

Teaching and Learning Arabic Language through Multicultural Approach and Applying ICT in Pesantren Institution

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Abstract: - Multicultural approach and applying ICT in the Arabic language learning would enhance students' capacity and accelerated language pedagogy. This research explained various practices and processes in the Pesantren that constructed to reduce prejudice and discrimination with ICT assistance. In addition, explained the curriculum was organized around concepts basic to each ethnic from several different groups. The research design was qualitative approach. Data collected from conducting interview and observational field data. Furthermore, data elaborated on grounded theories analysis. Teachers conceptualize multicultural approach as content related to various ethnic and cultural groups. Furthermore, the processes on teaching and learning Arabic proficiency through ICT on various ethnic and cultural groups of students pointed out that it helped students a mean to learn Arabic language. The Function of Arabic language as medium of instruction at Pesanteren is able to unite the multilingual students. The usage of ICT is very important in the teaching Arabic so that the material taught becomes more understandable and for students to gain more experience and to enable them to make use of the information easily and at the same time can achieve the objective of teaching and learning Arabic in the classroom.

Key-words: - Pesantren, multicultural approach, Arabic language learning, applying ICT in Teaching and learning Arabic language proficiency

1 Introduction

In the recent millenium, it cannot be denied that all of the part of the world are multicultural. It can be seen in the reality of society that there are diverse cultural backgrounds. One of the multicultural

groups in Indonesia is Pesantren as instrumental part of educational religion. Therefore, it is a strategic

pillar for supporting development of human resources. The Pesantren (Islamic boarding school) is not a new institution in Indonesia. It has a long tradition that plays an imperative role in enhancing education process.

This research was designed to investigate the multicultural part role in Pesantren curriculum and pedagogy. In this regard, the research focused on how multicultural issues are defined through a curriculum and pedagogy practices process of education. This paper synthesizes some key concepts that have emerged in recent discussions on multicultural in the larger fields of education and Islam and applies these concepts to exploring issues of education. Critiques of binaries and essentialism in various forms constitute an important part of post-process approaches that attempt to uncover power, politics and ideologies underlying various social relations. Given the wide range of topics to cover in this paper, the focus here is not to provide a comprehensive review of education in relation to multicultural topics, but to survey some key concepts and use them to explore some future directions for education in Pesantren institution.

The present paper is therefore an attempt to widen the scope of education studies by looking at Pesantren and ICT. There are many questions to be answered about this phenomenon, as we hope to demonstrate later; however, in this paper is my major concern is with the multicultural value in the educational engagement and how the apply ICT through language learning and teaching and focus on Arabic Language.

2 Review of Literature

2.1 Multicultural Approach

Since its earliest conceptualizations in the 1960s, multicultural education has been transformed, refocused and reconceptualized in a constant state of evolution both in theory and in practice. It is rare that any two classroom teachers or education scholars will have the same definition for multicultural education. As with any dialogue on education, individuals tend to mold concepts to fit their particular focus. Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings and discriminatory practices in education. It is grounded in ideals of social justice, education equity and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally and globally.

Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice. The underlying goal of multicultural education is to affect social change. The pathway toward this goal incorporates three strands of transformation: the transformation of self; the transformation of schools and schooling; and the transformation of society. Demographic, social and economic trends have important implications for education (Usun, 2009)[1].

Multicultural education is intended to decrease race, ethnicity, class and gender divisions by helping all students attain the knowledge, attitudes and skills that they need in order to become active citizens in a democratic society and participate in social change (Schmid, 2007)[2]. This site is designed to assist preservice and practicing teachers in becoming multicultural educators. It should not be considered a single source to understanding multicultural education, but rather a supplement to multicultural studies. It is divided into nine sections: school wide considerations, studying ethnic and cultural groups, curriculum considerations, using media to support multiculturalism, resources, evaluation, build a case study, watch a video with probing questions and bibliography.

Multicultural education movement can be seen as a reform movement of the 1960s in the both Europe and America in effort to removing the lack of educational system for the minorities. Multicultural education has their educational

foundation from a child-centred educational philosophy which relating educational provision and strategies to students' need and experiences. One of the pioneer of child centred education is American philosopher and educator, John Dewey who lived in the last century.

