

MULTI-LANGUAGE METHODS OF SANTRI ON THE DEVELOPMENT OF ARABIC AND ENGLISH AT PONDOK PESANTREN

Mohammad Darwis¹, Nailatul Maizura²

¹ Institut Agama Islam Syarifuddin Lumajang, Indonesia
mohammad.darwis70@gmail.com

² Institut Agama Islam Syarifuddin Lumajang, Indonesia
nailatul.maizurah@gmail.com

ABSTRACT

Islamic boarding school is one of Indonesia's educational institutions that teaches general subjects and religious lessons. In general, the pesantren is only a group of buildings consisting of the Kiai's house, a mosque, the residence of the santri, and the study room of the santri. Here the santri live for several years and learn directly from the Kiai in religious knowledge. However, the importance of foreign languages is very much needed to be taken seriously as a value-added ability from the main goal of the Islamic boarding school itself. This research uses a descriptive qualitative method with a case study approach—data collection techniques using interviews, observation, and documentation. The data analysis uses water techniques. This study resulted that asatidzah's efforts in using foreign language methods to improve the ability of students in Arabic and English at Islamic boarding schools played a role as a motivator, developing methods, and good classroom management. The methods used by the asatidzah at the Kiai Syarifuddin Islamic Boarding School are the grammatical and translation method, the direct method, and the reading method.

Keywords: *Learning Method, Teacher, The Development Of Arabic And English Languages, Pondok Pesantren.*

Introduction

Pondok pesantren (Islamic boarding schools) is one of Indonesia's educational institutions that teaches general subjects and religious lessons. In general, the pesantren is only a group of buildings consisting of the Kiai's house, a mosque, the residence of the santri and the study room of the santri. Here the santri live for several years and learn directly from the Kiai in religious knowledge (Faoziah, 2016; Stiawan & Tohirin, 2015; Zahro, 2020).

Pondok pesantren Since its inception, Islamic boarding schools, have made a real contribution to efforts to educate the nation and have provided guidance and development for religious Muslims in Indonesia. (Hidayat et al., 2018). In the past, Islamic boarding schools only taught religious material sourced from the books of salaf

scholars. However, over time, Islamic boarding schools are now also teaching general material and even holding lessons that are students' knowledge development, one of which is through extracurricular and development activities language. This takes into account the level of importance of developing this knowledge and also the benefits that will be obtained by the students later (Durahman, 2020; Zahro, 2020).

One of the development activities in Islamic boarding schools that become superior is developing foreign languages. This sees that language is something very important in human life. With language, humans can communicate and convey all the ideas and contents of their minds. So learning a foreign language is also considered necessary, so later, it can be used to communicate or exchange ideas with someone who has a different language (Firman, 2021; Hasan, 2006; Suherman, 2011).

In this case, I observed language development activities at the Kiai Syarifuddin Islamic Boarding School Lumajang. Meanwhile, at the Kiai Syarifuddin Islamic Boarding School Lumajang, foreign language development activities focus only on developing Arabic and English. Because I see that these two foreign languages (Arabic and English) are currently the most urgent. Arabic is learned so that students can learn the books of the Salaf correctly plus Arabic is a noble language because it is also called the language of the Qur'an. Meanwhile, English is studied because it is the language of communication established worldwide.

In Islamic boarding schools, the rules for applying foreign languages are considered necessary to help students increase their learning motivation, so they are diligent and disciplined in language. By applying foreign languages in their daily life, they have indirectly added new vocabulary/vocabularies, making it easier for students to understand Arabic and English subject matter better.

Although an Islamic boarding school institution has held a foreign language development program, it does not require the possibility that there are still some students who are still having difficulties in foreign languages. This can be considered normal because there are bound to be obstacles in learning activities. One of the obstacles to learning is students' lack of motivation to learn foreign languages. This

could be because some students think foreign languages are unimportant, so they are forced to join the program.

To increase the motivation of students in studying Arabic and English, a teacher must be able to guide and provide direction to his students when the learning process begins. Learning Arabic and English does not only require theory but also requires regular practice. Practice that is carried out continuously will make it easier for students to remember the material in the brain (Abu Bakar, 2016; Fatah, 2011).

So that students can master the language properly and well, a teacher must be able to master a variety of good teaching methods. In this case, there are many kinds of teaching methods, of the many methods used or set in teaching; usually, a teacher, in determining these methods, pays attention to student interests so that students can focus on their lessons. (Mukni'ah; Rif'an Humaidi, 2015; Sumardi, 2021; Sumiarti, 2017).

In the case at the Kiai Syarifuddin Islamic Boarding School, several learning methods were used to improve students' ability in foreign languages, including reading, observing, writing, and speaking. The *asatidz/asatidzah* also advised their students to use Arabic and English in daily conversations.

