

Implementation Of The Nasyid Method In Arabic Language Subjects At Anubaan Baan Suanmark School Bangkok Thailand

Muhammad Lutfi Umar^{1*}, Muhammad Qorib², Hasrian Rudi Setiawan³
Lailatul Hasanah⁴

Fatoni University^{*1}

Universitas Muhammadiyah Sumatera Utara^{2, 3, 4}

^{*1}email: feeumar48@gmail.com

²email: muhammadqorib@umsu.ac.id

²email: hasrianrudi@umsu.ac.id

⁴email: hasanahlailatul827@gmail.com

Abstract: The aim of this research is to find out about the implementation of the nasyid method in Arabic subjects at Anuban Baan Suanmark School Bangkok Thailand. The type of research used in this research is field research using qualitative methods. This research is supported by significant data collection techniques, namely by observation and interviews. The objects in this research are school principals and teachers as informants in interviews. Meanwhile, in data analysis, researchers used the Miles and Huberman model which begins by reducing the data, then presenting the data and then verifying the data and presenting it in the form of a short description. The research results show that the nasyid method in Arabic language subjects is carried out in several stages of activities: 1) planning in determining strategies and learning methods. 2) implementation of learning in accordance with the stages that have been planned 3) evaluation of the strengths and weaknesses of the method.

Keywords: Nasyid, Arabic

Artikel Info

Received:

August 11, 2023

Revised:

September 3, 2023

Accepted:

September 24, 2023

Published:

October 12, 2023

Abstrak: Tujuan dalam penelitian ini adalah untuk mengetahui seputar implementasi metode nasyid dalam mata pelajaran bahasa Arab di Anuban Baan Suanmark School Bangkok Thailand. Jenis penelitian yang digunakan dalam penelitian ini yakni jenis penelitian lapangan atau *field research* dengan menggunakan metode kualitatif. Penelitian ini didukung dengan teknik pengumpulan data yang signifikan yaitu dengan cara observasi dan wawancara. Objek dalam penelitian ini adalah kepala sekolah dan guru

sebagai informan dalam wawancara. Adapun dalam analisis data peneliti menggunakan model Miles and Huberman yang diawali dengan mereduksi data, kemudian menyajikan data dan selanjutnya memverifikasi data dan di sajikan dalam bentuk uraian singkat. Hasil penelitian menunjuk bahwa metode nasyid pada mata pelajaran bahasa arab dilakukan dengan beberapa tahapan kegiatan: 1) perencanaan dalam penentuan strategi serta metode pembelajaran. 2) pelaksanaan pembelajaran sesuai dengan tahapan-tahapan yang sudah direncanakan 3) pengevaluasian terhadap kekuatan serta kelemahan metode pembelajaran

Kata Kunci: Nasyid, Bahasa Arab

A. Introduction

Thailand is one of the ASEAN countries that is often visited by tourists or activists who want to study from all over the world. Thailand, which is known as the country of white elephants, is located to the north of Malaysia and has a majority of Trevada Buddhists. As for Muslims, only 10% of the 76 million people in Thailand, and they generally live in southern Thailand.

Meanwhile, Islam in Bangkok, which is the capital of Thailand, only has a relatively small Muslim population. However, Islam in Bangkok is also a special attraction seen from the many mosques and Islamic-based schools that are starting to develop in Bangkok, especially in the Nong-chok area. Islam increasingly developed in Thailand from the end of the 19th century until now, as well as Islamic education which is increasingly experiencing progress and development.

The education learning system in Thailand is not much different from the education and learning system in Indonesia. In Thailand, education is divided into three, namely formal, non-formal and informal education. Formal education is divided from early childhood basic education to tertiary education, and non-formal education consists of vocational certificate programs and short course programs (Rahman, 2020). Since Islam entered Thailand, the first education taught was studying the Koran.

Therefore, Islamic schools in Thailand never fail to teach students about the knowledge of the Koran, as well as learning Arabic, which is the language of the Koran. How can someone understand the Koran if he does not study and understand Arabic?

Language is a communication medium for all people to communicate with each other. The Ministry of Education and Culture's Language Development and Development Agency said that there are six international languages, namely English, Arabic, Spanish, German, Portuguese and French. Arabic is a language used by approximately twenty countries in the world, because Arabic is also a language in the Islamic holy book Al-Qur'an.

As Allah explains in the Qur'an Surah Yusuf verse 2:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

This verse explains that the Koran is the source of law for Muslims who speak Arabic, and Arabic is the clearest, most widespread language, so as Muslims we are strongly encouraged to learn and understand Arabic from childhood (Nursari, 2021).

