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Improve Arabic Language and Islamic Skills with BISA System to Arab Village

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Abstract---Improving the ability of Arabic (bi-ah lughawiyyah 'arabiyyah) and Islam with the BISA system program. The purpose of this study is to describe the application of Arabic and Islamic learning in the Bogor Arabic Village explicitly. The research method uses qualitative. Data collection techniques: (a). Observation, (b). Interview (c). Documentation study. Conclusion (1). Arabic learning with the muhadatsah model for speaking skills and the qawa'id method for reading skills. (2). Islamic religious education starts from tahfizhul Quran, creed material, worship, morals, and muamalah. The learning process impact is mastering the Arabic language and applying it to the practice of Islam. It combines village and school concepts with the selection of beginner, intermediate, and advanced material.

Keywords---Arab Village, BISA system, improve Arabic, Islamic language skills.

Introduction

Arabic is spoken internationally in many parts of the world and is one of the official languages of the United Nations. So far, at least 280 million people globally, especially in the Middle East and North Africa, with about 25 countries, actively use Arabic and even make it their mother tongue. The development of the Arabic language has also expanded to various countries in other regions, along with the increasingly massive development of Islamic da'wah, including in Indonesia (Sanusi & Albantani, 2021). In Indonesia, the Arabic language has been introduced to several Kindergartens (TK Islam) and continued taught to universities. Arabic is also mandatory for Islamic boarding schools in Indonesia

(Afaria, 2020). As is known in educational institutions, if the Arabic language is seen as indispensable for the Indonesian people who are Muslim, especially Islamic educational institutions such as Madrasas or Islamic Boarding Schools. Arabic is one of the languages that exist. There are many languages in the world that learning Arabic as the language of the Quran and Islamic literature is highly recommended for Muslims.

Arabic and Islamic education are like a house with a door, Arabic as a door, Islamic education is a home. A house without a door is unattractive, and it is impossible to enter the house. Likewise, the door stands alone, not because of the door or the organs of the house. The entry is an attractive decoration of a home. The house has a nice one of ornament. The door is making as beautiful as possible, and Arabic as the door of Islamic education studies and imaginable as deep as likely to be able to enter the scientific space in education with a good and correct understanding (Setyawan & Anwar, 2020).

Teaching and learning by the essence and proportion is undoubtedly a wiser thing. It means that teaching and learning Arabic (especially in Indonesia) must be adjusted to achieve the goals. However, the current trend of learning Arabic, which is too dominated and emphasized "only" mastery of qawā'id / nahwu sharf grammar, is an obstacle for students to hone their active communication skills using the Arabic language. They tend to be silent even though they understand what is saying in Arabic. However, they tend to be passive. Worse yet, they feel afraid (wrong) and ashamed to express and say the Arabic they have learned. So teaching and learning Arabic that combines learning qawā'id / nahwu sharf grammar with exercises or drills in speaking and communicating actively, of course, must be an orientation for learning Arabic in the future. Develop innovative strategies and methods of learning Arabic (Handriawan, 2015).

Innovative Arabic learning, a combination of qawā'id/nahwu sharf grammar with language and communication exercises or drills, is effectively implemented in the Bogor Language village with the background of the BISA system, which was initially online. There were suggestions on how this online learning can be done face-to-face. Face to face with the BLC system (BISA Learning Center). Then after the BLC runs, there is another proposal for this BLC face to face. However, it is limited to only two meetings a week, eight times a month, so the program cannot be made more intensive, carried out in a good place, in a beautiful location. From that condition, the Arabic Language Village was established, chosen in Bogor at the foot of Mount Salak to support it later to form a good, comfortable, and beautiful bi-ah lughawiyyah (language environment) (Siregar & Nurhakim, 2018; Kipnis, 1984; Taubah, 2014).

Then BISA formed a Foundation that oversees the Arabic Village and was named the Arabic Language Village Foundation. After establishing the Arabic language village in Bogor, Islamic studies-based Arabic learning was formulated because the content of Arabic lessons in the Arabic language village consisted of Islamic studies, which included faith, worship, morality, and muamalah. This conclusion was drawn from interviews with the founder of the Arabic language village, Ustadz Khairul Umam, more famously known as Ustaz Encang Irul.

