



Arabic Language Learning Assistance Using Direct Methods at MTs Al-Barokah Jaharun B Galang

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Abstract

This study uses a descriptive qualitative approach with the ABCD (Asset Based Community Development) model to explore the potential problems in improving MT students' Arabic speaking skills in Jaharun B Village. Conducted on March 25-28, 2024, at MTs Al Barokah, this study involved observation, interviews, and documentation. The main focus is on the stages of learning Arabic (*Maharatul Kalam*) for grade 8 students with direct teaching methods (*Thariqah Mubasyarah*). The study results showed that this mentoring positively improved students' speaking skills, both in terms of fluency, pronunciation, and confidence in using Arabic. The direct method has proven effective in making learning more lively, interactive, and relevant to students' daily communication needs. Learning becomes more comprehensive and sustainable by involving community assets, such as support from parents and teachers.

Keywords: Direct Teaching Method, Speaking Ability, Arabic Language

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Introduction

The Arabic language has a particular position in the lives of Muslims, not only as the language of the Quran but also as a means of communication and a rich cultural heritage. Since long before the Quran was revealed, Arabic has been the primary language used by Arabs daily. The Quran, as a manifestation of the beauty and strength of the Arabic language, shows that Arab society at that time greatly appreciated the beauty of language and sensitivity to the aesthetic values of language. However, even though Arabic has a particular position as the language of the Quran and the primary language in Islam, it is often considered "sacred" and limited to being a religious language. This has resulted in the outcomes of Arabic language learning in Islamic schools often being lower compared to other languages, such as English.

Although understanding Arabic in daily life has been recognized, challenges still exist in learning Arabic. Internal and external factors, both from students and the foreign language itself, affect the learning outcomes of Arabic. Therefore, this study aims to investigate direct teaching methods to improve the quality of Arabic language learning in daily life.

Arabic language learning in Indonesia is recognized as one of the core subjects in madrasahs and Islamic higher education institutions. Arabic language skills include four interrelated important components: *Maharatu al Istimah* (listening skills), *Maharatu al-Kalam* (speaking skills), *Maharatu al Kitabah* (writing skills), and *Maharatu al Qira'ah* (reading skills). Among these four components, *Maharatu al-Kalam* is the most important because it requires someone to express something spontaneously, necessitating adequate vocabulary mastery and habituation.¹

Arabic language learning at MTs Al Barokah faces several significant problems, mainly related to the lack of pedagogical competence among most teachers. Many do not have a background in education or teaching science, making it challenging to design effective, innovative, and student-competent learning strategies. This results in a learning design that includes Material Design, Competency Design, Method Design, and Evaluation Design² being less than optimal in achieving the desired learning objectives.³ In addition, students face difficulties in understanding the material due to diverse educational backgrounds and differences in levels of understanding, which further deteriorates the quality of Arabic language learning.

The Arabic language teaching method at MTs Al-Barokah has adopted various approaches. However, the methods often used, such as lecture and memorization, are less effective in developing students' communicative skills, especially speaking (*Maharatul Kalam*). The methods of teaching Arabic at MTs Al Barokah have adopted various approaches so far. However, the methods often used, such as lecture and memorization, are less effective in developing students' communicative skills, especially in speaking (*Maharatul Kalam*). Although direct teaching methods (*Thariqah Mubasyarah*) have been tried, there is still a stigma that Arabic is a complicated and dull subject⁴. This method has not provided maximum results in arousing students' interest in learning because it is not very relevant to students' daily lives, so they find it challenging to apply Arabic in practical contexts.

¹ Lina Marlina, "Signifikansi Metode Langsung Dalam Pengajaran Maharat Al-Kalam" (El-Ibtikar, 2015).

² Wina Sanjaya, "Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan," 2014, <https://api.semanticscholar.org/CorpusID:125274905>.

³ B Suryosubroto, "Proses Belajar Mengajar Di Sekolah," 2002, <https://api.semanticscholar.org/CorpusID:193696250>.

⁴ Lina Marlina, "Efektifitas Metode Langsung Dalam Pengajaran Keterampilan Berbicara Bahasa Arab," *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam* 13, no. 02 (2016): 211–26.

Due to the lack of innovation in learning methods and strategy designs that do not entirely follow student needs, Arabic language learning achievement at MTs Al-Barokah is still low, especially in speaking ability (*Maharatul Kalam*). Students find it challenging to use Arabic actively in various communication situations, which indicates a gap between the theory taught and the practice required. This shows that the existing teaching methods have not been fully able to develop basic Arabic language skills that include listening, speaking, reading, and writing.⁵

To overcome this problem, the Arabic language learning assistance program with the ABCD (Asset Based Community Development) approach is seen as a relevant solution. This approach utilizes and develops existing assets in the school and surrounding communities, including human resource potential, skills, and local knowledge.⁶ Through this approach, teachers, students, and communities can actively collaborate to design learning strategies that are more effective and relevant to students' needs. This program improves students' Arabic language skills and builds their motivation and confidence in using Arabic in everyday life.

