TRANSLATE SELF-REVIEW (TSR) METHOD BASED ON CULTURALLY RESPONSIVE TEACHING (CRT) FOR ARABIC WRITING LEARNING IN HIGHER EDUCATION

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Article Info	Abstract
Article History *Received: January 2024* *Revised: March 2024* *Published: April 2024* ***Keywords*** *TSR Method; CRT Approach; Arabic Writing Learning*	*Arabic writing skills at the higher education level were still experiencing stagnation, which required efforts to improve learning. This research was presented as an exploration of overcoming this problem. This research aimed to describe the application of the Translate Self-Review (TSR) method based on the Culturally Responsive Teaching (CRT) approach in arabic writing learning in higher education along with students' perceptions of this learning. This research used qualitative-descriptive method, and data was collected through questionnaire, observations, and documentation, then it was analyzed using Miles and Huberman analysis techniques. This research results highlighted that although there was a positive response from students towards the use of this method in creating an enjoyable learning experience and facilitating cross-cultural relationships, there was still a gap between theory and practice, indicating obstacles in improving Arabic writing skills in elementary-level inclusive classes. This research underlined the importance of adapting learning methods that were more appropriate to students' level of understanding and extending them to higher levels of education to obtain a more holistic picture. The TSR method based CRT approach offered potential in creating an inclusive learning environment, but needed modification to effectively meet the needs of diverse learners and improve Arabic writing skills at the higher education level.*

INTRODUCTION

Arabic writing skills in Indonesia are still facing stagnation, which is a big obstacle for many students. This has become one of the challenges in Arabic language, one of the reasons being the characteristics of the Arabic language that have a complex structure in every constructed sentence (Muassomah et al., 2023). The use of letters that change depending on their position in a word and sentence structure, which require proficiency in grammar, continuously makes the process of learning arabic writing require further development (Anwar, 2022; Munawarah & Zulkiflih, 2021; Syafiqoh et al., 2023). More than that, to produce a good essay in Arabic, it requires the ability to develop vocabulary and sentences effectively in an essay. The development of Arabic writing skills is related to a number of learning components (Hendrawanto Ch, 2020; Yusuf et al., 2019). One of them is the learning approach and methods applied as an element in learning (Anggraeni, 2019; Yogica et al., 2020). Some of the methods used may be less suitable for building writing skills in Arabic, due to the complexity of the

language which requires a more focused and strategic approach. This shows the need for learning approaches and methods that are more innovative and responsive to students' needs.

Learning approaches and methods play a crucial role in improving Arabic writing skills (Ekawati & Arifin, 2022; Susanti, 2020). An appropriate approach plays a major role in helping students understand the structure and context of Arabic better, which is an important foundation for effective writing proficiency. Likewise, innovative learning methods have the potential to increase student motivation and engagement in the process of arabic writing learning. Approaches that focus on hands-on practice, such as applying language in real situations or through simulations, make a major contribution to strengthening students' writing skills in broader, practical contexts (Mira Shodiqoh. M Mansyur, 2022; Muhammad Yusuf, 2020; Nurcahyani et al., 2023). With this approach and method, students have the opportunity to use Arabic actively, interact in situations that reflect everyday life, and develop the writing skills needed to communicate using Arabic effectively.

One relevant method is the Translate Self-Review (TSR) method, which is a learning method that involves students in evaluating themselves regarding writing skills through translating their first language into a foreign language (Irhamni et al., 2022; Moh. Khasairi et al., 2020). This method allows students to evaluate their own work after carrying out the translation process, helping them to reflect on the strengths and weaknesses in their work and determine steps for improvement. This method has several distinctive characteristics which include involving students in the learning process, giving them autonomy, flexibility in learning approaches, the ability to discover their own knowledge, an experimental approach, and gradual evaluation of learning. Students are actively involved in learning, given freedom in the process, and have the opportunity to explore knowledge in depth through direct experience and gradual evaluation, which ultimately improves their learning outcomes significantly.

