Comparison of Arabic Learning Outcomes through the Tarjamah Method

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	Abstract
Keywords: Arabic Language, Learning Outcomes, Tarjamah Method, Madrasah Aliyah.	The main problem faced in the use of tarjamah method in Arabic language learning is the lack of mastery of mufradah and qawa'id, as well as the lack of listening, speaking, and writing skills. The purpose of this study was to determine and analyze the comparison of Arabic learning outcomes through the tarjamah method at Madrasah Aliyah Alkhairaat Palu and Madrasah Aliyah Negeri 1 Palu City. The research method used is quantitative by using data collection techniques in the form of observation and questionnaire. While the analysis techniques used are descriptive statistical analysis and inferential analysis. The results of hypothesis testing (one Sample T-test) showed sig.= 0.000 <0.05 which means there is a significant difference between the tarjamah method applied in class X Madrasah Aliyah Alkhairaat Pusat Palu and Class X Madrasah Aliyah Negeri 1 Palu City. The difference in the application of the tarjamah method has implications for students' learning outcomes, where the Arabic learning outcomes of Madrasah Aliyah Negeri 1 Palu City which adopts a more modern and contextual approach is higher than Madrasah Aliyah Alkhairaat Palu which tends to apply the tarjamah method conventionally with a more traditional approach. The results of this study confirm previous research that the use of the tarjamah method in Arabic language learning has a significant impact. In addition, this study also confirmed that the pedagogical approach used in the learning process has a direct impact on student learning outcomes. This research is limited to the object of research which only focuses on the Madrasah Aliyah level.

	Abstrak
Kata kunci: Hasil Belajar; Bahasa Arab, Metode Tarjamah, Madrasah Aliyah. **Article history:** Received: 15-12-2024 Revised 13-03-2025 Accepted 26-05-2025	*Persoalan utama yang dihadapi dalam penggunaan metode tarjamah dalam pembelajaran bahasa Arab adalah kurangnya penguasaan mufradah dan qawa'id, serta kurangnya keterampilan mendengar, berbicara, dan menulis. Tujuan dari penelitian ini untuk mengetahui dan menganalisis perbandingan hasil belajar bahasa Arab melalui metode tarjamah pada Madrasah Aliyah Alkhairaat Palu dan Madrasah Aliyah Negeri 1 Kota Palu. Metode penelitian yang digunakan ialah kuantitatif dengan menggunakan teknik pengumulan data berupa observasi dan angket. Sementara teknik analisis yang digunakan ialah analisis statistik deskriptif dan analisis inferensial. Hasil uji hipotesis (one Sample T-test) menunjukan nilai sig.= 0,000<0,05 yang berarti terdapat perbedaan signifikan antara metode tarjamah yang diterapkan di kelas X Madrasah Aliyah Alkhairaat Pusat Palu dan Kelas X Madrasah Aliyah Negeri 1 Kota Palu. Perbedaan penerapan metode tarjamah ini berimplikasi pada hasil belajar peserta didik, dimana hasil belajar bahasa Arab Madrasah Aliyah Negeri 1 Kota Palu yang mengadopsi pendekatan yang lebih modern dan kontekstual lebih tinggi dibanding Madrasah Aliyah Alkhairaat Palu yang cenderung menerapkan metode tarjamah secara konvensional dengan pendekatan yang lebih tradisional. Hasil penelitian ini mengkonformasi penelitian sebelumnya bahwa penggunaan metode tarjamah dalam pembelajaran bahasa arab berdampak signifikan. Selain itu, penelitian ini juga mengkonfirmasi bahwa pendekatan pedagogis yang digunakan dalam proses pembelajaran berdampak langsung pada hasil belajar siswa. Peneltian ini terbatas obyek penelitian yang hanya fokus pada jenjang Madrasah Aliyah.*

