Teaching and Learning Arabic and Quran through Eclectic Method in Islamic School

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Abstract

Arabic learning was starting from an assumption that its method was more important than its materials. This assumption then saw that its success would be determined by methods selected by the teacher. This paper discusses the paradigm encouraged Arabic teachers to master several methods considered effective and efficient to achieve the goals of learning Arabic. Starting from this, eclectic method was born as central axis to provide various alternative methods combined to support each other in achieving the goals of learning Arabic. There were, in the past, facts showing that the causes of failures of learning foreign languages were, among others, teachers’ capability to select proper and attracting methods. This statement showed that the cause was the inappropriateness of method selection which led to students’ desperation. Finally, some recommendations will be presented to enhance Arabic language learning.

Key Words: Eclectic, arabic learning, teaching paradigm.
1. Introduction

Problems around methodology are not only regarding how to transfer knowledge directly but also how to lead the students to do self-learning and seek information. Therefore, an appropriate method will provide motivation for the students to continue their learning process. The embedded motivation may lead the students to be able to seek information both by them and by teacher guidance. One way to motivate students who have had Arabic basic ability is by giving them chances to transfer or teach it to others. Proves that students have been trained and have had ability are required to teach other students under the control of lingual supervisors. This is aimed on giving chances and teaching them responsibilities on what they teach now, before and after.

This kind of model is not found in any Islamic schools except like a kind of peer tutors. In fact, methods of Arabic learn from time to time experience dynamics and development. Methods are designed to achieve the goals, starting from the simpler goal to the most complex or greater one. For instance, formerly, translation mode was the dominant method, which now is added by some other methods such as method of mubasyarah and others. Mubasyarah method (direct method) is generally implemented by Islamic boarding school outside of formal lesson hours that is in boarding school activities since Islamic boarding schools have their own curriculum in addition to Islamic school curriculum.

A research conducted by Al-Rajhi, Bartlett, & Altman stated that the problem in learning Arabic was the lack of passion, even in the department of Arabic language and literature. Arabic learn was also facing a fact, particularly for non-Arabs, that the very weak vocabulary mastery made students in their learning process not able to achieve simultaneous and balanced lingual skill and competency. Occasionally, listening, speaking, reading and writing skills can’t be maximized simultaneously and in balance. A learning process should be departing from basic assumption that materials and their branches were a coherent whole.

In Arabic lesson, an aspect which often be highlighted is the learning method. It emerged due to the assumption and statement which said that “the method is more important than the materials”. But, it had an antithesis which said that “teachers themselves have to learn the lessons with such difficulty before
entering the classroom, let alone the students. The different emphasizes in Arabic lesson on the importance of method and the importance of materials may occur built by the reality. Tasks of an Arabic teacher were not only to teach, but also to be a motivator. So, a combination of methods is intended to cover each other's shortcomings. Operationally, method selection needs analysis and teacher ability to determine any method considered appropriate.

2. **Paradigm of Arabic Learning Process**

Paradigm of Arabic learning process is based on an opinion regarding the Arabic itself. Some parties see that Arabic with its branches is taught separately. It is marked by the separation of Arabic materials from various branches of Arabic including aspects of Arabic skill. Furthermore, this paradigm is called *nazhariyyah al-furu*. There are who see that Arab is an inseparable unity which then is called *nazhariyyah al-wihdah*. *Nazhariyah al-wihdah* is an approach in Arabic teaching. *Nazhariyah al-wihdah* consists of two words are *nazhariyah* and *al-wihdah*. *Nazhariyah* (نظرية) means opinion, view, theory, thought and etc., while al-*Wihdah* (الوحدة) means unity and sometimes use the word al-*wahdah* (فتحة on the letter waw). This writing consistently uses the term of al-*wihdah* (كسراة on the letter waw). The consistence of using terms is intended to avoid any misinterpretation or misunderstanding.

*Nazhariyah al-wihdah* as an approach in Arabic teaching is also termed as all-in-one system. All means every, whole and each. All-in-one (in the form of idiom) means all is existing, while system a noun meaning structure and way. It is commented that system meant *thariqah, nizham and tartib*. All-in-one system is literally translated as multi or whole. All-in-one system (*nazhariyah al-wihdah*), terminologically, is a system or approach in Arabic teaching viewing that Arabic is a unity that cannot be separated.

All-in-one system is defined in which a language is taught as parts arranged as unity, not separated or different branches. Based on this, it can be modeled that nazhariyah al-wihdah is a theory seeing that Arabic and its branches are actually one unified whole. Achieving one part (branch) should not cause an Arabic student to ignore other parts since all parts are an inseparable unity. Arabic learn can run maximally when the teacher is mastering both method and

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substance at once. As for the theory saying that method is more important than materials, there is a context underlying that. The fact shows that there are such difficulties frequently found in Arabic learn since the teachers themselves are not mastering the materials. In this context, it can be said that the mastery of the materials is important before implementing other learning methods. Essentially, both method and material are two things are mutually supporting, so that, they cannot be separated within Arabic learn.

