THE EFFECT OF THE USE OF THE *DURŪS AL-LUGAH AL-'ARABIYYAH 'ALĀ AL-ṬARĪQAH AL-ḤADĪṠAH* BOOK ON LANGUAGE SKILLS AT DARUL HUFFADH TUJU-TUJU ISLAMIC BOARDING SCHOOL KAJUARA BONE

Syarif Agus Setiawan[1], Syahruddin Usman[2], Haniah[3]

Postgraduate Student Masters Program of UIN Alauddin Makassar, Indonesia[1]
Alauddin State Islamic University of Makassar, Indonesia[2,3]

Email: syarifsetiawan14gmail.com[1] (Corresponding author)

Abstract: This study aims to analyze whether there is an effect of using the book of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* on language skills. It investigated the students in the first grade at Darul Huffadh Tuju-tuju Islamic Boarding School Kajuara Bone. This study was a quantitative research with an Expost Facto approach by collecting and simplifying the data collected using the SPSS application in processing the data. There were two variables in this study, namely the use of the *Durūs al-Lugah* book as a variable (X) and language skills as a variable (Y). While the population in this study was 299 students of KMI in the first grade and the sample was 20% of the population, namely 60 students. The data collection method used questionnaires, tests, documentation and observation. The data analysis used descriptive and inferential statistical analysis. The study results indicate that (1) The use of the *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* book in the first grade at Darul Huffadh Tuju-tuju Islamic Boarding School Kajuara Bone is quite significant with a percentage of 65%. (2) Arabic language skills of The first grade students at Darul Huffadh Tuju-tuju Islamic Boarding School Kajuara Bone were quite good, with a percentage of 55%. (3) There was an effect of Variable X on Y in this study. The value of the variable hypothesis test, such as the value of t count, is 6.573, and the value of sig is 0.000. Thus T count is 6.573 T table 2.00, and Sig 0.00 0.05 = H1 is accepted. It meant that there was a positive influence and the significance of D*urūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* on the Language Skills of the first grade KMI students at Darul Huffadh Tuju-tuju Islamic Boarding School Kajuara Bone. If there was no variable *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* then the students' language skills were -0.945. Then, the value of b (Variable X/*Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah*) was 0.266. It indicated that with every 1% addition in the learning effectiveness of using *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* book, the students' Arabic skills would increase by 0.266 with a percentage value of 42.7%. It means that variable X affects Variable Y. Based on the results of this study, it is hoped that PPDH (Islamic Boarding School Darul Huffadh) will maintain the use of the *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* book because it is a structured and systematic book on its theme. It is very suitable for beginners who are new to Arabic and are required to be able to master Arabic as a daily language. It will be optimal if the teachers practice reasonable teaching procedures and use every medium to help the

students discover the book's contents and assist the teacher in delivering the material.

Keywords: Durūs Al-Lugah AL-'Arabiyyah 'Alā Al-Ṭariqah Al-Ḥadisah Book; Language Skill; Darul Huffadh Tuju-tuju Islamic Boarding School

I. BACKGROUND

Language is a means of communication and support in daily human interactions between individuals and individuals, individuals and communities, and with certain nations. According to Abdul Majid (1952), language is a collection of signs people use to express thoughts, feelings, emotions and desires. The other definition mentions that language is a tool to describe ideas, thoughts or goals through sentences that others understand.[1] People can interact with fellow humans through language. A language is also a unifying tool for humans to others. With language, they can understand each other's goals and help each other as social humans.

The learning and teaching process is essentially a communication process. There are three main components in its process, namely: the message in the curriculum, the communicator refers to the teacher or knowledge provider, and the communicant is the student or recipient of knowledge.[2] People need learning media to make communication process run smoothly, effectively and efficiently. There are various definitions of learning media by experts ranging from broad or narrow media understanding. In this case, the author describes the notion of learning media to convey the contents of teaching materials which include books, tape recorders, cassettes, video cameras, films, slides, pictures and so on. In other words, learning media is a component of learning resources or physical equipment that contains learning materials in the student environment that can stimulate students to learn. Therefore, learning media is very important in order to convey information to students so that it is easy to understand

Experts express their opinions about learning media, so there are similarities. After further review and it is concluded that learning media are the thing that is used to funnel the messages, and it can stimulate the thoughts, feelings, attention and willingness of students so that it can encourage a good teaching and learning process intentionally, purposed and controlled.[3]

The selection of learning media as teaching materials in the form of books is essential to achieve language goals and understanding Islamic teachings. It is based on the Qur'an, hadith and books as guidelines, so Arabic learning also requires books as teaching materials to achieve the goal of the Arabic language itself. Suitable teaching materials can influence learning objectives, and good textbooks are decisive in learning Arabic.