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INTRODUCTION

The development and implementation of the tarjamah method in Arabic language learning has several problems for students. These problems include the lack of mastery of mufradah and qawa'id (Aziz et al., 2022; Kurniawan et al., 2022; LatifatulMahbubah et al., 2019). The use of the tarjamah method in Arabic language learning also faces obstacles in non-linguistic aspects which include differences in students' educational backgrounds, lack of learning time, motivation, supporting facilities and translation guidance (Aseery, 2024; Fasya et al., 2023; Mustafa, 2018; Ulfah, 2025). Moreover, another problem faced by learners in learning Arabic using the tarjamah method is that students only have the ability to read and are proficient in grammar, but are less capable in listening, speaking, and writing skills (Alnizar et al., 2021; Indasari et al., 2024; Sherina & Hendra, 2024a). Therefore, choosing the right learning method in teaching Arabic is not just a technical consideration, but a crucial factor that determines the extent to which students can understand and master the language in depth so that it is easily understood by learners (Ahyar & Edyansyah, 2021; Fitriani et al., 2024; Gunawan et al., 2022; Nasution et al., 2024; Nur et al., 2024). In Arabic language learning, the use of the tarjamah or grammar-translation method has its own urgency because it is able to provide a strong foundation in terms of mastering vocabulary, grammar, and sentence structure (Widodo & Ainak, 2023; Zarkasyi et al., 2023). In addition, this method guides learners in translating texts from Arabic into their native language and vice versa (Fuadah, 2021; Salim et al., 2022).

Previously, there were several studies that explored the urgency of using the tarjamah method in improving students' Arabic learning outcomes. First, research (Ariadna, 2024; Hidayat & Abidin, 2024) concluded that the tarjamah method has a significant effect in improving students' Arabic learning outcomes. This research focuses on the effectiveness of the tarjamah method by looking at the design and stages of the learning. While the author's research focuses on the effectiveness of the tarjamah method by comparing it with two Madarash Aliyah which emphasizes the use of different tarjamah methods, namely traditional and modern. Second, the research (Asse et al., 2020) concluded that the use of the tarjamah method in IAIN Palu students was not optimal. This research focuses on the use of several Arabic learning methods that are effective in improving the ability to read the yellow book for students at the higher education level. While the author's research focuses on comparing the use of the tarjamah method applied by two madarasah aliyah which focus on the application of traditional and modern tarjamah methods.

Based on these previous studies, studies related to the use of the tarjamah method in Arabic language learning by comparing the application of the method in traditional and modern madrasas have not been carried out. Meanwhile, this comparison is very important to explore in depth the effectiveness of using the tarjamah

method when applied with traditional and modern approaches. This research is important to do in order to see concretely how the use of the tarjamah method is more effectively used conventionally with a more traditional approach or a more modern and contextual approach. Thus, by comparing the learning outcomes through the tarjamah method applied by each madrasah with the learning approach used can reveal the strengths and weaknesses of each method as well as how the method adapts to the environment and needs of the learners in the madrasah (Sherina & Hendra, 2024b; Sidika et al., 2025). Therefore, this study aims to see and examine the comparison of Arabic learning outcomes through the tarjamah method at Madrasah Aliyah Alkhairaat Palu with its more traditional approach and Madrasah Aliyah Negeri 1 Kota Palu Palu with its more modern and contextual approach.

Based on this background, the hypothesis proposed in this study is that there is a significant difference in students' Arabic learning outcomes using the tarjamah method in madrasahs with traditional approaches compared to madrasahs that apply modern and contextual approaches. It is suspected that the achievement of students' Arabic learning outcomes in Madrasah Aliyah Negeri 1 Palu City with a modern approach that integrates the context of language use and functional understanding in learning is higher than the achievement of students' learning outcomes in Madrasah Aliyah Alkhairaat Palu with a traditional approach that emphasizes grammatical mastery and vocabulary memorization. Therefore, comparing the use of the tarjamah method with the two approaches, it is hoped that a more complete understanding of the optimal conditions in the application of the tarjamah method for Arabic language learning at the madrasah Aliyah level will be found.

RESEARCH METHODS

The type of research used in this study is quantitative research. In this research, the author collected data in the form of numbers related to the comparison of Arabic learning outcomes through the tarjamah method at Madrasah Aliyah Al-Khairaat Pusat Palu and Madrasah Aliyah Negeri 1 Palu City. The population in this study were students of class X Religion 1 at Madrasah Aliyah Alkhairaat Pusat Palu and Class X D at Madrasah Aliyah Negeri 1 Palu. Determination of the sample in this study using simple random sampling method. Data collection techniques used in this study consisted of observation and questionnaire. Meanwhile, the analysis techniques used were descriptive statistical analysis and inferential analysis. Descriptive statistics are done to provide an overview of each data obtained from each variable to be studied. The inferential analysis is an analytical technique used by the author to make inferences or conclusions about the population based on the available sample data. The purpose of inferential analysis is to make broader generalizations based on limited data (Elya et al., 2024).

RESULTS AND DISCUSSION
Results
Learning Outcomes of Students Through Tarjamah Method in Arabic Language Learning Class X Religion at Madrasah Aliyah Alkhairaat Pusat Palu and Class X D at Madrasah Aliyah Negeri 1 Palu City.

