

## Implementation of maharah istima' learning using the eclectic method in class 1 of Madrasah Aliyah Islamic Center Bin Baz Islamic Boarding School

Muhammad Syafii Tampubolon <sup>a,1\*</sup> Abdunorma Sama Aleo <sup>b,2</sup>

<sup>a</sup>\*Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, Indonesia

<sup>b</sup> Fathoni University, Patani Thailand

<sup>1</sup> [ms2728456@gmail.com](mailto:ms2728456@gmail.com) ; <sup>2</sup> [5draman@ftu.ac.th](mailto:5draman@ftu.ac.th)

\*Correspondent Author

Received: 02-08-2024

Revised: 12-10-2024

Accepted: 22-12-2024

### KEYWORDS

Maharoh;  
Istima';  
Method;  
Eclectic

### ABSTRACT

The aim of this research is to determine the implementation of Maharoh Istima' (listening skills) learning using the eclectic method in Class 1 of the Bin Baz Islamic Center Islamic Boarding School. Maharoh Istima' (listening skills) is one of the four language skills (hearing/Istima', speaking/kalam, reading/qira'ah and writing/kitabah) which is taught to students first before being taught the other four language skills. The Maharoh Istima' subject in Class 1 of Madrasah Aliyah Islamic Center Bin Baz Islamic Boarding School is a subject taught for two semesters over one year. A good Maharoh Istima learning process and appropriate learning methods are needed to obtain maximum results. This research uses a descriptive qualitative approach. The data collection techniques used were interviews, observation and documentation. The research results show that Maharoh Istima' learning at Madrasah Aliyah Islamic Center Bin Baz Islamic Boarding School uses various learning tools including learning objectives, learning materials, learning methods, learning and evaluation media, learning support facilities, as well as various types of evaluation used by teachers in Maharoh learning. Istima'

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



### Introduction

Maharoh Istima' is one of the four language skills (listening, speaking, reading, and writing) that students learn first before learning the other three language skills. Listening well is very useful for understanding the most important concepts in detail. (Febriani & Anasruddin, 2020)

A person who has good listening skills must be supported by the following skills: a). Knowing good Arabic globally is not only part of Arabic, such as having studied Aswat (Arabic sound material) only, or mufrodat (words) only or tarakib (sentence structure) only, but also other parts of the language, b). Having studied new materials in Arabic, c). understanding the objectives of the material being taught, d). Having basic speaking skills in Arabic, e). Knowing the culture and traditions related to Arabic.

The Maharoh Istima' subject for grade 1 Madrasah Aliyah is a compulsory subject taught in

semesters one and two.

Maharoh Istima' is one of the subjects that is very urgent to support other language subjects, especially Arabic is a language that is used as a medium of instruction and a means of communication in the teaching and learning process. The use of the right method in teaching Maharoh Istima' is something that is very much needed to achieve optimal results.

## Method

This research is descriptive using a qualitative approach. The method used in this study is based on the foundation of post-positivism for the object studied in natural conditions, where the key instrument is the researcher himself directly, while the data collection technique chosen is the triangulation technique (combination), and the data analysis used is inductive in the results of this study, where meaning is more emphasized than generalization. Then the purpose of this study is to explain, describe and answer in detail about something that is the object of research by understanding and analyzing as well as possible an individual, group or event. The research instrument is human and the results of the writing are in the form of an arrangement of words or sentences that are in accordance with the existing facts. Based on the explanation above, this study uses primary data and secondary data. Primary Data

Primary Data in this study is data received directly by the researcher from the data owner. In this study, data was obtained through direct observation at the Bin Baz Islamic Center Madrasah Aliyah and data obtained through interviews with informants (Hansen, 2020), namely teaching staff, so that data is obtained regarding Maharoh Istima' learning in class 1 of the Bin Baz Islamic Center Madrasah Aliyah.

### Secondary Data

While secondary data is data obtained indirectly by data collectors, such as through other parties or documentation. (Hansen, 2020) This data is obtained indirectly through various media, and other information related to the direction of Maharoh Istima', for example by observing what is contained in the vision and mission listed in the Bin Baz Islamic Center Islamic Boarding School brochure, and other references related to the history of the establishment of the Bin Baz Islamic Center Islamic Boarding School, then through other references related to the theory of Maharoh Istima' learning.

