

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 Tauhiid 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 Tauhiid Vocational School, and documentation studies in the form of data on the implementation of the *mustaqilli* method. Field results data are analyzed and the 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

I. 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 *tawlifyah* 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, *Syari'ah*, *Da'wah*, *Ushuluddin*, it is certain that they will be weak in Arabic skills (professional competence), methodology (pedagogic competence), personal and social.

Fifth, Arabic classes are far from ideal. When the number of students in the class if you want to succeed a maximum of 20, in Indonesia there are even up to 40 class students. Not to mention the added class atmosphere that is not 'intended' for language learning. This is a problem in learning Arabic. As it is known that the average madrasa as the only formal institution in Indonesia that makes Arabic as a compulsory material is a private status, even more than 90% of the population of madrasahs in Indonesia, of course with the majority condition that is concerned even though it does not turn a blind eye to the existence of several madrasahs have qualities such as Madrasah Pembangunan UIN Jakarta and Madrasah al Azhar Al Syarif Jakarta.

Sixth, political and socio-cultural conditions make learning Arabic stagnant. Like many people who are seen as understanding Arabic and are close to Arabic who have stumbled on corruption, terrorism even recently the names of *Sholeh* and Muhammad were disputed when they wanted to go abroad at the immigration department. From the politics of curriculum, it is the same, even though Indonesia is predominantly Muslim, attention to Arabic is very low.

Problem of learning Arabic is very much. However, the problem most highlighted today is the approach, models, strategies, methods, techniques and learning tactics of Arabic. Especially for learning models, now the Arabic language learning model is built on the spirit of learning fast and quality Arabic.

The concept of learning according to Corey in Sagala, is "*a process in which a person's environment is intentionally managed to enable him to participate in certain behaviors in special conditions or produce responses to certain situations, learning is a special subset of education*" [2]. The learning environment should be managed well because learning has an important role in education. In line with the opinion of Sagala that learning is [2].

"*Teaching students to use the principles of education and learning theory is the main determinant of educational success*". In the Minister of National Education Regulation No. 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, it is explained that: "*learning is the process of interacting students with teachers and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and supervised. The implementation of learning is an implementation of RPP.*"

The concept of the learning model according to Trianto, states that the learning model is a plan or pattern that is used as a guide in planning learning in the classroom or tutorial learning [3]. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. While the learning method according to Djamarah, "*a method used to achieve a predetermined goal*" [4]. In teaching and learning activities, methods are needed by teachers so that their use varies according to what they want to achieve after teaching ends.

From the concept of learning, models and learning methods can be defined that the learning model is a systematic

procedure or 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 Shaldy 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,

namely 1) planning, 2) implementations 3) data analysis 4) evaluation Daarut Tauhiid Data collection techniques are the most important step in research, because the main purpose of the research is to obtain data. Without knowing data collection techniques, the researcher will not get data that meets the specified data standards [8].

According to Suherman, the data collection procedures / techniques that the researcher did in this research are as follows a) observation b) Interview c) documentation study [7].

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 Tauhiid 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 Tauhiid Vocational High School, the *mustaqilli* method is very helpful for them, especially in implementing Arabic in Arabic communication. Of the 10 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 *santri/wati* 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 *santri/wati* 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 because 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 Tauhiid 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 Tauhiid Vocational School decided to no longer use the *mustaqilli* method in the process of learning Arabic.

IV. DISCUSSION

Daarut Tauhiid Vocational School is a vocational school that integrates two curricula, namely the national standard curriculum and the Daarut Tauhiid 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 ' arabiyah* (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 Tauhiid 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.

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