

IMPLEMENTATION OF THE MUBASYAROH METHOD FOR THE ARABIC LANGUAGE CLASS PROGRAM IN INCREASING VOCABULARY AT THE ELEMENTARY SCHOOL OF THE FUTURE ISLAMIC SCHOOL PEKANBARU

Amida Fazuhrah

Hakmi Wahyudi

Pascasarjana Universitas Sultan Syarif Kasim

amidafazuhrah26@gmail.com

midarelhakim1983@uin-suska.ac.id

Abstract

The Mubasyarah method is an alternative to improve students' mastery or memorization of Arabic vocabulary. The deliberation method is also applied at the elementary school of the future Islamic School Pekanbaru in the Arabic class program every Tuesday morning. This study aims to determine the implementation of the deliberation method in Arabic language class programs for increasing vocabulary. The method used by researchers is a descriptive analysis method with a qualitative approach. The data collection techniques used are observation, interviews, and documentation. The results of the interviews show that the purpose of using the deliberation method in the language class program at the elementary school of the future Islamic school Pekanbaru is so that students can master and be motivated again to know simple Arabic vocabulary. In practice, the teacher prepares vocabulary related to the material, then reads the text followed by students repeatedly, and the teacher justifies that the students' pronunciation is still wrong. Evaluation of the Arabic class program with the Mubasyarah Method is carried out by giving individual students an assessment in the form of an oral test. Constraints in the Arabic language class program with the deliberation method that students feel are that they have difficulty memorizing the many, long, and difficult words. Meanwhile, the constraints felt by the teacher were that she felt difficulty maintaining order, consistent enthusiasm, and different backgrounds and EQs among students. **Keywords:** Language Program, Deliberation Method, Vocabulary.

INTRODUCTION

Language is the main tool used by teachers and students to communicate in learning activities. Language is a basic need and is very important for humans because it is a medium for conveying ideas and thoughts both in spoken and written form with the intention of being understood by others (Abdallah ٢٠٢١).

According to Zaenudin & Asror (٢٠١٩) Arabic is one of the world's languages that has privileges compared to other languages because, in addition to being the language of communication, Arabic is also known as the language of the Qur'an and a language that has high literary value. Now Arabic has an equal position with other international languages.

Basically, learning Arabic is focused on acquiring and mastering the four maharachs. Both in terms of reading (qiraah), writing (kitabah), listening (istima'), and speaking (kalam). However, to obtain these four maharachs, a teacher is able to choose the methods, strategies, and learning models used so that students can understand what is being taught (Subairi ٢٠٢٣) Learning Arabic is also considered difficult and boring for some students. So with that, there is one thing that is really needed to learn Arabic, namely a learning method that can make students interested and material conveyed through the media that can easily reach students (Edby ٢٠٠٦).

According to Yusuf in Fazuhra & Muhammad Samin, (٢٠٢٢) Learning and methods are two components that cannot be separated because both are components that can optimize the effectiveness of learning a language. Likewise, a teacher is required to be creative. In this case, it is creative to design activities or methods of learning Arabic so that they are not boring and can make students interested in learning in order to achieve the goals of learning Arabic maximally and efficiently. With the learning method, it really depends on how the teacher does it so that teaching

and learning can take place effectively. And the method is also a technique or way of presenting subject matter that will be used by the teacher when presenting subject matter, both individually and in groups, in order to achieve the learning objectives that have been designed from the start by the teacher (Masaji, ٢٠٢١ & Salsabilla, ٢٠٢٠).

Arabic learning methods are very diverse, such as the Qawaid Wa Tarjamh Method, the Qira'ah Method, the Communicative Method, the Deliberation Method, the Quantum Method, the Sam'iyah Syafahiyah Method, and others. Of the many methods used by teachers and those that are developing. There is one of them, the mubasyaroh method, which is the direct method, or al-thariqah al-Mubasyarah. According to William Francis Mackey, communication is the ability to communicate quickly through planned questions and answers in various interaction patterns. The main goal is to master a foreign language orally so that students can communicate in that language. So, from the beginning of learning, students are trained to think in a foreign language

If the method used in learning Arabic is very good and makes students interested in the vocabulary or material presented, all of this can improve students' memory and also increase their memorization of the given vocabulary.

According to Zahratun fajriah (٢٠١٥) Speaking is also inseparable from vocabulary. Vocabulary is one of the most important language elements that must be possessed by someone learning a foreign language, including Arabic (Nurrohman ٢٠١٧). Because when someone learns Arabic, the initial step that is learned is vocabulary, because it is impossible for someone to master Arabic without learning Arabic vocabulary.