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[1]Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Ed. IV; Bandung:PT. Remaja Rosdakarya, 2014), p. 9.

[2]Ahmad Muradi, *Pembelajaran Menulis Bahasa Arab: Dalam Perspektif Komunikatif*(Ed. I; Jakarta: Prenada Media Group, 2015).p. 5-6

[33]Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan*, (Ed.V;,Kencana Prenada Media;Jakarta: 2013), p. 458.

The book of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* is a book compiled by KH. Imam Zarkasyi and Imam Syubani, consist of two volumes according to their respective levels. This book is arranged conveniently to help beginners who want to learn Arabic because there are basic levels to the next level, which consist of clear examples. Initially, this book was created only for the Modern Boarding School Darussalam Gontor as one of the Arabic language textbooks and used in KMI teaching and learning activities (*kulliyyah al-mu'allimīn al-Islāmiyyah*). Now, the book has been widely used in other subdivisions of Gontor branch boarding schools and other Islamic boarding schools, both for the alumni of Islamic boarding schools affiliated with Gontor Islamic Boarding Schools and other modern Islamic boarding schools in Indonesia.

Based on the case above, the theme of *Durūs al-Lugah* book deserves to be known further because this book is a mandatory book for the Islamic Boarding School Darul Huffadh. It is suitable for new students, and later on, they will be required to be able to use Arabic as a mandatory language. *Durū s al-Lugah* book has also been a mandatory book in the KMI curriculum, a curriculum adapted from Modern Boarding School Darussalam Gontor Ponorogo, East Java.

Darul Huffadh Islamic Boarding School requires students to use the official Arabic and English languages as daily conversational languages. The new students will get three months to deepen their Arabic vocabulary so that apart from the third month, they have been obliged to carry out discipline language in the Darul Huffadh Islamic Boarding School. The *Durūs al-Lugah* book has become mandatory for new students to deepen their Arabic learning in the classroom. The *Durūs al-Lugah* book becomes a subject taught directly by the homeroom teacher, so it is hoped that the Arabic language skills of new students can increase. They also can pursue the targets after the first three months. They can speak formally in daily conversation.

II. RESEARCH METHODOLOGY

This study was quantitative research with an Expost Facto approach. It refers to the study conducted after an action occurs with data collection techniques using questionnaires, tests, documentation and observation techniques. This study was conducted using documentation techniques and written tests to the first grade students of KMI Darul Huffadh Islamic Boarding School and then processed using the product moment correlation formula or SPSS analysis.

III. RESULTS AND DISCUSSION

a. Results

1. The Overview of Research Sites

Darul Huffadh Tuju-tuju Islamic Boarding School is a private education center located on Bone-Sinjai axis road, precisely in Tuju-tuju Village, Tarasu Village, Kajuara District, Bone Regency, South Sulawesi Province. Darul Huffadh Islamic Boarding School uses three learning methods in daily Islamic boarding school learning, such as the KMI curriculum (*Kulliyatul Mu'allimin al-Islamiyyah*), *tahfiẓul* Qur'an, and the State Curriculum (Ministry of Religious Affairs). In practice, Darul Huffadh Islamic Boarding School is an institution that practices the contents of the Qur'an and authentic hadiths in daily life.

Ust. H. Lanre Said founded Darul Huffadh Islamic Boarding School on August 7, 1975 AD coinciding with 29 Rajab 1395 H at 07.00 Central Indonesian Time (WITA). It started with seven students in the village of Tuju-tuju, Tarasu Village, Kajuara Disrict, Bone Regency, with three principles that should not be violated, namely:

a) Not asking for any form of donations to the community.
b) Not collecting any form of payment from the guardians of students.
c) Prioritizing the interests of the boarding school in the form of personal and family interests

2. The use of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* book on Grade I in Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School.

The authors used a questionnaire to find out the use of *Durūs al-Lugah* book on students' language skills. It was distributed to 60 samples which consisted of 16 statement items. The respondents' data can provide authors with information about the effect of using *Durūs al-Lugah* book. The assessment score of the items used a Likert scale with a value of one to four. The data was processed and then analyzed as follows.

Table 4.22
Description of the Variable Use of the book

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
DURUS_LUGAH	60	11.00	52.00	63.00	3507.00	58.4500	2.64527	6.997
Valid N (listwise)	60							

Table 4.22 shows that the mean value of the total score was 58.45. Then the mean value was divided by the number of instrument items, about 16 numbers, to be the nominal in the category as a reference for the value interval in score categorization. Then, 58.45:4 = 3.65. The highest score was four, and the results from table 4.22 were 3.65. It shows the high number of answers by the respondents.

