Teaching Arabic to Housewives Using the Granada Method

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Abstract

Learning Arabic is not limited to formal schools, let alone limited by a certain age. However, in essence, learning Arabic is the right of all Muslims who want to understand their religion, whether from childhood, adulthood to old age, whether male or female, and this includes housewives. Teaching Arabic to housewives requires a special strategy because they are busy with their household affairs. This research presents how to teach Arabic for housewives using the Granada method. The type of research used by researchers is field research (field research) which is qualitative in nature. With the research that has been carried out, it was found that teaching Arabic for housewives using the Granada method is effective and suitable for beginners in Arabic.

INTRODUCTION

A mother's intelligence is very influential on her child's development, and a mother's enthusiasm for studying will be a magnet in attracting her child's enthusiasm for studying, so it is very important to equip and prepare housewives if they want to create a brilliant and intelligent generation, good for themselves, his family, his religion and his country. As was done by the women of the Majlis Ta‘lim sub-district of Kebun Sikolos, Padang Panjang city, when some housewives were unable to spend time studying Arabic due to their busy lives and routines as housekeepers, the women of the Majlis Ta‘lim Kebun This Sikolos was actually able to learn Arabic, which is rarely liked by housewives (Febrino, 2017; Sapitri et al., 2022)

Around 2018, when the Majlis Ta‘lim was first formed, it only focused on tutoring the Koran for housewives, and then continued with the study of the interpretation of the Al-Quran. However, as time went by, unknowingly and unintentionally, these mothers were able to understand Arabic. This is illustrated by their mastery of several Arabic vocabulary and several Arabic rules that they are able to mention (Al-Ayyubi, 2021)


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As for methods Granada Since it was first coined by its inventor, it aims to make it easier to translate the Koran, and this method has been tried at various age levels, and has shown satisfactory results. And this is also what made one of the ustadzahs in the Kebun Sikolos sub-district, Padang Panjang city use this method in teaching the Al-Quran at the majlis ta'lim for housewives (Rahman et al., 2022)

In this day and age, where housewives' interest in learning Arabic is very minimal, the Sikolos Gardens ta'lim majlis are actually enthusiastic about studying it, and this happens naturally and in a fun way. Even though Arabic language learning applications are very easy to find and use in various media and technology, these kinds of technological applications and various media do not seem suitable for housewives who are not very knowledgeable about technology. Among other things, because it is not in accordance with the nature of housewives who want to always maintain relationships with other people and the surrounding environment which has given rise to their existence (Maharani, 2021; Rahman et al., 2023)

Method Granada which is practiced in this ta'lim majlis seems to be a bridge for mothers who are hampered by technology but still want to understand Arabic despite all their busy schedules. Because with this method housewives enjoy learning more and feel happy, because they can meet their social circle. This is what makes the author want to research Arabic language teaching using methods Granada this, and what achievements have been achieved by housewives who are members of the majlis ta'lim, Kebun Sikolos sub-district, Padang Panjang city and how developments have been made so that learning Arabic can be felt by many housewives (Mahfud et al., 2015; Tanzil et al., 2022)

METHODS

The type of research used by researchers is field research which is qualitative in nature to present how to teach Arabic for housewives using the Granada method (Boulanouar et al., 2017; Kasdi, 2019; Alrasheedi & Almutawa, 2020; Rodríguez-García et al., 2020)

RESULT AND DISCUSSION

Granada methods

The Granada method is a method that is historically discovered by Ustadz Solihin Bunyamin Ahmad, Lc who comes from Indramayu, West Java. Through his long teaching experience and his enthusiasm for being able to make his students smart faster than the time spent studying with other methods. When one of his students complained about the difficulty of learning Arabic, he said that what he was complaining about was actually an easy answer. At that time he complained about the difficulty of recognizing word changes and sentence positions in Arabic (Ahmad, 2020; Rahman et al., 2023; Idris, & Maslaha, 2023)

Based on data from a direct interview with Febrianto, who is a researcher on Granada method translation of the Koran with Ustadz Solihin Bunyamin, it is known that when he was on his way home after teaching Koran translation at an agency, he clearly imagined in his brain how to make prefixes, endings and insertions, because according to him the change originates from the affix; and finally the results of his findings became a simple table in the form of one Granada formula sheet. This table contained all the prefixes, suffixes and insertions in Arabic which later became the main
key to the 8 hour method for translating the Koran which was named "Granada Formula Table". With the guidance of Allah SWT, the inventor of this method explained several important points to ensure that Arabic is the only language in the world that is easiest to learn by the nations of the world. Among these points are: i) There are only three sentence components in Arabic, namely nouns, verbs and meaningful letters. ii) There are generally only three characteristics of nouns, namely: Starting with alif and lam like the words: الحمد, Bertaunwin like رحمةٌ, and starting with ممٌم like مسجد. ii) Verbs, divided into 3, namely KKBL (Past Form of Verbs), KKBSAK (Medium Form of Verb, Will, or Habit) and KKBP (Command Form of Verb). iii) Meaningful letters are letters that have meaning, the characteristic is that if they are neither nouns nor verbs, but have meaning, then they are letters like the letter which means what (Fanshobi, 2014)

