

Implementation of the Muhādasah Method in Arabic Language Learning

Fathiyah Elma^{1*}, Saefullah Azhari², Ida Miftahul Jannah³

^{1,2,3}UIN Sunan Ampel Surabaya, Indonesia

¹fatihahelm@gmail.com

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Abstract: *This study aims to analyze the implementation of the muhādasah method applied in Arabic language learning in MAN Surabaya City. The research method used is qualitative with a descriptive approach. Data was obtained from two sources, namely primary and secondary with documentation, observation and interview techniques, then validity tests and conclusions were drawn. The results of the study show that the learning curriculum at MAN Surabaya City can be said to have succeeded in producing people who are fluent in Arabic, judging from the books used. The researcher also found that the students were very enthusiastic in participating in muhādasah activities using dialogue memorization techniques. The students were very enthusiastic about practicing dialogue in front of the class. The students were happy when they performed with their colleagues who were practicing dialogue using Arabic. By repeating it many times by the teacher and then followed by the students so that students can memorize and get used to the pronunciation faster.*

Keywords: *Arabic, Learning methods, Muhādasah and Learning*

Abstrak : Penelitian ini bertujuan untuk menganalisis implementasi dari metode *muhādasah* yang diterapkan dalam pembelajaran bahasa arab di MAN Kota Surabaya. Metode penelitian yang digunakan kualitatif dengan pendekatan deskriptif. Data didapatkan dari dua sumber yaitu primer dan sekunder dengan teknik dokumentasi, observasi serta wawancara, selanjutnya dilaksanakan uji validitas dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum pembelajaran di MAN Kota Surabaya bisa dikatakan berhasil melahirkan siswa yang fasih berbahasa Arab, dilihat dari buku-buku yang digunakan. Peneliti juga menemukan bahwa para siswa sangat antusias dalam mengikuti kegiatan muhādasah dengan menggunakan teknik hafalan dialog. Para siswa sangat antusias mempraktikkan dialog di depan kelas. Para siswa merasa senang ketika mereka tampil bersama rekannya yang sedang berlatih dialog menggunakan bahasa Arab. Dengan cara diulang berkali-kali oleh guru lalu diikuti oleh siswa sehingga membuat siswa lebih cepat menghafal dan terbiasa dengan pengucapannya.

Kata Kunci : Bahasa Arab, Metode belajar, *Muhādasah* dan Pembelajaran



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INTRODUCTION

In today's world, Arabic is one of the major languages in the world spoken by more than 200,000,000 human beings. This language is officially spoken by approximately 20 countries. And because it is the language of the holy book and the religious guidance of Muslims around the world, it is of course the language of the greatest significance for hundreds of millions of Muslims around the world.[1] Especially in Middle Eastern countries to the mainland of the African continent. In addition, the United Nations has officially declared that Arabic is one of its official languages. We can say that language is the most important tool for humans to communicate.[2] From its function, it is clear that language is a medium of human communication to interact in various problems that are felt, thought, and imagined. Arabic is believed to be an important need to learn.

Arabic is the language of the Qur'an and hadith which is a source of knowledge, especially Islamic science.[3] In addition, Arabic also ranks third as an international language widely used by several countries from various parts of the world. Therefore, learning Arabic is very important and important and even a need today, be it in the current fields of education, commerce, politics, medicine, information technology, and others. In addition to the majority of Indonesia's Muslim population, he also realized the various benefits of learning Arabic. So it is not surprising that schools in Indonesia teach Arabic, both formally and non-formally.[4] However, Islamic schools such as Madrasah and Islamic Boarding Schools require learning Arabic and even make it the official language in their daily activities.[5] However, their Arabic language skills are still very low, especially speaking skills (mahāratul kalam). Speaking skills are one of the important aspects of teaching Arabic. Thus, students are able to express their thoughts and ideas by using good Arabic In addition to the internal factors of students that are the cause of their low ability or Arabic language skills are also caused by several external factors.[6]

One of the methods is through language learning. Language learning plays a role in shaping the character of students which aims to improve human resources. Learning must be taught correctly in order to achieve maximum results, learning methods in the world of education are very important because they will affect student learning outcomes. If the method used is not interesting and boring, it will make students unable to follow the learning properly and have difficulty understanding the material being taught. In the end, students will find learning Arabic difficult and unpleasant. In addition, this will also make students become passive in Arabic and will affect their learning outcomes.

Muhādasah is the process of speaking in Arabic.[7] This is the main goal of learning Arabic in this Madrasah. This activity focuses on practicing speaking using the vocabulary that he has mastered. The demand of every student to communicate in muhādasah. Through this activity, students are encouraged to speak and express their thoughts and ideas orally. The above problems make learning Arabic in Indonesia very slow and do not experience many fundamental changes. Although efforts to develop Arabic language learning in Indonesia have been carried out, the methods and systems used are still very traditional. Therefore, the role of Arabic teachers and linguists is highly expected, especially in solving these problems, namely as soon as possible to innovate in creating Arabic learning to be dynamic. However, this ideal has not been realized because several things include facilities and the environment of the underprivileged community (libraries and media) lack of support, the desire of teachers to improve the quality of learning already exists, but the opportunities and facilities needed are not yet available.