In the period of 1970's development of multicultural education was continuing with a wide range of initiatives, some superficial and others more radical relying on teacher's situation and their own personal educational philosophies. In this period the multicultural education was working through exploratory stage which was characterized by their interest to transmit positive personal and social behaviour about cultural diversity in the classroom context. During the 1970's the ideas about student's cultural multicultural background in the school reform context were tried and developed in many school. The society's understanding and consciousness about their multicultural diversity in the period can be seen through these following social phenomena: "Ethnic groups all round the United States developed expression of their heritage and identity. The women's movement got well under way. Court cases and federal legislation supported diversity, such as the Lau decision supporting bilingual education, the Ethnic Heritage Act funding multiethnic curriculum development and the adoption by many states of goals statements supporting teaching for cultural pluralism" (Sleeter & Grant, 1988: 139)[3].

The development of the multicultural education was continuing in the 1980s together with the dynamic of social and political context of the decade. This approach is a new method to enhance the process of learning process Abdul Razak (2001)[4]. The multicultural education is basically education for a multicultural society. Multicultural education is type of education that enables people in diverse background to accept and cope their difference, to be non judgemental and to accept the right of all people developing their linguistic, cultural and religious expression. In addition, multicultural education also can be defined as educational policies and practices that recognize, accept and affirm human differences and similarities related to gender, race, handicap and class (Sleeter & Grant, 1988)[3]. Multicultural education as educational concepts, theories and practices try to encompass problem of race, culture, language, social class and gender inequality in the area of education.

Furthermore, there are three main goals of multicultural education: first is to provide education for a shared political and economical value system.

Second is to provide education for cultural and ethnic diversity. Third is to provide education for greater equality of educational opportunity. In addition, according to Gollnich (In Sleeter & Grant, 1988)[3] there are five goals of multicultural education. The first goal is to promote the strength and value of cultural diversity. The second goal is to promote human rights and respect for those who are different from oneself. The third goal is to promote alternative life choice for people. The fourth goal is to promote social justice and equal opportunity for all people. Finally the fifth goal is to promote equity in the distribution of power among difference groups.

In conclusion, multicultural education can be seen as the type of education which try to prepare students living in the society with variety of cultural background. In Arabic Language teaching, basic objective of multicultural education is to develop students' ability living in the context of multicultural society and also in teaching environment to give an improvement for student in their study. Task of multicultural education is to help students to achieve a higher stage of ethnic and cultural existence so that there exist a sufficient cultural and social overlap for society to function. Ideology of multicultural education has aim to develop social change in our society to be society that regards cultural pluralism, equal opportunity, diversity and social justice.

Many studies have investigated the use of information and communication technology in Arabic language teaching and learning. One of the objectives of learning a language is mainly an attempt to write for academic purpose. Because effective teaching is based on the objective that the course will reach, the goal of teaching a language is exactly the same, namely to develop the ability of students to have skills and interact with people in a new language in real world situations (Widdowson, 1978) [5].

2.2 Information Communication Technology (ICT)

Computer and Internet present on our lives are unavoidable these days. Nowadays, Information Communication Technology or ICT is very important to meet up the challenges and it also be learning tools in education lines. Information technology has changed many things in the world. Computers, networks are used widely in almost everything. Anytime and anywhere are the slogans of people living in the 21st century" (Sirkema,2007). [6] GEMS Wellington Primary School has introduced an innovative teaching

methodology by using information and communications technology (ICT) equipment in Arabic Language as learning tools to Year 3 Non-Arabic speaking children. The initiative is based on UAE Ministry of Education suggestion where the integration of technology with education is needed, aside to complement the efforts to boost the efficiency of Arabic language training. The Year 3 students made a presentation about their learning experience which included learning the different ICT equipment such as MP3 and MP4 player, digital cameras, digital camcorder, mobile phones and portable laptops in Arabic Language. For the outcomes, the learning process is very successful and the school will soon apply the same learning approach to other classes. [7]

Added, an Arabic language teacher at GEMS Wellington Primary School Gihan Ahmed Mansoor was said: "At GEMS Wellington Primary School, we are continuously exploring the development of teaching methods across the curriculum. Within the teaching of Arabic language, we want to make our teaching methods appealing to children and fun at the same time, therefore we adopted the idea of this project under the supervision of Stephen Cox, Director of Strategic Professional and Development at GEMS Education. Learning Arabic language using the latest ICT tools has revolutionized the teaching and learning practices. It has generated tremendous interest among non-Arabic speaking children. We encourage our students to leverage the advantages of technology because it is important, both as a teaching tool and as an increasingly important part in their lives." [7]