In the table above, there are also maximum, minimum and range values that the authors used as the basis for analyzing the description of the use of *Durūs al-Lugah* book on students' language skills. Whether it is in the very low, high or very high category; to find out the percentage of each category, a table is made as follows:

Table 4.25
Categorization of the total score of book usage

No.	Category	Interval	Frequency	Percentage
1	Very low	52.00 - 54.75	5	8,33
2	Low	54.76 - 57.50	16	26,67
3	High	57.51 - 60.25	25	41,67
4	Very High	60.26 - 63.00	14	23,33
Total			60	100,00

Based on table 4.25, the very low category has a frequency of 5 or 8.33%, the low category has a frequency of 16 or 26.67%, the high category has a frequency of 25 or 41.67%, the very high category has a frequency of 14 or 23.33%. The percentage results in table 4.25 show that the use of the *Durūs al-Lugah* book in the first grade students of KMI Darul Huffadh Islamic Boarding School is quite significant, with a percentage of 65%.

3. The language skills of the first grade students of KMI Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School.

The authors tested directly on the research sample to determine the students' Arabic skills. There were 60 (Sixty) students in the first grade at Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School. So that the authors conducted a direct assessment of the research object using 4 (four) assessment indicators such as 1) Listening 2) Speaking 3) Reading, and 4) Writing. Then, to find out the description of the research variables, the statistical value of the variable description is needed as shown below:

Table 4.30
Variable Description of Arabic Language Ability

	N	Range	Mini mum	Maxim um	Sum	Mean	Std. Devia tion	Vari ance
LANGUAGE_S KILL	60	3.00	13.00	16.00	876. 00	14.60 00	1.076 72	1.15 9
Valid N (listwise)	60							

In table 4.30, the mean value was 14.60. Then the average value was divided by the number of categories, about four numbers, to be the reference for the value interval in score categorization. Then, 14.60 : 4 = 3.65, the highest score was four, and the results from table 4.22 were 3.65. It shows the high number of answers by respondents.

In table 4.30 above, there are also maximum, minimum and range values that the authors used to analyze the description of students' Arabic language skills, whether in the very low, high or very high category. Thus, a table is created below:

Table 4.31
Categorization of the total score of the Arabic Language Proficiency Variable

No.	Category	Interval	Frequency	Percentage
1	Very low	13.00-13.75	12	20
2	Low	13.76-14.50	15	25
3	High	14.51-15.25	18	30
4	Very High	15.26-16.00	15	25
Total			60	100,00

Based on table 4.31, the very low category has a frequency of 20 or 20%, the low category has a frequency of 15 or 25%, the high category has a frequency of 30 or 30%, and the very high category has a frequency of 15 or 25%. Based on the

percentage results, the Arabic language skills of the first grade students of KMI Darul Huffadh Islamic Boarding School are pretty good, with a percentage of 55%.

4. The Effect of Using the Book of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* on the Language Skills of Students in the first grade at the Darul Huffadh Islamic Boarding School.

a) Inferential Analysis of Prerequisite Test

1) Normality Test

The normality test is carried out to see whether the residual value is normally distributed. The author distributed this test before conducting a simple regression analysis test to distribute the data analysis normally. Thus, the one-sample kolmogorov-sminov test was carried out.

Table 4.32

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.81509086
Most Extreme Differences	Absolute	.094
	Positive	.061
	Negative	-.094
Test Statistic		.094
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the table above, the value of asymp.Sig. (2-tailed) 0.200 is greater than 0.05, meaning the data is normally distributed.

2) Multicollinearity Test

Multicollinearity test is to see whether there is a high correlation between independent variables in a simple regression model. It is a condition of a linear relationship between independent variables with others. The test results no multicollinearity between variables because it does not exceed the standard of general testing listed below.

Table 4.33

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	-.945	2.367		-.399	.691		
	DURUS_LUGAH	.266	.040	.653	6.573	.000	1.000	1.000

a. Dependent Variable: LANGUAGE_SKILL

If the tolerance value is greater than 0.10 and the VIF value is less than 10.00, then there is no multi-linearity. Based on the table above, there is no multi-linearity in the data distribution.

