
MUBASYAROH METHOD FOR MAHARATUL KALAM AT ISLAMIC BOARDING SCHOOL ISY KARIMA INDONESIA

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Abstract: *The success of a teacher in teaching is inseparable from the methods used to create quality output. One example is the mubasyaroh method, this method is used to teach Arabic in increasing maharatul kalam. This research was conducted to describe the teaching process of Maharatul Kalam by using the mubasyaroh method to find out the teaching results and the advantages and disadvantages. This study uses qualitative research using qualitative descriptive. This study uses two data sources, namely primary data and secondary data, taking data from informants involving students, teachers, and principals, with observation, interview, and documentation techniques. Based on the data obtained, it can be concluded that the teaching of Maharatul Kalam using the mubasyaroh method has been effective. In the process, students are required to communicate, listen, and record new vocabulary delivered by the teacher. Judging from the analysis of the data obtained in teaching maharatul kalam with the mubasyaroh method based on the level of effectiveness in teaching, it can be seen from the student scores which show that more than 83.4% of students have a score of ≥ 60 with an average score of 83 out of 18 students.*

Keywords: maharatul kalam, arabic language, teaching, methodology, mubasyaroh.

INTRODUCTION

The teaching of Arabic has become an important focus in global education, given the strategic role of this language in social, cultural, and religious contexts. Not only is Arabic spoken by more than 400 million native speakers, but it is also an official language in 22 countries and one of the six official languages of the United Nations. In an increasingly connected world, the ability to communicate in Arabic is a valuable asset, both in professional and personal contexts. In the world of education, teaching Arabic includes various aspects, such as grammar, vocabulary, speaking skills, listening, reading, and writing. Effective teaching methods are essential to help students understand and use this language practically. In addition, the teaching of Arabic also includes an understanding of rich cultures and social contexts, which contributes to the development of more holistic communication skills [1]–[3].

The teaching of Arabic has a long history that dates back to the time of the Prophet Muhammad when this language became a means of delivering revelation. During the classical period, many Arab scientists and scholars contributed to a variety of disciplines, thus encouraging the expansion of the use of this language in various fields, including philosophy, science, and literature. With the development of the times and globalization, Arabic is increasingly important on the international stage. Many educational institutions around the world have begun to offer Arabic language teaching programs, at the primary, secondary, and university levels. This reflects the growing interest in understanding Arab culture and the Islamic world, as well as the needs of professionals in various sectors, including diplomacy, business, and education. The purpose of teaching Arabic is to facilitate effective communication, improve understanding of Arabic culture, and prepare individuals to participate in various fields that require Arabic language skills. Through the right method, it is hoped that Arabic language teaching can bridge understanding between cultures and increase interaction at the global level because Arabic language teaching has a significant role in building cross-cultural understanding and increasing interaction between nations. An effective teaching program not only assists students in mastering a language, but also provides insight into the culture, history, and social context surrounding the language. Thus, the teaching of Arabic is not just a language learning, but also an effort to bridge cultural differences and strengthen global relations [4]–[6].

Language teaching is a professional activity that has given birth to various theoretical frameworks involving various disciplines (interdisciplinary) sciences. Between 1940 and 1960 there was a firm view that the application of linguistics and psychology would be the best foundation for solving the problem of language teaching. In language learning, linguists are needed, namely a teacher or group of teachers or trainers for language teachers. Linguists can scientifically determine what words need to be taught to elementary language learners. The students only learned the words immediately without having to know how the words were composed. Meanwhile, what is meant by Arabic language teaching is the process of presenting the field of study of Arabic by Arabic teachers to students so that they can understand and deepen the Qur'an and Hadith, as well as easily follow the lessons of other Islamic sciences, such as fiqh and tafsir [7], [8].

