THE EFFECT OF MANHAJI METHOD IN ARABIC LANGUAGE LEARNING(READING ASPECT) GRADE 2 DINIYAH PESANTREN AL MIZAN MUHAMMADIYAH LAMONGAN

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Abstract

This study aims to determine the influence of the manhaji method: nahwu sharaf guidanceby reciting in learning Arabic (reading aspect) of the Al Mizan Muhammadiyah LamonganIslamic Boarding School. The subject of this study is the 2nd grade of Diniyah Islamic Boarding School Al Mizan Muhammadiyah Lamongan. The problem experienced is the factor that students cannot read Arabic in learning Arabic using the manhaji method. Thisstudy uses quantitative research based on the type of data in the form of numbers, namelyin the form of numbers through the suspension process Based on the results of this study,the manhaji method has no effect on Arabic language learning (reading aspect) with a t- value of calculation (0.812) < t-table (2.035), then H0 is accepted and Ha is rejected meaning "the manhaji method has no significant effect on the Arabic language learning method (reading aspect)", with a very low level of relationship seen from the correlation test, namely an R value of 0.140. This shows that the level of relationship between the independent variable and the bound variable is very low, so it can be seen that the existence of the manhaji method does not improve the Arabic language language language (reading aspect) of grade 2 students of the Al Mizan Muhammadiyah LamonganIslamic Boarding School.

Keywords: Manhaji Method: Nahwu Sharaf Guidance by Reciting, Arabic Language Learning, Islamic Boarding School

INTRODUCTION

Arabic is also the only language chosen by Allah SWT to send down his revelation in the form of the Qur'an. Learning Arabic itself is different from learning other languages, the form of learning and its principles are different, both in matters relating to learning methods and materials and the implementation process (Furoidah, 2020). Arabic language besides being the language of the Qur'an is also a language that is widely studied by educational institutions, especially in Islamic boarding schools, besides being just a foundation, Islamic boarding schools are also a place for various forms of educational unit institutions both general education and education that focuses on diversity (Cahyadi, 2017).

Learning Arabic, of course, there are also several obstacles that cause students to have difficulty in the learning process, one of the obstacles is because the learning strategies and models used are less attractive to students, along with the development of this increasingly advanced era which also affects learning models and strategies (Ritonga, Nazir, dan Wahyuni, 2016). In teaching, of course, there are problems that are experienced when teaching, learning or learning things. Based on the theory, there are two problems that are being experienced or faced in learning Arabic, namely: *First,* in terms of language, where this problem is faced by students or teachers related to Arabic language learning, *Second*, in terms of non-language, where this problem also affects the dominant can thwart, the success of the learning program implemented (Takdir, 2020).

Learning Arabic also needs to pay attention to several aspects, one of which is the reading aspect, this aims to develop Arabic language skills. In addition, reading skills can train to be skillful and fluent in understanding reading and developing the reading skills of students (Febrianingsih, 2021), especially the students of Pondok Pesantren al mizan Muhammadiyah lamongan. Arabic language learning at al mizan Muhammadiyah Islamic Boarding School lamongan uses the manhaji method. This Manhaji method applies the learning system as follows; in this learning all students are taught qira'ah and master the reading of good and correct literature of kitab turats (yellow books) based on the rules of nahwu shorof accompanied by dzauq, students are also taught to read current writing (contemporary books, magazines, newspapers, and novels). In this learning, nasyid is used as a formula and code of rules, this is to make learning more interesting and not boring (Joko Nursiyo, 2018).

Arabic language learning at Al Mizan Muhammadiyah Lamongan Islamic Boarding School is also inseparable from the problems experienced, the lack of mastery of mufradhat, and due to the environmental factors of students who cannot use Arabic in daily activities and are unable to master Arabic properly in communication (Nandang Sarip Hidayat, 2012). By using the Manhaji Method: nahwu sharaf guidance with recitation applied at Al Mizan Muhammadiyah Lamongan Islamic Boarding School This method is the result of a long journey and fifteen years of teaching experience, a method that combines the theory used in salaf (Traditional) Islamic Boarding Schools. This method is a new program system in learning Arabic that is studied by all groups, including children, adults, junior high school academics, and the general public (Joko Nursiyo, 2018).

METHODOLOGY

This research uses quantitative research, this type of research uses based on the type of data in the form of numbers or numeric, namely in the form of numbers that have been scaled through the scoring process. In accordance with its form, quantitative data can be processed or analyzed using mathematical or statistical calculation techniques (Prof. Dr. Sugiyono, 2017).

This research was conducted at Al Mizan Muhammadiyah Lamongan Islamic Boarding Schoolclass 2 Diniyah with a total of 35 respondents, data collection techniques were carried out by distributing research questionnaires. The questionnaire in this study is to obtain and collect data on the effect of the Manhaji Method in learning Arabic in the aspect of reading. The scaleused in this study uses a *Likert* scale which is a research scale used to measure attitudes andopinions. (Slamet dan Wahyuningsih, 2022) Stating this scale is used to complete a questionnaire which requires respondents to indicate their level of agreement with a series of questions or statements, while the level of agreement in question is a Likert scale of 1 to 4 options, namely (1) Strongly Agree (SS), (2) Agree (S), (3) Disagree (TS) and (4) Strongly Disagree (STS). The documentation technique is carried out by collecting and obtaining.

