DIRECT METHOD IMPLEMENTATION IN ARABIC LANGUAGE TEACHING: EXPERIMENTAL STUDY AT DARUSSALAM ISLAMIC BOARDING SCHOOL, MANTINGAN

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Abstract

The purpose of this research is to assess the efficacy of direct method implementation in Arabic language learning at Pondok Modern Darussalam Gontor Putri Campus 1. This research method uses quantitative experimental methods by holding a pre-test followed by direct method treatment to respondents and ending with a post-test trial. Population from the entire grade 1 study at Pondok Modern Darussalam Gontor 2023. The sampling technique uses random sampling with a total sample of 43 students. The results of this study aim to determine the effectiveness of the direct method in learning Arabic. Based on the result of the research conducted, there was an increase of 10,47% in post-test assessment after being given direct method treatment. There was an increase in the average pre-test from (6.95) to (8.42) in the post-test score. The results of the hypothesis test show that the significance value is 0.00, where if the value is below 0.05 then there is an effectiveness of the direct method in learning Arabic. On the other hand, Santriwati is very responsive and enthusiastic about learning Arabic using the direct method because some of them like (76.7%) learn using the direct method than those who do not like (23.3%). From this, it can be concluded that the role of professional teachers armed with knowledge and practice greatly influences the success of the implementation of direct methods in teaching Arabic and this research can contribute to teachers improving the quality of Arabic language learning using direct methods in modern pesantren.

Keywords: Implementation, Direct Method, Arabic Language Teaching, Modern Islamic Boarding School, Gontor

مستخلص البحث

أصبح تطبيق طريقة المباشرة صيغة تعلم اللغة العربية في معهد دار السلام كونتور الحديث للحرم الأول للبنات. بالنسبة لغير الناطقين باللغة العربية، فإن تعلم اللغة العربية باستخدام اللغة العربية كلغة الهدف للتعلم وبدون الترجمة إلى الإندونيسية يمثل تحديا. تحيط صعوبة ونقص المعرفة باللغة العربية بمشاعر الطلاب الجدد في تعلمها. تهدف هذه الدراسة إلى قياس فعالية تطبيق الطريقة المباشرة في تعلم اللغة العربية في معهد دار السلام كونتور الحديث للحرم الأول للبنات. تستخدم طريقة البحث هذه طرقا تجريبية كمية من خلال إجراء اختبار قبلي متبوعا بمعالجة الطريقة المباشرة للمستجيبين وتنتهي بتجربة ما بعد الاختبار. السكان من الصف الأول دراسة في معهد دار السلام كونتور الحديث للحرم الأول للبنات ٢٠٢٣. تستخدم تقنية أخذ العينات عينة عشوائية مع عينة إجمالية مكونة من ٤٣ طالبة. هدفت نتائج هذه الدراسة إلى تحديد فاعلية الطريقة المباشرة في تعلم اللغة العربية. بناء على نتائج البحث الذي تم إجراؤه ، كانت هناك زيادة بنسبة ١٠.٤٧٪ في التقييم اللاحق للاختبار بعد إعطائهم الطريقة المباشرة. طرأ ارتفاع على معدل الاختبار القبلي من (٦.٩٥) إلى (٨.٤٢) في الدرجة البعدية. أظهرت نتائج اختبار الفرضيات أن قيمة الدلالة هي ٠.٠٠٠ حيث إذا كانت القيمة أقل من ٠.٠٠٥ فهناك فعالية للطريقة المباشرة في تعلم اللغة العربية. من ناحية أخرى ، فإن طالبات متجاوب للغاية ومتحمس في تعلم اللغة العربية باستخدام الطريقة المباشرة. من هذا يمكن الاستنتاج أن دور المعلمين المحترفين المسلحين بالمعرفة والممارسة يؤثر بشكل كبير على نجاح تنفيذ الطريقة المباشرة في تدريس اللغة العربية ويمكن أن يساهم هذا البحث

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للمعلمين في تحسين جودة تعلم اللغة العربية باستخدام الطريقة المباشرة في البيسانترين الحديثة.

