

MANAGEMENT HALAQOH LANGUAGE TO IMPROVE SPEAKING SKILLS IN DAARUL LUGHOH WADDA'WAH BOARDING SCHOOL BANGIL, PASURUAN

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Abstract:

Halaqah is one of the language learning programs used by Daarul Lughoh Wadda'wah Boarding School to make the learning efficient and effective. In this article, researchers describe the impact of management *halaqah* against increased speaking skills, including the classification of students, planning, organization, and implementation. The book was used in *halaqah* is *muhawaroh* and *husnul isgho'*. This research belongs to descriptive qualitative research with a case study. The subject of this research is 250 students with 2 teachers force 2020/2021 in *halaqah* Daarul Lughoh Wadda'wah Boarding School Bangil. The data collection technique is done by interview, observation, and documentation—data analysis techniques using the descriptive analysis technique of Miles and Huberman. The results of this study are as follows: 1) the application of *halaqah* Arabic in Daarul Lughoh Wadda'wah Boarding School consists of 2 levels, which are categorized to the first level of the named class *i'dadi*/beginners, which covers the junior high school students from class 1 to class 3, While for level 2 is called *Al-Mutawassith* which includes students of Senior High School. 2) planning of *halaqah* that has been set by the cottage, which is taken from the monthly and semester meeting results. 3) the Implementation of *halaqah* applicable directly using *talaqqi* Kitab *husnul isgho'* wherein such activity is directly organized by *qismu al-lughoh* as well as on the sidelines of the given motivation in learning that is packed with the form of advice 4) Evaluation is done periodically, semester and yearly with the provision of the matter orally or *syafahi*. The management of *halaqah* impacts educational institutions and is perceived by students as members of *halaqah* and teachers as *musyrif*; this is evidenced by the rising of new students and the public confidence about the quality of their lives in boarding school).

Abstrak:

Halaqoh merupakan salah satu program pembelajaran bahasa yang dipakai oleh Pesantren Daarul Lughoh Wadda'wah untuk menjadikan sebuah pembelajaran yang efisien dan efektif. dalam artikel ini peneliti mendeskripsikan bagaimana dampak manajemen *halaqoh* itu sendiri terhadap peningkatan speaking skills, yang didalamnya memuat tentang klasifikasi siswa, perencanaan, organisasi dan implementasi. kitab yang dipakai di *halaqoh* ini adalah kitab *muhawaroh* dan *husnul isgho'*. Penelitian ini termasuk penelitian kualitatif deskriptif dengan studi kasus. Subjek penelitian ini adalah 250 siswa dengan 2 guru angkatan 2020/2021 di *halaqoh* Pesantren Daarul Lughoh Wadda'wah Bangil. Teknik pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Teknik analisis data menggunakan teknik analisis deskriptif Miles dan Huberman. Adapun hasil dalam penelitian ini adalah sebagai berikut: 1) penerapan *halaqoh* bahasa arab di Pesantren Daarul Lughoh terdiri dari 2 jenjang, yang dikategorikan untuk jenjang pertama dinamakan kelas *i'dadi*/pemula yang meliputi siswa SMP dari kelas 1 s/d kelas 3, Sedangkan untuk jenjang ke 2 dinamakan *Al-Mutawassith* yg meliputi santri SMA/MA. 2)

perencanaan dari halaqoh yg sudah ditetapkan oleh pondok yang diambil dari hasil rapat bulanan dan semester. 3) Pelaksanaan halaqoh diterapkan langsung dengan cara talaqqi kitab husnul isgho' dimana dalam kegiatan tersebut langsung di organisir oleh qismu al-lughoh serta disela-sela tersebut diberikan motivasi dalam pembelajaran yg dikemas dengan bentuk nasihat 4) Evaluasi dilakukan secara berkala, semester dan tahunan dengan pemberian soal secara lisan atau syafahi. Adapun manajemen halaqoh tersendiri berdampak baik terhadap institusi pendidikan dan dirasakan oleh santri sebagai anggota halaqoh dan guru sebagai musyrif, hal ini dibuktikan dengan meningkatnya peserta didik baru dan kepercayaan masyarakat tentang kualitas pesantren).

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Introduction

Teachers' problems of learning the Arabic language can be solved by planning and need good management. Management or management of learning is mainly associated with an increase in the competence of teachers in carrying out their duties in the context of the characteristics of diverse learners. More specifically, Fathur Rohman stated that learning the Arabic language management strategy includes several components, such as the curriculum, the goals, methods, materials, evaluation, and students. These components must be managed well to realize the learning that empowers cognitive, affective, and psychomotor aspects. Thus, learning Arabic aims to equip the learners to master the four language skills: listening, speaking, reading, and writing in the Arabic language.

