



TEACHER'S ATTEMPT IN IMPROVING STUDENTS' MAHAROH KALAM: STRATEGIES, PROGRAMS, AND ITS PROBLEMS

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UPAYA GURU DALAM MENINGKATKAN MAHARAH KALAM SISWA: STRATEGI, PROGRAM, DAN PERMASALAHANNYA

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ABSTRACT

Abstract: Improving Maharah Kalam is a must for Arabic learners at all levels. This paper describes the teacher's attempt in improving the Maharah Kalam of elementary school students based on the Tahfidz Qur'an. The researchers adopt a descriptive qualitative approach with a case study method at Tahfidz Al-Qur'an Daarul Ukhuwwah Elementary School in Malang. The results of the research indicate that a) the learning strategy while playing totally attracts the students' attention to the Arabic learning subject, b) the Arabic language learning program must be followed by teachers and students, and c) the obstacles found from the late submission of Mufrodat. The findings of the research indicate the positive impact that arises from the game-based Arabic language learning process comes from the students who are able to communicate the Arabic language with their teachers and friends. Schools, teachers, and students' guardians can be more synergized so that students' speaking skills can be effective.

Keywords: teacher's attempt, speaking skill, elementary school, Arabic learning subject, teaching strategy, tahfidz Quran

Abstrak: Meningkatkan maharah kalam merupakan suatu hal yang wajib bagi pembelajar Bahasa Arab pada semua tingkatan. Tulisan ini mendeskripsikan upaya guru dalam meningkatkan maharah kalam santri sekolah dasar berbasis Tahfidz Qur'an. Peneliti mengadopsi pendekatan kualitatif deskriptif dengan metode studi kasus di SD Tahfidz Al-Qur'an Daarul Ukhuwwah Malang. Hasil penelitian menunjukkan bahwa a) strategi belajar sambil bermain sangat menarik perhatian santri dalam pembelajaran bahasa arab, b) program pembelajaran bahasa Arab wajib diikuti oleh guru dan santri, dan c) kendala yang ditemukan keterlambatan setoran mufrodat. Temuan penelitian menunjukkan dampak positif yang muncul dari proses pembelajaran bahasa Arab berbasis games yaitu santri mampu berkomunikasi bahasa arab dengan guru maupun temannya. Sekolah, guru, dan wali murid dapat lebih bersinergi agar keterampilan berbicara siswa dapat berjalan dengan baik.

Kata Kunci: upaya guru, keterampilan berbicara, sekolah dasar, pembelajaran bahasa Arab, strategi guru, tahfidz Quran

CITATION

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INTRODUCTION

Various problems in the application of Arabic language learning are commonly found at various levels of education, especially in elementary schools with students aged between 7 and 12 years (Hayati, 2021). Arabic itself is not the mother tongue, but a foreign language which is taught in several schools, especially Islamic schools. At the elementary school level, students are not used to knowing and learning Arabic. With a variety of existing problems, it is a challenge for Arabic language educators to create a pleasant learning atmosphere. So good, appropriate, and effective efforts are needed in the delivery of learning. One of the efforts that educators can make is to improve the teaching and learning process (Suada, 2021).

To improve communication skills in learning Arabic, both oral and written are inseparable from the 4 language skills, namely: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), writing (*kitabah*). (Aziza & Muliansyah, 2020). *Istima* skills are basic skills in the learning process, in this skill, students are expected to be able to understand dialects, pronunciation patterns, language structures and so on. As for the *kalam* skill, it is a continuation of listening, students can imitate what is heard and express what has been understood. With speaking skills, students will become more active subjects. Likewise in this study speaking skills are the subject of discussion. Furthermore, *qira'ah* skills are where students are able to read properly and correctly and understand the meaning of the text. And finally, the book of the highest skills in learning Arabic (Baroroh & Rahmawati, 2020).