الكلمات الرئيسية: التنفيذ، الطريقة المباشرة، تعلم اللغة العربية، المعهد الحديث

Abstrak

Pondok Modern Darussalam Gontor menjadikan aplikasi direct method sebagai identitas pembelajaran bahasa Arab. Penutur non-Arab memiliki tantangan tersendiri dalam mempelajari bahasa Arab sebagai bahasa tujuan dan tanpa menerjemahkan kedalam bahasa ibunya. Kesulitan dan minimnya pengetahuan tentang bahasa Arab menyelimuti perasaan santriwati baru dalam mempelajarinya. Penelitian ini bertujuan untuk mengukur efektifitas implementasi direct method dalam pembelajaran bahasa Arab di Pondok Modern Darussalam Gontor Putri Kampus 1. Metode penelitian ini menggunakan metode kuantitatif eksperimen dengan mengadakan pre-test diikuti dengan adanya perlakuan direct method kepada responden dan diakhiri dengan uji coba post-test. Populasi dari penelitian seluruh kelas 1 di Pondok Modern Darussalam Gontor 2023. Tehnik pengambilan sampling menggunakan random sampling dengan jumlah sampel sebanyak 43 santriwati. Hasil dari penelitian ini bertujuan untuk mengetahui adanya efektifitas direct method dalam pembelajaran bahasa Arab. Berdasarkan hasil penelitian yang dilakukan terdapat peningkatan 10,47% pada penilaian post test setelah diberikan perlakuan direct method. Adanya peningkatan rata-rata pada pree-test dari (6,95) menjadi (8,42) pada nilai post test. Hasil uji hipotesis menunjukkan bahwa nilai signifikansi 0,00 dimana jika nilai tersebut dibawah 0,005 maka adanya efektifitas direct method dalam pembelajaran bahasa Arab. Disisi lain, Santriwati sangat responsif dan antusias dalam mempelajari bahasa Arab menggunakan direct method. Dari sini dapat disimpulkan bahwa peran guru yang professional dengan berbekal keilmuan dan pengamalan sangat mempengaruhi keberhasilan implementasi direct method dalam mengajarkan bahasa Arab dan penelitian ini dapat memberi kontribusi kepada guru dalam meningkatkan kualitas pembelajaran bahasa Arab dengan menggunakan direct method di pesantren modern.
Kata Kunci: *Implementasi, Direct Method, Pembelajaran Bahasa Arab, Pondok Modern, Gontor*

INTRODUCTION

Arabic in Indonesia has begun to develop, this can be seen by the number of teachers and Arabic learners, even at an early age, Arabic has begun

to be taught.[1] So there is no doubt that Arabic which is a foreign language that is able to compete with other foreign languages.[2] According to the 2008 Law of the Ministry of Religious Affairs, the purpose of learning Arabic is to encourage, guide, develop, and foster skills and foster positive attitudes towards the Arabic language both repressively and productively. Arabic learning has been carried out for a long time in Indonesia, but the results have not been maximized.[3] Various kinds of problems often appear and are almost unsolvable. The problem of teaching Arabic really needs serious treatment.[4]

The problem-solving of Arabic language learning has not achieved an adequate level of success. Many factors cause it, one of which is the problem of learning methods[5] because the success of learning depends on the method used.[6] Many solutions are offered to unravel this difficulty, one of which is the use of interactive learning media, both in the form of technology-based applications and designing student-centered learning methods. [7] The use of language directly in foreign language teaching will be effective for achieving language proficiency.[8] Teachers must use the right way so that learning

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[1] Mega Primaningtyas dan Cahya Edi Setyawan, "Urgensi Bahasa Arab Dalam Pendidikan Islam Di Era Revolusi Industri 4.0," *SALIHA: Jurnal Pendidikan & Agama Islam* 2, no. 2 (15 Juli 2019): 49–66, https://doi.org/10.54396/saliha.v2i2.29.

[2] Evi Nurus Suroiyah dan Dewi Anisatuz Zakiyah, "Perkembangan Bahasa Arab Di Indonesia," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (7 Juni 2021): 60–69, https://doi.org/10.51339/muhad.v3i1.302.

[3] Muhammad Afiq Aminullah, Fadilah Al Azmi, dan Darul Jalal, "PEMBELAJARAN BAHASA ARAB MANDIRI MELALUI PLATFORM APLIKASI TIKTOK SEBAGAI TREN BELAJAR MASA KINI," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (22 Oktober 2022): 283, https://doi.org/10.35931/am.v5i2.1219.

[4] Afifah Umudini, Irvan Iswandi, dan Moh Mas'ud Arifin, "Analisis Faktor Kesulitan Belajar Bahasa Arab Kelas V Madrasah Ibtidaiyah Pesantren Sabilil Muttaqien (PSM) Kepuhrejo Kediri," *Journal on Education* 5, no. 3 (14 Februari 2023): 9346–55, https://doi.org/10.31004/joe.v5i3.1741.

