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The Efforts of Tahfidz Quran Teachers in Developing Arabic Language Communications for SD/MI Levels

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan upaya guru tahfidz Quran dalam pengembangan komunikasi berbahasa Arab siswa jenjang SD/MI. Adapun pendekatan penelitian ini ialah kualitatif dengan metode studi kasus di Maskanul Huffadz Al-Lu'lu, beralamat di Desa Bakaran Batu Kecamatan Batang Kuis. Pengumpulan data penelitian ini dilakukan secara terstruktur menggunakan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian ini menemukan bahwa upaya yang dilakukan guru tahfidz Quran dalam pengembangan komunikasi berbahasa Arab siswa (santri) dilakukan dengan metode *muhaddatsah* (dialog). Adapun dialog yang dimaksud, yakni percakapan berbahasa Arab antara guru dan santri, serta antara santri dan santri. Dengan demikian, kefasihan dan kelancaran berbahasa memudahkan siswa memahami makna dan fokus pembicaraan dengan menggunakan bahasa Arab.

Kata Kunci: Bahasa Arab, Guru Tahfidz, Pengembangan Komunikasi Siswa.

Abstract

This study aims to describe the efforts of tahfidz Quran teachers in the development of Arabic communication for elementary/MI students. The research approach is qualitative with a case study method at Maskanul Huffadz Al-Lu'lu, having its address at Bakaran Batu Village, Batang Kuis District. The data collection of this research was carried out in a structured manner using observation, interview, and documentation techniques. The results of this study found that the efforts made by tahfidz Quran teachers in developing Arabic-language communication for students (santri) were carried out using the muhaddatsah (dialogue) method. The dialogue in question is Arabic conversation between teachers and students, as well as between students and students. Thus, fluency and fluency in language make it easier for students to understand the meaning and focus of conversation using Arabic.

Keywords: Arabic, Tahfidz Teacher, Student Communication Development.

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INTRODUCTION

The increasing mastery of foreign languages makes foreign language learning materials in great demand in educational institutions, especially at the Quran House, including Arabic (Ba et al., 2022). Based on Jan Ahmad Wassil's assumption that the Qur'an is a holy book that contains a collection of the words of Allah swt to his last messenger, the Prophet Muhammad through the angel Gabriel (Kajian, 2021).

Arabic for Maskanul Huffadz Al-lu'lu students is not a foreign lesson for them. Since the (basic) level they have learned Arabic and are facilitated to support these learning activities (Hasyim & Fathurrohman, 2018). The facilities that can be used in the formation of Arabic language skills are formal, informal, and non-formal. As even in the informal environment, it includes various aspects of formal education as well as non-formal aspects. Most of the learning process takes place in the classroom or in the field. This formal environment can convey input to learners in the form of language (language skills) or language systems (knowledge of language elements). Of course this depends on how the type or example of learning used by the teacher. The form of this discourse acquisition can be in the form of the language used by educators, learners and people involved in school activities and the natural or artificial environment that is around schools or educational forums.

The direction of this research is to analyze the students' interest in learning and the ability of students to speak or pronounce using Arabic. This research was conducted at Maskanul Huffadz Al-lu'lu Batang quiz, the condition of Maskanul Huffadz Al-lu'lu Batang Quiz is also the main attraction in determining the location of the study, besides the teaching staff owned by Maskanul Huffadz Al-lu'lu Batang Quizzes are also considered appropriate in increasing students' interest in learning and fostering the ability to speak or communicate in Arabic.

When reading and listening, materials or resources are available and humans can immediately receive the information needed in these activities. Language has an important role in life, because it is a medium in communicating to convey messages in everyday life. With human language can understand one's intentions and goals, language can also be a way for someone to express his feelings either through speech, gestures and writing. In line with the expression of Ibn Jinni who said that language is the sound of voices used by a group of people to express their intentions and goals (Azhari & Ishbir, 2020). The difficulties experienced by students regarding the ability to speak Arabic due to the lack of interest in learning in students, inadequate facilities are also one of the inhibiting factors in creating interesting learning. As an educator, you are required to be more creative in your delivery and wisely adapt the material to the methods used in teaching and learning Arabic.