In addition to observing, the author has also conducted a dialogue with students at MAN Surabaya City. From the results of the dialogue, the researcher concluded that one of the problems encountered in learning is the diversity of input given by each student is different. In addition, the learning orientation is more on the level of introduction than on ability. Although some students were found to have more skills in Arabic, these skills were acquired due to previous educational background factors (private language) and not the result of the learning process carried out at school. Some of the factors of boredom experienced in learning are: students do not have a basic Arabic language. If anything, they feel bored because there is nothing new from the learning obtained or the methods used are monotonous (grammar and translation), so that muhādasah learning is less fun.

METHODE

In this study, the researcher used a qualitative descriptive method. Qualitative research methods are a research approach that is currently increasingly popular and developing rapidly. This method is used in various fields of knowledge, especially in the fields of culture, psychology, communication, and education. In its application, qualitative researchers must understand the research process and function to explore data quality as a foundation in building science.[8]

This method is suitable for understanding various aspects of social life, history, individual behavior, organizational activities, social movements, or kinship relationships. Using a narrative and in-depth approach, qualitative research often involves in-depth

interviews, this data collection process involves interaction between the researcher and the research subject, thus providing broader insights and richer cultural and contextual explanations. Where the data is presented in the form of words and explained without the need for statistics or formulas.

The data was then adjusted to the facts found in the field during the implementation of observations and interviews.[9] The data is in the form of primary data and secondary data. The definition of primary data is original data that provides data to researchers. So the researchers collected data directly from the first source or the location where the research had been conducted. Primary data sources in this study were obtained from teachers, students and several supporting documents and in accordance with the discussion of the research.[10] Meanwhile, secondary data is obtained from existing data sources to support and enrich primary data. The secondary data referred to in this study is in the form of documentation of Arabic Language Program activities at MAN Surabaya City.

DISCUSSION AND RESULTS

A. Arabic Language Learning Through the Muhādasah Method to Improve Speaking Skills

Some of the causes of failure to teach foreign languages, especially Arabic, are unproductive learners, learners have dependent nature, there is no humanistic communication between people in class, attention is not focused, not involved as a whole, and too often told to memorize. Therefore, in Arabic language teaching, it should start with a conversation, even if it is in simple words that are easy for students to understand and understand. In addition, teachers should be able to activate the five senses of students, the tongue must be trained with conversation, the eyes and hearing should be trained to read and the hands should be trained to write and compose, and prioritize sentences that contain meaning and meaning. A conversation is an exchange of thoughts or opinions on a certain topic between two or more people. Linguistically, muhādasah comes from the word fi'il mujarrad, namely hadas which means conversation, dialogue, or speech. While the word muhādasah from fi'il sulāsi mazīd means to talk to each other or While the term, muhādasah is a way to present the language in Arabic lessons through conversation. In conversations, there is interaction between teachers and students, and students with students, as well as adding and enriching vocabulary as much as possible.[11]

Muhādasah is one of the Arabic teaching methods that should be given first to students.[12] Because the first purpose of learning Arabic is so that students are able to dialogue or converse for now. Furthermore, the skills acquired by students can hone their

ability to articulate sounds to be expressed in the mind in the form of ideas, opinions, desires, or feelings to fellow students. Through muhādasah activities, speakers can convey ideas, feelings of effectiveness. In addition, students are also able to understand the meaning of being communicated and are able to evaluate the impact of their communication on the listener.[13] The position of language as a means of communication between humans has a very important role in life. Through language we can understand the intentions, ideas, and feelings of a person contained in it.[14]

Language is a means of understanding and explaining existing reality, and without language life would be meaningless.[15] The method came about because of the time it takes to learn the target language. But for certain purposes, it is necessary to master the language quickly. In muhādasah which is based on a structural approach, the language taught is poured into the pronunciation of words, and the training of sentence patterns is intensively repeated many times. The teacher asks the students to repeat it until there is no mistake.[16] The usual steps are: a) presenting dialogues or short texts that the teacher reads repeatedly and students listen without seeing without any text reading, b) imitating and memorizing the text of each sentence simultaneously and students memorize it, c) presenting sentences is practiced by repetition, d) dramatizing the dialogues or texts that are practiced and then students demonstrate them in front of the class, and e) forming other sentences according to what is practiced. In the listening learning process that uses the audiolingual method, a teacher can say or play a word or sentence that is recorded, then students imitate the teacher's words. As for several strategies that can be used in the application of the muhādasah method, such as:[17]

