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AL-MUBASYAROH METHOD IN LEARNING ARABIC LANGUAGE IN MADRASAH IBTIDAIYAH

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ABSTRAK

Program pendidikan bahasa Arab menjadi bagian dari peningkatan mutu pendidikan bahasa Arab yang diidentikkan dengan pendidikan berbasis agama Islam di Indonesia. Keberhasilan dalam proses pembelajaran tergantung pada prosedur yang digunakan pendidik dalam kegiatan pembelajaran. Dalam penelitian ini akan dibahas metode al mubasyaroh yang akan diterapkan pada pendidikan bahasa arab madrasah ibtidaiyah kelas empat, lima dan enam, atau kelas tinggi dimana pada kelas tersebut siswa telah memperoleh pengetahuan dasar bahasa arab pada kelas satu dua dan tiga yaitu kelas rendah . Pada metode al-mubasyaroh mendominasi pembelajaran bahasa arab dengan tuturan untuk menekankan penguasaan penambahan kata arab dalam kehidupan sehari-hari. Dalam metode pengajaran bahasa Arab sebagai bahasa langsung antara pendidik dan peserta didik tanpa menggunakan terjemahan. Partisipasi aktif pendidik dan peserta didik menjadi acuan keberhasilan proses pembelajaran.

Kata Kunci: metode mubasyaroh, metode pembelajaran, bahasa arab

ABSTRACT

The Arabic language education program has become part of improving the quality of Arabic language education that identifies with Islamic religion-based education in Indonesia. Success in the learning process depends on the procedures used by educators in learning activities. In this study will discuss the al mubasyaroh method which will be implemented in Arabic language education madrasah ibtidaiyah fourth, fifth and sixth grades, or high grades where in these classes students have gained basic knowledge of Arabic in grades one two and three, namely low grades. In the al- mubasyaroh method dominates Arabic language learning with speech to emphasize the mastery of Arabic word addition in everyday life. In the method of teaching Arabic as a direct language between educators and learners without using translation. Active participation of educators and learners becomes a reference for the success of the learning process.

Keywords*: mubasyaroh method, learning method, Arabic language*

مستخلص

يعد برنامج تعليم اللغة العربية جزءًا من تحسين جودة تعليم اللغة العربية المرتبط بالتعليم القائم على الدين الإسلامي في إندونيسيا. يعتمد النجاح في عملية التعلم على الإجراءات التي يستخدمها المعلمون في أنشطة التعلم. في هذا البحث، سيتم مناقشة طريقة المباسيرة التي سيتم تطبيقها على المدرسة الابتداءية لتعليم اللغة العربية في الصف الرابع والخامس والسادس، أو الصف العالي حيث اكتسب الطلاب في هذه الصفوف المعرفة الأساسية باللغة العربية في الصف الأول والثاني والثالث، وهي الطبقة المنخفضة. في طريقة المباسيرة، يهيمن الكلام على تعلم اللغة العربية للتأكيد على إتقان إضافة الكلمات العربية إلى الحياة اليومية. في أسلوب تدريس اللغة العربية كلغة مباشرة بين المعلم والطلاب دون استخدام الترجمة. تعتبر المشاركة الفعالة للمعلمين والطلبة مرجعا لنجاح العملية التعليمية.

الكلمات المفتاحية: الطريقة المباسيرة، طريقة التعلم، اللغة العربية

INTRODUCTION

Education is the deliberate effort of any individual to transfer experience, knowledge, skills and abilities to others. The main purpose of education is to enable educated individuals to live their lives positively in their social interactions.1

Teaching methods are methods that teachers use to build relationships with students during class. Teaching methods act as a means to design the learning process. By using this method, it is expected that the development of students' learning activities can be in line with the methods taught by the teacher. In other words, educational interaction is created, and language teaching methods in particular aim to ensure that the language taught has meaning for students.2

Learners need an interesting learning method and can emphasize what the teacher teaches so that it is more quickly absorbed and understood by students.3 The success of a lesson depends on the method that will be used. Learning methods play an important role in the overall learning procedure. The role of the method is also related to students who are the subject of Arabic language learning. The selection of appropriate learning methods by educators will be a success factor in learning.