Language is a means of communication in the form of a system of sound waves produced by human speech. Language has many different varieties, one of which is Arabic. Arabic is an important language for human life, especially Muslims, because the guideline for human life is the Al-Quran which is Arabic (Aprizal, 2021). Among students, Arabic is a language that students lack interest in learning because not all schools are able to teach Arabic lessons and make it difficult for students to feel. Learning Arabic as a foreign language requires creative efforts. Supporters of the Arabic language, both teachers and lecturers are less creative in creating methods that are suitable for learning conditions, creativity is an ability to do something. A person is said to be capable if he can do something he must do (Latuconsina, 2018).

The definition of a teacher in Arabic is mu'allimat / ustaz which means people who work as teachers / people who teach, teachers are explained in Law no. 20 of 2003 (Noor, 2018), is grouped into the word educator, namely educators are educational staff who have qualifications as teachers, lecturers, counselors, tutors, Widyaaiswara, tutors, instructors, facilitators, and other designations adapted to their fields of expertise and participate in In providing education, in essence, learning Arabic includes 4 aspects of language proficiency, and to create language skills in Arabic learning, namely by practicing communicating in Arabic and making it a habit in learning. So, learning Arabic is aimed at improving the ability to speak or pronunciation in various contexts.

As for the abilities that can be developed, such as the ability to grasp meaning, role, interpret, assess, and express oneself through the use of language (Shiddiq, 2018). Learning Arabic will be interesting if the delivery is done by paying attention to the characteristics of each intelligence possessed by the child. Application to students at the MI level in learning Arabic in schools/madrasas. Some of the research findings above describe that in fact the Arabic language teacher at Maskanul Huffadz al-lu'lu in principle is aware of its weak points in several aspects of competency components, including pedagogic competence. Therefore, teachers need efforts to increase competence through various ways and efforts seriously and continuously, both through capacity building and improvement of learning facilities and infrastructure (Damanik, 2020). Arabic as a language has the functions mentioned above. So the function of learning Arabic can be interpreted as a process of applying Arabic to students, Arabic learners both in the linguistic, educational, social, religious, and state realms (Choiroh, 2021).

In communication skills, the evaluation stage is also very necessary, including: (1) setting problems, (2) setting goals, which lead to evaluation in terms of pronunciation skills, testing fluency in letter pronunciation, word order and sentences spoken. when communicating, (3) Exam Preparation, this leads to readiness which is the material for evaluation in the form of media, materials and questions that are in accordance with the assessment, (4) Implementation, (5) Correction, where this method is carried out when the results of the evaluation are still not achieve the target (Sholihah et al., 2020). Learning in Arabic communication is learning that tends to emphasize skills in pronouncing words and sentences, there are several skills in language, namely: listening, speaking, reading and writing skills. The ability to understand every word or sentence in other people's conversations is called receptive ability, besides that this ability can also be used to understand reading (Aziza & Muliansyah, 2020). It can be illustrated that interference can occur at all language levels when someone communicates both verbally and in writing (Thoyib & Hamidah, 2018).

Learning is a "behavior change" in which this behavior includes matters relating to knowledge and understanding, skills, attitudes, thinking abilities and appreciation of a problem being faced (Larasati, 2021). One of the most important factors is the desire to learn in a student. Interest in successful learning appears in the students themselves (Sari, 2021).

This study was conducted to answer how the efforts of teachers to improve Arabic at the Maskanul Huffadz Al-Lu'lu institution. The purpose of this study is to find out the problems that occur in Maskanul Huffadz Al-Lu'lu and offer solutions related to learning Arabic with the methods taught. Of course, it is with great hope that this research can provide additional scientific insight related to the efforts of teachers to develop Arabic, especially for elementary level students, especially at Maskanul Huffadz Al-Lu'lu.