In this day and age, Arabic has begun to be used as an international language. Because it has begun to be used in our daily lives and also as a pattern of association for young people today. With it it can be used in various international countries and also schools in the world for example: America, Africa, India, and other countries, which ask students to understand everything that is related to learning Arabic. With the increasing interaction between Arabic-speaking countries and the international world, Arabic language skills have become a valuable asset in the field of diplomacy and international relations. Knowledge of this language aids in negotiations and a deeper understanding of cultural contexts, which is important in building productive relationships. Arabic is known for its complex grammatical structure and dialect diversity that reflects the different cultures of the Arab world. From Fusha Arabic (the standard language) to a variety of local dialects, this uniqueness presents both a challenge and a wealth for learners and speakers. Mastery of the Arabic language opens up opportunities to understand classical literary works, scientific studies, and in-depth social interactions. In the era of globalization, interest in Arabic is increasing, both among academics, professionals, and students. Many educational institutions around the world now offer Arabic language teaching programs, given the importance of this language in international relations and the business world. Therefore, understanding Arabic is not just about learning the language, but also an effort to build a better cross-cultural understanding [9].

Arabic is a science that has many special features and characteristics that distinguish it from other languages, for example, Arabic contains a beautiful language, according to the rules of grammar and rhetoric that are full of meaning and meaning. Not only that, the rules and meanings of vocabulary in Arabic also have multi-meanings and are rich in wisdom. So, no one doubts the contribution of the Arabic language to the development of Islamic science, especially in understanding the content of the Qur'an, hadith, and other Arabic books. One of the few that plays a role in facilitating and understanding the learning of Arabic is related to maharatul kalam [10]–[13].

Terminologically, kalam comes from the Arabic language (al-kalam) which means word or speech.⁴⁵ From an epistemological point of view, kalam is the pronunciation of Arabic sounds properly and correctly according to the sounds derived from makhrāj known by linguists. Maharatul Kalam is speaking continuously without stopping without repeating the same vocabulary using sound expressions. Maharatul Kalam is one of the skills in learning Arabic. Another meaning of maharatul kalam is the ability to express articulated sounds, and words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor. In a broader sense, speaking is a system of audible and visible signs that utilize some muscles and muscle tissues of the human body to convey thoughts to meet their needs. The ability to speak maharatul kalam is based on receptive listening skills, productive pronunciation skills, and relative knowledge of vocabulary and sentence patterns that enable students to communicate their intentions or thoughts. In learning Arabic, four maharah need to be developed, namely maharatul istima, maharatul kalam, maharatul qiro'ah, and maharatul kitabah. The researcher can conclude that learning maharatul kalam will make it easier for students to speak well, be able to take responsibility for what is said, be able to be good listeners the last goal is a habit because if learning a language is not used to being practised it will be difficult to forget or not leave a mark at all. So, it can be concluded that maharatul kalam is the ability to express thoughts and feelings with the right words and sentences, reviewed from the grammatical system, the sound system that aims to be able to communicate orally well with the language they are learning. Of the four maharāhs, one of the important ones to be developed is maharatul kalam, because maharatul kalam can help students be able to communicate with others by using language properly and correctly [14]–[17].

In the teaching and learning process, teachers should choose a good method so that students can learn and understand the lessons taught following the expected goals. The role of a method is very large in learning and is also related to the students who are the object of teaching. By playing an active role in determining teaching methods, teachers can create a more effective and enjoyable learning environment. The selection of the right method not only influences students' learning outcomes but also contributes to the development of their social and emotional skills. Teachers need to understand the background, interests, and learning needs of students. By knowing the characteristics of students, teachers can choose the most suitable method, whether it is project-based learning, group discussions, or hands-on teaching. Teachers must have a good understanding of the various teaching methods that exist, including the advantages and disadvantages of each. This allows teachers to apply the most effective methods according to the learning context. Therefore, teachers should always strive to improve their competence in selecting and implementing appropriate teaching methods. Whether the teacher is right in choosing a teaching method is one of the factors for the success of a teacher [18].

One of several methods is the mubasyaroh method commonly referred to as the direct method. So among the many methods, this direct method is the most well-

known. This method is called the mubasyarah method because during learning it uses the foreign language that is taught, while the language of the learner should not be used as much as possible. To explain the meaning of a word or sentence, pictures or demonstrations are used. This method departs from one basic assumption, that learning a foreign language is not a direct and intensive language in daily communication, where the stages start from hearing words, and imitating them orally while composing and reading are developed much differently from learning the mother tongue.

