

LANGUAGE ACQUISITION THROUGH KITAB MABADI FIQH IN PESANTREN LEARNING ACROSS TRADITIONAL AND MODERN ERAS

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Abstract

Arabic is an important element in pesantren education. In the context of pesantren, Arabic is the core language of learning. The yellow book such as Mabadi Fiqh is one example of a learning element that requires Arabic to understand its content. However, from time to time the learning system began to evolve with the times. This also has an impact on interest in learning Arabic which is considered an outdated language. This study aims to analyze the use of the Mabadi Fiqh book as a medium of learning Arabic at the Diniyyah Al-Amiriyah Madrasah School of Darussalam Islamic Boarding School to increase students' interest in learning Arabic and its development from the traditional and modern era. The method used in this research is a qualitative method with data collection techniques using observation, interviews, and document analysis at the madrasah diniyyah school of the Darussalam Islamic boarding school. The results showed that in the traditional era of Arabic language learning using the mabadi fiqh book in the Darussalam Islamic boarding school based on the sorogan and bandongan methods was considered effective in increasing students' understanding of Arabic but lacked student interest in deepening it. therefore the Darussalam Islamic boarding school made innovations that were adapted to the modern era in this Arabic language learning method while still maintaining the mabadi fiqh book as a learning medium. This change in learning methods has made students have a higher interest in deepening Arabic than in using traditional methods.

Keywords: *The acquisition of Arabic, Mabadi Fiqh, Pesantren, Traditional Methods, Modern Learning.*

Abstrak

Arab adalah elemen penting dalam pendidikan pesantren. Dalam konteks pesantren, bahasa Arab adalah bahasa inti dari pembelajaran. Buku kuning seperti Mabadi Fiqh adalah salah satu contoh elemen pembelajaran yang mengharuskan bahasa Arab untuk memahami isinya. Namun, dari waktu ke waktu sistem pembelajaran mulai berkembang seiring waktu. Ini juga berdampak pada minat dalam belajar bahasa Arab yang dianggap sebagai bahasa yang sudah ketinggalan zaman. Penelitian ini bertujuan untuk menganalisis penggunaan buku Mabadi Fiqh sebagai media pembelajaran bahasa Arab di Sekolah Asrama Islam Diniyyah al-Amiriyah Madrasah dari Darussalam Islamic Boarding School untuk meningkatkan minat siswa dalam belajar bahasa Arab dan perkembangannya dari era tradisional dan modern. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan teknik pengumpulan data menggunakan pengamatan, wawancara, dan analisis dokumen di Madrasah Diniyyah School dari

Darussalam Islamic Boarding School. Hasil penelitian menunjukkan bahwa di era tradisional pembelajaran bahasa Arab Menggunakan Buku Mabadi Fiqih di Darussalam Islamic Boarding School berdasarkan metode Sorogan dan Bandongan dianggap efektif dalam meningkatkan pemahaman siswa tentang bahasa Arab tetapi tidak memiliki minat siswa dalam memperdalamnya. Oleh karena itu Darussalam Islamic Boarding School membuat inovasi yang disesuaikan dengan era modern dalam metode pembelajaran bahasa Arab ini sambil tetap mempertahankan buku Mabadi Fiqih sebagai media pembelajaran. Perubahan dalam metode pembelajaran ini membuat siswa memiliki minat yang lebih tinggi dalam memperdalam bahasa Arab daripada menggunakan metode tradisional.