One of the methods in previous literature studies that is often studied is the direct method (*Thariqah Mubasyarah*), which emphasizes the intensive use of the target language in the learning process. The study conducted by Sya'bani shows that this method effectively improves students' speaking skills (*Maharatul Kalam*) because it allows students to practice the language directly in various real communication contexts.⁷

In addition, research by Raya published in the Institutional Repository of UIN Syarif Hidayatullah Jakarta shows that the direct method can increase students' confidence in using Arabic because of the active interaction and focus on the practical use of the language. However, the study also highlights that the success of this method is highly dependent on the teacher's competence in managing the class and facilitating conversations relevant to students' daily lives.⁸

Compared with other methods, research conducted by Uswatun Hasanah confirms that memorization and lecture methods used so far tend to be less effective in developing students' speaking skills. In their study, the direct method proved superior in encouraging student engagement and improving the quality of their pronunciation.⁹

Community service journals such as those published by As'arie, Muhammad, Aldiansyah, and Farid. *Gervasi: Jurnal Pengabdian Kepada Masyarakat* highlights the importance of intervention through community-based learning assistance with the ABCD (Asset Based Community Development) approach. This approach is considered relevant in Arabic language learning, especially in identifying and developing potential in the student's environment and activating the involvement of parents and the community in the learning process.¹⁰

⁵ Suharia Sarif, "Pengembangan Diri Dalam Meningkatkan Kemampuan Berbahasa Arab," *A Jamiy: Jurnal Bahasa Dan Sastra Arab* 6, no. 1 (2019): 72–93.

⁶ J P Kretzmann et al., *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (Center for Urban Affairs and Policy Research, Northwestern University, 1993), <https://books.google.co.id/books?id=TGFPAAMAAMAJ>.

⁷ Muhammad Zaky Sya'bani, "Efektivitas Metode Langsung Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," *An Naba* 4, no. 1 (2021): 38–45.

⁸ Ahamd Thib Raya, "Implementasi Metode Langsung Dalam Pembelajaran Bahasa Arab: Studi Kasus Di Kelas Unggulan MAN 2 Kota Bima NTB" (Sekolah Pascasarjana UIN Jakarta, n.d.).

⁹ Siti Uswatun Hasanah, "Studi Komparasi Penerapan Metode Active Learning Model Reading Aloud Dan Metode Konvensional Model Ceramah Dalam Pembelajaran Bahasa Arab Dan Pengaruhnya Terhadap Respon Siswa Kelas V Mi Ma'arif 01 Pahonjean Majenang," *Jurnal Tamadhu* 3, no. 1 (2019): 804–22.

¹⁰ Muhammad Rusmadan As' arie, Aldiansyah Hafidh Akbar, and Farid al-Bathothy, "Pembelajaran Percakapan Bahasa Arab Di Tpq Nurul Jadid Pacet," *Gervasi: Jurnal Pengabdian Kepada Masyarakat* 6, no. 2 (2022): 398–409.

In this study, the direct method will be applied as the primary approach to teaching Arabic, focusing on the stages of learning Arabic. This method is expected to improve students' understanding and mastery of Arabic in the context of everyday life, as well as provide a positive contribution to Arabic learning in Islamic schools.

The direct method emphasizes active student learning through exercises focusing on a deep and complete understanding of the material. Students are encouraged to actively participate in each learning session by mentioning objects the teacher uses as learning objects. This approach aims to accelerate student understanding of the material being taught.¹¹

Therefore, the socialization and practice of Arabic language learning using direct methods in the MTs Al Barokah environment in class VIII of Jaharun B Village, Galang District, Deli Serdang Regency, is essential to build students' enthusiasm for learning Arabic from an early age.

Thus, the main objective of this study is to explore the effectiveness of the direct method (*Thariqah Al-mubasyirah*) in teaching Arabic in the context of daily life and to provide new contributions to the development of Arabic language education.

Speaking skills (*Maharatul Kalam*) in Arabic are not just the ability to pronounce words but are a continuation and refinement of listening skills (*Maharatul Istima'*). Both are like two sides of a coin that cannot be separated. Good listening skills are the foundation for fluent and effective speaking.¹²

For those accustomed to processing information through good hearing, their chances of speaking fluently and in a structured manner are wide open. On the other hand, those with difficulty hearing will face obstacles in expressing themselves verbally.