3. Consideration Underlying the Selection of Learning Method

The implementation of eclectic method is based on some considerations are, first, the expected goals. A teacher should be able to fix a method considered the most appropriate on to implement to achieve the goals have been formulated. The second is the Arabic teacher ability. The effectiveness of a method implementation is influenced by teacher’s ability. When a teacher has mastered materials he/she are/will teach, it means that he/she has solved a problem. The next problem is how to teach easily or effectively. Usually teachers mastering materials feel more easily to teach when they have knowledge about methodology of Arabic teaching. The third is the protégé. Individuals have respective ability, smartness, characteristic, social background which are usually different each other to select an appropriate method. The fourth is situation and condition including building, school and classroom physical conditions as well as conditions of teacher and students during the process of Arabic learning. The fifth is facilities and infrastructures/media of learning which help to ease the presentation of materials and information and make them to be clearer, to enhance and direct students attention, which in turn will raise their motivation to learn. In addition, facilities available are being an important aspect in selecting and implementing a method. The sixth is the time availability. If the time available is considered enough to implement a method where the goals will be achieved by using the method and during the time available, the method can be implemented.

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On the other hand, the method is considered neither effective nor efficient, it will be considered not feasible to be implemented and it means that teacher should seek another method which is more effective and efficient\textsuperscript{21}. Such method considered more suitable or less suitable according to the learning objectives achievement. All methods are completing each other and even they may be combined in the implementation since no method is perfect except by combining excellence and appropriateness views to enhance the effectiveness of Arabic learn\textsuperscript{22}.

As for assumptions in eclectic method as follows: a) each method has its excellence which can be taken for Arabic teaching, b) each method has positive aspects can be compromised harmonically and c) no method is suitable for all goals, learners, teachers and programs. The three aspects are the basic assumption to determine methods which will be combined. Principally, the effectivenes of the method of Arabic learn is determined by many factors including the third assumption above\textsuperscript{23}.

4. Procedures to Implement Eclectic Method

The implementation of eclectic method in Islamic schools and Islamic boarding schools always emphasizes on the following things are: first, \textit{Maddah} (learning) materials are selected from words and structures of sentences which are widely used in daily life and scientific activities. This emphasis is found in the teaching of Arabic in Islamic boarding schools which are different with Islamic schools since there is slightly limitation in Islamic schools and vocabularies are provided in textbooks. Second, Grammars (قواعد النحو والصرف) are learned orally then they try to make up stories. Third, doing listening (الاسماع), imitating and writing activities frequently that are aimed at achieving lingual mastery automatically\textsuperscript{24}. Those are more possible to do outside of Islamic boarding school’s formal lesson hours. But it is not feasible for Islamic schools which has just 2 lesson hours per week. Fourth, Reading is initially done orally with an awareness of that the learned language is a foreign language. Fifth, language skill is learned starting from al-muhadatsah, al-kitaabah, comprehension till al-qira’ah, sequentially. It also can be adjusted to times, situations and facilities available. Internet and web-blog media facilities are also possible to use to seek learning materials\textsuperscript{25}.

In order to direct the students/learners to achieve communicative competence, the main required thing is vocabularies followed by grammatical skills and language environment. Fundamental difficulties experienced by Arabic learners

are lack of vocabularies and lingual structures 26. This occurs in several Islamic schools and Islamic boarding schools. Nevertheless, students of Islamic boarding schools generally have better mastery of vocab than students of Islamic schools 27.

Memorizing is not the only way to master structures of sentences but also by practices and making them embedded in students’ minds by high-frequency repetition 28. Furthermore, Islamic boarding school system, like Pesantren IMMIM of Makassar, takes ‘coach’ as sticking coach. The different thing is that Islamic boarding school is still using nazhariyah al-furu’ approach which shows that there are many branches of Arabic learn. Some Islamic boarding schools and Islamic schools apply nazhariyah al-wihdah approach within formal lesson according to the curriculum for Islamic school presented by The Ministry of Religious Affairs of the Republic of Indonesia.

Descriptive qualitative was conducted in this research. This research was done in SDIT Al-Izzah, Sorong, West Papua. Non-participant observation and indepth interview were conducted to collect data 25-27. To analyze data, content analysis was utilized.

**Nazhariyah al-Wihdah: an Approach in Arabic Learn**

The idea about nazhariyah al-wihdah is an idea to achieve Arabic skill which is shown when the Arabic teaching is done separately from each of its branches 29. To avoid to be protracted in these weaknesses, tangible steps and anticipatory steps which can be done are the all-in-one system as an approach in Arabic teaching. This approach views that Arabic teaching should refer to the principles of all-in-one system meaning that Arabic learning materials should be considered as an inseparable unity of each branch 30, not furu’iyah. Paradigm of Islamic boarding school sees that Arabic learn still should be separated from its branches though such overall branches are leading to the mastery of Arabic language as a whole. Whereas the Arabic learn, on the version of Islamic school, is done integrally between all its branches including handbooks used and all skills as a whole and taught integrally including listening, speaking, reading and writing skills. Both Islamic boarding school and Islamic school, actually, agree on that Arabic language is a unity, but techniques of learn may be different. The important one is that they should be done in balance and consistently 31.