Speaking skills are the skills to be achieved after the learning process because this ability is one of the benchmarks for someone's ability to communicate using Arabic. Practising speaking must be based on 3 things: listening ability, speaking ability, and vocabulary mastery (Fajrin, Walfajri, & Khotijah, 2020). One effort to improve *kalam* skills is to use the direct method, in which educators use Arabic in the learning process and are not allowed to use the mother tongue (Fajrin dkk., 2020) from opening

the lesson and during the learning process, all use Arabic without the help of use mother tongue. To explain vocabulary that students do not understand, educators must be able to provide examples of demonstrations or other explanations so that students are able to find the meaning of sentences.

To solve the existing problems, a program is needed to improve *maharah kalam*, as applied to Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School. Among the existing programs are: (1) All educators and employees are required to attend Arabic Language Lessons, (2) Tahfidz Qur'an, and (3) Use Arabic when inside and outside the classroom. As is the case in previous studies, efforts to increase *maharah kalam* at the elementary school or Madrasah Ibtidaiyah level are with a school literacy program. Where educators teach Arabic with Arabic songs and games (Hanifah, 2018). Likewise research at Ma'had Az-Zubair bin Al-Awwam, where research findings show a significant relationship between Tahfidz Qur'an and *Maharah Lughawiyah* (Fauziah, Ritonga, & Alrasi, 2020).

Thus the implementation of programs to improve speaking skills is needed. with the problems that exist, an effort is needed. Like the Tahfidz Al-Qur'an Elementary School, Daarul Ukhuwwah has implemented several programs. To find out how much influence this program has on students' *maharah kalam*, it is necessary to do research with the title "teacher's efforts to improve students' *maharah kalam*: programs and their problems."

METHODS

This research uses a descriptive approach and uses a case study method. The qualitative approach aims to explore the phenomena that occur in the object of research in detail and interpreted descriptively in the form of words where the researcher describes them without the need for statistics or formulas. The case study method in this study was carried out to gather information about teachers' efforts to comprehensively improve speaking skills for students at the elementary school level at Tahfidz Al-Qur'an Daarul Ukhuwwah Elementary School,

Malang Regency.

The researcher collected data directly from the first informant where the research was carried out..(Sugiyono, 2018) The informants of this study were 4 Arabic teachers, school principals, and students in grades 1 and 2 totalling 32 people who were randomly selected. Data collection techniques through observation, interviews and documentation. Observation aims to see the ongoing process of learning Arabic and the formation of an Arabic-language environment in grades 1 and 2. Direct interviews were conducted at a meeting where the interviewers, in this case, were researchers and data sources. (Sanjaya, 2013) were conducted with school principals and teachers. From the school principal, the researcher wanted to find out information about the program being carried out by the management team to instil Arabic in students. Meanwhile, from the Arabic teacher, the researcher wanted to get information about the learning strategies in the classroom to strengthen the students' Arabic language skills. Furthermore, the researchers conducted interviews with students to obtain information about their perceptions of learning Arabic in class.

Furthermore, from the data obtained, the researcher conducted data analysis through the following steps: data collection, data reduction, data presentation, and data verification to draw data conclusions. Finally, the researcher checked the validity of the data through triangulation and discussion techniques to obtain data and information according to research needs. Based on the steps above, the researcher will be able to process the data obtained about the topic under study.

RESULTS AND DISCUSSION

Arabic Learning Strategy

According to Asrori, the word strategy was originally used in the military which meant art, tactics on an operational task on the battlefield (Asrori, 2016). Slameto argues that strategy is a plan in utilizing something to make it more effective and efficient (Slameto, 1991). Meanwhile, according to Sugiyono, strategy is a

plan that is implemented with great care in achieving the desired goals (Sugiyono, 2008). Learning strategies are a major factor in the success and improvement of learning Arabic language skills (Fatimah & Kartikasari, 2018). Because the right strategy can make students more active and more enthusiastic about learning Arabic. Therefore, before determining the strategy, the ustadz must make a plan and develop learning objectives so that it is clear what you want to achieve. A strategy can't be made without a learning objective. Because learning objectives are the spirit of implementing a strategy (Ramadhan, 2019).

