

Teachers' Efforts In Improving The Arabic Language Capabilities Of Students At Al-Istiqamah Ngatabaru Modern Islamic Boarding School

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ABSTRAK

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This paper discusses teachers' efforts to improve students' Arabic language capabilities in Al-Istiqamah Ngatabaru Modern Islamic Boarding School. The purpose of this study is to find out the implications of teachers' efforts to improve Arabic language capabilities towards Santri at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School and to find out how the impact of a conclusion is the final results of the teacher's efforts in improving Arabic language capabilities towards Santri at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School.

The author uses field research methods with case studies to answer this problem. First, data were collected using moderate participation, semistructured interviews, and documentary studies. The data is then analyzed through three stages: data reduction, data display, and conclusion drawing/verification. Finally, data checking is carried out by extending participation techniques and increasing the persistence of observation, triangulation, and peer discussion.

The results of this study show that the efforts of teachers in improving the Arabic language capabilities of students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, namely using Arabic in the learning process, namely all Arabic teachers are required to convey learning using Arabic, giving mufrodhat / vocabulary is a thing that contains a list or words used in Arabic, Carry out Activities muhadhoroh is an activity of practice speech or lecture carried out at Pondok Pesantren Modern Al-Istiqamah Ngatabaru, which is one of the activities in improving the Arabic language capabilities of students starting from grade 1 to grade 4 by carrying out muhadrasah activities (daily conversation) is a presentation of learning materials using Arabic.

As for the implications of teachers' efforts in improving Arabic language capabilities for students in Al-Istiqamah Ngatabaru Modern Islamic Boarding School: Santri Motivated to learn Arabic, increasing the vocabulary of santri in Arabic, Santri accustomed to pronouncing Arabic, santri becomes fluent in using Arabic.

1. Introduction

Arabic is the language of Muslims. Arabic has become very important, especially in non-Arab communities, because Indonesians whose religion is Islam need to learn Arabic—considering the Qur'an and hadith as a guide to the life of Islam using Arabic. One of the success factors of students' education is Arabic. Arabic is essential in students' lives because it has

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become a daily means of communication for students. The existence of Arabic students can provide ideas, thoughts, feelings, or news to other individuals, not only orally or in writing.

Furthermore, by proficiency in Arabic, students can understand and interpret the content of the Qur'an and Hadith. Understanding Arabic, of course, there are many difficulties. However, all can be proficiently in Arabic with a fixed system and service. As stated by Abdul Chaer and Leonie Agustina, the self-development of students in improving good foreign language skills and suitable learning materials can affect language improvement and reduce language difficulties, as well as various aspects of language goals and activities and other parts of guidance (Abdul Chaer and Leonie Agustina, 2016).

In everyday life, humans certainly use language in interaction with others. Traditionally it can be stated that the function of language is a tool in interaction or a means of communication, meaning that language is used in conveying information, feelings, opinions, or concepts. Errors in language often occur in the process of communication and interaction between humans with each other. These interactions can occur in official or unofficial forums. In schools that are educational agents, it turns out that there are still often mistakes in language politeness. It can be seen in the teaching and learning process, as well as activities in the school environment. Language politeness shapes a person's attitude in communicating with others. From the use of a person's language in speaking to others, it can be known the character and personality that the person has. Hence, the content of character education must be applied by every educator in various educational institutions in every language activity, so that basic principles of this language can be used as learning and training to develop student's language skills (Butt D. et al., 2017).

Arabic subjects are subjects studied in Islamic schools based on Islamic boarding schools. After all, Arabic is the primary tool in studying reference sources of Islamic teachings such as the Quran, Hadith and books by previous Islamic scholars, the application of a good pattern with a good system in Islamic boarding school environment is undoubtedly more appropriate to use because all students live in the dormitory of Islamic boarding school. After all, it will be easier to control and direct them. As stated by Martin, J.R: The application of the language environment is beneficial in learning Arabic because the name of the language must be used for daily communication tools. In this case, it can be applied in the environment at the Islamic Boarding School, whose purpose is to help students with language learning (Butt D. et al., 2017).