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As an approach of Arabic learning process, nazhariyah al-wihdah seems to be consistent upon its principles. In order to achieve its goals, nazhariyah al-wihdah is consistent upon its principles including: First, Principle of Psychology. Arabic learn in the approach of nazhariyah al-wihdah (all-in-one system) always has meaningful refreshment about students’ activities and passion. Using this approach, there is motivation to improve the passion to learn because there is diversity in the approach and not monotonous. A good teacher is a teacher being creative and smart to motivate his/her students so that the difficulties faced by the students, which caused by their internal factors stultifying their passion, can be solved. In line with this, it is a comment that motivation in Arabic learn should be developed continuously by embedding a feeling of “yes, I can”. Furthermore, he commented that the way to achieve that is by avoid any emphasis on giving terms (fa’il, maf’ul, majrur, mansub, marfu’ etc.), moreover for non-Arabic department and beginners.

This all-in-one education system can provide motivation and grow students’ interest to learn, particularly, Arabic language. This approach also requires the students to understand situation depicted by learning materials deductively. Reviews delivered by the teachers after giving each material should be solved on each aspect to strengthen their understanding about such material. At the beginning, on the sidelines, or at the end of each meeting, Arabic teacher, which is simultaneously being motivator for his/her students to understand that Arabic language is important for them now and in the future and learning Arabic language is not difficult when they are paying great attention to it and doing practices seriously and intensively.

Second, Pedagogical Principles. A language teacher who teaches Arabic language should know that learning materials are related to each other. Teaching Arabic language, a teacher should consider to how to achieve four aspects are istima’, kalam/muhadatsah, kitabah and qira’ah in balance without any separation in mastering by stressing on one of those four skills. The four lingual competencies/skills should be taught and trained to the students so that they may grow in balance and integrally.

This all-in-one system approach is very suitable and worthy to be studied using Gestalt theory in balance, at the same time. This theory has a principle that learning is based on the overall, development, transferring occurrence, and will be more successful when suitable with the interest, and continuously. These principles of this theory seem to be more effectively leading to the success of learning Arabic. In this method of Arabic learn, besides support of method, motivation and students interest, there is environmental factor which is also

significantly determining the success or the failure of an Arabic learning process.

Arabic learn always considers to principles, methods materials and environment. Embedding motivation to the students to learn Arabic language is also an aspect participating to determine the strength of further learning interest consistently. To realize this objective, Arabic language teachers should previously ensure the students that Arabic language would give them many advantages in the future. The teachers should attempt to ensure them that Arabic language is not difficult. Therefore, Arabic language teachers are not only required to teach Arabic language, but also–like what has been mentioned above – being motivators for their students. When this can be done well by the Arabic language teachers, the teaching process will exactly prove that Arabic language is not as difficult as what they were worried about but it is easy. The solution is how to make Arabic language to be interesting and easy to understand. Besides those, the most determining aspect is favorable learning environment. Generally, Islamic boarding schools have a high commitment to take Arabic language as daily language in their environment, so that times for learning Arabic are more often outside of formal sessions like in activities relating to the boarding school status or even, there are lingual courts. Meanwhile, Islamic schools experience an obstacle that is limited time allocation as they just have formal session that is just for 2 hours per week.

Third, Principles of Linguistics. The principles of all-in-one system approach are in line with listening, speaking, writing and reading activities. When there is one who wants to express an idea stimulated by hearing sense, there will be an attempt to discuss it both using spoken and written language. Principles of linguistics state that language is ideas expressed orally, not imprisoned in the deepest heart without any execution/expression and without involving language functions. This principle requires languages to function and to be realized in the form of communication

5. Conclusion

Since every method has its own excellences, eclectic method is also having excellences are, firstly, combination of excellences of some methods so that they can complete each other or, at least, minimize their shortcomings. Secondly, the eclectic method, in its implementation, contains varied aspects which can motivate and increase students’ interest to learn. Thirdly, lingual development and competence of students are in balance. This can be achieved since this method is not focusing on grammatical (قواعد), tarjamah and mubasyarah (direct) methods, but beyond that, some methods are combined, if necessary. Meanwhile, shortcomings of eclectic method are including, among others, firstly, not all teachers are able to compromise direct method and grammar-translation flexibly and alternately. Secondly, in the application stage, it is impossible to be used completely unless the program is handled by particular institution. Thirdly, there is imbalance of materials and wide
complexes with available times. The three items are often problematic, but regarding the second item, it seems that no particular institution is needed, but everyone can apply when the teacher is able and there is supporting environment.

Whenever this principle is becoming standard of language learning process, it means that language, actually, is a means of communication which is actively used to deliver ideas. Therefore, to put language functioning as it should be, its learning process should be communicative, given that the principle that language is a means of communication. Islamic boarding school more obviously establish the principles of linguistics since their students are fully living in the boarding schools which is different with Islamic school where the students are living at the schools just at the formal times or school days.

References