Daarul Ukhuwwah Tahfidz Qur'an Elementary School is an educational institution under the auspices of the Daarul Ukhuwwah foundation. To be accepted at this school, new students must have memorized 1 juz of the Qur'an. This is an absolute requirement that cannot be contested. From prospective students, they will take the tahfidz Qur'an test. This is done so that the students who are filtered are the chosen students. Because the management of Daarul Ukhuwwah Tahfidz Al Quran Elementary School believes that new students who already have memorized 1 juz of the Qur'an will find it easier to teach Arabic. Because they are considered accustomed to interacting with Arabic letters, namely in the verses of the Qur'an. And the big goal is that teaching Arabic will later be used again to understand the Al-Qur'an and Al-Hadith as the main literacy of Muslims.

In learning Arabic at Daarul Ukhuwwah Tahfidz Qur'an Elementary School, it is held every day from Monday to Friday. With 2 hour meeting. Where in 1-hour meeting duration is 30 minutes. So that in 1 day learning Arabic gets 60 minutes. Before carrying out learning in class, Ustadz is required to make a lesson plan called I'dad Tadris. In I'dad Tadris it is written in full starting from the name of the lesson, time, learning objectives, the tools used/wasailul idhoh, and how to teach it starting from the opening, content and closing all contained in the I'dad Tadris. Because basically what is contained in I'dad Tadris must represent all activities in the class. Both in terms of explaining the material or

appreciating the students (R & Maulana, 2022). So that the ustadz when teaching is has a mature preparation. The Arabic language book used in Class 1 of Daarul Ukhuwwah Tahfidz Qur'an Elementary School is the book Lughotuna Lughotul Arobiyah juz 1 by Dian Ahmad Jufrih which was developed from the book Al Azhar, Egypt and also adapted from the YouTube video entitled تعلم مع زكريا. This book is in full Arabic without any words being translated into Indonesian. And this book is also full of colours and pictures. Because colourful images affect students' learning (Jufrih, Rochman, & Bahruddin, 2021). The method used at Daarul Ukhuwwah Tahfidz Qur'an Elementary School is a direct method. Where ustadz are required to teach using Arabic without the transliteration process (Fauzi, 2019). Jika ada satu kata yang belum dipahami If there is one word that has not been understood by students. So, the ustadz uses washailul idhoh, demonstrates or paints it on the blackboard. Following the results of the interview with the Arabic language teacher, Ust. Fawwas:

"At this SDTQ, the ustadz is obliged to make preparations or if here it is called I'dad tadris. Because with I'dad tadris the direction and goals of learning are clear. Ustadz doesn't just come to class and doesn't just teach. We are here obliged to teach in full Arabic. According to the mandated leader, We are not allowed to translate a single word into Indonesian when learning Arabic in class. This aims to build bi'ah lughoh We use thoriqoh mubasyaroh according to the recommendations from the existing book. For grade 1 the name of the book is Lughotuna lughotul arobiyah which was composed by Ustadz Jufri".

Furthermore, the ustadz who teaches the lesson carries out his duties to teach according to what is written in the I'dad Tadris, which includes the ustadz starting with greetings, then asking the condition/news of the students and

tidying up the seats of the students who are considered not neat so that learning can be focused on the ustadz. Read the attendance and convey the learning objectives for that day. The first Arabic lesson for grade 1 is learning to recognize the sounds of hijaiyah letters and be able to pronounce these letters correctly and be able to write letters and assemble them into words according to the rules of writing Arabic. That is, the material for the first semester is the letters Alif to the letters Shod. In this teaching, the Ustadz pronounces one hijaiyah letter fluently according to the makhorijul khuruf rules. The ustadz asked the students to listen to the sound of the letters that came out and after that, the students followed suit. Example on the word Alif. the ustadz recites the letter Alif up to 5 times and is followed by each student.