ANALYSIS AND DISCUSSION

The data obtained and analyzed are the scores from the Manhaji Method questionnaire and Arabic language learning (Reading Aspects) of 2nd grade students of the Al Mizan Muhammadiyah Lamongan boarding school. By using validity test, reliability test, simple linear regression test.

1. Validity Test

The data collected through the questionnaire was then tested for validity. Instrument testing is carried out by calculating the correlation coefficient between the score of each item and the total score at the 0.05 significance level using the formula *Product Moment Pearson* (Saleh dan Pitriani 2018). The instrument can be said to be valid has a value of r_{count}> r_{table}. Value r_{table} obtained is df = n-2 (35-3) = 33 then the table $_r$ on numbers 33 *Product Moment* is 0,0334

Table 1. Manhaji Method Validity Test

No Item	Value r count	Value r table	Description
1.	0.266	0,334	Invalid
4.	0.271	0,334	Invalid
9.	0.378	0,334	Invalid
10.	0.451	0,334	Valid
11.	0.085	0,334	Invalid
12.	0.432	0,334	Valid
13.	0.425	0,334	Valid
16.	0.603	0,334	Valid

Based on Table 1, the validity test for the Manhaji Method variable, 4 items have a correlation value below 0.334 so they are declared invalid and 4 items have a correlation value above 0.334 so they are declared valid.

Table 2. Validity of Arabic Language Learning (Reading Aspect)

No Item	Value r count	Value r table	Description
2.	0.629	0,334	Valid
3.	0.647	0,334	Valid
5.	0.524	0,334	Valid
6.	0.591	0,334	Valid
7.	0.432	0,334	Valid
8.	0.467	0,334	Valid
14.	0.822	0,334	Valid
15.	0527	0,334	Valid

Based on Table 2, the validity test for the Manhaji Method variable has a correlation value above 0.334, thus meaning that the statement items from the Manhaji Method variable are declared valid.

2. Reliability Test

Table 3. Reliabilitas Statistik

Reliability Statistics	
Cronbach's Alpha	N of Items
.601	16

From the *Cronbach's Alpha* Value of 0.601> 0.60, all question instruments are declared reliable. If the *Cronbach's Alpha* value of 0.601 is compared to the r table of 0.334, it is obtained that 0.601> 0.334, the instrument can be declared reliable or consistent as a tool indata collection in a study.

3. Simple Linear Regression Test

Table 4. Simple Linear Regression Equation Coefficientsa

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.102	5.528		3.817	.001
	Manhaji Method	.186	.229	.140	.812	.423
a. Dependent Variable: Arabic language learning						

Based on the output table above, obtained Value a of 21.102 and the coefficient of the variable influence of the Manhaji Method of 0.186. Thus the regression equation can be determined as follows: Y = 21.102 + 0.186 From the results of the simple linear regression equation, each variable can be interpreted as follows:

1. The constant value (a) is 21.102, meaning that if there is Arabic language learning (Reading Aspect) then the effect of Manhaji Method has a value of 21.102 units.
2. Value of the regression coefficient of Arabic language learning (reading aspect) 0.186. This means that the presence of Arabic language learning (Reading Aspect) by a unit, it will increase the influence of the Manhaji Method by 0.186.

4. Correlation Coefficient

The level of correlation seen from Value R is 0.140. This shows that the level of relationship between the independent variable and the dependent variable is very low.

Table 5. Correlation Coefficient Value Guidelines (R2)

Interval Koefisien	Relationship Level
0,00	No correlation
>0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-0,999	Very Strong
1,00	Perfect correlation

Source: from Neoloka, 2014 in Saleh and Pitriani, 2018

5. Hypothesis Test

Table 6. Hypothesis Test (t Test) Coefficientsa

Coefficientsª						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.102	5.528		3.817	.001
	Manhaji Method	.186	.229	.140	.812	.423
a. Dependent Variable: Arabic language learning						

From the table above, it is known that the t-count value obtained is 0.812. This value will be compared with the t-table value in the t distribution table. With a significance level (α) = 5% = 0.05, degree of freedom (df) = n (number of research samples) - k (number of research variables) = 35 - 2 = 33, obtained Value t-table in the t distribution table ± 2.035. From the values above, it can be seen that the value of tcount (0.812) < ttable (2.035), then H0 is accepted and Ha is rejected, meaning that "Manhaji method does not have a significant effect on Arabic language learning methods (reading aspect)".

CONCLUSION

Based on the results of the study of the effect of the Manhaji Method in Arabic language learning (Reading Aspect) it can be concluded that:

1. Validity and reliability tests as a measuring tool in data collection in this study in variable Xthere are 8 question instruments which prove that there are 4 items with numbers 1, 4, 9, 11 declared Invalid and the other instrument numbers are declared valid, while in variableY there are 8 instruments that are declared valid. Value r_{count} > r_{table} is known. Value r_{table} obtained is df = n-2 (35-3) = 33 then table r at 33 *Product Moment* is 0.0334.
2. *Based on the results of the reliability test of 16 instruments with the Cronbach's Alpha method of 0.601> 0.60, the instrument items are declared consistent and reliable.*
3. The results of the simple linear regression test of variables X and Y, the Manhaji Method has no effect on Arabic language learning (Reading Aspects). This is evidenced by the known Value t_{count} (0.812) < t_{table} (2.035), then H0 is accepted and Ha is rejected, meaning"Manhaji method has no significant effect on Arabic language learning methods (Reading Aspects)", with a very low level of relationship seen from the correlation test, namely Value R of 0.140. This shows that the level of relationship between the independent variable andthe dependent variable is very low.

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