

The Role of Strengthening Vocabulary Memorization in Facilitating Arabic Language Learning Students Babul Mu'arrif Jambi Islamic Boarding School

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Abstract

Word vocabulary is the ability that a person uses to communicate and interact with each others properly and correctly. The information obtained in communication affects the understanding obtained. With the existence of vocabulary affecting one's use in using spoken Arabic or learning Arabic, the strengthening of Arabic vocabulary in improving Arabic learning becomes something that must be prioritized and understood, and understood to make it easier for students to learn Arabic lessons properly and correctly. This research was conducted in an Islamic boarding school educational institution. Babul Mu'arrif Islamic Boarding School is located in Sangi Lubuk Pauh Hamlet, Timbolasi Village, Bathin III Ulu District, Bungo District, Prov. Jambi. The approach taken is an approach through observational case studies that prioritize data collection techniques through value observation and the role of vocabulary in facilitating Arabic language learning, interviews, and documentation. The research methods used are Planning, implementation, data analysis, and evaluation. Efforts to strengthen the memorization of Arabic vocabulary carried out by educators or teachers at the Babul Mu'arrif Islamic Boarding School aim to make it easier for students or students to learn Arabic lessons. Upaya is carried out by the babul mu'arrif Islamic boarding school giving vocabulary starts from providing vocabulary when Arabic Subjects, Islamic Subjects, and Islamic Boarding School Activities. Problems and problems that arise will certainly be felt by both parties. Both from the teaching or teacher workforce and the students or students. The problems and problems that exist in the process of strengthening the memorization of Arabic vocabulary are inadequate educational facilities.

Keywords: Memorization, Vocabulary, and Arabic

مستخلص البحث

المفردات هي القدرة التي يستخدمها الشخص للتواصل والتفاعل مع بعضها البعض بشكل صحيح وصحيح. تؤثر المعلومات التي تم الحصول عليها في الاتصال على الفهم الذي تم الحصول عليه. مع وجود مفردات تؤثر على استخدام المرء في استخدام اللغة العربية المنطوقة أو تعلم اللغة العربية ، يصبح تعزيز المفردات العربية في تحسين تعلم اللغة العربية أمراً يجب إعطاؤه الأولوية وفهمه وفهمه من أجل تسهيل تعلم الطلاب لدروس اللغة العربية بشكل صحيح وصحيح. تم إجراء هذا البحث في مؤسسة تعليمية إسلامية داخلية. تقع مدرسة باب المعرفة الإسلامية الداخلية في سانجي لوبوك بوه هاملت ، قرية تمبولاسي ، منطقة بائين الثالث أولو ، منطقة بونغو ، بروف. جامبي. النهج المتبع هو نهج من خلال دراسات الحالة القائمة على الملاحظة التي تعطي الأولوية لتقنيات جمع البيانات من خلال مراقبة القيمة ودور المفردات في تسهيل تعلم اللغة العربية والمقابلات والتوثيق. طرق البحث المستخدمة هي: التخطيط والتنفيذ وتحليل البيانات والتقييم. تهدف الجهود المبذولة لتعزيز حفظ المفردات العربية التي يقوم بها المعلمون أو المعلمون في مدرسة باب المعرفة الإسلامية الداخلية إلى تسهيل تعلم الطلاب أو الطلاب لدروس اللغة العربية. الجهود التي تبذلها مدرسة باب المعرفة الإسلامية الداخلية لتوفير المفردات بدءاً من توفير المفردات عند المواد العربية، والمواد الإسلامية، وأنشطة المدرسة الداخلية الإسلامية. المشاكل والمشاكل التي تنشأ سيشرحها الطرفان بالتأكد. سواء من القوى العاملة في التدريس أو المعلم ومن الطلاب أو الطلاب. المشاكل والمشكلات الموجودة في عملية تعزيز حفظ المفردات العربية هي عدم كفاية المرافق التعليمية.

