



Arabic for Old People at the Masjid Imam Syafii Tebing Tinggi City, North Sumatra

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Abstract

This activity aims to (1) provide understanding and knowledge to parents with Arabic in the city of Tebing Tinggi about the urgency of the book Al-Arabiyyah Baina Yadaik in learning Arabic for parents who are not native speakers; (2) provide Arabic language training in the city of Tebing Tinggi on the application of the Arabic language book Arabiyah Baina Yadaik in learning Arabic. To achieve this goal, this activity is packaged in the form of training with lecture methods, demonstrations, and Arabic learning applications using the Arabiyah Baina Yadaik book. The training activities were carried out in Tebing Tinggi City using interactive delivery media using material books and others. The target audience for community service activities is the elderly community in Tebing Tinggi City. The results of the activity show a positive value to the quality of learning Arabic. Apart from parents, mosque administrators, Islamic boarding schools, and the general public participate in learning Arabic. Parents have an improvement in Arabic teaching methodology.

Keywords: Teaching books; Arabic language; Learning

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Introduction

Arabic is a very important language for Muslims. This is because every Muslim worship uses Arabic. Because of this, Muslims should learn the Qur'an from an early age. Usually, Arabic is learned by children who have a strong grasp and memory. This is because the Arabic language material is so extensive. However, this is different from the program created by the Community Service Team from the Sekolah Tinggi Agama Islam As-Sunnah which was carried out in the city of Tebing Tinggi where Arabic lessons were not taught to children but to parents who lived around the Masjid Imam Syafii and them who lives outside the city of high cliffs. The program aims to introduce Arabic to parents so that the language can be known by everyone, both parents and children.

Arabic in Indonesia has a central position that has a major influence on the social order of people's lives. Arabic and the spread of Islam entered and developed in Indonesia in the 13th century through the preachers from Gujarat.¹ Moeliono revealed that Arabic is a language with a special purpose in Indonesia because many expressions derived from Arabic are absorbed into the standard Indonesian language, especially in terms of worship.² As the judge said, customs, pulpit, gifts, prayers, health, obedience, and so on.

In this regard, Arabic in Indonesia has become one of the compulsory subjects in various educational institutions, especially Islamic educational institutions such as Islamic Boarding Schools. In fact, in 2008, the Minister of Religion published the official objectives of learning Arabic, which is to encourage, guide, develop, and foster abilities and foster a positive attitude towards Arabic both repressively and productively. Comprehensive learning objectives have not been fully realized in the majority of Indonesian educational institutions. Many Arabic educators complain about the difficulty of teaching Arabic to students, both for repressive purposes, let alone productive ones.³

Arabic learning today has undergone many developments as evidenced by Arabic learning in Indonesia, which has started from early childhood education to college. The existence of Arabic language learning in schools, colleges, and other Islamic educational institutions shows the seriousness of advancing the system and its quality. Arabic learning aims to understand the sciences written in Arabic or understand and master language skills, which consist of listening (*Istima'*), reading (*Qira'ah*), speaking (*Kalam*), and writing (*Kitabah*).

Learning Arabic is learning a foreign language that has not been known by students since childhood. Although learning Arabic as a foreign language, has various principles. Among them is the principle of similarity with the mother tongue. This will influence the ease of learning a foreign language. However, there are also differences between the mother tongue and foreign languages that cause difficulties in learning Arabic.

Arabic book Arabiyah Baina Yadaik has a very important role in teaching and learning Arabic because this book is a representative learning resource. This can have an impact on the learning outcomes that take place. The presentation of Arabiyah Baina Yadaik teaching materials is not only sufficient verbally, but the teacher must be able to present the teaching media contained in the book correctly and appropriately and effectively, and fun for students.

People not only memorize but are also more communicative. People are not satisfied with teaching methodologies that emphasize rote memorization. Instead, they prefer a communicative

¹ Sofyan Sauri, "Sejarah Perkembangan Bahasa Arab Dan Lembaga Islam Di Indonesiatile," *Insan Cita: Journal of Islamic Studies in Indonesia and Southest Asia* 15 (2020). 73-88.

² Muhammad Luqman Hakim, "Pemanfaatan Media Pembelajaran Game Interaktif Dalam Pembelajaran Kosakata Bahasa Arab," *Arabi: Journal of Arabic Studies* 2, no. 2 (2017): 156-62. 156-162.

