

Implementation of Achieve Coaching Model in Learning Arabic Li Ghayr Natiqina Biha

¹Wulan Indah Fatimatul Djamilah, ²Muhammad Walidin

¹UIN Sunan Ampel Surabaya, Indonesia

²UIN Raden Fatah Palembang, Indonesia

Email: wulanindah@uinsa.ac.id, muhammadwalidin_uin@radenfatah.ac.id

Article Info	ABSTRACT
Keywords: Arabic Learning, Coaching Model ACHIEVE.	This paper aims to describe learning Arabic based on the ACHIEVE coaching model. The research approach is descriptive qualitative. The type of research is library research. The results from searching data of this library research describe how the patterns of learning Arabic using the ACIEVE coaching model are. The ACHIEVE coaching model has been used successfully for professionals, and the author tries to create it to be adopted in Arabic learning. This ACHIEVE Coaching Model will give a student (as a coachee) to find a strategy from himself that he finds himself and is the most appropriate solution for him in order to face the challenges / problems faced in his learning activities, thus helping the student achieve learning goals to the fullest. Thus, the learning outcomes obtained will increase and be optimal.
This is an open access article under the CC BY license	Corresponding Author: Wulan Indah Fatimatul Djamilah E-mail: wulanindah@uinsa.ac.id



INTRODUCTION

Arabic as a second language for the Indonesia people, especially Muslims, is one of the most important languages that must be learned. This is considering that Arabic has an urgent position, namely as a spiritual language and also a worldly language. However, in the learning process, like other foreign languages, learning Arabic in Indonesia also encounters various obstacles and obstacles as well as obstacles that hinder the success of achieving these learning goals. The learning problems are broadly divided into two parts, namely from the internal factors of the language and external factors, such as teaching factors, learning methods used, teaching materials, media and so on as well as from the internal factors of the learners themselves, such as their educational background, motivation and so on. However, according to the author, the most basic thing that plays a role in the success of the achievement of the learning goals is related to the motivation of the students. This motivation can also be in the form of internal and external motivation. And if these external and internal motivations can be synergized by students assisted by teachers in a form of coaching, then the author believes that it will bring an impact of change towards the success of the Arabic learning process. Then how is the

process of synergizing internal and external motivation in a coaching activity? In this article, the author tries to describe the steps.

METHOD

The research method used in this journal article is a descriptive qualitative method with a type of library research. This study collects and analyzes data from various literature sources to describe the pattern of Arabic language learning using the ACHIEVE coaching model. This model has been successfully used for professionals and adapted for Arabic language learning. The ACHIEVE model helps students (coachees) find the most appropriate learning strategies for them to overcome challenges in learning activities, thus helping students achieve their learning goals optimally.

RESULTS AND DISCUSSION

A. Arabic language and its characteristics

Each language has its own characteristics and peculiarities. Likewise, Arabic has a uniqueness that is a distinctive feature that distinguishes it from other languages, but on the other hand, it has the characteristics of universality, there is a similarity of values with other languages, which makes it easier for Arabic to learn and understand.

For Muslims, Arabic is a special language. This is because Arabic is a religious language, both as the language of the holy book that serves as a guideline for life, and also Arabic as a language in worship rituals. In addition, Arabic can also be a unifying language between fellow Muslims around the world from different parts of the world who come from different countries, with different cultures, and different daily languages. With Arabic, Muslims can feel brotherhood in ukhuwah Islamiyah with others even though they come from various different countries. This is also a form of implementation of the Qur'an surah al-Rum 22: (Lajnah Pentashihan mushaf Al-Qur'an Gedung Bayt Al-Qur'an & Museum Istiqlal, 2022a).

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Among the uniqueness that characterizes the Arabic language which is also a differentiator of Arabic from other languages include Arabic is a language of derivation (ishtiqaq), rich in sound and also rich in form (sighah), rich in expressions, tasrif language, i'rab, and various sentence techniques, syntactically rich language (nahwu) and other uniqueness. (Rusydi Ahmad Tu' Aimah &

Manna' Muhammad al-Sayyid, 2000)

B. Arabic learning

Man is one of God's most glorious creatures. This is in line with Surah al-Tin verse 3: (Lajnah Pentashihan mushaf Al-Qur'an Gedung Bayt Al-Qur'an & Museum Istiqlal, 2022b).