Concept

The discussion of Arabic villages is still relatively small, and the establishment of Arabic villages is also still a matter of fingers. It requires attention and efforts in developing Arabic villages to become a benchmark in advancing the Arabic language in particular and the world in general. Arabic is well-known in Indonesia with a large population, most of whom are Muslims and use Arabic in their daily worship. Learning it requires effort to advance the Arabic language by establishing Arabic language villages throughout Indonesia, especially areas of Indonesia that can develop Arabic learning. Among these efforts was establishing the Arabic language village of the BISA Bogor Foundation at the foot of Mount Salak with the concept of tourism based on Islamic studies. This development is vital to fostering the Islamic generation's children, from elementary/Madrasah Ibtidaiyah to tertiary institutions. The goal is to raise Muslims who love their religion and is fluent in Arabic, as it was back then during Islam Andalusia or the days of the past Islamic empire (Maturidi, 2020; Taubah & Dhaifi, 2020; Shodiq, 2018).

The BISA system is committed so that Arabic can get the place and attention of Muslims by building several Arabic language courses in many cities in Indonesia with the brand name BISA Learning Center (BLC). It did not stop there. The BISA Foundation based in Depok decided to form the Arabic Language Village Foundation, which focused on establishing Arabic language villages. Kampung Arab is a village designed to be a place to learn Arabic and memorize the Qur'an, which is open to all ages (Wahab, 2013; Zuliana, 2017; Wekke, 2015). The Arabic language village was built as a follow-up to the existence of the BISA Learning Center (BLC), the largest Arabic and Qur'an learning center spread across dozens of cities in Indonesia, which can be attended two times a week on days and hours according to the busyness of the participants. Due to the limited time and relatively long time, many BISA alumni want an institution that can accept people who want to study Arabic intensively and focus on a short period and are adjusted to the participants' busyness, one, three, six, or 12 months. Participants can choose from several programs studied here: Intensive Arabic, Intensive Tahfidz Al Qur'an, plus Islamic scholarship with creed, worship, morality, and muamalah. Arabic Language Village prepares dormitories and study areas for participants who are open to the public. After intensive "studying" for a certain period (1,3,6,12 months), participants are expected to be able to return home with Arabic language skills, both speaking Arabic and reading the targeted book or memorizing the Qur'an (Mohamed & Rosman, 2021; Kosim & Gusmiati, 2018).

Method

- This study uses data collection methods as one crucial stage in research. Correct data collection techniques will produce data that has high credibility and vice versa. In qualitative research methods, data is usually collected using several qualitative data collection techniques (1). Interview, (2). Observation, and (3). Documentation.
- Interview The researcher interviewed the founder of the Arabic Language Village of the BISA Bogor Foundation. The researcher asked several essential points related to teaching and learning Arabic at the BISA Bogor

Foundation Arabic Village, the systems, methods, programs of the Bogor BISA Foundation Arabic Village, and the achievements obtained from the implementation carried out in the Arabic Language Village.

- Observation Researchers conducted indirect observations through the website of the Arabic Language Village of the BISA Bogor Foundation, social media such as the Facebook of the Arabic Language Village of the Bogor BISA Foundation.
- Documentation Researchers collected the development and development of the Arabic Language Village through photographs of the BISA Bogor Foundation Arabic Village and archives surrounding the Bogor BISA Foundation Arabic Village obtained from various sources.

Results and Discussion

Mapping the Arabic language program

An understanding of the characteristics of the Arabic language is something that Arabic teachers must master because understanding the discourse will facilitate the teaching of Arabic. However, it should be observed further that the characteristics of the Arabic language are not identical to the difficulties. Understanding it, at least understand the importance of Arabic as a medium of religious understanding, will be a point of convenience, even motivation that will significantly support Arabic learning ([Hanani, 2016](#)).