³Nur Fuadi Rahman, Yulia Rahmah Aulia, Mustika Ilmiani, Ahmadi, "Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 8 (2020). 17-32.

approach where they can verbally apply what they have learned, corrected, and improved.⁴ Many methods are used in teaching Arabic. One method that can be applied is the Hypnoteaching method. The Hypnoteaching method meets the requirements as a new method of learning Arabic. This is one of the innovations in Arabic learning methods that can be used today. Because this method maximizes one's subconscious, learning can achieve maximum results with fun learning.⁵

Therefore, teachers should master how to use Arabic learning methods well and apply Arabiyah Baina Yadaik textbooks in the learning process. The Arabiyah Baina Yadaik textbook is suitable and suitable for Arabic learning programs for all levels. This book has been designed according to the results of research related to Arabic language teaching and compiled by Arabic language experts who are very competent in their fields. The design of this teaching material aims to facilitate the teaching of Arabic to foreigners by utilizing modern technology for the advancement (teaching) of Arabic. This textbook is equipped with a complete Arabic learning method for students who are not accustomed to speaking Arabic. This guidebook invites readers from the beginning to the advanced level of the Arabic language which allows them to enter higher education and continue their Arabic studies.⁶

The book "Arabiyah Baina Yadaik" became the first and most tested program for teaching Arabic around the world because it has the following features: (1) Introducing modern theory in Arabic teaching, (2) Using an easy and gradual method, (3) applying its ability in the language in the form of hearing, speech, reading, and writing, (4) Providing optional exams according to level, equipped with supporting materials that help to learn programs suitable for all levels (elementary school, secondary school, college) both young and old who want to quickly master the Arabic language.⁷

Based on the advantages and disadvantages of the Arabiyah Baina Yadaik textbook, this textbook has become an important textbook in all Islamic boarding schools, madrasas, and public and private universities, including Arabic language course institutions in Indonesia, making this textbook the main textbook in the language learning process. Arabic and became an inspiration for researchers in researching the development of the four language skills and elements of language. For this reason, it is necessary to have Arabic Learning Training Using the Arabiyah Baina Yadaik Book Among Parents at the Imam Masjid Syafii , Tebing Tinggi City.⁸

In carrying out this activity, the researchers used the ABCD (Asset Based Community Development) approach by using a Masjid as a place for training in Arabic learning using the book Arabiyah Baina Yadaik. The Asset Based Community-driven Development approach method or commonly referred to as the ABCD approach method will be used in the research.⁹ In principle, ABCD is an approach that wants to empower the community by starting from the assets and strengths of the community. This is in contrast to the traditional approach that has so far focused on community problems and needs. Therefore, ABCD is an approach that starts from everything in the community as a positive asset or asset.¹⁰

⁴Sueraya Che Haron, "The Teaching Methodology of Arabic Speaking Skills: Learners' Perspectives," *Jurnal Pendidikan* 6 (2012). 56.

⁵ R Umi Baroroh and Abdul Kahfi Amrulloh, "Hypnoteaching Method in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 133–148.

⁶ Ahmad Hamid, *Pembelajaran Bahasa Arab (Pendekatan, Metode, Strategi, Materi, Dan Media)* (Malang: UIN Press, 2008). 77.

