a lot of chance to cut this gender inequality link. Tragically, the educational subject and text which were conveyed in the process of learning contained sexism unsure, which relating to the trending gender inequality issues. In addition, the educational field has also regarded this conception as ethical truth.

Undang-Undang 1945 article 27 paragraph 1 has declared that: "every citizen, either woman or man has similar or equal opportunity in education".

Meanwhile, GBHN 1983-1988 has also asserted that: "The national education is based on Pancasila values, which aims to develop devotion to Almighty God, intelligence and skill, develop individual character, strengthen individual characteristic, and thicken spirit of love for the country, in order to raise generation development who develop their selves independently and be responsible to the national development". (Purwanto:2011)

However in its practice, the gender inequality was a harsh reality which could not be evaded in our national culture which was still in male-oriented conception, even, within the educational sector, this conception or perspective was regarded as a base to educate our generation which did not apart from gender inequity and insensitivity phenomenon.

Currently, in the educational sector and included to religious education was assumed as a natural space where the issue of gender inequality existed, since it contained many gender bias issues like curriculum formulation. The form of curriculum in textbook of either religious education or general education was loaded by gender inequality in dominance of man who would dominate public sector, while woman tended to fill domestic sector.

It was interesting to note that the curriculum in textbook was not in gender neutral perspective from either image and sentence illustration within the subject material explanation. In subject of fiqh hujjah or dalil hukum, the majority was taken from ancient books with a patriarchal nuance as themes of obligation of being imam in shalat jama'ah, polygamy stipulation, husband and wife function in munakahat as well as distinction between man's and woman's portion in mawarits. (Agus,2008)

In this context, according to Muthali'in (2001), the majority of textbook in elementary School up to intermediate level has cornered the image of woman. They were illustrated to fill domestic field as household, who were struggling with cooking, sweeping, taking care of children, and many other domestic functions. Although, in the

current reality, there was no any distinction between woman and man in doctor, engineer, or other strategic professions. But, to put in fact, those professions were always illustrated in man as it was mentioned in textbook of Indonesian language.

Regarding to those phenomena, at least it was quite clear that the education did not put difference as a natural space to confirm man domination and woman marginalization.

Actually, every individual has their own right to obtain education, either man or woman. Thus, discrimination and negligence of education for woman was not justified. Unfortunately, male oriented in many regions was very dense. In another definition, woman was considered only worthy of being at domestic space as kitchen, so they would not need to high educational level.

The construction of Java society 'konco wingking' for woman has also supported to the gender imbalance, they regarded that woman did not need education. Therefore, the education for woman was precious and far left behind, since this education miss was precisely perpetuated. However, currently, many women have occupied strategic roles, but they have not reached to resident representatives in the world, and only a few of them who have sense of gender.

Arabic Language Learning

Language in Indonesian was similar to the term *taal* in Dutch, *language* in English, *langue* in France, *sprach* in German, *kokugo* in Japanese, *bhasa* in Sanskrit, and *lughah* in Arabic. Meanwhile in Arabic language, term *lughah* was initially from *lughâ*, which meant to speak. (Umam et.al, 1975)

Furthermore, Ibnu Jinni has defined language as said statement sound which is employed by society to express what is on their mind (Rajihi, 1972). Next, Rusydi Ahamd thu'aimah (1989) has also defined language as a system of sound symbol which consists of particular systems, which has known by society in certain culture as an instrument to reflect their cultural unsure.

Hence, language was defined as a system of sound symbol which articulates and naturally functions as means of communication in order to convey idea, feeling, and thought.

The definition of learning was an attempt of study. This activity would invite the student to learn things in effective and efficient (Muhaimin et.al,1996). The subject material of Arabic language was a subject which was aimed to encourage, guide, develop, and develop competence as well as build positive attitude to the Arabic language in either receptive or productive. The receptive skill was referred to a skill which functions to understand conversation with other people and comprehend on reading. While, productive skill was referred to a skill which functions to exert

language as a means of communication in either oral or written. The Arabic language skill and positive attitude to Arabic language were very important to help comprehension on Islamic teaching source, Al-Qur;an and Hadits, and holy books in Arabic language which related to Islam for the students.

