



IMPLEMENTATION OF THE ONE DAY THREE SENTENCES TECHNIQUE TO IMPROVE THE ARABIC ABILITY OF STUDENTS AT MODERN DARUSSALAM GONTOR

Miftah Hur Rahman ZH
University of Islam Malang
e-mail: 21801011127@unisma.ac.id

Abstract

This research was conducted to find out how the method used by Darussalam Gontor Modern Islamic Boarding School in improving the Arabic Language Skills of Santri Modern Darussalam Gontor especially the application of the one day three sentence technique. This research was conducted at the modern Darussalam Gontor 1, Desa, Gontor 1, Gontor, Mlarak, Ponorogo Regency, East Java Islamic boarding school where Darussalam Gontor Modern Pondok uses Arabic and English as their daily languages, and also the Darussalam Gontor modern cottage has produced many figures. – a figure who plays a role in the development of the world of world education, especially Indonesia. This research uses a qualitative approach that uses interview, observation and documentation techniques in data collection. and also the results of this study show 1) history of Pondok Modern Darussalam Gontor, 2) Role of Pondok Modern Darussalam Gontor in giving birth to experts or figures who play a role in world education, especially in Arabic language education through the One day one Sentences technique that it applies, and 3) other methods used applied by Pondok Gontor in improving students' Arabic language skills.

Keywords: *One Day Three Sentences Technique, Ponpes Gontor.*

INTRODUCTION

The Arabic language first emerged from the area now included in Saudi Arabia. Arabic has become an absorption language in various other language vocabularies, especially for the Islamic world, as well as the role of Latin for most languages in European countries (Acep, 2011). The process of spreading Arabic to various countries influences the development of the Islamic religion, where the source of its teachings comes from the Al-Qur'an and As-Sunnah, which also use Arabic. So to understand the sources of Islamic teachings and legal literature, most of which are still written in Arabic, learning and mastering Arabic is necessary for every Muslim. So for a Muslim, it is necessary to learn Arabic to form and improve the quality of faith in understanding Islamic religious teachings.

However, in reality, most people still need to learn and pay attention to the importance of Arabic; plus, compared to other foreign languages such as English, French, Japanese, and others, it is unbalanced and far behind. (Nuryadi, 2015) Even though Arabic is the world's second language, it is studied not only to understand the teachings of the Islamic religion but also to benefit science, politics, economics, and culture. So that when we learn it, it becomes something to

be proud of, especially if we can use Arabic actively (speaking) or passively (understanding Arabic books). Based on Abdul Mu'in's explanation, Arabic is learned for two reasons (Mu'in A, 2004), namely: 1) Arabic is a language of communication that must be learned to associate with users of that language; 2) Arabic is a religious language that requires adherents to learn Arabic for the perfection of their deeds of worship because the holy book is in Arabic.

At this time, the importance of learning for students is very vital, where activities teaching and learning no longer place students in a passive position where they become objects of receiving teachings, but how students can be more active and use their abilities. However, until now, Arabic is still considered by some people as a language that is difficult to learn. This is a challenge, so Arabic language experts think hard and try to provide alternative solutions on how to teach Arabic, which is appropriate but acceptable.

Talking about Arabic, more than learning with learning resources that only come from books and teachers is needed; it needs relevant methods to be used so that students can have high Arabic language skills. Likewise, teaching Arabic at Darussalam Gontor Modern Islamic Boarding School has its technique or method for Improving Santri's Arabic Language Proficiency.

Based on the results of the interview we conducted on June 2, 2021, with Ust Dian Saputra as LAC Pondok Modern Darussalam Gontor Staff. Information was obtained "that Darussalam Gontor Modern Islamic Boarding School has several techniques and methods used to improve students' Arabic language skills including, Ilqoou Mufrodaat/ One day Three sentence technique, Barnaamaji Al - Lughowiyah, Al-Majelis and there are still many techniques and other methods".

Based on the background above, we are interested in researching how to apply one of the techniques or methods used by Pondok Modern Darussalam Gontor in improving students' Arabic language skills, namely by using the One Day Three Sentences Technique. This research needs to be carried out because most of the previous research only examined the activities of the Islamic boarding school students at Pondok Modern Darussalam Gontor as a whole and had not yet discussed in detail the techniques used to improve students' Arabic language skills at Islamic boarding school Darussalam Gontor.

METHOD

This research is centred on the Arabic language teaching techniques Pondok Modern Darussalam Gontor applied and used to improve students' Arabic language skills. The purpose of this study, in general, is to find out how Darussalam Gontor Modern Islamic Boarding School teaches Arabic to its

students, specifically using the One Day Three Sentence technique using Qualitative Research (Moleong, 2007). Qualitative research intends to understand the phenomenon experienced by research subjects, such as behaviour, perception, motivation, action etc., holistically, using descriptions in the form of words and language in a special natural context and utilizing various natural methods. To achieve the research objectives, this study used a case study research design and historical methods. Investigation process by seeking answers to 'how' and 'why' questions regarding problems related to the process. Case studies were chosen in order to be able to elaborate, in detail, in-depth and in detail on the phenomena that exist in the research sites (Johnson and Stake, 1996), (Muslim, 2021) and also historical methods are used to explore the histories that have occurred.