الكلمات الرئيسية: الحفظ والمفردات واللغة العربية

Abstrak

Kosa kata ialah kemampuan yang digunakan seseorang untuk berkomunikasi dan saling berinteraksi dengan baik dan benar. Informasi yang didapatkan didalam komunikasi mempengaruhi pemaham yang didapat. Dengan adanya kosa kata mempengaruhi penggunaan seseorang dalam menggunakan lisan berbahasa arab ataupun belajar bahasa arab, maka penguatan kosa kata bahasa arab dalam meningkatkan pembelajaran bahasa arab menjadi sesuatu yang harus diutamakan dan dimengerti serta difahami agar mempermudah siswa didik dalam mempelajari pelajaran bahasa arab dengan baik dan benar. Penelitian ini dilakukan di sebuah lembaga pendidikan pondok pesantren. Pondok pesantren Babul Mu'arrif bertempat di Dusun Sangi Lubuk Pauh, Desa Timbolasi, Kec. Bathin III Ulu, Kab. Bungo, Prov. Jambi. Pendekatan yang dilakukan ialah pendekatan melalui Studi kasus observasi yang mengutamakan teknik pengumpulan data melalui observasi nilai dan peran kosa kata dalam mempermudah pembelajaran bahasa arab, wawancara, dan dokumentasi. Metode Penelitian yang digunakan yaitu: Perencanaan, pelaksanaan, analisis data dan evaluasi. Upaya penguatan hafalan kosa kata bahasa arab yang dilakukan tenaga kerja pendidik atau guru di pondok pesantren babul mu'arrif bertujuan untuk memberi kemudahan siswa didik atau santri-santri dalam belajar pelajaran bahasa arab. Upaya yang di lakukan pondok pesantren babul mu'arrif pemberian kosa kata dimulai dari memberikan kosa kata ketika Mata pelajaran (Mapel) Bahasa Arab, Mata pelajaran (Mapel) keislaman, Kegiatan Pondok Pesantren. Problematika dan permasalahan yang teerjadi pastinya akan dirasakan oleh kedua belah pihak. Baik dari pihak tenaga kerja pengajar atau guru maupun dari pihak siswa didik atau santri. Problematika dan permasalahan yang ada di dalam proses penguatan hafalan kosa kata bahasa arab ialah Fasilitas pendidikan yang tidak memadai.

Kata Kunci; Hafalan, Kosa kata, dan Bahasa Arab

INTRODUCTION

Starting from a language that is only used by a nation called the Arabs, until now the language of Arabs can develop into an extraordinary language. Arabic ¹in particular is the language used by people who are Muslim. Sharia or teachings in Islam are explained through the Qur'an and hadith using Arabic. According to history, Arabic ²itself was derived from Arabic and with Arabic. Allah Subhanahu Wa Ta'ala explains in the Qur'an in saying:

وَإِنَّهُ لَنَزِيلُ رَبِّ الْعَالَمِينَ نَزَلَ بِهِ الرُّوحُ الْأَمِينُ عَلَى قَلْبِكَ لِتَكُونَ مِنَ الْمُنذِرِينَ بِلِسَانٍ عَرَبِيٍّ مُبِينٍ وَإِنَّهُ لَفِي زُبُرِ الْأَوَّلِينَ

"And really, this (Qur'an) is truly revealed by the Lord of all worlds. Which was brought down by Ar-Ruh Al-Amin (Jibril). Into your hearts (Muhammad) that you may be among those who warn. With clear Arabic. And indeed, it is in the books of the ancients." (QS. Asy-Syu'ara' 26th suroh: Verses 192-196).

The saying of Allah SWT above is a platform that explains that al-Qur'an is revealed by Allah SWT to the Prophet Muhammad PBUH through an angel named angel Jibril, and the Quran which is conveyed by Allah swt to the Prophet Muhammad using the language Arab. Along with the times, Arabic developed into an international language. ³ Therefore, Arabic is used for international-scale communication. Arabic is a very special language. ⁴ The factors that cause the privilege of Arabic are as follows:

1. Arabic is the language of the Qur'an.

The Qur'an is the word of Allah which is conveyed to the Prophet Muhammad through the angel Gabriel. The Qur'an is the first Islamic law in determining a ruling in Arabic. The Qur'an which is loaded in Arabic is explained every matter of its ruling in Arabic. So that for those who want to know and learn Islamic law, then it is necessary to understand Arabic.⁵

¹ Talqis Nurdianto and Noor Azizi bin Ismail, "Arabic Language Learning Based on the Common European Framework Of Reference For Language (CEFR) in Indonesia Talqis Nurdianto Noor Azizi bin Ismail Abstract Introduction He has been studying Arabic for years, in particular, fluent in, communicating with Ba," *Al Mahāra: Journal of Arabic Language Education* 6, no. 1 (2020): 1–22, <https://doi.org/10.14421/almahara.2020.061-01>.