[5] Takdir Takdir, "PROBLEMATIKA PEMBELAJARAN BAHASA ARAB," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (27 April 2020): 40–58, https://doi.org/10.47435/naskhi.v2i1.290.

[6] Desky Halim Sudjani dan Gungun Gunadi, "Thariqah Mubasyarah: Metode Pembelajaran Bahasa Arab Pada Perguruan Tinggi," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (13 Februari 2020): 39–46, https://doi.org/10.30997/tjpba.v1i1.2573.

[7] Husnaini Jamil dan Nur Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (24 Januari 2022): 38–51, https://doi.org/10.19105/ajpba.v3i1.5536.

[8] Hasan Hasan, "PSIKOLINGUISTIK: URGENSI DAN MANFAATNYA PADA PROGRAM STUDI PENDIDIKAN BAHASA ARAB," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (11 Oktober 2018): 1–18, https://doi.org/10.35931/am.v1i2.41.

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targets and objectives are delivered.[9] Language is often assumed to be best learned when pupils actively utilize it in the classroom. The Direct method, also known as the natural technique or the conversational method, has gained popularity because it allows pupils to speak in a foreign language.

The Direct Method focuses oral language by focusing on daily language and employing questions and replies. The main objective of this strategy is to directly correlate meaning with the target language through the use of realia, pantomime or pictures.[10] Direct method which in Arabic is called Thariqah Al-Mubassyarh which is a method of providing Arabic learning material directly utilizing the language as the medium of instruction and without using students' native languages at all. If a word is difficult for pupils to grasp, the teacher can explain it by utilizing objects, demonstrating, describing, and other methods.[11] The purpose of using the direct method is so that learners can master the language learned orally to be able to communicate with the language.[12]

Direct method Born as an improvement of the nahwu wa tarjamah method which positions language learning only as a dead language. Before 1850, propaganda emerged that learning Arabic with the nahwu wa tarjamah method seemed unpleasant, boring, and less effective.[13] Direct method is a solution in learning Arabic, especially in modern pesantren. Direct method learning is the same as learning the mother tongue, namely by using language directly, by listening repeatedly, and imitating it orally. The emergence of this

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[9] Ibni Trisal Adam dan Dony Khoirul Azis, "Pengaruh Thariqah Mubasyaroh terhadap Kemampuan Bahasa Arab Santri di Pondok Pesantren Modern Daarul Ulil Albaab Tegal," *Tarling : Journal of Language Education* 3, no. 2 (19 Juni 2020): 135–51, https://doi.org/10.24090/tarling.v3i2.3802.

[10] Cagri Mart, "The Direct-Method: A Good Start to Teach Oral Language," *International Journal of Academic Research in Business and Social Sciences* 3 (1 November 2013), https://doi.org/10.6007/IJARBSS/v3-i11/330.

[11] Alliva Zamzami Nur Maulida, Linda Halimatu Sadiah, dan Ahmad Syaeful Rahman, "Optimalisasi Pembelajaran Bahasa Arab Melalui Metode Thariqah Al-Mubassyarah (Metode Langsung) Di Mts Al-Hidayah," *PROCEEDINGS UIN SUNAN GUNUNG DJATI BANDUNG* 1, no. 32 (8 Desember 2021): 76–86.

[12] Halimatus Sa`diyah, "UPAYA MENUMBUHKAN SELF-CONFIDENCE BERBICARA BAHASA ARAB MAHASISWA MELALUI GRUP WHATSAPP," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 2, no. 2 (27 Juli 2019): 149–64, https://doi.org/10.35931/am.v2i2.119.

[13] Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2009).

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method is based on the theory that states that language is everything that is alive, therefore it still needs practice and repeated habituation in learning it. [14]

Arabic has a close relationship with Indonesian, as most Indonesian are influenced by Arabic.[15] In accordance with this, Arabic has become a required subject in a variety of educational institutions, including Islamic educational institutions such as Islamic boarding schools. Learning Arabic was part of the pesantren development program in Indonesian.[16] Every pesantren-based educational institution requires its students to learn Arabic as the language of daily communication. Pondok Pesantren Darussalam Gontor is one of the Islamic boarding schools in Indonesia that is famous for its direct method using in Arabic learning.[17] The interesting thing is that the hut from its inception until now still uses Thariqah Mubasyaroh in its Arabic language learning.

Darussalam Gontor Modern Islamic Institution has a vision in learning Arabic by making it the language of daily communication. Success in this achievement is supported by direct methods applied both in formal learning and non-formal activities. Direct method *(thariqah mubasyirah)* is one method that emphasizes learning using a second language in the teaching and learning process. For new students at Pondok Modern Darussalam Gontor, they feel worried, anxious, and hesitant in learning Arabic because they have doubts about their ability to master learning Arabic. This happens because of differences in educational and ethnic backgrounds from various regions in Indonesia and even abroad.