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَن تَقْوِيمٍ

And among the advantages of humans is having language as a means of communication, because humans are living beings who speak, speak, speak and speak.

In order for the language to then be of optimal use, namely to become a means of communication among human beings in order to convey its goals, in addition to language acquired naturally, language also needs to be taught properly and correctly. (Dadang Sunendar & Wasid Iskandar, 2008) Therefore, a good learning plan (language learning) is needed so that the goal of using the language can be achieved.

For Indonesia students who learn Arabic which incidentally is not their mother tongue or can also be called Arabic as a foreign language for Indonesia students, then in the learning process of course they will encounter several obstacles that become learning problems. This problem can be internal or external. Internal and external problems in the author's budget here depend on which perspective we look at. If from the point of view of language (this is agreed upon by many experts), the internal problem is from the internal side of the language such as the vocabulary, its constituent letters (because Arabic uses hijaiyah letters, while Indonesia students in Indonesia almost always use Latin letters), grammar and so on. Meanwhile, external factors are from other than the linguistic factor itself, such as from the learning environment factor, teaching factor, learning method and media factor, as well as the student factor itself. From these external factors, it can still be detailed, such as from the student factor can be seen from various points of view such as the motivation to learn, the background of the ability and so on.

In this paper, it will intersect more with how the motivation of students in learning Arabic synergizes with the goal of learning the language itself. Arabic language learning, like other language learning, is a system that involves many components (not standalone). These components are interrelated and affect the success or failure of language learning. Among these components are

objectives, materials, methods, learning resources, learning media, and evaluation of learning outcomes. (Syamsuddin Asyofi & And friend kawan, 2006)

C. Coaching

Living life is always better, doing self-development and finding the meaning of life has been done by humans for a long time. Socrates stated: "I am not capable of teaching someone about something. I just encourage them to think". This statement is the basis for development in carrying out the coaching process. I Dewa Gede and Susy in their book quote the definition of coaching according to Parsloe, E and Wray, M who state that coaching is a process that is carried out to help a person find a solution to a problem/obstacle and act with the solution that suits him best, can start from his current positioning by exploring what resources or potentials are needed, Mental attitudes that must be built as well as suitable techniques in implementing them by asking the right questions so that the coachee can find the answers to his problems from himself. Meanwhile , according to Erik de Haan, the term Coaching comes from the root word "coach". This term was originally the name of a small village in Hungary, namely "Kocs" which means cart or horse-drawn carriage. The name "Kocs" is then metaphorized from the coaching process, namely by bringing a person from starting in a present state to a desired state. (I Dewa Gede Soni Aryawan ATD & Susy Setiawati, 2018)

Coaching can be defined as an activity to develop skills and abilities, as well as improve individual performance in finding answers to the various challenges they face. The role of coaches in coaching activities is to facilitate through questions, provide feedback, and act as an expert. Grant in Yuliawan quoted by Farah Indrawati defines coaching as the process of improving performance, and well-being in normal (non-clinical) adult individuals. (Farah Indrawati , 2021)

Kuswandi quoted John Whitmore as defining coaching as a partnership process so that coachees are encouraged to carry out a creative thinking process and maximize their potential and performance. (Kuswandi , 2016)

The International Coach Federation (ICF) defines coaching as a form of partnership between a coach and a coachee who aims to maximize the personal and professional potential of coachees through the process of stimulating and exploring the coachee's thoughts and creative processes guided by the coach. From the elaboration of this term, 3 main points are obtained, namely partnership, empowering and optimization. (Unu Nurahman , 2022)

The key word in Coaching activities is to solve problems, formulate strategies and steps that

can be taken to achieve the goals that the coachee has set more clearly and plan carefully. (Bureau Source Power Human Secretariat General Ministry of Education and Kebudayaan, t.t.)

Education that liberates should meet good practices with 3 criteria that are in favor of students and in accordance with the needs of the students which are based on empathy, have a real impact or are proven to have positive changes that are felt by students and are easy / can be imitated / reduplicated (can be felt by all students). In this regard, coaching can be positioned as an approach that plays an important role in positioning independent students in learning so that they can explore and maximize their potential in order to achieve the required competencies and in accordance with learning outcomes. In this case, teachers, both teachers/lecturers/ustadz and other educator titles, position themselves as coaches (teacher as a coach) and students as coachees. (Unu Nurahman, 2022).