² Abdul Tolib, "EDUCATION IN MODERN BOARDING SCHOOLS By: Dr. Abdul Tolib," *Jurnal Risaalah* 1, no. 1 (2015): 60–66, <http://jurnal.fainter.ac.id>.

³ Muhamad Fathoni, "Maharah Istima'," *Journal of Islamic Communication and Education* 1 (2018): 2020, <file:///C:/Users/USER/Downloads/162-308-1-SM.pdf>.

⁴ Nurbayan Yayan, *Arabic Language Learning Methodology*, 2008.

⁵ Ardyansyah Ardyansyah and Laily Fitriani, "The Effectiveness of the Application of the Discovery Learning Method in Imla Learning," *Al-Ta'rib : Scientific Journal of the Arabic Language Education Study Program IAIN Palangka Raya* 8, no. 2 (December 2, 2020): 229–44, <https://doi.org/10.23971/ALTARIB.V8I2.2257>.

2. Arabic is the language of prayer.

Prayer is the main worship commanded by Allah Almighty in the Qur'an. And the languages used in prayer all use Arabic without exception. With the rules made, a person's worship in the short will not be valid if it does not use Arabic.⁶

3. Arabic is the language of Al-Hadith.

Hadith is the words and deeds of the Holy Prophets and his statutes. Hadith is the second cornerstone of Islamic law. In determining an Islamic law or explaining Islamic law commanded in the Qur'an, a person is required to be able to use and master the language used by the Holy Prophets. And with the cause of this, we must understand Arabic.⁷

4. The strategic position of the Arab economy.

In the development of a country and to maintain stability in a region both on a regional scale and on a world scale, the economy is very important in maintaining that stability. And with the existence of a very strategic Arab region, Arabic has a strong potential in maintaining world economic stability which results in Arabic must become an international language.⁸

5. A large number of Arabic speakers.

In connection with the demands of Arabic that are needed or necessary in everything, while not everyone masters and understands Arabic, it must be the shadow of Arabic speakers who are the way for someone to understand something that smells of Arabic. So the Arabic language became very important.⁹

From the factors that cause the privilege of Arabic above, the Arabic language is studied in depth in both the process of understanding the meaning and interpretation of sentences in the Qur'an. The form of the process of understanding the meaning or interpretation of the Arabic Qur'an becomes learning that is learned at every level of education. In the realm of education, Arabic has two important positions, namely as a media language and as a science.¹⁰ From the Arabic learning process, there are many

⁶ FAHMI RIDHA MUSTHAFA HAMMAD, "Comparative Study of Learning Methods and," no. Volume 1 (2016): 1–23.

⁷ fathurrozi Aziz and mahyudi Erta, Arabic Learning, 2012.

⁸ Hastang Nur, "Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 20, no. 2 (2017): 177–87, <https://doi.org/10.24252/lp.2017v20n2i4>.

⁹ Muhammad As'ad Nahdly, "Strategi Pembelajaran Bahasa Arab (Sebuah Ikhtiar Untuk Mewujudkan INKAFA Sebagai Center of Arabic and Turath Development)," *MIYAH : Jurnal Studi Islam* 11, no. 1 (2015): 113–32, <https://doi.org/10.33754/MIYAH.V11I1.9>.

¹⁰ Hermawan Acep, *Metodologi Pembelajaran Bahasa Arab*, 2018.

kinds of Arabic learning methodologies used in giving lessons.¹¹ Every lesson is taught both at the first level and the highest level of education even though there must be obstacles or problems experienced by educators or a teacher in providing learning.¹² Likewise, what is experienced by educators or Arabic teachers in teaching Arabic must be various kinds of problems or obstacles they face. The problems in Arabic that usually occur, namely:

1. The occurrence of a shift in meaning.

From the existing Arabic learning process, the shift in meaning or difference of tarjamah results from the original meaning to the existing meaning or understood meaning. One of the causes of the shift in the meaning of alan is because in essence the Arabic language is not interpreted but interpreted. The existing Arabic language is tried to be understood and adapted to the existing language. And the cause of interpretation is the systematics of different languages.¹³

2. The change of lafaz from the original sound in Arabic.

Learning Arabic has problems in learning, the discussion of lafaz from the original sound in Arabic becomes one of the problems or problems that exist in learning Arabic. In essence, Arabic is a foreign language for Indonesian people, so the process of pronouncing Arabic will get different. With the difference, someone who teaches Arabic must understand the process of language recitation. If in Arabic the term is referred to as mahorijul surat. Mahorijul letters in Arabic make lafaz changes for those who do not understand and practice it.¹⁴