Direct Method is an effective learning method in learning Arabic, both in improving listening,[18] speaking,[19] reading,[20] and writing skills[21]. This is

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[14] M. Asy'ari, "Metode, Sistem Dan Prinsip Pembelajaran Bahasa Arab Yang Inovatif," *An Nabighoh* 20, no. 02 (2 Juli 2019): 288–306, https://doi.org/10.32332/an-nabighoh.v20i02.1465.

[15] Ahmad Muradi, "TUJUAN PEMBELAJARAN BAHASA ASING (ARAB) DI INDONESIA," *Jurnal Al-Maqayis* 1, no. 1 (21 September 2014), https://doi.org/10.18592/jams.v1i1.182.

[16] Risa Rabiatur Rahmah, Azizatul Muzdalifah, dan Mu'alim Wijaya, "Penggunaan Thariqah Mubasyarah sebagai Pembelajaran Bahasa Arab yang Efektif," *Al Maghazi : Arabic Language in Higher Education* 1, no. 1 (30 Juni 2023): 23, https://doi.org/10.51278/al.v1i1.706.

[17] Dihin Muriyatmoko, Faisal Reza Pradhana, dan Zaenury Adhiim Musyafa', "Durus Al-Lughah Gontory: Media Pembelajaran Bahasa Arab Untuk Pemula Menggunakan Metode Langsung," *Jurnal Teknologi Informasi Dan Ilmu Komputer (JTIIK)* 6, no. 1 (1 Februari 2019): 77–84.

[18] Muhamad Fidri dan Syam Sinar T, "PENGARUH THARIQAH MUBASYARAH DALAM MENINGKATKAN MAHARAH ISTIMA' PADA SISWA INTEGRAL HIDAYATULLAH BOARDING SCHOOL BATAM," *JURNAL TA'LIMUNA* 1, no. 2 (19 Juli 2023): 163–70.

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consistent with the analysis conducted by Kasmiati [22] The results of this study show that the direct method is very effective in learning Arabic for children after an early age. The research is in line with research conducted by Umi Chabibatus Zahroh, the results of this study show that the direct method is very effective in learning Arabic for children after an early age. The research is in line with research conducted by Umi Chabibatus Zahroh[23], Rojja Pebrian[24], and Ifa Rodifah[25] Overall, it is stated that the direct method is the most effective method of learning Arabic. The novelty of this research is can contribute to teachers in improving the quality of Arabic language learning using direct methods in modern pesantren. Where Pondok Modern is famous for learning Arabic which makes Arabic the official language of communication in everyday life.

Meanwhile, The purpose of this research is to provide insight into how the direct method learning process is for readers to understand the steps that must be taken in teaching Arabic using the direct method and determine the effect of direct method application in Arabic learning for new students at Darussalam Gontor Modern Islamic Institution for Girls First Campus.

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[19] Ririn Nurhidayati, "PENERAPAN METODE LANGSUNG (THARIQOH MUBASYAROH) PADA PEMBELAJARAN BAHASA ARAB DALAM MENINGKATKAN MAHAROH KALAM KELAS IX MTsN GRESIK," *Arabia : Jurnal Pendidikan Bahasa Arab* 11, no. 2 (18 Oktober 2019): 121–32, https://doi.org/10.21043/arabia.v11i2.6057.

[20] Bacharudin Sugiharto dan Muhammad Yasin, "Pengaruh Implementasi Direct Method Terhadap Peningkatan Kemampuan Membaca Teks Bahasa Arab Siswa Kelas VII G MTs PPMI Assalaam Sukoharjo," *Academia: Jurnal Ilmu Sosial Humaniora* 3, no. 1 (29 Agustus 2020): 118–33, https://doi.org/10.54622/academia.v3i1.52.

[21] Hj Raehanah, "Upaya Meningkatkan Kemampuan Membaca, Menulis, Dengan Fokus Berbicara Melalui Metode DM (Direct Method) Dalam Pembelajaran Tematik Pada Siswa Kelas I SDN I Darmaji Tahun Pelajaran 2016/2017," *Jurnal Ilmiah Mandala Education* 3, no. 2 (1 Oktober 2017): 57–70, https://doi.org/10.58258/jime.v3i2.159.