According to Susanto (٢٠١٢) in Ferianti & Hamzah, (٢٠١٨), An educator will always hope that what is conveyed in the learning process can be conveyed and understood by students properly. Of course, this will be a difficult problem because each student has a different background. So, a teacher must also know every characteristic of his students. Moreover, elementary school age is the final childhood period, which lasts from the age of ٦ to about ١٢ years. In accordance with the characteristics of elementary school children who like to play, have a great curiosity, and are also easily influenced by their environment. Therefore, learning in elementary schools should strive to create a conducive and pleasant atmosphere. Based on observations made by researchers at the elementary school of the Future Islamic School Pekanbaru, the elementary school of the Future Islamic School Pekanbaru has an Arabic class program every Tuesday morning in which one of the ustadzah will appear in front of the stage where the ustadzah will prepare ١٠ Arabic mufradats every week and convey them to students with the mubasyaroh method by singing the mufradat carefully.

This Arabic class program aims to make Elementary School students at Future Islamic School Pekanbaru have knowledge and skills in Arabic, which is expected to become a basic requirement for them to know simple Arabic vocabulary.

By looking at the facts, the researcher is interested in knowing the implementation of the deliberation method in the Arabic language class program for increasing vocabulary at the elementary school of Future Islamic School Pekanbaru so that students can easily accept and memorize Arabic vocabulary and feel happy and interested in learning Arabic.

The main questions in this study are: (١) How is the implementation of the Mubasyaroh Method for the Arabic Language Class Program increasing vocabulary at the elementary school of Future Islamic School Pekanbaru? (٢) What are the results of language learning after the Deliberation Method is applied.

METHOD

The type of research used in this study is qualitative research based on its quality, meaning that the selection aims to explain the research results found by the author in the field. And qualitative research aims to test, in general, against one background, circumstances, people, events, and things related to variables (Nurrohman ٢٠١٧; Samin, Yunita, and Akzam ٢٠٢١).

The research design used is qualitative research, which provides systematic and accurate information on actual facts and characteristics of certain populations through case studies in the Arabic Language Class Program at the Elementary School of the Future Islamic School and through interview research methods with ustadzah who teach Arabic lessons. This research was conducted at the elementary school of the Future Islamic School, located at Jln. Tuanku Tambusai Jl. Nangka No. Ujung, Labuh Baru Baru, Payung Sekaki District, Pekanbaru City, Riau ٢٨٢٩٢. This research was conducted for two months, from May to June ٢٠٢٣.

Data collection techniques in this study, namely observation, interviews and documentation.

١. Observations

Observations made aim to gather data about the use of the mubasyaroah method in the Arabic language class program every Wednesday morning.

٢. Interview

The interview used by the researcher aims to collect data as a complement to the interview. Here the researcher conducted an interview with Ustadzah Nanda as an Arabic teacher to gather data and information about the use of the deliberation method in the language class program. To obtain valid data, the researcher interviewed ٥ students who had attended the Arabic language class program.

٣. Documentation

Documentation by researchers is by viewing and analyzing documents that can complement research data. These documents are in the form of writing or pictures such as teacher evaluation notes, as well as documentation using recording devices to view learning activities.

In conducting data analysis, researchers can collect field notes in the form of observations, interviews, or documentation obtained from field results, then conclude them, and analyze the problems that have been determined. Then the researcher presented it descriptively in accordance with the issues discussed.

Data analysis used by researchers is an interactive analysis model from Miles and Huberman. According to Machmud's ٢٠١٦ book, the interactive analysis model has ٤ techniques, namely data collection, data reduction or data simplification, data presentation and data retrieval (Silva ٢٠٢١; Mutmainah and Marlina ٢٠٢٠). The following is the analysis used by researchers in the study:

١. Data Collection

Data obtained from interviews, observation and documentation are recorded in field notes which consist of two parts, namely descriptive and reflection. Descriptive notes are natural records such as heard, seen, etc. Reflection notes are notes that contain the impressions, comments, opinions, and interpretations of researchers about the findings found.

٢. Data reduction

In the data reduction process, the researcher simplified and transformed the recorded and recorded data during the research at Elementary Schoole of Future Islamic School Pekanbaru.

٣. Presentation of data

Presentation of data that is often used for qualitative data is in the form of narrative text. The goal is to analyze data that has accumulated in large quantities, so tables are needed so that researchers can easily read the data, both interview observation data and documentation.

٤. Conclusion/Verification

After presenting the data, the next step is drawing conclusions or verifying this based on data reduction which is the answer to the problems raised in the research. After the data has been collected and arranged neatly, the researcher then reads and analyzes the data so that the researcher can conclude and re-describe it as a result of the analysis.