To support the success of learning is to determine a learning approach that is in line with the curriculum. Many learning approaches can be applied. Among them are learning approaches developed from a theory known as the theory of multiple intelligences. The theory is used as a learning approach because it talks about diversity related to students' competence. Studies by Gardner in the 1990s on the theory of multiple intelligences found that a person's intelligence is multiple. It includes mathematical, lingual, musical, visual-spatial, kinesthetic, interpersonal, and intrapersonal intelligence elements. Lingual intelligence or language intelligence is an integral part of the process of student development. Verbal intelligence (language) is intelligence manifested by sensitivity to the meaning and order of words and the ability to make various uses of language to express and interpret complex meanings ([Hidayat, 2018](#)).

The reality of the study of Arabic studies in Indonesia can be seen that in the Islamic world, or to be precise, in countries in the Middle East, such as Saudi Arabia, Egypt, Syria, Iraq, Jordan, Yemen, Kuwait, and others. Arabic is the most popular language used as a language of communication actively, both in official communication and in everyday life. The role of Islam in spreading the Arabic language is pivotal. It can be said, if Islam does not develop, Arabic will not develop in all corners of the world since the sources of Islamic teachings, namely the Qur'an and as-Sunnah (Hadith), are written in Arabic ([Sanusi & Albantani, 2021](#)).

Arabic learning

Studying the two sources of Islamic teachings must also master the Arabic language. Islamic sciences in *aqidah*, *fiqh*, morals, Islamic history, and others are also Arabic. Since ancient times, many Islamic books have been written by Islamic scholars and have even become study material in educational institutions, including in Indonesia. Arabic books were taught and studied in *pesantren* for centuries until today. More than that, it turns out that Arabic letters have been a means of writing systems in this archipelago for a long time. Literary works in Malay are written using Arabic letters, as a book in Javanese. Arabic letters used as a means of writing in this archipelago are often known as Pegon letters ([Sanusi & Albantani, 2021](#)).

Meanwhile, the phenomenon that develops in society shows that learning Arabic is still considered complicated. Many people are less interested in learning it, even though each language has different levels of difficulty and convenience depending on the characteristics of the language system itself. How urgent it is to learn Arabic for the process of memorizing the Qur'an and Islamic studies. So, it is not an exaggeration if the Arabic language needs to be emphasized and paid careful attention, from kindergarten to higher education institutions, whether public or private, public or religious. It should be, of course, adapted to the level of ability and development of students ([Muhlis, 2011](#)).

For this reason, the Arabic language village of the BISA Bogor Foundation requires appropriate and correct techniques, approaches, and strategies. The selection of techniques based on the right approach will help one's needs in learning a language. However, it should be understood that none of them is the best, only accurate in collaborating. Thus, the goal of learning can be achieved optimally. Learning strategies are a series of efforts made by Arabic language teachers to make the learning process run according to the actual concept ([Pimada & Amrulloh, 2020](#)).

BISA system

Arabic with the BISA System is different from the Kebumen Arabic village, where the Kebumen Arabic village focuses more on a communicative approach with specific practical goals. Teaching Arabic in the Arabic village of Kebumen emphasizes the use of Arabic as a means of communication. The learning process also emphasizes students to learn Arabic, not about Arabic. Thus, students must be able to re-communicate it in real life when in the Arabic language environment. In addition, cultural and sociolinguistic elements are also taught to adapt to Arabic-speaking partners. Learning Arabic in Kampung Arab Kebumen makes the concept of *bi'ah lughawiyah* or Arabic language environment. Thus, the process of acquiring Arabic will occur naturally and occur as in the original life ([Al-Rousan et al., 2009](#); [Alakrot et al., 2018](#)).

Different Bogor Arabic villages have a BISA system program in learning mapping specifically. The researcher named the Arabic language learning of the BISA Bogor Foundation Arabic language learning as learning Arabic based on Islamic studies. The Arabic language village combines two methods, namely the *muhadatsah*

method and the qawa'id method, meaning that by believing that Arabic is unique, Arabic is not like English. Learn English. The conversation can be learned faster at the same time with grammar. However, the Arabic language must focus on one of the achievements, both muhadatsah and qawa'id, based on the cases of Arabic learners to choose one of the achievements, either the focus of muhadatsah or qawa'id. If the muhadatsah is good, reading the book is not good. Otherwise, if the qawa'id is good, reading the book is good, while the muhadatsah is not good. On this basis, to close these two things in the Arabic language village of the Bogor BISA Foundation, both achievements are applied to be taught. So that muhadatsah and qawa'id are taught simultaneously by applying the BISA method, easy for beginners (Oueslati et al., 2020; Guellil et al., 2021).