The Culturally Responsive Teaching (CRT) approach is an educational framework that recognizes, respects and integrates students' cultural diversity into the learning process (Damayanti et al., 2023; Gay, 2021; Inayah et al., 2023). This approach aims to create an inclusive learning environment, stimulate students' learning motivation, and connect lesson material with students' life experiences outside the classroom. CRT emphasizes the use of teaching methods that consider the social, cultural context and experiences of students as a starting point in learning. CRT-related literature includes psychological, sociological, and educational theories that reinforce the concepts of this approach (Febdhizawati et al., 2023; Meihami, 2023; Ruser et al., 2023). One of the main theories is the theory of enriched pedagogical content knowledge which underlines the importance of teachers' understanding of students' cultural backgrounds in designing and delivering learning materials (Gist et al., 2019; Gunn et al., 2021).

Several previous studies have explored the TSR method and the CRT approach to learning. A body of literature examining the CRT approach highlights important aspects such as social justice, cultural relevance of learning, and student participation in their cultural context to increase learning effectiveness, including learning motivation and skill improvement (Corbett, 2022; Skelley et al., 2022). The current literature on CRT mostly only examines the application of this approach in language learning in the aspects of learning speaking skills and writing skills (Ruser et al., 2023; Sulaeman, 2023). Apart from that, several literature sources have also studied the TSR method which is linked to several learning concepts such as experimental learning, community language learning, and discovery learning (Irhamni et al., 2022; M Khasairi et al., 2022; Moh. Khasairi et al., 2020). This method emphasizes the importance of direct experience in learning as well as community involvement in the language learning process. The current literature on TSR in language learning only examines the application of this method to aspects of language rules.

This research is a form of integration of the Translate Self-Review (TSR) method and the Culturally Responsive Teaching (CRT) approach which have not previously been explored in the same study topic. Although previous literature has discussed separately the TSR method and the CRT approach, the integration of the two in arabic writing learning at the tertiary level has never been researched. It can be said that the originality of this research lies in the effort to combine translation-based learning methods with learning concepts that take into account the diversity of students, which is expected to improve understanding and writing skills and enrich students' learning experiences in a higher education environment.

Therefore, the aim of this research is to describe the implementation of the Translate Self-Review (TSR) method based on the Culturally Responsive Teaching (CRT) approach in arabic writing learning in higher education environment, as well as exploring students' perceptions of this learning. By exploring these two aspects, this research is intended to provide a comprehensive picture of how the CRT-based TSR method is used in arabic writing learning in higher education, as well as how this is understood and accepted by students involved in the learning process. The results of this research can be a guide for teachers and practitioners in choosing effective and responsive methods and approaches in facilitating the development of students' writing skills and improving their learning experience. Apart from that, this research can become additional literature that complements previous research, thereby forming the construction of scientific literature that continues to develop and provides a holistic understanding for future researchers.

RESEARCH METHOD
Research Design

This research applies qualitative-descriptive methods which aim to describe or explain the phenomenon or situation being studied in a detailed and structured manner. The selection of this method based on the theory that the descriptive approach focuses on collecting comprehensive data related to existing characteristics, behavior or conditions, without manipulating or intervening in the observed variables (Ramdhan, 2021). This method is considered suitable for achieving the aims of this research or to answer the research questions. This method also provides a precise and detailed description of the research topic, by describing the relevant variables and the relationships between them, without making assumptions or identifying cause and effect in the context of the observed phenomena. This method makes it possible to obtain a deep and holistic understanding of the phenomenon under study through careful and systematic analysis of the collected data.

Research Participants

The participants of this research are students of the Special Arabic Language Education Program (PK-PBA) at the Maulana Malik Ibrahim State Islamic University of Malang in the 2022/2023 academic year. PK-PBA is an intensive Arabic language teaching program at undergraduate level which is mandatory for all new students at the university for one year of study (inclusive class). This research was carried out specifically in classroom B-204 which consisted of 40 students, but only 33 students attended the learning process. The focus of this class provides an opportunity to explore the learning experiences experienced by students in an intensive and obligatory Arabic language learning environment.