D. Coaching model ACHIEVE

Achieve coaching model is a coaching model developed from the GROW model of coaching developed by Sir John Whitmore and is the most famous coaching model in the United Kingdom. Achieve model coaching is an acronym for the following letters, namely A (Assess current situation (Dembkowski & Eldridge, 2022a)), C (Creative brainstorming of alternatives to current situation), H (Hone goals), I (Initiate options), E (Evaluate options), V (Valid action programme design), E (Encourage momentum). A more detailed explanation of each of these acronyms is as follows:

A (Assess current situation): that human beings are an inseparable unit, so that everything in them is interrelated, including the conditions that a person is experiencing. For example, a student has not been able to master a competency that is taught. The background that causes this to happen can be varied, among others it may be because the student/student has not / has not studied it properly and seriously. However, the inadequacy in learning these competencies certainly has a correlation with other things, which can be due to internal and external factors, for example from the student. From internal factors, for example, cognitively or IQ, he has shortcomings, making it difficult for students to master the intended competencies. And from external factors, for example, the surrounding environment does not / has not supported it which makes it possible to learn these competencies, such as in terms of IT mastery competence, in the environment there is no electricity network or internet. So all these things are interrelated and influential, either directly or indirectly, whether

significant or not. Therefore, it is important for a coach to get an overview of the coachee's condition when going to conduct a coaching session before focusing on the chosen area and it is urgent and fundamental in coaching which begins with knowing the situation that the coachee is facing, so that the coach can provide the right stimulus and explore in the right realm. The most important coaching skill that coaches need to do in coachees at this stage is to build good relationships, make coachees feel comfortable with the use of open-ended questions and active listening.

C (Creative brainstorming of alternatives to current situation): after knowing the initial condition of the coachee, the next step is to start trying to find alternatives to deal with the situation at hand. This step can be done by brainstorming ideas and opinions regarding what solutions are possible to deal with the situation experienced.

H (Hone goals): while brainstorming ideas/ideas related to what possible solutions can be done to deal with the situation that is an obstacle, the solution ideas that emerge are synchronized with what goals to achieve.

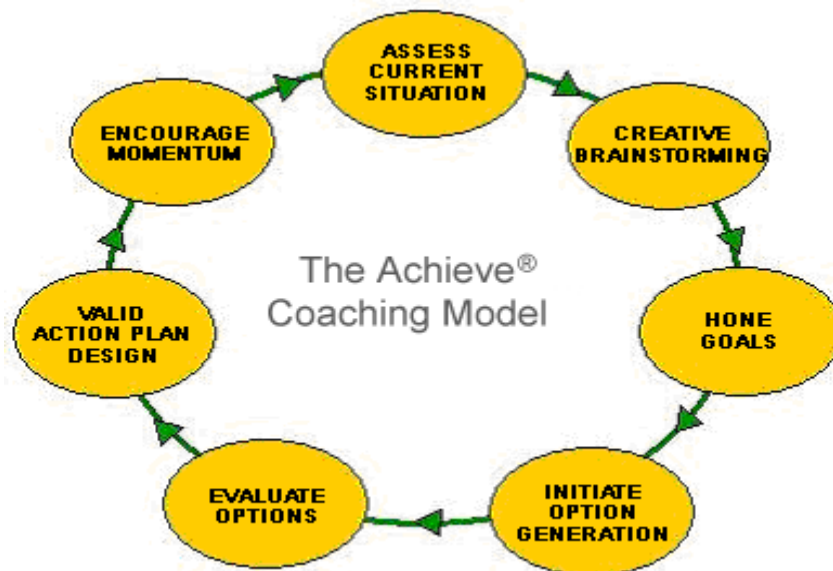
I (Initiate options): The coach helps the coachee to start finding various options/ solution options to achieve the desired goal. What needs to be noted in this condition is that the coach remains committed to helping the coachee successfully find his own solution options with the help of the questions asked by the coach. If in this phase a coachee manages to find these solution options, then he will tend to be constructive in facing the challenges faced.

E (Evaluate Option): a coach must understand the coachee's condition and ask questions by considering everything. Coaches must also be able to synthesize various options of approaches, so that the coaching process becomes an effective comprehensive session. So precision and patience in diving into all forms of situations are important for coaches to master so that coachees can successfully explore and find solutions for themselves.