After all, students can pronounce the letter alif fluently, the next step is for the *ustadz* to write the letter alif and the students are asked to pay attention to the movements of the *ustadz's* hands. While the ustadz writes the letter alif and says the sentence عا وفوقها همزة *Asho wa fauquha hamzah*. When pronouncing عا *Asho* (stick) the *ustadz* makes a straight line down like a stick. Next, in the word و فوقها همزة *Wa Fauqohu Hamzah*, the *ustadz* writes the letter Hamza above the letter Alif. Students are asked to really pay attention to it. Then the teacher repeated up to 3 times. After paying close attention, the *ustadz* turned to the students and uttered عا وفوقها همزة *asho wa fauqoha hamzah* without writing on the blackboard but writing in the air asking the students to follow him to write in the air. The *ustadz* pays attention to the students while practising. After repeating it up to 5 times, the *ustadz* asks one of the students to practice it and writes it on the blackboard the ustadz pays attention and at the same time asks for the opinion of other students if there is incorrect writing. Then all students were asked to write 10 times in their notebooks. This is following Fawwas' statement:

"the lesson that I teach to new students is first to know the sound of each letter

according to its makhorj to train maharoh istima' and after listening to what I say, then I ask students to follow what I say and these trains maharoh kalam. After being proficient, I will teach them to write one letter. Alif only. I draw a straight line from top to bottom while sticking out asho which means stick. I mean here to make it easy to remember that the letter alif is like a stick. After that, I just wrote the letter hamza above the alif while I say wa fauqohu hamzah. I repeat it three times and I ask the children to write but on the air, they write while saying asho wa fauqohu hamzah and after that, I don't ask them to come forward to practice. Then I ask the students to write in their notebooks "

After the students can write the letter alif correctly. Furthermore, the *ustadz* added the material by giving the *harokat* to the letter alif with the *harokat fathah, dommah* and *kasroh*. However, the alif writing no longer mentions *asho wa fauquha Hamza* but is replaced with *نكتب حرف الألف و نضع فوقه فتحة ونقول (أ)Na'tubu harfal Alif, , wa nadho'u fauqohu fathah wa naqul A. ustadz* writes the letter alif and after that gives *harokat fathah* above the letter alif by writing it from right to left. As for the *harokat dhommah*, the *ustadz* thinks of *نكتب حرف الألف و نضع فوقه ضمة ونقول (أ)Na'tubu harfal Alif, wa nadho'u fauqohu dommah wa naqul U*. At the same time as writing the sentence the *ustadz* practices it on the board by writing the *harokat dhommah* above alif letter. And for the next, the *ustadz* mentions *نكتب حرف الألف و نضع تحته كسرة ونقول (أ)Na'tubu letter Alif, wa nadho'u fauqohu dommah wa naqul i. ustadz* re-wrote the letter alif and gave the *harokat kasroh* under the letter alif. i.e. by writing it from right to left. Next, the *ustadz* asked the students randomly to come to the front of the class and practice it on the blackboard. If there is an error in writing. *Ustadz* will ask other students to justify it. After that, the teacher gave the task to be done at home. Following the statement of

Ustadz Fawwas.

After the students were able to write alif letters correctly, then I taught them how to give the harokat and how to write it. Namely, the harokat fathah, dhommah and kasroh. Because in SDTQ it is not permissible to prohibit Arabic material with translation into Indonesian. So, I still convey in full Arabic. In this example, I interpret the sentence نكتب حرف الألف و نضع فوقه فتحة ونقول (أ) while writing on the blackboard. After that, I turn to the students and ask them to follow what I say and the students keep moving their hands in the air according to what I gave an example. Likewise with the dhommah and kasroh vowels. We repeat this 5 times. So that the students memorize and understand writing letters that have a vowel. And I emphasize that the harokat is written from right to left from top to bottom specifically for harokat fathah and kasroh position the harokat like a slash. As for dommah from top to bottom. Following the rules of writing. the first meeting can end according to the I'dad that I made. because if there is a lot of fear, students will forget.

