



## Arabic Language Learning Using The Al-Arobiyah Baina Yadaik Book for First Grade Junior High School Students at Bina Madani Islamic Boarding School Bogor

Arif Padriansyah, Fachrur Razi Amir, Desky Halim Sudjani, Siti Khumairotuzzahra

Program Studi Pendidikan Bahasa Arab, Fakultas Agama Islam dan Pendidikan Guru Universitas Djuanda, Indonesia

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### Korespondensi:

(Arif Padriansyah)

(089638459894)

([arifpadriansyah@gmail.com](mailto:arifpadriansyah@gmail.com))

**Abstract:** This research aims to describe how Arabic language learning Using The Al-Arobiyah Baina Yadaik Book for first grade Junior High School Students at Bina Madani Islamic Boarding School in Bogor. The study uses a qualitative approach with a phenomenological type. Data collection techniques include observation, interviews, and documentation. The collected data is analyzed following the steps outlined by Miles, and Huberman (2014), which involve data collection, data condensation, data presentation, and conclusion drawing. The results of this study have found three important points. First, the Arabic language learning curriculum used at Bina Madani Islamic Boarding School Bogor City employs the book *Al-Arobiyah Baina Yadaik*. The learning steps taken by the Arabic language teachers for the first grade junior high school students at Bina Madani Islamic Boarding School in Bogor are in accordance with the learning implementation procedures. The evaluation of learning using the book *Al-Arobiyah Baina Yadaik* is carried out as a material for improvement and enhancement of learning and its implementation. The evaluation is conducted with two types of tests, namely written tests and memorization tests.

**Pembelajaran Bahasa Arab Menggunakan Buku Al-Arobiyah Baina Yadaik Pada Siswa Kelas 1 Tingkat Menengah Pertama di Pondok Pesantren Bina Madani Bogor**

**Abstrak:** Penelitian ini bertujuan untuk mendeskripsikan bagaimana pembelajaran bahasa Arab menggunakan buku *Al-Arobiyah Baina Yadaik*



siswa kelas 1 Tingkat Menengah Pertama di Pondok Pesantren Bina Madani Bogor. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian fenomenologi. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan dokumentasi. Data yang terkumpul dianalisis mengikuti langkah-langkah yang diuraikan oleh Miles, dan Huberman (2014), yang melibatkan pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini telah menemukan tiga poin penting. Pertama, bahwa kurikulum Pembelajaran bahasa Arab yang digunakan di Pondok Pesantren Bina Madani Bogor adalah menggunakan buku *Al-Arobiyah Baina Yadaik*. Adapun langkah-langkah pembelajaran yang dilakukan oleh guru bahasa Arab kelas 1 Tingkat Menengah Pertama di Podok Pesantren Bina Madani Bogor, sudah sesuai dengan prosedur pelaksanaan pembelajaran. Evaluasi pembelajaran menggunakan buku *Al-Arobiyah Baina Yadaik* dilakukan sebagai bahan untuk perbaikan dan penyempurnaan pembelajaran dan pelaksanaannya. Evaluasi dilaksanakan dengan dua teknik tes, yaitu tes tertulis dan tes hafalan.

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## INTRODUCTION

According to the Decree of the Minister of Religion Number 347 of 2022 regarding the Independent Curriculum guidelines, teaching Arabic at *Madrasah Tsanawiyah* aims to prepare students to be able to use Arabic as a means of global communication and to understand religion science and culture. This aims to enable students to cummmunicate thoughts and ideas in Arabic, as well as develop Arabic language skills so that they can be used in various contexts. (KMA No.347, 2022).

Teaching Arabic emphasizes three mains things: language competence (*al-*

*kifayah al-lughowiyah*), communicative competence (*al-kifayah al-ittisholiyyah*), and cultural competence (*al-kifayah at-tsaqofiyah*). Language competency includes four skills, namely listening ability (*maharoh al-istima'*), speaking ability (*maharoh al-kalam*), reading ability (*maharoh al-qira'ah*), and writing ability (*maharoh al-kitabah*). The implementation of these language skills must pay attention to the correct language elements, including sound (*aswaat*), vocabulary (*mufrodat*), dan language rules (*qowaid al-lughoh*) (Saputro & Suharto, 2022).