Since the advent of Islam and the familiar institutions of Islamic education in Indonesia, the teaching system is known as the system *halaqah* or traditional systems. As a consequence of conventional education, the teaching methods used are also limited to traditional methods. The system of teaching *halaqah* still be applied in schools even though it is specified in the curriculum of non-formal.

In the boarding school, we can see a wide range of management development as well as in the learning sciences religious with using the system *sorogan*; there are even using system *halaqah*, significantly to improve the quality in speaking the Arabic Language, because the system *halaqah* is a system that is classic in which there are learning mainly discuss to understand about the content of the book that became the material of discussion (Mastuhu, 1994). Program *Halaqoh* is the design principles and the business of collecting the listeners or learners who sat turning the surround of a teacher in a place. And if one of the parties (students or teachers) does not exist, then the *halaqah* activity cannot be done.

Methods *halaqah* is a group of classes of methods *bandongan*. Furthermore, according to language, it is a circle of students or a group of students who studied under the guidance of a teacher or learning together in one place. *Halaqah* is also a discussion to understand the book's contents, not to question the possibility of significant harm taught by the book but to understand what is led by the book.

Halaqah is a term that has to do with the world of education, especially education or the teaching of Islam (*tarbiyah Islamiyah*). The term *halaqah* (circle) is usually used to describe a small group of Muslims who regularly review the teachings of Islam. The number of participants in small groups ranged from 3-12 people. They study Islam with the *manhaj* (the curriculum) limited. Usually, the curriculum is derived from the *murabbi/naqib*, who got it from the *jamaah* (organization) that houses the *halaqah*. In some circles, *halaqah* is also called mentoring, *ta'lim*, study groups, *tarbiyah*, or other designations (Hasbullah, 1999).

Specifically in search of the Prophet Muhammad. The existence of the *halaqah* can also be found in *Darul Arqam*, which is one house used by the Prophet Muhammad. and his companions to teach Islam. Over the years, *Darul Arqam* has been a learning center, especially in phase propagation, which is the secret in Makkah (Arifin, 1991).

Zamakhshari Dhofier, quoted from Mujamil Qomar, explained that: “the Method of *wetonan* (dairy) is a teaching method by teachers of reading, translating, explaining, and reviewing Islamic books in Arabic while the students listen.

Referring to the third opinion above, it can be said that the method of Egypt, also called the method of *wetonan* or method *bandongan*, all three have the meaning: to translate and explain a book. The students noted the things that are considered essential (Ahmad. T. 2014).

Darul Lughoh Wadda'wah Boarding school is an educational institution with high attention related to the Arabic Language and the holy Qur'an. In contrast, the *Daarul Lughoh Wadda'wah* is a Boarding school general in Indonesia that still uses *halaqah* in teaching. *Halaqah* is a system running since the beginning of Islam, but at the moment, *halaqah* is only used to spread Islam (Zulfikri, 2012).

With the development of the world of Islamic education, *Daarul Lughoh* Boarding school makes *halaqah* a system to support the ability in Arabic, especially in improving speaking skills.

As we know that skills in speaking are the aim of the aspects of learning the language is primarily a second language; in Arabic, one of the aspects that an educator must master the Arabic-speaking is to train speaking skills (*Speaking skills*), the process of speaking Arabic will be straightforward if the speaker is a row active in communicating with the Arabic Language, Furqanul Aziz and Chaedar Alwasilah say that we learn to understand the Arabic Language with reading so also in talking then it should be with the communicate (Nalole, 2018).

A lot of the research that has been conducted to determine the systematics of *halaqah* if applied in education as shown by Hikmah Hidayati in his study, the impact of *Halaqoh Arabiyah* in improving *Speaking skills* on students of Arabic Education in IAIN Palu, to know the implementation of the method *Halaqah Arabiyah* to improve the Arabic Language and the factors that influence it. Moh Rizal Mustaqim, Jadi, Hanifa, Nurhaedha in its research, titled Management of *Halaqoh tahfidz Al-qur'an* in *Daarut at-Taqwa* Ponorogo Islamic Bording School.

