# ANALYSIS OF THE IMPLEMENTATION OF THE HIWAR METHOD IN LEARNING ARABIC LANGUAGE AT THE TAHFIZH ISLAMIC BOARDING SCHOOL OF THE SURRO MAN ROA WAKAF FOUNDATION

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## ABSTRACT

**Abstrak**: Penelitian ini bertujuan untuk mengetahui dan menjelaskan penerapan metode hiwar yang dilakukan oleh guru pada pembelajaran bahasa Arab di Pondok Pesantren Yayasan Wakaf Surro Man Roa. Penelitian ini menggunakan jenis penelitian lapangan yang merupakan kualitatif dengan pendekatan deskriftif. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Kemudian data dianalisis dengan model Miles and Huberman dan divalidasi menggunakan teknik Membercheck. Adapun hasil penelitian ini bahwa penerapan metode hiwar di Pondok Pesantren Yayasan Wakaf Surro Man Roa berjalan secara baik dengan adanya peran utama guru dalam memandu metode ini dan juga keaktifan siswa untuk mengikutinya dengan demikian metode hiwar di Pondok Pesantren Yayasan Wakaf Surro Man Roa berhasil menggambarkan keberhasilan pendekatan pembelajaran yang tidak hanya fokus pada bahasa Arab, melainkan juga dalam membentuk karakter dan keterampilan berfikir santri. Peran aktif ustadz sebagai fasilitator, termasuk memberikan motivasi, membimbing, mengatasi ketidakpastian, dan menciptakan suasana pembelajaran dinamis, menjadi kunci kesuksesan.

**Kata Kunci**: *Metode Hiwar, Bahasa Arab, Pendidikan Islam*

*Abstract: This research aims to find out and explain the application of the war method carried out by teachers in learning Arabic at the Surro Man Roa Waqf Foundation Islamic Boarding School. This research uses a type of field research which is qualitative with a descriptive approach. The data collection techniques used were observation and interviews. Then the data was analyzed using the Miles and Huberman model and validated using the Membercheck technique. The results of this research show that the application of the hiwar method at the Surro Man Roa Waqf Foundation Islamic Boarding School is going well with the main role of the teacher in guiding this method and also the students' active participation in following it. Thus, the war method at the Surro Man Roa Waqf Foundation Islamic Boarding School has succeeded in illustrating the success of the approach. learning that does not only focus on Arabic but also on forming the character and thinking skills of students. The active role of the ustadz as a facilitator, including providing motivation, guiding, overcoming uncertainty, and creating a dynamic learning atmosphere, is the key to success.*

*Keywords: Hiwar Method, Arabic, Islamic Education*

## A. INTRODUCTION

Language is a communication system used by a community to convey information through text or speech (Musofa, Syaiful 2011). Language is *a*

*medium* that is used as a symbol or symbol by a group of people or society to communicate and interact with each other (Izzan, Ahmad, 2011).

In the process of learning a foreign language, vocabulary mastery is very important. Vocabulary is the basis for understanding and constructing sentences, facilitating communication, and improving speaking and writing skills in the language. Good vocabulary mastery allows students to communicate more fluently and effectively in the foreign language being studied (Khulli, M. Ali, 1986).

Humans express various events in everyday life through the manipulation of words in sentences, therefore a good understanding of vocabulary mastery becomes a crucial thing for students who hope to master language skills. Because the quality of a person's language can be measured by the extent to which the individual masters vocabulary, which has a positive correlation with the level of language skills. The wider the vocabulary owned, the greater the opportunity to achieve the level of language skills (Tarigan, 1989:2).

Each language has its own specialty and role, especially Arabic, the oldest language and still preserved until now. This Arabic language has reached the peak of glory and is able to meet the needs of its users, as well as absorb various sciences and technologies in various fields (Wahab, Abdul Rosyidi and Mamlu'atul Ni'mah, 2011).

Arabic holds a special uniqueness, not only as an official language of the UN, but also a national language in more than 25 countries in the Southwest Asia region. In addition, this language includes the Dhad language and involves cultural aspects (Muhbib, Abdul Wahab, 2014). Arabic is a language that is widely spread and studied by individuals all over the world (Hilmi, Afkhoriyatul and Muhammad Kaustsar Zam-zami, 2018).

Arabic is classified as a Central Semitic language, which is included in the Semitic language group and is still related to Hebrew and Neo Aramaic (Iswanto, 2017) . In the Semitic language group, Arabic is the language with the most speakers, reaching more than 280 million people who use it as their main language. The majority of speakers live in the Middle East and North Africa. Arabic is recognized as an official language in 25 countries and plays an important role as a ritual language in Islam because it is used in the Qur'an.

learning process involves the transfer of a second language, namely Arabic, to students. This language functions as a tool for interaction and education in the school environment (Saragih, Faisal, and Neliwati 2022). Arabic language learning is closely related to a series of Islamic religious studies, because Arabic has a crucial role in the context of Islam. Mastery of Arabic is very important to understand Islamic teachings well (Novita and Munawir, 2022).