At the next meeting, students are taught how to read and write the letter alif at the beginning of a word and with a vowel, in the middle of a word and at the end of a word. *Ustadz* explained that alif could be connected but could not connect. For the alif letter at the beginning of a word, the alif is not connected with anything and also does not connect with any letters. Likewise, if there is a different vowel, the way to read it will be different. Next, the *ustadz* gives an example by saying the sentence *كلمات تبدأ بحرف الألف*, then the *ustadz* mentions words that begin with the letter alif, for example, *أَسَدٌ، أَدْنٌ، إِبْرَةٌ* according to the vowel that has been previously taught. and draw the word on the blackboard then the *ustadz* writes the word right under the picture he has made while still asking the students to pay

close attention and the *ustadz* gives a circle to each letter alif. because media images have a big role in writing activities (Hasan, 2021). In this way, it is hoped that it will also provide additional *mufrodat* understanding.

If students can understand well. Next *Ustadz* gave an example of the letter alif in the middle of the word. Namely, the letter alif can connect but cannot be connected. And there are times when the letter alif stands alone in the middle of a word without the letter hamza. as the *ustadz* gave 3 examples of words by saying *كلمات في وسطها حرف الالف* *Kalimatun fi wasathiha harful alif*, namely words in the middle of which there is the letter alif and the students follow what the *ustadz* says. Then the *ustadz* gave an example of the word *فأس* where the alif letters can be connected but not connected. Then in the word *باب* and the word *زرافة* where the alif stands alone without being connected. Because the previous letter is the letter that cannot connect, namely the letter Ra.

And finally, *Ustadz* teaches how to write alif at the end of a word. Namely, the letter alif can be continued and also stand-alone according to the previous letter. *Ustadz* gave examples of the words *عصا, هدايا, بيتزا* and drew them and wrote them on the blackboard right below the pictures. Next, the *ustadz* circles the letter alif at the end of the word. So that students better understand their position. After they felt they understood, the *ustadz* gave the students the task of finding 3 vocabulary starting with the letter alif in the dictionary, in the Qur'an or in reading books and rewriting them in their respective books. The *ustadz* pays attention to the students and helps them if the students have difficulties. Then at the end of the lesson, the *ustadz* gave exercises to do at home, namely finding 3 vocabulary words in the middle of which there is an alif letter, and 3 words ending with an alif letter. *Mufrodat* memorization assignments must be submitted last at 21.00 via WhatsApp. For those who have memorized or collected assignments, an achievement sticker will be given. the sticker will be affixed to the achievement tree in the class. Furthermore, the end of the semester will be exchanged for prizes.

In line with what *Ustadz Fawwas* said during the interview.

"After the students can write the alif letter correctly, also give the harokat correctly according to the rules of Arabic writing. So, in the next material, I teach how to write the alif letter at the beginning, in the middle, and at the end of a word. How to connect the alif but can't continue. Then I give three mufrodat like the words Asadun, Udzunun and Ibrotun. These mufrodat all start with the letter alif. I say the sentence tabda'u Biharfi alif and all the students follow what I say. The same goes for when the three mufrodat are said. Then I drew and circled the alif at the beginning of the mufrodat. The same goes for the position of the alif in the middle of a word. I also gave three examples such as Fa'sun, Babun and Zarofatun. Then I drew a lackboard from the existing mufrodat and wrote the word under the picture. Because we are not allowed to translate the meaning, I use blackboard pictures as media, and so do the letters alif on the final word. I also give examples of three vocabulary words. Namely, asho, hadaya and bitza and I did the same thing by drawing and writing the word under the picture. Even though my drawing isn't that good at least the students understand what I'm drawing. After that, they gave homework to memorize vocabulary and write, those who did the sticker assignment were asked to remove the sticker that had been attached to the achievement tree"

In the next meeting, the *ustadz* corrected the students' assignments and corrected them if there were errors. And this lesson is taught from the letter alif (أ) to the letter Ya' (ي). The division is as follows. the first semester from alif (أ) to shod (ص) and for the second semester from shod (ص) to ya' (ي). if the students are good at listening, speaking, reading and writing hijaiyah

letters. The next lesson is to connect letter by letter to make a word. So that students are more skilled in the four language skills, then regular practice is needed, in addition to avoiding pronunciation mistakes and also so that the student's writing is more beautiful and neater. Then the ustadz gave exercises such as finding the letter alif (ا) in the reading and also practising filling in the blank letters in a word. Starting from the beginning of the word, in the middle of the word and at the end of the word.