Besides using information and communications technology (ICT) equipment as learning tools, exercise is a main practice in teaching and learning process. As a part of learning process, the homework and in-class exercise was given to students to help them in remembering and revise what they have learned in classes and assignment as a practice to students in helping them to solve problems and case study. There are many methods that can be use in teaching and learning process and one of the methods is by using multimedia activities. Multimedia activities are medium that can be used for students' homework and in class exercise. By this method, students will improve their computers' knowledge (Jaime Lloret 2009). [8]. To make Multimedia activities for Arabic Language teaching is more interesting, they need a multimedia tools such as Arabic software, Arabic word in word processing and it need to be installed in a computer and multimedia presentations. Multimedia presentations are usually used to

describe atopic and illustrate it using visualization of objects and process. They mostly enable to test the explained matter using several prepared exercise as well (Eva Milkova 2009). [9]

These can be proved with a statement by a year-three students, Maheen Shariff and he said:” I learned the body parts in Arabic using my Nintendo DS. I did this by drawing them on the DS the capturing them using a camera. After that I sent them to the laptop using Bluetooth. I can now learn Arabic and technology at the same and I am really enjoying it!” [6]

2.3 Pesantren

A Pesantren in Indonesia is a centre of learning and teaching or Islamic boarding schools. This institutions are focus on deepen knowledge of the Koran, particularly through the study of Arabic. They also has played important role because it is the oldest system of learning and education. Before Dutch colonialization established the modern education system, Pesantren was the only one educational institution available. It should be noted that the Pesantren still plays its role as an education centre, but it has also to compete with modern educational institutions. The Pesantren system, on the other hand, does not have such strong authority and position. It is just a medium by which Islamic learning is developed and Islamic belief and norms are maintained. Islamic cultural identity as a critical discourse distinctive from the notion of ‘Islamic identity’ is a recent concern in the intellectual milieu. Islam has an exclusive cultural feature which shapes the supreme practices upheld by Muslims. Islamic cultural identity is a unique trait in Muslims due to its link with the religious value system. Leader of Pesantren called kiyai or ustadz. A kiyai is children or family of Pesantrens’ founder or acquire Islamic knowledge. In addition, kiyai status is named by respected knowledge. Kiyai plays an important role in the community as a religious leader.

There are many types of Pesantren. First is salafy (traditional) Pesantren. This Pesantren doesn’t involve in formal education. They are practising badongan and sorongan system. Badongan system is practised through teaching a kitab (book) that read by kiyai. All students read the same kitab and kiyai only focuses on one paragraph or chapter. Kiyai will explain and go through this kitab day by day untill the end of a kitab. Second is sorongan system. This system practiced for santri (student) in the beginning level that though in small group, three to five students. Sorongan system is leading by senior santri for junior those who acquire in certain

subject. The level system is based on knowledge, not by age. Sometime, after completing one kitab, santri move to other kitab or Pesantren.

In Pesantren type, we do not see traditional Pesantren only. We easily can find modern Pesantren. As Zamakhsyari Dhofier (1986) [10] explains that there is another system of Pesantren is modern Pesantren. This type of Pesantren involve in madrassah (school) system. They are practicing curriculum and rank of class based on age. In addition, we find Pesantren in India, Brunei Darussalam and Malaysia. Indian madrasahs has a significant contribution on nationality, the differences between Indian madrasah and contemporary school that madrasa environment is pure from unnatural acts. They sit in the class respectfully, they never go for protest and they hate nudity and immodesty (Qasmi, 2005:162-163)[11]. In Brunai Darussalam context, madrasah (religion education system) was started to teach religion practices in formal school (Awang Haji Abdul Hamid, 2004:8) [12]. For Malaysia, Islamic religious school system tends to be controlled and integrate them to the national school system and this issue has not been resolved amicably (Rosnani Hashim, 2004:228-232) [13]. Therefore, in Nurcholish’s view that Pesantren is a tool to raise nationalism during colonialism era. Finally, Pesantren system in Indonesia shows a unique practiced that can not be found in other muslim countries. Pesantren is not only found in muslim countries but also in Thailand and Philippines where muslim are minority. Islamic education in the muslim community of Patani, Southern part of Thailand preserves characteristics in keeping Islamic intellectual traditions (Hasan Madmarn, 2002:123)[14].

