STRATEGIES FOR INTENSIVE ARABIC LEARNING *MAHARAT AL-KALAM* AT THE KENDARI STATE ISLAMIC INSTITUTE

STRATEGI PEMBELAJARAN BAHASA ARAB SECARA INTENSIF MAHARAT AL-KALAM DI INSTITUT AGAMA ISLAM NEGERI KENDARI

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui strategi pembelajaran bahasa Arab secara intensif pada mahārat al-kalām mahasiswa di Institut Agama Islam Negeri Kendari. Adapun metode penelitian yang digunakan dalam penelitian ini adalah metode kualitatif. Sumber data yang digunakan adalah sumber data primer dan sumber data sekunder. Teknik pengumpulan datanya menggunakan observasi, wawancara, dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa integrasi dalam model pembelajaran bahasa Arab intensif di FTIK IAIN Kendari menentukan efektifitas proses belajar mengajar bahasa Arab dengan strategi pembelajaran yang intensif, yang mana diantaranya adalah; membentuk *Team Teaching* Bahasa Arab dengan mensinergikan antara dosen dengan kosentrasi keilmuan Bahasa Arab, dan asisten dosen yang berasal dari mahasiswa berprestasi, penyusunan Rencana Pembelajaran Semester (RPS) yang mengacu kepada KKNI, penyusunan bahan ajar, implementasi metode pembelajaran insentif dengan memadukan metode *Student Centered Learning* (SCL), metode tutor sebaya dan metode *drill and practice* dengan beberapa latihan soal dan tugas terstruktur, dan penggunaan media pembelajaran ineraktif.

Kata Kunci: Strategi Pembelajaran, Intensif, Maharat al-Kalam

ABSTRACT

The purpose of this study was to find out the strategy of learning Arabic intensively in students of the Kendari State Islamic Institute. The research method used in this study is qualitative. The data sources used are primary data sources and secondary data sources. The data collection techniques are using observation, interviews, and documentation. The results of this study indicate that integration into the intensive Arabic language learning model at FTIK IAIN Kendari determines the effectiveness of the teaching and learning process of Arabic with intensive learning strategies, which include; forming an Arabic Language Teaching Team by synergizing between lecturers with concentrations in Arabic scholarship, and teaching assistants who come from outstanding students, preparation of Semester Learning Plans (RPS) that refers to the IQF, preparation of teaching materials, implementation of incentive learning methods by combining Student Centered Learning methods (SCL), the peer tutor method and the drill and practice method with several exercises and structured assignments, and the use of interactive learning media.

Keywords: *Learning Strategy, Intensive, Maharat al-Kalam*

INTRODUCTION

Arabic is a language that has an important role in Islam because Arabic is the language of communication-related to Islam (Andriani, 2015). Arabic is one of the foreign languages studied in Indonesia, not only in Islamic boarding schools but also in formal schools, both public and private (Hasna Qonita Khansa, 2016). Especially in madrasas, Arabic is a compulsory subject and is tested in the final exams of national-level madrasas.

The primary goal of learning Arabic is to acquire social communication skills, as learning Arabic essentially involves developing these skills using the Arabic language. Nevertheless, many students perceive learning Arabic as challenging, despite its inherent simplicity. Hence, it is essential to employ suitable learning strategies to alleviate these difficulties for students (Hasna Qonita Khansa, 2016).

In the realm of learning Arabic, "*mahārat al-kalām"* stands as a crucial skill that students must proficiently acquire, serving as one of the primary objectives in the pursuit of mastering a foreign language. As Fathi Ali Yunus points out through Vallet's observations over 22 years ago, one of the driving factors motivating students to learn foreign languages has been the desire to communicate effectively with native speakers of the language they are studying, with a strong emphasis on oral communication (Ali dan al-Rauf, 2003).

In accordance with Vallet's viewpoint, Mahmud Kamil al-Naqah emphasizes the critical nature of speaking proficiency within the framework of learning foreign languages. This urgency becomes evident when we focus on the oral facets of the language. Indeed, the ability to speak fluently is considered the central element of foreign language learning curricula. The majority of individuals engaged in foreign language learning regard achieving speaking proficiency as the primary goal of foreign language education programs (Mahmud Kamil Al-Naqah, 1985,).

Learning Arabic in educational institutions that have been implemented in various types of educational units from the elementary to tertiary levels, in its activities allows students to master the mahārāt component functionally and proportionally. This is because Arabic does not only function

as receptive but also as productive or expressive.