METHOD

The learning method at Maskanul Huffadz Al-Lu'lu uses the direct method or Tariqoh Mubasyaroh, a method used by a teacher in presenting Arabic learning using the direct language of instruction in Arabic. The background of this research is the Qur'an house institution Maskanul Huffadz Al-Lu'lu (Bakaran Batu Sub-district, Batang Kuis District, Deli Serdang). This type of research uses a qualitative descriptive method, a qualitative descriptive method is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze events, phenomena, or social conditions (Arisandi, 2014) with case study techniques, observation and documentation, to analyze interest in learning and speaking and communication skills by students in Arabic. This interview technique is useful for interacting closely with the students at Maskanul Huffadz Al-lu'lu. As with other language skills, the skills in Arabic used by Maskanul Huffadz Al-Lu'lu use a learning strategy that includes six things, namely *mufrodat*, *tarkib*, *istima'*, *kalam*, *qiro'ah*, and *kitabah*. Of the four skills, those included in the category of receptive skills are reading (*qiro'ah*) and listening (*istima'*). Furthermore, the researchers made an effort to test the validity of the data by approaching the informants for the expansion of observation and triangulation techniques.

RESULTS AND DISCUSSION

Every word in a language has several elements that are written separately, each other is interconnected and even fused to form an event that can be found in the language. Performance and language skills are also diverse, such as in the form of oral and written, listening and reading or receptive, speaking and writing or productive (Nalole, 2018). In language teaching there are also sound elements in it, while language skills consist of: reading, writing and listening which will train and teach each element and skill in language, and have been developed in various ways or techniques in their application. So what is meant by muhadatsah activities is one of the efforts to present language in Arabic learning activities by means of communication or two-way conversation. others, and not infrequently occurs spontaneously (Nalole, 2018). In a process of teaching and learning activities there are main goals that must be achieved in every educational institution, because the goals in the learning process are a sign that the learning process has a target to be achieved.

Creating a harmonious relationship in each component is one of the ways needed in an effort to realize the objectives of the learning activities. In learning by means of muhadatsah goals are also a top priority in achieving goals. There are several objectives in implementing learning by means of muhadatsah, namely: (1) To train students in Arabic pronunciation so that they are accustomed and become fluent when communicating in Arabic and become skilled in Arabic in every event that occurs in the surrounding environment; (2) Be able to translate the conversations he heard either directly or indirectly; and (3) Increase interest in learning and love for Arabic and the Qur'an (Aflisia, n.d.).

The purpose of Muhadatsah is that it can be seen in general the purpose of the practice of practicing communication at the beginner and intermediate levels so that students can easily communicate in simple Arabic in their surrounding environment. The final goal in the pronunciation exercise that is applied is in the form of expression (ta'bir) conveying ideas or thoughts to other students.

The stages in muhadatsah training activities are as follows (Nalole, 2018): (1) Association and identification exercises, this exercise is mainly intended to train students' spontaneity, speed in identifying and associating the meaning of words or sentences that are heard; (2) Practice sentence patterns (practical patterns), regarding Qawa'id teaching techniques/structures, various types of training models have been described which can be broadly divided into three types, namely: Mechanical Exercises, meaningful exercises, communicative exercises; and (3) Conversation exercises, these conversation exercises mainly take topics about daily life or activities that are close to students.

The essence of muhadatsah is a skill possessed in delivering messages verbally freely or spontaneously in both directions. The purpose of muhadatsah learning activities is so that students can start conversations, enrich Arabic vocabulary and be confident in assembling sentence structures when communicating in the surrounding environment.

Muhadatsah learning is an activity that has aspects of two-way communication, namely between the speaker and the listener on a reciprocal basis. Thus, when practicing in muhadatsah, they must be equipped with the ability to listen, pronounce, master (relative) vocabulary and word expressions that allow students to express their intentions and goals. So it can be concluded that the muhadatsah method is a follow-up to listening exercises in the process of pronouncing vocabulary in Arabic.

Arabic as the language of religion and culture (Alwi & Sugono, 2003), this label is always attached, because Arabic is the language of the Bible and religious rituals. The view of Arabic as a religious language also affects the world of education, because students are required to be able to read and speak Arabic. The assumption that Arabic is difficult to learn because of the large number of vocabularies, as well as pronunciation which is difficult to be considered burdensome for students is not true, all foreign language learning will be easily conveyed to students if the materials and methods used are in accordance with the capacity of the students.

The results of research by Khalilullah (2012) in Maskanul Huffadz Al-Lu'lu show that interest in learning Arabic communication is increasing. The increase in language is because the students always practice mufrodat

(vocabulary) three in the afternoon and three in the evening as well as the muhadatsah that has been taught by the teachers. Not only outside of class hours, language communication learning is fully supported in every educational process that takes place, so that students can observe and understand Arabic conversation itself.

