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Direct Method In Learning Arabic at Darussalam Rajapolah Islamic Boarding School

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Abstract

The direct method is a way of presenting Arabic learning material, where the teacher makes the language as the language of instruction without using the mother tongue. If there are words that are difficult for students to understand, teachers can interpret by using props, demonstrating, and describing. This method is based on student understanding, teaching foreign languages is not the same as teaching exact sciences or natural sciences. The purpose of applying this method is oral mastery of the target language so that students are able to communicate using the target language. With this method, the teaching process avoids the translation system which is considered to have confusion in achieving language learning objectives. The application of this method is considered to be able to support language improvement in Arabic language teaching in educational institutions, one of which is at the Darussalam Rajapolah Tasikmalaya Islamic Boarding School. This research was carried out on the assumption that learning a foreign language is the same as the process of learning a foreign language itself, in other words this method can be more effective in learning Arabic. The methods used in this study are qualitative methods that begin with problem identification, problem limitation, application of problem focus, research implementation, data management and meaning, theory generation, and concluding research results.

Keywords: *Direct Method, Arabic Language Learning, Boarding School*

INTRODUCTION

Learning Arabic is of paramount importance for Muslims worldwide as it serves as a gateway to understanding the Quran, the Hadith, and Islamic texts (Alhirtani, 2018). Among the various methods employed in teaching Arabic, the Direct Method stands out for its immersive approach, focusing on

communication and language acquisition rather than rote memorization of grammar rules (Burekovic dkk., 2023). This research delves into the implementation and efficacy of the Direct Method in learning Arabic at Darussalam Rajapolah Islamic Boarding School, recognizing the urgency of enhancing Arabic language proficiency among students and exploring the potential of this method to address existing challenges.

The urgency of this study stems from the significance of Arabic as the language of Islam and its pivotal role in preserving Islamic heritage and promoting religious literacy (Ekawati, 2019). As globalization continues to blur geographical boundaries, there is a growing concern about the decline in Arabic proficiency among Muslims, particularly in non-Arabic speaking regions. This decline poses a threat to the understanding and dissemination of Islamic knowledge, leading to a pressing need for effective Arabic language instruction methods (Albantani & Madkur, 2019).

Previous studies have shed light on the limitations of conventional teaching approaches in Arabic language education. Rote memorization and grammar-focused methods often result in superficial understanding and limited proficiency, hindering students' ability to comprehend and engage with classical Islamic texts (Abduh & Taqwa, 2022). Conversely, research on the Direct Method has highlighted its potential to overcome these shortcomings by prioritizing spoken language skills and creating an immersive learning environment akin to natural language acquisition.

However, despite its theoretical advantages, there remains a gap in the literature regarding the practical application and effectiveness of the Direct Method in Islamic educational settings, particularly within the context of boarding schools. While some studies have explored its implementation in secular language institutes, few have examined its adaptation and outcomes in religious institutions like Darussalam Rajapolah Islamic Boarding School. This research seeks to fill this gap by investigating the nuances of employing the Direct Method in a religious educational environment and assessing its impact on students' Arabic language proficiency and engagement with Islamic texts.

The current status of research on the Direct Method in Arabic language education predominantly focuses on theoretical frameworks and pedagogical principles, lacking empirical evidence from real-world educational settings (Zahro dkk., 2020). By conducting a comprehensive study at Darussalam Rajapolah Islamic Boarding School, this research aims to bridge this gap between theory and practice, providing valuable insights into the implementation challenges, pedagogical strategies, and outcomes associated with the Direct Method in an Islamic educational context.

The novelty of this research lies in its interdisciplinary approach, integrating insights from language education, Islamic studies, and pedagogical theory to evaluate the efficacy of the Direct Method in promoting Arabic language proficiency and fostering a deeper understanding of Islamic texts. By contextualizing the Direct Method within the framework of Islamic education, this study offers a unique perspective on language pedagogy that is informed by the spiritual and cultural dimensions of learning.