Pondok Modern Darussalam Gontor was chosen because Pondok Modern Darussalam Gontor is one of the Islamic boarding schools that implements language in daily life, especially Arabic and English. Moreover, Pondok Modern Darussalam Gontor has given birth to many figures who play a role in developing world education, especially in Indonesia. Data collection techniques used in-depth interviews and observation to obtain the required data according to the focus being studied (Crowe et al., 2011). Interviews or interviews are question-and-answer activities carried out to obtain information, whether directly or face to face in person or via cell phone. The information needed can be obtained through writing, recorded audio, visual or audiovisual. (Anas, 2008). While the first activity observation is carried out by researchers, namely observing an object directly to find accurate information about the object (Sugiono, 2010). Research data are grouped into primary data and secondary data. What is meant by primary data sources here are data collected by a researcher from the first source or main informant (Arikunto, 2004). Secondary data contains supporting documents that strengthen the primary data to obtain valid and reliable data (Hox & Boeije, 2004). In this study, the main informant was Ust Dian Saputra as LAC Pondok Modern Darussalam Gontor Staff.

Data Analysis in Research on the Implementation of the One Day Three Sentences Technique in Improving the Arabic Language Skills of Santri at Pondok Modern Darussalam Gontor uses several techniques, namely: reduction, data presentation and concluding (Moelong. 2007) in which the data obtained is classified, directed and throw away anything that is not necessary. After that, the data is presented, and conclusions are drawn.

RESULTS AND DISCUSSION

1. *The history of Darussalam Gontor's modern cottage*

According to the results of an interview with Ust Hasan Syams El-Banna, one of the staff of the Leadership Secretary, it is known that Darussalam Gontor's Modern Pondok Journey began in the 18th century, where Kyai Ageng Hasan Bashari founded the Tegalsari hut and which became the forerunner of - in the form of Modern Pondok Darussalam Gontor. Thousands of students come in droves to study at this pondok. Then when Kyai Khalifah led the Darussalam Gontor Modern Islamic Boarding School, there was a santri who was very good at various fields. He was named Sulaiman Jamaluddin, son of Panghulu Jamaluddin and grandson of Prince Hadiraja, a Sultan Kasepuhan of Cirebon. He is very close to the Kyai, and the Kyai also loves him. So after he felt he had acquired sufficient knowledge, Sultan Jamaluddin was then married to the Kyai's daughter and also given the trust to establish his Islamic boarding school in the village of Gontor.

Gontor itself is a place located approximately 3 km east of Tegalsari and 11 km to southeast of the city of Ponorogo. (Pondok Gontor, 2020) At that time, the village of Gontor was a forest area that few people had visited or known about. This forest was once famous as a hideout for robbers, criminals, and drunkards.

Kyai Sulaiman Jamaluddin founded the modern Islamic boarding school Darussalam Gontor with an initial provision of 40 students, and eventually, it continued to grow rapidly. Especially when the hut was led by the son of Kyai Sulaiman Jamaluddin named Kyai Anom Besari. When Kyai Anom Besari died, the modern Darussalam Gontor Islamic Boarding School was continued by the third generation of the founders of Gontor Lama under the leadership of Kyai Santoso Anom Besari.

The series of long journeys gave birth to the fourth generation. Three of the seven sons and daughters of Kyai Santoso Anom Besari studied at various educational institutions and Islamic boarding schools. Then they returned to Gontor to improve the quality of education at Pondok Gontor. (Pondok Gontor, 2020) The three sons of Kyai Santoso Anom Besari are;

- a. KH. Ahmad Sahal (1901-1977)
- b. KH. Zainuddin Fanani (1908-1967)
- c. KH. Imam Zarkasyi (1910-1985)

This provision of knowledge was eventually used to renew the education system in Gontor and to establish Pondok Modern Darussalam Gontor on September 20 1926, which coincided with 12 Rabiul Awwal 1345 in commemoration of the Prophet's Birthday. The basic education level begins with the name Tarbiyatul Athfal. Then, on December 19, 1936, coinciding with 5 Shawwal 1355, the Kulliyatu-l-Muallimin al-Islamiyah was established, which was

an educational program that was held for six years, namely at the level of secondary education and final education.

