THE NEED ANALYSIS OF ARABIC LANGUAGE MODULE FOR STUDENTS' PRESCHOOLS

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ABSTRACT: *The foremost problem correlated with teaching the Arabic language in Malaysia about the methodology and syllabus design to teach from preschools until higher learning institution. This paper will discuss the need analysis of Arabic Language Module for students' preschools. Using the framework of Hutchinson and Water [1], the data were analyzed in three component, the needs of the module, the lack of module and requirement of the module. Data has collected through an interview in the fieldwork named TABIKA KEMAS, JAIS preschool, and PASTI. The location of the research is situated in the state of Selangor. The sample was chosen from three types of preschools in Selangor, which is government, private and state. The research had found that the need for module Arabic Language in Malaysia to be integrated under one curriculum and not separated because of the different institution of preschools. Therefore, this paper has suggested a module of Arabic Language to be used for students' preschools.*

Keywords: Need Analysis, Arabic Language Module, Preschools

1. INTRODUCTION

The Arabic Language is amongst one of the most important languages in the world. Its' importance is accentuated in the business world as Arab countries are known for their economic prowess and ingenuity. In the Muslim world, learning Arabic becomes *farḍu ʿain* and compulsory because it is the crux of the Islamic religion which uses the Qurʾān as its main reference for guidance. Learning Arabic strengthens the understanding of the Qurʾān and Hadith.

Human language has two main foundations, namely the language of writing or the language and the non-pronunciation that is through the movement, signaling, and recitation [2]. The government has played a very effective role in empowering the Arabic language teaching and learning process. While the Islamic community has high interest and awareness on the importance of language learning [3].

In Year One Standard Arabic Document, it is stated that the objective of Arabic language learning at the lower level is to inculcate the tendency of students to learn the basics of Arabic language and master the language of communication skills as well as the ability to communicate with others by using simple Arabic language [4]. Therefore, children in preschool are now learning Arabic start at the age of 4 years until 6 years. Parents become more eager to send their children to Islamic preschools because they believe in the foundation of Islam to nurture their children. Parents nowadays becoming busier at the workplace, so they don't have enough time to teach their children to build good inner. For these ages of children, it's critical to put Islamic education since childhood.

In Malaysia, the name of PASTI, *Dzul Iman*, Islamic Montessori, Little Caliph, and Genius *Aulad* are among the famous of preschools where provide Islamic foundation in their curriculum. Among the subjects taught in those preschools is the Arabic Language. Nowadays, the government of Malaysia and each state in Malaysia under the Islamic Religious Department highlighted the teaching Arabic language since pre-schools.

The problem arises when there are no standardize of the curriculum in each state, government preschools, and private preschools. Tabika KEMAS stand as government preschools who included teaching Arabic a part of Islamic Education. So

are in a state of Malaysia also provided the same education for children. But, parents nowadays have a lot of choices to enroll their children to Islamic preschools because the awareness among the entrepreneur kindergarten tried to fulfill parents' needs. Also, parents are aware of the importance of Islamic based education to their children. Their emphasis on Islamic-based education is applied since their children enter preschool nature. Arabic is one of the subjects taught at the Islamic-based pre-school level. This opportunity should be taken by those who understand the importance of the Arabic language to children's education.

Early childhood education centers such as Islamic Childcare Center and Tunas Islam Center also began offering Arabic language courses at pre-school level [5]. From that point on, the existence of a complete and integrated Arabic module at the preschool level needs to be addressed. Looking at these requirements, a survey on the need to develop Arabic language modules at a pre-school level should be implemented. This stated that lesson planning needs to look into the needs and needs of those involved. Hence, this study with all its efforts is trying to get information on the development of the Arabic module at the pre-school education level.