## Result and Discussion

### 1. The definition of Maharoh Istima'

The definition of Maharoh Istima' in terms of language comes from the word Sami'a, sam'an, sim'an, sama'an, sama'atan, sama'iyatan, which means listening. (Hardiah, 2019)

Listening is a human activity that aims to obtain, understand, analyze, help, criticize, provide suggestions and ideas, and so on. Istima' is paying attention to the deliberate delivery of material through understanding and understanding about ideas so that ideas arise for those who hear. "Therefore, Istima' is a human activity that focuses on four things, namely: mastering the material, understanding the material, increasing thinking skills.

Maharoh Istima' learning activities require sufficient focus to improve listening skills. (Hasniah, 2024) Here are three stages to remember when teaching Maharoh Istima': Sima' is an unintentional delivery and the purpose is understood, the sound of cats, chickens and other animals, Istima' is an intentional delivery and the purpose is understood, Inshat is a higher level of Istima'. There are several skills in the art of listening that must be improved and taught by teachers to the students they teach, namely: the ability to understand deeply, the procedures for tazakkur, mastery, and activity. Implementing the art of listening or hearing will not be successful if it is not applied from the beginning to students. Its implementation requires optimal and very extra effort. While listeners must be able to fulfill several things; understand the intention of the person speaking, listen and understand the essence of what is conveyed, remember the content conveyed, hear whatever is conveyed, understand what is heard, pay attention to the person speaking, listen carefully, draw conclusions from what is conveyed, classify between facts and imagination, analyze and write what is said, follow the direction of speech, make a summary of what is conveyed, classify between easy and difficult. (Mudinillah et al., 2022)

The relationship between Maharoh Istima' and Isti'ab can be explained that the target of listening is to achieve adaptation, moreover isti'ab is the desired goal of Istima' learning to understand knowledge in order to practice knowledge, have an influence on oneself and give rise to a sense of sympathy, change the behavior of people who hear. (Indriani Permata Kusumadewi et al., 2022)

## **2. Main Goal of Maharoh Istima'**

The main goal is to provide complete and in-depth knowledge to students, but there are also other goals of practicing good listening, learning how to listen, practicing criticizing what is heard, practicing listening to various words, practicing understanding reading, understanding the urgency of sentences with various meanings, being able to understand the meaning of the speaker's speech, improving question and answer skills and then discussing them, improving listening skills, improving thinking power, improving skills to classify between main ideas and explanatory ideas, improving the ability to choose the best time and place to listen. (Alfianor, 2022) The very basic purpose of listening is to be able to understand what is heard, be it Ma'rifiy, Wijdaniy, or Sulukiy. In addition, there are several other objectives that can be applied by teachers to their students to improve good

listening habits, so that students learn to listen to instructions, evaluate what they hear correctly and then classify something that is contradictory between reality and fantasy, teach different intonations and their functions in updating meaning and interpretation, learn the core meaning of word order by giving examples, know the speaker's intent and purpose, develop skills to interrogate and discuss what you do while maintaining speaker ethics, develop speaking and living skills, encourage quick, accurate, and wise thinking when making decisions, compare between what is essential and what is not, choose the right time and place. The above objectives provide an overview that will allow teachers to understand the nature of certain learning. The goal is for students to feel the benefits of real learning optimally and so that the quality of their students can lead to better learning goals.

### **3. Maharoh Istima' Learning**

Istima' is one of the four Arabic language skills; listening, speaking, reading and writing. Where listening skills are the skills that every child does for the first time. This type of skill is used by every child in communicating with individuals and the closest community. So this skill is the first thing that should be learned in learning Arabic before other skills. This skill was also used in the past in teaching Arabic and then using speech before the emergence of the print media era. (Kholis et al., 2020)

### **4. Types of Istima'**

A skill based on the will and knowledge to know what is heard with its description and interpretation. Education experts say there are several possibilities, including:

#### **a. Istima' not focused**

In practice, the type of Istima' is something that is often heard by the general public. Like what is done in social activities in public places, unintentionally, this is actually a form of Istima'.

#### **b. Istima' with awareness**

This type of Istima' is an istima' activity that is carried out in a conscious situation, so that someone who does it understands what is heard by his ears, this type of istima' usually occurs in seminars, meetings, teaching and learning activities and others.

#### **c. Istima' Naqdy**

This type of Istima' is not only limited to listening and then understanding, even more than that, so that it is able to compare what has been heard and even discussed. (Nurul Fawzani et al., 2022)

### **5. Maharoh Istima' Material**

The main material usually given for Maharoh Istima' learning is related to text topics such as: religion, education, social, business, desired skills, such as: knowledge, understanding, practice,

analysis, and evaluation, types of facilities used, such as: audio, visual, audiovisual media, types of materials, such as: vocabulary, phrases, paragraphs, dialogues, stories, poems, verses of the Qur'an, hadiths of the Prophet -shallahu 'alaihi wasallam, speeches and others.

