Study of Implementation of Mustaqilli Method on the Arabic Language Learning Process in the Vocational High School

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Abstract—The purpose of this study was to determine the improvement of the ability to speak Arabic in santri/wati in Daarut Tauhid Vocational High School. To collect data, researchers used several techniques, including interviews, observations, questionnaires and documentation studies. The interview was conducted to Mrs. Dewi as a representative of the curriculum and to the Arabic teacher. While observations were made to students in the Daarut Tauhid Vocational School, and documentation studies in the form of data on the implementation of the mustaqilli method. Field results data are analyzed and he results of this study are qualitative data related to the effect of the implementation of Mustaqilli method on improving the ability to speak Arabic. So, it was concluded that the implementation of the Mustaqilli method was able to improve the ability to speak Arabic, but by paying attention to the standardization and evaluation process so that the implementation of the Mustaqilli method could run effectively and efficiently.

Keywords—mustaqilli method; improving the ability to speak Arabic

1. INTRODUCTION

Arabic is one of the foreign languages which many people have been studying lately to study and study, both oriented to the normative and spiritual approach by believing that Arabic is a religious language because the Qur'an is revealed in Arabic, as well as through educational approaches and communicative, who think that Arabic is a language that should be studied in depth to find out its historical and aesthetic.

Language is principally used by the wearer as a messenger who wants to be conveyed to others. The user needs of language is to be able to refer objects to the real world, for example being able to mention the names, circumstances, events and characteristics of objects with these words into sentences so that he is able to compile a proposition that is a series of words that form predictions about objects, people or event. However, Arabic language learning still cannot be said to be encouraging. Both in college, course institutions, madrasas including schools. With the exception of pesantren, it is considered to be more successful even though here and there are still criticisms, because it still has shortcomings that have yet to be solved. In fact, modern or semi-modern boarding schools only make santri speak Arabic but are weak in Arabic grammar, another problem is often the Arabic language produced is Arabic Indonesian taste. Whereas traditional pesantren is good in grammar but active Arabic is very weak and does not become a concern at all, even though language is a communication tool and not just grammatical rules that must be followed by one hundred percent, especially in the context of oral language.

The problems vary, including first, Arabic learning materials are more difficult than other materials. Although there are also some testimonials that show the truth of the view, but other languages also have difficulties as well as Arabic, like English, has difficulties because between writing and reading is often read inconsistently. Suppose the letter ‘a’ is sometimes read ‘a’ and there are times when it is read ‘e’. Among the most troublesome things in Arabic, for example, is that the writing is different from Latin writing plus the term 'bald Arabic'.

Second, the method of learning Arabic which is seen as the 'culprit' has not been encouraging for the results of learning Arabic. Arabic learning methods are very monotonous and saturating. The last method and will hardly develop again is the eclectic method or the tawlifiyah method Until now no one has added other methods to learning Arabic, and even then most are adopted from English learning method [1].

Third, student motivation, the motivation to learn Arabic in Indonesian students is still very minimal. In fact, many of them learn Arabic only to make graduation in one level of school or madrasah and even college. This has a negative impact on learning Arabic studies.

Fourth, Arabic teachers who do not have qualified professionalism. In several trainings such as PPG, PLPG and PKM conducted by FITK UIN Jakarta, researchers always check that the average Arabic teacher is not an Arabic Language Education alumni. Its position is more than 80% of Arabic teachers not Arabic Language Education alumni. The logic is that when Arabic teachers are alumni of PAI, Syar'i'ah, Da'wah, Ushuluddin, it is certain that they will be weak in Arabic skills (professional competence), methodology (pedagogic competence), personal and social.
The majority condition - The method according to Trianto, "models," or patterns used in the learning environment. The learning process according to Echols and associated with building a learning model that is systematic and arranged with a pattern that is used as a guide to achieving the learning objectives in which there are strategies, techniques, methods, materials, media and learning assessment tools. While the learning method is the way or stage used in the interaction between students and educators to achieve the learning objectives that have been established in accordance with the material and mechanism of the learning method.

In accordance with RI Regulation No. 000912 of 2013, regarding the 2013 madrasa curriculum Arabic subjects and Islamic Religious Education stated that Arabic language lessons require the ability to hear, speak, read and write [5]. The reality is, of these four abilities the most dominant is only passive ability (reading and writing) rather than active ability (listening and speaking).

This is known after observing the learning process in the Daarut Tauhiid Vocational School. Most of the santri students have more ability to read and write compared to the ability to communicate or / speak Arabic. In addition to the facts obtained from the observations of students in the Daarut Tauhiid Vocational School, researchers also conducted question and answer related to the Arabic language communication skills to Arabic teaching clerics and Deputy Head of Curricular and Social Affairs related to Arabic language skills in the Daarut Tauhiid Vocational School.

Therefore, an innovation was born in the form of a method that could support all four demands in Arabic language lessons called the mustaqilli method. Method is a systematic process or method used to achieve certain goals with efficiency, usually in the order of regular steps that are regular. The method word (method) comes from Latin and Greek, method us derived from the word metayang means after or above, and the word hodos, which means a way or a way. Whereas mustaqilli is a quick method of mastering Arabic both in reading books, translating books, writing, writing, and speaking in Arabic. Called mustaqilli because students are required to be very active independently. This method is deliberately arranged with a simple, uncomplicated but very comprehensive concept.