1. Dialogue memorization, students are given a brief explanation of the memorized dialogue, then students repeat and present the dialogue.
2. Backward Build up, Students are given fragments of sentences, and each student repeats each part of the sentence that the teacher conveys or listens to on tape, starting with the words at the end of the sentence until the entire series of sentences.
3. In repetition exercises, students are emphasized to repeat it as loudly as possible (sound) what they hear.
4. Switching to a Single Slot, the teacher reads and plays the student's dialogue, then the student says a word or a group of words. Students are asked to imitate by correctly inserting a word or group of words into a dialogue verse.
5. Dual Slot Subtitles, the way it works is the same as Single Slot Subtitles, but the scope is wider, not just one verse but one dialogue.

6. Question and Answer Exercise, this model trains students to answer questions correctly.
7. In the transformation exercise, the teacher gives sentences to students, then students are asked to change the sentences into various forms such as: interactive, negative, positive, passive, imperative, and so on.
8. Complete the Dialogue, some words in the dialogue are deleted, and then the student is asked to complete the dialogue.

Specifically, the objectives of muhādāsah in learning Arabic are as follows:[18]

1. Train students to have a dialogue using Arabic properly and correctly.
2. Understand dialogues or literature that uses Arabic both in books.
3. Skilled in speaking Arabic based on the need for knowledge or interaction with people who use Arabic daily can feel love and enjoy the language of the Qur'an and Hadith so that they have the ability to put it down.
4. Muhādāsah skills are aimed at students to be able to communicate orally well and naturally with the language they are learning, train their tongue to be accustomed to and fluently speak in Arabic, and be skilled in speaking Arabic about events in the life of local, national, and international communities, be able to translate conversations through telephone, radio, television, and others, as well as foster a sense of love and taste for Arabic and The Quran so that there is a willingness to learn and experience it.

The benefits of muhādāsah in real life both now and in the future to students, [19] that is:

1. Students dare to practice conversation, by eliminating embarrassment and fear of being wrong.
2. Diligent division to multiply the treasury of mufradat and continuous punishment.
3. Students always practice listening and reciting so that they are smooth and smooth, so that students are spontaneously able to recite mufradat anywhere and anytime.
4. Students can understand books in Arabic, dialogue with Arabs and can speak fluently.
5. Students will find it easier to create an Arabic-speaking environment in the area.
6. Students will enjoy speaking Arabic as everyday English and can enjoy learning Arabic.
7. Students will easily transfer their knowledge to others or other learners around.
8. In addition, they will also get convenience when reading the Quran and also easily read Arabic book literature.

B. Complementation of the Muhādāsah Method in Arabic Language Learning

The implementation of the muhādāsah method in learning Arabic for students in the city of Surabaya, is an approach that can improve speaking skills (oral skills) in Arabic. This

method focuses on direct communication between teachers and students, so that it can help students to be more confident and skilled in communicating using Arabic in daily life.[20] This muhādasah method has a great influence on the improvement of Arabic for students in the city of Surabaya, because one of the language improvements is practice, this muhadasah method is one of the methods applied to students to talk to each other, communicate in daily life so that students can more easily understand Arabic.[21]

Based on the observations made, the researcher found that the implementation of the Muhādatsah method in learning Arabic in MAN Surabaya City cannot be separated from the attachment to each division in accordance with the existing organizational structure. One of the muhādasah methods used in Man Kota Surabaya is by practicing dialogue and is associated with learning Arabic. This can be seen from the teaching and learning activities, teachers in conveying Arabic language learning this time are supported by the muhādasah method through dialogue lessons delivered through dramas. Students learn the dialogue by using Arabic as their language of instruction. Teachers use Arabic when explaining Arabic subjects in class. This aims to develop a language environment, so that students are used to communicating and interacting using Arabic.

In the muhādasah lesson, the students will learn about language, conversation, dialogue with essays consisting of short sentences. Usually the theme used is in the environmental madrasah. As for speaking skills, the material is adopted from books with teaching using direct methods.[22] So that learning in the classroom is more active because there is interaction between students and teachers, and more mufradât is obtained. The Muhādatsah method in learning Arabic uses the concept of drama to make it easier for students to carry out conversations in Arabic.[23]

This concept directs students to present problems based on the perspective of the character described. Furthermore, the type of drama used is a guided drama that requires a needs analysis first, such as: First, the researcher collaborates with a drama instructor about drama scripts that are suitable for mastering Arabic language skills. Second, students are required to be able to engage with reality or facts, researchers and drama teachers conduct discussions with students to explain the description of Arabic performances through the drama method. Third, distributing Arabic drama texts to each group. The next step is to perform the act of muhādasah using the performance drama method in the following learning sequence:[24]

1. Reading the text of the drama script

After the Indonesian manuscript was distributed to all students in each group and asked to read in turn. This aims to make students understand the content of the story that has

been written in the script. The second is to read the scans, read quickly carefully, understand important words, or punctuation.