RESEARCH RESULTS AND DISCUSSION

A. Research Results

Based on the results of observations made by researchers on Elementary School of Future Islamic School students, it can be seen that the Arabic class program uses the deliberation method starting with preliminary activities, core activities and closing activities. The method taught is guided by the procedure for memorizing vocabulary through the deliberation method.

However, in practice the teacher still uses Indonesian and does not use tools and media that can support this method. The results of the interviews were conducted to determine the objectives of the Arabic language class program using the mubasyarah method. Interviews were conducted with teachers and students, while 1 question was asked for each of the students while 1 more questions were for the teacher. After getting the research results from some of the activities above, the researcher also used a documentation study to find out student learning outcomes in Arabic class program using the deliberation method.

B. Discussion

According to Choiriyah (2013) in Yunita et al., (2020) a teaching program is a teaching plan as a guide for teachers or instructors in carrying out teaching. In the context of the Arabic language teaching program at elementary school of future islamic school Pekanbaru there is an Arabic class program every Tuesday morning which aims to enable students to master and be motivated in memorizing simple Arabic vocabulary/mufradat.

The Mubasyarah method (Thoriqoh Mubasyarah) is one of the methods used to present foreign language (Arabic) subject matter by means of the teacher directly using that language. This method is very important for students in learning Arabic because it will practice their proficiency in maharoh kalam or speaking Arabic (Masaji 2021; Drochini 2020).

Ustadz Robika in Drochini (2020) argues that the direct method in learning Arabic, especially in speaking skills, is a natural method that has been used since the beginning. The deliberation method has also been proven to be efficient by using the aspects of sam'iyat (hearing), qouliyyat (speech) and nadhariyyat (vision). This simple deliberation method is applied using 3 command words, namely undzhur, wasma', wa'qul (see, listen, then say).

١. Objectives of the Arabic Class Program using the Deliberation Method

Based on the results of interviews with teachers, it can be seen that the Arabic class program with the deliberation method has the following objectives:

- a) So that students can master simple Arabic vocabulary

Through the Arabic class program every Tuesday morning, students are expected to be more skilled in Arabic, because basically the purpose of the Arabic class program at elementary school of future islamic school pekanbaru is to train students to be able to memorize simple vocabulary fluently and be able to understand what is said by the interlocutor or the teacher who appears and so that elementary School of Future Islamic School Pekanbaru students also have Arabic knowledge and skills which are expected to become the basic provision for them to know simple Arabic vocabulary.

Thus, students are required to have the ability to listen to speech well, understand every expression heard, be fluent in pronouncing words correctly.

- b) So that students are more motivated in mastering Arabic vocabulary / mufradat.

Motivation is a condition within the individual that encourages the individual to carry out certain activities whether consciously or not to achieve certain goals. Motivation to learn has a big role in the success of a student in learning Arabic. Learning outcomes will be optimal if there is motivation to learn. The more precise the motivation given, the better the learning outcomes (Andriani and Rasto ٢٠١٩; Nurhasanah and Sobandi ٢٠١٦).

As for the results of the interviews, information can be obtained that the targets to be achieved by the teacher are as follows: ١) Students are more able to master simple Arabic vocabulary/mufrodāt. ٢) Students are even more motivated to memorize simple Arabic vocabulary / mufradāt. ٣) Students are able to pronounce Arabic fluently.

٢. The process of the Arabic language class program uses the deliberation method

Learning is an activity that must be planned and designed in such a way as to follow certain steps and procedures, so that in its implementation the expected results can be achieved. In the implementation of learning must include three things, namely opening, forming core competencies and closing. In order to achieve the implementation of learning as expected, the teacher must conceptualize the learning process in such a way, starting from opening to closing.

a) Preliminary activities

In the preliminary activity, at ٠٧,١٥ WIB the announcement or school bell rang. Then the students of elementary school of future islamic school pekPekanbaru from grades ١-٦ gathered in the hall and sat down in an orderly manner according to class, then the Arabic teacher came and opened the material by greeting then the teacher repeated the material (vocabulary) that had been presented at the previous meeting by asking several questions about vocabulary to students using Arabic. After repeating the previous material, the teacher does apperception by associating the previous vocabulary with the vocabulary to be learned.

b) Core Activities

While the core activity, the Arabic teacher conveys the steps of learning to speak systematically. Learning begins with the teacher giving some simple vocabulary or mufrodāt with the deliberation method repeated several times by the teacher's pronunciation, then students are asked to follow, repeat and memorize the vocabulary again carefully, after carefully repeated several times, the teacher will show several students randomly to repeat and memorize the vocabulary in front of their friends.

c) Closing activities

After the students and teacher repeat the vocabulary several times, the teacher also continues to correct and correct student errors in each utterance or pronunciation of the vocabulary. then the teacher appreciates students who dare to appear to demonstrate the results of memorizing vocabulary by giving additional points and support. This aims to arouse students' motivation and interest in speaking Arabic and eliminate their self-doubt.