II. METHOD

The method used in this study is a descriptive method with a qualitative approach. As for descriptive research is research that seeks to describe a symptom, event, event that occurs now. Descriptive research focuses on the actual problem as it was at the time of the research. Through descriptive research, researchers try to describe events and events that are the center of attention without giving special treatment to the behavior [6].

This research is located in the Daarut Tauhiid Vocational School. The subject of this research is the students of Daarut Tauhiid school boarding school. According to Echols and Hassan Shaidy in Suherman, the design means a plan, but if examined further the word can mean patterns, pieces, shapes, models, goals and intentions [7].

By using this qualitative approach, the data obtained is expected to be more complete, more in-depth, credible and meaningful, so that the research objectives can be achieved. This qualitative research design is divided into four stages,
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III. RESULTS

Based on the results of interviews, observations and documentation studies carried out on students and Arabic language subject teachers presented in the form of tables, the questions that the researchers will ask provide an overview of the effectiveness of the implementation of the mustaqilli method in the Daarut Tauhid Vocational High School.

From interviews conducted with Arabic language subjects, researchers found that the mustaqilli method is very effective to use especially if the instructor (Arabic language subject teacher) understands the steps of learning using the mustaqilli method. Whereas based on interviews conducted to students of Daarut Tauhid Vocational High School, the mustaqilli method is very helpful for them, especially in implementing Arabic in Arabic communication. Of the ten students who were interviewed all said that the mustaqilli method was effectively used in Arabic language learning because they felt the ability to speak Arabic immediately. In addition to the reasons helped by the mustaqilli method, santriwati believes that the steps and stages in implementing the mustaqilli method are very enjoyable. Slightly different from the opinion of teachers of Arabic and santriwati vocational schools in Darut Tauhid, the vice principal of bid. Curriculum and diniyyah development council stated that this method often complicates the evaluation and standardization process so that the mustaqilli method is effective for improving speaking skills but the mustaqilli method has not well standardized so that from the beginning of the new academic year 2017 yesterday the mustaqilli method has not been implemented in the Vocational School. And for now learning Arabic uses alternative methods created by Arabic language teachers that are adapted to the characteristics of santriwati so it is hoped that it is easier to evaluate methods and is expected to improve the ability to speak Arabic.

The use of the mustaqilli method in Arabic subjects has a positive impact in improving the ability to communicate Arabic. This is based before using the mustaqilli method, the ability to improve is only focused on increasing passive abilities in the form of increasing the ability to write and read while tend to be unable to speak using Arabic.

However, in fact the current mustaqilli method is no longer implemented in the Daarut Tauhid Vocational School. This is due not to the ineffective mustaqilli method but to the negligence of the mustaqilli standardization in evaluating every learning process in Arabic. Therefore, based on the Diniyyah development council policy, Daarut Tauhid Vocational School decided to no longer use the mustaqilli method in the process of learning Arabic.

IV. DISCUSSION

Daarut Tauhid Vocational School is a vocational school that integrates two curricula, namely the national standard curriculum and the Daarut Tauhid typical curriculum in which there are Arabic lessons using the Mustaqilli method. The mustaqilli method is a fast method of mastering Arabic in reading books, translating books, writing, writing, and speaking in Arabic. Called mustaqilli because students are required to be very active independently. This method deliberately arranged with a simple, uncomplicated but very comprehensive concept.

Based on the understanding of the mustaqilli method above, it can be seen that this method is able to facilitate the mastery of Arabic in reading, translating, writing, writing and speaking Arabic. By referring to the understanding of the mustaqilli method that is able to facilitate the learning process of Arabic language, especially the ability to communicate Arabic with the reason that the mustaqilli method has the following advantages:

- Practical, simple, easy to understand, but very comprehensive, so with this method, reading a book and mastering Arabic is quite short, with a total time of 203 hours.
- Prioritizing the practice of a rule theory designed in the form of sentence editorial formulation in Arabic fusha with graphical approaches, tables and schemes.
- Stimulate students to actively practice and develop sentences in Arabic.
- Accustomed independently in 1) reading, 2) translating, 3) understanding, 4) writing, 5) meng’irab, 6) talking, so that naturally will form dzauq ‘arabiyyah (feeling animating Arabic) well.

Based on the explanation above it can be seen that the mustaqilli method has an effect on increasing the ability in Arabic language learning, especially in Arabic communication skill.

V. CONCLUSION

The mustaqilli method has the following advantages 1) Practical, simple, easy to understand but very comprehensive 2) prioritizing the practice of the rule theory that is designed in the form a sentence editorial formations in Arabic fusha with graphical approach, tables and schemes 3) stimulating student to actively practice and develop sentence in Arabic language. In addition, mustaqilli method is comprehensive, simple and complex method that easy to implement. However, since 2017 mustaqilli method has not been used in Daarut Tauhid Vocational High School, because of the difficulty of evaluating and standardizing related to implementation of the mustaqilli method which the standardization of mustaqilli method must involve the parties to standardize the mustaqilli method.
REFERENCES