ARABIC ENGLISH JAPANESE LEARNING PROGRAM IN MADRASAH DINIYAH TAKMILIYAH (MDT): A STUDY ON THE ROLE OF MDT IN BANDUNG CITY

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Abstract

Research Purpose: The purpose of this study is to propose a plan that will effectively integrate a 3-years foreign language program of Arabic-English-Japanese in three different Islamic schools, "*Madrasah Ibtida'iyah, Madrasah Tsanawiyah, and Madrasah Aliyah*" in Cipadung Sub-District, Cibiru District.

Research Method: The study utilizes a mix of both qualitative and quantitative research approach with a detailed analytical method. The research gathered its primary data by the school (madrasah) statistics, for example, curriculum activity assessments, student's involvement in the lecture, test scores, sample questionnaires, and some sample exercises. However, the data is analyzed by organizing the primary data in charts or graphs.

Principal Findings: The main findings obtained from this study is, the implementation of smart and creative learning methodologies will create a student's engaging and enjoyable learning environment. A properly designed curriculum developed teaching strategies, utilization of audio/visual resources boosts the student's interest in learning foreign-language courses. Thus, the effective implementation of foreign-language-programs can create better growth opportunities for the youngsters of Indonesia.

Application: The integration of three different foreign languages into a single curriculum is although very difficult, but once it is embedded in the course, it has several applications as well. This study is an inherent part of most academic research, which is based on creative curriculum designs for schools and colleges. This is also impactful and suitable in modern technological based teaching and learning research activities.

Novelty/Originality of this study: The novelty that makes this study more prominent as compared to the previous ones is the blend of technology in the traditional way of teaching. The use of audio/visual gadgets firmly grasps the interest of students of all ages throughout the lecture. Similarly, the smartly planned curriculum based on student's caliber has ultimately helped in advancing the existing knowledge of each understudied student.

Keywords: Curriculum, Madrasah Diniyah-Takmiliyah-Awaliyah, Foreign Language (Arabic-English-Japanese).

INTRODUCTION

HasinahAmal Utama Center (HAUC) which, is now known as "Rhaudatul Roja Al-Huda" is a centre of educational programs that supervises foreign language learning (Arabic-English-Japanese) as additional subjects in the three Islamic schools (madrasah) in Cipadung Sub-District, Cibiru District. The main subjects in Diniyah Takmiliyah Awaliyah (DTA) level are Al-Quran (study), Al Hadist (study), Islamic Culture History, Fiqih 'Islamic Law', Tauhid 'Monotheism in Islam', Arabic, and Akhlak 'Morals' based on the curriculum established by Ministry of Religion of Indonesia. However, the curriculum has previously designed in such a way that the teaching and learning time of foreign language is too short, so the researchers along with the teachers in madrasah designed the integrated "Foreign language learning schedule" with the hope that the teaching and learning activity can be done optimally in every week.

The students of madrasah DTA Al-Huda, Asholihat and AL-Hikmah's, which are currently studying under the guidance of the three language programs are the generations of "A or Alpha generation" who was born in the 2010s, by trying to adapt from Schwabel (2014), the characteristics of this generation are different from the previous generation, and requires special concentration of their teachers, consultants, and parents as well. The main distinguishing quality of this generation is that they "can't be regulated". If the institute embeds new rules in learning; they won't know what happens to the world without having or accessing social media, and similarly they rarely experience direct interaction with others because of their extraordinary involvement in the latest smart gadgets. Hence, because of these factors, the teacher of P3B focused on utilizing those learning methods and techniques that are more effective, communicative and can be easily understood by the students (Wekke& Hamid, 2013; Boudelaa&Marslen-Wilson, 2013).

Although, the techniques this study used to develop the learning objectives of the foreign language program, is based on Madrasah Diniyah-Awaliyah which let the students continue to the higher level, whether madrasah Tsanawiyah or madrasah Aliyah. Similarly, the introduction of foreign languages to the students at the elementary school level can prove to best among all because of their fresh and adaptable minds (Al-khresheh, 2015, 2016A&2016B). However, this study focused on the learning methods which are emphasized by Permenag, that aims to develop the communication ability in Arabic which includes four language skills, namely listening (time'), speaking (kalam), reading (Qira'ah), and writing (Kitabah) and the utilization of direct PAIKEM teaching methods that are being applied by teachers to encourage

creativity, innovation, fast, and effective learning among the students through individual and group learning (Heath, 2005; Al-khresheh, Khaerurrozikin, &Zaid, 2020).

Objectives: Studies show that the students who have learned more than one language in the early childhood stage have muscular cognitive flexibility, their level of intelligence is quite good, and has a unique and sharp mind (Caroline, 2013). Moreover, it is a general requirement of the Ministry of Religion Indonesia to embed the Arabic language as a compulsory course for madrasah students. Therefore, the main objective of this paper is to study the impact of foreign language programs on the student's performances and their interest in learning different languages. The desired research objectives have been explained below in detail:

1. To effectively integrate the "Foreign language Program" of Arabic-English-Japanese in the main course content for approximately three years in three different Islamic schools (madrasah) "Madrasah Ibtida'iyah, Madrasah Tsanawiyah, and Madrasah Aliyah" in Cipadung Sub-District, Cibiru District.