3) Heteroscedasticity

Table 4.34

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.654	1.433		.456	.650
	DURUS_LUGAH	.000	.024	-.001	-.008	.994

a. Dependent Variable: RES2

If the sig value is greater than 0.05, then there is no heteroscedasticity in the data distribution. Based on the table above, there is no heteroscedasticity in the data distribution.

b) Hypothesis Test Results (T-test)

The authors conducted a simple regression to obtain the value of the t test, its analysis assisted by SPSS 24 for windows with the following results:

Table 4.35

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.945	2.367		-.399	.691
	DURUS_LUGAH	.266	.040	.653	6.573	.000

a. Dependent Variable: LANGUAGE_SKILL

Based on the table above, the regression value is obtained as follows:

$\hat{Y} = a + bX$

$Y = -0.945 + 0.266$

Table 4.35 above shows the regression value with *a* value (constant) indicating that if there is no variable *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsahma,*

then then score of students' skills in the language is -0.945. Then the value of *b* (Variable X/*Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah*) is 0.266 which indicates that every addition of 1% in the effectiveness of learning by using the book of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah*ma implies that the students' Arabic skills will increase by 0.266

Table 4.35 above shows that the t-count value is 6.573, and the sig value is 0.000. Thus T-count is 6.573≥T table 2.001, and Sig 0.00 0.05 = H1 is accepted. It means that there is a positive and significant influence of *Durūs al-Lugah al-'Arabiyyah 'ala ˉal-Ṭarīqah al-Ḥadīsah* on the Language Skills of the first grade students at the Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School..

Then, to figure out the contribution of the variables of the influence of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* book on the Language Skills of the first grade students at the Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School. It is necessary to analyze the coefficient of determination or R2, as shown in the table below.

Table 4.36

R2
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653ᵃ	.427	.417	.82209

a. Predictors: (Constant), DURUS_LUGAH

Based on table 4.36 above, the R Square or R^2 value of 0.427 means that the Independent Variable/X (Use *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* book) affects the dependent variable/Dependent/Y (Language Skills of the first grade students at Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School) by 42.7%. Then, the value of 57.3% is explained/influenced by other variables outside the variable of the use of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah*.

b. Discussion

1. The use of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* book in the first grade at the Darul Huffadh Tuju-Tuju Kajuara Bone Islamic Boarding School.

Implementing Arabic learning with textbooks is one of the ways for institutions, study groups, universities or schools to make students master the content of the book of *Durus al-Lugah.* This book is suitable for primary students, so they can gain much vocabulary and practice speaking skills after studying it. Each textbook has its way of delivering, which depends on the book's purpose because it has an ultimate learning goal.

Using the *Durūs al-Lugah* book to improve the language gets thoughtful responses from the students. It is based on the students' opinions analysis regarding the *Durūs al-Lugah*, which was also clarified by the authors when conducting direct observations on teaching and learning activities with the *Durus al-Lugah* book.

Based on the results of the use of the *Durūs al-Lugah* book, there are supporting factors which cause the book to get a good appreciation from the students who study it. It is proven by students' high response, represented by several of their friends in the

sample of this study. At this stage, the authors looked at the students' responses to help them learn Arabic in depth.

The use of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* book based on the questionnaire scores showed that it was in the high category. It means that the use of *Durūs al- Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* in the first grade at Darul Huffadh Tuju-Tuju Kajuara Bone Islamic Boarding School is the effective learning methods, measurable learning instruments and materials and it is very helpful for students in the learning process.

The material and content of the book of *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* according to the authors is appropriate for beginners or elementary classes, especially with educators who are mentors that has good competence in the field of Arabic.

The results of the author's observations in a document showing that the use of the book *Durūs al-Lugah al-'Arabiyyah 'alā al-Ṭarīqah al-Ḥadīsah* is very effective because authors find two leading indicators. The high enthusiasm of students in the learning process and the mean value of students is 8.5 out of 9 (the highest score).

The students' high enthusiasm during learning indicates that the material displayed and the methods used by educators in learning are very interesting for students. It makes them easy to be directed in mastering the material. That way, the value of 8.5 from 1 to 9 is fair and appropriate because the learning process runs well and exciting for the students.

2. The Arabic language skills of the first grade students at the Darul Huffadh Tuju-tuju Kajuara Bone Islamic Boarding School.

Language skills are essential for Darul Huffadh Islamic Boarding School students because by mastering Arabic, they will be helped to live their life at the boarding school. The activities and conversations at the boarding school require them to always communicate in Arabic and English formal languages. The language skills of basic-level students of the Darul Huffadh Islamic boarding school are classified as very good. It is supported by the obligation to speak Arabic in daily life.