[22] Kasmiati Kasmiati, "Implementasi Metode Langsung dalam Pembelajaran Bahasa Arab untuk Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 3 (10 Juni 2023): 3067–76, https://doi.org/10.31004/obsesi.v7i3.4483.

[23] Umi Chabibatus Zahro, Sofri Rizka Amalia, dan Nur Fadilah Amin, "The Effectiveness of Direct Method in Arabic Language Learning," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (31 Mei 2020): 149–64, https://doi.org/10.24042/albayan.v12i1.5775.

[24] Rojja Pebrian dkk., "Efektifitas Penggunaan Direct Method dalam Pengajaran Bahasa Arab di Fakultas Ilmu Komunikasi Universitas Islam Riau," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9 (30 Juni 2020): 196, https://doi.org/10.24235/ibtikar.v9i1.5551.

[25] Ifa Rodifa Nur dan Fitri Setyo Rini, "Penerapan Metode Langsung Dalam Pengajaran Bahasa Arab Di Pondok Pesantren Al-Islam Joresan Ponorogo," *Khadimul Ummah* 1, no. 1 (15 November 2017), https://doi.org/10.21111/ku.v1i1.1417.

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RESEARCH METHODS

The study used a quantitative approach whose pressure analysis was on numerical data (numbers) processed by statistical methods.[26] In this study the application of direct methods as a dependent variable (x) and Arabic speaking skills as an independent variable (y). At the beginning of this study, a pre-test will be carried out, then given treatment, and finally a post-test will be carried out. This study utilizes an One Group Pre-test and Post-test Design. This design is chosen because it is more accurate and enables comparisons between pretest and posttest results.

In the One-Group Pretest-Posttest Design experiment the design is as follows:[27] 1) Pretest is used to see the initial ability of students before using direct methods in Arabic language learning, 2) Treatment uses Direct methods in Arabic learning and treatment is also used to determine the effectiveness of the Direct method, 3) Post test is done to see the results before and after using direct method in Arabic language learning.

The design of this study can be seen as follows:

$$O_1 \; X \; O_2$$

Information:
- O1 = pre-test
- X = treatment
- O2 = post-test

Research instruments are media or tools used in data collection.[28] The instruments used in this study were questionnaires and tests in the form of pretest and posttest. To determine the influence between one variable and

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[26] Sudir Koadhi, "IMPLEMENTASI METODE LANGSUNG DALAM PEMBELAJARAN BAHASA ARAB (Studi Eksperimen Pada Mahasiswa Semester III Pendidikan Bahasa Arab)," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2017): 56–71.

[27] Khotijah Khotijah dan Ahmad Arifin, "Desain Dan Implementasi Mobile Learning Sebagai Upaya Peningkatan Pembelajaran Bahasa Arab Di Madrasah Aliyah," *An Nabighoh* 23, no. 1 (30 Juni 2021): 109–26, https://doi.org/10.32332/an-nabighoh.v23i1.3373.

[28] Hamni Fadlilah Nasution, "INSTRUMEN PENELITIAN DAN URGENSINYA DALAM PENELITIAN KUANTITATIF," *Al-Masharif: Jurnal Ilmu Ekonomi Dan Keislaman* 4, no. 1 (30 Juni 2016): 59–75, https://doi.org/10.24952/masharif.v4i1.721.

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another, a t-test will be carried out using SPSS version 24. After the data is obtained, data analysis is carried out. The data analysis technique carried out in this study is a quantitative data analysis technique, which is research conducted by testing a hypothesis that has been set. The data in this study was taken from observations about the circumstances or circumstances in the field. The population in this study was all grade 1 students at Darussalam Gontor Modern Islamic Institution for Girls Campus 1 with a total sample of 43 students.

RESULTS AND DISCUSSION
Implementation of Direct Method in Arabic Language Learning for New Students

The results of this study are based on observations made by researchers about the implementation of direct methods in learning durusu lughoh at Darussalam Gontor Modern Islamic Institution for Girls Campus 1. This method is in accordance with the purpose of learning Arabic in Gontor, which is to improve the ability of students to communicate using Arabic. Therefore, learning Arabic using durusu lughoh books using the direct method is the initial foundation for students in knowing and learning Arabic.

The book Durusu Lughoh Volume 1 by Imam Zarkasyi and Imam Shubani contains basic materials on the introduction of Arabic that supports children's ability to train speaking skills (*maharah kalam*).[29] The factor that supports success in learning durusu lugho is the teaching method using *thariqah mubasyirah* (direct method).[30] In the learning process, teachers use Arabic without translating into Indonesian and introduce Arabic vocabulary using pictures or original forms of these items to make it easier to understand students.

