



## Active Learning Methods to Improve the Arabic Language Skills of Pema Students

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### Abstract

Language is the root of all science and religion. Speaking related to language has many benefits, one of which is language as a tool of social interaction. Arabic is a critical language for Muslims. If Muslims can understand Arabic, it will be straightforward to understand Islam. Previous scholars strongly encouraged the younger generation of Muslims to learn Arabic because of its importance. The main aim of learning a foreign language, including Arabic, is to develop students' abilities in using that language both orally and in writing. The ability to use language in the world of language learning is called language skills (maharah al-Lughah). In this discussion, the method used to improve Arabic language skills is the complication method combined with reading aloud, memorizing, lecturing, and practice methods. This learning is aimed at Mahasantri Pema or students who live in special Islamic boarding schools at Muhammadiyah University of Surakarta..

**Keywords:** Arabic, reading aloud, memorizing, lecture, practice

### Abstrak

Bahasa adalah akar dari segala ilmu pengetahuan dan agama. Berbicara terkait dengan bahasa memiliki banyak manfaat salah satunya yaitu bahasa sebagai alat interaksi sosial. Bahasa Arab merupakan bahasa yang sangat penting bagi umat Islam. Karena jika umat islam dapat memahami bahasa Arab maka akan sangat mudah memahami Islam. Para ulama terdahulu sangat mendorong generasi muda Muslim untuk belajar bahasa Arab karena pentingnya hal itu. Tujuan utama pembelajaran bahasa asing, termasuk bahasa Arab adalah pengembangan kemampuan peserta didik dalam menggunakan bahasa itu, baik lisan maupun tulisan. Kemampuan menggunakan bahasa dalam dunia pembelajaran bahasa disebut keterampilan berbahasa (maharah al- Lughah). Pada pembahasan kali ini, metode yang digunakan untuk meningkatkan kemampuan berbahasa arab yaitu metode komplikasi yang dikombinasikan dengan metode reading aloud, menghafal, ceramah dan praktek. Pembelajaran ini ditujukan kepada Mahasantri Pema atau Mahasiswa yang tinggal di pesantren khusus perguruan tinggi Universitas Muhammadiyah Surakarta.

**Kata kunci:** bahasa Arab, metode reading aloud, menghafal, ceramah, praktek

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## INTRODUCTION

Quality education produces brilliant and creative outcomes. Education is the key to national progress and development. Through education, people can realize their full potential both as individuals and as a society. To realize this potential, students must undergo an educational process carried out in the learning process (Zulkifli, Pasiri, & Syakur, 2022).

Education is not merely about acquiring knowledge but also about fostering critical thinking, problem-solving skills, and creativity. These elements are essential for students to adapt to the ever-changing global landscape. Therefore, the role of educators becomes vital in creating an environment that nurtures these skills.

According to Enco Mulyasa (2003), Arabic is studied in Indonesia from the basic to the advanced level. Learning is an interaction process between students and their environment, and in this interaction, there is a change in behavior for the better. Many factors influence it, both formal factors originating from within the individual and external factors from the environment.

The historical significance of Arabic in the Islamic world and its relevance to religious studies make it a crucial part of the curriculum. As students progress through different levels of education, the complexity and depth of Arabic language studies increase, reflecting the intricate nature of the language itself.

In learning Arabic, one can use an active learning strategy. Active learning emphasizes a process where everyone participates in discovering what students have learned and relating it to real-life situations, encouraging students to apply it in their lives. This active learning strategy is applied in Arabic. One of the goals is to provide beneficial and practical learning. With active learning strategies, we can expect students to make good progress in learning Arabic (Rois & Diniyah, 2020)

Active learning involves various interactive methods, such as group discussions, problem-solving sessions, and hands-on activities, which are designed to engage students more deeply in the learning process. This approach contrasts with traditional passive learning methods, where students often play a more passive role in their education.

In learning a language, one cannot separate language skills, including Arabic, usually referred to as *Maharoh al-Lughah*. There are four skills in Arabic: listening skills (*istima'*), speaking skills (*al-kalam*), reading skills (*qiraah*), and writing skills (*kitabah*). These skills are based on the ability of *muhadatsa*, which, according to language experts, means "pronouncing Arabic sounds correctly."

Developing these skills requires a balanced approach that includes both theoretical knowledge and practical application. For instance, listening and speaking exercises help students improve their pronunciation and comprehension, while reading and writing activities enhance their ability to understand and produce written text.

*Muhadatsa* is a language skill that can be used to communicate thoughts and ideas to others. The term *muhadatsa* in learning Arabic includes the category of active Arabic learning. It is a situation where someone learning Arabic uses Arabic in daily activities. Active learning is crucial for students to achieve maximum learning outcomes. Active learning is characterized by using the mind to study ideas, solve various problems, and apply what has been learned after completing most of the tasks that need to be done (Kaharuddin, 2018).