Regarding the curriculum structure and how to implement Arabic language learning in schools, guidelines for implementing the Independent Curriculum in *madrasah* are regulated by Minister of Religion Decree Number 347 of 2022. Apart from that, there are four Arabic Teaching systems known in Indonesia. First, a recitation system that emphasizes the *mahdah* aspect of worship using the rote memorization method as the main approach. Second, the traditional Islamic boarding school system which implements Arabic language teaching partially with the rules-translation method as the focus. Third, the modern Islamic boarding school system adopts a unified approach to teaching Arabic, which emphasizes the direct teaching and learning process. Fourth, the *madrasah* system uses a modified approach with a mixed approach in learning Arabic. (Susanti, 2022).

In Islamic boarding schools, learning Arabic is divided into two groups of methods: traditional and modern, as Islamic boarding schools are also often classified in these two categories. Islamic boarding schools consider Arabic as important material in

religious education, so it is considered mandatory to learn. Apart from that, in its development Arabic has become an international language along with English. This is additional motivation for Islamic boarding schools to teach it. (Pane, 2018).

Arabic, with its very important position, needs to be re-evaluated to ensure an effective and efficient learning process. Without this evaluation, possible problems that arise will not be identified. In reality, learning Arabic is often given little attention, enthusiasm for learning decreases, and teaching programs are underdeveloped and do not achieve the expected goals. Therefore, it is important to pay greater attention to and develop more modern Arabic language teaching, so that students can receive, understand and apply it in everyday life. (Zaidar, 2023).

Based on observations made by researchers on February 4 2024 at the Bina Madani Islamic Boarding School in Bogor, researchers found several things related to the Arabic language learning curriculum, learning implementation and learning evaluation. Apart from that, regulations require students to use Arabic in all activities at Islamic

boarding schools. Therefore, researchers are interested in conducting research on how Arabic is taught at the Bina Madani Islamic Boarding School in Bogor.

As for previous studies that examined Islamic boarding school learning with the title "Arabic Language Learning at Student Islamic Boarding Schools (Case Study at Darussalam Kartasura Student Islamic Boarding School)," this research discusses the aims and models of Arabic language learning at Islamic boarding schools. This research shows that discussing Arabic language learning in Islamic boarding schools is very interesting to do so that it can be used as an illustration (Zaenuri, 2018). Furthermore, research entitled "Learning Arabic as an Effort to Form the Character of Santri in Islamic Boarding Schools" shows that learning Arabic can contribute to the sustainable development of student character and is supported by the existence of Arabic language learning systems and patterns in Islamic boarding schools. (Oktavera, 2019).

Even though several previous studies have studied Arabic language learning in Islamic boarding schools,

research on Arabic language learning that discusses the curriculum, implementation of learning and evaluation at the Bina Madani Bogor Islamic Boarding School has not been carried out, so this research needs to be carried out. With this background, this research focuses on Arabic language learning for Grade 1 Middle School students at the Bina Madani Islamic Boarding School, Bogor.

#### **METHODS**

This research uses a qualitative approach with descriptive methods, which aims to describe the conditions and situations that occurred during the research. The descriptive qualitative approach leads to verbal data which is not in the form of numbers, but consists of words, sentences and expressions documented in the text. (Suyitno, 2018).

According to Nana Syaodih, qualitative research aims to describe and analyze events, phenomena, social activities, attitudes, beliefs, perceptions and thoughts of individuals or groups. (Saihu, 2020). Researchers choose this type of research because the results will emphasize detailed, complete and in-depth explanations of the actual

situation to support the presentation of data.

In this research, the researcher chose to use a phenomenological approach. This approach is a type of qualitative research that focuses on in-depth observation and listening to explain and understand in detail a person's individual experience of various events or phenomena.

Researchers collect data through observation, interviews and documentation. Data analysis is an interactive model that uses the model from Miles and Huberman (2014), namely by collecting data, condensing data, presenting data and drawing conclusions.

## **RESULTS & DISCUSSION**

This research was carried out with the aim of describing how Arabic is taught using the *Al-Arobiyah Baina Yadaik* book for grade 1 students at the Junior Intermediate level at the Bina Madani Islamic Boarding School, Bogor. This chapter explains the results and discussion of research carried out in April - May 2023.

This activity was carried out at the Bina Madani Bogor Islamic Boarding School which is located on Jl. Raya H.E.