In the observation, it was found that, so that learning was not boring, ustadz often taught students a game of snakes and ladders using hijaiyah letters. To practice listening, speaking, reading and writing skills. This game uses smart tv media in the classroom. This game is in group form. Where one group consists of 4 students, students roll the dice. And questions will be given according to the position where the dice stop at that number. Next, the ustadz reads the questions and the students listen. If the step in the game falls on the letter Jim (ج) then the ustadz will ask the word that begins, in the middle and ends with the letter (ج). Then the students answered questions from the teacher. If the group cannot answer it. Then it was thrown to another group. And the previous group has to step back and forth according to the number of dice that came out when they rolled the dice.

Another strategy in learning Arabic is that students are also asked to make creative videos about mufrodat around them. For example about Houses, Vegetables, fruits and so on. This is done to increase the treasury of the mufrodat students. The videos that were made were then collected by the Arabic tutor. And as a form of appreciation, the best videos will be uploaded on the school's YouTube. With this strategy, students compete to be the best.

Arabic language learning in grade 2 of Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School Using the book Lughotuna lughotul Arobiyah 2. Where each chapter in the lesson begins with a verse from the Qur'an that relates to the material to be taught. This book was written by Dian Ahmad Jufrih based on the book Durusulu Lughoh Al Arobiyah by Imam

Zarkasyi and Imam Syubani. This book is full of pictures and full colors. Because this corresponds to the psychological level of elementary school students who prefer colourful books with pictures (Jufrih dkk., 2021). In this book, listening skills are emphasized in the verses of the Qur'an in each chapter and also on Mufrodat learning. For speaking skills, practice the conversation/hiwar/muhaddasah in front of the class with their colleagues. And the reading skills are reading and understanding the text in each chapter. As for writing skills, the emphasis is on practice questions. Learning in grade 2 also involves parents. For example, in the chapter التحية والتعارف. For example in the chapter التحية والتعارف. Homework given to students is to make videos and practice them with parents. The best video will also get an achievement fruit sticker and will also be uploaded on the school's YouTube and Instagram. The purpose of uploading videos on the school's YouTube and Instagram is as a form of appreciation to students and also so that other people can take knowledge from the learning that is applied at the Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School Malang. Because Instagram media can also be used as a learning medium. (Bahruddin, Amrullah, & Audina, 2021)

Arabic language skills strengthening program

At Daarul ukhuwwah tahfidz al Quran elementary school there are several strengthening programs for students' language skills including;

All teachers and employees are required to take Arabic lessons

To support an Arabic-speaking environment, of course, all teachers and employees must be able to speak Arabic. So one of the programs implemented at Daarul ukhuwwah tahfidz al Quran elementary school is to oblige all teachers and employees to learn Arabic. Whether it's a teacher who teaches general science or religious knowledge. This program is carried out every Monday after learning and teaching activities at school are finished. Teachers and employees are also required to deposit vocabulary via Whatsapp. As

well as working on assignments in Arabic and collected maximum on Saturday evenings. This is expected to create a language environment. If all teachers can speak Arabic, of course, there will be an increase in Arabic language skills in the school environment, especially in the aspect of Speaking Skills. Teachers and employees are guided to have the courage to speak so that the language environment will work well (Basith & Setiawan, 2022). Following the results of interviews with the principal:

"To support the language environment at this school. So I make it mandatory for all teachers to take Arabic lessons. In this case, I am teaching myself. And the Vocabulary that I have taught is to be applied to students. So teachers are prohibited from using Indonesian when communicating with students. But use the Arabic language that has been learned. It's not funny if all the students can speak Arabic while the teachers can't. So all teachers and employees, be it school treasurers, administrators, teachers and deputy's heads, are required to take this Arabic lesson."