There is a wide variety of learning methods. Each method has advantages and disadvantages that need to be compared with other methods. Educators often choose to use a variety of different methods in the learning process. The method used depends on

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[1] Tri Prasetya, *Philosophy of Education for IAIN, STAIN, PTAIS (Cet. II)* (Bandung: Pustaka Setia,2002)

[2] Nana sudjana, history of Islamic education: tracing the history of the prophet's era to Indonesia cet.1)(jakarta : kencana prenada groub, 2007).

[3] A Hamid, "VARIOUS TEACHING METHODS FOR TEACHERS IN THE LEARNING PROCESS," *Aktualita: Journal of Social and Religious Research* 9, no. 2 (2019): 1-16

considerations based on the relevant learning situation. One of the methods used in this study is Thoriqoh Mubasyaroh which is generally used in high classes that master more material than low classes.

The use of the al-mubasyaroh method is guaranteed to support students in improving speaking skills (maharah al-kalam) in Arabic language learning. The main focus in teaching Arabic with the al-mubasyarah method is through the direct implementation of learning from the Arabic language, which means that in the learning process it is forbidden to use languages other than Arabic.4 Therefore, it is expected that the use of this method will bring new innovations in Arabic language learning. The application of the al-mubasyaroh method in Arabic language learning involves the practice of speaking Arabic directly without using the language of instruction, so that every word in Arabic will be deeply felt by learners.

METHODS

This research uses a qualitative approach by producing descriptive data. The type of research is *library research*, with activities to collect library data through reading, researching, managing research materials, and analyzing.[5]

Data sources are in the form of literature and previous research such as books, documents, articles, and various other sources that have relevance to the research subject. The data analysis stage (*content analysis*) researchers use for the purpose of selecting and compiling data related to the presentation of the theory of the mubasyaroh method in Arabic language learning. Furthermore, the organization and categorization of data with certain data groups are carried out, so that the presentation of research data becomes more systematic and provides understanding to readers. Data validity with source triangulation which means in the process of testing the validity of data by cross-checking the data obtained from various literature sources.[6]

RESULTS AND DISCUSSION

1. Defition Of Learning Methods

The word "learning method" contains two words, namely "method" and "learning". Etymologically, the word "method" comes from the Greek "methados", whichconsists of two syllables, namely "meta" which means through, and "hados" which means way. In English it is called method and in Arabic it is called toriqoh or uslub whenassociated with learning. Meanwhile, according to KBBI, the definition of method is a way of carrying out work according to the desired content, in order to achieve predetermined goals.[7]

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[4] Imam Makruf, *Active Arabic Learning Strategies* (Semarang: Need'sPress, 2009).

[5] Mahmud, *Educational Research Methods* (Bandung: Pustaka Setia, 2010).

[6] Sugiyono Sugiyono, *Qualitative*, *Quantitative and R&D Research Methods* (Bandung: Alfabeta, 2008).

[7] Ridwan Wirabumi, "The Lecture Learning Method," *Aciet: Annual Conference on Islamic Education and Thought* 1, no. 1 (2020): 107.

A method is a series of systematically organized steps or a logical sequence to achieve a goal. Learning, on the other hand, is an interactive process between teachers and students, both inside and outside the classroom, which involves the utilization of various learning resources as learning materials.[8] According to Sudjana, learning method is a method used by the teacher in establishing interaction with students duringthe teaching process.[9] According to Sutikno, learning methods are a series of ways of presenting subject matter carried out by educators. The goal is to facilitate the learning process in students in an effort to achieve learning objectives. [10]

By detailing the definition, it can be concluded that learning methods are techniques or ways of implementing learning plans in the form of practical activities in real life, with the aim of achieving learning targets. Thus, learning methods are a set of strategies or approaches used by teachers to facilitate the learning process between students with the ultimate goal of achieving the desired learning outcomes.

2. Definition of Toriqoh Al-Mubasyaroh

Tariqah Al Mubasyarah, known as the direct method, involves the direct use of the foreign language being taught (Arabic) by the teacher during learning, without usingthe students' language. Explaining the meaning of words and phrases by using pictures and demonstrations.[11]

There are three methods that are closely related and even form a complementary part of Tariqah Al Mubasyarah, namely:

a. *The psychological* method (al-tariqah al-sikulujiyyah / *psychological method*) has a basis in observing the relationship between mental development and thinking processes in the learning process.
b. The phonetic method (al-tariqah al-sautiyyah/phonetic *method*) involves writing material with phonetic notation instead of spelling as is commonly used. In its application, this method starts the learning process with sound listening exercises.
c. The natural method (al-tarīqah al-tabi'iyyah/natural method) is a continuation of the phonetic method. This approach resembles foreign language learning to mother tongue learning and generally relies on continuous daily actions and habits.[12]

3. Implementation of Al-Mubasyaroh Method in Arabic Language Learning

The Al-Mubasyaroh method can be implemented through a series of steps:

a. The teacher starts the verbal delivery of the material by showing an object or

[8] Anna Poedjiadi, *Science and Technology Society* (Bandung: PT. Remaja Rosdakarya, 2005).