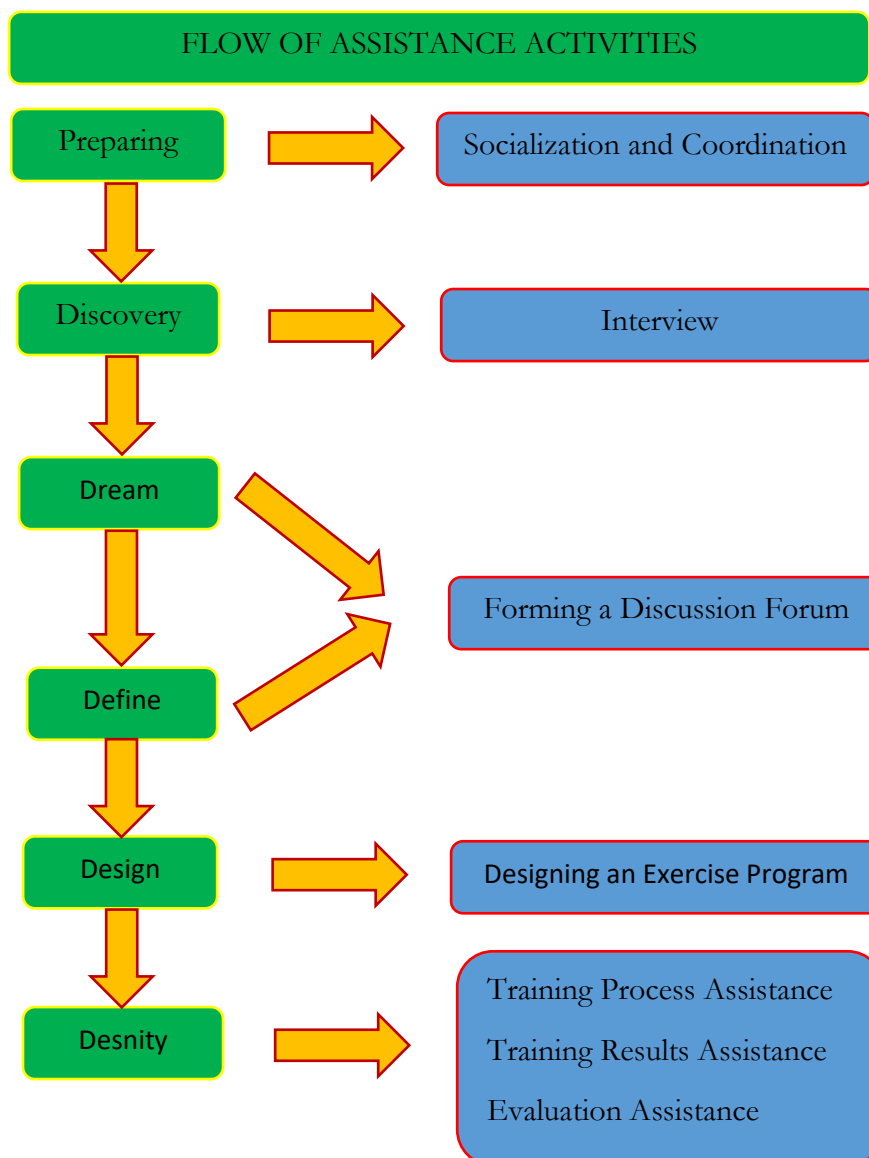
⁷ Muhammad Kamal Shafruddin Tajuddin, "Arabic Material Development Design For Senior High School. Arabiyat," *Jurnal Pendidikan Bahasa Arab Dan Kebahasaan*, 2019. 93-107.

⁸ Fatma Mallek, Billal Belainine, and Fatiha Sadat, "Arabic Social Media Analysis and Translation," *Procedia Computer Science* 117 (2017): 298–303.

⁹ Sutini Sutini et al., "Modul Pelatihan Pembelajaran Berbasis Literasi Dengan Pendekatan ABCD" (Kanzum Books, 2020).1-43.

¹⁰ Aissetu Barry Ibrahim, "Asset Based Community Development (ABCD)," *Transforming Society*, 2018, 229–240, <https://doi.org/10.4324/9781315205755-17>.

In simple terms, assistance with the ABCD method begins with an Appreciative Inquiry revealing the potential possessed by the community. In detail, the methods in mentoring include: (1) The discovery stage which reveals the level of success that will be achieved with the problems that can be extracted from the community around Masjid the in the city of Tinggi Cliff about the use of the Arabiyah Baina Yadaik book as teaching material in Arabic learning. (2) The Dream stage is related to the disclosure of dreaming of the future, ideals that provide a positive picture. Then giving motivation about the achievements to be achieved after participating in Arabic learning training. (3) The Define stage is the stage where each group forms a deliberation forum to determine the steps to be taken in utilizing the available assets. (4) Design phase is designing, linking, and mobilizing assets and planning actions. (5) The Destiny stage is the last stage of mentoring activities through the evaluation and progress of current and past activities. In simple terms, mentoring activities are structured in the flow of activities as follows:



Picture 1: Flowchart of mentoring activities

As a review of previous research, the author took from a journal entitled the Role of ABCD in KKN-DR (Real Work From Home Lectures) in the Covid-19 Era. In carrying out their activities, they do it online. Meanwhile, Community Service groups from STAI-As-Sunnah are often carrying out their activities offline. The purpose of community service research carried out by the STAI-As-Sunnah Deli Serdang Community Service group is to make this article a reference or reference that will research similar things, especially for people who are involved in research and community service. Then introduce Arabic learning to the people who live around the Masjid Imam Syafiii in the city of high cliffs. Then understand to the public that learning Arabic is very important. Then introduced the book Arabiyah Baina Yadaik as a medium and teaching material in teaching Arabic. Then teach how to use the Arabiyah Baina yadaik book in learning Arabic.