3. There is a change in meaning even though the lafaz remains.

In reality, Arabic is not interpreted but interpreted. With interpretation, the writing of meaning is only the process of language change that exists in Arabic and by the language that exists in a particular area. Like Arabic in Arabic, it is adapted to the language in Indonesia. With this process, it makes a change in meaning where the Arabic word will change meaning according to the words that exist before and after the word.¹⁵

¹¹ Deden Dimiyati, Ulil Amri Syafri, and Abdul Hayyie Al-kattani, "Metode Pembelajaran Bahasa Arab Dalam Kitab Durusullughah Al-Arobiah" 5, no. 2 (2021): 242–54.

¹² Uswatun Hasanah, "Pengaruh Penguasaan Mufradat Dan Struktur Kalimat Terhadap Ketrampilan Menulis Bahasa Arab," *Academia.Edu*, n.d., 1–9.

¹³ Nur, "Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik."

¹⁴ Roviin, "Analisis Buku Teks Al 'Arabiyah Li Al Nasyi'in Karya Mahmud Ismail Shini, Dkk," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 01 (2018): 36–53, <https://doi.org/10.24042/albayan.v10i01.2594>.

¹⁵ Fajriah Zahrotun, *Peningkatan Penguasaan Kosa Kata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu*, 2015.

4. Likewise some words and terms that have undergone narrowing and expansion of meaning.

In the systematics of Arabic language learning, there are word terms that will be narrowed and there are also expanded. In his learning systematics, the science of shorof is a science that studies word changes. This change also determines and alters word expansion and word narrowing. Thus limiting the meaning of a word.¹⁶

Problems that exist in learning Arabic, a teacher or Arabic teaching staff must supervise or monitor carefully in teaching Arabic so that students or students who learn Arabic do not experience mistakes that result in mistakes in learning Arabic.¹⁷ In learning Arabic or teaching Arabic several things must be considered carefully well.¹⁸ Some things must be considered technically in learning Arabic namely:

1. Limitation of Meaning.

In Arabic language learning, teachers or teaching staff must limit the meaning of Arabic. Efforts to limit the meaning of Arabic aim so that students can give the desired meaning and not out of the context of translating sentences or words. So every word has its limits in touching.¹⁹

2. Vocabulary in context.

And in Arabic language learning a teacher or educator workforce must be able to pay close attention to the vocabulary to be given. The vocabulary given must be by the context or theme being given. Such as providing vocabulary needed in the theme or context of the class. With the class theme, the vocabulary given must be related to the class. This effort is one way to make it easier for students to learn Arabic.²⁰

3. Translation in vocabulary

In addition to limiting meaning and paying attention to vocabulary in the context of a workforce, educators or teachers must also pay attention to translation in vocabulary. The effort is made so that the vocabulary touched does

¹⁶ Erta, Arabic Language Learning.

¹⁷ Sholihatul Atik Hikmawati, "The Effectiveness of Online Learning Models in Arabic Language Lectures," *Journal of Arabic Language Education* 2, no. 1 (2020): 77–89, <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/152%0Ahttps://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/download/152/125>.

¹⁸ Fathoni, "Maharah Istima'."

¹⁹ Novita Rahmi, "Pengembangan Materi Qawa'id Imla' Sebagai Penunjang Mata Kuliah Kitabah I (Studi Pada Mahasiswa Jurusan PBA Fakultas Tarbiyah IAIN Metro)," *An Nabighoh* 20, no. 01 (June 25, 2018): 111–28, <https://doi.org/10.32332/AN-NABIGHOH.V20I01.1115>.

²⁰ mustofa bisri and hamid Abdul, Arabic Language Learning Methods and Strategies, 2011.

not have two different meanings and does not cause misunderstandings in interpreting Arabic.²¹

With the focal point that must be examined by the teaching workforce or Arabic teachers, errors in teaching and understanding Arabic are slightly reduced. In an effort to facilitate the learning of Arabic a teacher or educator workforce, in addition to paying attention to the learning system, the educator workforce must have the ability to master strategies for learning Arabic.²² The learning system becomes a means that must be truly mastered. In the loyal system, teachers or student workers have their way of providing Arabic learning materials.²³