The words that indicate the name of a person, animal, city, other world, or job title must be a noun. The inclusion of jar letters, which are characteristics of nouns, was not discussed by the inventor of this method, because students will learn it through bermakana letters. Idhofat or compound words are also not discussed, because they will be known easily through translation with the help of a dictionary (Wildan et al., 2021)

**Granada Method Teaching Process**

At the beginning of this method, Ust. Solihin Bunyamin Ahmad as an inventor focuses this method on the ability to translate the Quran, and he has tried out the method of translating the Quran in this way for several months in institutions and taklim councils, including; Mulia's children's orphanage in East Jakarta, Bapedalda (Regional Environmental Impact Control Agency) DKI, etc (Rifqiwah, 2017)

**First:** Teaching and Learning Process using the Granada method: Before using the Granada method, there are several things that must be mastered first by a student, namely: i) Students must master changing words in two languages, the original language and the translated language, ii) Students must master patterns sentences in the two languages, iii) Students must master the vocabulary in the two languages, iv) Students must understand idiomatic words in the two languages, v) Students must have vivid emotions when reading an original text and be able to express it again in the language is translated well (Yuliana, & Subagyo, 2020)

In its application, the Granada Method uses four steps that must be followed systematically, namely: i) Mastering the components of sentences in Arabic. In this first point the discussion focuses on nouns (Name), verb (Verb), and Letter(words that have no meaning if not combined with others); ii) Mastering unchanging words (words that do not have roots) such as: meaningful letters, pronouns (Domir), conjunction (noun manusul) and prepositions (Ismul Isyarah); iii) Master the Granada formula and its applications; iv) Consistent practice with the help of several tools, such as an Arabic dictionary, a translation of the Al-Quran by the religious department, and Ibn Kathir's interpretation.

The Granada method summarized briefly by Ust. Bunyamin is as follows; i) There are only three sentence components in Arabic, namely noun, verb and letters mean. All of them will be easily identified through their special characteristics, ii) Translation of Arabic terms into Indonesian, so that lay participants are not burdened with foreign terms, iii) The main concept promoted by this method is recognition of prefixes, insertions, and suffixes so that students are able to obtain the root of each sentence in the Arabic text, iv) The
prefix, insertion, and ending of each sentence in the Qur'an are packed in only one page. Some complicated Arabic grammar material such as active pattern & passive (fi'il majhul, fail & maf'al) and disease letter (letter 'illah), summarized easily & uniquely.

One thing that is the basic characteristic of the Granada Method is its unique way of packaging lessons Nahwu and Sharaf (Arabic grammar). When students learn this method, they will be invited to "play" counting letters. Really fun.

Arabic turns out to be very exact. Almost all the basic words come from 3 letter. There are some that are 4 letter but that's very little. And by counting these letters, we will make sure you can get word root from every sentence of the Arabic text has a meaning. However long or short.

The following is a simulation example of how easy it is to learn Arabic. Pay attention to the following words:

The words above (Mosque) has 4 letters. Ma, Sa, Ja, and Da (read with all fathah harakat). With the Granada formula table - which is only one page - we will know that Ma is a prefix which means place. Furthermore, the words Sa, Ja, Da are root words which mean prostration. Then we can understand now, said Mosque means a place of prostration.

Likewise said Al-Muflihuuna, we will know from the table that Al and Mu are the prefix Wawu and Nun is the suffix, so the root words are Fa, La, Ha.

Granada method as a method of learning Arabic at Majlis Ta'lim Kebun Sikolos, Padang Panjang city, West Sumatra.

Since 2018, Ustadzah Mina Halimatus Sa'diyah has started teaching tahsin to housewives in Kebun Sikolos Village, with a total of around 8 people. As time goes on, the lessons they receive are not only reading the Qur'an, but also increasing with the lessons of translating the Qur'an and the study of monotheism from the book qawa'idul Arba'. The method used in the lesson of translating the Qur'an at this meeting is very unique, where Ustadzah Mina as a teacher uses the Granada method. The first stage used is to start the translation lesson from the first juz in Al Qur'an. The instructor asks the participants to read the sentence that will be explained, followed by the explanation of the words by the instructor. Then the teacher explains the meaning of the words in the verse and explains the verse read earlier based on explanations from various tafsir books, including the book of tafsir Ibn Kathir, tafsir al muyassar and interpretation al qurthubi. Explanation using the Granada method It seems clear in the way the teacher explains about verbs, an example is when meeting a word that starts with a letter of and ending Andor letters waw and nun, then in Indonesian it means the work done by them, like the wordyu'minuuna. That means they believe (Pohan, 2020)