2. Translation through the drama method

Students are asked to translate the manuscript under the guidance of a language instructor or Arabic teacher by translating into Arabic. Then it is corrected again by a Mentor muhādasah or Arabic teacher.

3. Mahāratul Kalam through the drama method

Language is acquired because they are used to speaking, for that level students are given speaking practice with the development of speaking skills in role-playing. Students tell the meaning of the dialogue in the script they have learned, then they try to pronounce it in Arabic with a clear, loud voice and intonation that they have learned. This activity aims to prevent students from feeling awkward when having a dialogue with others.

4. Act in muhādasah learning

If everything learned by Ausat level students has been mastered, then they are obliged to express it in the form of gestures and faces. Drama is not just a dialogue but also a movement and must be in harmony with what is said. Dialogue in Arabic Dialogue or Hiwar is a dialogue that has the following nature: audible (good volume), clear (good attributes), easy to understand (correct pronunciation), internalization (according to the demands/spirit of the role specified in the script). Students are trained in dialogue with the drama method because the entire dialogue will be shown to others as a depositor (audience).

5. Character, vocal and gesture exercises

Learners feature the character or character of the person being portrayed. The characters in the drama are those with character. So as a good drama actor, students can show characters from the characters they are well equipped. Thus, his appearance will be perfect because he is not only a figure but also the character of the character. To practice its characteristics can be used as follows: students practice vocal vowels and simulate basic movements that can be performed by fathers, mothers, children, and adolescents. To help set the tone, you can use accompanying music. The following are the tasks that students must do to deepen their properties, so it is also necessary for us to study observation, illusion, imagination, and emotions so that the application of the drama method in learning muhādasah gives good results in learning muhādasah students. This information was obtained from teachers and language teachers who did not know how to write and verbal tests to students at the AUSAT level and get good

and maximum scores in mastering vocabulary that had been memorized in learning muhādasah through the drama method.

C. Evaluation of the Muhādasah Method in Arabic Language Learning

Learning evaluation is a process of determining the level of achievement of predetermined learning objectives through a systematic way.[25] Learning evaluation aims to collect information that is the basis for measuring the level of progress, development, and achievement of students' learning, as well as the effectiveness of educators in teaching.[26] Measurement and assessment are the main activities in learning evaluation.

Through learning evaluation, a learning component can be known for its accuracy and usefulness. These components include the learning system, learning strategies, and curriculum. In addition, learning evaluation aims to find out and improve the effectiveness of learning, help students learn, find out the strengths and weaknesses of students, and provide data that is the basis for decision-making for the next learning.[27]

The success of each teaching learning process is measured by how far the learning outcomes achieved by the students are, in addition to being measured in terms of the process, meaning how far the type of learning outcomes the students have. The good and bad learning outcomes can be seen from the measurement results in the form of evaluation, while measuring assessment learning outcomes can also be aimed at the learning process and the student's activeness in following the learning process. The better the learning process and the learning activity obtained by students will be higher in accordance with the goals.

Evaluation management in these schools identifies the integration of goals with each other. These upgrades include a variety of teaching strategies. The integration of learning inside and outside the classroom forms a language environment that can improve students' language skills.[28] As is known, the integration of learning has an effect on improving students' productive language skills.[29] Through this process, their level of language proficiency can be aligned based on the existence of a language environment in the school.

Another factor is that the evaluation can be done in stages on a daily, weekly, monthly, and yearly basis. Teachers can control the progress of students slowly. This evaluation stage illustrates the existence of control over student performance. language, so that the shortcomings that are not optimal can be reviewed to achieve the desired goal [30]. This management requires integrative management between school language institutions, language teachers and an adequate language environment and facilities that students can use to improve their language.

CONCLUSION

Learning Arabic is very important and important and even a need today, be it in the current fields of education, commerce, politics, medicine, information technology, and others. So it is not surprising that schools in Indonesia teach Arabic, both formally and non-formally, but there are still many students who cannot speak Arabic and are lazy to memorize it. Therefore, teachers must use innovative learning methods, one of which is the muhādasah method. After the implementation of this muhādasah method, the students were very enthusiastic to try to practice the talk about ta'diyah salam ahead. The students were happy when they performed with their colleagues who were practicing dialogue using Arabic. They scrambled to try to practice the dialogue in front of the class, not only in front of the class, they also practiced it outside the classroom during recess and outside of class hours because they generally memorized. The students were very happy to be able to have a conversation that began with a greeting in Arabic, even though they were asked to memorize it. By repeating it many times by the teacher which is then followed by the students so that it makes students memorize faster and makes students get used to the pronunciation.

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