3 Methodology

This was a qualitative study using phenomenological approach, with the object of study five Pesantren institutions. They are Pesantren IMMIM, Makassar; Pesantren DDI Mangkoso, Barru; Pesantren Tarbiyah Islamiyah, Takalar; Pesantren Babul Khaer, Bulukumba and Pesantren Biru, Watampone. Data taken were the confession of each Pesantren regarding its curriculum, which were obtained using depth interview and observation to the stake holder such as kiyai (leader) and santri (students) to appraise and confirm the curriculum content of the Pesantren.

The research methodology used in this research was grounded theory analysis. The main instrument used in this research was the interview and observation guideline. In addition to these studies,

which focused on qualitative variation there have been a number of studies which set out to examine the multicultural enrolment in education. Five Pesantrens were included in the current study, 3 of which were in capital city and 2 of which outside of capital city. Data for this study draws on ethnographic and fieldwork carried out in schools and other Pesantren community contexts. Classroom discourse was audiotapes in a classroom. I was also able to attend a school and classroom for a period of 2 months.

For the most part researcher adopted a traditional grounded theory approach to data collection and analysis. Researcher used a wide range of data collection methods to collect rich and reasonably comprehensive data during the second half of 2008 and April and June 2008. These included written questionnaires to elicit demographic and other contextual information, which we asked the principals of schools to complete ahead of time. Researcher did this so that the contextual information could inform my analysis of data collected by other methods including observation and interviews with principals and teachers (which were also an audio recorded). Researcher also collected documents that we suspected might give insights into the ethos of each school, such as brochures for parents who might wish to enroll their children, school magazines, codes of conduct and so on.

4 Findings and Discussions

Every child comes to school with an ethnic identity whether these identifications are conscious or unconscious. This identification must be recognized and respected by the teacher. It must be the basis for the learning activities in the classroom. The point here is to acknowledge differences rather than ignore them. It is equally critical that the children recognize and appreciate their own ethnicity and learn to appreciate those of the other children in the class. This recognition of individual ethnic identities is the beginning point; it is a connector of both the teacher to the student and the students to each other. It is the basic building block in the learning process which requires knowing where the child is relative to him/herself and the content to be addressed.

This ethnic identification is a continual point of focus throughout the education process and is the basis for developing the next level of identification which is a national identification. The national identity of the individual requires his/her understanding and commitment to the democratic ideals such as human dignity, justice and equality.

Here the focus is on becoming effective members of a democratic society. An individual's strong national identification is essential to his/her development of a global identity. As our society becomes more and more dependent on other societies, it is critical that the schools address the problems of the world as a whole. The development of the global identification provides the students with the opportunity to see how as a nation we fit into the world society. It allows students to better understand that the actions of a nation must not only be viewed in terms of the implications for that nation but what are the effects on the whole world. Children who have developed both a strong ethnic and national identity should have the perspective to also develop a global identification which should in turn make them better citizens of the world community.

Multicultural approach is applied to help reverse these trends and attitudes by teaching students about culturally different groups and by providing opportunities for individuals from diverse backgrounds to learn, live and work together. Although laws exist to prohibit discrimination based on race, color, gender, age and creed. The society of Pesantren continues to be plagued by attitudes and behaviors that are derogatory to some ethnic, cultural and social groups, and preferential to others. Thus, unofficial inequality flourishes, manifesting itself in racism, ethnocentrism, prejudices, favoritism, discrimination, cultural appropriation and cultural hegemony. One revealing sign of such inequality is the frequency with which racial hostilities are reported in headline news.

Pesantren is extremely culturally pluralistic, socially stratified and racially divided. Diversity of race, culture, ethnicity, social class, religion, language and ethnic origin is a fundamental feature of interpersonal interactions and community structures. However, in the more formal aspects of society, such as institutional policies, practices and power allocation. The organization and government of schools provides one illustration of this condition. Most school structures and procedures are grounded in mainstream cultural conceptions of law, order, reason and rationality. Another illustration of Pesantren, middleclass culture is that the significant power positions in politics and economics tend to be held by people from this cultural background. A third illustration of this predominance is the extent to which intimate relationships are established along ethnic, racial and social lines in Pesantren. The population tends to be separated along economic lines, so that members of the middle, upper and lower social classes within and across ethnic groups do not interact with one another on substantive or