Based on the results of interviews with students and female students at Maskanul Huffadz Al-Lu'lu in the village of Bakar Batu Batang quiz, some of the students have a little difficulty in this language process, due to environmental factors that are less supportive and moreover the students do not live in school dormitories (Pulang days), that's why there are some students who have difficulty in getting used to communicating Arabic in public, but it's also different from some students who have a high enthusiasm for learning, they are able to memorize vocabulary of more than 5 mufrodat in one day, friends who use Arabic a lot is also very influential in following the Arabic learning process.

Based on the results of interviews with Asatidzah and Ustadzah in Maskanul Huffadz Al-Lu'lu village of Bakar Batang quiz, one of the students' mistakes, namely being inactive or not present in learning when teaching and learning activities take place is a very big obstacle, when Ustadzah give and appointing students to say or repeat Arabic words or sentences, then there are many reasons for refusal such as: fear of being wrong in pronouncing words or sentences, being able to mention but lacking confidence in delivering the latest vocabulary and the latest sentences being taught. That is one example of the problems of students in Arabic communication, but it has been proven that some students who are active in these communication activities find it easier to observe and practice Arabic itself.

The ability to speak Arabic for students cannot be separated from the role of the environment, which in this environment will also shape students' interest in learning. In addition to friends, teachers are also very influential in choosing media and methods and placing them in the learning process and increasing students' interest in communicating Arabic. So in this case the increase in interest in learning in a student is determined by what actions a teacher and friends take in the teaching and learning process in the classroom. The interest or interest that arises in the students is also a supporter for giving birth to good morals, namely feeling happy and there is no compulsion in participating in the process of teaching and learning activities. Santri will naturally be more enthusiastic and focused when receiving the learning provided by the teacher.

One of the causes of low speaking communication skills experienced by students include the delivery of material by teachers who are still monotonous in teaching, lack of learning media, not giving examples in speaking Arabic, and being less able to master the class and less active students in follow the process of communication in Arabic well. However, the teachers at Maskanul Huffadz Al-Lu'lu in their daily activities always use Arabic so that this Arabic language is considered easy by the students. At Maskanul Huffadz Al-Lu'lu also has an Arabic language program which is strengthened by Muhadatsah and daily mufrodat, the students always participate in the process of implementing the activities at Maskanul Huffadz Al-Lu'lu. That is why teachers always try to improve the Arabic language process in the madrasa environment.

The joys and sorrows of being a Quran memorizer who is proficient in Arabic communication, is always accompanied by a passion that never fades despite the difficulty of Arabic for beginners, but the teachers at Maskanul Huffadz Al-Lu'lu are not silent to motivate students who is a little difficult to speak Arabic. The teacher always tries to make the mufrodat taught easy to memorize, one of them is by singing the mufrodat. So that the application is more fun. So the mindset and mindset of the students was created: "that Arabic is easy, interesting, and fun". The teacher always develops learning methods, especially in this tahfidz house, the teacher strives so that dozens of students who memorize the Koran can master speaking Arabic and practice whatever they have mastered from the Koranic language. As for the targets of activities in the evening and night mufrodat memorization program, specifically for elementary/MI and intermediate level students, in order to improve students' skills in Arabic conversation.

One of the basic Arabic language communication learning is the muhadatsah method, which is a method of presenting lesson material to start Arabic communication through conversation. Muhadatsah is one way of

presenting Arabic learning materials through conversation, in which conversations can occur between teachers and students, between students and students, while increasing fluency in speech and continuing to enrich vocabulary. The results of the mufrodat memorization program this afternoon and evening show an increase in Arabic language skills for each student and are more fluent in pronouncing words when communicating simply in Arabic (El-Dairi & House, 2019).

CONCLUSION

Based on the description of the results and discussion above, it is concluded that the efforts made by tahfidzul Quran teachers in developing Arabic-language communication for students (santri) are carried out using the muhadatsah (dialogue) method. The dialogue in question is Arabic conversation between teachers and students, as well as between students and students. Thus, fluency and fluency in language make it easier for students to understand the meaning and focus of conversation using Arabic.

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