1. Memorizing the Quran/ Tahfidz Al-Qur'an

One of the reinforcements for learning Arabic at Daarul ukhuwwah tahfidz al Quran elementary school program is an advantage of this school apart from learning Arabic. There is a close and inseparable relationship between Arabic and the Koran where students are accustomed to reading and memorizing the Quran and it becomes easier when memorizing Vocabulary or lessons. Vice versa, if students have mastered Arabic, it will be easier to memorize and understand the contents of the Quran (Zubaidillah, 2018). In the book used at Daarul ukhuwwah tahfidz al Quran elementary school always begins with verses from the Qur'an that are appropriate to the learning material. One example of learning (اسم تفضيل) ismu tafdzil in Chapter 10. In the verse of the Qur'an it reads والفتنة أكبر من القتل, indirectly

students have found this mufrodah in the Qur'an. So that when learning Arabic, especially in the chapter (اسم تفضيل) ismu tafdzil, it is easier for the ustadza to give examples from the verses of the Qur'an and it is easier for students to understand them and vice versa.

2. Using Arabic inside and outside the classroom

It has become a commitment that at Daarul ukhuwwah tahfidz al Quran elementary school it is not only in the classroom during the process of teaching and learning activities. However, Arabic is the language of communication between students and students, between students and teachers. Creating an Arabic-speaking environment is very important because this is the main factor for success in speaking skills. (Rahman, 2021) So far, if there are teachers who do not use Arabic when communicating, they receive a verbal warning from the principal. Except when learning general subjects. Teachers are allowed to use Indonesian. But outside of class. Teachers are asked to use Arabic although sometimes it is still mixed with Indonesian.

3. Tell a Story/ Taqdimul Qishoh

One of the factors that supports Maharah kalam (Mualim Wijaya, Umar Manshur, & Nurul Latifah, 2022). students were asked to tell stories using Arabic in front of their classmates, especially grade 3 students of Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School who already had many Mufrodah, especially verbs and had memorized Tasrif Lughowi and Tasrif Term. It is hoped that the students will be skilled in maharoh kalam and train mentally to be able to speak in public.

5. Memorize vocabulary/Hifdzul Mufrodah

Every day the students are given vocabulary from school and have been talaqqy by asatidz then students are asked to deposit vocabulary via video. Then the students assemble the given vocabulary into a sentence. With this activity, students are trained as early as possible to be able to speak Arabic by assembling the

covab given in the form of a sentence. And spoken directly via video and sent via WhatsApp. This makes it easier for the teacher to immediately correct if there is an error in the pronunciation of vocabulary and the teacher can correct it directly. Vocabulary deposit through WhatsApp has proven effective in building speaking skills and making active activities between students and teachers because there is direct feedback (Ainul Yakin, 2022).

6. Memorize Vocabulary/Hifdzul Mufrodah

Every day the students are given vocabulary from school and have been talaqqy by asatidz then students are asked to deposit vocabulary via video. Then the students assemble the given vocabulary into a sentence. With this activity, students are as careful as possible to be able to speak Arabic by assembling mufrodah given in sentence form. And spoken directly via video and sent via WhatsApp. This makes it easier for the teacher to immediately check if there is an error in the pronunciation of vocabulary and the teacher can correct it directly. Vocabulary deposit through WhatsApp has proven effective in building speaking skills and becoming an active activity between students and teachers because there is direct feedback (Ainul Yakin, 2022).

7. Conversation/Muhaddasah

Muhaddasah activities are communicative and active learning activities (Mufidah & Fitriana, 2022). This activity is very effective in improving speaking skills. Apart from being carried out at school, it is also carried out at home. By involving parents. The teacher gives the conversational text to the students. And then the conversation is under the return to their respective homes. Then the students and student Guardian record the muhaddasah activities which are then sent via WhatsApp to the Arabic teacher. And the best videos are uploaded on the school's Instagram. With this will spur students to compete. And indirectly. Father and mother at home also actively participate in learning Arabic. So that the student Guardian can also

speak Arabic from the task wards of the school.