Based on the results of the author's observations, it was found that the learning outcomes of Madrasah Aliyah Alkhairaat Pusat Palu were more focused on the application of the tarjamah method which was more traditional or academic in nature. For example, using the literal method which focuses more on word-for-word translation and grammatical analysis of Arabic texts. This madrasah emphasizes the importance of accuracy in translation and accuracy in understanding the structure of the Arabic language. The traditional learning outcomes of Madrasah Aliyah Alkhairaat Pusat Palu emphasize Arabic language learning including listening, speaking, reading, and writing skills. The tarjamah method in learning Arabic was chosen because it can help and improve learners' understanding of translating Arabic texts. In this method, the main focus is that the translation can be well understood by learners. The use of this tarjamah method is very helpful in facilitating teachers and students in teaching and learning Arabic at Madrasah Aliyah Alkhairaat Pusat Palu, especially in class X. The following is the value of Arabic learning outcomes obtained by Class X students of Madrasah Aliyah Alkhairaat Pusat Palu using the tarjamah method.

Table. 1 *Grade X Arabic Learning Outcomes of Madrasah Aliyah Alkhairaat Pusat Palu*

No.	Nama Peserta Didik	Nilai
1.	Abd Halim	80
2.	Abdi Rif'at	80
3.	Abi Yazid	80
4.	Afil Fiansyah	85
5.	Ahmad Fahrel	80
6.	Ahmad Fauzan	80
7	Al Wahid	80
8	Andi Nurul Azzam	80
9	Faisal	80
10	Gilang Anugrah	80
11	Barlah	80
12	Dian Yunita	85
13	Fadliyah Nur Azizah	90
14	Imtinan	80
15	Isma Yathun	90
16	Khairunnisa Albaar	90
17	Naila Aprilia Putri	90
18	Nayla Djamal	90
19	Nur Aini	80
20	Nur Chalista	90

Average	83,5

Meanwhile, Arabic language learning at Madrasah Aliyah Negeri 1 Kota Palu uses a more modern approach, whose curriculum follows national standards. This tarjamah method is very helpful for students, especially class X. This tarjamah method can produce good grades for students, where mastery of vocabulary and Arabic sentence structure can affect the translation skills of class X students at Madrasah Aliyah Negeri 1 Palu City. The following is the value of Arabic learning outcomes obtained by Class X students of Madrasah Aliyah Negeri 1 Palu City using the tarjamah method.

Table. 2 *Learning Outcomes of Class X Students of Madrasah Aliyah Negeri 1 Palu City*

No.	Nama Peserta Didik	Nilai
1.	Ahmad Arizal R.	80
2.	Chaeraranoor B.S.	80
3.	Imam Ardiansyah	85
4.	Moh Zikra	80
5.	Moh Rifqan	80
6.	Muh Al-farizi	80
7.	Aziza	90
8.	Sandi Istiawan	90
9.	Andin Rahmadani	85
10.	Dinda Lestari	90
11.	Arum Octavia Putri	80
12.	Fitrayani Ramadhani	90
13.	Kayla Mutia A.	85
14.	Muslimah Aulia L.	85
15.	Vika Maharani	80
16.	Nursyakina M.T	90
17.	Nur Atika	90
18.	Riska Amelya P.	90
19.	Silva	85
20.	Shazia R.	90
Average		**85,25**

Normality Test

The normality test aims to determine whether the variables in the study have a normal distribution or not (Firdausy & Shobirin, 2022). If the residual variables are not normally distributed, then the t and F statistical tests are not valid. Data is categorized as normal if the significance is> 0.05. The following table shows the results of the normality test with Kolmogorov-Smirnov.

Table. 3 *Normality Test Results*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
alkhairat	.115	20	.200[*]	.924	20	.118
MAN1	.181	20	.085	.938	20	.224

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the normality test table, we have a significance value (Sig.): Madrasah Aliyah Alkhairaat Palu Center: 0.118 (Shapiro-Wilk) and Madrasah Aliyah Negeri 1 Palu city: 0.0224 (Shapiro-Wilk) from both sig.>0.05, then the data is normally distributed. Normality confidence level = (1-sig.)x100% Madrasah Aliyah Alkhairaat Pusat Palu (1-0,118)x100%=88.2% and Madrasah Aliyah Negeri 1 Palu city 1: (1-0,224)x100%=77.6%. The meaning of the normality test value states that this research is normally distributed, which can be interpreted that the distribution of numerical data that states the possibility of an event, so this research can be continued to the next test.