The requirements for Maharoh Istima' material must be adjusted based on the objectives of the lesson, these requirements must be easy, from general to specific and uniform vocabulary. (Anisa et al., n.d.)

## **6. Obstacles to Maharoh Istima' Learning**

Listening skills are activities that require attention to the intent and purpose of the speaker, so it is necessary to understand, interpret and record what has been heard. Thus, this skill really needs support from the listener. Obstacles that may be faced in this case, can be in the form of illness or problems that may appear then disappear or may not disappear, including the following:

### **a. Problems related to listeners**

Problems related to listeners are divided into two parts related to body parts such as hearing disorders that are likely to recover or cannot recover at all, related to this type of reason such as someone who has a lack of ability to receive information, so that the information received becomes difficult for the brain to digest and has an impact on intelligence being reduced, the words stored in memory are only a few of the many words heard, then when following the learning process it feels difficult and heavy, especially if asked to make conclusions. This problem can be solved with a method that is able to attract students' attention as much as possible in the learning process.

### **b. Problems regarding material**

For example, because the level of material is quite high, students have difficulty understanding it. The solution is to adjust the teaching materials or materials that are right for students.

### **c. Problems originating from teachers**

For example, disharmony in the relationship between teachers and students, or maybe the presentation of the material is unpleasant or the timing is not right. The solution is to restore the relationship between teachers and students to be more harmonious so that good communication and interaction are re-established, mutual love and respect, and choosing the right model in presenting material that attracts students' attention so as to arouse their enthusiasm for learning, and choosing the right time to study.

### **d. Problems caused by other than the three things above**

For example, if a stranger enters the class who attracts attention and disrupts the learning process or there is a commotion in the class during study time. (Jabbar et al., 2022)

## **7. The role of teachers in Istima' learning**

If teachers understand that Istima' learning aims to master what is heard, both in terms of ma'rifiy, wijdaniy and suluukiyy, then a teacher must realize that he plays an important role in the success of his students and teaching istima' skills.

The process of introducing students' istima' (listening) skills will not appear if there is no good communication between the speaker and the listener, which is the first point of teacher success when delivering istima' material to students, therefore, a teacher must understand several points: knowing the speaker's intention is very important, listening carefully comes from deep understanding, listening carefully is something that arises from a high level of understanding, good understanding requires the ability to classify between main and secondary ideas and detailed and clear knowledge of the essence of the goal, it is appropriate for a teacher to set boundaries for his students so that they succeed in good listening habits. (Sari & Muassomah, 2020)

## **8. Steps for Presenting Istima' Lessons**

It should be noted that every activity must have a plan and conversely that all activities that do not have a plan will not get maximum results. Related to istima' learning, learning activities must be well planned, namely by having a RPP (Learning Process Plan) even all subjects should also have RPP, and also not forgetting the points needed so that learning activities take place well: the type of teaching materials given to students according to their abilities, providing stimulus so that they are completed quickly. (Eka Utari Handayani & Nurul Huda, 2019)

Specifically, istima' material must have clear objectives and methods of delivering material that are prepared and implemented by the teacher. A teacher is also required to be quick in responding to whatever is needed by students, understand their level of intelligence, so that they are able to adjust the material, system and learning methods used.

Every learning process must have a good system so that targets can be achieved according to what is expected. The success of the learning process can be measured by the following three things:

### **a. Preparation stage**

At this stage, the teacher must prepare the theme that will be taught to students according to the level of ability of the students. And also prepare yourself to respond to questions that might be asked by reading more references related to the material.

### **b. implementation stage**

At this stage, the teacher enters the class with the condition of preparing the study room, preparing alternative steps if something in the material presented is difficult to understand, explaining the purpose of presenting the chosen theme and training their skills and guiding their

understanding by asking them questions.

c. implementation stage in the classroom

At this stage, the material has been presented to students. There are several steps to achieve the target according to what is desired, namely asking questions that aim to test students' abilities, whether they really understand the material that has been presented or not, ordering some students to repeat the material briefly or mention the main points, ordering some students to analyze the material that has been taught and summarize the main ideas only.