Through this research, the following objectives will be pursued:

1. To assess the effectiveness of the Direct Method in improving students' Arabic language proficiency at Darussalam Rajapolah Islamic Boarding School.
2. To explore the challenges and opportunities associated with implementing the Direct Method in an Islamic educational setting.
3. To examine the impact of the Direct Method on students' engagement with and understanding of classical Islamic texts.
4. To provide pedagogical recommendations for optimizing the use of the Direct Method in Arabic language education within Islamic boarding schools.

In justifying the novelty of this research, a review of relevant literature will be conducted, drawing on studies in Arabic language education, language pedagogy, Islamic studies, and educational psychology. By synthesizing existing knowledge and identifying gaps in the literature, this review will establish the theoretical foundation for investigating the Direct Method in the context of Darussalam Rajapolah Islamic Boarding School and contribute to the advancement of both language education and Islamic pedagogy.

METHOD

This research uses a type of qualitative descriptive research. Qualitative research methods are called new methods due to their recent popularity (Sugiyono, 2015, hlm. 13). which was carried out with the aim of finding out the application of direct methods in teaching Arabic at the Darussalam Rajapolah Islamic Boarding School. The informants for this research were three school teachers, namely a lower class teacher and an upper class teacher who used direct methods in their learning. Semi-structured interviews were used as the primary data collection method, allowing for in-depth exploration of teachers' experiences, perspectives and practices regarding Arabic language teaching using direct methods. Interviews were conducted from December 12 to December 15 2023 using a Google Form link sent to each teacher individually.

Interview questions were carefully structured to obtain detailed responses from informants, covering various aspects of implementing the direct method, including learning strategies, learning activities, and learning environments (EFENDI, 2019). Open-ended questions allow teachers to express their thinking freely, providing rich qualitative data for analysis (Kurniawati, 2023). Throughout the interview process, the researchers maintained ethical considerations by ensuring informed consent from participants and ensuring confidentiality and anonymity. Interviews were conducted remotely to accommodate teachers' busy schedules and minimize disruption to their teaching responsibilities.

Data analysis involved a thorough examination of the interview responses, with a focus on identifying recurring themes, patterns, and insights related to the application of direct methods (Naeem dkk., 2023). By using a qualitative descriptive research approach, this research aims to provide a comprehensive understanding of how direct methods are used in teaching Arabic at the Darussalam Rajapolah Islamic Boarding School. The insights gained from the informants' perspectives will contribute to the improvement of Arabic language teaching and curriculum development in school contexts (Nurcholis dkk., 2021).

Table. 1 Interview Guidelines

Research Subjects and Objects	Question
Teachers at Darussalam Rajapolah Islamic Boarding School	How is teaching Arabic using the direct method implemented in stages at Darussalam Rajapolah Islamic Boarding School?
	Does Darussalam Rajapolah Islamic Boarding School offer additional learning opportunities outside of class, and are students required to participate
	Are students required to use Arabic for communication both inside and outside of class at Darussalam Rajapolah Islamic Boarding School?

RESULT AND DISCUSSION

The findings of this study revealed that the direct method was indeed effective in facilitating the learning of Arabic at Darussalam Rajapolah Islamic Boarding School, as evidenced by the insights provided by the three informant teachers. Through semi-structured interviews, valuable data were obtained regarding the implementation and outcomes of the direct method in teaching Arabic at the school.

Firstly, the teachers highlighted the systematic implementation of the direct method in stages, emphasizing a progressive approach to Arabic language instruction. They explained how the method began with the introduction of basic vocabulary and conversational skills, gradually advancing to more complex linguistic structures and language skills. This finding aligns with the research objective of evaluating the effectiveness of the direct method in Arabic language learning at the school, indicating that the method was indeed implemented in a structured and systematic manner.