Mulyasa (2008) said the subject of Arabic language learning delivered these following objectives:

a. To develop communication skill in Arabic language, in either oral or written, which covered to four language skills, as listening, speaking, reading, and writing.

b. To build awareness on the significance of Arabic language as a foreign language which was exerted as the main instrument of learning, especially to study sources of Islamic teachings.

c. To develop understanding on interrelation between language and culture as well as expand cultural insight and get involved in cultural diversity.

Arabic language was regarded as a foreign or international language which was widely studied due to the contribution of Arabic language to the international scenes in economic, political, and cultural role. The use of Arabic language in international communication strengthened more about the urgency of Arabic language learning including to Indonesia.

As the country with majority of Moslem society, Arabic language has a special position in Indonesia. Then, it was common if Arabic language was selected as a mandatory subject material since elementary school to university level.

The Arabic language was comprised of two principal skills, receptive skills and productive skills as listening, reading, speaking, and writing skill. While, the unsure of Arabic language was consisted of phonology, vocabulary, and grammar.

The listening skill referred to a pronunciation skill of Arabic language word or sentence in fluent and correct, as well as understanding on its meaning. Next, the speaking skill referred to a mastery skill of Arabic language vocabulary and phrase which could help the speaker in communication, especially with the native speaker. Third, the reading skill referred to a reading skill of Arabic language text without *harakat* and understand its meaning and main idea of the Arabic language text that has been read. Last, the writing skill referred to a writing skill of letter and arrangement of Arabic language sentence to express idea and feeling (al-Khuliy,2002)

Method

Based on the features, this research was categorized into a literary research. Besides, it was also included into qualitative research, because of these following considerations: a) the main data source was from natural setting and the researcher was

the key instrument, b) it was explained descriptively, c) the focus was more on the result achievement rather than on its process, d) the data was analyzed inductively, and e) the definition of each situation in this research was a point of concern. (Moleong,2002)

Identify Subsections

Associating to the research title, State Islamic University of Maulana Malik Ibrahim Malang was a population in this research. While, the students of Arabic Language Education Department and students of intensive program of Arabic language development (PPBA) was taken as selected sample in this research.

Since this research was qualitative, the documentary method was selected as technique of data collection through literature study which contained important data needed in this research, from both primary data source and secondary data source.

Moreover, the contribution of Arabic language learning in gender neutral perspective at State Islamic University of Maulana Malik Ibrahim Malang was examined through interview and questionnaire techniques. The field observation was also important to conduct in this research in order to get valid data through direct crosscheck in the research location and get involved in activities that were executed by the research object.

The technique of data analysis was qualitative data analysis as data analysis, data mapping, data classification to get analyzed, data synthesis, model observation, identification on what was important and has been learning, as well as decision on research finding. (Moleong,2002)

The method of data validity in this research was conducted through participation, persevering observation, triangulation, reference adequacy, member checking, detain analysis and auditing.

📑 Result

The subjects of this field testing were 34 students in 4th Tarbiyah class of academic year 2019/2020. The students would be asked their response relating to contribution of Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PPBA).

The following was the result of student assessment relating to the contribution of Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PPBA).

No	Assessment Component	Assessment Percentage						Idea Identification
		Answer				Total	%	
		4	3	2	1			
1	You are more excited to attend Arabic language learning on PKPBA program when the classroom layout was mixed between male and female student	34	-	-	-	34	100%	Very excited
2	You are feeling happy during Arabic language learning on PKPBA program when the seating was in comfortable size and shape for either male or female student	34	-	-	-	34	100%	Very happy
3	You are motivated during Arabic language learning on PKPBA program when images and illustrations in classroom wall reflect the equal role between male and female student	33	-	1	-	34	96 %	Very motivated
4	You are encouraged to make achievement during Arabic language learning on PKPBA program by exerting gender responsive language	33	-	1	-	34	96%	Very encouraged to make achievement
5	You feel like to explore potential during the Arabic language learning interaction on PKPBA program through gender equality and justice	34	-	-	-	34	100%	Really want to explore potential
6	You feel like to be successful when male student and female student are given same respect during Arabic language learning process on PKPBA program	34	-	-	-	34	100%	Really want to be successful
7	You are confident when the male student and female student have equal rights to occupy structural positions in class as chief of class, secretary, and chamberlain	34	-	-	-	34	100%	Very confident
8.	You feel that by attending Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language development (PKPBA) can help improving Arabic language learning result in the class	33	-	1	-	34	96%	Very helpful

Meanwhile, on the Department of Arabic Language Learning, the subjects of field testing were 45 students who were distributed in two classes of writing skill, Ck and H class. The students were asked their response relating to contribution of Arabic

language learning in gender neutral perspective in Department of Arabic Language Learning.