The ability to speak the students' language at Al-Istiqamah Ngatabaru Modern Islamic Boarding School needs to be developed using various learning strategies because, in speaking, it is necessary to have oral habituation to pronounce Arabic letters and sentences themselves. After all, the pronunciation of the sentences is not the same as that of Indonesian sentences. Related to the problem of language development of students in Al-Istiqamah Ngatabaru Modern Islamic Boarding School environment, the author wants to find a way to how a teacher's efforts to improve the Arabic capabilities of students at Al-Istiqamah Ngatabaru Modern Islamic Boarding School. Based on the description above, the author wants to conduct a study entitled: "Teachers Efforts in Improving Student Arabic Language capabilities at Al-Istiqamah Ngatabaru Modern Islamic Boarding School."

2. Literature Review

2.1 Overview of Teachers

Education is the key to the future success of a nation and guides every human being in a better direction than before. Therefore, every human must study science to know what is good and bad. Teachers are professional educators with the task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education pathways of formal education, primary education, and secondary education. As for higher education, educators in charge of providing teaching are called lecturers.

2.2 Overview of the Arabic Language

Arabic is a means of communication used by the Arabs. Arabic has privileges and advantages over other languages, such as being an eternal language (because Arabic becomes the language of the Quran and the Quran will be eternal until the Last Day) or being used by humans in the world and the Hereafter. It is one of the languages used for literature in Islam. The Quran was handed down to the prophet Muhammad in Arab. The Arabic language is divided into two: Fushah and Amiyah Arabic. Fushah Arabic is a fluent or standard language that uses a rule and is commonly used in schools, universities, media, events and others. Meanwhile, the Amiyah language is a language that is used daily and does not use rules.

3. Methodology

In this paper, the type of research used by the author is qualitative research. The approach in this study is to describe a process of educational activities based on what happens in the field as material for further study to find educational shortcomings and weaknesses so that efforts can be determined to improve it. Analyze and interpret an educational fact, symptom, and event that occurs in the field as it is in the context of time and space and the situation of the educational environment naturally. This study is located at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Sigi Biromaru, Central Sulawesi Province. Primary and secondary data sources. The data collection techniques used in this study are observation, interviews, and documentation. The data is analyzed using inductive, deductive, and comparative analysis methods.

4. Results and Discussion

4.1 *Teachers' Efforts in Improving Students' Arabic Capabilities at Al-Istiqamah Ngatabaru Modern Islamic Boarding School*

Teachers' efforts to improve the Arabic language capabilities of students at the Al-Istiqamah Ngatabaru Modern Islamic boarding school have been arranged as well as possible. Neatly organized efforts, for example, the teacher who teaches Arabic in the first grade teaches the basics of Arabic by providing primary language material, namely, nouns, adjectives, names of days, names of months and so on. Teachers who teach Languages in the first grade do not directly teach grammar but provide primary material for learning foreign languages or strengthening the basics of Arabic.

The efforts of teachers in improving the Arabic language skills of students at Al-Istiqamah Ngatabaru Islamic boarding school are as follows:

a. Using Arabic in the learning process

At the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, learning must be delivered using two languages: Arabic and English. It is based on the results of research in Islamic Boarding School, through interviews with informants who state that: "Every teacher is required to deliver learning materials must use Arabic and English because in Islamic Boarding School it upholds language more and makes the language a mandatory language, both in the classroom and outside the classroom. Because Islamic boarding schools have the principle that (language is our crown) which means language is the crown of the cottage, all students must use Arabic and English. Arabic and English skills towards Santri at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School. It has been proven because every process of providing Learning materials both in the classroom and outside the classroom must use foreign languages, namely Arabic and English" (Ust Saad Ibnu Taba, 2021).

Based on the statement of Ust Saad Ibnu Taba shows that the Al-Istiqamah Ngatabaru Islamic boarding school always uses Arabic and English, not only in the learning process in the classroom and even outside the classroom, and upholds language because the language is likened to the crown of Islamic Boarding School.