The categorization of the delivery of four skills in learning Arabic at the intermediate level includes listening skills ( *istima'* ) of 25%, speaking

skills ( *al-tahadduts / al-kalam* ) of 35%, reading skills ( *al-qira'ah* ) of 15% and writing skills ( *al-kitabah* ) of 15%. The number of vocabulary that is recommended is approximately 1000 to 1500 words. (Mahmud, Basri, & Hamzah, 2020)

In addition to the graduate capacity mentioned earlier, M. Abdul Hamid and his team stated that Arabic language learning also has other goals, namely to enable students to develop in understanding various language patterns and their contexts, knowledge of sentence models, knowledge of several types of texts, skills in speaking effectively in various situations, skills in describing the contents of various forms of written texts and responding in various forms of activities, skills in reading simple physics and non-physics reading books, skills in writing innovatively in various types of texts, skills in appreciating and appreciating other people's work and skills for and skills in dialogue and the ability to dialogue and analyze texts. (Hamid & dkk, 2008)

Arabic attracts the appetite of millions of people in the world to learn Arabic, because many Islamic terms have a great influence on understanding religion. Arabic has been integrated as a subject in various Islamic Boarding Schools in Indonesia. The Tahfizh Islamic Boarding School of the Surro Man Roa Wakaf Foundation is an Islamic boarding school where 70% of the lessons are Hifzul Qur'an, namely memorizing the Qur'an, 30% are religious and general lessons. One of them is learning Arabic, where Arabic lessons greatly influence the ease of memorizing the Qur'an. The method that can be used to improve Arabic language skills is by using the hiwar method, namely conversation. The main question asked in this context is " *How is the implementation of the hiwar method carried out by the Surro Man Roa Wakaf Foundation Islamic Boarding School to improve the Arabic language skills of students?*"

## B. METHOD

This study uses a qualitative method with a field research type and adopts a descriptive approach. Lexy J. Moleong explains that qualitative research aims to comprehensively describe the phenomena experienced by research subjects, such as behavior, actions, perceptions, motivations, concepts, and the like, in a natural context with a narrative approach (Moleong, 2012) . Indra Prasetia also emphasized that qualitative research focuses more on an in-depth understanding of an issue than seeking generalizations. The method uses in-depth analysis techniques to examine cases in detail. This approach emphasizes that each problem has unique and different characteristics, so qualitative research focuses more on examining cases individually (Prasetia, 2022) .

Data collection in this study involved observation and interviews. The subjects of observation consisted of students who were taking Arabic language lessons, while the interview sources were teachers who taught the

subject. This study was conducted for one week, focused on the days when Arabic language lessons took place. After the data was collected, it was analyzed using the Miles and Huberman model and validated by Memberchecking, where the data was reconfirmed from respondents and other sources.

## C. RESULTS AND DISCUSSION
### Understanding the Hiwar Method

According to Muhibbin Syah in his work "Educational Psychology with a New Approach" method can be interpreted literally as "way". In general, method is defined as a way of carrying out an activity or strategy in carrying out activities by using facts and concepts in an organized manner. According to Saiful Bahri Djamarah, "Method is a strategy that is applied to achieve predetermined goals".

The hiwar method is a strategy for learning conversation or dialogue in Arabic. In this method, the teacher plays the role of a facilitator by delivering dialogue through clear reading to students in groups and then the students carry out the conversation independently. The main principle of the hiwar method is to train students' Arabic speaking skills, with the aim that they can speak fluently and be skilled in speaking Arabic. (Imam Kurniawan, 2021). The hiwar method has the potential to stimulate students' creativity by triggering creative ideas in line with the motivation that grows within students. (Zakir, 2016)

Methods have a more concrete operational level compared to approaches, because they are directly related to implementation in the field. In language teaching, the methods used must be consistent with the approach applied and support each other, without any contradiction. A teacher needs to adopt a language that is in accordance with the approach used, while still having the freedom to develop various methods that are appropriate to the conditions and situations in the teaching and learning process.

Hiwar *linguistically* refers to conversation, dialogue or speaking. Conversation is the exchange of thoughts or opinions on a topic between two or more people. This ability is an important foundation for speaking skills, both for children and adults. Learning hiwar is the first step in understanding Arabic, with the aim that students can communicate in everyday life using Arabic, including reading the Qur'an, performing prayers, and praying.

Al-Hiwar in Arabic means "response" and also includes "question and answer", "conversation" or "dialogue". The latter meanings are often used to describe a teaching method. The English term " *dialogue* " also has the same meaning, namely conversation.

Language performance and ability have various forms, including oral and written aspects. In this context, there are *receptive dimensions* , such as listening and reading, and *productive dimensions* , such as speaking and writing. In language teaching there are elements such as sound system and

language skills, such as reading ( *al-Qira'a* ), writing ( *al-Kitaba* ), speaking ( *al-Kalam* ), and listening ( *al-Istma'* ) used to train and teach each of these elements and skills, various teaching methods and techniques have been developed.