On November 17, 1963, which coincided with 1 Rajab 1383, a university was finally established, which was called the Darussalam College (PTD). Then the name of this PTD changed to the Darussalam Education Institute (IPD), which in turn changed to the Darussalam Islamic Studies Institute (ISID). Moreover, now it has changed to Darussalam Gontor University (UNIDA). After a very long journey. Currently, Pondok Modern Darussalam Gontor Ponorogo is led by:

- a. Alm, KH. Dr Abdullah Syukri Zarkasyi, Replaced by his younger brother KH. Prof, Dr. Amal Fathullah Zarkasyi
- b. KH. Hasan Abdullah Sahal and
- c. The late KH. KH Akrim Mariya replaced Syamsul Hadi Abdan.

2. Application of the One Day Three Sentences Technique in Improving Students' Arabic Language Skills

Pondok Modern Darussalam Gontor carries out language activities every day with various activities. Every day students are required to speak Arabic or English from waking up to going back to sleep by the language week is enforced. If students are caught not using the language that has been set, then these students will get punishment.

The results of an interview with Ust Dian Saputra, one of the LAC Pondok staff Modern Darussalam Gontor is known for improving students' Arabic language skills. Pondok Modern Darussalam Gontor has its techniques and methods; one of the techniques or methods used by Pondok Modern Darussalam Gontor is the One day three sentences technique, Sentences in Indonesian have the meaning of sentences (Echols M, 2005), so we can conclude that the One day three sentences technique in its application, students are required to memorize three sentences given by the dormitory administrators every day. Also, students must get used to using these sentences.

Language activities that use the One day three sentences technique are carried out in the morning every day, from Monday to Sunday, except Friday, because on Friday, there are other language activities, namely Barnaamaj Al – Lughoh. (Gontor Cottage, 2020). Systematic implementation of language activities using the day three sentences technique:

- a. This activity is carried out in the morning, from 05.30 to 06.00.
- b. Activities carried out in each dormitory are guided by each hostel administrator and CLI staff (Pondok Gontor, 2020). CLI staff is a student organization responsible for all language activities in Islamic boarding schools.

- c. Rayon administrators lead this activity by providing and demonstrating new sentences in Arabic and their meanings.
- d. Rayon administrators and santri repeat the sentence several times until the santri understands and memorizes the meaning of the sentence.
- e. Santri deposits their memorization to the district administrator.
- e. The activity closed with a prayer

3. Other Methods Applied by Pondok Gontor in Improving Santri's Arabic Language Ability

Apart from the One day three sentences technique, there are many other methods and activities used by Pondok Modern Darussalam Gontor in improving students' Arabic language skills, including:

- a. Court, Court is an activity to reward or punish students who violate language rules.
- b. Muhadloroh and Muhadloroh are routine language activities carried out to familiarize students with speeches in two languages, namely Arabic and English.
- c. Muhaadatsah and Muhadatsah are activities that accustom students to use the language according to the specified language week. Each student is divided into several groups to practice speaking Arabic or English in this activity.
- d. Musyaahadatu Al-Aflaam is an activity where students watch films in Arabic or English. This activity aims to improve As-smash or listening skills.
- e. Kitaabatu Al-Insha' is a weekly routine activity where students are assigned to write stories using Arabic and English; this activity is intended to improve Mahaaratu Al-kasbah or students' writing skills.
- f. Language Course, This course is made to facilitate students who want to learn a language outside other language hours. This course is guided by the CLI directly.

CONCLUSION

Based on the results and discussion of the implementation of the One Day Three Sentences Technique carried out by Pondok Modern Darussalam Gontor in Improving the Arabic Language Skills of Santri at Modern Darussalam Gontor Islamic Boarding School, Gontor has a history and systematics in its application, including: 1) The journey of Pondok Modern Darussalam Gontor began in the 18th century when Kyai Ageng Hasan Bashari founded the Tegalsari Pondok and became the forerunner to the formation of Pondok Modern Darussalam Gontor. With the provision of knowledge and experience, Trimurti finally reformed the education system in Gontor and established Pondok Modern Darussalam Gontor

on September 20, 1926, which coincided with 12 Rabiul Awwal 1345 in commemoration of the Prophet's Birthday. The basic education level begins with the name Tarbiyatul Athfal. Then, on December 19, 1936, coinciding with 5 Syawwal 1355, the Kulliyatu-l-Muallimin al-Islamiyah, was established, an educational program held for six years, namely at the level of secondary education and final education. 2) Pondok Modern Darussalam Gontor carries out language activities every day with various activities. Every day students are required to speak Arabic or English from waking up to going back to sleep according to the language week in force. Gontor has many methods and activities, one of which is the One Day Three Sentence technique, and the One Day Three Sentence technique is the technique used in Ilqouu Al-Mufrodat activities. This is where students must memorize three sentences given by the dormitory administrator every morning. 3) Finally, in addition to the One day three sentences technique, there are many other methods and activities used by Pondok Modern Darussalam Gontor in improving students' Arabic language skills, including the Court, Mu-hadloroh, Muhadatsah, Musyaahadatu Al-Aflaam, Kitaabatu Al-Insha', and Language Courses.

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