Vocabulary mastery encompasses all aspects involved in knowing a word which includes form, meaning, and usage.²⁴ Efforts in mastering vocabulary must first know the form of words.²⁵ The form of the word will determine the meaning of the word, and students will know how to use the word properly and correctly.²⁶ Such as understanding the vocabulary of the verb form fi'il madi (مادى فعل) verb that has passed, the verb fi'il mudori' (مضارع فعل) verb that is happening or about to happen, and the verb fi'il amri (أمر فعل) the word perishes, and words in other forms. Arabic Vocabulary definition is a person's ability to use or utilize words owned in communicating and interacting with others using Arabic.²⁷ So it can be understood that vocabulary is the ability used by a person to communicate and interact with each other properly and correctly. The information obtained in communication affects the understanding obtained.²⁸ With the existence of vocabulary affecting one's use in using spoken Arabic or learning Arabic,

²¹ H. M. Kamil Ramma Oensyah, M. Pd and H. Ahmad Hifni, M. Pd. Introduction to Arabic Learning Methodology (Banjarmasin. IAIN ANTASARI PRESS. 2015) p 27

²² Mafaza Dzuhrana, "Fase-Fase Perkembangan Anak Dan Korelasinya Dengan Pendidkan," Kompasiana.com, n.d., <https://www.kompasiana.com/dzuhrana36/62bec95f725d243bba565c42/fase-fase-perkembangan-anak-dan-korelasinya-dengan-pendidikan>.

²³ Mezan el-Khaeri Kesuma et al., "DESIGN IMLA' LEARNING MEDIA ON ANDROID-BASED HAMZAH WRITING MATERIAL," International Research on Big-Data and Computer Technology: I-Robot 5, no. 1 (April 15, 2021): 20–27, <https://doi.org/10.53514/IR.V5I1.203>.

²⁴ Baso Yusring Sanusi, The Relationship Between Mufrodat Mastery and Level of Comprehension of Reading Original Arabic Text of Students, 2016.

²⁵ Zahrotun, increased mastery of Arabic vocabulary (mufradat) through the use of card media.

²⁶ Imawan Yuli Hania Irfan, Baroroh R Umi, Rahmatan Madah, Alimuddin, "Development of Cefr-Based Qowā'id Learning Evaluation Tool with The Help of Wordwall Interactive Games to Identify Students' Understanding," Alsinatuna 8, no. 1 (December 2022), <https://e-journal.iainpekalongan.ac.id/index.php/alsinatuna/article/view/5601/2649>.

²⁷ Zahrotun, *Peningkatan Penguasaan Kosa Kata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu*.

²⁸ Alimuddin Imawan Yuli, Rahmatan Madah, Hania Irfan, "Ashwat's Teaching Strategies and Their Implications In The Learning of Maharah Istima'," *IJETZ (International Journal of Education and Teaching Zone)* 2, no. 1 (2023), <https://jurnal.yayasannurulyakin.sch.id/index.php/ijetz/article/view/55/49>.

the strengthening of Arabic vocabulary in improving Arabic learning becomes something that must be prioritized and understood, and understood to make it easier for students to learn Arabic lessons properly and correctly. And strengthening Arabic vocabulary in improving Arabic language learning is something that must be prioritized and understood and understood also to make it easier for students to learn Islamic lessons that use Arabic.

Some previous studies that discuss the role of strengthening memorization of Arabic vocabulary in improving Arabic language skills are first, an article entitled "Development of an Arabic-Indonesian Pocket Dictionary to Improve Arabic Speaking Skills" written by Rina Dian Rahmawati and Kiki Suliyatun. The research they conducted aims to produce an Arabic-Indonesian dictionary product to be able to improve the Arabic speaking skills of grade VIII MTs students at the An-Nashriyah Islamic Boarding School. The research method used is R & D (Research & Development). This study used pre-test, and post-test data collection methods and used research instruments in the form of validation sheets, student questionnaire sheets and small-scale student tests, and field-scale tests. The results of the research are successful in developing products in the form of Arabic-Indonesian dictionaries to improve the speaking skills of grade VIII MTs students at An-Nashriyah Islamic Boarding School, having validated application quality, students responding strongly agree with the research carried out both on a small and field scale.²⁹ The form of similarity of previous research with the research that the author did is the purpose of research that leads to the Arabic language skills of students. The difference between previous research and the research that the author did lies in the different research subjects, research objects, and research locations. Second, an article entitled "Improving Arabic Speaking Skills through Singing Method in Group B Children at PIAUD Al-Madaniy Gondanglegi-Malang" was written by Dahlia Amalia and Afifatu Rohmawati. Their research was based on learning in children who learned Arabic with uninteresting learning. The research method that the previous author did was class action research (Action Research). The research techniques used are cycle application techniques and documentation. The results of the research conducted are in the form of information or conclusions that the increase in Arabic language skills of students by singing is shown from the increase in learning completeness with a percentage of the cycle I with a percentage of 53%, and cycle II with a percentage of 83%. In this study, it was concluded that the singing method is very effective and efficient in improving Arabic