2. To implement advanced learning activities that are creative, innovative, and student's engaging.

3. Based on the direct learning method of PAIKEM, this study seeks to design the teaching resources, student's activities, and learning techniques individually and in teams both.

4. Upgradation of teaching strategies based on student's involvement, test score, grammar, and language questionnaires of Arabic, English, and Japanese courses.

LITERATURE REVIEW

The development and growth of Madrasah Diniyah Takmiliyah are inspired by the motivation of those parents, who believe that the formal education in the public schools is not providing enough knowledge to their children to learn Islamic education, that's why they enroll their children to MDT for making them well aware of Islamic teachings, which lead to the growth of MDT (Hakim, 2019). However, the regulation of the Minister of Religion Number 2 the Year 2008 (Peraturan Menteri Agama hereinafter referred to as Permenag), has declared the Arabic subject is a compulsory subject for students in Madrasah Ibtida'iyah (elementary school level), Madrasah Tsanawiyah (junior high school level), and Madrasah Aliyah (senior high school level). The Permenag states that the Arabic subject is one of the subjects which is directed to encourage, guide, and develop the students' abilities and to foster positive attitudes towards Arabic, both receptive and productive. At least with this receptive ability, the students can understand the conversation and discourse in Arabic. It is important to remember that basically, any method that is being applied by the teachers should consider the active, innovative, creative, and effective learning principles. However, in the Indonesian language, it is called as PAIKEM (Cook, 1991). Therefore, to effectively implement the PAIKEM principle, it is required a high willingness and motivation from the teachers so it can be applied in the teaching and learning activities.

Although, the contextual approaches in learning conversations as foreign language skills include the use of sharing learning media such as video, audio, LCD, vocabulary lists, conversation material are referred to other foreign language book sources or arranged by the teachers according to topics or subject matters and media created by the student. The component model of the teaching material also includes technical assessments or tests that are not only verbal but also written tests. Hence, the teaching material must also contain texts or exercises, be it individual or even group works, and must be equipped with teacher guidance (Ansari, 2012; AL-Qadri, Wei, Al-khresheh, Chen, &Hali, 2019). Besides, the students are also given the teaching material as a guide when learning which with the aim is to strengthen the language skills following the learning purpose of the foreign languages (Ash Shanhaji, 2012; Bell, 2005; O'Mahony, 2018). Similarly, the contextual approach to learning conversation (Taiwan) is also expected to facilitate the achievement of learning objectives, namely the purpose of Japanese language skills to improve students' speaking abilities and provide many opportunities to practice speaking with friends by making the students actively involved in the learning process. Therefore, students are advised that in learning kaiwa, they need to pronounce the words whether it is vocabulary or simple sentences.

However, nowadays English lessons have become one of the contemporary subjects in Kumon and have been developed since 1958 in Japan. The 'Kumon' method is not blocked by language, cultural, or historical boundaries. Because of the diversified benefit of the 'Kumon' method, this method has the potential to teach more children around the world. In general, the 'Kumon' method can be seen from its vision and mission. The mission of the 'Kumon' method is achieved "by discovering the potential of each individual and developing his or her ability to the maximum, Kumon aims to foster sound, capable people and thus contribute to the global community". Meanwhile, in 1980, the English subject for non-English native speakers, was developed and was initially used in Japan. Then that subject was developed further to be used in other countries and began to be used in Brazil in 2004. Thus, 'Kumon' method in learning English can also be applied in Indonesia, with which the students also get usual with homework as an everyday assignment. The benefit of the 'Kumon' method is to develop the students' self-learning ability by guiding them to work on Kumon's worksheet which should be done by themselves. When students complete the worksheets, they learn how to set goals, complete tasks that have never been done before, and also can develop independence and tenacity in the character of children. The 'Kumon' method in English lessons is very instrumental in disciplining and instilling a good habit about routine

discipline to children, of course, with the guidance of parents and Kumon's instructors who take the role of examiners of the exercise book.

Previous studies show that speaking in more than one language is good for human health, especially for brain health. Caroline (2013) states the benefits of foreign language learning which are written below:

1. The adults who can speak two languages (or more) since they were a child have better cognitive flexibility. This means they can adapt themselves well in a new or unexpected environment.

2. The brain becomes sharper. This benefit is also experienced by them who learn a foreign language at an adult age. Those who are master in two or more foreign languages have better abilities in reading and intelligence.

The two things above, at least, can be applied optimally in teaching the foreign languages in the three madrasa(s) in the Nibiru sub-district, but the researchers are trying to make a simple curriculum to be effectively implemented by the teachers. The first point of cognitive flexibility is suppler when the students are still young, although it has not been studied optimally.