egalitarian levels. The divisions between these groups are increasing instead of diminishing. Separation along racial and economic lines is pronounced in Pesantren even in regions that appear to have racially mixed residential areas. This mixture only appears on the surface; in reality, these apparently desegregated communities contain insulated ethnic and racial pockets. Similarly, even in many legally desegregated schools, the students tend to resegregate themselves in social interactions and friendship choices. The relative physical isolation of ethnic groups in the Pesantren means that individuals in these groups are much more likely to engage in qualitative interactions with people who are like themselves than with people from different ethnic groups. Interactions with people who are different are transitory and perfunctory. The absence of close and significant interactions across ethnic, social and cultural lines may reinforce stereotypes and cause individuals to be suspicious and distrustful, even fearful, of those who are different.

One fact of multicultural approach is that teaching and learning are cultural processes that take place in a social context. To make teaching and learning more accessible and equitable for a wide variety of students, students' cultures need to be more clearly understood. Such an understanding can be achieved by analyzing education from multiple cultural perspectives and thereby removing the blindness imposed on education by the dominant cultural experience. Schools are microcosms of mainstream society. In their procedural norms, codes of behavior, structural arrangements and distribution of power, privilege and responsibility. Just as classroom teachers, school administrators and policymakers carry their cultural experiences and perspectives into their educational decisions and actions, students from various ethnic and cultural backgrounds do likewise in their learning attitudes and behaviors. The inevitable result when these different systems encounter each other in pluralistic classrooms is cultural conflict that, when not deliberately mediated, can jeopardize the effectiveness of the instructional process.

Multicultural approach also helps educators to fulfill the goals of maximizing human potential, meeting individual needs and teaching the whole child by enhancing feelings of personal worth, confidence and competence. It creates a psychosocial state of readiness in individuals and learning environments, which has a positive effect upon academic efforts and task mastery. It is imperative that students learn how to interact with and understand people who are ethnically, racially

and culturally different from themselves. Pesantren and Indonesia are becoming increasingly more diverse, compact and interdependent. Yet, for most students, the formative years of their lives are spent in ethnically and culturally isolated or encapsulated enclaves. This existence does not adequately prepare them to function effectively in ethnically different environments and multicultural settings. Attempts at crosscultural interactions are often stymied by negative attitudes, values and expectations; cultural blunders; and by trying to impose rules of social etiquette from one cultural system onto another. The results are often heightened interracial and interethnic group frustrations, anxiety, fears, failures and hostilities.

Multicultural approach can ease these tensions by teaching skills in cross-cultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and frames of reference and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations and behaviors. It also can help students learn how to understand cultural differences without making hasty and arbitrary value judgments about their intrinsic worth. Attaining these goals can be expedited by providing wide varieties of opportunities for students to practice their cultural competence and to interact with different ethnic peoples, experiences and situations.

A major approach of multicultural approach is to facilitate the teaching and learning of basic literacy skills of ethnically different students. Its importance evolves from the persistence and magnitude of school failure of Mandar, Enrekang, Toraja and Luwu; the relationships among relevance of instructional materials, academic efforts and achievement; and the fact that multicultural education includes content and process, ideology and methodology. It builds on the premise that some of this failure is due to methodological or pedagogical inadequacies of schools and teaching instead of the intellectual abilities of students of color.

Multicultural approach improve mastery of reading and writing skills; subject matter content and intellectual process skills such as problem solving, critical thinking and conflict resolution by providing content and techniques that are more meaningful to the lives and frames of reference of ethnically different students. Using ethnic materials, experiences and examples as the contexts for teaching, practicing and demonstrating mastery of academic and subject matter skills increases the appeal of the tools of instruction, heightens the

practical relevance of the skills to be learned and improves students' time on task. This combination of conditions leads to greater focused efforts, task persistence, skill mastery and academic achievement. Another aspect of multicultural approach that contributes directly to the attainment of higher levels of basic skills achievement is matching teaching and learning styles. Disjuncture in how different students learn in their cultural communities and how they are expected to learn in school cause much time and attention to be devoted to resolving these conflicts instead of concentrating on academic tasks. Teaching students as they are accustomed to learning minimizes these conflicts and channels more energy and effort directly into the academic tasks to be accomplished. Thus, culturally contextualized teaching for making the educational process more effective for ethnically diverse students is a fundamental principle of multicultural education.