Instruments

The research instrument used consisted of three main components: observation, open questionnaire, and documentation; 1) Observation is used by researchers to directly observe and record certain behavior, interactions, or circumstances of research subjects objectively; 2) Open questionnaires that give subjects the freedom to write personal views and express their experiences more freely; 3) Documentation involves searching, analyzing and synthesizing information from various literary sources such as scientific articles, books or other documents

relevant to the research topic with several criteria such as literature published within the last 10 years, and originating from reputable journals. The use of this combination of instruments provides a comprehensive perspective on the phenomenon under study, allowing researchers to gain in-depth understanding and obtain diverse and detailed data from research subjects.

Data Analysis

Data analysis was carried out using techniques adapted from Miles and Huberman, which is a systematic approach to understanding and interpreting qualitative research data. The analysis process begins with organizing the data collected from this research, which may include the results of applying the CRT-based TSR method in teaching Arabic writing to research subjects. The next step is data reduction, where complex or detailed information is simplified into significant themes or patterns, researchers focus on important aspects of the data that are relevant to the research, such as student response data. After that, the data is presented using various visual methods such as tables and diagrams to clearly illustrate the findings resulting from the analysis. The final step in the analysis process is drawing conclusions or interpretation of the results of the analysis that has been carried out. Researchers prepare research conclusions and involve literature related to research conclusions.

RESEARCH FINDINGS AND DISCUSSION

This research produced two main findings, consisting of; 1) Implementation of TSR Method based on Culturally Responsive Teaching in Arabic Writing Learning; 2) Students Perception about the learning process. These two findings are described as follows.

Implementation of TSR Method based on Culturally Responsive Teaching in Arabic Writing Learning

The application of the TSR method based on a culturally responsive approach (CRT) in arabic writing learning is carried out in two stages, namely Planning and Implementation which are described as follows;

Planning

This stage is a crucial phase in the learning process which consists of several important steps, as illustrated in the following figure:
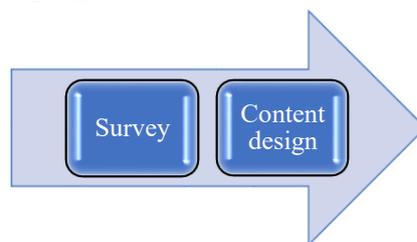

Figure 1. Stages of learning planning for the TSR method based on the CRT approach

First, educators start by conducting a survey which aims to understand the interests, skills and cultural background of the students who will be involved in the learning process. This survey provides a key foundation for identifying diverse cultural perspectives in the classroom, so that educators can design learning experiences that are more relevant and appropriate to individual needs and preferences. *Second*, adjusting the learning content based on the results of the survey that has been conducted. Educators make adjustments so that learning content becomes more relevant to students' interests and backgrounds. In this case, educators prepare learning themes that include local cultural wisdom that is easily accessible to students, so that the material presented becomes more meaningful and easier for them to understand. With this approach, learning not only becomes more interesting but also more accommodating of individual differences among students, creating an inclusive and empowering learning environment.(Inayah et al., 2023).

Implementation

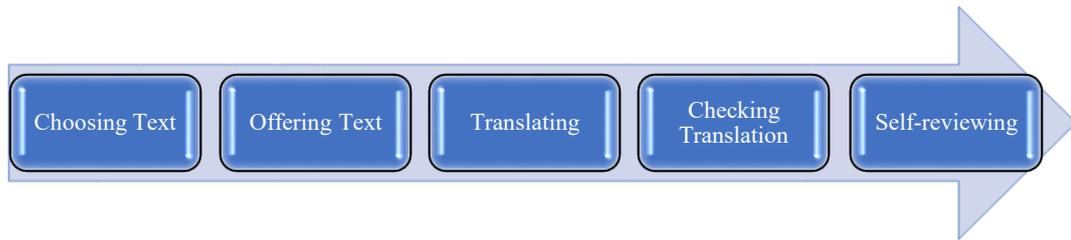This stage consists of several steps, as illustrated in the following figure:

Figure 2. Stages of Implementation of TSR Method Learning based on the CRT approach