Then, this method is oriented toward the formation of learners' skills to be able to speak spontaneously with functional grammar and function to control the truth. The direct method is often also known as the direct method, which is a way of presenting foreign language subject matter where the teacher directly uses the foreign language as the language of instruction, and without using the language of the students in teaching. If there are words that are difficult for students to understand, then the teacher can interpret them with the help of props, demonstrations, descriptions, and others. This method during the learning and teaching process uses Arabic as the language of instruction and does not use the mother tongue in teaching at all. So that this method can create an effective learning atmosphere and make students active and skilled in Arabic. So that standardization efforts in the Arabic language learning process can also be realized. One of the schools that implements Arabic language learning using the mubasyaroh method is Imtaq Shighor Isy Karima Karangpandan Central Java [19]-[21].

One of the schools that implements Arabic language teaching using the mubasyaroh method is Imtaq Shighor Isy Karima Karangpandan Central Java. Imtaq Shighor Isy Karima Karangpandan Central Java, is one of the favorite Islamic schools in the Karangpandan community and its surroundings, because it has buildings, and facilities that are quite adequate, and has Islamic excellence programs that can help the learning process in Imtaq Shighor Isy Karima Karangpandan Central Java. The programs at Imtaq Shighor Isy Karima in Central Java, include Tahfidzul Qur'an, Qiroatul Qur'an, Hadith, Syar" i Science, and Arabic. The approach used in teaching Arabic is the use of direct methods in teaching Arabic maharatul kalam. Because speaking is an expressive language activity, where a person is required to be able to express and express something that is inside him in oral or written form [22]-[25].

After conducting research at Imtaq Shighor Isy Karima Karangpandan Central Java, the researcher specialized this research on students in grade VIII B. Because the books taught in learning Arabic in grade VIII B use al arabiyah baina yadaik. Which, is more focused on learning maharatul kalam, besides that teaching is supported by a conducive and comfortable situation so that it is very possible to carry out teaching and learning activities (KBM) for students of grade VIII B Imtaq Shighor Isy Karima Karangpandan Central Java. The teaching of Maharatul Kalam using the mubasyaroh method is not easy to learn, but students are very enthusiastic about learning it, and students' attention to the teacher in the teaching and learning process is quite good [26]. The purpose of this research is to find out how to apply the teaching of maharatul kalam using the mubasyaroh method, to find out the advantages and disadvantages of teaching maharatul kalam using the mubasyaroh method, and to find out the results of teaching maharatul kalam using the mubasyaroh method [27]-[29].

Arabic language teaching is also a presentation of the field of Arabic language study by teachers to students to understand the Qur'an and Hadith as well as understand the works of scholars who are the heritage of Muslim intellectuals [30]. The success of a teacher in teaching cannot be separated from the method used to create quality output results [31]. One example of a teaching method is the

mubasyaroh method, this method is an Arabic language learning method that in its implementation uses Arabic as the language of instruction where the language is used to communicate directly without using the language of the students in teaching at all and this method is known as the method used for teaching Arabic in improving the ability to speak Arabic.

LITERATURE REVIEW

The journal written by Lailan Nahari Maha entitled "Efforts to Improve Students' Ability to Speak Arabic by Using the Hiwar Method in Class VII A SMP Muhammadiyah 57 Medan, this study is a class action research designed in two cycles. The data collection technique uses an observation sheet that contains indicators for improving students' Arabic language skills. The results of this study show an increase from cycle I to cycle II. From the observation sheet data, it can be seen that the average class score of 37 students in the first cycle is 64% and in the second cycle is 84%. From the results of the implementation of the first and second cycles of PTK, it can be concluded that the Arabic language skills of grade VII students have improved in Arabic. Related to this journal, it has several similarities, including discussing Arabic language skills. However, on the other hand, there is a difference with the researcher's thesis, lailan nahari emphasizes the hiwar method, while the researcher himself uses the direct method [\[32\]](#).