In addition, mastery of Arabic language skills is also an intellectual basis for every Arabic language teaching staff in developing teaching materials and methods of learning Arabic effectively and efficiently. One of the latest paradigms of learning Arabic can be pursued through the *tamhir* approach (Hasan Ja`far al-Khalifah, 2003, p. hlm. 72). This paradigm seems to be influenced by behaviorism which calls for the importance of language habituation through repetition and language exercises, and also by a communicative approach (*al-madkhal al-ittisāli*).

The views above reinforce that the learning aspect of speaking foreign language learning has a very high level of urgency, as well as in learning Arabic. The Department of Arabic Language Education (PBA) is one of the Departments in the Faculty of Tarbiyah and Teacher Training at the Kendari State Islamic Institute.

Muhaimin and Yusuf argue that learning methods also play an important role in achieving learning quality (Muh Hambali and Mohammad Luthfi., 2017). Garancang argues that the curriculum applied to tertiary institutions determines the success of the teaching and learning process (Lilis Suaibah, 2016). A curriculum that is too dense with the material and only oriented towards achieving the final competencies that students must have causes lecturers to tend to focus on delivering the subject matter and forgetting their creativity in learning strategies. A lecturer is required to have integrative abilities, at least master knowledge of Arabic, be proficient in communicating in Arabic, skilled in reading Arabic literature, and be able to convey learning material well (Suaibah, 2016).

One of the causes of the failure of learning Arabic in Indonesia is placing students as learning objects, 75% of schools and tertiary institutions still apply the lecture method in learning Arabic. Even though the essence of learning is to change student behavior, students should be positioned as subjects who play an active role in the whole learning process.

In this study, the authors include several previous studies as a benchmark for researchers to write and analyze a study. The first, research was conducted by Muhammad Subhan with the title Effectiveness of the use of the *mubasyaroh* method in overcoming the low *maharoh kalam* in learning Arabic with the result that there is an increase in *maharoh kalam* in learning Arabic with the use of the *mubasyaroh* method (Muhammad Subhan, 2015). The second was conducted by Sri Wahyuni with the title Development of Teaching Materials for Speaking Proficiency Based on the Kambiumi Communicative Approach. The results of his research explained that Producing a Textbook for Speaking Proficiency was compiled using the Kambiumi Communicative Approach (Wahyuni, 2013).

The third study was undertaken by Nurmasyithah Syamaun, with the research titled "*Maharah al-Kalam* Learning to Enhance the Speaking Skills of Students in the Arabic Language Education Program at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry, Banda Aceh" (Nurmasyithah Syamaun, 2016). The research findings indicated that to enhance students' speaking proficiency, it was crucial to equip them with fundamental speaking skills that would be invaluable when they entered real-life situations. This included practicing the use of dialogue patterns, expanding their vocabulary, understanding grammatical rules, and incorporating appropriate facial expressions, among other aspects. Various techniques were employed in this practice, including dialogues (*al-hiwar*), pattern practice (*tathbiq al-namudzaj*), and oral composition (*al-tarkib al-syafawi*).

Based on the explanation of the previous research above, it can be concluded that the similarities between the two previous studies and the research being carried out are discussing Maharah Kalam. The difference between the previous research and the present author's research is the research method used. The previous studies used experimental research methods and R&D methods, while the author's research used qualitative methods.

From the above problems, researchers offer new innovations related to intensive Arabic learning strategies with speaking skills. The purpose of this research is to find out the strategy for learning Arabic intensively in students of Mahārat al-Kalām at the Kendari State Islamic Institute.

From the background above, the author is very interested in discussing the Mahārat Al-Kalām Intensive Arabic Language Learning Strategy at the Kendari State Islamic Institute.

METHOD

The research method used in this study is qualitative. The selection of research locations was determined purposively at the Faculty of Tarbiyah, and Teacher Training at IAIN Kendari. The objects of this research were students of the Arabic Language Education Study Program, Faculty of Tarbiyah and Teacher Training at IAIN Kendari. Research data collection was carried out through observation of 46 students (10% of the population) who took part in an Arabic learning program. Secondary data sources

come from RPS, a collection of teaching materials and Arabic learning values. To discuss the results of the research a qualitative descriptive method examining the results of research based on theories and previous studies that are relevant to the research topic.

RESULT AND DISCUSSION
Learning Strategies

A strategy is a comprehensive and enduring plan that sets the course for long-term objectives. It serves as a blueprint for long-term goals, guiding subsequent actions designed to accomplish specific targets (Ahmad, Yusuf, Arisanti, 2017). In the realm of education, a strategy is characterized as a planned approach, method, or a sequence of activities devised to attain specific educational objectives. It serves as a deliberate and organized means to achieve particular educational goals (Elihami, 2018). A learning strategy is described as a structured plan comprising a sequence of activities tailored to accomplish specific educational objectives. It outlines a deliberate approach to achieving particular learning goals (Hayati, 2017).