The first step involves students in determining the text to be translated from Indonesian, or in some cases, educators offer Indonesian-based texts to be translated. The second step occurs when students offer their chosen text to the educator for approval. Then, the third step is carried out by students who translate the text into Arabic. Once completed, the fourth step involves students submitting the translation results to the teacher for checking. If there is an error in the translation, the educator provides feedback by saying "still wrong" without providing specific information about the faulty part. The fifth step asks students to look for mistakes and make corrections themselves without directly consulting the teacher, but they can open a book or discuss with classmates. This process continues until the error is discovered and a solution is found. If it is considered final, the educator explains the error and its solution to the student, providing a deeper understanding of the error made and how to correct it. This approach allows students to learn independently, develop analytical skills, and strengthen their understanding of the language translation process (Moh. Khasairi et al., 2020).

Based on the implementation, researchers identified that the use of the TSR method which is based on the CSR approach is not suitable for improving students' writing skills in elementary level inclusive classes. Several factors form the basis of this data, including the background of the students, most of whom have limited experience in translating texts from Indonesian to Arabic. Apart from that, lack of mastery of vocabulary and understanding of Arabic language rules is also a significant factor. Although several previous studies have shown that TSR and CSR methods are effective in increasing motivation and writing skills, this research shows different results. This highlights that the inclusive classroom context at the elementary level has its own challenges that influence the effectiveness of certain learning methods, such as TSR-based CRT in improving students' writing skills.

The importance of educational background in students' mastery of Arabic has been confirmed in Asiah's research in 2019, where it is known that educational background has a significant influence, especially in understanding Arabic language rules (Asiah, 2019). This finding is also supported by the results of Nurhanifah's research in 2021 which emphasizes that vocabulary mastery has a crucial role in supporting Arabic writing skills (Nurhanifah, 2021). Both highlight that both understanding language rules and vocabulary use are important factors in gaining better writing skills in Arabic, emphasizing the close relationship between educational background and mastery of important aspects of the language in Arabic language learning. This also indicates that it is important to pay attention to students' backgrounds in designing learning approaches and methods (Faiz et al., 2022; Hanifah et al., 2020; Marbun, 2021).

The research conducted by Muassomah and colleagues in 2023 also reveals three types of challenges encountered by students in the process of learning the Arabic language. Firstly, there is the challenge of internal language complexities, which are related to the intricate structure of the language in every sentence they construct. Secondly, students face challenges

from their individual perspectives, which could stem from differences in comprehension levels, interests, or other personal factors. Thirdly, students are confronted with challenges from their surrounding environment where they learn Arabic, which may affect the support, resources, or influence provided by that environment on their learning process (Muassomah et al., 2023). The study highlights the complexity involved in learning the Arabic language and emphasizes the need for a more holistic approach to address the various barriers students encounter. Hence, there is a requirement for adjusting teaching methods in accordance with the students' comprehension levels and backgrounds. Lack of fundamental knowledge about the Arabic language suggests that the applied teaching methods might be too complex or mismatched with students' comprehension levels, hence the need for adaptation and adjustment of methods that take into account the students' proficiency levels.

Students Perception

This research identified students' perceptions regarding the application of learning carried out, as described in the following table.

Table 1. Students perception

Students Response	Frequency	Percentage (%)
Interesting	23	69.70%
Confused about translating	7	21.21%
Nothing special	2	6.06%
Boring	1	3.03%

The data from table 1 provided an overview of student perceptions to learning methods that utilized the TSR approach based on the CRT approach. The majority, specifically 69.70% of the 33 students engaged in this learning experience, found the translation learning activity enjoyable. This suggested that the CRT approach in learning methods received positive feedback due to its incorporation of culturally relevant elements in translation activities. Despite the majority expressing happiness, approximately 21.21% of students reported feeling confused during translation. This highlighted that while this learning method could enhance learning satisfaction for most students, it required additional strategies or resources to assist those who faced confusion. Furthermore, a few students, comprising 6.06%, considered this learning activity as ordinary, while 3.03% found it boring. This prompted reconsideration of the utilized learning methods, as well as the contemplation of refreshing or diversifying the learning approach.