Kata Kunci: *Akuisisi bahasa Arab, fiqh mabadi, pesantren, metode tradisional, pembelajaran modern.*

INTRODUCTION

Pesantren is a non-formal educational institution that teaches Islamic teachings through the Qur'an and yellow classical books. In the context of pesantren education in Indonesia, learning Arabic through the yellow classical books, such as Mabadi Fiqh, has become an important part of the tradition that is highly upheld (Bahruddin et al., 2021; Fakhroh & Hikmah, 2023; Maghfurin et al., 2023; Mubaligh et al., 2022). As Islamic educational institutions, Pesantren plays an important role in preserving Arabic as the language of science and worship. Learning Arabic through the yellow Islamic classic book makes students not only understand the book in terms of its meaning but also from the Arabic vocabulary in it (Jundi & Hasibuan, 2023; Setiyadi et al., 2023; Tjendani & Afandi, 2023). However, in the midst of the times and technological developments, there has been a shift in interest among santri who are now more inclined to technology-based learning methods compared to traditional approaches (Ilyas et al., 2024; Ritonga et al., 2021). This shift is a challenge in itself in maintaining the effectiveness of the

classical method based on the yellow book in Arabic language learning.

A number of studies have been conducted previously on the focus of Arabic language learning in pesantren, especially the use of yellow classical books, namely Mabadi Fiqh. Generally, the methods highlighted by these researchers are traditional, namely sorogan and bandongan, in improving the ability to understand grammatical Arabic. According to (Mardhotillah, F. R. M, 2021) this traditional method needs to be prioritized in the application of language acquisition. On the other hand, (Sutarjo, 2021) shows that Arabic language acquisition in pesantren can naturally occur when the two activities are brought together.

The learning method through the yellow classical books makes a significant contribution to the mastery of Arabic, especially in understanding classical religious texts (Khairul Anwar et al., 2024; Satiadharmanto & Rahman, 2024). Research conducted by a number of scholars confirms that the use of the yellow book is able to build a deep understanding of the structure of the Arabic language. However, in the modern context, the effectiveness of this method is often

questioned with the emergence of digital learning technology (Abadi, 2025; Rahmawati et al., 2025). However, research that specifically compares Arabic language acquisition through the Mabadi Fiqh book in the traditional and modern era is still very limited.

The purpose of this study is to examine the effectiveness of Arabic language acquisition through the book of Mabadi Fiqh in two different time contexts: the traditional era and the modern era. In addition, this study also aims to identify the challenges faced in maintaining traditional learning methods as well as provide recommendations for the development of more adaptive and innovative methods.

The results of this study are expected to provide new insights into the integration of traditional and modern methods in learning Arabic in pesantren, which have not been emphasized in previous studies (Heryatun & Septiana, 2021; Kholik, 2023; Malik, 2018; Romli, 2022). Similarly, the results of this study may be able to enrich the area of applied linguistics studies, in this case on pesantren education, by combining the historical and contemporary dimension approaches. Finally, the findings of this study might provide a broader perspective on the dynamics of yellow classic book-based Arabic language learning and how it interacts with the development of educational technology (Aidil, 2024; Ratipah, 2024).

Practically, the results of this study are expected to provide guidance to pesantren managers in designing a curriculum that is balanced between tradition and modern innovation. The resulting recommendations are expected to assist pesantren in using digital media as a tool to strengthen Arabic language acquisition, so that the yellow Islamic classic learning method remains relevant

and effective in the modern era (Haris, 2023; Mohamad, 2023). This research provides uniqueness by analyzing the relevance of the Mabadi Fiqh book in the modern era, taking into account the role of digital media and changes in santri learning styles.

METHOD

The research methodology used in this research is a qualitative approach with descriptive methods (Ramdhan, 2021). This research uses data collection techniques through observation, in-depth interviews, and document analysis to describe the results of this study (Fadli, 2021). This research was preceded by the observation of students of Madrasah Diniyyah Al-Amiriyyah class 1 Ula. Furthermore, researchers conducted in-depth interviews by taking the main informants together with 5 female students. The data obtained were then analyzed and processed to be compiled into research findings. This research design is designed to identify the process of Arabic language acquisition through the book of Mabadi Fiqh in the pesantren environment. This research also aims to understand the learning strategies (Hayuti et al., 2023; Rizki, n.d.; Vebri, 2021), factors that influence language acquisition, as well as a comparison of the differences between traditional and modern methods. The qualitative approach gives researchers the freedom to investigate complex and naturally occurring phenomena to the fullest without manipulation (Ahyar et al., 2020; Emzir, 2019; Jaya, 2020; Purwono et al., 2019; Yusuf, 2016).