The role of teachers, students, and well-connected parents will be felt gradually. The linkage of students' life in their school environment, home, teachers, and surrounding friends will provide a considerable influence. Parents' encouragement of progress in the field of education is highly proportional to the optimization of students in receiving lessons. Parents who give full attention to students who learn foreign languages will increase the students' excitement in learning. The students encourage each other even though the foreign language is hard to learn, for example memorizing and writing the Japanese letters; Hiragana and Katakana to Kanji. It is hard to learn because the students are not native speakers of Japanese. Besides, the excitement of the students also can be seen in the social aspect they learn in school, for example, the students show their care to others by giving infaq (money donation), even though the amount is not much but still having a deep meaning.

Research Gap

As we have discussed earlier, this study focused on the integration of foreign languages in the three schools (madrasah) of MDT. However, this has a few limitations or gaps as well that needs to be discussed. In the view of the student's interest, the demand for mastering foreign languages should not be exceeded to the abilities of a child (Hamers, & Blanc, 2000; Wekke, 2013). Similarly, the learning medium must not be stressful in the madrasah. However, several researchers have different perspectives on the learning and teaching methodologies regarding the learning of a foreign language. Undoubtedly, teaching and learning are two separate ideas that must be deal separately, hence learning a foreign language at an early age is itself a new and wake experience for a student (OMohany2018). Therefore, dealing with the language course outside the formal class can be very tricky, but it will be very helpful for a student to learn with enjoyment and fun.

METHODOLOGY

The study describes the teaching techniques, curriculum, student activities, learning, and assessment methodologies to effectively integrate Arabic, English, and Japanese language courses in the main curriculum of MDT. The research employs a mix of both qualitative and quantitative research approach with the detailed analytical method. However, the criteria behind the selection of this research method are because this study elaborates on the characteristics of "population or phenomena" (Moleong, 2001). However, the nature of data that this paper has collected is primary and based on student's activities. This research has gathered its primary data by the school (madrasah) statistics in terms of the involvement of students in various curriculum activities, presence in lectures, language test scores, and sample questionnaires. Moreover, the data is analyzed by organizing the primary data sequentially in charts or graphs. Moreover, this paper utilizes Microsoft Excel to interpret the collected data in the form of graphs, and charts. However, it additionally referenced some sample exercises, assessments, and question papers of Arabic, Japanese, and English Mid-term examinations. These sample materials help to build a basic understanding for researchers to judge the abilities and subject knowledge of students of each class.

RESULTS AND DISCUSSION

Teaching Methods and Tools Used in MDT

The learning activities of the Arabic-English-Japanese language program are designed based on the following teaching methods. Which are:

1. Direct method

2. Communication method

3. Speaking and oral method

4. Audio lingual method

5. Question and answer method

The abovementioned methods are expected to be able to apply on a particular subtopic in the study of the three foreign languages mentioned. Hiroko (1992: 25-26) explains that teaching by using the direct method is done by considering the syllabus and the situation of speech. Teachers do guide all activities in the classroom, but students must also actively participate in a variety of activities. This method considers the necessary to connect meaning with objects, goods, events, or cases directly. Learning activities carried out by the question-answer method by using the foreign language learned, not by the mother language of the students (mother tongue). Toshiko and Palmer (1991) who develops the oral method, describes it as:

1. The foreign language sentences that have been learned must not be translated in the learner's mother language.

2. Grammar must be taught inductively.

3. Teaching material should use interrelated sentences.

4. The pronunciation lesson (Hatsu'on) should be taught systematically.

5. The meaning of words must be taught by referring to the actual objects/goods or expression without translating it into students' mother language.

6. The vocabulary and sentence structure should be enriched with question and answer techniques.

Some of the teaching materials that have been used for the learning activity of Arabic, English, and Japanese subjects are listed in table 1.

Table 1: Teaching Material Used in MDT for Foreign Languages Learning Program

No.	Teaching Material	Arabic	English	Japanese
1	Reference book	'Al Muqoddimahjuz Awal')	A Stepping Stone Toward Mastering English Grammar (Fikri, 2011)	'Marugoto'' Marugoto Katsudou' (Hiromi, Tomoya, and Naomi, 2013)
2	Additional book	*'Mudah Belajar Bahasa Arab'* (Efranjy, 2018) *Al-Jurumiyyah*	'The Easiest English Conversation' (Husen, 2010)	*'Nihongo Kana Nyumon Versi Bahasa Indonesia'* (The Japan Foundation, Tokyo-Japan, 1981)
3	Audio Visual	'YouTube: Ahkamul Qur'an- *An-Najwa'*	'YouTube: 'Good Collaboration', and 'BTS Speech at United Nations-Unicef''	*'Getsuyou Kara YoruFukashi'*(Nippon Terebi)
4.	Other teaching tools	Hand-out	Hand-out	Hand-out
5	Mid and final test material	Paper test; essay and multiple-choice test	Paper test; essay and multiple-choice test	Paper test; essay and multiple-choice test

Meanwhile, the teachers can optimize the learning activities of the three foreign languages (in this study), although the teaching time is limited and many factors may obstruct the learning process. The three reference books which are used in the class can be well studied by the students. Moreover, some of the additional books have given freely to the students in the first lecture, so they can bring the books to their home. Meanwhile, the purpose of using teaching materials in the form of audiovisual is described as follows.

