

Arabic Teaching And Learning Methods And Strategies

At Darunnajah Islamic Boarding School Jakarta (An Ethnography Study)

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Abstract--The purpose of the study is to investigate methods and strategies used in teaching and learning Arabic language at Darunnajah Islamic boarding school. The results showed that methods and strategies used in teaching and learning Arabic are lecturing, discussing, practicing, and listening.

Keywords: Teaching and learning methods and strategies

I. INTRODUCTION

Arabic is not only a language of religion (language of Quran and Hadiths), but also language used to communicate and language of culture in Arabic countries, moreover it is also an official language in Middle East countries. World Almanac (2005) states that Arabic is the 6th rank language in the world based on the number of its speakers (Wikipedia.or.id). Arabic is also an official language of United Nations (UN). This shows that Arabic is an important and strategic language as well as it will not be useless for anyone who wants to master it.

At traditional Islamic boarding schools, teaching Arabic is mainly to enable the students to study and read Islamic books called *kitab kuning* (books of yellow) (The methods which are commonly used are memorizing and translating each page of those books words per words. *Kyai* (Muslim clerics) or the teachers reads the books meanwhile the students write down the translation under the original texts.

The focus of teaching and learning of Arabic in the traditional Islamic schools is the mastery of Arabic from its linguistic aspects of the language that deal with words and sentences, especially its grammar which are called *Nahwu*, *Sharaf*, and *Balaghah*. Language skills, however, have been

neglected. Consequently, it is common to see, on one hand, alumni of Islamic boarding schools are capable of understanding written classic Arabic, on the other hand, they lack of capability to communicate using Arabic actively both in writing and speaking.

The methods of teaching and learning Arabic have developed and entered a new/modern period since 1930, especially since the establishment of a modern school which applied a new method in the teaching and learning of Arabic at the return of Syekh Mahmud Yunus from Kairo University and Al-Azhar University. In 1931, he established Normal Islam school in Padang, West Sumatera. With the knowledge he had received from Kairo University, he applied Direct Method (*al-Thariqah al-Mubasyarah*) teaching Arabic. However, because of several reasons, the school only lasted until 1946.

Arabic language education is important for Islamic people especially young generations, and one of institution of boarding schools providing the teaching and learning of Arabic is Darunnajah Islamic boarding school Jakarta.

Darunnajah Islamic boarding school, a private Islamic education institution (not a public school), is built on five ha area which has been wakaf/given by K.H. Abdul Manaf Mukhayar who was with H. Qomaruzzaman and K.H. Mahrus Amin established that school on April 1, 1974. The school implements an integrated curriculum. It also applies a 24 hour education system of boarding school with an intensive Arabic and English language teaching as well as character building educations for its students.

Darunnajah Islamic boarding school Jakarta has been initiated since 1942 on 600m² area. Initially, the school's name was Madrasah Islamiyah

located in Petunduan Palmerah and it continues to grow. This change, from Madrasah Islamiyah into Darunnajah Islamic boarding school, was due to the idealism of its founders who wanted to change it from an ordinary school to a boarding school. Darunnajah Islamic boarding school has developed its service by providing education service from early childhood education (PAUD), kindergarten to university. The land of the boarding school was five ha, in Ulujami, Tangerang, East Java (in 1976 has become part of Jakarta). In 2012, Darunnajah has had 14 branches and land of waqf as wide as 619 ha in many places in Indonesia.

According to some facts, we find some students who have learned Arabic since in their elementary school and continued to university, yet their mastery or the result of their study is far under the goal of teaching and learning. The objective of learning Arabic as stated in Permenag are (1) develop communication ability in Arabic, both spoken and written, which covers four language competence, listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*); (2) cultivate awareness about the importance of Arabic as one of foreign language to become a prominent tool to learn, mainly study sources of Islamic teaching; and (3) develop an understanding about the connection between language and culture as well as widen the horizon on culture. In other words, students are expected to have cross-cultural insights, and involve themselves in culture diversity. The statements from Permenag above shows that Arabic language thought at school is Arabic language which serves as a mean of communication, both spoken and written. In fact, we rarely find some graduates of madrasah, such as Ibtida'iyah, Tsanawiyah, and Aliyah who are proficient in communicating in Arabic, except for those who have studied in boarding school. Darunnajah boarding school is one of institution which has enabled its graduates to communicate in Arabic both spoken and written.