2. BACKGROUND OF STUDY

Arabic Preschool Education

Language education at pre-school level involves the context of language acquisition of children. In Arabic teaching as a non-native speaker, there are two situations of language acquisition and language learning. Language acquisition is a process without knowing what is happening [6]. Children are said to be the fastest receiving language acquisition because in them there will be a reflection, sensitive to the surroundings that make the learning happen. Language acquisition can also be said to be a language acquisition of a natural situation without being aware of among students. While language learning shows a conscious process that occurs when learning a second language is both sensitive and knowledgeable in the grammatical system and able to communicate with it.

Thus, in order to distinguish between these two concepts, some experts see that the procurement of a specific language process involves children while language learning is a process that is specific to adults. Language acquisition is said

to have started since the baby was born. Babies learn the language through social context before they start talking. Social contexts are essential to helping babies understand and learn the language. The acquisition of this language is also influenced by the ability of the baby's motorcycles, especially those involving the control of the mouth, tongue, lips, vocals, throat and voice lines.

In addition, language development in infants is also influenced by the development of human brain neurology. When the brain gets older, then one will be able to produce a more complex and meaningful language [7]. Preschool Education in Malaysia conceptualizes an informal educational program that provides a learning experience to children aged four to six years in preparation before entering the first year of the formal schooling system.

Following the Education Act 1996, pre-school education has been institutionalized into the National Education System with the goal of nurturing the potential of children in all aspects of development, mastering basic skills and fostering positive attitudes in preparation for primary school. This allocation reflects the concentration of the Ministry of Education in improving the quality of preschool education. In line with the goals of the National Education Philosophy, comprehensive, integrated and balanced development of children should be given due consideration in the preschool program as the pre-school experience will shape the development of the next child.

Pre-school education in the 1990s is not much different from pre-school education in the 60s and it always attracts parents, communities or governments as decision makers, an example, they are aware that the quality of early childhood time including preschools is the quality of the nation's race at the time next. Therefore, based on this preschool education, children are given structure education to ensure their development and potential are polished and more willing to enter formal schooling.

3. STATEMENT OF PROBLEM

Learning Arabic in Malaysia is seen to have a bright future in education in Malaysia. Through the Standard Document of Curriculum and Assessment of KSPK (2016) emphasis on Arabic language, education focuses on the basic mastery of the Quran [8]. In 2003, the former Y.A.B Prime Minister of Malaysia has expressed his intention to oblige all Muslim students to study Arabic through Jawi, Qur'an, Arabic and Fardu Ain (j-QAF) programs. J-QAF stands for Jawi, Al-Quran, Arabic and Fardhu Ain words and each character used reflects the objectives and goals to be achieved [9]. The implementation of Arabic through Jawi, Qur'an, Arabic and *fardu 'ain* (j-QAF) programs in primary schools have been extended to all Muslim students. Because of this program must be followed by all Muslim students, the readiness of students at the preschool level should also be expanded. This is because through researcher observations there is unfamiliarity of offering the Arabic language at the pre-school level. Preschools, under government or private institutions, offer Arabic as a special subject, there is also a preschool offering Arabic as part of Islamic education subjects, and there are pre-schools who do not offer the Arabic language.

Most existing preschoolers use English as a second language even though emphasizing the aspect of Islamic education, whereas Islam is inseparable in Arabic[10]. This incompatibility needs to be addressed to prepare pre-school children before following the Arabic language in primary education. This is because the application of *fardu 'ain* education should be introduced to children at the beginning of their age. This initial exposure and education can give a great impression during their growth process. By the time of their adulthood, the practices associated with the *fardu 'ain* are not alien to them, but they are easy to practice and it is difficult to leave them because these practices are well within them. This issue is parallel as pointed out that Islam guides parents and teachers to give priority to the education of faith and *Tauhid*, the knowledge of *fardu 'ain* and *fardu kifayah* in educating their children [11]. With Islamic education, children will be protected by God throughout their lives.