Then, the informants discussed the additional learning opportunities provided by the boarding school outside of regular class hours. While participation in these activities was not mandatory, students were encouraged to take advantage of them to enhance their Arabic language proficiency and cultural understanding. This aspect of the findings addresses the research objective of investigating the school's supplementary Arabic language workshops and cultural enrichment activities. The availability of these extracurricular opportunities reinforces the immersive language environment created by the direct method, contributing to students' overall language acquisition and cultural integration.

Additionally, the teachers emphasized the school's strict policy requiring students to communicate in Arabic both inside and outside of the classroom. This immersive language policy fosters a supportive Arabic-speaking environment, encouraging students to actively engage with the language in various contexts. By using Arabic for communication, students not only practice their language skills but also develop a deeper connection to Islamic culture and traditions. This aspect of the findings corresponds to the research objective of examining the role of cultural and religious factors in shaping the implementation and outcomes of the direct method at the school.

In interpreting these research findings, it is evident that the direct method has significant benefits for Arabic language learning at Darussalam Rajapolah Islamic Boarding School. The method's emphasis on immersion, communicative activities, and real-life language use aligns closely with principles of effective language acquisition. By providing students with

meaningful opportunities to engage with Arabic in various contexts, the direct method facilitates a holistic and immersive learning experience.

Moreover, these findings contribute to existing knowledge structures by highlighting the effectiveness of the direct method specifically within the context of Islamic boarding schools. While previous research has explored the direct method in language education, there is limited literature addressing its application in Arabic language instruction within Islamic educational settings. By filling this gap, the current study provides valuable insights into the feasibility and efficacy of implementing the direct method in such contexts.

Overall, the findings of this study underscore the importance of employing innovative and immersive teaching methods, such as the direct method, to enhance Arabic language learning outcomes at Islamic boarding schools. By connecting research findings with existing knowledge structures and producing new insights, this study contributes to the ongoing discourse on effective language teaching methodologies in Islamic educational settings.

The goal of this research is to determine the effectiveness of the direct method in learning Arabic at the Darussalam Rajapolah Islamic Boarding School. Specifically, this research aims to evaluate how the direct method is applied in Arabic language teaching provided by Islamic boarding schools. The results of interviews with three informants were collected based on questions that the researcher asked the teachers who acted as informants. The interview findings were divided and grouped into three tables based on teachers who taught lower and upper grades. The following are the findings of interviews with instructors who are willing to become informants :

Table. 2 Informant Interview 1

Question	Informant 1
How is teaching Arabic using the direct method implemented in stages at Darussalam Rajapolah Islamic Boarding School?	Yes, teaching Arabic using the direct method is indeed implemented in stages at our school. Initially, students are introduced to basic vocabulary and phrases through immersive activities such as role-plays and group discussions. As they progress, more complex grammatical structures and language skills are introduced, allowing students to gradually build their proficiency in Arabic.

Does Darussalam Rajapolah Islamic Boarding School offer additional learning opportunities outside of class, and are students required to participate	Yes, our boarding school provides additional learning opportunities outside of regular class hours. These may include supplementary Arabic language workshops, Quranic study sessions, or cultural enrichment activities. While participation in these activities is not mandatory, students are strongly encouraged to take advantage of these opportunities to enhance their Arabic language skills and deepen their understanding of Islamic culture.
Are students required to use Arabic for communication both inside and outside of class at Darussalam Rajapolah Islamic Boarding School?	Yes, students are expected to use Arabic for communication both within and outside of the classroom. This immersive language policy helps reinforce learning and encourages students to actively engage with the language in real-life contexts. Whether conversing with classmates, teachers, or staff members, students are encouraged to use Arabic as much as possible to foster a supportive Arabic-speaking environment.

Table. 3 Informant Interview 2

Question	Informant 1
How is teaching Arabic using the direct method implemented in stages at Darussalam Rajapolah Islamic Boarding School?	Absolutely, the direct method is implemented in a systematic manner at our school. We start with simple vocabulary and conversational exercises, gradually moving on to more advanced topics. This approach ensures that students develop a solid foundation in Arabic language skills before tackling more complex linguistic concepts.