In teaching and learning Arabic, teachers and students usually use their own methods and strategies in order to make the teaching and learning run effectively in accordance to the expected objectives.

II. METHODS

Methods of teaching Arabic are various. The success of teachers depends on their competence in selecting and using methods that suit the condition and situation of the students in their effort to transfer the lesson (*maadah*) to the students's mind in the best possible way. Hence, the teacher having abundant material inventory (*ghazarat al-maadah*), yet he does

not have a good method suitable with the students' condition will not be successful in his teaching. The teacher's mastery of the material will be useless because benchmark of teaching in teaching and learning activity is on what teachers are capable of doing and not on what they know. The success of teachers in teaching is to what extent they are able to make students know, and understand the material given to them.¹

That principle does not mean the teacher's mastery of the material has less value compared to the methods used, because the method is only a tool to deliver the material. Methods are tools and ways to serve the material so that it can be delivered effectively and efficiently. The use of good method without mastery of the material (poor in material) will disturb teaching and learning progress. Therefore, the mastery of abundant material (*ghazarat al-maadah*) and the use of good and suitable method in accordance to the students' situation are two important aspects in determining teacher's success in teaching.

Methods have been a determinant factor and a focus of attention for some experts in teaching languages because method determines the success and failure of teaching and learning process. Methods are also important as it influence how teaching and learning process are conducted and how curriculum is developed.²In this case, Mulyanto Sumardi defines methods as "comprehensive steps related to the process of material delivery which are interesting in the form which are not disconnected based on predetermined objective".³Meanwhile, Agus Mirwan in his book *Teori Mengajar* defines methods as "steps which are organized and planned to give students freedom in teaching activities".⁴

In general, strategies are course outlines to act in an effort to achieve predetermined goal. In relation to teaching and learning, strategies can mean general patterns of teachers' activities and students in

¹Muhamad Abdul Qodir Ahmad, *Thuruqu Ta'limi al-Lughah al-'Arabiyyah*, (Mesir: Maktabah al-Nahdhah al-Mishriyah, 1979), cet. Ke-1, hlm. 6

² Mulyanto Sumardi, *Pengajaran Bahasa Asing, Sebuah Tinjauan dari Empat Metodologi*, (Jakarta: Bulan Bintang, 1974), hlm. 7

³ *Ibid.*, hlm 12

⁴ Agus Mirwan, *Teori Mengajar*, (Yogyakarta: Sumbangsih Offset, 1989), hlm. 5

teaching and learning activities to achieve the goal which has been decided.⁵

In addition, Kemp states that teaching and learning strategies which have to be done by teachers and students so that the objective can be achieved effectively. Similar to Kemp, Dick and Carey as quoted by Sanjaya said that teaching and learning strategies is a set of material and procedures which are used together to create a certain learning outcome.⁶

To implement strategies, methods are necessary, in other words, methods are used to realize strategies which are already decided. In one strategy, one can use more than one methods. Therefore, strategy is different from method. Strategy is a plan of operation achieving something, meanwhile method is a way of achieving something.

Several considerations are necessary to implement learning strategies, (1) some considerations which are related to the objective intended to be achieved, (2) some considerations which are related to teaching and learning materials, (3) considerations from students' point of view, and (4) other considerations.

In conclusion, teaching and learning strategies are series of activities involving teacher and students using certain methods to achieve predetermined objectives.

Types of Learning strategies

There are some learning strategies that can be used, Rowntree (1974) classifies them into strategies exposition, discovery, group and individual learning.

In exposition discovery learning, learning material is created ready to be used by the students, and they are expected to master that material. Roy Killen called this as direct instruction. Why is this strategy called as direct instruction? In this strategy, learning material is presented to students without expectation on the part of the students to process it. The students are obliged to master it comprehensively. Hence, in expository strategy teacher's role is to give information. In discovery learning strategy, however, students are required to search and discover learning materials themselves by doing several activities. As a result, teacher has more roles than that in the previous strategy, such as a facilitator, and an advisor for the students. Because of

its nature, this strategy is more often called indirect learning strategy.