Educators and parents need to emphasize this in order that the meaning and philosophy of education can be cultivated in their souls and therefore they become a true believer. Hence, awareness among the public about the importance of early childhood education begins at the pre-school level. This proven by conducted study regarding the perception of students, teachers and parents towards Arabic teaching and learning in three schools of Sekolah Menengah Kebangsaan Agama (SMKA) in Selangor showing that students who have achieved excellent results for Arabic subjects in their exam at Form Three because they have a basic language beginning in preschool study [12].

4. CONCEPTUAL FRAMEWORK

This framework of this paper is based on analyzing learning needs [1]. There are three components in analyzing of need in learning the Arabic language in preschools. The need of module, the lack of module and the requirement of the module.
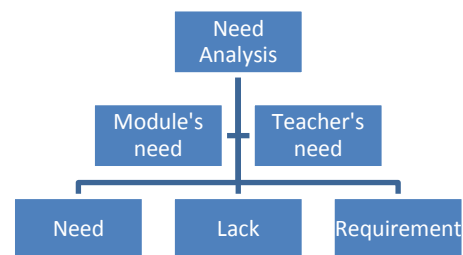

Fig 1: Research framework modified from Hutchinson and Waters (1987)[1]

5. METHODOLOGY OF RESEARCH

The researcher has chosen to run need analysis to find the need of Arabic language to be taught in pre-schools, as analytical study needs to be done to determine the probability of a problem [13]. The analysis phase also needs to identify the probability of analytical needs to be implemented to identify the probability of the problem [14]. The analysis phase of the study was the initial phase of the study aimed at gathering information in the context and the environment to

be studied [15]. The findings and recommendations in the analysis phase are used in the design phase and module development [16]. The analysis phase provides important information in determining the design and development of modules in the next phase [17]. The analysis also needs to be done to solve the problem [18].

Problems need to exist in the context to be studied and sampling is usually done in a manner aimed at obtaining rich qualitative data [19]. Data were collected among three types preschools situated in Selangor state. The method of data collection is within an interview with teachers in these preschools. The objective of the interview to know of the need of Arabic language in preschools. The interview questions were divided into nine questions. Each question will be answered the research questions. The research questions are: 1) What are teachers' need in Arabic Language module in preschools? 2) What is the lacking Arabic language module in preschools? 3) What are teachers' requirement in Arabic Language module in preschools? The data was collected in three preschools situated in Selangor; Tabika KEMAS in Bandar Seri Putra, JAIS preschool in Hulu Langat, Selangor and PASTI in Bandar Bukit Mahkota.

6. DATA ANALYZE

Data were analyzed with transcribing of data from interviews session with three teachers in preschools in Selangor. After transcribing the data, the theme was identified to some themes based on research objectives. From the interview question, the themes are categorized into five main themes.

Theme 1 is about the purpose of learning the Arabic language that strengthen the need for teaching because of two factors as a foundation to primary schools and children able to recite alQuran at early age stage. Theme 2 focus on basis of language learning in the Arabic language including listening, speaking, reading and writing skills.

Theme 3 about the challenges of education in the Arabic language such as no direction book for teachers' preschools in teaching the Arabic language. And theme 4 about method and technique in teaching students' preschools with the development of using multimedia and theme 5 about the suggestion to improve teaching the Arabic language such as provide manual book as teachers' guide and give them some workshops to give practical knowledge how to teach Arabic for students' preschools. The reason is the majority of teachers, they don't have a background in the Arabic language and lack of practicing in teaching Arabic as a communication language. These five themes summarized as below:
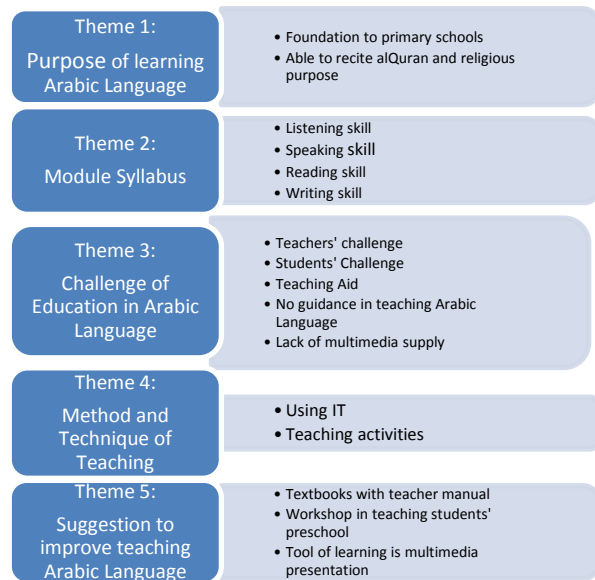
Fig 2: Themes of Research