8. Arabic creative video competition

The teacher gives a theme to each student. for example the theme of fruit and vegetables, and household appliances. Then the students make the video as interesting as possible by presenting fruits and vegetables directly. But some practice it with pictures. And some use video editing applications to beautify the videos they make. Santri said the mufrodah was following the existing theme. So that students are accustomed to mentioning and memorizing vocabulary and pronouncing it properly and correctly. The best videos are uploaded on the School's Youtube channel.

9. Oral Examination/ Imtihan Syafahi

This exam is held at the end of each semester. This exam model is similar to the oral exam at Modern Darussalam Gontor Ponorogo (Syamsu, 2018). one student was tested by 3 examiners in 1 room. The Arabic exam material includes. Muhaddasah on this material the students were asked the name, class, day, date, address, and occupation of the parents, all of which used Arabic. Durusulul Lughoh on this material was tested from the Arabic book entitled Lughotuna Al Lughoh Arobiyah. The material for 1 meter was tested. Imla' students were asked to write Arabic on the blackboard from what was said by the examiner, and Ta'bir: students told stories using Arabic according to the theme given by the examiner. This trains students to be confident in answering questions given by the teacher without anyone helping them. Because in that room there was only one student and 3 examiners.

10. Special Arabic Language Book for Tahfidz Al Qur'an Elementary School Daarul Ukhuwwah Malang

One of the missions of the Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School is to make it an international standard school with an active teaching system of 2 languages, namely Arabic and English .(SD Tahfidz Al Qur'an

Daarul Ukhuwwah, 2020) To support the School's Vision and Mission. So, the school made a special Arabic book entitled Lughotuna Lughotul Arobiyah which was written according to the needs of students at Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School by integrating each chapter title into the lesson. So that there is a correlation between the subject matter in each chapter with the verses of the Qur'an. It is hoped that learning Arabic will fulfil the vision and mission targets of Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School.

Problems faced by ustadz in teaching maharah kalam

The problem in current learning is that there are some students who have not deposited their memorization on time due to constraints on devices that are also still used by the student Guardian. And not all student guardians can accompany them at home. So that at the end of each school semester, the guardian's commitment to the school is renewed to be able to accompany the students when they are at home.

There are still some teachers who use Indonesian. Especially general subject teachers who are just learning Arabic. Where these general subject teachers just learned Arabic when they became teachers at Daarul ukhuwwah tahfidz al Quran elementary school. Such as teachers of mathematics, Indonesian, and English. This is because general teachers are still not used to it and don't have much vocabulary. So that students are influenced to participate in Indonesian.

The core problem in Maharoh Kalam learning is the students themselves. The motivation to learn in each individual student is not the same as one another. Students with low learning motivation will prefer to be silent rather than talk. This will hinder the development of these students, especially in speaking skills. Because speaking skills require direct practice.

CONCLUSIONS

AND

RECOMMENDATIONS

Arabic as one of the compulsory subjects in Indonesia must continue to innovate when teaching it to students so that the learning process is fun and enjoyable. Arabic in elementary schools is a benchmark for students' perceptions of Arabic itself at the next level. The results of this study describe: a) the teacher's Arabic learning strategy includes game elements that are appropriate to the student's level of thinking, this can focus the students' attention on learning; b) programs to improve language skills are given to teachers and students so that the quality of the language of teachers continues to increase in line with their obligation to teach Arabic to students. The language programs are: making Arabic videos, and Arabic songs, posting Arabic vocabulary in the school area, and depositing Arabic vocabulary via the WhatsApp video feature.c) obstacles found during the learning process in the form of weak parental motivation towards the learning process of students at home such as delays by students when depositing Arabic vocabulary via Whatsapp, which has an impact on students' ignorance of the subject matter being taught. The findings of this study reveal the positive impact that arises when Tahfidz Al-Qur'an Daarul Ukhuwwah Elementary School students are taught Arabic material using a game-based learning model. The recommendation of this research is to follow up research on 4 language skills at the Tahfidz Al Qur'an Daarul Ukhuwwah Elementary School using a more comprehensive approach and method.

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