Integrating *muhadatsa* into the curriculum encourages students to use Arabic in real-life situations, thus reinforcing their learning and making it more relevant. This method not only improves their language skills but also boosts their confidence in using Arabic outside the classroom.

## RESEARCH METHODS

This research is field research using a descriptive qualitative approach. Qualitative research methods are used to study natural objects. The presence of researchers in the field during the research is necessary because researchers act directly to observe the research and become data collectors and reporters of research results. The chosen location is the KH Mas Mansur student boarding house at UMS, using various data collection techniques, including observation, interviews, and documentation. Observation is a way of collecting data by observing and recording the behaviour of the target object. This observation was conducted by the researcher visiting the location and participating in Arabic learning to find data on the problems faced by students so that the researcher could find a solution by applying the complication method, which combines reading aloud, memorizing, lecturing, and practice methods. Interviews are meetings of two people to exchange information and ideas through question and answer so that meaning can be constructed on a particular topic. The interview method was used to obtain information from Arabic language instructors and students regarding Arabic learning. Documentation is a record of past events. Documents can be in the form of writings, pictures, or someone's works.

**Reading Aloud Method**, considering the current progress of the education world, the role of educators in bringing change and innovation to create a learning environment is vital. Educators need to make breakthroughs in developing effective teaching strategies. If related to education, this strategy must be realized in the education process concerning developing mental attitudes and personalities so that students can easily accept compelling and easily digestible teaching materials.

Reading Aloud consists of two words: read, which means to read, and aloud, which means out loud. According to Routman, reading aloud is an activity where teachers read to their students using a loud and well-intentioned voice.

From the above definition, the reading strategy is an educational material presentation method where teachers or students read the material louder. This strategy has several advantages: it encourages and develops students' imagination, makes lectures more engaging for students when delivered in the form of loud reading, and trains students to be careful listeners. Additionally, it provides students with opportunities for entertainment and allows them to gain further experience. This strategy also fosters and develops enthusiasm and interest in education, gives students inner satisfaction from reading books independently, and sets a good example for other students on how to read effectively (Tantri, 2022).

**Memorizing Method**, Thorndike, one of the behaviourists, believed that language learning is achieved using the trial and error theory by teachers who train students repeatedly. This requires teachers to design a learning environment that encourages skilful, productive communication. Based on this view, the aural-oral approach was created. This method trains listening comprehension and then correct and accurate pronunciation. Students who are used to memorizing what they hear will more easily understand what they read. This method emphasizes reinforcement activities through repetition. The reinforcement media can be in the form of exercises, vocabulary memorization in dialogue sentences, and sentence pattern exercises aimed at oral language skills (Fahrurrozi, 2014).

Learning a language can enhance logical thinking and problem-solving abilities. Students are encouraged to memorize classical texts and their translations into foreign languages, particularly Arabic, especially texts of high literary value, resulting in highly trained intelligence in understanding classical texts, even though these texts often contain complex sentence structures and vocabulary (Gumiandari, 2021).

**Lecture Method**, The lecture method is the process of conveying messages and information through oral explanations and material explanations. This method is suitable for

use when many students are introduced to new topics and when students can accept oral explanations interspersed with pictures or other visual aids (Halik, 2012). There needs to be a development of learning methods when learning Arabic because the target is for the learning process to run well. As a teacher, one needs to study how to learn Arabic quickly because it is competitive and can compete with other language learning. Students can use modern internet-based learning media in the new average era. The lecture method can increase children's motivation and learning outcomes to learn Arabic better.

Thus, it is necessary to use the lecture method to convey knowledge face-to-face to students because this method can be used to understand much content about Arabic. The positive expectation from teachers in the future is that students can speak Arabic quickly and use it to help others and the people around them. From this understanding, the lecture method in Arabic language learning is used as the primary source of the learning process. Every student can learn using the lecture method. It does not require a complicated process; discuss the material in front of the students. The skill needed is how to communicate well and effectively (Mu'tafi & Sahli, 2023).

**Practice Method,** Exercises are given to master speaking skills; without intensive practice, it is challenging to master Arabic perfectly. Generally, one of the areas for improvement of the old system or method of language learning in Indonesia is the lack of students who can express their thoughts and feelings orally due to a lack of intensive oral training. To train students to get used to using Arabic, they need to practice muhadatsah and apply it daily.