²⁹Rina Dian Rahmawati et al., "DEVELOPMENT OF ARABIC-INDONESIAN POCKET DICTIONARY TO IMPROVE ARABIC SPEAKING SKILLS," *JOURNAL OF EDUCATION AND DEVELOPMENT* 9, no. 3 (August 5, 2021): 196–99, <https://journal.ipts.ac.id/index.php/ED/article/view/2833>.

speaking skills through memorization techniques.³⁰ The similarity of previous research with the research that the author did is research that seeks to improve skills in Arabic. The difference between previous research and research that the author did lies in the subject of research, the object of research, and the location of different research.

This research was conducted in an Islamic boarding school educational institution. Babul Mu'arrif Islamic Boarding School is located in Sangi Lubuk Pauh Hamlet, Timbolasi Village, Bathin III Ulu District, Bungo District, Prov. Jambi. The approach taken is an approach through observational case studies that prioritize data collection techniques through value observation and the role of vocabulary in facilitating Arabic language learning, interviews, and documentation. The research methods used are Planning, implementation, data analysis, and evaluation. The types of data used for this study are primary and secondary data. This data is sourced directly from Pondok Pesantren Babul Mu'arrif which is located in D usun sangi Lubuk Pauh, Desa Timbolasi, Kec. Bathin III Ulu Kab. Bungo. Collection of data used using O conservation, Wclouds, and documentation.

DISCUSSION

Vocabulary is something or things that are first faced by every student. Arabic is a foreign language for students who do not have a basic Arabic language and students who do not live in Arab countries or Arab nations such as students in Indonesia. What is conveyed in Arabic lessons about learning Arabic will not be able to be understood by students properly and correctly if students do not know the vocabulary. It can be likened that vocabulary is the gate from the beginning of learning Arabic. Vocabulary mastery covers all aspects involved in knowing a word which includes form, meaning, and usage. Neither a student in a public school nor a student in an Islamic boarding school will be able to use and understand an Arabic lesson or word without knowing the vocabulary of the language they use.³¹ At Babul Mu'arrif Islamic Boarding School, educators or teachers provide Arabic language learning by increasing vocabulary and giving a lot of time for students or students in the period of strengthening vocabulary memorization or mufrodat first. So that students or students at the babul mu'arrif Islamic boarding school master Arabic properly and correctly without getting errors in interpreting Arabic words.

³⁰Dahlia Amalia et al., "PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI METODE BERNYANYI PADA ANAK KELOMPOK B DI PAUD AL-MADANIY GONDANGLEGI-MALANG," *JURALIANSI: Jurnal Lingkup Anak Usia Dini* 1, no. 2 (May 31, 2020): 11–20, <https://doi.org/10.35897/JURALIANSIPIAUD.V1I2.335>.

³¹ Sanusi, the relationship between mastery of mufrodat and the level of reading comprehension of the original Arabic text of students.

1. Strengthening memorization of Arabic vocabulary at Babul Mu'arrif Islamic Boarding School (Sangi Lubuk Pauh Hamlet, Timbolasi Village, Bathin III Ulu District, Bungo District, Prov. Jambi)

Efforts to strengthen the memorization of Arabic vocabulary carried out by educators or teachers at the Babul Mu'arrif Islamic Boarding School aim to make it easier for students or students to learn Arabic lessons. Every public and private school will have a program that supports the ease of students in understanding lessons properly and correctly. And the efforts made in the babul mu'arrif Islamic boarding school to provide vocabulary start from providing vocabulary when:

1) Arabic subjects

The steps taken to strengthen vocabulary in Arabic language learning aim to facilitate students in learning Arabic at the Babul Mu'arrif Islamic Boarding School. The step is to take the time to provide vocabulary in every Arabic language lesson. Each Arabic lesson will be held twice a week. The provision of Arabic vocabulary will start from the beginning of Arabic learning at the end of Arabic language learning. These efforts aim to make the learning process run well. The vocabulary given to students is by the context or theme of learning that will later be used. And the provision of vocabulary at the end of Arabic learning aims to make it easier for students to learn Arabic for the next session.