On the other hand, students on behalf of Nabil Al-Fauzan stated that the Islamic boarding school Al-Istiqamah Ngatabaru always uses Arabic and English, both in the learning process in the classroom and outside the classroom, as well as upholding the language, because the language is likened to the crown of the Islamic Boarding School. So that all students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School are motivated because the Islamic Boarding School has taught the virtues of using foreign languages, thus creating a linguistic atmosphere, both Arabic and English (Nabil Al-Fauzan, 2021).

b. Delivering Vocabulary in a Day Each

Mufrodhat/vocabulary is a thing that contains a list of words used in the Arabic language, where students are expected to be able to memorize these words so that students can understand the material presented well. To achieve this goal, students can do the exercises by the *mulqy* or vocabulary deliverer. As stated by Ustadz Rahmat A Tunggeng in the interview as follows: "As the supervisor of the LCD (Language Course Department), I feel that by implementing efforts to provide Mufrodhat / Vocabulary, I can develop the ability of students to improve the process of developing Foreign Languages of Santri in the Modern Islamic Boarding School Al-Istiqamah Ngatabaru" (Ustadz Rahmat A Tunggeng, 2021).

Muh. Raafiul Anam as a member of LCD said: "Since I became a member of LCD (Language Course Department), I feel that by applying efforts to provide Mufrodhat / Vocabulary, it can develop students' abilities and can improve my ability to converse using Arabic and English because at Islamic boarding school, it is accustomed to all students to use Arabic and English, wherever and whenever" (Muh. Raafiul Anam, 2021).

The informant's statement above shows that efforts to give *mufrodhat* / giving vocabulary in the guise of Al-Istiqamah Ngatabaru Islamic boarding school can help students develop Arabic and English, which is suitable for the learning process even outside of learning. The duration of giving this *mufrodhat*/vocabulary is 30 minutes, and the administration of this vocabulary is already scheduled. One month is divided into two weeks, the first and second weeks of Arabic and the third and fourth weeks of English. Giving this vocabulary is done by the class 5 (TMI) / room administrator. This activity is carried out in front of the room.

c. Public Speaking/*Muhadhoroh*

Muhadhoroh activity is an activity of practicing speeches or lectures at Al-Istiqamah Ngatabaru Modern Islamic boarding school, which is one of the activities in improving the Arabic language skills of students from grade 1 to grade 4. In this speech, students are required to prepare speech texts in Arabic, and then the text is memorized and presented in front of their friends. The expected competence of students towards this *muhadhoroh* activity is intellectual competence in which students are required to open dictionaries, books and other references that can support the title of their speech. This effort is one of the various arts that require improvement to become proficient and practice and guidance in using Arabic variedly.

As stated by Ustadz Abdul Rahman in the following interview: "With this *muhadhoroh* activity, it can train all students in speaking using Arabic and be able to help in the process of improving the Arabic language. Furthermore, this effort can train students to pronounce sentences in Arabic fluently, fluently and correctly. (Ustadz Abdul Rahman, 2021)" Student named Muh. Rizqon Jayyid Jiddan said that: This *muhadhoroh* activity can train them to speak using Arabic, especially for all students, and can help improve the Arabic language. Through this activity, it can train students to pronounce sentences in Arabic fluently, fluently and correctly.

It can be seen from the results of observations made by researchers every Thursday afternoon. Every time the *muhadhoroh* activity on Thursday afternoon, the students make speeches in Arabic. Then all students can speak using Arabic and motivate students to be more enthusiastic in using language both in class and outside the classroom, advising all students to participate in activities related to language development. The *muhadhoroh* activity is carried out every Sunday and Thursday.

d. Daily Conversation

Muhadasah/daily conversation activity is a presentation of learning materials using Arabic through conversation, in the conversation can be carried out between the teacher and the student and between the student and the student while adding and adding to the vocabulary (vocabulary) which is increasing (Muh. Rizqon Jayyid Jiddan, 2021).

Ustadz Muh Fauzan Anshar stated in the following interview: "The provision of this *muhadasah* is to train the student's ability to speak using Arabic, especially daily conversation. To implement these efforts, all students must *muhadasah* using Arabic and English until they are fluent, and language teachers/managers must set an example to all students in doing *muhadasah* with a student. It must be in Arabic or English so all students can use their teachers and administrators as an example and motivate themselves to be what he sees." (Ustadz Muh Fauzan Anshar, 2021).

Muh. Raafiul Anam stated that this *muhadasah* gift would train the student's ability to speak using Arabic, especially in daily conversations. To implement these efforts, all students are required to *muhadasah* by using Arabic and English until they are fluent, and teachers/language mobilizers must set an example to all students in doing *muhadasah* with a student. He must speak Arabic or English so that all students can use their teachers and administrators as examples and motivations for himself to be what he sees.