V (Valid action programme design): at this stage, the coach helps the coachee bridge the gap between the current conditions (in the period of facing challenges/constraints) with the expected goals. The questions asked by the coach direct the coachee in detail and rigidly know when they are taking actions by providing clear indicators. It is recommended that the coachee be directed to take note of this and commit to doing so and follow up on it in the next session to be evaluated

E (Encourage momentum): a coach seeks to encourage the momentum for the execution of the solution that has been set by the coachee to be implemented and committed to doing so. Coaches

should maintain intense communication with coachees so that coachees maintain their commitment and motivation.



E. Coaching-based Arabic learning

As explained regarding the Steps on how to conduct a coaching session with the previous ACHIEVE model, then we will adopt these Steps in Arabic learning activities. As a first step, a teacher, both teachers, lecturers and other asatidz at the beginning of the learning activity, together with the students map out how the background conditions are as their starting positioning to learn Arabic to be done. These positioning variants are then classified so that they allow the formation of clusters that make it easier to cooperate with each other and strengthen each other and fill in the gaps in the learning process that will be carried out. This start positioning is carried out to detect the possibility of obstacles or problems that are and will be faced. For example, for example, there are students who are fluent in reading and writing Arabic, already have a number of Arabic vocabulary or there are also those who do not know Arabic at all and there are even those who cannot read Arabic writing. With the discovery of this, it will be possible to find a solution from the beginning and anticipate it. This classification is not in order to find who is superior to one among the others, but as a starting positioning to more precisely determine how steps must be taken to deal with these conditions. All the processes of these activities are well recorded so that it makes it easier for the next process.

Furthermore, if the session to explore the start positioning is completed and the clusters have been created, then each of these clusters can continue to explore possible solutions to problematic problems that have been found previously freely and "wildly". The purpose of this activity is so that by

finding as many alternative solutions as possible, it will not quickly break the spirit and motivation in these learning activities. In this session, it is important for a teacher who plays the role of a coach patiently and various efforts to lead students (as a coachee) to dare to trigger any ideas that appear in his mind to be conveyed so as not to hinder and clog his creativity. The teacher can spark it with creative questions so that the coachee also spawns creative solution ideas as well. In this phase, of course, the coach has also completed leading the coachee to feel comfortable at the stage of exploring the initial conditions and is not ashamed or reluctant to explain the conditions he is experiencing. For example, in the condition of students who do not know Arabic writing at all, the teacher as a coach leads him to find an alternative – an alternative solution on how the coachee can get out of the initial condition with questions that can lead the coachee to conduct additional learning sessions to catch up with the basic competencies outside the ongoing forum, for example, he will find a solution to take extra courses, increasing study hours and so on that can be adjusted to the conditions.

Next is to start leading creative and wild solutions that have been found in session C (Creative brainstorming of alternatives to current situation) towards a more realistic one, namely specific solutions that are possible to be realized and carried out. As in the previous example, a coachee cannot read Arabic letters at all, so after he explores the possibility of alternative solutions, he is led by the coach to determine the most possible solution that he can do. For example, he has several solutions such as participating in extra activities, taking courses, learning independently from youtube, learning from youtube accompanied by friends who can read Arabic writing. From the solutions that he has found, the coach leads the coachee to determine which one is more likely to be done and not face other obstacles. For example, if he chooses to take a course, can the coachee provide it financially? If the choice between these solutions encounters other obstacles, then the coach directs to determine other solutions that are more likely to be done.

After choosing the best solution that is most likely to be done, the choice of solution is synchronized with the learning objectives to be achieved. Is it ideal if it is done or does it require other things in addition so that the goal is achieved more optimally?

Next, after synchronization is found, the next step is to start options, namely starting with planning when the execution of the solution is carried out. In this phase, the coach encourages coachees with trigger questions so that details such as implementation time, duration, completion targets, evaluations can be carried out so that the solutions to be implemented can be implemented and

monitored properly. And the last session is to encourage momentum, namely the execution process of the solution activity is carried out. In this case, the coach and coachee synergize and maintain the intensity of communication in order to maintain the rhythm of the coachee in carrying out his solution commitment

CONCLUSION

In conclusion, the study underscores the necessity for continuous dynamism in learning processes to achieve optimal educational outcomes. In an era marked by rapid changes, student independence in self-management becomes crucial. Coaching emerges as a viable alternative to help coachees better understand themselves, uncover their potential, and adapt creatively and adaptively to challenges. This method has already proven successful among professionals and is expected to be equally effective in Arabic language learning.

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