Method

The research method used in this research is qualitative descriptive. Researchers use qualitative research to obtain information or describe a researched thing and cannot be accepted using measurements or statistics, such as ideas, perceptions, opinions, and so forth (Sulistyo, 2006: 78). This research is also descriptive, namely as a tool or a method of breaking the problem being studied to describe or depict the object of research (Soejono and Rahman, 1999: 23), which aims to help the reader know what is happening around research, such as the environment, the view, the state, the activity and background observations (Emzir, 2017: 174). Then the researcher will describe the management of the *halaqah* language to improve speaking skills in Daarul Luhoh Wad Da'wah Boarding School Bangil.

The subject of this research is 250 students, and 2 teachers force 2020/2021 in the *halaqah* language in *Daarul Lughoh Wad Da'wah* Bangil. The data collection technique is done by interview, observation, and documentation. Researchers conducted interviews through the faqs to get information from a speaker, both from the students and teachers who were 21 people. The object of the discussion is about managing language learning, which consists of planning, organizing, implementing, and evaluating in *halaqah* that language. Researchers conducted observations with the observations directly to the location. At the same time, the documentation is done by collecting the documents and supporting data, such as organizational structure *halaqah* and scheduling a lesson. Data analysis techniques using descriptive analysis techniques Miles and Huberman starts from data reduction, data presentation, and verification of the related learning management *halaqah* language in Daarul Lughoh Wadda'wah Boarding School Bangil (Sugiyono, 2016).

Results And Discussion

Management Learning Arabic Speaking skills

For languages (etymology) comes from the verb “to manage,” which means set (Malay Hasibuan, 2007). According to the terms (terminology), there are many opinions about management: George R. Terry. According To George R. Terry, management typically consists of

planning, organizing, actuating, and controlling to determine and achieve the objectives by utilizing human and other resources (Malay Hasibuan, 2007).

Management is one of the critical processes that can move an organization. Without effective management (efficient) and efficient (practical), no business will be successful for long. The achievement of an organization's goals, better economic, social, cultural, and political for the most part, depends on the ability of the manager to control the tasks in the organization (Hadari, Nawawi, 2005).

It can therefore be imagined that the management is an effort to manage a group or organization in achieving the goals that have been set by using all the elements of the council. Hence, effectively and efficiently in the organization is in accord with the statement that in the state by Muhaimin, management is an effort to achieve the goals or objectives that have been defined (Muhaimin, Suti'ah, and Prabowo, 2012). Learning is a process of interaction between educators and students with the functions possessed (Pane & Dasopang, 2017). On the other hand, learning is an activity done repeatedly to change a behavior or stagnant.

The presence of interaction between educators and learners can give you an idea in obtaining *ma'rifat* as well as hone your skills and strengthen the soul; as stated by the Aunur Rahman that learning is a tool for interaction in achieving a goal that is applied to give the benefit for the general public as a reason for the development of its. In conclusion, some runways prove that learning can provide knowledge, sharpen skills, and strengthen the personality.

Speaking skills (*maharoh al-kalam*) continue the skills to hear. Both of these skills are interrelated. People who listen better can speak well instead of people who can't hear well and will not be able to talk well. Therefore, language teachers can learn speaking skills and accompany the listening skills that the students have owned. The learners' understanding of the topic obtained through hearing can be utilized as the initial step of teaching speaking (Abdurahman, Al Fauzan, 2002).

Speaking skills (speaking skills) are skills in expressing the sounds, words, or articulation in mind in the form of ideas, ideas, desires, or feelings to his interlocutor (Hermawan, 2015). Another meaning defines speaking as a system or sign that can be heard or seen by utilizing a portion of the body to convey the idea of the mind to meet its needs.

In speaking, the speaking skills (*speaking skills*) are among the most important among the six speaking skills. The fundamental part of language, especially in studying a foreign language, is speaking its speaking skills (Rosyidi, Abdul Wahab, and Ni'mah, 2011). The ability to talk very want to be owned by every student in learning the Arabic Language is the skill of speaking (*speaking skills*), due to the power of these can help in terms of building a good

communication so that it can provide feedback that is a mutual understanding in terms of communicating (Effendy, 2004).

Management *Halaqah* Learning Kalam in Daarul Lughoh Wadda'wah Bangil

Management *halaqah* can be regarded as a form of business in achieving effective learning and efficiency that meets the management's principle's criteria. A process contains planning, organizing, implementation, and evaluation. Thus, the linguistics in Daarul Lughoh Wadda'wah Boarding School has been held to improve *speaking skills* (speaking skill). *Halaqah* is used by the holder of the control in Daarul Lughoh Wadda'wah Boarding School as a strategy early in composing a learning strategy or learning components required to achieve the goals that have been planned or are already established (Zainal and Bahar, 2013).