This research was conducted on students of Madrasah Diniyyah Al-Amiriyyah, Darussalam Banyuwangi

Islamic Boarding School. A pesantren that still maintains the teaching of yellow classical books using traditional methods, but has also adopted technology in its learning. A total of 20 students were purposively recruited by the researcher and participated in this study based on their involvement in studying the book of Mabadi Fiqh. The study also involved several interviews with some of the existing madrasah diniyyah teachers.

The purposive sampling technique was applied in the analyzed data to ensure that the informants had direct experience in learning Arabic, particularly Mabadi Fiqh (Umam & Quthny, 2023). I obtained the data by conducting data collection techniques with observation methods, document analysis, and in-depth interviews with teachers, and students. Observation was conducted by directly investigating the learning strategies used in learning Arabic in a pesantren environment (Aldzakhiroh et al., 2024) with a focus on the Mabadi Fiqh book. Document analysis was conducted by examining various available materials relevant to this study, such as lesson plans for the subjects, teaching notes, and learning materials used in teaching to understand the depth of language structures possessed by the students. This research aims to lay the framework for an empirical study of Arabic language learning teaching methods using Mabadi Fiqh.

RESULT AND DISCUSSION

Result

From the research that I have conducted on teachers and students of Madrasah Diniyah Al- Al-Amiriyyah Darussalam Islamic boarding school, I found that there are significant changes

from the traditional and modern era in Arabic language learning using the book of Mabadi Fiqh. After conducting observations and interviews with several teachers who teach and also see the progress of the learning to students, I see that it turns out that learning Arabic which is relevant to the book of Mabadi Fiqh has a great influence on students' understanding. This is because this book is the first basis for learning fiqh for madrasah diniyyah students which they will later apply in their daily lives. So when learning this book is associated with Arabic language learning, students will find it easier to remember it by using the Arabic fiqh terms when spoken in everyday conversation.

The main subject of this aspect is the role of Kitab Mabadi Fiqh in understanding religious texts and communicative students. On this occasion, it is also expected to explore the challenges and opportunities of digital technology integration in pesantren. The basic aspects that underlie the urgency of this research are changes in interest due to technological developments, marked by a decrease in interest in classical methods such as Bandongan and Sorogan. and have not made maximum use of modern technology in learning the yellow classical book. Therefore, the best strategy should be identified to frame and combine traditional approaches with digital approaches to ensure that pesantren continue to maintain the brotherhood but also at least in line with the times, even more effective and symptomatic in the modern era.

Discussion

Dynamic Changes in the Arabic Language

Learning the Arabic language learning through the book of Mabadi Fiqh applied in the Diniyyah Al-Amiriyyah madrasah has undergone significant changes from traditional methods to modern methods. In the traditional method, madrasah Diniyyah in Darussalam Islamic boarding school uses learning by emphasizing literal understanding of the text through sorogan and bandongan methods. This method focuses on mastering grammar as well as a deep understanding of religious texts. In contrast, the modern method encourages students to have skills needed in everyday life, such as encouraging students to discuss and exchange opinions to require students to think more critically and creatively. Madrasah diniyyah Al-Amiriyyah has also implemented technology-based approaches in its learning, such as the use of e-books and digital applications. These changes have a positive impact on the communicative competence of santri, although infrastructure challenges still exist (Khoirul Anwar, 2021; ZULAIHAH, 2020).

In addition, research shows that the Mabadi Fiqh book remains relevant as a cross-generational learning tool. Its simple yet dense language structure is effective in introducing the basics of the Arabic language. However, more interactive teaching methods have also begun to be applied to attract students to continue learning Arabic using the book of Mabadi Fiqh with methods tailored to the interests of students. Thus, combining traditional and contemporary norms is the best approach to maintain the effectiveness of

pesantren education. The relevance of the Mabadi Fiqh book lies not only in its religious aspects, but also in its ability to connect the younger generation with tradition through an approach that is appropriate for the era of globalization (Ikhsanudin et al., 2013; Taubah, 2023).