7. DATA FINDING

From data analysis, five themes had answered the paper framework to look on three components: The needs of the module, the lack of module and requirement of the module.

The needs of analysis:

Module's need; Fulfill government inspiration to build new generation with dual language, standardize all module in the Arabic Language in preschools. **Teacher's need**; Guidance book to teachers, because their education not in Arabic study background, and they had a problem in teaching Arabic to students' preschool.

The lack of module: Module used in preschools is not standardized and follow the administrator of those schools. The results from that, students' preschools do not perform an equivalence achievement while learning the Arabic language in primary schools. This scenario is not good to build a new generation towards a sustainable character.

The Requirement of the module:

Module's requirement; Step by step from year 4 until year 6. There must differentiate between 3 stages of ages in childhood education. The need to use multimedia in the classroom.

Teachers' requirement; Teacher needs parents' help to ensure successful teaching Arabic in preschools and the need to attend a workshop to learn in the presentation of Arabic knowledge to children in preschools.

8. CONCLUSIONS

Teachers need support from designer to create integrated syllabus with tools of teaching in multimedia materials, and also from parents' support at home to teach their own children to strengthen the Arabic language at preschools. The Arabic language also seems very important now for sustainable young generation towards excellent generation with following Islamic religious in their childhood education. Below, in tabulated form, is the suggested module of the Arabic language to be used for students' preschool's underlying module's need and teachers' need.

Module	Students' preschools (4, 5 and 6 years)
Module name	Arabic Language I,II,III
Synopsis	There are three modules for preschools aim to expose children to Arabic preschools in Arabic style through hearing, vision and motor movement (kinesthetic).
Learning Objective	1) The basis of preparatory standard 1 of national primary school. 2) Learn Arabic to understand the Quran. 3) Master of four Arabic language skills.
Learning Outcome	The students are able to apply listening and speaking skills, reading and writing Arabic. Among the learning outcomes to be obtained are: 1) Students are able to mention the names of surrounding objects in Arabic. 2) Students can express simple Arabic language. 3) Students are able to read simple storybooks in Arabic. 4) Students can write *harf hijaiyyah* correctly whether or not the form is connected. 5) Students are able to perform in Arabic in the form of nasyid, song, acting, storytelling, public speaking and such is.
Subtopic	Module 1 (4 years) 1) Names of surrounding objects in Arabic such as limbs, family members, animals, plants, fruits, stationery. 2) Easy Arabic language alphabet. Module 2 (5 years) 1) Simple stories in Arabic (the title of the story is taken from the Quran). Module 3 (6 years) 1) Letter of *hijaiyyah* 2) Nasyidul Sobah, Arabic songs, acting in the story, public speaking and such is.
Method of Teaching	Language Project / Language Game Eye, ears, and touch senses His own experience Outdoors Play Activity Hands-on Teamwork Use of audio, video Textbook
Material Used	Student members, card manners, radio, TV, CD, play dough, clay, *Sahibba* game

Teaching Activity	Reading and Storytelling Dance performance Public speaking Role Play / Action Music, songs, rhymes and remembrance Exercise, leisure, creative movement inside and outside the classroom Paint, color, shade, Create builds Natural exploration

Table 1: Suggested Module of Arabic Preschools

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