The planning of a packed and made by the linguistic Daarul Lughoh Wadda'wah Boarding School is an application of the form of the formulation of objectives, the preparation of the material. The design of a purpose in improving the skill to speak in Daarul Lughoh Wadda'wah Boarding School that with the realization of one of the missions of the cottage that all students should be able to speak Arabic well especially in reading, understanding, writing even pronouncing. And it is emphasized by stakeholders to all students within the environment at Daarul Lughoh Wadda'wah Boarding School; one of the main elements underlying the effectiveness of all students in speaking Arabic is to understand the book of Allah and the Sunnah and that related to the text of the classics.

Planning the material in the *halaqah* aims to improve the students' speaking skills arranged by age level or grade. Categorization in the material presented is then offered to the holders of *halaqah* or *musyrif* to be submitted to the *murobbi* in the program, namely the program *i'dadi* that can be referred to as a class, then followed the program to the class *mutawassith* or medium. As for the class *i'dadi*, students stepped on the course of the Secondary School up to grade 3. Grouping classes are divided equally, heterogeneous between classes 1, 2, and 3 to provide an experience or interaction that is not monotonous because in such a group is almost the question: why would no one peer, then in the class *almutawasith* or medium that is their high school in the grouping is also the same with class *i'dadi*.

The strategy implemented by Daarul Lughoh Wadda'wah Boarding School begins with the gathering of learners with *musyrif* each then made a circle and opened by a moderator who *musyrif* have appointed to initiate activities *halaqah*, after the completion of the opening then proceed with the reading of the Qur'an followed by rote *mufrodat* or material that has been delivered earlier in the day, as for the material-the material is usually in the form of a script *mahfudzot* or *nadzom* poetry (*mutun*), this is done alternately to facilitate the *musyrif* in analyzing the error is an error that occurs in every *mutarobbi* or participants *halaqah* such, it is understandably in *halaqah* the use of the Arabic language at any of its activities.

Not enough to just administrative management course conducted by Daarul Lughoh Wadda'wah Boarding School, but management *halaqah* is also very in the note by the lodge to support the students or learners in developing or improving the ability to speak Arabic. Therefore, it requires a process that involves stakeholders in boarding schools by providing guidance and understanding about the importance of the Arabic Language, especially in terms of improving speaking skills, then understanding the law of a Muslim in learning the Arabic Language. Such a decision is a decision that every *musyrif* has understood. Then the next step is to *sorogan* by reading the book that is already carried by each of the students when *halaqah*, in turns one by one then *murobbi* listened carefully and correct reading for students who are wrong in reading after that *musyrif* ordered these students to infer about what has been read.

When knowing the students' planning, we ought to know with HUMAN resource planning his or planning to students then do the judging and provide guidance in the planning intended for *musyrif* or the teacher, the coaching duties and functions of a *musyrif* as trustees *halaqah* language. This all aims to analyze the needs of a *musyrif* or teachers because *musyrif* what is needed is a *murobbi* who has integrity lives with have a provision Arabic good or proficient in the Arabic Language, it can be evidenced by the ability of *musyrif* in reading and speaking Arabic. The planning is also pursued by upgrading the briefing or language seminar (Amiruddin, 2016).

Improvements made to *musyrif* one of the goals is that *musyrif* increase their knowledge in Arabic can even give self-motivation personal as a form of commitment in implementing their obligations *musyrif* to improve the skill speak the Arabic Language to their students.

In the process of planning that the stakeholders implement, a boarding school achieving a goal of the learning is done gradually:

- 1) planning learning objectives that serve *qiroah*, *al-fahmu*, *al-hifdzu*, and *atta'bir*.
- 2) the Second is the plan of the principal learning has been divided into two classes in each of the ladders, the first of which is a class of *i'dadi* which includes learners who occupied the junior high school. The second is a class of *al-mutawasith* which provides for students or learners who already occupied the high school.
- 3) the Third with the hang of the importance of Arabic for mainly Muslim students, knowledge included in the planning of learning strategies.
- 4) the Fourth is to motivate the students in *halaqah* and provide an opportunity for a revealing conclusion in Arabic.
- 5) the fifth is to observe the needs of the *murobbi* or teachers with support to the quality of a teacher.