[9] Nana Sudjana, *Research on the Results of the Teaching and Learning Process* (Bandung: PT. Remaja Rosdakarya, 2005).

[10] M. Sobry Sutikno, *Learning and Learning* (Bandung: Prospect, 2009).

[11] Muljanto Sumardi, *Foreign Language Teaching: A Methodological Overview (Crt. II)* (Jakarta:Bulan Bintang, 1975).

[12] Acep Hermawan, *Arabic Language Learning Methodology. Cet. I* (Bandung: PT Remaja Rosdakarya, 2011).

picture while pronouncing the words. Students imitate the words over and over again until they get the correct pronunciation and understand the meaning.

b. The next step of the exercise involves a question and answer session with the use of question words such as "ma, hal, aina, limada" depending on the difficulty level of the students. The interaction models vary, starting with the classic interaction model, then the group interaction model, and finally the individual interaction model.
c. After the teacher ensures that students understand the material that has been presented, students are asked to open the textbook. The teacher gives an example of correct reading, and the students are asked to read it in turn.
d. The next step involves students in oral question answering or practice using the book, followed by a writing activity.
e. Students will be provided with general reading material according to their level, which includes additional material in the form of interesting elements such as humorous stories, wisdom stories, and proverbs to capture their attention.[13]

Teachers can use these steps according to the situation and conditions, provided that they do not violate the basic concepts and characteristics of the learning method concerned. According to educators, the direct Arabic learning method or al-Mubasharohhas advantages and disadvantages.
Here are some of the advantages of this method that can be noted:

a. Stimulate the enthusiasm of Arabic language teachers to use Arabic as a medium of communication, and help improve students' listening skills (mahalla al- istima') and speaking skills (maharah al-kalam).
b. Inspire students to always consider Arabic so that it does not mix with their native language.
c. It is an introductory phase in learning through dialog (hiwar) and stories, which can be the basis for achieving other speaking skills (maharah lugawiyyah).
d. Motivate students to name and understand words and sentences in the foreign language being taught, especially with the support of learning materials.
e. Use simple words and everyday terms to support students' understanding of symbols in the foreign language.
f. Use different types of materials to arouse students' interest.
g. Provides students with hands-on and practical experience, even if they don't fully understand the spoken text.
h. Improve students' language skills through exercises that involve listening and

[13] Syamsuddin Asyrofi, *Arabic Language Teaching Methodology Concepts and Implementation* (Yogyakarta: Ombak, 2006).

saying words and sentences regularly.[14]

Some aspects that can be identified as weaknesses of this method involve:

a. Reading comprehension limitations or students' lack of understanding of the text.
b. Not applicable to large classes.
c. A lot of time is spent on repetition of word meanings, and students may make poor decisions.
d. Students are burdened with memorization that may be boring.[15]
e. Practicing memorizing sentences that have no meaning or are unrealistic may become boring for adults.
f. Experts have criticized this method for its theoretical weakness of equating first language acquisition with second or foreign language learning.[16]

According to the author, the weaknesses in the direct method or al-mubasyaroh, as they are considered, are not fatal weaknesses that cannot be tolerated. These weaknesses are very possible to overcome by improving certain techniques according to the context.

CONCLUSIONS

Sujana explains that a learning method is a way that teachers use to build relationships with students during learning. Stikno, on the other hand, states that learning methods are the ways educators present material so that the learning process occurs to achieve goals among students. In contrast, Tariqa al-Mubashara is referred to as a direct methodbecause the teacher directly uses a foreign language, such as Arabic, during learning andis not allowed to use the students' language.

The implementation of al-Mubasyaroh is left to the teacher depending on the situation and conditions, as long as it remains in line with the basic concepts and characteristics of this law. According to language educators, the direct Arabic learning method or al-Mubasyaroh has advantages and disadvantages.

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