The video that is shown, besides increasing the language skills also at least gives a moral message in students' life, for example when they are playing with friends. Students' understanding can be seen from their responses after seeing the above-mentioned video. By measuring the students' respond which is close to the right answer, the teachers can continue to try on the next teaching through the collaboration of other video shows.

The observation results show that the students can do the midterm and final examination well, even though there are also students who take a make-up exam for they were sick or other reasons so they cannot follow the midterm and final examination along with other students. Below are the example of exercises, midterm, and final tests given to the students that are described in table 2.

Table 2: The Lists of Video Used for Teaching Materials

Video	The Video Title	Purpose
Arabic	YouTube:'Ahkamul Qur'an-An-Najwa'	Understanding the importance of respecting friends by not making noise in class, or not talking to laud in front of friends so that they will not become *suudzon* (should not be prejudiced) which may lead to friendship split.
English	- YouTube: 'Good Collaboration', (for elementary level)	Understanding of the cooperating works, performing tasks, and conducting mutual respect.
	- 'BTS Speech at United Nations-Unicef''(for junior high school level)	Initiating self-respect, self-determination, and rejecting all kinds of violence.
Japanese	'Getsuyou Kara Yoru Fukashi'	Understanding the context of the conversation and on the meaning of song lyrics by exercising to pronouncing them back.

Figure 1: Sample of Arabic Subject-Midterm examination test
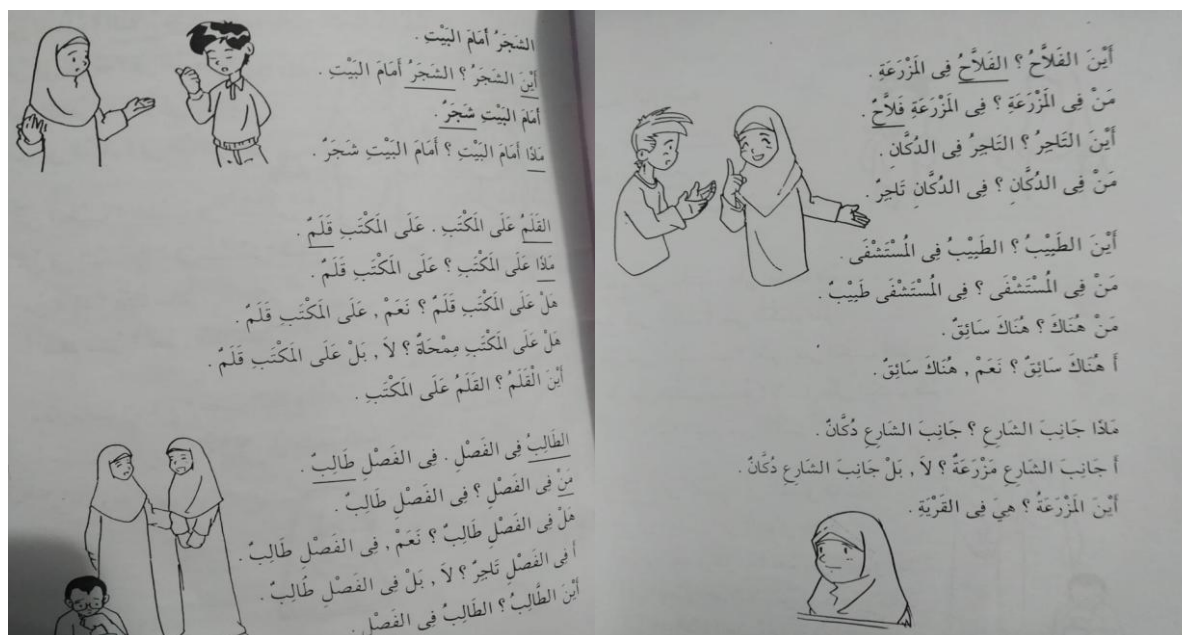
Source: Developed By authors

Table 3: Sample Tests on the Japanese Language

| HIRAGANA	Pronunciation (in Alphabet)	Meaning
かさ		
せかい		
すいか		
あおい		
なつ		
ほし		
ちかてつ		
ふえ		
みみ		
こころ		
さくら		

ゆき
めぐすり

Figure 2: Sample Test 2 of Arabic Subject (taken from exercise book)

Source: Developed by author

Table 4: Introduction (Jikoshokai)

|	
Watashi no namaewa(name)*desu.*	My name is ….
(age)*saidesu.*	I am … years old.
Watashiwa (Daigakusei / Koukousei / Senmongakusei/ Chuugakusei / Shougakusei) desu.	I am an (SMA/SMK/SMP/SD students)
Watashiwa(the residential city) *karaKinoshita.*	I am coming from…
Yoroshikuonegaishimasu.	It's nice to meet you.
Anata no namaewa nan desuka?	Who's your name?
Anatawa nan saidesuka?	How old are you?
Anatawagakuseidesuka?	Are you a student?
Hai / Iie.	Yes/No
Anatawadokokarakimashitaka?	Where do you come from?