Homogeneity Test

The homogeneity test is used to determine whether the research data derived from the samples taken have the same level of ability or level of thinking or not (Harahap & Ritonga, 2023). This homogeneity test uses the homogeneity of variance test technique, where the data is said to be homogeneous if the significance value is> 0.05. Based on the results of the research conducted by the researcher, it was found that the significance value in the data test results was more than 0.05, which indicated that the data in this study were homogeneous. As stated in the following table:

Table.4 *Homogeneity Test Results*

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil_Belajar	Based on Mean	1.348	1	38	.253
	Based on Median	3.367	1	38	.074
	Based on Median and with adjusted df	3.367	1	33.721	.075
	Based on trimmed mean	1.803	1	38	.187

From the homogeneity test table, we have a significance value (sig.). Based on mean: 0.253. Based on median: 0.074 because sig.>0.05, the variance between groups is homogeneous. The percentage of homogeneity uses the sig value. Highest (0.025) (1-0.253)x100%=74.7%. And using the sig value. Lowest (0.074) (1-0.074)x100%=92.6%. The average of the two (74.7%+92.6%)\2=83.65%. The meaning of homogeneous data is that the data has similarity or uniformity in its characteristics. This means that the data comes from similar groups or categories, and has characteristics or traits that do not differ much from one another.

Hypothesis Test

Hypothesis testing was conducted to test whether or not there were differences in students' Arabic learning outcomes using the tarjamah method in Class X of Madrasah Aliyah Alkhairaat Pusat Palu and Class X students of Madrasah Aliyah Negeri 1 Palu City. The results of the hypothesis test conducted are as follows:

Table. 5 *Hypothesis Test Results*

One-Sample Test

					95% Confidence Interval of the Difference	
				Test Value = 0		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
alkhairat	107.214	19	.000	81.800	80.20	83.40
MAN1	88.568	19	.000	85.000	82.99	87.01

From the hypothesis test table, the significance value (sig,2-tailed)=0.000. Because sig.<0.05, then there is a significant difference between Learning Outcomes in Tarjamah Method in Madrasah Aliyah Alkhairaat Pusat Palu and Madrasah Aliyah Negeri 1 Kotta Palu. The percentage of significant differences, if the sig.=0.000 value then the confidence that the difference is real is close to 100%. Based on the results of hypothesis testing in the table above, it is found that the significance value is 0.000, which is smaller than 0.05, then Ho is rejected or it can be said that there is a significant difference between the tarjamah method in class X MA Alkhairat Pusat Palu and class X MAN 1 Palu.

Analysis

Based on the results of the data obtained, the tarjamah method was proven to have a different impact on student learning outcomes in the two compared schools, namely Madrasah Aliyah Alkhairaat Pusat Palu and Madrasah Aliyah Negeri 1 Kota Palu. The significant difference shown by the hypothesis testing results (significance value 0.000 < 0.05) indicates that the application of the tarjamah method did not produce a uniform effect in both schools. Theoretically, the tarjamah method as one of the approaches in Arabic language teaching relies on translating from the target language to the mother tongue or vice versa, which demands students' cognitive abilities in understanding linguistic structures and contextual meanings (Afriyanto et al., 2024). Although this method has a number of advantages, such as helping to expand vocabulary and improve grammatical understanding, its effectiveness is strongly influenced by a number of contextual factors. This is in line with research (Amanda & Khan, 2024; Hidayah et al., 2023) that in general, one of the factors that influence learners in learning Arabic including Arabic translation is external factors.

Likewise, the difference in learning outcomes between Madrasah Aliyah Alkhairaat Pusat Palu and Madrasah Aliyah Negeri 1 Palu City can be interpreted as a consequence of variations in the quality and intensity of the implementation of the tarjamah method in each educational unit. According to (Lestaria et al., 2024) factors such as teachers' educational background, pedagogical competence, material delivery strategies, as well as the availability of learning resources, have great potential to influence the success of the method in improving student learning outcomes. In addition, learner characteristics such as learning motivation, initial ability and learning habits also play an important role in responding to the learning methods used (Raisa & Aryani, 2017). For example, students with lower Arabic literacy skills may have difficulty in participating in tarjamah activities optimally, so that their learning outcomes are not maximized. Conversely, students who already have a strong basic understanding of the structure of the Arabic language tend to have an easier time accessing the meaning of the text and translating it appropriately.