Result and Discussion

The training to improve Arabic in using the Arabiyah Baina Yadaik book with the theme "Arabic Learning Training Using the Baina Yadaik Arabic Book for Parents at the Masjid Imam Syafii, Tebing Tinggi City, North Sumatra" was held Monday-Thursday from 05.45 WIB to 06.20 WIB. The details of the schedule of training activities carried out according to Table 1 below:

Day	Activity	Speaker	Theory
Monday	Presentation	Khairy Shafwa Althafah (19108835)	Introduction to Arabic Learning
Tuesday	Theory	Rifky (19108849)	About Dhomir (Pronoun) In Arabic
Wednesday	Practice	Bagas Restu Andina (19108831)	Vocabulary
Thursday	Discussion	Amr Abdullah (19108828)	Sound System

This community service activity is carried out in the form of training in Arabic learning using the Arabiyah Baina Yadaik book. 6 or more participants are depending on the situation and conditions because the learning takes place in the morning (Shubuh), and students also come from various regions, including 4 speakers. Participants participating in this training wanted to gain an understanding of the use of the Arabiyah Baina Yadaik book. This training activity attracted a lot of attention and sympathy and high enthusiasm from the participants because the activities were carried out interactively and through dialogue. Participants participating in this training wanted to gain an understanding of the use of the Arabiyah Baina Yadaik book. This training activity is carried out 4 times a week. This material was delivered in 1 meeting, it discussed 2 to 3 conversations, discussed the meaning of the meaning words, and discussed a little about the order of language structure (*Nahwu*).



Picture 2: Presentation of Session I

From the explanation of the first speaker, it can be seen that several things related to Arabic are as follows: (1) The sound system has problems related to Arabic phonemes that have no equivalent in Indonesian, such as the letters ث (Tsa), ه (Ha), خ (Kha), ذ (Dza), ض (Dhad), ظ (Zha), ع (Ain), غ (Ghin). These letters are very difficult for Indonesian speakers to pronounce because their equivalents are not found in Indonesian. (2) vocabulary, is a beneficial factor for Arabic students and Arabic teachers in Indonesia in terms of vocabulary or vocabulary because so many Arabic words have been entered into Indonesian or regional languages.

However, the transfer of words from a foreign language into the student's language can cause problems, including: (1) Shifting meaning, such as the word community which comes from the word *musharakah* in Arabic the meaning of community is participation, participation, togetherness, as well as with the word council which comes from the word *dawan* and so on. (2) the pronunciation changes from the original sound, such as the blessing of the word *kbabar*. (3) the pronunciation is fixed but the meaning changes, such as the word *kalimah* which in Indonesian means an arrangement of words that can give meaning or understanding, while the meaning of *kalimah* in Arabic means words.¹¹

The results obtained from the Arabic language learning training are as follows: (1) They can distinguish between the use of هذا and هذه, (2) Knowing some meanings of Arabic words such as النظارة, المعطف and others, (3) Knowing the rules of *mubtada'* basic *kbabar* such as هذا الكتاب, (4) Knowing the *mudhof mudhofun ilaih* rules such as أذان الفجر, (5) Understanding some Arabic conversations quite well, (6) Able to practice basic Arabic conversations such as "how are you" and others.

¹¹Acep Hermawan, *Metodelogi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011). 143.



Picture 2: Learning Activities

The second material exposure resulted in the following descriptions: (1) The target and purpose of using the Arabiyah Baina Yadaik book are to hone students' abilities including mastery of four language skills, including a) Arabic language skills, namely Al-Istima (listening), Al- Kalam (speaking), Al-Qiraah (reading), and Al-Kitabah (writing), and b) the three elements of Arabic including phonetics, Arabic vocabulary, and grammar. (2) Arabic language learning directs participants to communication skills and insights related to Arabic culture from various sides such as knowledge of Arabic, Islamic and other cultures that do not conflict with Islamic values. (3) Arabiyah Baina Yadaik is one of the books that have a flexible character because it can be used in general for both adult and adolescent students who are taught intensively or periodically. Even this book can also be taught to beginners who have never studied Arabic. In addition, this book can be presented in stages from zero to being able to communicate like a native Arabic speaker both orally and in writing, even being able to continue Arabic education at an Arabic language college.