Consequently, there are several shortcomings have been carried out in the learning of these three foreign languages. The main problem is building the enthusiasm of the students in accepting these three foreign languages. Therefore, the administrator of HasinahAmal Utama Center, two years ago, tried to correct the arrangement of the three foreign language learning schedules. It was arranged every Saturday and Sunday at Al-Huda Mosque, Cipadung Sub-district, Cibiru District (Bachrun, 2005), but over time this activity was not proved to be very effective considering the elementary and junior high school students have an extracurricular activity which also takes place on every Saturdays and Sundays. The student's presence can be seen from the results of the monitoring on student attendance from May to November 2018.
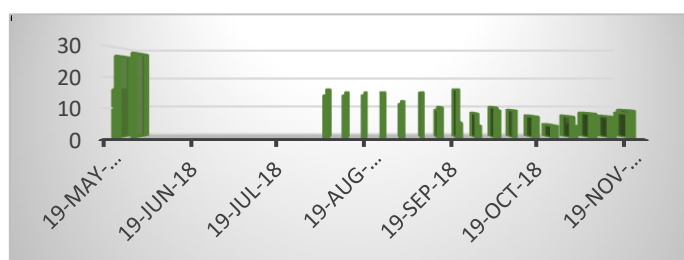
Figure 3: Students' presence on May-November 2018

Source: Developed by authors

From the diagram above, the student attendance in other months tends to decrease compared to attendance in May 2018. This happened due to the extracurricular activities of students they follow in public schools every Saturday-Sunday. Besides, this foreign language learning activities, it is likewise not active in the month of Ramadhan and Shawwal or in June and July 2018. Considering that Ramadan activities in public schools also have taken up time, especially the existence of 'Pesantren Kilat Bulan Ramadhan' or translated as Islamic boarding school lessons done in public school during Ramadhan month only. This program must be followed by all students both elementary and junior high. From the results of the monitoring graphic above, starting in early January 2019, the administrator of Hashina Amal Utama Center begins to put the foreign language learning into the integrated curriculum of Madrasah Diniyah Takmiliyah Awaliyah (DTA), so that the presence of students in the three Islamic schools that they manage becomes more optimal. The students' attendance process after the curriculum has been combined can be analyzed through the graphic below.
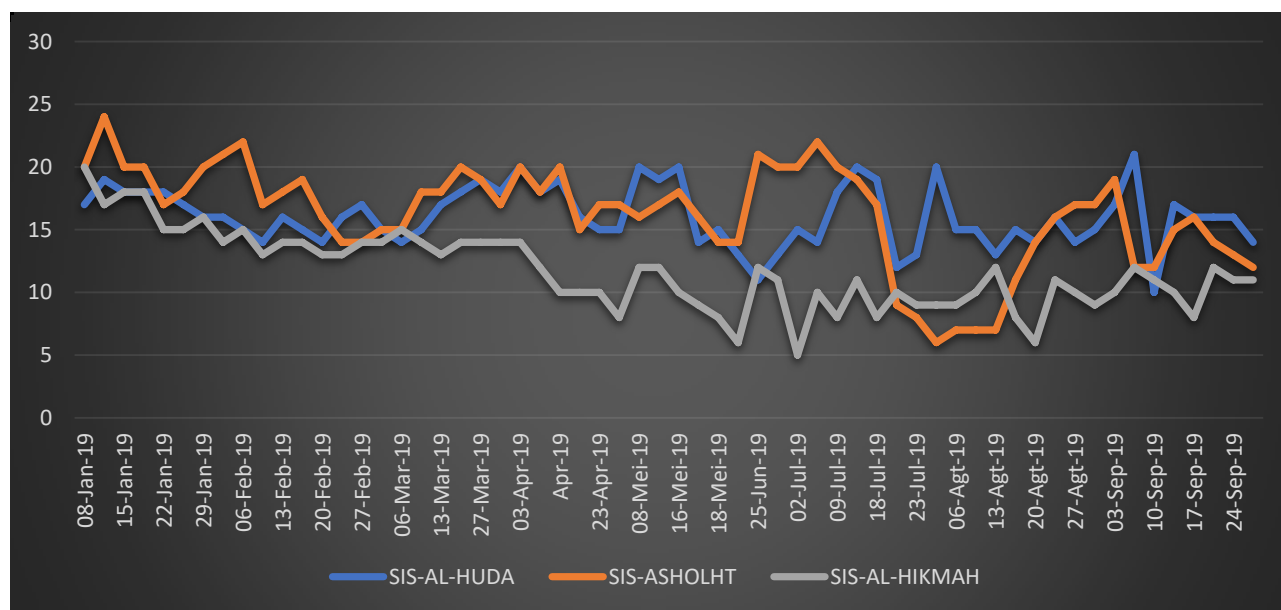

Figure 4: Students' Presence on Jan-Sep 19

Source: Developed by authors

Undoubtedly, it is not easy to give foreign language lessons to students so they can enjoy learning and take an interest in the subjects without the hard work of the teacher in delivering the subject matter (Al-khresheh, 2010&2011). Teachers need to prepare appropriate and applicable materials in conveying new vocabulary and letters of the foreign language that is new to students who have never before been studied in public schools especially for Japanese and Arabic lessons (Fairclough, 1989; Ammon, 2004; Blachman, Tangel, & Ball, 2004). Japanese, which has three letters (Hiragana-Katakana-Kanji) needs to be introduced with more applicable teaching methods so that the learning will be accepted by students well and pleasantly. Thosiko (1991) explains that the concept of learning vocabulary and sentence structure of the Japanese language needs to be optimized by applying the question-answer method. This method is already applied in learning Japanese in this P3B activity.