Students' positive response to the TSR learning method based on the CRT approach is in line with the findings of several previous studies, such as those presented by Khasairi and his colleagues in 2019. This study shows that the application of the TSR method has a number of significant benefits, including its ability to overcome boredom and reduce the level of stress felt by students. Furthermore, this method is known to be able to trigger joy in students because it encourages the birth of creative ideas and provides opportunities to identify mistakes and improve oneself by utilizing various learning resources. Repetition in the TSR method is also considered important in the learning process, while increasing awareness of individual abilities and collaboration with friends can help overcome the complexity of the material. This method is also recognized as being able to increase enthusiasm and excitement in the learning process, as well as motivating active learners to find and correct mistakes. Apart from that, TSR is also considered a method that trains individuals to recognize their own limitations in finding errors and finding solutions, contributing to holistic and in-depth aspects of learning (Irhamni et al., 2022; M Khasairi et al., 2022; Moh. Khasairi et al., 2020).

In line with these findings, research conducted by Samuels in 2018 also stated that the CRT approach plays a role in facilitating cross-cultural relationships and understanding,

creating an inclusive environment in the classroom where students feel connected and valued (Samuels, 2018). This strengthens relationships between students and educators, and fosters self-confidence and a better understanding of culture and diversity. The CRT approach is also known to build a positive culture in the classroom context, which increases interactions between students and interactions between educators and students, strengthens students' self-esteem, and ultimately increases students' self-confidence and security in the classroom. Through the involvement initiated by this approach, students' learning and achievements are also expected to increase significantly.

This response highlights that although the integration of the Translate Self-Review (TSR) method and the Culturally Responsive Teaching (CRT) approach in arabic writing learning in elementary level inclusive classes is not yet completely appropriate, this approach has succeeded in creating an enjoyable learning experience for students and facilitating the connection cross-cultural relationships among students. Even though there are shortcomings in using this method and approach, the research results show that students feel satisfaction in learning, indicating that this method has been able to provide an atmosphere conducive to cultural exchange in the classroom. Although further adjustments are needed in the application of this method in elementary level inclusive classes, its ability to facilitate cross-cultural interactions among students is one aspect that is encouraging and has the potential to be improved in arabic writing learning. This shows that although it still requires adjustments, the integration of the TSR method and the CRT approach has brought positive benefits in creating inspiring learning experiences and stimulating cultural exchange between students.

CONCLUSION

This research delves into the implementation of the Translate Self-Review (TSR) method within the framework of Culturally Responsive Teaching (CRT), specifically concerning the teaching of Arabic writing skills in elementary-level inclusive classes. The findings illuminate the necessity of making adjustments to the TSR method within the CRT approach when applied in such contexts. Despite the need for adaptation, the integration of these methods and approaches has yielded promising outcomes, offering engaging learning experiences and fostering cross-cultural relationships among learners. These results highlight the importance of considering students' diverse backgrounds and needs when tailoring learning methods and approaches to specific educational settings. However, it's essential to acknowledge the limitations of this research. Firstly, the study's scope is limited to examining the TSR method within the CRT approach exclusively in basic-level inclusive classes for teaching Arabic writing within tertiary education. This narrow focus may restrict the generalizability of the findings to other educational levels or subjects. Moreover, the constrained duration of the research may have limited the depth of analysis regarding the long-term effectiveness of the TSR method and CRT approach. A more extended research duration could provide a more comprehensive understanding of the sustained impact of these methods on student learning outcomes and cross-cultural engagement over time. Despite these limitations, the study offers valuable insights into the potential benefits and challenges of integrating culturally responsive teaching approaches into language instruction within diverse educational settings.

Limiting observations to basic levels may limit the applicability of results across different classes. Therefore, this researcher recommended future studies to broad the observation scope to encompass diverse education levels, include the teacher's perspective, and conduct more comprehensive evaluations of the CRT-based TSR method's effectiveness in enhancing Arabic writing skills at the higher education level. Researchers are also encouraged to explore integrating other methods or modifying approaches to better cater to the diverse learning needs of students in learning Arabic.

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