This book has a large number of volumes including Arabic letters, student books consisting of (1) two volumes and a teacher's handbook for the beginner class, (2) two volumes and a teacher's handbook for the middle class, student books, (3) Two volumes along with a teacher's handbook for advanced classes, student books, and (4) Two volumes and a teacher's handbook for special classes, Arabiyah Baina Yadaik dictionary, CD recorded text of Arabiyah Baina Yadaik subject matter.

Arabiyah Baina Yadaik's book has the most up-to-date learning methods for learning Arabic for non-Arabic students. The steps in teaching using the Arabiyah Baina Yadaik book, among others: (1) Integration between language skills and its elements, (2) Paying attention to the phonetic aspects of Arabic through the stages of introduction, differentiation, and pronunciation (3) Implementing a radicalization system in the delivery of teaching materials (4) Paying attention to differences in the character and abilities of students, (5) Providing a variety of texts, (6) a varied and innovative training system, and (7) the suitability of the content of the material with the level of student ability.

In addition to training activities for learning Arabic using the Arabiyah Baina Yadaik book, the Community Service group also carried out an additional program, namely learning the Qur'an. This program is implemented considering the importance of learning the Koran for survival. This is because all the instructions for life are in the Qur'an. Moreover, considering the times that are increasingly sophisticated with their luxury, we must fortify ourselves with the Qur'an. This means that with an increasingly sophisticated life, we are still guided by the Qur'an. Qur'an

learning activities are also related to learning Arabic because the contents of the Qur'an are in Arabic. So to understand the Qur'an, you must use Arabic. This is so important that the study of the Qur'an is held. The initial activity of learning the Koran is learning to read the Qur'an.



Picture 3: Learn to Read the Qur'an

The results of community service activities, it has a good impact on the people who live around the Masjid Imam Syafii and those outside the area due to the Arabic language learning training activities designed and carried out by the Community Service Team. People who come from the Sekolah Tinggi Agama Islam As-Sunnah Deli Serdang. The positive impact that can be felt is the increase in the knowledge of the training participants regarding the use of the Arabiyah Baina Yadaik book as teaching material. Then participants also gain an increased understanding of the Arabic language itself. However, despite the many positive benefits, there are also problems in the form of a lack of time for carrying out activities carried out at dawn where not everyone can participate at that time, then participants from outside the area who have to travel long distances, then participants who are old. In general, Arabic learning training using the Arabiyah Baina Yadaik book is very suitable to be applied in other areas for Arabic language development by taking into account the implementation schedule and the readiness of the presenters.

Conclusion

Based on the results of the evaluation, it shows that the community service activities carried out in the form of this training are as follows: (1) This training activity is in great demand by participants, especially from the community among parents. This is evidence that this training activity received a response from the wider community. (2) The training activities received a positive response from the participants who attended, they were very enthusiastic even though they were old. After the presentation of the material was finished, many of the participants asked questions. (3) The speaker in delivering the material always invites participants to be deeply involved, so that their understanding and knowledge of Arabic learning training can be completed, the position of teaching materials and the use of Arabiyah Baina Yadaik teaching materials in the Arabic learning process can be implemented properly. (4) The presentation of material that is so straightforward by the minister also makes the participants understand more. (5) The readiness of the participants can be said to be sufficient in participating in this learning training from a physical and spiritual perspective, although the participants are said to be elderly, they are still enthusiastic about participating in the training activities.

Based on the results of the evaluation, several notes become suggestions for community service activities in the future, namely: The number of enthusiasts for this activity, although it runs enthusiastically, is still quite lacking, there must also be internal factors that must make the congregation want to follow and be motivated and time the implementation is short because it is carried out in the month of Ramadan where the community asks that the implementation time does not last long and also wants to focus on other practices such as reading the Qur'an especially, it is necessary to hold similar activities in the future with the maximum allocation of time so that the implementation of activities is truly completed, and students do not have their books. Only a few people had books, the rest used books available from the Masjid, and some we brought from home. It is also one of the difficulties in teaching and the difficulty of understanding learning for students because the media is not fulfilled.

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