Sukma, Gg. Siliwangi No. 25, Harjasari, South Bogor District, Bogor City. In this case, the researcher focused the research on grade 1 students at the Junior Intermediate Level.

Findings from observations, interviews, and documentation related to Arabic language learning using the *Al-Arobiyah Baina Yadaik* book for Grade 1 Middle School students at the Bina Madani Islamic Boarding School in Bogor, researchers found three points, namely the learning curriculum, its implementation, and evaluation of learning using the *Al-Arobiyah Baina Yadaik* book. Here the researcher explains as follows:

### **Learning Curriculum**

In the Arabic language learning curriculum there are four indicators which will be explained by researchers. First, the *Al-Arobiyah Baina Yadaik* book. The Bina Madani Bogor Islamic Boarding School uses the book *Al-Arobiyah Baina Yadaik*, the work of several academics of Saudi Arabian descent who serve at the King Saudi Arabic Language Institute, Riyadh University, Saudi Arabia, namely Dr. Abdurrahman bin Ibrahim al-Fawwaz, Dr. Mukhtar Ath-Thohir Hussain, and

Dr. Muhammad Abdul Khaliq Muhammad Fadl. This book is a modern Arabic language learning book. This book is considered systematic, structured and appropriate. So it is used as a guide for learning Arabic because the discussion theme is very familiar and relevant (Nurdianto, 2020).

Second, supporting materials for learning Arabic outside the classroom. Apart from using learning materials from the book, class 1 at the Middle School Level at the Bina Madani Islamic Boarding School in Bogor also uses other materials to support Arabic language learning. Another material used by teachers is the hiwar book, which is an additional student support book made directly by the Islamic boarding school. This book aims to make students more quickly understand and master mufrodat and the hiwar material available in the book (REFDAHRIA, 2022).

The contents of this book explain the themes of daily conversation, vocabulary written in Arabic in the form of isim (nouns) and fi'il (verbs) followed by translations using Indonesian. Usually, this hiwar book is used when

learning is taking place, also as a practical book that can be taken anywhere and can be studied at any time (Nurjannah, 2019).

This is different from the book *Al-Arobiyyah Baina Yadaik*, which in its implementation requires guidance and explanations provided by the teacher. However, this book can be studied by students on their own because this book is almost the same as an Arabic dictionary, but this book focuses more on the themes in the book.

Third, the teaching system currently implemented at the Bina Madani Islamic Boarding School in Bogor is a teaching system that integrates the Islamic religious curriculum with modern general education. Islamic religious curriculum such as learning the Koran, fiqh, monotheism, tafsir, hadith, ushul fiqh, and Arabic (Nidia et al., 2022). Learning Arabic at this Islamic boarding school is very emphasized for students and teachers alike, because by studying Arabic you will be able to understand other branches of knowledge. The modern general education system is an educational approach that combines a curriculum that is relevant to the needs

of the times, the use of technology, and the use of interactive learning methods (Syah et al., 2023).

Fourth, educational level. This Islamic boarding school provides educational programs equivalent to middle and high school levels. This program is one of the activity units in the field of formal education which has been operating and accepting students since 2003. Islamic boarding schools offer a six-year education program, starting from grade 1 to grade 6, equivalent to grade 3 of high school. After that, you must complete 1 year of service. This period of service usually refers to the period in which senior students or graduates contribute back to the Islamic boarding school as a form of remuneration for their services and practical teaching experience or helping with the Islamic boarding school's operations. (Junaidi, 2016).

### **Implementation of Learning**

In learning there are six indicators in its implementation. First, lesson hours are the time set for students to study in a structured manner at schools or educational institutions. When learning Arabic at the Bina Madani Islamic Boarding School in Bogor, there

are a large number of lesson hours given, namely 9 hours of lessons for one week. This shows the Islamic boarding school's commitment to deepening their knowledge and understanding of the Arabic language, an important step in enriching their religious and scientific insight in an Islamic education environment. Arabic language lessons are held for 2 hours from Sunday to Wednesday. Meanwhile, on Thursday there is only 1 hour of class, learning takes place from 08.00 WIB to 10.00 WIB. For class 1 junior high level, teachers usually focus on learning Arabic on hiwar material, which aims to get used to speaking Arabic every day. (Ulfah & Lathifatul Insaniyah, 2023).