So that a teacher is not negligent when presenting the material, but when explaining too broadly and far from the theme so that time is wasted, here are the points that must be considered carefully prioritizing the chosen theme so that it can contribute to the goals that have been set. If the goal is to improve skills, then it is better to reduce the reading speed, explain in detail the phrases or expressions that are sometimes difficult for students to understand. (Ningtyas, 2022)

## **9. Maharoh Istima' Teaching Method**

In teaching skills, there are teaching methods used by teachers to make the learning process easier, here are some methods used to teach Maharoh Istima':

a. Direct Method

This method emerged based on the opinion that learning a foreign language should be the same as learning a first language (mother tongue), namely applying a second language or foreign language as a direct communication tool in the learning process. Meanwhile, grammar will be studied later. The direct method is identical to teaching words one by one then the arrangement of words in the form of sentences, then directly practiced in conversation. Usually the material discussed is vocabulary or expressions that are often spoken in daily activities.

b. Audiolingual Method

This method is a way of learning a language by listening to phonemes in the form of words or phrases then pronouncing them before studying reading and writing skills material. This method is applied by repeating several times until it becomes a habit. In learning Maharoh Istima', this method is carried out by ordering students to listen to and listen to sound recordings containing material then they are ordered to imitate the sound.

c. Tasmii Method

This method is a very classic method with the following three steps: 1) presentation of material, 2) then memorized, then 3) listened to (tasmii'). In this method, a teacher must briefly memorize the material from the text presented to students. It should be noted that in presenting the material the voice must be clear and firm, so that it can be heard by students who will memorize and listen

to it to their friends.

#### d. Eclectic Method

This method is a collaboration of various different language learning methods and then adjusted to proportional learning needs. This method is very appropriate if a teacher does master several language learning methods. On the other hand, this method can be an inappropriate method if the teacher only follows personal wishes without considering the positive and negative impacts or only chooses based on which is easiest, not based on needs. (Ningtyas, 2022)

Maharoh Istima' is a subject that students must fulfill when participating in the teaching and learning process in Class 1 of the Bin Baz Islamic Center Madrasah Aliyah.

The learning process of Maharoh Istima' in Class 1 of the Bin Baz Islamic Center Madrasah Aliyah includes objectives, materials, learning methods, teaching aids and evaluations.

The learning objectives of Maharoh Istima' in Class 1 of the Bin Baz Islamic Center Madrasah Aliyah are as follows: the sound of each letter, whether in the form of one syllable, two syllables, or sentences, can be distinguished by students, to help students understand the meaning of each word, both lexical and contextual meanings, so that the messages contained in various types of Arabic language structures can be understood by students, so that students can express the messages contained in various types of Arabic language structures, both in the form of conversation and writing, so that students can distinguish, understand, and express the contents of the conversation.

The material taught in the Maharoh Istima' subject is material agreed upon during the Arabic language teaching method seminar specifically for Arabic teachers. Maharoh Istima' material includes; In general, the material taught is material found in Arabic language books, such as the book *al-arabiyah baina yadaik*.

The learning process of Maharoh Istima' I Class 1 of Madrasah Aliyah Islamic Center Bin Baz takes place in a classroom, with very supportive facilities, including: a whiteboard, markers, teaching materials, and loud speakers.

When presenting the discussion theme, the teacher utilizes the classroom facilities provided, if they encounter obstacles in learning, the teacher uses the whiteboard to explain in more detail to students. Other learning methods are sometimes also used depending on learning needs.

The implementation of Maharoh Istima' learning is carried out using the Direct method, by delivering material directly in Arabic without translating Arabic vocabulary into Indonesian. The material is also delivered using the Audiolingual method, by listening to audio that is set to produce Arabic vocabulary sounds repeatedly, then the students are instructed to listen to the vocabulary that appears from the audio, then after listening, the students are instructed to pronounce the Arabic vocabulary.



Apart from using the above method of presenting Maharoh Istima' material, we also use the Tasmi' method, this method is a very classic method with the following three stages: 1) presenting the material, 2) then memorizing it, then 3) listening (tasmi'). In this method, a teacher must briefly memorize the material from the text presented to students. Need

## Conclusion

Maharoh Istima' is the first language skill of the four other language skills. If the istima' skill is good then the other language skills will be good too. Because good istima' skill has a positive impact on students' ability to understand written material or spoken language that is heard, so that students can express it well and correctly orally and in writing.

To achieve the expected Maharoh Istima' learning outcomes, a teacher must prepare teaching materials, including learning objectives, learning materials, teaching methods, teaching aids, and evaluations, before the teaching and learning process is carried out.

Likewise, during teaching and learning activities, specifically in the Maharoh Istima' subject, a teacher is required to use various teaching methods that are suitable for the discussion theme and the situation of the students so that the learning material is easy to understand and does not make students easily bored.