In learning English and Arabic, the teacher practices teaching by using the direct method, which is based on the syllabus and the situation of speech (Murtadha, 2018). In the book 'The Easiest English Conversation', the speech situation is a topic of conversation that allows students to say back the expression in a foreign language learned without feeling awkward and can be practiced with other friends (peers). For example, the situation of the speech about 'My hobby is reading', 'About Family', and others. Likewise, in Arabic, the situation of speech is always used in exercises that have been listed in the student handbook that is made specifically with various types of conversations including introduction, residence, profession, hobbies, ideals, and greetings. One of the difficulties experienced by madrasah's students is learning nahwu 'Arabic grammar' and Sharaf 'Arabic morphology'. The reference book written by Murtadho (2018) is a very effective and applicable book that supports the teacher in practising the direct method optimally so that the students feel easy in learning nahwu and Sharaf. Below is the graphic which shows the students' score on the Mid and Final Test of Arabic Language and English at the beginning of January and June 2019 from 50 students from 3 madrasah(s) under the guidance of P3B.
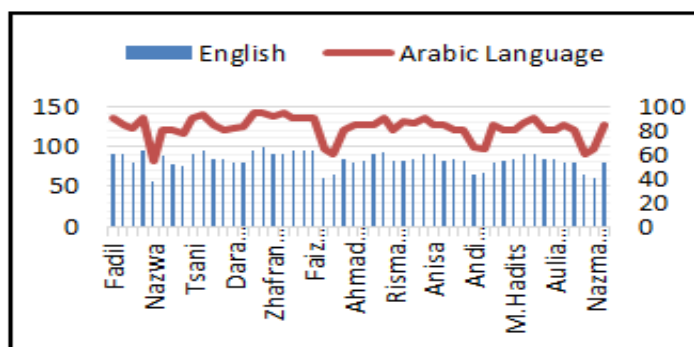
Figure 5: Comparison of the Arabic Language and English Score

Source: Developed by authors

Students Learning Evaluation in MDT

The efforts of the administrators of HashinaAmal Utama Center, in providing enthusiasm for learning to students of Diniyah Takmiliyah Awaliyah (DTA), have been carried out with various stimulation activities including 'TadaburAlam' (translated as natural tourism for religious purposes), 'Cerdas-Cermat' (translated as quiz contest), and 'Belajar Bersama 3 Madrasah' (translated as studying together between 3 schools). These activities bring a positive experience to the students, especially in learning a foreign language. Below are the questions with answers which were arranged by the teachers for 'Cerdas-Cermat' activity. The questions that the instructor makes are adjusted to the teaching materials that have been submitted in the PAIKEM method. The form of multiple-choice questions are preferred for grammar test both English, Arabic, and Japanese which are the test of type.1. Likewise, to see the ability of students in understanding 'simple sentence/sentence translation', test type 2 have been made, with which the questions in Indonesian by choosing the right answer. From these two types of tests, it is found that the students have a small problem in answering test type 2. This can be seen in the student answer on the 'Cerdas Cermat' competition below.

Table 5: Presentation of Students' Incorrect Answers on Cerdas Cermat' competition

Stage	Number of Questions	Type of Test	Number of Answers Correct/Incorrect			Incorrect Presentation
			Al-Huda	**Ash-Sholihat**	**Al-Hikmah**	
1.	10 Q	- Eng Grammar	6/4	9/1	8/2	20%
	8 Q	- Jap Grammar	6/2	8/0	7/1	12,5%
	10 Q	- Arab Grammar	7/3	8/2	7/3	27%
	2 Q	**- Jap Translation**	1/1	1/1	2/1	**67%**
2.	5 Q	- Eng Grammar	3/2	5/0	4/1	20%
	5 Q	**- Jap Translation**	2/3	3/2	3/2	**47%**
	5 Q	- Arab Grammar	4/1	5/0	4/1	13%
3	5 Q	- Eng Grammar	3/2	4/1	4/1	27%
	5 Q	- Jap Grammar	4/1	5/0	4/1	13%
	5 Q	- Arab Grammar	5/0	5/0	4/0	0%
	10 Q	**-Eng Translation**	3/7	5/7	2/8	**73%**
	10 Q	**- Jap Translation**	4/6	4/6	3/7	**63%**
	10 Q	**-Arab Translation**	3/7	4/6	4/6	**63%**
Total	90 Q		51/39 (51%)	66/24 (66%)	53/37 (53%)	37%

Round 1 consisted of 10 questions for questioning both English and Arabic language grammar questions, 8 questions of Japanese grammar, and 2 questions of Japanese translations. In round 2, the questions' number is each 5 for English Grammar and 5 Japanese translations. While in round 3 (the final round) the number of questions is 5 for each English, Japanese and Arabic grammar with an additional 10 questions of each English, Japanese, and Arabic translation. From the results of the analysis of the table above, it can be seen that the presentation of incorrect answers for the translation test is above 50%. These results allow teachers to evaluate the PAIKEM teaching method that has been applied. The Alpha generation that has special characteristics in learning foreign languages needs to be optimized interactively in the classroom and by giving them homework regularly and continuously.