In general, the significant difference in learning outcomes between Madrasah Aliyah Al-Khairaat Pusat Palu and Madrasah Aliyah Negeri 1 Palu City in implementing the tarjamah method is driven by different approaches and intensities. Madrasah Aliyah Al-Khairaat Pusat Palu tends to implement the tarjamah method conventionally with a more traditional approach. In this context, learning is more teacher-centered, where the teacher acts as the main source of information and students are directed to complete translation tasks individually. The learning process focuses on providing practice in translating texts without in-depth explanation of the relevant context or linguistic structure. Teacher-centered learning makes students more directed to follow instructions mechanically and do tasks passively (Alam, 2023; Rozali et al., 2022). As a result, the learning process tends to be repetitive and lacks interaction, potentially inhibiting the development of critical thinking skills and in-depth understanding of text meaning.

Meanwhile, Madrasah Aliyah Negeri 1 Kota Palu adopts a more modern and contextual approach, where the tarjamah method is not only used as a linguistic exercise, but also as a means to build a broader understanding of the meaning of the text and its use in real contexts. In practice, the learning process is more active and communicative, involving students in group discussions, collaborative work, and reinforcement of understanding through questions and answers and presentation of translation results. This approach allows for socially constructed learning, as emphasized in Vygotsky's social constructivism theory (BADA & Olusegun, 2015; Saleem et al., 2023). In this case, students do not only acquire knowledge passively, but construct knowledge actively through interaction with peers and teachers. Such an approach is considered more effective in improving reasoning power, analytical skills, and comprehensive language skills.

This difference in pedagogical approach has a direct impact on student learning outcomes. Schools that implement active and contextual learning tend to provide more space for students to engage, explore the material, and understand the application of concepts more deeply. This is also in accordance with the results of previous research studies (Pratama et al., 2024; Subaeti et al., 2024; Sudargini & Purwanto, 2020) which show that teachers' pedagogical competence, including in designing and implementing effective learning strategies and in accordance with the characteristics of students, has a significant influence on the achievement of learning outcomes (Fatimah et al., 2023; Tanjung et al., 2022; Wallace et al., 2021). When teachers are able to combine methods with appropriate approaches, such as combining tarjamah with contextual and reflective discussions, then learning not only becomes more meaningful, but also able to create learning experiences that encourage students to understand and apply knowledge more broadly.

Thus, the higher learning outcomes at MAN 1 Palu City can be assumed to be a consequence of a more interactive, reflective, and needs-based learning approach. Meanwhile, the traditional approach that is still dominant in MA Al-Khairaat Pusat Palu has not sufficiently accommodated the more active and collaborative learning styles of students. Therefore, the significant differences in learning outcomes identified through statistical tests are not solely due to the use of the tarjamah method itself, but are also closely related to the way the method is implemented as well as the pedagogical and cultural context in each educational institution. These findings provide important implications for educators and policy makers in the field of Islamic education, especially in Arabic language teaching, that the effectiveness of a method is not absolute, but depends heavily on the suitability of the method, student characteristics, and implementation strategies. To improve more equitable learning outcomes, it is necessary to conduct a thorough evaluation of the application of the tarjamah method in various educational contexts, accompanied by the development of learning models that are more adaptive and responsive to the needs of students.

CONCLUSION

Based on the results of research conducted related to the comparison of students' Arabic learning outcomes through the Tarjamah Method at Madrasah Aliyah Alkhairaat Palu and Madrasah Aliyah Negeri 1 Palu City, it can be concluded as follows. The results of the hypothesis test (one Sample T-test) show the sig.= 0.000 <0.05 which means there is a significant difference between the tarjamah method applied in class X Madrasah Aliyah Alkhairaat Palu Center and Class X Madrasah Aliyah Negeri 1 Palu City. The difference in the application of the tarjamah method has implications for student learning outcomes, where the Arabic language learning outcomes of Madrasah Aliyah Negeri 1 Palu City are higher than Madrasah Aliyah Alkhairaat Palu. The difference in the tarjamah method applied by Madrasah Aliyah Al-Khairaat Pusat Palu tends to apply the tarjamah method conventionally with a more traditional approach, while Madrasah Aliyah Negeri 1 Palu City adopts a more modern and contextual approach.

The results of this study confirm previous research that the use of the tarjamah method in Arabic language learning has a significant impact, in addition, this study also confirms that the pedagogical approach used in the learning process has a direct impact on student learning outcomes. This research is limited to the object of research which only focuses on the Madrasah Aliyah level.

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