The findings indicate that internet based language learning entrants are likely to be influenced by their perceptions of the expected earnings associated with a course. However, it must be noted that the perception of a positive gained differential in favour will not necessarily lead to a good mark. Several non-education variables have also been linked to have language skill including psychological and sociological.

The most important concern in home study support is inspiring student interest and motivation. It was helpful in providing ideas about the kind of environment teachers should establish for the students. There are several home study support methods that involve connecting computers. In taking the internet route, Pesantren provides wireless internet and computer facilities.

Furthermore, another important point that equipment in home study support is providing students adequate communication with others. There is also evidence that the web can promote improved learning, but not just by virtue of using this medium itself.

The kinds of social climates that exist in classrooms also affect students' performances on academic tasks. This influence is particularly true for ethnic groups that consider social relationships and informal settings imperative to the learning process. When teachers respond to these needs by including ethnic symbols, images and information in the classroom decorations, curriculum content and interpersonal interactions, ethnic students feel validated, at ease and have greater affiliation with the school. These feelings of personal affirmation and comfort create the backdrop of personal

connectedness that is essential to students' taking ownership in learning, which, in turn, leads to more sustained attention, effort, time on task and improved task mastery and academic achievement.

The role and function of Information Communication Technology or ICT is to achieve the objective of teaching and learning Arabic at Pesantren. Nowadays, schools and institute provide computer as the learning material for students to gain knowledge and experience. Beside that, the students easily understand with what their teacher or lectures have been teaching. Internet especially gives much information and widely about what happened today and student can reach that information faster than usual. It also provides many types kinds of information at the same time it is also be learning tools in educations lines. Furthermore, there are many types of ict equipment such as MP3 and MP4 player, digital cameras, digital camcorder, mobile phones and travel notebooks and laser colour printer. Multimedia software such as Quran-in Word also support in teaching and learning in Arabic Language. Therefore, in order to improve their Arabic Language, the usage of this Information Communication Technology (ICT) equipment in Arabic Language teaching and learning needs to be encouraged to students. For example, the students collect information about this equipment and change opinion each other about the function or facilities of the equipment in Arabic Language. This activity is good to be a speaking practice among students. At the same time, the target and objective of teaching and learning process in Arabic Language will be achieved.

Exercise is main practice in a teaching and learning process. Usually, as a part of learning, the home work and in-class exercise was given to the students to help them in revising the last lesson that they learn in classes. Actually, the objective of the exercise is to prepare them in solving problems. One of the other hand, they are many methods that can be used in teaching and learning process. One of the methods is by using multimedia activities. Multimedia is a medium to evaluate what they learn they have learned. Multimedia activities in class during teaching and learning process are one of main activities, lectures or teachers will attract the students' interest in learning and teaching process. The outcome, students are easily understood what they have learn by using something that will attract their interest. Therefore, applying Arabic Language in multimedia activities will improve their language and at the same time the students will gain more experience and easily understand the information. However, this method will be successful if there are

motivations in each student. Without the self-motivation, it is quite hard to achieve the main objective.

5 Conclusions

The curriculum and the learning need to proceed by first recognizing the ethnic identity, then the national and finally the global. Multicultural approach is applied to help reverse these trends and attitudes by teaching students about culturally different groups and by providing opportunities for individuals from diverse backgrounds to learn, live and work together. One fact of multicultural approach is that teaching and learning are cultural processes that take place in a social context. To make teaching and learning more accessible and equitable for a wide variety of students, students' cultures need to be more clearly understood. The most important concern in teaching and learning Arabic support is inspiring student interest and motivation. It was helpful in providing ideas about the kind of environment teachers that should establish for the students. There are several teaching and learning support methods that involve connecting computers. In taking the internet route, Pesantren provides wireless internet and computer facilities. Furthermore, another important point in teaching and learning Arabic support is providing students proactive communication with others. There is also evidence that the web site can promote improved learning. The Function of Arabic language as medium of instruction at Pesanteren is able to unite the multilingual students. The usage of ICT is very important in the teaching Arabic so that the material taught becomes more understandable and for students to gain more experience and to enable them to make use of the information easily and at the same time can achieve the objective of teaching and learning Arabic in the classroom.

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