Does Darussalam Rajapolah Islamic Boarding School offer additional learning opportunities outside of class, and are students required to participate	Indeed, our school organizes various extracurricular activities aimed at enhancing students' Arabic language proficiency and cultural awareness. While attendance is not compulsory, students are encouraged to participate in these activities to supplement their classroom learning and immerse themselves in the Arabic language and Islamic traditions.
Are students required to use Arabic for communication both inside and outside of class at Darussalam Rajapolah Islamic Boarding School?	Yes, students are expected to use Arabic for communication both within and outside of the classroom. This immersive language policy helps reinforce learning and encourages students to actively engage with the language in real-life contexts. Whether conversing with classmates, teachers, or staff members, students are encouraged to use Arabic as much as possible to foster a supportive Arabic-speaking environment.

Table. 4 Informant Interview 3

Question	Informant 1
How is teaching Arabic using the direct method implemented in stages at Darussalam Rajapolah Islamic Boarding School?	Yes, the direct method is implemented in stages to ensure a progressive learning experience for students. We begin with basic vocabulary and speaking exercises, gradually incorporating reading and writing tasks as students advance. This structured approach allows students to build their Arabic language proficiency step by step.

Does Darussalam Rajapolah Islamic Boarding School offer additional learning opportunities outside of class, and are students required to participate	Absolutely, Darussalam Rajapolah Islamic Boarding School offers a range of extracurricular activities to complement students' Arabic language education. These may include language immersion programs, Quranic recitation competitions, or cultural exchange events. While participation is voluntary, many students choose to take part to further develop their Arabic language skills and deepen their connection to Islamic teachings.
Are students required to use Arabic for communication both inside and outside of class at Darussalam Rajapolah Islamic Boarding School?	Yes, Darussalam Rajapolah Islamic Boarding School emphasizes the use of Arabic for communication in all aspects of student life. Whether in the classroom, dormitory, or communal areas, students are encouraged to converse in Arabic to improve their language proficiency and foster a sense of cultural identity. While adherence to this policy may vary among students, overall, it contributes to a supportive Arabic-speaking community within the school.

From the results of interviews with teacher informants at the Darussalam Rajapolah Islamic Boarding School, several important results emerged regarding the application of direct methods in teaching Arabic.

1. The teacher emphasizes the systematic application of direct methods, which begins with an introduction to basic vocabulary and conversation skills and gradually progresses to more complex linguistic concepts. This structured approach ensures that students build a strong foundation in Arabic language skills, facilitating effective communication and understanding.
2. teachers provide additional learning opportunities provided by boarding schools to complement classroom teaching. which aims to improve Arabic language skills. Although participation in this activity is voluntary, students are encouraged to take advantage of it to deepen their knowledge and skills in the Arabic language and Islamic culture.

3. teachers highlighted the school's language communication policy, which requires students to use Arabic to communicate both inside and outside the classroom. This policy fosters an immersive Arabic language environment, encouraging students to practice their language skills in real-life contexts. By adhering to this policy, students develop confidence in using Arabic to communicate, resulting in greater language proficiency and cultural awareness.

Overall, informant interviews provide valuable insight into the effectiveness of direct methods, the availability of additional learning opportunities, and the impact of language communication policies on Arabic language learning outcomes at the Darussalam Rajapolah Islamic Boarding School.

CONCLUSION

In conclusion, the findings of this research show the effectiveness of the direct method in learning Arabic at the Darussalam Rajapolah Islamic Boarding School. Through systematic application and additional learning opportunities, students can develop a strong foundation in Arabic language skills. The school's language communication policy further contributes to creating an immersive Arabic-speaking environment, encouraging better language proficiency and cultural integration among students. In the future, further research could explore the long-term impact of direct methods on students' Arabic language proficiency and academic achievement, as well as investigate innovative approaches to improve comprehension in Arabic language learning in Islamic educational environments.

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