٣. Evaluation of the Arabic Language Class Program Using the Deliberation Method

In evaluation activities, the first step that must be considered is the purpose of the evaluation. Determining the purpose of the evaluation depends on the type of evaluation to be used. According to Arifin in Mutmainah & Marlina (٢٠٢٠) Aims to determine the effectiveness and efficiency of the learning system, whether it concerns objectives, materials, media, learning resources, environment or the assessment system itself.

Based on the results of the researcher's interviews with the teacher and several students, it was found that the evaluation that could be carried out was in oral form. The teacher's resource person said that the oral test, in a way before restarting giving vocabulary in the new week, students were asked to repeat the vocabulary given from the previous week. From the results of student

evaluations, it can be seen that there is an increase or vice versa in students' memorization and understanding after using the deliberation method in the Arabic class program.

٤. Obstacles in the Arabic Language Class Program using the Deliberation Method

According to Mutmainah (٢٠٢٠) dan Proborini (٢٠٢١) 'Obstacles are obstacles with circumstances that limit, hinder or prevent goal achievement. Constraints will always exist in every form of human activity. And for every obstacle there will be a way out.

Based on the interviews conducted by researchers, it's just undeniable that in general Arabic students and teachers feel there are some obstacles in the Arabic class program. Each of these obstacles has its own way out. The results of the study indicate that the obstacles encountered in using the deliberation method in the Arabic language class program are as follows:

a) Constraints experienced by students

From the results of interviews, students revealed that the perceived obstacles included the following: ١) Students have difficulty memorizing too many vocabulary words ٢) The vocabulary given is quite difficult and difficult ٣) Sometimes you feel bored because the vocabulary is too long ٤) Students have difficulty understanding and pronouncing vocabulary/ mufradat in Arabic

Students claim to like the Arabic class program with the use of this deliberation method, but sometimes they feel less confident when they have to re-memorize the Arabic vocabulary/mufradat in front of the stage (his friends). In addition, the internal factor that is most often felt is the student's bad mood. As for the results of teacher interviews, the teacher revealed that the obstacles he felt were as follows: ١) The teacher has difficulty in maintaining student order when sitting ٢) Teachers have difficulty in maintaining student enthusiasm consistently ٣) Sometimes students are less active in Arabic class programs, because they are not creative and fun.

b) Constraints experienced by Arabic subject teachers

Based on the results of interviews with Arabic teachers, the results obtained were that the teacher found it difficult to deliver the material due to the different backgrounds and EQ of the students, many students lacked focus and had difficulty in pronouncing, memorizing the vocabulary given. This causes the ability of students to understand the material is different. The dissimilarity of students to vocabulary causes the teacher to be confused about continuing the next vocabulary. However, these obstacles can be overcome by approaching students in each class. One of the approaches taken by the teacher is to test the student by memorizing the vocabulary when they are in their respective classes.

CONCLUSION

The implementation of the deliberation method for the Arabic class program aims to make students able to master simple Arabic vocabulary, so that students are able to be more skilled in Arabic and the use of this method can make students more motivated to speak Arabic, so that students are more courageous to memorize simple Arabic vocabulary and appear to speak in front of their friends. The process of the Arabic class program using the mubasyarah method, the teacher gives some simple vocabulary or mufrodats with the mubasyarah method is repeated several times by the teacher's pronunciation, then students are asked to follow, repeat and memorize the vocabulary carefully again, after several careful repetitions, the teacher will show some students randomly to repeat and memorize the vocabulary in front of their friends.

Evaluation of the Arabic class program using the deliberation method is carried out in a way that before starting to give back vocabulary in the new week, students are asked to repeat the vocabulary given from the previous week. From the results of student evaluations, it can be seen that there is an increase or vice versa in students' memorization and understanding after using the deliberation method in the Arabic class program.

Obstacles that students feel are that students have difficulty memorizing too much vocabulary, the vocabulary given is quite difficult and difficult, sometimes they feel bored because the vocabulary / mufradat is too long, students have difficulty understanding and pronouncing vocabulary / mufradat in Arabic. Meanwhile, the obstacles felt by the teacher were that the teacher had difficulties in keeping students in order when sitting, difficulties in maintaining student enthusiasm consistently, sometimes students were less active in Arabic class programs, because they were not creative and fun.

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