The relevance of Arabic using the book of Mabadi Fiqh in the traditional era

In the traditional era, Arabic language acquisition in pesantren focused on textual and conservative teaching methods. The students read and understand the book of Mabadi Fiqh directly under the guidance of a kyai or ustaz. The sorogan and bandongan methods are the main approaches, allowing students to gain a strong understanding of the Arabic language as well as the religious context of the text. In addition to intensive repetition and literal textual understanding, this method also builds a solid foundation in Arabic grammar (nahwu and sharaf) (Nafisatur, 2023). However, the limitations of this traditional method do not provide many opportunities for santri to learn communicative skills, such as writing and speaking in Arabic. Learning focuses more on passively understanding the text, so although santri understands Arabic, they are unable to use it in daily communication. This limitation is a major challenge in the current era, which demands more active Arabic language skills (Santika, 2023; ZAHRA, 2024).

Significance of Mabadi Fiqh in Forming the Basis of Education

Kitab Mabadi Fiqh serves as a starting point for students in understanding fiqh while developing their Arabic language skills. The text is easily accessible as it uses simple and systematic Arabic. Its

structure allows santri to understand basic vocabulary, common sentence patterns, and fiqh terminology. This arouses santri's interest in learning Arabic from the early stages of their education. The text comprehension approach used in this book is literal, where santri are required to memorize and understand the meaning of words one by one. However, this approach has now evolved, with some santri starting to discuss in groups.

Although application in social life is still limited, the Mabadi Fiqh book still plays an important role and offers a lifelong learning perspective for santri. As it has been widely studied, it has become the main medium for learning basic Arabic as well as sufficient scholarly material in fiqh.

To dig deeper into this finding, an interview was conducted with Informant D, one of the teachers who teaches at the Al-Amiriyyah diniyyah madrasah. In the interview, Informant D stated:

"I have been teaching Arabic through the book of mabadi fiqh for approximately 2 years in this pesantren. This book teaches Arabic in a context that is simple and easy to digest. In addition to learning Arabic, students are also invited to discuss the sciences of muamalah, worship and many other aspects that can be applied in everyday life in the texts in the book." Informant D's statement confirms that the book of mabadi fiqh is an important part of the school. "

Informant D's statement confirms that the book of mabadi fiqh has a very influential role for students' Arabic language learning even in today's modern era. Therefore, the teaching of Arabic through the book of Mabadi Fiqh is

considered very effective because its simple grammar and concise contents make students able to apply Arabic it easily in everyday life. In addition, this Arabic language teaching is also implemented in real terms with their daily lives as santri who are very familiar with fiqh which they use as a guide for activities.

Transition to the Modern Era: Shifting Learning Methods

Currently, Islamic boarding schools, as Islamic educational institutions, have an important role in the development of the Arabic language. But along with the development of the times from the traditional era to the modern era it has challenges that are faced. This is also what Darussalam Islamic boarding school is currently experiencing. The interest of students to learn Arabic continues to decline over time (Al Ghifari, 2024; Dongoran, 2024). Therefore, pesantren as Arabic Language Education Institutions must innovate to be able to foster santri interest and also preserve Arabic in pesantren. One of them is developing Arabic learning methods through the book of Mabadi Fiqh by utilizing technology as a tool to increase the effectiveness of santri learning. The use of language learning applications and animated visuals has enriched the learning process. Pesantren have begun to adopt modern technology to strengthen their educational activities. For example, the digital version of Kitab Mabadi Fiqh allows santri to learn more effectively outside of class. With this innovation, santri are now more likely to learn Arabic actively rather than simply understanding the text (Lubis & OK, 2024; Nursya'ban, 2024).