Therefore, Arabic language teachers can take advantage of this reciprocal relationship by integrating speaking and listening learning. Students' understanding of the topic obtained through listening can be a solid foundation for developing their speaking skills.¹³ Speaking learning can be done simultaneously with accompanying listening skills that students already have. This strategy allows students to actively practice what they have heard, thus strengthening their understanding and communication skills.¹⁴

Result and Discussion

This study aims to assist the Arabic language learning process at MTs Al-Barokah using the direct method (*Thariqah Mubasyirah*) and the Asset Based Community Development (ABCD) approach. This mentoring program is carried out to improve students' speaking skills (*Maharatul Kalam*), especially grade 8 students.

In this program, we identify several essential steps related to the ABCD stages applied in the mentoring process, namely:

First Stage: Define. The focus of the mentoring is set on improving students' Arabic speaking skills through direct methods. This program emphasizes the active use of Arabic in everyday communication so that students can practice their speaking skills more effectively and relevantly.

¹¹ Alvin Qudrotulloh, "Direct Method: Pembelajaran Bahasa Arab Dengan Menggunakan Metode Langsung," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2021): 119–31.

¹² Lady Farah Aziza and Ariadi Muliansyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 56–71.

¹³ Ade Nandang S Hary Priatna Sanusi, "ARAB LANGUAGE LEARNING MANAGEMENT IN PESANTREN," *Al-Iltizam: Jurnal Pendidikan Agama Islam* 4, no. 1 (2019): 164–80.

¹⁴ Muhsin Muis, "Bahasa Arab Di Era Digital: Eksistensi Dan Implikasi Terhadap Penguatan Ekonomi Keumatan," *Al-Fathim: Jurnal Bahasa Dan Sastra Arab* 3, no. 01 (2020): 60–70.

Second Stage: Discovery. Based on the observations, it was found that Arabic language learning at MTs Al-Barokah faces several obstacles, such as minimal active interaction between teachers and students, the dominance of lecture-based and memorization teaching methods, and low student motivation to learn Arabic. In addition, students' speaking skills are minimal, especially in pronunciation and use of Arabic in practical communication.

Third Stage: Dream. This mentoring program aims to Improve students' speaking ability in Arabic through direct practice. Furthermore, it builds students' interest and motivation to be more enthusiastic in learning Arabic. It also creates an interactive and effective learning environment to make the learning method more relevant to students' daily lives.

Fourth Stage: Design. The mentoring program is designed by considering several main components, such as using direct methods in interactive conversation exercises, teaching materials through the book '*Arabiyah Baina Yadaik*,' and class arrangements in small groups to facilitate discussions and role plays. This program is also equipped with regular evaluations to measure the development of students' speaking skills and supporting activities outside the classroom.

Fifth Stage: Destiny. The mentoring program is implemented through several concrete steps, such as Program orientation to ensure support from students, teachers, and the madrasah. Then, the application of conversation-based learning, where students practice vocabulary, have pair conversations, and listen and repeat dialogues in Arabic. Then, consistently use Arabic during class to improve students' communication habits—furthermore, listening and role-play exercises, where students play roles in everyday situations relevant to real life. Weekly assessments and feedback are given orally to improve students' pronunciation and grammar and increase their fluency.

Community involvement and elements include involving parents and the community in Arabic-based learning activities outside the classroom, such as family discussions in Arabic or weekly events involving hands-on practice.



Picture 1: Out-of-class Learning Atmosphere Using Direct Methods

The study results showed that this mentoring positively improved students' speaking skills, both in terms of fluency, pronunciation, and confidence in using Arabic. The direct method has proven effective in making learning more lively, interactive, and relevant to students' daily communication needs. Learning becomes more comprehensive and sustainable by involving community assets, such as support from parents and teachers.

Conclusion

Based on the study and discussion results, it can be concluded that ABCD-based mentoring with direct methods significantly improves the quality of Arabic language learning at MTs Al Barokah. This shows the importance of an interactive and collaborative approach in supporting a more effective learning process oriented towards actual practice.

Further research is recommended to test the effectiveness of direct methods in improving Arabic speaking skills at different grade levels. Teachers need to receive adequate training on using direct methods in Arabic language learning to make their implementation more optimal. Arabic language learning materials need to be developed to be more contextual and relevant to students' daily lives so that they can increase their involvement and understanding. A conducive and supportive learning environment needs to be created to increase students' motivation to learn Arabic, such as providing adequate facilities and an atmosphere supporting active language practice.

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