The success of students in understanding and using Arabic is determined by how mastery in deepening the material durusu lughoh. This durusu lugho material is taught to new students as their basic provision in learning Arabic. If learning durusu lugho is maximal, it will make it easier for new students to apply it in their daily lives and also make it easier to learn

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[29] Deden Dimyati, Ulil Amri Syafri, dan Abdul Hayyie Al-Kattani, "Metode Pembelajaran Bahasa Arab Dalam Kitab Durusullughah Al-'Arabiyyah Karya Dr. V. Abdur Rahim," *Rayah Al-Islam* 5, no. 02 (28 Oktober 2021): 242–54, https://doi.org/10.37274/rais.v5i02.459.

[30] Ahmad Hasinur Rohman, "Analisis Metode Pembelajaran Bahasa Arab Di Madrasah Diniyah Al-Amiriyyah Blokagung," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (11 Februari 2022): 122–39, https://doi.org/10.30739/arabiyat.v2i1.1426.

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other Arabic at the next level. The purpose of learning this material is to make students able to communicate using Arabic, and familiarize students to use Arabic as a daily language. Students was not introduced to Indonesian at all, only using Arabic as her main language in learning.

Direct method (thariqah mubasyirah) becomes an identity in learning *durusu lughoh.*[31] This method refers to the productivity and creativity of teachers in managing learning, because teachers introduce Arabic with various media to make it easier for students to understand the intended meaning.[32] The existence of a reciprocal relationship between teachers and students in the habit of communicating, with the teaching system that prioritizes practice not qawaid learning is a direct method identity.[33] This method is also called *thoriqoh thobi'iyah* (Natural Method), *thoriqoh syafawiyah* (Oral Method) [34], *thoriqoh haditsah* (Modern Method), *thoriqoh jawan* (Gouin Method), *thoriqoh Biirlitz* (Berlitz Method)[35].

In the learning process, durusu lughoh using the direct method has steps in learning in order to achieve learning targets that are in accordance with the curriculum of Pondok Modern Darussalam Gontor. Here are the steps that teachers must pay attention to in teaching durusu lugho using the direct method:[36]

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[31] Syarifah Syarifah dan Juriana Juriana, "Pembelajaran Bahasa Arab Di Pesantren Al-Islam Dan Darul Abror (Antara Tradisional Dan Modern)," *Edugama: Jurnal Kependidikan Dan Sosial Keagamaan* 6, no. 2 (30 Desember 2020): 142–69, https://doi.org/10.32923/edugama.v6i2.1411.

[32] Ardiana Handayani dan Imam Fauji, "Application of At Thoriqoh Al Mubasyiroh to Increase Maharoh Al Kalam for Madrasah Aliyah Students:," *Indonesian Journal of Education Methods Development* 20 (21 November 2022): 10.21070/ijemd.v20i.668-10.21070/ijemd.v20i.668, https://doi.org/10.21070/ijemd.v20i.668.

[33] Moh Supriyadi, "Ta'lim al-Lughah al-'Arabiyyah Bi Thariqah Mubasyirah Li Tarqiyah Maharah al-Kalam," *Al-Wazan: Journal of Arabic Education* 1, no. 1 (1 Januari 2023): 95–109, https://doi.org/10.58223/al-wazan.v1i1.18.

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a. Before starting the lesson, the teacher starts by greeting Sanriwati with greeting questions using Arabic.
   Example:

صباح الخير!   المدرّسة:

صباح الخير!   التلميذات:

كيف حالكنّ؟   المدرّسة:

يحير، الحمد لله   التلميذات:

b. Learning begins by giving some questions about the previous lesson to review the students' understanding.
c. The teacher introduces the vocabulary by saying it repeatedly with fashih, then showing pictures related to the meaning of the vocabulary in question or by describing it on the board or with movements practiced by the teacher.

قَلَمٌ

كرْسيٌّ

مِسْطَرَةٌ

d. The teacher asks the students to repeat the vocabulary clearly and loudly.

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e. The teacher asks the meaning of the vocabulary with different types of questions (ما هذا؟، هل هذا....، وأين..) to ensure the understanding of students.

f. The teacher asked the students to practice the conversation with their fellow friends.
    Example:

<div dir="rtl">

المدرّسة:‏   القَلَمُ في الجَيْبِ

التلميذات:‏   القَلَمُ في الجَيْبِ

التلميذة أ:‏   أَيْنَ القَلَمُ؟

التلميذة ب:‏   القَلَمُ في الجَيْبِ

</div>

g. The teacher asked the students to open the book and read some vocabulary with clear and precise readings.

h. The teacher asked the students to write the teacher's writing on the blackboard.

i. The teacher requests that the students do practice questions (tamrinat) and then the teacher corrects the students' mistakes.

