

INTRODUCTION OF ARABIC TO AL-HUSNA LANDFILL CHILDREN IN BATU CITY VILLAGE

Durroh Azizah *, Movi Riana Rahmawanti

Universitas Ibn Khaldun Bogor

Jl. Sholeh Iskandar No.Km.02, RT.01/RW.010, Kedungbadak, Kec. Tanah Sereal, Kota Bogor, Jawa Barat
16162, Indonesia

Abstract

The Covid-19 pandemic has had a major impact on various sectors, one of which is education. The world of education also feels the impact. In the digital era like today, every human being is required to be able to master many things, both technology and foreign languages such as Arabic. The introduction of Arabic from children is one way to master foreign languages well to then be able to compete in the outside world. This research was conducted to explain how important the introduction of Arabic to children is and the benefits obtained. This research was carried out at the Al-Husna Landfill, Batu Ciomas City, Bogor Regency. The author uses a qualitative research method with an observation process. The results of this study are in the form of an explanation of the importance of introducing Arabic from children and its benefits for children.

Keywords: Arabic, Children, Covid-19 Pandemic

INTRODUCTION

Real Work Lecture (KKN) is a service program by students who participate in serving the community as a form of applying the knowledge that has been obtained during lectures with a cross-scientific and sectoral approach at a certain time and region. The implementation of the Semi-Offline KKN activity at Ibn Khaldun University took place from September 8 to September 25, 2021 which was located in Batu Ciomas City Village, Bogor Regency, precisely at the Al-Husna Landfill. In the implementation of Semi-Offline KKN activities, students conducted a study on children for the introduction of Arabic during the Covid-19 pandemic.

Language is the most often used communication tool by humans, it is even impossible for communication to be created perfectly without language (Faridah, 2012). Language has a very important role in human life, especially in communication activities (Syah, 2018). Introduction to foreign languages in children is one of the effective ways to improve the quality of life of a person (Faridah, 2012). Learning language for children is a language acquisition activity that children get unconsciously through exposure (eposure) and takes place naturally without being bothered with grammatical right and wrong problems but rather the meaning of a communication process (Nufus, 2000). Foreign Language is an education that uses physical activity as a medium, is a unique form of

education and rich in various experiences that will be needed so that children can participate and adapt to the modern world (Suherman, 1999).

Arabic is one of the foreign languages that should be learned in a complex and universal way by humans. Arabic is the language of instruction in understanding the sources of Islamic law, namely the Qur'an and Hadith which are guides for human life. Through language, everything that happens in the world can be connected, sometimes through spoken language, body language, eye language, and so on. Basically, language is an arbitrary system of sound symbols used by members of social groups to work same, communicate, and identify themselves (Faridah, 2012). Arabic is the most widely spoken language around the world where no less than 25 countries use it as the official language in their daily lives, most of which live in the Middle East and North Africa region (Shah, 2018). Arabic is the first language used in the world and is included as a civil language in Islam. Arabic has made a significant contribution in vocabulary to other languages of the Islamic world.

From the presentation that has been explained above, thus the purpose of this research is about the importance of introducing Arabic from children and its benefits for children at the Al-Husna Landfill in Batu City Village.

LITERATURE REVIEW

Arabic Language Learning

Learning is the process of interaction between students and educators and learning resources in a learning environment, both formal and non-formal education environments (IAARD of the Ministry of Education, 2002). According to Abuddin (1995) Learning by Simple can be interpreted as an effort to influence a person's emotions, intellect, and spirituality to want to learn at their own will. Through learning, there will be a process of developing religious morals, activities, and students' creativity through interaction and learning experiences.

While the meaning of Arabic in Al-mu'jam al-wasith is mentioned, language is the voices expressed by every community to convey their intentions (Ibrahim et. al., 2004). Another definition explains that Arabic is the language of the Qur'an and Al-Hadith, both of which are the basis of Islam and the language of Islamic culture such as philosophy, kalam science, hadith science, tafsir and so on (Busyairi, 1994).

The meaning put forward by the experts above, the content and redaction are different, but the author sees that the purpose and purpose are the same, namely as a tool consisting of hijaiyyah letters used by Arabs in communication and social interaction both verbally and in writing.

Landfill Age

Before taking elementary school education, many children of parents, provide education from an early age starting from kindergarten and early childhood education, the purpose of this education is to get to know educational stimuli by providing interesting and joyful education. The learning system is also different from schools in general, namely by implementing learning while playing, starting from drawing, singing, reciting and listening. Childcare Centers (TPA) are a form of PAUD services in the non-formal education pathway that organize educational programs as well as parenting and social welfare for children. The target of TPA services is children aged 0-6 years. The length of time a child stays in a landfill ranges from 8-10 hours per day to 5-6 days per week.

The implementation of TPA in general aims to provide services to children aged 0-6 years who are forced to leave their parents due to work or other things, as well as provide services related to the fulfillment of children's rights to grow and develop, receive protection and affection, and the right to participate in the social environment.