The informant's statement above shows that efforts to give muhadasah can train students' ability to speak using Arabic, especially in daily conversations. However, to successfully implement this effort, all students must muhadasah by using Arabic and English until they are fluent. In addition, teachers/language mobilizers must set an example for all students doing muhadasah. A student must speak Arabic so that all students can make their teachers and administrators an example and motivate themselves to become what they see.

For example, one of the alumni, Al-Istiqamah Ngatabaru modern Islamic boarding school, Ust. Muh Farid Dzulhaj, who is now an Arabic teacher at the Islamic boarding school tahfidz Qur'an ar-Rayyan in Kapiore village, Palolo district, Sigi district, stated that the efforts he made in improving language were: preparing learning instruments, preparing muhadasah texts to be studied, dividing the text of each student, giving an overview of the role, carrying out the role of Language learning as prepared.

From the explanation above, it can be understood that, before implementing the efforts to give muhadasah, the teacher prepares several efforts that will be carried out in the classroom, namely preparing learning instruments, preparing dialogues to be played, dividing the roles of each student, giving an overview of roles, carrying out the role of language learning as prepared. Then, after implementing the effort to give muhadasah, the author asked about the learning process in the classroom using efforts to give muhadasah.

The first step of this effort is that the teacher will create a group for muhadasah. The teacher will clearly express the background of the dialogue in this muhadasah learning activity. Furthermore, the teacher will appoint a group to play an Arabic text according to the dialogue made in the muhadasah. Students who are in the study group are asked to pay attention to students who are performing roles. Next, the student study group was asked to translate and memorize the dialogue material played by the study group. In the final stage, the teacher will make a mufradhat from the muhadasah of learning that has been carried out to make it easier to understand and memorize.

From the explanation above, it can be seen that the process of learning Arabic uses efforts to give muhadasah, spurring students to improve their language skills if one group has demonstrated its role, the other group must pay close attention to the dialogue played if the teacher gives questions to other groups. If they cannot answer, the group will be punished, and vice versa. If the group is also unable to answer, all participants from that group are given punishment.

If the answer is correct, then the second group's turn plays its part. But if the answer is wrong, the other group can answer. Then, the first group must carry out the punishment. This type of punishment takes the form of rote/mufradhat. For example, the duration of muhadasah learning is carried out every Tuesday at dawn. Therefore, teachers of Arabic and English, one of the elements in the field of education, must play an active role and place their position as professionals by the demands of an increasingly developing society. In this case, the teacher is not only a teacher who transfers knowledge but also an educator who transfers values and a guide who provides direction and guides students in learning.

4.2 Implications of Teachers' Efforts in improving Arabic language Capabilities of Students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School

As for the results of the implications of teachers' efforts in improving the Arabic language capabilities of students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, the author summarizes several points as follows:

- a. Students Motivated to learn Arabic

Because every teacher in implementing the learning process always uses foreign languages, namely Arabic and English, students also feel pleasure in listening to the teacher delivering a learning material using these languages, so that all students are motivated to learn the foreign language. So it is to the informant's data in the following interview: "Anyway, at the Al-Istiqamah Ngatabaru Islamic Boarding School, we as a teacher council when we want to convey the learning process must use Foreign Languages, namely Arabic and English, and we should convey the learning process to train students in understanding and applying foreign language learning at the Al-Istiqamah Ngatabaru Islamic Boarding School so that there is a sense of interest for students to using a foreign language because they are motivated by a teacher who delivers learning using a foreign language and sees administrators who convey discipline using Language." Therefore, from the statement above, it can be concluded that efforts to develop Arabic in the Learning Process can motivate students to learn and apply the language at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School.

b. The increase in the vocabulary of Santri in Arabic

By giving vocabulary to students, it can make it easier for students to communicate and make it easier for them to understand lessons related to language, both in the use of Arabic and English, where students are expected to be able to memorize these words so that students can understand the material presented well. To achieve this goal, students can do the exercises given by Mulqy or the giver of Mufrodhat.