Mohammad (2017) states about "the urgency of implementation of PAIKEM method by teachers to improve the quality learning of Islam religion education, that learning motivation is not only influenced by internal factors from the students

but also influenced by the external factors, namely family and school environments, especially the method which is implemented by the teachers. The learning method PAIKEM which seems to be very complicated and hard to motivate the students to learn the lesson, such as doing exercise and answer all kinds of evaluation tests in the learning method. PAIKM is a learning model that allows the students to work on diverse methodologies to develop students' skills and understanding by emphasizing learning while working, while teachers use various resources and learning tools including the use of the environment so that learning is more interesting, enjoyable and effective. Therefore, we apply this method where the teacher can create a learning atmosphere which in the end what the teacher says can be absorbed so much by students.

Foreign language learning is very specific learning in conveying material to the students, which allows the teachers to continue collaborating in delivering their subject matter. In reality in the three madrassa(s), these three foreign languages (Arabic-English-Japanese) can achieve the essence of learning in the communication process that can be accepted, understood, and agreed upon by students in the learning process. One of the most awaited activities for students to be participated in, in the learning process is by implementing the basic rule of the international pageant and she can speak in English. This is an innovative learning method; what is the strategy U used and/or the payment should be done by the director with the author in FIKOM. However, one of the activities that students have been most waiting for to be active in this learning process is to be carried out with care that contains grammar and conversation questions from the three foreign languages. This is one of the innovative learning that can be interpreted as learning using new strategies or methods that are sought by the teacher and designed in such a way to create conducive learning.

Some of the samples of questions from round 1 to round 3 which consist of a test on grammar and direct translation has written below:

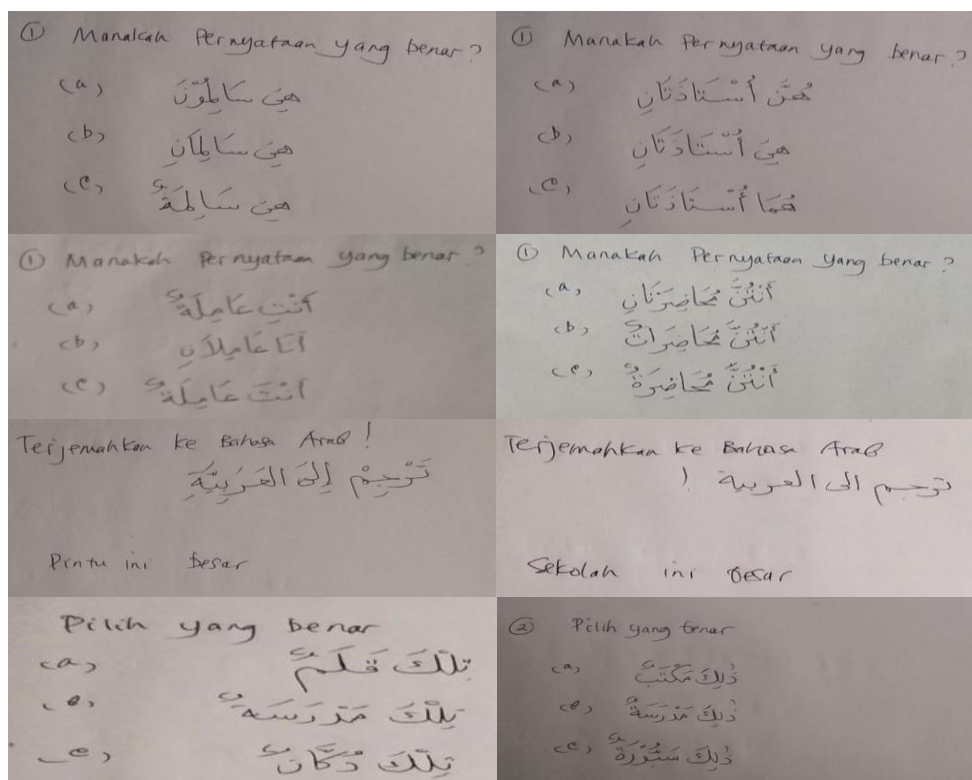**a. Grammar and Translation Questions of English**