Based on this explanation, the researchers were interested in taking the title "Asatidzah's Efforts in Using Foreign Language Methods to Improve Students' Ability in Arabic and English Studies at Kiai Syarifuddin Islamic Boarding School." The researcher took the title of the research to study how effective an *asatidz/asatidzah* was in teaching his students to use several foreign language methods during learning to improve their ability to study Arabic and English at the Kiai Syarifuddin Islamic boarding school. This title also attracted the attention of researchers to be observed because they wanted to study how active the students were when teaching *asatidzah* by using several foreign language methods to improve the ability of students in Arabic and English studies.

Method

The approach used in this study uses a descriptive qualitative approach, which in describing the results of this study, the researcher uses written and oral data obtained

from the research subject. This is according to the opinion of Lexi J. Moleong, who defines qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from the people or subjects being studied. (Moleong, 2009; Yuliani, 2018).

This research generally examines the development of foreign languages in Islamic boarding schools, so it can be said that this research is generated from existing observations and not from statistical/calculation results. Judging from the type, this research is included in field research, which focuses on the results of data collection from informants in related institutions (Raco, 2018). The research location observed by the researcher was at the Pondok Pesantren Putri Kiai Syarifuddin Wonorejo Kedungjajang Lumajang by taking into account the various reasons for the research location that the author chose. This is based on considerations related to Asatidz's efforts to use foreign language methods to improve students' ability in Arabic and English studies. The research conducted interview techniques on the *asatidzah*, observation, and documentation.

FINDINGS/RESULTS

Asatidzah's efforts in using foreign language methods to improve the ability of students in Arabic and English studies at the Kiai Syarifuddin Islamic Boarding School

Based on the results of interviews and observations of researchers at the Putri Kiai Syarifuddin Islamic Boarding School, Wonorejo Lumajang, that *asatidzah*'s efforts in teaching the implementation of activities at the Kiai Syarifuddin Islamic Boarding School include::

a. Give motivation

Motivation is an impulse that makes people act or behave in ways that refer to motivational causes for the emergence of behavior, such as the factors that encourage someone to do or not do something. Motivation can be interpreted as the will to achieve higher status, power, and recognition for each individual. Motivation can be seen as the basis for success in various aspects of life through increasing ability and will.

In the learning process, motivation has an important role in education in schools. Because motivation can arouse students to be more enthusiastic and concentrate when learning, it can cause feelings of joy for students, and students will not feel bored. Even students will not easily forget always to try to learn.

One of the efforts I have managed during Asatidzah during the learning process is that I can always improve students' understanding and knowledge of learning. It can be concluded from the interview results that an asidzah must be able to motivate his students well. So that students can be enthusiastic about learning furthermore, an asatidzah must be able to motivate students so that later, students can be enthusiastic and focused when learning takes place. In giving motivation, an asatidzah must have various variations.

Suppose some students are less enthusiastic during learning. In that case, the asatidzah must be able to motivate the students to be even more enthusiastic in learning, namely by giving direction and enlightenment to them. And an asatidzah must be able to get closer and understand the character of each of his students.

In addition, motivation can be interpreted as a condition that provides energy, encourages activities or moves, and directs and channels behavior towards achieving needs that provide satisfaction or reduce imbalances.

b. Application of learning methods

According to the Big Indonesian Dictionary (KBBI), the notion of application is the act of applying. In contrast, according to some experts, the application is practicing a theory, method, and other things to achieve certain goals and for an interest desired by a group or group that has been planned and arranged beforehand.

In the Indonesian dictionary, the method is defined as a method used to achieve a goal. While learning is a process of getting better. Supriyono defines a learning method as a pattern that is used as a guide in planning learning in the classroom.

During the learning process, an educator must have a learning method so that the learning process can run smoothly. It can be concluded that according to asatidzah sa'adatul wahidah to improve effective learning is to provide varied learning, use

interesting methods, and ask questions that attract students' attention. The methods used by the *asatidzah* are grammatical and translation, direct, and reading.

Based on the explanation above, the researcher can conclude that using grammatical and translation methods, direct methods, and reading methods in learning foreign languages (Arabic and English), to improve the ability of students in Arabic and English studies at the female Islamic boarding school of Kiai Syarifuddin. Learning is more effective than ever before.

By applying this method here, it can also produce a more effective learning process, where learning can shape the morality of students, and the customs that are formed are an act that is done repeatedly, the act will become a habit because of 2 factors, first, there is a preference. The heart is towards a job, and the second receives that joy by giving birth to action. It was concluded from the interview results that the guidance from a teacher to his students was very important. Because with a teacher, it will be easier for them to understand the lesson.

c. Manage class well

Classroom management is skill teachers need to have in creating and maintaining optimal student learning conditions and returning them when things happen that can disrupt the learning atmosphere by utilizing existing resources, including student management and facilities, to achieve effective and efficient learning objectives.