Arabic has a feature that makes it different from other foreign languages. One of its features is that it is a beautiful language both in terms of pronunciation and meaning. The general goal in learning Arabic is that it will be easier for us to understand and comprehend the meaning of the contents of the Koran and Hadith, communicate in official forums and also as a tool to deepen our knowledge about the teachings of the Islamic religion (Husin, 2022).

Arabic is one of the languages that is often found in subjects in several schools in various countries after English. However, the results of research conducted in mid-2010 show that Arabic only has 20% of enthusiasts compared to English (Fajriyah, 2021). This happens because there are several internal and external factors that cause demotivation in learning Arabic. One of them is the lack of skills and teaching methods for teachers to foster students' interest, talent and enthusiasm to continue learning Arabic.

A teacher who has good and maximum competence can be seen from how he teaches, so that learning can be successful in accordance with the goals and expectations (Setiawan F. K., 2023). A teacher is also required to be creative in the use of learning methods and designs so that the teaching and learning process will be enjoyable. An effective method is a method that can achieve the expected learning outcomes and objectives by taking into account the characteristics of students (Qomaruddin, 2017).

The learning method used by the Anuban Baan Suanmark School in Arabic subjects is the nasyid method or what is usually called the singing method in Indonesia. The nasyid method is a method that is done by singing to create fun and cheerful learning so that the lessons taught can be more easily understood and remembered (Didin Syamsudin, 2023).

One of the Islamic schools in Bangkok, Thailand is Anuban Baan Suanmark School which is located on Jalan Mitmairi, Nong-chok District Bangkok 10530. This school is one of the schools that applies Arabic language subjects in its learning curriculum. After the researchers conducted research at the school, the researchers found that in Arabic subjects they used the Nasyid method for students, with the hope that the children would feel happy when learning a language that was foreign to them. Therefore, the aim of the researcher in conducting this research is to find out how the nasyid method is implemented in Arabic language subjects at Anubaan Baan Suanmark School Bangkok Thailand.

B. Research Methods

In this research, researchers used qualitative research methods with the type of research, namely field research. The data collected by researchers in this research is qualitative descriptive data in the form of a series of words from the observation process carried out by researchers in the field.

This research was supported by using significant data collection techniques, namely through interviews and observation. Interviews are a form of communication or dialogue between two or more people face to face which leads to a particular problem (Gunawan, 2015). Observations were carried out by researchers by going directly to the

research location to make observations and obtain data regarding the implementation of the nasyid method in Arabic language subjects.

This research was carried out at Anuban Baan Suanmark School, Bangkok Thailand. The objects in this research were Arabic language teachers and school principals as informants in interviews. The data analysis technique used is the Miles and Huberman model which begins by reducing the data, then presenting the data and then verifying the data. Reducing data means concluding and selecting important data and discarding unnecessary data, then presenting it in the form of a short description (Sugiyono, 2014).

D. Results and Discussion

1. Nasyid Method Planning in Arabic Language Subjects at Anubaan Baan Suanmark School

Planning is the first process that we must carry out in carrying out managerial activities in every organization in the form of thinking or framework. And in determining good planning, we must think carefully about what stages we will carry out later (Wijaya, 2016). In the Al-Qur'an planning is contained in surah Al-Hasyr verse 18 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Before carrying out teaching and learning activities, usually teachers at Anuban Baan Suanmark School will prepare learning plans by carrying out two types of activities, namely planning carried out by the teacher and principal and then planning carried out by each individual teacher.

As for the research results, the researchers found that the planning carried out together with the school principal was carried out twice every year in the form of evaluation meetings. This meeting was attended by all related elements, including the principal, subject teachers and class teachers. Then planning from the results of the

meeting to determine suitable learning strategies to be presented to students, obstacles and supporters in preparing learning.

Meanwhile, planning is carried out personally by each teacher, especially Arabic language teachers, namely making plans in the form of creating learning methods that will be delivered, as well as preparing learning tools and materials in the form of music and lyrics that will be taught.

Planning Arabic language learning activities is carried out by the school and study field teachers. This plan is made so that all teaching and learning activities get maximum results in accordance with shared expectations. The teacher carries out planning in the form of creating learning methods and preparing teaching tools and materials. In Arabic subjects, the model or method used is the Nasyid method so the teacher must prepare songs and lyrics to be sung according to the sub-themes to be taught.

2. Implementation of the Nasyid Method in Arabic Language Subjects at Anubaan Baan Suanmark School

Based on the results of observations made by researchers, Arabic language learning activities are carried out three times a week. This activity begins with the teacher saying hello then providing motivation and explaining the sub-themes of today's learning. Meanwhile, in teaching, the teacher uses the nasyid or singing method with the aim of making learning fun and popular with students.