TPA provides a variety of services. The three educational services provided are: first, services to children which include care, nurturing, education, health, and nutrition; Second, services to parents which include parenting education, social counseling on child welfare efforts, including child growth and development and preschool education; third, services to the community which include socialization about the importance of parenting, care, children's education, socialization of children under five, and the importance of TPA as well as providing research facilities, internships/job training for students, universities and the community in general. The implementation of TPA is under the guidance of the Ministry of National Education/Education Office. The implementation of landfills is generally carried out by foundations or non-governmental organizations (Wibloog, 2020).

The Importance of Arabic for Landfill-Age Children

Arabic is one of the foreign languages that has long been learned by generations of Muslims in the world. In Indonesia, the language is also learned from an early age, because the majority of the people are Muslims, where they have the Qur'an revealed using Arabic (Syaiful, 2011). Arabic in Indonesia, if we look at the symptoms of its use in society, can be a foreign language, it can also be a second language. For the environment and society, Arabic is generally a foreign language, because it is not a language of daily association. We can see this in Islamic schools in general, ranging from kindergartens to colleges and even in TPA schools. Arabic is positioned as a foreign language, including its position in the curriculum. Another thing that can be used as an indicator of foreignness in schools is that Arabic is not used as the language of instruction, but as subject matter. So, learning Arabic is an effort to teach students to learn Arabic with teachers at TPA schools as facilitators by organizing various elements to obtain the goals to be achieved, namely mastering language knowledge and Arabic language proficiency, such as understanding Arabic materials, making sentences in Arabic, and so on.

RESEARCH METHODS

In this study, the author uses the Qualitative method, namely research used to understand the phenomena that occur and are experienced by the research subject. In this study, the author used a type of observational research by finding out about the behaviors, attitudes and responses carried out to children when learning Arabic. The research was carried out during the Covid-19 transition period for approximately two weeks with learning and introduction to Arabic while at the Al-Husna Landfill located in Dsa, Batu Ciomas City. (1) The first stage is the author to permit the Head of Batu City Village to carry out the Offline Real Work Lecture (Semi Offline KKN) by attaching a permit. (2) The second stage is to carry out permits to the head of RT 01 and the head of RW 03 by attaching a permit. (3) The third stage, licensing the owner of the Al-Husna Landfill by attaching a permit issued by Ibn Khaldun University and conveying the intent and objectives to carry out the Semi Offline KKN work program. (4) The fourth stage, conducting activities and taking research samples.

RESULTS AND DISCUSSION

Arabic is one of the foreign languages that should be learned in a complex and universal way by humans. Arabic is the language of instruction in understanding the sources of Islamic law, namely the Qur'an and Hadith which are guides for human life. Through language, everything that happens in the world can be connected, sometimes through spoken language, body language, eye language, and so on. Basically, language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves (Faridah, 2012).

Learning Arabic is done once a week, children are introduced to basic Arabic and how to read it properly and correctly, and children are taught to memorize the vocabulary learned that day. In addition to learning Arabic, children are taught good and correct prayer procedures once a week, starting from prayer intentions to greetings.



The importance of introducing Arabic to TPA children so that children can master language knowledge and Arabic language proficiency, such as understanding Arabic materials, making sentences in Arabic and so on. According to Mustafa (2007) in Faridah (2012) stated that children who master foreign languages have advantages in terms of flexible intellectual, academic, language and social skills. Children also have a readiness to enter the context of association with various languages and cultures.



CONCLUSIONS

The introduction of Arabic in children has a good impact on children, including children have flexible intellectual advantages, academic, language and social skills. In addition, children have the readiness to enter the context of association with various languages and cultures. Language proficiency depends on the habit of using it, because Arabic is our language in carrying out religious rituals.

REFERENCES

- Abuddin Nata. (1995). Perspektif Islam tentang Strategi Pembelajaran. Jakarta: Bumi Aksara, hlm. 85.
- Busyairi Madjidi. (1994). Metodologi Pengajaran Bahasa Arab, (Yogyakarta: Sumbangsih Offset), hlm. 1.
- Faridah, L. U. (2012). Lutfi Ulfah Faridah, mahasiswa Pascasarjana Universitas Negeri Malang. 411. 411–419.
- <https://www.wibloog.com/detail/318/243/27/Pengertian-Jenjang-Pendidikan-TK,-RA,-PAUD,-TPA>
- Ibrahim Mustafa et. al. (2004). Al-mu'jam al-wasit, (Istanbul: Al-Maktaba al-Islamiyah) Cetakan ke-4, hlm.831.
- Nufus, H. (2000). Model Pembelajaran Bahasa Arab Untuk Anak Usia Dini. <https://docplayer.info/72382709-Model-pembelajaran-bahasa-arab-untuk-anak-usia-dini-oleh-hayati-nufus-m-a-pd-abstrak.html>
- Pusat Kurikulum, Balitbang Depdiknas. Pelaksanaan Kurikulum Berbasis Kompetensi (Jakarta: Balitbang Depdiknas. 2002), hlm. 1.
- Suherman, A. (1999). Pembelajaran bahasa. 1–14.
- Syah, I. J. (2018). PEMBELAJARAN BAHASA ARAB SEBAGAI BAHASA ASING TERHADAP ANAK USIA DINI. Journal of Childhood Education, 2(1). <https://docplayer.info/72382709-Model-pembelajaran-bahasa-arab-untuk-anak-usia-dini-oleh-hayati-nufus-m-a-pd-abstrak.html>