The materials taught in durusu lughoh begin with the introduction of ism first rather than the verb (fi'il). This enriches the basic vocabulary mastered by students. Departing from the introduction of vocabulary taught by direct method, it makes it easier for students to understand Arabic so as to eliminate their bad mindset about Arabic that is difficult to learn. The repetition in the recognition of repeated vocabulary strengthens the memory of female students in memorizing the vocabulary they have just learned.

Based on the results of an interview with the deputy director of KMI, stated that since Gontor was established until now there has not been the slightest change in terms of Durusu Lugho's learning method. Thoriqoh mubasyirah became the identity of Arabic learning in Gontor, especially with the book durusu lughoh. In terms of the teaching and learning process, homeroom teachers as well as teachers have a very big role in equipping students to love Arabic, instilling the basics of Arabic knowledge by making it an active language of communication in learning.

The success of durusu lugho teaching using the direct method is also supported by the ability and experience of teachers gained during their time as students. Armed with this experience, teachers are better able to master the

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problems and obstacles faced by students during the learning process. In terms of students, it is easier to accept the material delivered by the teacher, even though in its delivery the teacher uses Arabic as the main language of instruction. There are practice questions in the form of oral questions delivered by the teacher and the command to practice the conversation among others, creating a communicative learning atmosphere and more intensively sharpening speaking skills.

The purpose of using this direct method is so that students can understand Arabic directly by listening to what is conveyed by the teacher and being able to apply it directly in the language of communication. If the students do not understand the meaning of the vocabulary conveyed, the teacher practices with movements or by bringing pictures that match the intended meaning. In this case, it makes it faster and easier for students to get Arabic as a second language in their daily lives.

The success of learning Arabic at Pondok Modern Darussalam Gontor for new students in addition to using durusu lugho books using the direct method, on the other side, is supported by attention to the duration of the learning time. In this case, the lodge provides a portion of durusu lugho learning with an intensive duration, which is for 6 meetings every week and with a duration of 45 minutes at each meeting. During the learning process, students are required to play an active and communicative role in receiving the material taught by the teacher.

Steps in research Implementation of direct method in durusu lughoh learning

Researchers in this study measured the effectiveness of direct method implementation in Arabic language learning at Islamic Boarding School Darussalam Gontor for Girls First Campus. The total population in this study amounted to 172 Santriwati with a sample of 43 students. This study was conducted based on the background found by researchers that Gontor students are required to use Arabic as their daily language, while for new students find it difficult to understand Arabic. Learning Arabic for new students in the classroom uses the direct method, where the teacher explains the material in Arabic without translating into Indonesian. This method focuses Arabic as the destination language in learning and focuses on improving the ability to speak to pupils (maharah kalam).

Based on this background, researchers conducted research trials by distributing questions to students related to material they had never studied. The pupils are asked to answer these questions with their understanding and

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abilities. In this case, researchers want to see how their mastery and understanding of Arabic material that has not been studied. The effectiveness of the direct method implementation can be seen from the value of pre-test and post-test research trials tested on new students.

Here are the results of the pre-test trial:

PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	7.0	7.0	7.0
	2	1	2.3	2.3	9.3
	5	5	11.6	11.6	20.9
	6	4	9.3	9.3	30.2
	7	5	11.6	11.6	41.9
	8	17	39.5	39.5	81.4
	9	6	14.0	14.0	95.3
	10	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

Based on the pre-test table above, it can be concluded that the pre-test results were tested on 43 new female students as a research sample. The results of the study showed that 9 students who scored below 5 were 9 students. With the most beautiful score of 1 as many as 3 people and the highest score of 10 as many as 2 people. From these results, it shows that the Arabic language skills of the students are good but not optimal because there are still students who get results below 5, while the standard value of increase in Gontor is 7.

After conducting the pre-test, the teacher delivered durusu lughoh materials using the direct method. Here are the steps taken by teachers in teaching durusu lugho using the direct method for new students:

a. Before starting the lesson, the teacher starts by greeting Santriwati with greeting questions using Arabic.

b. Learning begins by giving some questions about the previous lesson to review the students' understanding.

c. The teacher introduces the vocabulary by saying it repeatedly with fashih, then showing pictures related to the meaning of the vocabulary in question or by describing it on the board or with movements practiced by the teacher.

d. The teacher asks the students to repeat the vocabulary clearly and loudly.

e. The teacher asks the meaning of the vocabulary with different types of questions (ما هذا؟، هل هذا....، وأين..) to ensure the understanding of students.

f. The teacher asked the students to practice the conversation with their fellow friends.

g. The teacher asked the students to open the book and read some vocabulary with clear and precise readings.

h. The teacher asked the students to write the teacher's writing on the blackboard.

i. The teacher requests that the students do practice questions (tamrinat) and then the teacher corrects the students' mistakes.