Second, learning methods. At the Bina Madani Bogor Islamic Boarding School, the use of the *Al-Arobiyah Baina Yadaik* book uses the *Mubasyaroh* method, namely a direct teaching method in delivering teaching material. Apart from using the *Mubasyaroh* method, sometimes other methods are used such as the Hiwar method. This method is an Arabic language learning method that utilizes dialogue or conversation in Arabic. Through this method, students can improve their

speaking and listening skills in Arabic through repeated and structured conversation exercises, as well as through meaningful and contextual interactions.

Third, the media used. The learning media used in the implementation of learning are power points, projectors, loudspeakers, tablets, whiteboards, markers, colored paper and objects around the class. With this supporting media, teaching runs well and effectively (Khomsah & Imron, 2020).

Fourth, namely the steps for providing material. At this stage, what is implemented in each teaching is grouped into three stages such as the initial/opening stage, the core stage, and the final/closing stage. Regarding this stage, the researcher saw that the learning steps were in accordance with the procedures applied in Arabic language learning, and made the class conducive (Mashari et al., 2019).

Fifth, students' responses and understanding in capturing the material. In this case, students are very active during the learning process. One factor that supports this is the use of appropriate methods by teachers, so

that students become active and focused on paying attention to the material presented by the teacher. (Rikawati & Sitinjak, 2020).

Sixth, learning problems and obstacles. Based on the research results, researchers found problems when studying. However, these problems can be overcome by teachers with appropriate learning methods according to needs. When there is foreign material that students cannot understand, the teacher will explain the material so that students can understand it. These problems are; First, students' weak memory in memorizing mufrodat. Therefore, teachers provide special guidance and direction to students who experience this obstacle. Second, the *Al-Arobiyah Baina Yadaik* book focuses too much on learning vocabulary and *hiwar* only.

In their teaching, teachers sometimes focus more on teaching vocabulary and *hiwar* rather than paying attention to Arabic language rules, which aims to familiarize students with speaking Arabic. Third, the use of language presented in the book *Al-Arobiyah Baina Yadaik* does not use

translated language. The materials in this book are only taught in Arabic, there are no other languages for speakers. This creates obstacles for students who are new to Arabic and have never studied Arabic before.

Evaluation of learning at the Bina Madani Islamic Boarding School in Bogor, teachers evaluate Arabic language learning using two types of tests, namely written tests and memorization tests. In the written test the teacher evaluates the daily exercises carried out at the end of each lesson material. Mid-semester exams are held every mid-semester along with other subjects. Before the exam takes place, teachers and students receive guidance regarding the technical implementation of the exam, and students carry out the exam under the supervision of the teacher. And the final exam is held one month after the UTS along with other lessons. However, technically the final semester exam is different from the midterm exam and daily practice. Final semester exams are specifically arranged by the final exam committee. Students are randomly assigned and sit with students from other classes, with

the aim of ensuring a more objective evaluation (Fuadiy, 2021).

Furthermore, a memorization test is carried out after every subject tested at the end of the final semester. In this testing technique, the teacher usually asks and tests students' knowledge orally, face to face or face to face with the teacher regarding memorization for one semester, with the aim of measuring the extent to which students remember and master the material that has been taught. (Rathomi, 2020).

### CONCLUSION

The Bina Madani Bogor Islamic Boarding School in its Arabic language learning uses a curriculum in the form of the *Al-Arobiyah Baina Yadaik* book, written by Dr. Abdurrahman bin Ibrahim al-Fawwaz, Dr. Mukhtar Ath-Tahir Hussein, and Dr. Muhammad Abdul Khaliq Muhammad Fadl, so that his students can actively speak Arabic well.

The learning steps applied at each meeting are grouped into three activities such as the initial/preliminary stage, the core stage, and the final/closing stage. Regarding this stage, the researcher saw that the learning steps were in accordance with the procedures applied

in Arabic language learning, and made the class conducive.

Learning evaluation has been carried out in accordance with the aim of providing value as well as the effectiveness and efficiency of learning benefits as material for improving and perfecting the program and its implementation as well as the characteristics of the material. This is because daily practice is carried out at the end of the lesson material being taught, and the questions are prepared according to the material that has been presented.

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