## References

- Alfianor, A. (2022). Pengelolaan Pembelajaran Maharoh Istima' dan Kalam Oleh Himpunan Mahasiswa Prodi PBA STIQ Amuntai. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(2), 420. <https://doi.org/10.35931/aq.v16i2.869>
- Anisa, N., Chabibahturrohmah, N., Shofura, N., Fauzia Harnaning Saputri, N., & Raden Mas Said Surakarta, U. (n.d.). *Proceeding AEC : Arabic Education Conference , 2021 Implementasi Media Audiovisual dalam pembelajaran Maharoh Istima'.*
- Eka Utari Handayani, & Nurul Huda. (2019). Eksperimentasi Permainan Bisik Berantai dalam Meningkatkan Maharoh Istima dan Kalam Siswa Kelas VIII MTs Nurul Ummah Kotagede Yogyakarta. *EDULAB: Majalah Ilmiah Laboratorium Pendidikan*, 4(1), 1–12. <https://doi.org/10.14421/edulab.2019.41-01>
- Febriani, S. R., & Anasruddin, A. (2020). TECHNOLOGY FOR FOUR SKILLS ARABIC IN THE ERA EMERGENCY OF COVID-19 IN INDONESIA. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(1), 1–11. <https://doi.org/10.15575/jpba.v4i1.8221>
- Hansen, S. (2020). Investigasi Teknik Wawancara dalam Penelitian Kualitatif Manajemen Konstruksi. *Jurnal Teknik Sipil*, 27(3), 283. <https://doi.org/10.5614/jts.2020.27.3.10>
- Hardiah, M. (2019). Improving Students Listening Skill by Using Audio Visual Media. *Al-Lughah: Jurnal Bahasa*, 7(2), 39. <https://doi.org/10.29300/lughah.v7i2.1673>
- Hasniah. (2024). Peningkatan Keterampilan Menyimak Cerita Dongeng Melalui Penerapan Model

- Pembelajaran Berbasis Masalah Berbantuan Media Audiovisual. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(1), 387–394. <https://doi.org/10.30605/onoma.v10i1.3314>
- Indriani Permata Kusumadewi, Alwi, I. M., & Sanjaka Yekti. (2022). Efektivitas Media Audio Visual terhadap Keterampilan Istima' di MI Muhammadiyah Gembuk 1. *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab*, 4(2), 1–9. <https://doi.org/10.47435/naskhi.v4i2.1222>
- Jabbar, M. A., Kahar, F., & Wahyudin, W. (2022). Penggunaan Media YouTube dalam Meningkatkan Keterampilan Mendengar Bahasa Arab Kelas X MA Al-Ikhlas Labunti Raha Sulawesi Tenggara. *Education and Learning Journal*, 3(2), 108. <https://doi.org/10.33096/eljour.v3i2.176>
- Kholis, M. N., Ghofur, A., & Zaenuri, M. (2020). Tasmim al-Wasail al-Ta'limiyyah li Maharati al-Istima' khilala Android. *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(1), 73–94. <https://doi.org/10.24042/albayan.v12i1.5692>
- Mudinillah, A., Amrina, A., & Oktavia, N. A. (2022). PEMANFAATAN APLIKASI WAVEPAD PADA PEMBELAJARAN ISTIMA' DI MADRASAH TSANAWIYAH PSA SULIT AIR KELAS VII. *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, 1(2), 133–145. <https://doi.org/10.35719/pba.v1i2.21>
- Ningtyas, M. P. (2022). Strategi Talkhis Magza dalam Pembelajaran Istima'. *Jurnal Ihtimam*, 5(1), 89–99. <https://doi.org/10.36668/jih.v5i1.383>
- Nurul Fawzani, Firdaus, & Akmal. (2022). Hubungan Lagu Berbahasa Arab dengan Maharah Istima' Mahasiswa. *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab*, 4(2), 32–39. <https://doi.org/10.47435/naskhi.v4i2.1214>
- Pahlefi, M. R. (2022). Pengembangan Instrumen Penilaian Keterampilan Menyimak (Mahārah al-Istima') dalam Pembelajaran Bahasa Arab. *Uktub: Journal of Arabic Studies*, 2(2), 68–84. <https://doi.org/10.32678/uktub.v2i2.6458>
- Sari, R., & Muassomah, M. (2020). Implementasi Media Audio-Visual dalam Pembelajaran Istima'. *Alsina : Journal of Arabic Studies*, 2(2), 125. <https://doi.org/10.21580/alsina.2.2.4961>