Individual learning strategy is done by students independently. The learning speed, delay and success is determined by each individual student's ability. The learning material and the way of learning are tailored for independent learning. As an example for this strategy is learning through module, or learning language through audio tapes.

RESEARCH METHODOLOGY

This research applies qualitative approach with ethnography method. Ethnography is one of research strategies of qualitative approach that is the researcher gathers important data openly, especially to develop themes from the data.⁷

Ethnography is a research which focuses on meaning in sociology through closed field observation from socio cultural phenomena. This research believes in closure, personal experience, and possible participation, not only observation by trained researchers in the art of ethnography.⁸

Ethnography is a culture studying other cultures. Ethnography is a building of knowledge covering research techniques, theories of ethnography, and various descriptions of culture.⁹ To conclude, research method used in this research is qualitative research which is ethnographic. It means the data is collected as much as possible and presented in a report or exploration. This is in accordance with Miles and Huberman's statement that qualitative data is attractive. The data is a source of field which is rich in descriptions and explanations of the process happening in local contexts. Though qualitative data, people can show the sequence of events accordingly, and evaluate the relationship of local cause and effect, as well as explore suitable explanations. Moreover, qualitative data can guide suitable research discovery and integrate new theories. Qualitative data can also help researcher to conduct preliminary conception and build particular theoretical framework. Eventually, the findings obtained from qualitative data have quality which is undeniable and undisputable.¹⁰

Qualitative methodology is a procedure which creates descriptive data like utterances or

⁷ *Ibid* hlm.143

⁸ *Ibid*, hlm.144

⁹ James P.Spradley. *Metode Etnografi*. (Yogya:PT. Tiara Wacana,1997.hlm.12)

¹⁰ Miles, Mattheew B, dan A. Michael Huberman, *Qualitative Data Analysis:A Sourcebook of New Methods*(London:Sage Publication,1987)p, 15

⁵Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2013), h. 5.

⁶ Wina Sanjaya, op.cit hal 124

records of activities of ustadz and students in teaching and learning Arabic at Darunnajah Islamic boarding school which were observed. Finally, this observation shows some reliable findings.

To collect accurate and realistic data, the researcher has to go directly to the field under research and tries to collect as much data as possible based on the focus of the research. Consequently, to collect that data, Silverman states as follows: methods used by qualitative researcher can show a general conviction which can be resulted in the understanding of deep social phenomena. An deep understanding through qualitative data develop in the claims of researchers because they are really experience it, use the language, and understand its culture, or the forms of its social interactions.¹¹

To collect data using ethnography, John W. Cresswell states “Ethnographies, in which the researcher studies an intact cultural group in its natural setting during a prolonged period of time by collective, primarily, observational data. The research process is flexible and typically evolves contextually in response to the lived realities encountered in the field setting”. Therefore, the researcher has to directly go into the field of research to observe, listen attentively, ask questions, make some records, and think about what can be learned from the field observation.

III. RESULTS AND DISCUSSIONS

Based on the result of the interview conducted by the researcher to the teachers at Darunnajah Islamic boarding school Jakarta, one of which is ustadzah Lutifah, a coordinator of examination at Darunnajah Islamic boarding school Jakarta, the study shows that strategies and methods used in teaching and learning activities Arabic language at Darunnajah boarding school are among others:

a. Lecturing Method

Lecturing method is a method or ways of teaching by presenting material orally by the teacher to the students. Learning activities focus on the teacher as the main source of information. Consequently, to activate students’ learning activities, students are trained to pose questions, give responses, note important details, and develop observing ability, in this case ability to listen. In addition, in this method teachers can use teaching aids to clarify the presentation, but the main method

of teacher and students’ interaction is through speaking.

b. Discussing Method

Discussing method is a method or a way of presenting a lesson through exchanging opinions based on the existing knowledge and experiences students have in order to solve problems. Through discussion, it is expected every problem can be examined in more details and discussed together to gain in depth understanding towards the problems which are being discussed. Discussion method can be done in small and large group.