According to O'Malley and Chamot, strategy is a set of tools that directly involve individuals in developing a second or foreign language. Strategy is often associated with language achievement and proficiency in using language. To understand the meaning of strategy more deeply, it is usually associated with the terms approach and method(Manurung, 2020).

On the other hand, the term "learning" is derived from the word "instruction," which is known as "instructus" or "intruere" in Greek. These words imply the act of conveying thoughts or ideas, signifying that "instructional" refers to the process of effectively conveying thoughts or ideas that

have been processed in a meaningful way through learning (M. Khalilullah, 2011). Muhammad Surya's perspective defines learning as a process undertaken by individuals to acquire a new behavior or change in its entirety, stemming from the individual's personal experiences through interactions with their environment.

On the other hand, Oemar Hamalik's understanding characterizes learning as a combination involving human elements, materials, facilities, equipment, and procedures. All of these elements interact with one another to collectively work toward achieving specific learning objectives (M. Khalilullah, 2011). It can be concluded that learning strategies are plans, methods, and means that will be used in a teaching and learning activity from opening to closing by taking into account the situation and conditions, learning resources, the needs of students, and the characteristics of students faced to achieve learning goals which have been set.

As per Mustofa, learning strategies encompass the techniques employed by teachers to determine the learning activities to be utilized in the educational process. These selections take into account the current circumstances and conditions, available learning resources, the requirements of the students, and the unique characteristics of the students they are dealing with. The ultimate aim is to effectively achieve the learning objectives (Fajri, Nurul, dan Yoesoef, 2016).

It can be concluded that the learning strategy is a plan, method, and means that will be used in a teaching and learning activity from opening to closing by paying attention to the situation and conditions, learning resources, student needs, and characteristics of the learners faced to achieve the learning goals that have been set.

Strategies are structured to achieve certain goals (Bisri, 2016). In essence, all strategic planning decisions revolve around the attainment of objectives. This means that the formulation of learning steps and the utilization of diverse facilities and learning resources are all geared towards the realization of these goals. It is imperative to establish learning objectives in advance since they serve as the guiding force in the implementation of a strategy. Goals provide the purpose and direction for the entire strategic plan (Hasna Qonita Khansa, 2016).

Three important things are interrelated and cannot be separated so that students can master Arabic as a foreign language, namely interest, practice, and long time. Language is a means of communication in life as well as an introduction in conveying messages between humans (Mailani, Okarisma, Irna Nuraeni, Sarah Agnia Syakila, 2022). More precisely, language is the most important medium for humans to interact with others

Some people think that learning Arabic is learning Islamic science. This view is also generally not wrong because the majority of sources of Islamic knowledge refer to Arabic. There are several definitions of language explained in linguistics books and dictionaries, but there is one definition that fits this discussion. According to this understanding, language is an orderly system in the form of sound symbols used to express the feelings and thoughts of that language (Manurung, 2023).

In the context of developing speaking skills, Rusydi Ahmad Thu'aimah suggests that learning "mahārat al-kalām" essentially involves practice, specifically practicing speaking. Therefore, the key focus in learning "Kalam" is to engage in practical exercises that enable effective communication with others. This includes honing the ability to ask

questions and express opinions, making practical communication a central aspect of learning (Hady, 2019). According to Abd Rahman Ibrahim Fauzan, when learning "kalam" (speaking) in language, the fundamental skill is the ability to effectively communicate with others. This implies that the primary objective in learning "mahārat al-kalām" is to develop the capacity to engage in meaningful communication with individuals (Hady, 2019).

So the students are able to understand the teacher in teaching speaking, and the teacher should give opportunities for students to practice, not only listen to what other people are saying but also practicing how to say it. The practice of speaking Arabic must lead to two-way communication, not one-way communication, such as one student only speaks in front and the other is silent without any response, which creates two directions. And learning speaking skills does not occur if the instructor talks a lot, while the students are more silent or listen.

Arabic Curriculum

Arabic has been taught in Indonesia since Islam spread to this archipelago, namely around the 13th century AD (Fatwiah Noor, 2018). In the past, learning Arabic was just to explore and understand Islamic teachings contained in the holy book al-Qur'an and hadith, which both are written in Arabic, therefore understanding and learning Arabic is a necessity.

It seems that the purpose of learning Arabic today has experienced a lot of development. This is proven by learning Arabic in Indonesia starting from early childhood education or kindergarten to tertiary institutions. The existence of learning Arabic in schools, colleges, and other Islamic

educational institutions shows the seriousness of advancing the system and its quality.