In implementing the nasyid method in Arabic language subjects, teachers take steps to prepare learning to make it interesting. The steps are: a) The teacher has presented or created a song to be sung according to the sub-theme before starting the lesson; b) The teacher writes the song on the board so that students can write and read it, then the teacher gives examples of the notes that will be sung while explaining the lesson; c) After the participants understand and memorize the notes and lyrics of the song, the teacher then invites all students to sing it together.

The implementation of the Nasyid method in Arabic language subjects is carried out because children usually prefer fun lessons. So the nasyid method can help children's development in understanding the material or memorizing the material being taught.

3. Evaluation of the Nasyid Method in Arabic Language Subjects at Anuban Baan Suanmark School.

Carrying out evaluations is one of the pedagogical competencies that all teachers must undertake. Evaluation is the process of collecting data to determine to what extent learning objectives are achieved (Rizcha Amalia Putri, 2020). Evaluation is carried out to look at the strengths and weaknesses in the implementation of learning carried out specifically in Arabic language subjects (Hasrian Rudi Setiawan, 2021).

As for the research results, the nasyid method at Anubaan Baan Suanmark School is very popular with students. And through this nasyid method, many students have succeeded in memorizing several Arabic lessons.

Teaching using the nasyid method is very popular with all students, because learning is fun, triggers creativity, helps children's memory, helps develop children's motor skills, minimizes children's boredom and boredom in learning and is a way for children to remember learning material.

The obstacles that teachers often face in applying the nasyid method are noisy environments that can disturb other classes and are not suitable for children who don't like singing. From the observations of researchers at Anuban Baan Suanmark School, the implementation of the nasyid method was very good and accepted by students.

E. Conclusion

Based on the research results, researchers can conclude that the implementation of the nasyid method in Arabic subjects at Anuban Baan Suanmark School is going very well. The nasyid method can help children's memory in understanding learning, minimize children's boredom in learning and develop children's motor skills.

In its implementation, learning the Nasyid method in Arabic language subjects is carried out in accordance with previous planning and carried out according to the strategies that have been prepared.

F. Bibliography

- Didin Syamsudin, M. R. (2023). Implementasi Metode Bernyanyi Dalam pembelajaran Bahasa Arab Di MIN 1 Bogor . *Jurnal Pendidikan Bahasa Arab*, 56-62.
- Fajriyah, A. I. (2021). Penggunaan Metode Bernyanyi Dalam Menghafal Mufradhat (Kosa Kata) Bahasa Arab di MI. *Dawuh Guru Jurnal Pendidikan MI/SD*, 41-56.
- Gunawan, I. (2015). *Metode Penelitian Kualitatif*. Jakarta : Bumi Aksara.
- Hasrian Rudi Setiawan, A. M. (2021). Peningkatan Kompetensi Berbahas Arab Siswa Melalui Model Manajemen Pembelajaran Poace. *Jurnal Imla*, 191-204.
- Husin, R. A. (2022). Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan KosaKata Bahasa Arab Di Panti Asuhan Nurul Jannah. *Jurnal Pembelajaran dan Pengembangan Diri*, 223-230.
- Nursari, N. D. (2021). Penerapan Metode Bernyanyi Bahasa Arab Sebagai Penunjang Mata Pelajaran Bahasa Arab Ditingkat taman Kanak-kanak. *Seminar Nasional Bahasa Arab Mahasiswa* (pp. 579-584). Malang: Universitas Negeri Malang.
- Qomaruddin, A. (2017). Implementasi Metode Bernyanyi Dalam Pembelajaran Mufradhat. *Jurnal Kependidikan*, 20-28.
- Rahman, R. (2020). Pendidikan Islam Thailand. *Al-Kawakib Jurnal Kajian Keislaman*, 23-34.
- Rizcha Amalia Putri, M. H. (2020). Strategi Pembelajaran Bahasa Arab Dalam Menggunakan Media Audio-Visual Guna Meningkatkan Daya Ingat Peserta Didik di Sekolah Tha-it Suksa, Bangkok Thailand. *Vicratina Jurnal Pendidikan Islam*, 94-100.
- Setiawan, F. K. (2023). Pengaruh Metode Muhadharah Terhadap Kemampuan Bahasa Arab Santri di Pondok Pesantren Darul Arafah Raya. *AL-Ulum Jurnal Pendidikan Islam*, 100-112.

Sugiyono. (2014). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Wijaya, D. C. (2016). *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif dan Efisien*. Medan: Perdana Publishing.