So, to facilitate learning vocabulary will be given after the lesson in the previous session and at the beginning of learning. The first week and the second week and the third week are the processes of giving Arabic vocabulary. And in the fourth week at the end of the month, the Arabic learning education workforce will repeat all the Arabic vocabulary memorization and repeat the previous learning. This step was carried out to form a mastery of Arabic vocabulary to facilitate Arabic learning at the Babul Mu'arrif Islamic Boarding School.

2) Islamic subjects

Apart from efforts to provide vocabulary and memorization of vocabulary carried out by students of the babul mu'arrif Islamic boarding school in Arabic subjects, efforts were made to strengthen another Arabic vocabulary by taking the time to provide vocabulary in every Islamic-based learning. Islamic-based subjects in the Babul Mu'arrif Islamic boarding school entirely use Arabic-based books. So that sensors Arabic language learning. The workforce of educators or teachers who teach at the babul mu'arrif Islamic boarding school with Islamic-based subjects will provide

vocabulary related to the Islamic subjects they teach. Or it can be called providing vocabulary that is by the context of the theme used in understanding the Islamic lesson.

With the existence of Islamic subjects in the babul muarrif Islamic boarding school that uses Arabic, the students or students in the babul mu'arrif Islamic boarding school get more opportunities to receive and master Arabic vocabulary and memorize it so that they do not feel a lack of vocabulary or poor from Arabic vocabulary. The efforts of Islamic boarding schools strengthen the memorization of Arabic vocabulary to make it easier for students or students to learn Arabic.

3) Islamic Boarding School Activities

The division of Arabic vocabulary and memorization of vocabulary in class carried out in each Arabic subject and the division of Arabic vocabulary and memorization of Arabic vocabulary in class carried out in every Islamic lesson at the Babul Mu'arrif Islamic boarding school, is a step from the Babul Mu'arrif Islamic boarding school to strengthen the vocabulary mastery of students or students so that they can speak Arabic correctly and correctly. Every school or Islamic boarding school must have an organization that provides learning to understand and practice organization. The purpose of the organization is to make students or students into someone who can set steps or paths to achieve goals. Organizations arranged by students aim to be a forum for a student or students to express their spirit of leadership and self-development in their self-development. And the organization managed by students or students in the babul mu'arrif Islamic boarding school also supports students or students to use Arabic by providing vocabulary.

System support from student or student management. Like schools in general, babul mu'arrif Islamic boarding school has a student organization or Pupils. In general, organizations in public schools, commonly called Student Council (Intra-School Student Organization), where this organization regulates the activities carried out by students to be able to express themselves for development in becoming leaders. While in the Babul Mu'arrif Islamic boarding school, the Pupil's organization is called OPBM (Babul Mu'arrif Student Organization). The OPBM organization (Babul Mu'arrif Student Organization) also aims to express the leadership spirit of students in the Babul Mu'arrif Islamic boarding school. The OPBM organization also supports Arabic language learning in the field of vocabulary mastery by providing

Arabic vocabulary every day or every morning (after morning prayers). OPBM (Babul Mu'arrif Student Organization) also conducts memorization reports once a week.

For memorization of Arabic vocabulary, OPBM (Babul Mu'arrif Student Organization) is held every Thursday. This activity is an obligation for students to strengthen their memorization of Arabic vocabulary. With the nature of the rules that force them, students who are unable to memorize Arabic vocabulary will be punished by the OPBM (Babul Mu'arrif Student Organization) for students to always memorize Arabic vocabulary.

2. Obstacles in strengthening Arabic vocabulary at the Babul Mu'arrif Islamic Boarding School (Sangi Lubuk Pauh Hamlet, Timbolasi Village, Bathin III Ulu District, Bungo District, Prov. Jambi).

From the efforts made in strengthening vocabulary mastery in facilitating Arabic language learning, there must be problems and problems faced and experienced. Problems and problems that arise will certainly be felt by both parties. Both from the teaching or teacher workforce and the students or students. Problems and problems that exist in the process of strengthening the memorization of Arabic vocabulary in facilitating the strengthening of Arabic vocabulary to facilitate Arabic learning at the Babul Mu'arrif Islamic Boarding School Sangi Lubuk Pauh Hamlet, Timbolasi Village, Bathin III Ulu District, Bungo Regency, Prov. Jambi is:

1) Inadequate educational facilities

Of the problems or problems that exist in the babul mu'arrif Islamic boarding school, one of the problems in strengthening Arabic vocabulary in making it easier for babul mu'arrif Islamic Boarding School students to learn Arabic is the lack of educational facilities. As we know that educational facilities are one of the facilities and infrastructures that are very influential and important for students or students to be able to understand Arabic properly and correctly. And the problem or problem with the facilities in the babul mu'arrif Islamic boarding school is the lack of Arabic dictionary facilities. An Arabic dictionary is a place where students will be able to find the vocabulary they want to know. And as for the cause of the lack of Arabic dictionary facilities in the babul mu'arrif Islamic boarding school because geographically, the babul mu'arrif Islamic boarding school is located in the countryside or at the end of the village and also at the end of the sub-district. Because this makes the babul mu'arrif Islamic boarding school far from the

economy and it is not possible to buy dictionaries. And even in the Babul Mu'arrif Islamic boarding school, they have not been able to hold an Arabic dictionary.

From these problems or problems in the Islamic boarding school, babul mu'arrif also has problems or problems that grow from the economy of the students themselves. The average student who studies at the babul mu'arrif Islamic boarding school has a middle to lower economy so the students at the babul mu'arrif Islamic boarding school find it difficult to buy an Arabic dictionary that makes it easier for them to find the Arabic vocabulary they want. And from that problem or problem, the Arabic vocabulary given can be categorized as incomplete.

Efforts made by educators or teachers at the Babul Mu'arrif Islamic boarding school in strengthening the ability to memorize Arabic vocabulary to facilitate Arabic learning from providing vocabulary in each Arabic subject and from providing vocabulary in each Islamic subject and providing vocabulary in every student organization activity OPBM (Babul Mu'arrif Student Organization) Able to produce convenience for students at Babul Mu'arrif Islamic Boarding School to understand Arabic properly and correctly. For problems or problems that hinder the process of strengthening the memorization of Arabic vocabulary in facilitating Arabic learning can be overcome by efforts from the workforce of educators or teachers who provide Arabic vocabulary in every Arabic subject, provide Arabic vocabulary in every Islamic subject, and provide Arabic vocabulary every day from OPBM (Babul Mu'arrif Student Organization) activities. The lack of ownership of a student dictionary makes students creative or independent in realizing a dictionary for themselves by writing it in a special book.

CLOSING

The strengthening of Arabic vocabulary in improving Arabic learning is something that must be understood to understand Arabic lessons properly and correctly. Because mistakes in understanding Arabic are very risky. Especially if the learning of Dalaman uses Arabic. Strengthening the Memorization of Arabic Vocabulary at the Babul Mu'arrif Islamic Boarding School Efforts to strengthen the memorization of Arabic vocabulary are held to make it easier for students or students to learn Arabic lessons properly and correctly. And as for the babul mu'arrif Islamic boarding school, the provision of vocabulary starts from Arabic Subjects, Islamic Subjects, Islamic Boarding School Activities.

The problem or problem with the facilities in the Babul Mu'arrif Islamic Boarding School is the lack of Arabic dictionary facilities. An Arabic dictionary is a place where students will be able to find the vocabulary they want to know. And as for the cause of the lack of Arabic dictionary facilities in the babul mu'arrif Islamic boarding school because geographically, the babul mu'arrif Islamic boarding school is located in the countryside or at the end of the village and also at the end of the sub-district. Because this makes the babul mu'arrif Islamic boarding school far from the economy and it is not possible to buy dictionaries. And even in the Babul Mu'arrif Islamic boarding school, they have not been able to hold an Arabic dictionary. From these problems or problems in the Islamic boarding school, babul mu'arrif also has problems or problems that grow from the economy of the students themselves. The average student who studies at the babul mu'arrif Islamic boarding school has a middle to lower economy so the students of babul mu'arrif Islamic boarding school find it difficult to buy an Arabic dictionary that makes it easier for them to find the Arabic vocabulary they want. And from that problem or problem, the Arabic vocabulary given can be categorized as incomplete. For problems or problems that hinder the process of strengthening the memorization of Arabic vocabulary in facilitating Arabic learning can be overcome by efforts from the workforce of educators or teachers who provide Arabic vocabulary in every Arabic subject, provide Arabic vocabulary in every Islamic subject, and provide Arabic vocabulary every day from OPBM (Babul Mu'arrif Student Organization) activities. The lack of ownership of a student dictionary makes students creative or independent in realizing a dictionary for themselves by writing it in a special book.

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