As for the second stage in the implementation of *halaqah*, this Language is the management process of *halaqah* the language itself, in Daarul Lughoh Wadda'wah Boarding School

stakeholders, utilizing things such as organizing the program or the material of human resources, in the process of improving the skills of speaking Arabic students are presented with a variety of the offer improvement program to speak Arabic to be solved during the process of education. After the students take courses offered by the Stakeholders, they will automatically spread in *halaqah* in the set, each *halaqah* their *musyrif* or teachers who are already proficient in Arabic.

In this case, the students choose a class *halaqah* according to category or age. The *halaqah Tamhidi* filled by students who sit in class at Junior High School is accessible to boarding schools in coordination. If students are fluent in Arabic, they will be tested for a higher class.

In implementing *halaqoh*, the organization is a container to apply together; it becomes the key to the movement as it requires leadership, motivation, and communication (Imam Machali, 2016). In the context of *halaqoh* called a form of interaction between teachers and students.

Riyanto said that in learning, not only adrift on the active pre-instructional and instructional, but also assessment activities continued with the follow-up (Suyono and Riyanto, 2012). And also, Ahsin, in looking at learning, emphasizes the function of the educator: as a supervisor, the keeper of the purity, the connector of the *sanad*, the correct reading or writing, a motivator for students, as well as evaluators in the development of the learners (Ahsin W, 2005).

The sustainability of *halaqoh* can provide interaction between students and teachers. The stakeholders conduct surveillance on the sustainability of *halaqah* with the objective of control of learning and addressing the role of supervision in implementing planning and organizing is precise, fast, and effective. In the third stage, the *halaqah* language improves speaking Arabic. Still, it can be used as a container to give motivation to the students, even granting a prize or a reward in the form of value, as well as provide direction to continuously repeat the material that has been studied and also to be always practiced in the form of everyday conversation.

As it has been known that *halaqah* is not only the planning of the study or planning of the material, but there is an evaluation that a leader should make; it makes a perfect moment for leaders to determine the level of success of the Daarul Lughoh Wadda'wah Boarding School in improving the ability to speak Arabic which is already formulated. Satria argues that the evaluation consisted of 1. Students in determining the power and the results of the study improve the way of learning and motivation to learn. 2. An educator is to know the progress of learning, know the students' position in *halaqah*, and determine the graduation of a student of *halaqah*. 3. The agency can measure the success and quality of education and improve the education curriculum (Uno and Stria, 2005).

A leader will ask LPJ (statement of responsibility) of *halaqah* at regular intervals, 1. Make corrections weekly to puzzle out the presence of a teacher and the achievement of kalam students in Arabic. 2. With the holding of *fath kutb* or exam, read the book or summarize the book. 3. The evaluation of the end of the year is a program that was conducted specifically to evaluate the students that it's time to ride class of *tamhidi* to *al-mutawassith* with what has been determined, in the scale of public evaluation can be viewed with the form of the report of the results of the exam to the guardian of the student with the format of the certificate to increase class.

Implications For Management of *Halaqoh* Language

Preparing the draft of a goal, materials, students, strategy, and the teacher can positively affect the Daarul Lughoh Boarding School. To motivate the students, this plan the material is given to the students and offers several options in class. Then formulate a strategy that aims to repeat the results of *halaqah* to apply in daily life conversation. As for the material is mandatory for level *i'dadi* is finish the book of *Al muhawaroh (Muqoror I'dad lughowi)* within 2 years. In contrast, for level *Al-Mutawassith* finished the book of *husnul isgho'* within 2 years because the book has 2 volumes, and each binding is completed in a year after that formulate the planning for educators who are competent in Arabic to optimize the process of guidance and get the friendly facilitators.

Conclusion

Daarul Lughoh Wadda'wah Boarding School in the organization offers each student the program that should be selected and followed by students, where there is a class division *halaqah* and directly written the names of the trustees are competent in the field of Arabic Language.

While in the implementation of management in *halaqah*, the language is the interaction of students with *musyrif* that are under the monitoring of direct leadership of the school.

Depart from the implications of itself will impact a student with the growth of self-confidence due to our motivation and have a high spirit in learning the Arabic language due to the monitoring and the approach is taken *musyrif* with their students.

Then *musysrif* feel the optimal program is due to the grouping of students according to the level of a broad range of amenities, so *musyrif* can be more focused on teaching and guiding the students coupled with the sense of responsibility of a *must if* due to the existence of an evaluation offered by the intensive program *halaqah* Arabic is implemented by a stakeholders boarding school. It all can not be separated from the supervision of all students.

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