c. Direct Practice Method

This method is done by doing *amaliyatut tadris*, that is being a teacher for junior students.

d. Listening method

There are several techniques used by *ustadz* (Islamic teachers) to apply learning method of listening, among others:

- a. *Ta’lim Muta’awin*(learning to help each other) in this method. Students help each other to do group assignment.
- b. *Talkhis Magza*(giving conclusion about a story). Teacher tells a story to the students, then students are instructed to give a conclusion about the story they listen.
- c. *Istima’ al-Aghani*(listening to songs in Arabic language)
- d. Speaking learning method (*kalam*)
- e. *Khibrat Mutsiroh*, that is students tell their experiences using Arabic language
- f. *Ta’bir Syafawi*, that is students are asked to create stories based on particular themes.
- g. *Takallum*, that is students are assigned to retell the title of lesson muthola’ah which has been learned.
- h. *Takallum ‘an Shuroh*, that is students are assigned to retell a picture presented by the teacher
- i. Play in Arabic language (al-Tamstiliah al-Masrohiyah), students are assigned to play roles or act out in a play which uses Arabic language.
- j. *Thoriqoh*, practice done in *Amaliyatut Tadris*, that is students are assigned to be a teacher for his/her junior students in teaching and learning class or what we know as micro teaching..

Sementara itu menurut ust Nurhamid, According to Nurhamid, M.A. approach used in teaching and learning Arabic in Darunnajah Islamic boarding school Jakarta as follows:

a. Contextual Approach

Recently, contextual teaching and learning is based on the idea that children will learn better if they learn in natural environment. Learning will be meaningful if children experience what they learn,

¹¹Silverman, David, *Doing Qualitative Research: A Practical Handbook*(New Delhi: Sage Publication,2000),p.89.

not merely know what they learn. Teaching and learning which is oriented to material mastery has succeeded to enable students to achieve competence in remembering the material in a short term, but it will not equip the students to solve the problems in life. In his book, Trianto (2008:10) states that Contextual Teaching and Learning (CTL) is a learning concept which helps teachers to connect materials taught with real world situation that students face. It also encourages students to make connection between the existing knowledge with its application in their life as a member of family and society. With that concept, the expected learning outcomes will be more meaningful for the students. Teaching and learning process is conducted naturally in which students do some activities, and have experiences instead of the process of transferring knowledge from teachers to students. Learning strategies are more emphasized than the result of learning. Blanchard (2001) states that Contextual Teaching and Learning (CTL) is a concept which helps teachers to link the content of material with the real world situation and motivates the students to make connection between knowledge and its application in their life as a family member, a citizen, and an employee. In other words, CTL is teaching and learning process which reflects the real experience.

b. Conceptual Approach

Conceptual approach is an approach which directs students to master the concept correctly so that misunderstanding can be avoided. Concept is classifications which have similar characteristics. It is a mental structure which can be obtained through observation and experience.

c. Deductive and Inductive Approach

Deductive approach is an approach using interesting logic to draw one or more conclusions based on the given set of premises. In a complex deductive system, a research can draw more than one conclusion. Deductive method is commonly described as making conclusions from general to specific.

Deductive approach is reasoning process which begins from general condition to specific one. As a teaching approach, it starts from presenting general rules, and principles and followed by specific examples or the application of the rules, general principles in specific conditions.

Inductive approach emphasizes on observations then draw conclusion based on the observations. This method is commonly called as an approach of drawing conclusion from specific to general. Inductive approach is a reasoning process which starts from specific condition to general condition. This approach is an alternative approach besides

deductive approach in teaching and learning. Some examples of inductive approach are inquiry learning, problem-based learning, project-based learning, case-based learning, and discovery learning. Teaching and learning process using inductive approach is started from doing observations to specific things and interpreting it, analyzing cases, or giving contextual problems, students are guided to understand concepts, rules, and procedures based on students' own observation.

Teaching and learning approach is used to assist teachers in giving learning service and make students easier to understand learning material given by teachers, by maintaining fun learning atmosphere.

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