In a book entitled *Approach to Methods and Techniques for Learning Arabic*, Fuad Effendy and Fachruddin Djalal argue that the objectives of learning Arabic are divided into three, namely:

a. Strategic Objectives

The drafting team of the Arabic Language Manual of the Ministry of Religion formulated strategic objectives for Arabic language learning in Indonesia, namely:

1. To support the development of national culture. This purpose is in connection with the role of Arabic, which is quite meaningful in national culture.
2. To support national development. This is in connection with the goal of national development, which is not only concerned with the material aspect but also the spiritual aspect and Arabic is the Language of the Islamic religion embraced by most Indonesians.

b. General Purpose

The general objectives are the Arabic learning objectives listed in the curriculum. These general objectives include:

1. Arabic Language learning goal is intended to cultivate Arabic linguists, which includes the field of linguistics (linguistics), language learning, and literature.
2. The learning of Arabic as a tool is intended to provide students with proficiency in Arabic in certain aspects as a tool for certain purposes as well. For example, as a tool for communication in daily associations, a tool for understanding Arabic books, a supplementary tool, and a technical helper.

c. Special Purpose (Instructional)

What is meant by a specific purpose is the goal for each step on each subject. This specific objective should be operational and specific enough that it can be used as a basis for establishing the type of test that will be used to determine the extent to which the child's desired goals from the physical aspects of the Language can be achieved. The ultimate goal of learning Arabic is for students to be skilled in the Language: skilled in listening, speaking, reading, and writing (Fatwiah Noor, 2018).

Arabic language learning is a process that is directed at developing students' abilities to use Arabic as a means of communication and social interaction, both orally and in writing. these two abilities (Pebrian dan Yunita, 2020). So, learning a language (structure) is not a priority goal.

Arabic Language learning at FITK IAIN Kendari refers to the formation of students' abilities and skills in terms of listening (maharah istima'), speaking (maharah kalam), reading (maharah *qiro'ah*), and writing (*maharah kitabah*). The four language skills are one unit in learning. The four aspects are presented integrally but technically can be emphasized to only a few *maharah*. Intensive Arabic at FITK IAIN Kendari is carried out to equip students to take Arabic I and Arabic II courses so they have the same abilities as other students. If students' abilities vary (heterogeneously), it will make it difficult for lecturers to deliver learning materials. Basic Arabic skills will also determine success in studying other courses at FITK IAIN Kendari.

Dotted with the objectives of learning Arabic in general, preparing an Intensive Arabic Semester Learning Plan (RRS) is necessary. The pressing point of the intensive Arabic RPS is the achievement of students'

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abilities and skills in *maharah kalam* and *maharah qiro'ah*. As part of universities in Indonesia, the RPS created should refer to KKNI.

The curriculum can be defined as a comprehensive framework comprising plans and arrangements concerning the subject matter and study materials, as well as the methods of instruction and the assessment processes. It serves as a set of guidelines for facilitating the teaching and learning activities within universities (Decree of the Minister of National Education No. 232 / U / 2000). KKNI (Kerangka Kualifikasi Nasional Indonesia) is, in essence, a system designed to standardize and harmonize competency qualifications. Its primary objective is to bridge and integrate the realms of education and the workforce.

The learning *outcome* of intensive Arabic is that students can speak simple Arabic and master the rules of Arabic so that they can be applied to read and understand Arabic texts. *The learning outcomes* achieved include practical skills (mastery of the basics of Arabic and speaking skills or mahara kalam), and competence in understanding texts (*maharah qiro'ah*), especially the Qur'an, hadith, books, and scientific journals in Arabic. To implement the intensive Arabic RPS, intensive Arabic learning modules are compiled.

Intensive Arabic Learning Methods

The learning method determines whether the learning process is successful or not. Intensive Arabic learning outcomes influence the learning method itself. The purpose of learning Arabic is twofold, namely, Arabic as a tool and Arabic as a goal. As a tool, the competence to be achieved is that students can have the skills to understand the courses taught at FITK IAIN Kendari

based on Qur'an, hadith, and yellow books so that the ability to master *maharah qiro'ah* as a benchmark. Agreeing with the research by Asaduhah, which states that improving the ability of *maharah qiro'ah* can be done by assigning tasks related to *maharah qiraah* and *maharah kitabah*. As a goal, the competence to be achieved is that students can have the skills to speak and communicate in good and correct Arabic. The emphasis is on the ability to speak (*maharah kalam*) (Asadullah, 1995).