As stated by Ustadz Rahmat A Tunggeng in the following interview: "I, as the supervisor of the LCD (Language Course Department), feel that by implementing efforts to provide Mufrodhat / Vocabulary, students can develop the ability of students to improve the process of developing Santri Foreign Languages in The Modern Islamic Boarding School Al-Istiqamah Ngatabaru." The informant's statement above shows that efforts to give mufrodhat / giving vocabulary in the Al-Istiqamah Ngatabaru Islamic boarding school can help students develop foreign languages both in the learning process and outside of learning.

c. Students are used to pronouncing Arabic

With the running of Muhadhoroh activities or speeches, it can train students to pronounce sentences in Arabic fluently, fluently and correctly. This effort is one of the arts that requires improvement to become proficient and practice and guidance to use Arabic variably to train and familiarize students in making this application. Ust. Abdul Rahman has conveyed it as follows: "With this muhadhoroh activity, it can train all students in speaking using Arabic and assist in the process of improving the Arabic language. Through this effort, it can train students in the pronunciation of sentences in Arabic fluently, fluently and correctly."

These results illustrate to the author that muhadhoroh activities to students can get students used to saying Communicate using Arabic. As a result, all students can speak using Arabic, which motivates students to be even more enthusiastic about using language both in and outside the classroom—advising all students to participate in activities related to language development.

d. Students become fluent in using Arabic

With the running of the program of efforts to provide muhadasah / daily conversation so that Santri becomes fluent in using foreign languages and the presentation of learning materials both using Arabic and English through conversation, these conversations can be carried out between teachers and students and between students and students, while adding to the increasing vocabulary. Ust Muh Fauzan Anshar stated, "The effort to give muhadasah is to train students' ability to speak using foreign languages, namely Arabic and English, especially daily conversations. To successfully implement this strategy, all students are required to muhadatsah using Arabic and English until fluent, and language teachers/movers must set an example to all students in doing muhadatsah with a student. It must be Arabic or English so that all students can use their teachers and administrators as an example and motivation for him to be what he sees."

These results give an idea to the author that using the efforts of giving muhadasah can train the ability of students to speak using these foreign languages, namely Arabic and English, especially in daily conversations. Even with this effort, the students of the modern Islamic boarding school Al-Istiqamah Ngatabaru won an Arabic speech competition at MAN IC palu in 2019. And to successfully implement this strategy, all students are required to muhadasah using Arabic and English until they are fluent, and teachers/language mobilizers must set an example to all students in doing muhadasah with a student. He must speak Arabic or English so that all students can use their teachers and administrators as examples and motivations for himself to be what he sees.

Students caught not using Arabic in communicating are given punishment/sanctions by the language supervisor and Ust/ustazah. They hear that the punishment is following the offenses the students have committed.

To an interview with Ustadz Rahmat A Tunggeng that there are several lessons that we give to students, including Memorizing mufrodhat which is usually spoken daily in as many as 30 vocabularies, Memorizing mufrodhat, twice from the first sanction to 60 vocabularies, Cleaning the environment of The Al-Istiqamah Ngatabaru Modern Islamic Boarding School.

5. Conclusion

Based on the results of research and discussions about teachers' efforts in improving the Arabic language skills of students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, researchers conducted research directly at the location by conducting observations and interviews, and the author concluded that:

- a. The efforts of teachers in improving the Arabic language skills of students at the modern Al-Istiqamah Ngatabaru Islamic Boarding School, Sigi Biromaru District, Sigi Regency, by using various efforts and by the Arabic language learning that has been applied at the Al-Istiqamah Ngatabaru Islamic Boarding School: Using Arabic in the Learning Process, Giving Mufrodhat / vocabulary is a thing that contains a list or words used in Arabic., Muhadhoroh activity is an activity of oratory or lecture exercises carried out at Al-Istiqamah modern Islamic boarding school which is one of the activities in improving the Arabic language skills of students starting from grade 1 to grade 4., and muhadasah / daily conversation is a presentation of learning materials both using Arabic and English through conversation, in the conversation can be done between teachers and students and between students and students, while adding and adding to the vocabulary more and more.
- b. The implication of a conclusion of the final result of the teacher's efforts in improving Arabic language skills towards Santri at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School is: Santri is Motivated to learn Arabic, increasing student's vocabulary in Arabic, Santri is accustomed to pronouncing Arabic, Student becomes fluent in using Arabic. These efforts can improve the learning process at the Al-Istiqamah Ngatabaru Islamic Boarding School, Sigi Biromaru District, Sigi Regency, so that students can have the ability to write, listen, read and speak using 2 languages, namely Arabic and English. The foreign language is successfully proven by the ability of students to use foreign languages.

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