The journal was written by Nurul Zuhriyah and Ade Rahman, with the title of Assistance in Learning Arabic Aspects of Maharatul Kalam through the Mubasyaroh Method at the Al-Ikhlas Muhammadiyah Bima Islamic Boarding School. This journal has the same discussion as the researcher's thesis, namely both discuss Maharatul Kalam. However, it also has a difference from the researcher's journal, Nurul Zuhriyah et al emphasized mentoring students in learning Arabic using the mubasyarah method, while the researcher discussed the teaching of maharatul kalam to students using the direct method [\[33\]](#).

A journal written by Muh Arif, with the title Direct Method in Arabic Language Learning. This journal explains the learning process at the Al Falah Islamic boarding school which implements the Arabic language learning system with a direct method that is also supported by the community of the boarding school which uses Arabic in daily life. This journal has the same discussion as the researcher's thesis, namely both have a situation where the place is very supportive of developing the Arabic language, while this journal has a difference, Muh Arif discusses learning Arabic with the mubasyaroh method while the researcher's thesis discusses learning maharatul kalam using the direct method [\[34\]](#).

METHODOLOGY

This research is a type of qualitative research using a qualitative descriptive method where research method is used by the researcher to describe everything obtained during the research which is carried out using data collection techniques through classroom observation during KBM (teaching and learning activities), documentation obtained from school archives and data from schools as well as interviews to be conducted to the principal, teachers and students regarding the teaching of maharatul kalam using the mubasyaroh method in Imtaq Shighor Isy Karima Karangpandan Central Java [\[35\]](#).

This study uses two data sources, namely primary data and secondary data, data collection is taken from several sources including informants and key informants involving students, teachers, and principals [\[36\]](#).

The data collection technique in this research is using observation, interview, and documentation techniques [\[37\]](#). In this study, the researcher will make observations

to students in class VIII B about the teaching of maharatul kalam using the mubasyaroh method in the book *al arobiyah bayna yadaik* with the theme of *al arobiatu alfasiha wa asaruha* (arab fusha and its impact) with a sample of 18 students.

The type of interview used is an unstructured interview, where the researcher does not use systematic and complete interview guidelines for data collection while the objects are Arabic teachers, principals, and students of grade VIII B to obtain the data [38].

The data analysis technique is a systematic data collection process to make it easier for researchers to obtain conclusions [39]. The data analysis of this study uses Interactive Analysis, this analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and conclusion drawn/verification [40].

RESULTS AND DISCUSSION

The process of teaching Arabic with the book *al arobiyah baina yadaik*, book two volume one, chapter 7, with the theme *alarobiatu alfasiha wa asaruha* (Arabic fusha and its impact) in grade VIII B. More focused on maharatul kalam (Arabic language skills) using the mubasyaroh method, about which students are required to use Arabic without using the mother tongue or *tarjamah*. In this case, students are given the freedom to ask the teacher about Arabic vocabulary that is not yet known by the student. So that students can participate in their learning.

To find out the advantages and disadvantages of teaching maharatul kalam by using the mubasyaroh method in grade VIII B students of *Imtaq Shighor Isy Karima Karangpandan Central Java*, the researcher conducted observations in class VIII B *Imtaq Shighor Isy Karima Karangpandan Central Java* on Thursday, April 1, 2021 at 10.00 WIB. The advantages of teaching maharatul kalam using the mubasyaroh method are:

First, students are skilled in listening and speaking Arabic using the mubasyaroh method. This can be seen from the daily life of those who try to speak Arabic little by little with their fellow friends and finally, they are skilled in speaking Arabic in their daily lives. Second, students know a lot of Arabic vocabulary and how to use it in compiling sentences to discuss Arabic. Because every day students hear the teacher speak Arabic, they finally indirectly understand and master the vocabulary and they immediately practice the vocabulary in the classroom. Third, students can master pronunciation well in Arabic. Every day the teacher gives examples of how to pronounce Arabic well and correctly according to the *makhorijul* of the letters and the intonation of the pronunciation so that students can pronounce the correct Arabic letters and sentences with the appropriate intonation. Fourth, students have courage and spontaneity in communicating, because they are trained to think in Arabic indirectly, without thinking about the rules of *nahwu* and *shorof* so that they are not hindered by the Arabic translation process and they have a spirit of confidence and full of courage to continue speaking Arabic. Meanwhile, the shortcomings in teaching maharatul kalam using the mubasyaroh method are:

First, students are weak in their ability to read and understand Arabic. This is proven that the material and exercises are more emphasized on spoken language so that the ability to read understand and translate the texts they read is less noticeable. Second, it cannot be done in a large class, because the mastery of students in the ability to speak Arabic takes a very long time and is not possible with a large number of students. Third, it is not allowed to use the mother tongue or translation language because it can result in wasting time explaining its meaning and the occurrence of misperceptions or interpretations in students.

Judging from the various kinds of relationships that students have in their learning, there are several types, including first, maharatul istima' or listening skills that students do, which can be seen when students imitate the vocabulary spoken by the teacher so that students can recite what is conveyed by the teacher. Second, maharatul qiro'ah or reading skills are activities that students do at the beginning of each lesson which is seen from the moment students pay attention and observe what is conveyed by the teacher. Third, maharatul kalam or speaking skills are activities carried out during the teaching process, both by teachers and students to practice speaking to improve vocabulary mastery in Arabic language skills. The four maharatul kitabah or writing skills are activities that must be carried out by students when the teacher gives either written or not from the vocabulary and rules of the Arabic language.

The results of the interviews show that the teaching of maharatul kalam which is carried out by the mubasyaroh method or the direct method is effective. With the application of the direct method, students will get used to hearing Arabic directly, and make it easier for students to speak Arabic correctly according to the rules of nahwu and sorof. This can be seen from the results of interviews with students who show students' interest in the application of the mubasyaroh method in teaching maharatul kalam in Imtaq Shighor Isy Karima Karangpandan Central Java.

Of the eighteen (18) students of grade VIII B Imtaq Shighor Isy Karima Karangpandan Central Java showed the level of student interest, of which out of a total of all students only one expressed dislike for the teaching of maharatul kalam using the mubasyaroh method, namely a student named Shuaib Ubaidillah Aslamy stated in his interview that "it is difficult to understand Arabic if you do not use translated or teaching aids".

Based on the results of observation, it is known that the value of the maharatul kalam subject for students of grade VIII B Imtaq Shighor Isy Karima Karangpandan Central Java is as follows:

Table 1 Maharatul Kalam Subject Values Class VIII B

NO	NIS	NAME	VALUE
1	99	Ahmad Sauqi Tasnim	50
2	044	Ahmad Taqiyuddin Assa'idy	77
3	102	Alif Muhammad Faiz	94
4	103	Ammar Abdurrahman Alim	91
5	053	Firdaus Romadlon	74
6	106	Jamshied Nizamuddin	80
7	107	M Ibrahim Al-Adhami	96
8	112	Muhammad 'Ibaadurrahmaan	97
9	062	Muhammad Mahfudhz A.	58
10	115	Nazhif Atsil Muzhaffar Rafid	95
11	069	Rozyn	83
12	117	Sabda Giri Pamungkas Anindyajati	58
13	118	Salman Salim	88
14	119	Suhaib Ubaidillah Aslamy	85
15	070	Tegar Ja'far Maqbulaffandi	93

16	120	Tegar Paramarta	95
17	123	Umar Al Fatih	95
18	124	Zaki Arif	89
AVERAGE SCORE			83

The mubasyaroh method is a way of presenting or teaching Arabic, wherein the presentation of the material, the teacher directly uses Arabic as the language of introduction, without using the mother tongue or translation at all. This method is based on the understanding that teaching a foreign language is not the same as teaching exact science. If teaching definite science, students are guided to be able to memorize certain formulas, think, and remember. So in language teaching, students are trained directly in saying certain words or sentences. Even though these words or sentences are still unfamiliar and difficult for students to understand, little by little they will be able to be spoken, understood, and can also be interpreted.