To improve the ability to understand Arabic texts, students must often understand texts, vocabulary, and discussions between students. There are three advantages to the reading method: Students trained in the analysis do not go through translation, they have better vocabulary mastery, and they understand the use of grammar (Ahmad Fuad Efendi, 2005).

In accelerating students' ability to understand Arabic at FITK IAIN Kendari developed a *Student-Centered Learning* (SCL) learning model and peer tutor method, where students play an active role in the learning process. In the morning, it is designed as "*yaumul 'aroby*", where all students are required to speak Arabic. In addition, *Shobahul Lughah* activities are carried out every Tuesday in the morning with Arabic conversation practice activities for Arabic Language Education lecturers. To train, familiarize, and explore the potential of students' Arabic language skills in the form of Arabic speaking exercises carried out in *Muhadloroh* activities.

The *drill* method presents lesson materials with the path of training students to master the lesson and skill. Meanwhile, Roestiyah defines the drill method as a technique that can be interpreted as teaching in which students carry out practice activities so that they have higher skills than they

previously had (Roestiyah NK, 1985). The purpose of learning using the drill method is for students to have motor/motion skills such as memorizing words, communicating, and writing. The advantage of this drill method is that learning (Roestiyah NK, 1985) *outcomes* in learning can be achieved quickly(Yusuf dan Anwar Tayar S, 1997).

Drill methods carried out in intensive Arabic language learning include:

a. Arabic conversations that are carried out for one week three times from 07.00-07.15 WIB with simple Arabic material, namely: Introduction, The beauty of living in campus dormitories and others, *tazwidul mufrodat* (memorization of *muphrodat*) related to a'malul yaumiyyah (daily activities) as well as *shobahul Lughah* activities and practiced in *yaumul 'arobiyyah* every Tuesday. To foster student motivation in maharoh kalam, the measurement of student abilities is seen from several programs, namely the *Muhadloroh* program, which displays students in preaching, and mc Arabic, which is carried out every month on Friday nights in student dormitories.

b. Read *Al Amtsilah Attashrifiyyah Ishtilahi* and *Lughowy* to familiarize students with the changes in Arabic words, changes in the pronouns of the perpetrators, and their respective functions and meanings.

c. Reading Arabic texts following Arabic rules (*Nahwu and Shorof*) and understanding the content of the text is done gradually from the simplest material to text material that has a higher level of difficulty. *Nahwu* and *Shorof* materials are also from perfectly beautiful texts. This is done to make it easier for students and eliminate the notion of novice learners that learning Arabic is difficult. The next stage is reading texts with end-of-sentence

texts only, which aims to make students accustomed to finding *mufrodat* that has not been understood from android-based Arabic dictionaries or other dictionaries or the application of shorof rules, then continued by reading Arabic texts without the final harokat as the application of nahwu rules and the last stage is to read Arabic texts without harokat as an application of understanding mufrodat and nahwiyah and shorfiyah rules, where the application of this learning uses the Qowaid and Tarjamah methods and uses various media and Language games to eliminate saturation in learning. This activity is carried out intensively twice a week with the guidance of the Arabic team.

To increase the motivation of students and teaching assistants, the Arabic language development team involves students in national and international Arabic competitions, while to improve the management of intensive Arabic language programs, it is carried out by comparing studies to other universities, such as UIN Maulana Malik Ibrahim Malang, UIN Sunan Ampel Surabaya, UIN Sunan Kalijaga Yogyakarta, and The State University of Malang.

Intensive Arabic Learning Media

Learning media means tools used in the learning process, either audio or visual, in the context of communication and interaction between educators and students in the learning process.

To streamline Arabic language learning, audio-visual studies of Arabic films, the Language of English, and Indonesian songs to Arabic songs. The learning media used include; power points, flashes, Arabic-

language animated films, cards, and Arabic-language laboratories.

CONCLUSION

Learning Arabic at FTIK IAIN Kendari refers to the formation of students' abilities and skills in listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qiro'ah*), and writing (*maharah kitabah*).

To accelerate students' ability to understand Arabic at FTIK IAIN Kendari, lecturers must use the drill method which is used in intensive Arabic learning such as; Arabic conversation, Reading Al Amtsilah Attashrifiyyah Ishtilahi and Lughowy, Reading Arabic texts according to Arabic language rules (Nahwu and Shorof). Then, to increase the motivation of students and teaching assistants, the Arabic language development team includes students in national and international Arabic competitions, while to improve the management of intensive Arabic language programs it is carried out by conducting comparative studies to other universities, such as UIN Malang. UIN Surabaya, UIN Yogyakarta and State University of Malang, so that students can speak Arabic well.

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