By applying the two methods above, namely muhadatsah and qawa'id, for three months each, the Arabic learners of the Arabic language village of the Bogor BISA Foundation have started to speak and read Arabic little by little. This outcome is based on the researcher's interview with the founder of the Arabic language village and students in the Arabic language village of the BISA Bogor Foundation.

Programs with an Islamic-based BISA system

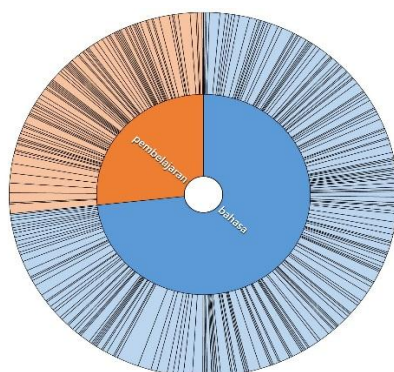


Figure 1. Comparison of language and education

The diagram above shows a higher percentage of language discussion compared to the discussion of learning. As a medium or medium for learning, the container, place, and environment still lack language development. From this, it proves that the development of Arabic villages is still very little. Moreover, the very few Arabic language villages are not all based on Islamic studies. However, the majority are limited to developing four language skills without any development of Islamic scholarship. Arabic language learners not only master Arabic itself but also master Islamic science by mastering the science of faith, worship, morals, and muamalah, which is the obligation of every Muslim to learn his religion (Aladdin & Musa, 2014; Ritonga et al., 2021).

As the language of Islam, Arabic has a strategic position for Muslims in Indonesia because Arabic can be used to understand Islamic studies in detail. Indonesian people have realized the importance of learning Arabic to study Islamic studies. Even in Indonesia, Arabic has become a compulsory subject in several public and private universities, especially in the Arabic language department and majors that

study Islamic sciences. For students who are not majoring in Arabic, studying Arabic is a compulsory subject for students.

In this Arab village, they study at least 8 hours a day with the following details:

- During the first 2 hours of studying with native speakers,
- Two more hours of native-speaker lessons with Indonesian ustadz to cover lessons that may not be understood directly in Arabic,
- Then the remaining 4 hours are for learning qawaid because qawaid is taught the sharf and nahwu simultaneously.

On the other hand, the presence of native speakers is conducive because, indeed, the advantages of native speakers are that they are consistent and do not want to speak Indonesian unless it is an emergency (Heikal et al., 2018; Burde et al., 2015). Even then, their mastery of Indonesian is not much, so native speakers force students to speak Arabic. The language they used, that came out of the students' mouths, was Arabic, its structure, dialect, and Arabic accent. It cannot be denied that there are several Islamic boarding schools in Indonesia whose sentences are spoken in Arabic. However, the lahjah (slang) and the composition of the sentences are Indonesian as if they sounded Indonesian. Arabic, but the sentence structure is Indonesian, so the presence of a native speaker is a significant factor in forming bi-ah lughawiyah.

The BISA Foundation Arabic Language Learning Program Based on Islamic Studies is as follows:

- Intensive Arabic language program, either muhadatsah or qawa'id,
- Tahfidz Qur'an intensive program,
- BISA System is free for residents along with tahfidz Qur'an every afternoon ba'da asr for children and mothers for free for residents,
- The cadre of Arabic and Al-Qur'an teachers I'dad Mu'allimin wa Mualimat for free.

The BISA programs above will be developed and become a typical program for the Bogor Arabic village.

Conclusion

Based on the results of the discussion, it was found that Arabic language skills using the BISA system. The implementation of BLC online learning (BISA Learning Center) has spread in several big cities in Indonesia. Development of the BISA system by applying Arabic and Islamic programs. Focusing on increasing proficiency in using Arabic with the concept of tourism combining Arabic and the Qur'an and teaching Islam using the muhadatsah and qawa'id methods. With teachers by competent native speakers so that learning Arabic, which formulates the BISA system. Engaging, easy, and fun and improve Islamic knowledge.

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