The results of the maharatul kalam subject scores of students of grade VIII B Imtaq Shighor Isy Karim a Karangpandan Central Java using the mubasyaroh method are seen from the number of students with an average score of 83 with the predicate of students who have a score above the KKM of 83.4% while those who have a score below the KKM are only 16.6% of the total number of students totalling 18 students with a standard score of KKM 60, Here it shows that the use of the mubasyaroh method with the teaching of Maharatul Kalam is effective. Judging from the success factors of students of class VIII B Imtaq Shighor Isy Karima Karangpanda, Central Java, in learning maharatul kalam using the mubasyaroh method, it is inseparable from the high enthusiasm and determination in learning it.

Judging from the success factors of students of class VIII B Imtaq Shighor Isy Karima Karangpanda, Central Java, in learning maharatul kalam using the mubasyaroh method, it is inseparable from the high enthusiasm and determination in learning it. The inhibiting factor in learning maharatul kalam using the mubasyaroh method is the lack of Arabic vocabulary possessed by students it hinders understanding the learning and the background of some students from public schools so it is difficult for students to follow the learning given by the teacher. The teaching of maharatul kalam has aspects with a very significant position in improving students' speaking skills because speaking skills are considered a very important skill in learning Arabic. After all, speaking is something that applies to language and is the initial goal of a person who learns a language. Speaking skills also aim to help in communication between students by using language properly and correctly.

In teaching Arabic, one of the aspects that people often highlight is the method aspect. The success of an Arabic language teaching program is often judged in terms of the method used because it is the method that determines the content and method of teaching Arabic. In teaching Arabic, many methods are developing today, such as the mubasyaroh (direct) method, discussion method, lecture method, lingual audio method, and so on. In addition to the developed methods, Arabic language teaching has several supporting factors, including facilities, a conducive environment, qualified teachers, and appropriate techniques.

CONCLUSION

Based on the results obtained from observations, interviews, and documentation related to the teaching of maharatul kalam using the mubasyaroh method in students VIII B Imtaq Shighor Isy Karima, it can be concluded that related to the teaching of maharatul kalam using this direct method has been fairly effective. In the teaching and learning process, students are required to communicate, listen, and record new

vocabulary conveyed by the teacher. This is evidenced by the analysis of learning data in the subject of maharatul kalam with the mubasyaroh method in grade VIII B students of Imtaq Shighor Isy Karima Karangpandan Central Java as follows:

The implementation of the formal mubasyaroh method in the teaching and learning process of maharatul kalam in grade VIII B students of Imtaq Shighor Isy Karima Karangpandan Central Java began with initial activities in the form of equipment needed for teaching maharatul kalam, core activities in the form of teachers' explanations of maharatul kalam material using the mubasyaroh method, teacher evaluation activities ordering students to ask questions and answers alternately or in pairs related to practice questions aforementioned. The closing activity was carried out with messages and advice from teachers regarding the subject in question.

Efforts were made to overcome problems in the teaching of maharatul kalam by using the mubasyaroh method to improve student's skills and provide the widest opportunity for students to ask teachers about the meaning of vocabulary that is not yet known as a form of effort to overcome problems is to teach in a variety of ways so that students have more relevance to the teaching of maharatul kalam so that it has a great impact on improvement of student learning outcomes.

This is evidenced by the results of student scores from 18 students who were sampled in this study, 15 students obtained a score of ≥ 60 . Meanwhile, in the theoretical framework, it has been mentioned, that the criteria for the effectiveness of the method are marked by the value in this study refers to the indicator that if 75% of the entire sample has reached a score of ≥ 60 , then the value of teaching maharatul kalam using the mubasyaroh method in grade VIII B students at Imtaq Shighor Isy Karima Karangpandan Central Java is said to be effective with an average score obtained from the entire sample in teaching maharatul kalam By using the Mubasyaroh method, it reaches the number 83. Therefore, the results of the data analysis show the effectiveness of the use of the mubasyaroh method in the teaching of maharatul kalam in grade VIII B students in Imtaq Shighor Isy Karima Karangpandan Central Java.

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Author Contribution

Taufik Hidayat Stang plays a role in collecting references and writing narratives. Rahmat Hidayat Stang contributed to writing and looking for additional references. The other writers contributed to the guidance and editing.

Conflicts of Interest

All authors of this journal have no conflict of interest other than for the development of science itself.

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