The following was the result of student assessment relating to the contribution of Arabic language learning in gender neutral perspective in Department of Arabic Language Learning.

No	Assessment Component	Assessment Percentage						Idea Identification
		Answer				Total	%	
		4	3	2	1			
1	You are more excited to attend Arabic language learning on Department of Arabic Language Learning (PBA) when the classroom layout was mixed between male and female student	45	-	-	-	45	100%	Very excited
2	You are feeling happy during Arabic language learning on Department of Arabic Language Learning (PBA) when the seating was in comfortable size and shape for either male or female student	45	-	-	-	45	100%	Very happy
3	You are motivated during Arabic language learning on Department of Arabic Language Learning (PBA) when images and illustrations in classroom wall reflect the equal role between male and female student	44	-	1	-	43	96 %	Very motivated
4	You are encouraged to make achievement during Arabic language learning on Department of Arabic Language Learning (PBA) by exerting gender responsive language	44	-	1	-	45	96%	Very encouraged to make achievement
5	You feel like to explore potential during the Arabic language learning interaction on Department of Arabic Language Learning (PBA) through gender equality and justice	45	-	-	-	45	100%	Really want to explore potential
6	You feel like to be successful when male student and female student are given same respect during Arabic language learning process on Department of Arabic Language Learning (PBA)	45	-	-	-	45	100%	Really want to be successful

7	You are confident when the male student and female student have equal rights to occupy structural positions in class as chief of class, secretary, and chamberlain	**45**	-	-	-	**45**	**100%**	Very confident
8.	You feel that by attending Arabic language learning in gender neutral perspective on Department of Arabic Language Learning (PBA) can help improving Arabic language learning result in the class	43	-	1	-	45	96%	Very helpful

Score Interpretation

Score	Assessment Scale	Assessment Criteria
4	81 – 100 %	Very good / interesting / appropriate / clear
3	66 – 80 %	Good / interesting / appropriate / clear
2	56 – 65 %	Poor / interesting / appropriate / clear
1	0 – 55 %	Very poor / interesting / appropriate / clear

Based on the research data, it showed that Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PKPBA) and Department of Arabic Language Learning (PBA) overall deliver to positive effect. Generally, it referred that Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PKPBA) and Department of Arabic Language Learning (PBA) was very helpful to develop the quality of student learning.

Discussion

The discussion should explore the significance of the results of the work, not repeat them. In the discussion, it is the most significance section of the article. Here you get the chance to make your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings (not experimental results).

The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect to your original hypotheses. Here you will examine, interpret, and qualify the results and draw inferences and conclusions from

them. Emphasize any theoretical or practical consequences of the results. (When the discussion is relatively brief and straightforward, some authors prefer to combine it with the Results section, creating a section called Results and Discussion.)

End the Discussion section with a reasoned and justifiable commentary on the importance of your findings. This concluding section may be brief or extensive provided that it is tightly reasoned, self-contained, and not overstated. In this section, you might briefly return to a discussion of why the problem is important (as stated in the introduction); what larger issues, those that transcend the particulars of the subfield, might hinge on the findings; and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

Result and discussion should be presented in the same part, clearly and briefly. Discussion part should contain the benefit of research result, not repeat result part. Result and discussion part can be written in the same part to avoid extensive quotation.

Conclusion

Arabic language learning in gender perspective on Intensive Program of Arabic Language Development (PKPBA) and Department of Arabic Language Learning (PBA) was covered to: learning planning process, learning and teaching interaction, class management, and use of gender responsive language and Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PKPBA) and Department of Arabic Language Learning (PBA) could deliver positive effect in overall. Generally, it was demonstrated that Arabic language learning in gender neutral perspective on Intensive Program of Arabic Language Development (PPBA) and Department of Arabic Language Learning (PBA) was very helpful to develop the quality of student learning.

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