After the teacher taught using the direct method in the durusu lughoh lesson for new students, researchers conducted a research trial using questions related to the material that the students had learned using the direct method. The following are the results of the post test in the study:

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	2.3	2.3	2.3
	6	4	9.3	9.3	11.6
	7	4	9.3	9.3	20.9
	8	7	16.3	16.3	37.2
	9	20	46.5	46.5	83.7
	10	7	16.3	16.3	100.0
	Total	43	100.0	100.0	

Based on the table above, it can be concluded that the post-test results were tested on 43 new female students as a research sample. The results of the study showed that only 1 student who scored below 5 scored below 5.

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With the most beautiful score of 4 as many as 1 people and the highest score of 10 as many as 7 people. From these results, it shows that the learning process of durusu lugho using the direct method has an improvement compared to before getting treatment using the direct method. Here are the average results that show the results of improvement:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	6.95	43	2.267	.346
	PostTest	8.42	43	1.349	.206

The table shows that there was an average increase of 10.47%, with an average score on the pre-test of 6.95 and a post-test score of 8.42. Based on this, it can be concluded that there is an increase in Arabic language learning using the direct method for new students.

The results of this research can be known whether or not there is effectiveness of direct method implementation through T-Test results. Based on the results of T-Tset shown to have a meaning of reading with special criteria, including:

a. If the indicated significance result is less than 0.05, then Ho is rejected and Ha is accepted. In this case, it shows that there is an influence in the implementation of direct methods on Arabic language learning.
b. If the significance result is greater than 0.05, then Ho is accepted and Ho is rejected. In this case, it means that there is no influence in the implementation of direct methods on Arabic language learning.

The following are the results of the research hypothesis test of direct method implementation in Arabic language learning:

Pair 1	Mean	df	t	sig
Pre-Test Post Test	-1465	42	-4.738	.000

Based on the table above, it can be concluded that the significance value is less than 0.05, indicating that there is an influence in learning Arabic for

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new students using the direct method. This is shown from the increase in the results of pre-test and post-test questions after direct method learning treatment was given to new students.

After conducting the post-test test, researchers distributed questionnaires to respondents to measure their response and attractiveness in learning Arabic using the direct method. This questionnaire consists of 5 questions consisting of 2 negative questions and 3 positive questions using a dichotomy scale. Departing from this scale shows children's responses to learning using the direct method, by giving a checkmark in the agree or disagree column. Based on the test results, the percentage of questionnaire data shows the following results:

Results of Direct Method Learning Response Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	23.3	23.3	23.3
	1	33	76.7	76.7	100.0
	Total	43	100.0	100.0	

Based on The table above, shows the percentage of children who agree is 76.7% and children who disagree is 23.3%. These results are supported by research conducted by Umi Chabibatuz Zahra which shows that the value of student learning using direct methods is higher than conventional methods. This is evidenced by a comparison of the average value of 76.87 using the direct method and 65.32 using conventional methods.[37] It can be concluded that the percentage of children who like to learn using the direct method, easily understand the material delivered by the teacher Using the direct method and not having difficulty in learning to use the direct method more than those who do not like to learn using the direct method.

The application of the direct method in learning Arabic at Pondok Modern Darussalam Gontor is very effective even for new students who are new to Arabic. New female students are required to understand Arabic without translating it into Indonesian and are obliged to use Arabic as the

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language of daily communication. The results of this study, evidenced by the average pre-test score (6.95) and post-test value (8.42) showed an increase of 10.47% in post-test assessment after being given direct method treatment. The existence of this effectiveness is proven in the results of the T-Test which shows a significance value of 0.00 where if the value is below 0.005 it is declared efficient. Besides the marked increase, this study can conclude that the percentage of children who like (76.7%) to learn using the direct method, easily understand the material delivered by the teacher using the direct method and do not have difficulty in learning to use the direct method more than those who do not like (23.3%) to learn using the direct method. From these results, it was asked that the direct method is very effective in learning Arabic. With this research, it is expected to be able to improve the professionalism and quality of teachers in teaching Arabic using the right direct method.

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