In learning Arabic, there are four language skills that students must own, namely: listening skills (*maharāh al-istimā*'), speaking skills (*mahārah al-kalam*), reading skills (*mahārah al-qirāah*), writing skills (*mahārah al-kitābah*). In mastering the four language skills, some linguists assume that the level of mastery of the vocabulary only determines a person's linguistic ability.[4] It is certainly relevant to language skills as a communication tool that people must master the vocabulary (mufradāt) first. Every Arabic learning cannot be apart from methods, strategies, and media. If these things cannot be realized, the students will find it challenging to have good and correct language skills.

The authors have observed the use and skills of Arabic in every Arabic learning process for students in the first grade at the Darul Huffadh Tuju-Tuju Kajuara Bone Islamic Boarding School. Based on these observations, the authors found that Arabic students in the first grade at the Darul Huffadh Tuju-Tuju Kajuara Bone Islamic Boarding School had good Arabic skills for beginners.

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[4]Syaiful Mustofa, *Startegi Pembelajaran Bahasa Arab Inovatif*, (Malang: UIN Malik Press, 2011), p 2

It is also confirmed by the results of the language knowledge test in which the authors have conducted a direct assessment with 4 (four) indicators. Those are listening skills (*mahārah al-istimā*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirāah*), and writing skills (*mahārah al-kitābah*). The assessment results showed that 60 students as a sample got an average score of 3.65 from a range of values 1 – 4 or at a high level.

3. The influence of the *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* on the language skills of students in the first grade at the Darul Huffadh Islamic Boarding School.

Language skills are influenced by many factors, such as environment, motivation, teaching methods, educator competencies and others. The acquisition and learning of Arabic cannot be separated from the language environment because the language environment is an essential factor for language learners to master the target language. The language environment is the things that the learner hears and sees. The quality of the language environment is significant for the success of learners in learning the target language.[5]

Islamic Boarding School is an Islamic educational institution loaded with Arabic. The students are expected to be able to master Arabic properly as a provision in studying the Qur'an, the yellow book and communication tools. Pondok Pesantren Darul Huffadh Tuju-toju Kajuara Bone is a boarding school that teaches Arabic language skills from an early age. The Darul Huffadh Islamic Boarding School aims to teach Arabic to the diniyah students with the book of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah*

The book of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* is the primary reference in conducting language learning for the first grade students. It is considered to have material and content which is suitable for beginners.

The use of the book of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* is good and makes students have high enthusiasm in the learning process. It also positively affects Arabic language skills for the first grade students at Darul Huffadh Islamic Tuju-tuju Kajuara Bone Boarding School.

Hypothesis testing using the SPSS Software Program showed that there was an influence between the use of the book of *Durūs al-Lugah al-'Arabiyyah 'alāal-Ṭarīqah al-Ḥadīsah* on the language skills of the first grade students of Darul Huffadh Islamic Boarding School. It means that the book's existence adds more value to students' prior knowledge.

This study used the gestalt theory as a theoretical basis for learning Arabic using the book of *Durūs al-Lugah* in the first grade of KMI students at Darul Huffadh Islamic Boarding School with indicators as stated in the previous chapter.

IV. CONCLUSIONS

Based on the previous three discussion points, it can be known that learning Arabic at the Darul Huffadh Islamic Boarding School is oriented towards changing language behavior. It refers to the students' change, having the ability to speak Arabic

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[5]Nurhadi Roekhan, *Dimensi-Dimensi Dalam Bahasa Kedua*, (Bandung:Sinar Baru, 1990), p. 34.

as a communication language in the social environment of students at the Darul Huffadh Islamic Boarding School.

The use of the *Durus al-Lugah* book is an effort to provide the basics of Arabic to novice students with the following principles:

a. Awareness. The awareness means that students should realize that learning Arabic using the *Durus al-Lugah* book is not only in the form of material in the classroom but the students will be tested at the end of each semester. The book has an important and main goal; the students' change in behavior to use Arabic in daily communication in the boarding school environment. This awareness process is carried out by the teacher in the Arabic language learning process using the book of *Durus al-Lugah* at Darul Huffadh Islamic Boarding School.
b. Conformity. The material in the Durus al-Lughah book is very relevant to the students' social conditions at the Darul Huffadh Islamic Boarding School, so it is very easy for students to speak Arabic daily.

These two things are the indicators of the implementation of Gestalt theory in Arabic language learning using the *Durus al-Lugah* book for first grade of KMI students at Darul Huffadh Islamic Boarding School. Finally, the results of this study strengthen the gestalt theory with at least the two indicators above.

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