During the learning process, a teacher must be able to manage the class well. The teacher must be able to control and handle the whole class. In addition, teachers must be competent in designing lessons correctly so that the atmosphere in the classroom can run well.

Based on the interview results above, an *asatidzah* must be able to master the class well. *Astidzahah* must be able to make the class not crowded, none of the students sleep, and be able to focus on the learning delivered by her *asatidzah*. The learning process will run smoothly if the *asatidzah* can master the class well.

an asatidzah must be able to master the class well so that the learning process in the class runs smoothly and well. As before the learning took place, Asatidzah did not go directly to the material, but the Asatidzah could tell his students.

Asatidz's obstacles in using foreign language methods to improve students' ability in Arabic and English studies at the female Islamic boarding school of Kiai Syarifuddin.

a. Diverse abilities of students

From the interview above, Asatidzah also has a little difficulty in teaching because of the different abilities of the students. Everyone's abilities are different, so is a student. There are students who understand quickly, there are also those who are slow in understanding. Therefore, asatidzah must have an interesting and varied method when teaching to help students who still do not understand and understand in learning foreign languages.

After some time, asatidzah gave teaching and guidance to the students by using their abilities and methods that could make them learn to correct their mistakes in foreign languages, and the results were very satisfying. The students were almost able to speak a foreign language correctly. and well. All of this can be achieved due to asatidz's enormous effort in guiding his students to improve their ability of students in Arabic and English studies.

b. Students' lack of interest in learning foreign languages

Based on the interviews described above, the researcher concludes that in learning foreign languages (Arabic and English), there must be obstacles that an asatidzah must face, and an asatidzah must resolve these obstacles. The obstacles that must be resolved are how to make students understand foreign languages (Arabic and English), and how to practice speaking Arabic and English correctly and correctly. Moreover, asatidzah's efforts provide teaching and understanding for the students regarding mufrodat/vocabulary, pronunciation, and knowledge of nahwu.

However, what if the asatidzah who provides teaching and understanding is ignored by the students he teaches because of their lack of interest in learning. Then this

becomes an obstacle that must be overcome by the teacher and how the teacher solves the problem.

c. Lack of student discipline

Discipline is an attitude/behavior expected by every educator so that learning activities carried out inside and outside the classroom can run as expected. If we talk about discipline, we look at regulation, organization, cooperation, compliance with procedures, and others. Disciplinary behavior will not grow by itself but requires self-awareness, practice, habits, and the existence of punishment, from the understanding of discipline above it is necessary to apply it to students, in the big Indonesian dictionary the word application is the act of applying.

The discipline of students in a learning process is very important because if students are not disciplined, the learning process will be disrupted. So that learning will not run smoothly. So an *asatidzh* not only teaches during the learning process but also has to be able to discipline his students. So that when the learning process takes place, it can run smoothly.

In this case, it is not only the role of *asatidzah* that is needed, but the participation of the students in helping overcome the obstacles of *asatidz* in improving the ability of students in Arabic and English studies is very much needed. Because most of the obstacles experienced by *Asatidzah* came from the students themselves. Here, *Asatidz* tries to guide students on how to speak the language well and pronounce *mufrodat/vocabulary* correctly. Meanwhile, the students tried hard so that all their attention was only focused on the ongoing lesson.

d. Lack of motivation

Motivation is an impulse that makes people act or behave in motivational ways that refer to the cause of the emergence of a behavior, such as the factors that encourage someone to do or not do something. Motivation can be interpreted as the will to achieve higher status, power, and recognition for each individual. Motivation can be seen as the basis for success in various aspects of life through increasing ability and will.

During the learning process, the motivation of a student is very influential. Because of the student's motivation, they will be enthusiastic and interested in the learning that their Saidah will deliver. In this way, learning will run smoothly. So an asatidzah not only teaches during learning but also must be able to motivate his students. So that when the learning process takes place, it can run smoothly.

In this case, it is not only the role of asatidzah that is needed, but the participation of the students in helping overcome the obstacles of asatidz in improving the ability of students in Arabic and English studies is very much needed. Because most of the obstacles experienced by asatidzah came from the students themselves. Here, Asatidzah tries to guide students and motivates students so that students can be enthusiastic about learning.

Conclusion

Asatidzh's efforts in using foreign language methods to improve students' ability in Arabic and English studies at the Kiai Syarifuddin Islamic Boarding School are to motivate, provide several methods, and manage classes well. The methods used by the asatidzah at the Pondok Pesantren Putri Kiai Syarifuddin are grammatical and translation, direct, and reading. Meanwhile, the obstacles faced by Asatidzah in using foreign language methods to improve the ability of students in Arabic and English studies at the Kiai Syarifuddin Islamic Boarding School include obstacles in dealing with the diverse abilities of students, lack of interest of students in foreign languages, lack of discipline, and lack of motivation.[]

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