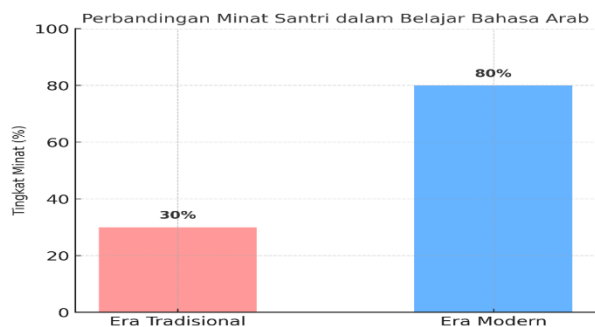


Figure 1. comparison of traditional and modern learning methods

So, from the diagram above we know that learning Arabic will be more effective if we know what the students need. Learning Arabic in the traditional era is good but seeing more effective learning opportunities by adapting to the modern era without losing the existing traditions by studying the book of mabadi fiqh. Inviting students to express their desires and opinions will make an efficient Arabic learning environment.

Challenges and Opportunities in Pesantren Education

Although various innovations have been implemented, significant challenges remain in teaching Arabic through the book of Mabadi Fiqh. One of the main challenges is the incompatibility of technology with the pesantren tradition, which does not allow Santri to access digital technology freely. In addition, the lack of interest in learning among some Santri is an obstacle that needs to be overcome by introducing more creative and relevant learning approaches (Haris, 2023; Kholifah, 2022; Rohayana, 2019; Wahyuni, 2018).

However, there are great opportunities, as the government and educational institutions support the provision of learning facilities. Culture-based approaches, such as integrating social and cultural contexts into Arabic

language learning, can be a solution to increase Santri interest. By combining the use of technology and traditional values, pesantren can create a more enjoyable and effective learning process (Aimah, 2020; Suryani, 2022).

Relevance of Mabadi Fiqh in the era of globalization

In the era of globalization, the book of Mabadi Fiqh remains relevant as a symbol of Arabic learning that still upholds traditional values. The right combination of methods with modern practices reflects a holistic approach that fits the needs of today. This book not only serves as a tool to understand jurisprudence, but also as a bridge in the mastery of the Arabic language as a means of international communication. The selection of The Book of Mabadi Fiqh as a tool for learning Arabic at the Darussalam Islamic boarding school in the background by laying the teaching of the book of Mabadi Fiqh at the initial level of fiqh learning at the boarding school. Therefore, learning Arabic related to The Book of Mabadi Fiqh will make students more easily understood and attached to their memory.

The book of Mabadi Fiqh can continue to play an important role in the mastery of the Arabic language as long as its teaching methods can adapt to the challenges of the Times. Therefore, Pondok pesantren Darussalam continues to innovate so that this book can help students face global challenges while maintaining the traditional values of pesantren.

CONCLUSION

The acquisition of the Arabic language in the book of Mabadi fiqh in learning in pesantren is the difference between the traditional era and the modern era. Traditional Arabic learning focuses on the book of Mabadi fiqh, in which students learn the science of nahwu. Shorof, vocabulary as well as religious knowledge through this book with sorogan and bandongan methods. Although this method is effective in maintaining religious values but this method does not provide opportunities for students in communicative an understanding in language.

While the modern era, Arabic learning began to use methods that have been updated although still with the same book, namely Mabadi fiqh but has a more varied uniqueness by using modern methods, such as discussions, projects and presentations that can increase learning motivation and student participation so that the learning process will be more effective. This will provide an opportunity for students to better understand in depth and apply the Arabic language not only in Islamic studies but also in the academic sphere.

Thus, although the traditional method still has a close relationship in terms of maintaining the Islamic scientific tradition, but there is nothing wrong with modern methods that propose solutions that are more relevant to the needs of students in learning Arabic in the era of globalization. Therefore, the integration of these two approaches is a strategic step in strengthening the acquisition of Arabic in pesantren.

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