1. What is the English plural form of "Hero"?

   a. Heros

   b. Heroes

   c. Hero

   d. HerS

2. What is the past form of the appropriate *to be* for the sentence "I _____ making my homework"?

   a. is

   b. was

   c. were

   d. are

3. What is "*makanpagi*" in English?

   a. Lunch

   b. Dinner

   c. Breakfast

4. Translate the sentence below in English.

   "**Merekalebihbaikdaripada Andrew**"

b. Grammar and Translation Questions of Japanese Language

1. Which Hiragana Letters below for word SANPO?

   a. ざんほ

   b. さんぼ

   c. さんぽ

   d. ざんぽ

2. Which Hiragana below for word AOI?

   a. おあい

   b. あおい

c. ああい

d. おおい

1. What is the translation for "**Ayah** dan **Ibu**" in the Japanese language?

2. Wednesday in the Japanese Language is…

    a. Getsuyoubi

    b. Kayoubi

    c. Suiyoubi

    d. Mokuyoubi

Figure 6: Grammar and Translation Questions of Arabic Language

Source: Developed by authors

CONCLUSION

This research study is aimed to describe the impact of foreign language programs "Arabic-English-Japanese", which are planned to implement in the three Islamic schools (madrasah) in the Cipadung sub-district, Cibiru district. And describes the strategies on how to effectively integrate the foreign language courses of Arabic-English-Japanese in the course content. Based on the research findings there are several conclusions can be drawn, like teaching resources and techniques have a great influence on the students' knowledge picking ability, likewise learning becomes faster and easier by the utilization of smart teaching techniques. Moreover, the development of a smart curriculum based on audio/visual resources has likewise boosted the student's performance individually, and in groups as well. The materials also are supported by additional books and materials from audiovisual to uphold the acceleration of students' understanding of the subjects. All teachers of Arabic, English, and Japanese subject always put their best effort to use the direct method more optimally. Moreover, the learning method which is employed to achieve the desired research objectives is based on the direct method of PAIKEM, which emphasizes on the innovative, directive, creative, effective, student's engaging teaching techniques. This can be visualized from the student's participation in celebrating the holy day, such as Maulid Nabi or the commemoration of the Holy Prophet Muhammad's birthday, Imtihan, or another occasion such as 'Cerdas Cermat' competition between MDTs in Cibiru Sub-district. MDT which is engaged in informal basic education will be able to optimize the Alpha generation that is superior, rich in knowledge, and has an Islamic personality. Although the direct learning method of PAIKEM has created an enjoyable learning process for the madrasah students, the well-designed teaching techniques, modern, and creative learning methodologies can help to engage the students optimally. Additionally, there are several methodologies has been existing to modify the educational activities within the pre-designed curriculum of MDT. This study follows one of the most creative methods to assist the students, and teachers

both in terms of resources, pieces of training, materials, and curricular and co-curricular activities. As we have discussed, four aspects affect the PAIKEM method, namely experience, communication, interaction, and reflection have not been maximally achieved, especially the reflection aspects, a rethinking aspect of what students have done or thought about during their learning, which is not yet fulfilled. We strive to improve the ideas or meanings that have been issued by students and hope that they do not repeat mistakes. Even in this case, students are also expected to be able to create new ideas that are characteristic of the current generation of alpha. Similarly, the charts and graphs of the student's participation and their relative scores have defined the current calibre of students which is proved to be a perfect tool for selecting the perfect strategies to properly implement the research findings and suggestion to smoothly integrate the foreign language program of Arabic-English-Japanese courses in the main content effectively.

LIMITATIONS AND STUDY FORWARD

The researchers have concluded that innovative learning activities have greatly helped the students to learn faster. Moreover, this paper has followed the direct method of PAIKEM principles to formulate this paper. Although, this paper only focuses on the overall curriculum development and learning activities for the whole class, however, it neglects the factor of individual participation of students. And how the developed strategies will impact the students individually in their minds. No doubts, not everyone in a class have the same caliber, so the picking ability, time frame to get the perfect meaning of foreign language vocabulary, memorizing capabilities all are different. We are looking forward to investigating the impact of developed strategies in the next paper that influences on the growth of students individually, It is recommended to study on the basic factors that need to be addressed in the upcoming papers, like how much time a course guide must need to teach to achieve the target, the study of time frame, curriculum distribution, mental growth of individual students and the impact of the recent study on the foreign language learning abilities. What are the factors that make a student more curious to learn foreign languages, and build consistency in the individual interest? These are the queries that need to be addressed in the research in detail.

AUTHORS CONTRIBUTION

This study has designed, directed, and coordinated by the collective efforts of Puspa Mirani Kadir, Yuyu Yohana Risagarnwia, and Titin Nurhayati Ma'mun. Puspa Mirani Kadir has carried out all the necessary research support, provided conceptual and technical guidance to the paper, and prepare the thesis manuscript. Yuyu Yohana Risagarnwiahas drafted the research methodologies, contributed to the research literature, and collected all the necessary research data to support the statements and arguments mentioned in the paper. Similarly, the contribution of Titin Nurhayati Ma'mun has involved in the statistical analysis, drafted the final theme of the study, extracted out valuable research findings, and direct the conclusions. All the authors proofread and approved the final research manuscript.

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