Muhadatsah can be interpreted as "conversation or discussion." By learning muhadatsah, a person can speak Arabic. Muhadatsa means conversation in the language, which means "conversation like a question and answer." Muhadatsa is also called Kalam, which means "according to language experts, pronouncing Arabic sounds correctly." Muhadatsa is a skill used in communication. Language can be used to convey thoughts and ideas to others. Muhadatsa in Arabic language learning is included in the category of active Arabic learning and is a situation where someone learning Arabic engages in speaking activities in Arabic. Active learning is essential for students to achieve maximum learning outcomes. Active learning is characterized by the fact that after students complete most of their tasks, they use their minds to study ideas, solve various problems, and apply what they have learned. Therefore, muhadatsa, as a form of Arabic language learning, is included in the category of active learning. In this case, Muhadatsa will help achieve students' goals in learning Arabic as a communication tool but learning Arabic passively means listening to others speak Arabic or reading Arabic texts. Passive Arabic language learning is needed to achieve the goal of learning Arabic as a tool to understand Islamic religious texts besides the Quran and Hadith (Kaharuddin, 2018).

## RESULTS AND DISCUSSION

This research was conducted on Arabic learning at the KH Mas Mansur UMS student boarding house. According to the researcher, Arabic learning at Pesma still needs to be more effective even though teachers have made many changes to the learning methods. Why does the researcher want to focus on the complication method in Arabic learning at Pesma? Because the researcher wants all Pesma students to be able to speak Arabic and understand the rules of Arabic learning, such as nahwu and shorof, even though they are still learning from the basics. Moreover, the background of Pesma students is not only graduates of Islamic boarding schools but also from high school and vocational school graduates. Considering the facts in the field, some students may already be able to speak Arabic, given their boarding school graduate background, but state school graduates are still learning from scratch and seeking ways to speak

Arabic fluently. Therefore, the researcher conducted interviews with several students, both boarding school graduates and state school graduates. Some students said that learning at Pesma is still monotonous, and some said that Arabic learning at Pesma needs to be faster for them to follow. The students also want the learning at the student boarding house to be more lively and exciting, not just creating halaqah but also making learning innovations so that students feel comfortable with the learning. According to the researcher, the facilities at KH Mas Mansur Pesma are adequate, including classrooms, blackboards, projectors, and all the necessary equipment. So, what causes Arabic learning not to go according to students' expectations? The researcher then tried to review what the students had said to make the learning at Pesma more lively, especially in Arabic language learning.

In the complication method, students are required to cooperate with their friends, explain, practice, and observe. This method of Arabic learning involves several strategies. The reading aloud method is an educational material presentation technique where teachers or students read the material louder, training students to be careful listeners. The memorizing method requires all students to memorize Arabic vocabulary or muhadtsah/conversations, making them more active during learning. The lecture method involves conveying messages and information through oral explanations and material presentations, suitable for large classes such as at KH Mas Mansur Pesma, where it can help students understand a lot of Arabic content. Teachers hope that, in the future, students will speak Arabic quickly and use it to assist others. Finally, the practice method is crucial because learning that focuses only on theory without practice is ineffective. Therefore, the researcher included the practice method to ensure that students who have studied Arabic in detail can apply what they have learned in their immediate environment, making the learning process more practical and valuable.

The researcher chose this complication method, which combines reading aloud, memorizing, lecturing, and practice methods because, according to the researcher, these methods are very suitable for improving the Arabic language skills of students with different backgrounds. This method can help students' psychology, eliminating the fear and shame of speaking Arabic. Besides students being active in this method, the teacher is also active in avoiding awkwardness, thereby building students' confidence in speaking Arabic. This was proven after the first observation conducted by the researcher, which identified weaknesses in Pesma students. In that class, not all were alums of Islamic boarding schools; some had educational backgrounds from public schools and were only familiar with basic Arabic. By applying these methods, students became more enthusiastic, and their weaknesses were covered. This was evident during the learning process when they completed the tasks given by the researcher and read aloud their written assignments. They could already tell stories using Arabic without fear, shame, and so on. The number of mistakes in terms of grammar and vocabulary that they experienced decreased.

In this research, the researcher stated that Arabic learning would face many problems for students and how the interaction between teachers and students occurs. Therefore, in teaching, methods must be enriched to create good interaction and learning processes. Primarily, in the learning process of language and skills, based on the researcher's observations, most students need more mastery of vocabulary, making it difficult for them to improve their Arabic skills, and they fear making mistakes in pronouncing Arabic rules. By applying the complication method, the researcher hopes that students will be more confident when speaking because they are required to memorize and practice in front of their peers and are encouraged to be more active and cooperative in speaking.



## CONCLUSION

In implementing this complication method, the researcher hopes that learning at Pesma, mainly Arabic learning, will be more interesting, and students will be more enthusiastic about attending Pesma classes with the breakthroughs made by the researcher. This method also motivates students to be unashamed and unafraid of making mistakes when speaking Arabic, making them more active in Arabic learning with the complication method. The researcher hopes this research will benefit all parties, including both teachers and learners because the learning process requires strategies, methods, and media to make it creative and innovative. Therefore, as educators, especially in the field of language, methods must be enriched to prevent boredom in the learning process. The researcher also hopes for further research to develop this study and welcomes criticism and suggestions from readers, acknowledging many mistakes and shortcomings made by the researcher.

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