## Implementation of the Hiwar Method in Learning Arabic at the Pendok Pesantren Tahfizh Yayasan Wakaf Surro Man Roa

The implementation of the hiwar method in Arabic language learning at the Surro Man Roa Wakaf Foundation Islamic Boarding School involves a reciprocal process between the ustadz and the students or vice versa. The more enthusiastic the students are in involving themselves in hiwar, the more motivated the ustadz as a mentor is to provide teaching. The attitude of the mentor can vary depending on the dynamics of the class, whether it is an active or passive class, disciplined or undisciplined.

Good communication patterns between ustadz and students at the Surro Man Roa Wakaf Foundation Islamic Boarding School have a crucial role in learning Arabic. The quality of this interaction greatly influences the success of teaching, where the ustadz's positive skills help create a pleasant learning atmosphere. By maintaining a relationship of mutual respect, ustadz can provide general guidance on efficient learning methods, according to the individual needs of students.

In the process of learning Arabic, hiwar has a crucial role. Hiwar allows students to develop activities and initiatives, and maintain learning perseverance. The hiwar method allows ustadz to gain new knowledge through questions or answers from both students and other ustadz.

In learning Arabic at the Tahfizh Islamic Boarding School of the Surro Man Roa Wakaf Foundation, the hiwar method is carried out through the following eight steps:

1. The teacher starts the lesson by greeting or asking a few questions.
2. The cleric read the material without opening the book, and the students listened attentively.
3. The cleric listened to the reading carefully.
4. The cleric reads it again with good pronunciation, while the students listen while following the text in the book.
5. The cleric listens to the cleric's reading, then the students imitate and repeat it in groups, referring to the book.
6. The students listen to the teacher's reading, then the students imitate and repeat it together, while following the text of the book.
7. The cleric asked one or two students to listen, imitate, and repeat the cleric's reading, while opening a book.
8. The cleric asked several students to take turns demonstrating hiwar in front with their respective roles that had been determined.

Learning Arabic using the Hiwar method at the Tahfizh Islamic Boarding School of the Surro Man Roa Wakaf Foundation has proven to be effective, as seen from the learning outcomes of the students, namely:

1. Encourage Participation and Expressing Opinions

One of the duties of the ustadz in the learning process is to create a dynamic atmosphere that encourages students to actively express their opinions, creating more intensive interactions in the learning process.

2. Get used to finding and solving problems

Ustadz are sometimes less responsive to various problems related to learning materials. On the contrary, sometimes they have difficulty overcoming problems that arise in the context of their learning. In such situations, the demand for ustadz is to provide examples of how to identify and overcome these problems effectively so that students can find solutions and solve problems.

3. Eliminates doubts of opinion

Overcoming uncertainty in the minds of students is important. Ustadz often tend to hesitate in conveying their thoughts, perhaps because of feelings of inferiority or lack of courage. In fact, these traits can hinder the ustadz's open-mindedness. Therefore, the task of the ustadz is to train and provide examples of courage in conveying ideas. One mechanism is to provide stimulus through questions or provide the answers the ustadz wants when they ask.

4. A well-organized thinking guide

Doubts in thinking often arise among ustadz, due to lack of training in systematic thinking. To overcome this, ustadz holds the responsibility to provide concrete examples and create an environment that supports the development of good structured thinking habits. The formation of these habits and atmosphere can be strengthened through the provision of stimulation by ustadz to fellow ustadz, especially in the context of hiwar.

5. Guiding in decision making and analysis.

Inactivity in thinking can lead to a lack of courage to make certain decisions. In its consequences, ustadz who are accustomed to such a way of thinking can feel confused when faced with the need to make decisions in certain situations. Effective ustadz should guide their colleagues to be skilled in analyzing problems in order to make the right decisions. The application of appropriate media can help in the learning process, where examples of analysis for each problem given can be used as a guideline for concluding or making appropriate decisions. Therefore, the Surro Man Roa Wakaf Foundation Islamic Boarding School, a ustadz must be careful in holding hiwar so that it is not only intended to provide motivation but also provides positive benefits for the development of the students' learning.

Thus, through the hiwar method applied at the Surro Man Roa Wakaf Foundation Islamic Boarding School, the success of the learning approach is illustrated, which not only pursues Arabic language mastery, but also forms the character and thinking skills of students. Ustadz as a facilitator not only provides motivation, but also plays an active role in guiding, overcoming uncertainty, and creating a dynamic learning atmosphere, thus, the Surro

Man Roa Wakaf Foundation Islamic Boarding School provides a positive contribution to the development of knowledge and morals of students, creating an environment that motivates them to grow into individuals who think critically, independently and have character.



FIGURE 1 . Application of the Hiwar Method

## D. CONCLUSION

The conclusion of this study is that the hiwar method in learning Arabic at the Surro Man Roa Wakaf Foundation Islamic Boarding School is very effective in improving Arabic language skills for students. Of course, this cannot be separated from the contribution of the ustadz who provide general instructions on how to learn efficiently. Through the application of the hiwar method, it is hoped that students can develop activities and initiatives, and maintain perseverance in learning activities.

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