While improving the reading of the Al-Quran for the majlis participants, the teacher also emphasizes learning on understanding the Al-Quran and what Allah wants from His servants through this verse. Ustadzah Mina, who is also known as Teh Mina, does not teach Arabic as Arabic is generally studied in formal places, such as madrasas, Islamic boarding schools or institutions. He who is an alumni of Al Imarat high school Bandung, very simply explained the learning in Al Quran in a language that is easy to understand by housewives who are no longer young. Religious learning activities at this taklim meeting usually start with reading Al Quran and then the verses that have been read earlier, explained one by one based on the word
for word translation. From here, the Granada method can be seen coloring the learning in this teaching session.

Based on Ustadzah Mina's experience in teaching religious knowledge to housewives, she encouraged these mothers that the words in the Arabic Al-Quran will be repeated several times, so that when they first encounter a word, they will The same thing when met in the next verse will become familiar and can be understood easily. For example, the word الذي means "which", and it is a conjunction in Arabic, and this word is repeated hundreds of times in the Koran. The study of the Koran at the Sikolos Gardens ta'lim council is carried out once a week. Usually he starts the lesson by greeting all the mothers in a very friendly manner like most people from the West Java region who are known as Sundanese people, this makes the mothers very comfortable and feel very cared for by the teacher. Then he continued by discussing light matters such as repeating lessons from the previous week, or raising current topics such as how to respond to the government's regulation to wear masks during the pandemic, etc.

After finishing the introduction and repetition of the previous material, he enters the new material, or the next verse. And usually he has already prepared on the blackboard the sentence that he will explain complete with the translation of his words. And not only explained the words and meanings found in the written verse, but he added the translation of the verse with the available interpretation. Either from Ibn Katsir's interpretation or from other interpretations. And he did not forget to explain the verses complete with asbab nuzulit, and its relationship with other verses. So explaining one verse will take quite a long time, because what they get is not just word by word but a comprehensive meaning. For example, in the learning process, Ustadzah Mina will explain verse 26 of Surah Al Baqarah. After he wrote the verse on the blackboard, he began to explain one by one the words in the verse, إن الله, the word Inna In Indonesian it means truly, Allah and so on until the end of that verse.

In his studies, Teh Mina, his nickname, always invites these mothers to be active in learning, by inviting members of the majlis taklim to look for the root words of the verses being discussed, by removing all the insert letters and leaving the three letters which are the root words. For example, in the same verse and letter, the word فيعلمون is found, so Mina will guide the mothers to cross out the additional letters, in this case the additional letters are the letters ف، ي، و، ن، … Then we found three letters which are the root of the word, namely علم. Then Mina asked the ladies to look at the dictionary and look for the meaning of the word a-that -and the.

Once it was discovered that the meaning was knowing, the additional letters were combined into one wordا -that -and earlier, until the meaning was found then they knew. In 2018, when this recitation was just starting, Ustadzah Mina, who comes from Garut, West Java, guided these mothers from the start of learning, how these affix letters exist, then how to find out who is the actor of the existing verb and etc. However, over time, the congregation of these recitations became more accustomed to hearing and eventually they themselves memorized and understood, so that in the subsequent learning process, without guidance from the teacher, they were able to translate according to their abilities.

At the end of the lesson, Ust. Eriadi's wife will usually draw conclusions and ask one of the women from the Majlis Ta'lim to re-read what she has learned so that it further ties together the knowledge she has gained.
Achievements of the members of the Sikolos Gardens taklim council in Arabic, using the Granada method

Housewives who are members of the Kebun Sikolos teaching council are mothers who are committed and consistent with religious learning, this is proven by the passage of time that has been distinguished for quite a long time, from 2018 until now 2022, they are always take the time to study the Qur'an, both its reading and the content found in it. Without charging a cent to these mothers, Ustadzah Mina Halimatus Sakdiah is always eager to teach what he knows about religious knowledge. Seraya said "These mothers just want to learn, that is a gift that should be very grateful". But despite that, Ustadzah Mina still disciplined the mothers in the attendance problem, by giving a preface to the initial agreement, if you want to study with him, the conditions must be serious, and intend to continue studying until the last drop of blood.

There is no specific achievement targeted by him for his students, but rather a pure target from a teacher towards his students regarding what has been learned previously whether it is still remembered or not. This evaluation is usually carried out at almost every start of learning as a strengthening exercise carried out by Ustadzah Mina for the ladies of this taklim assembly, so that he can continue adding new verses. According to information obtained from an interview with one of the women members of the Sikolos Gardens taklim council, Teh Mina is very disciplined with the problem of mothers understanding the lessons they have passed. If they still don't understand and forget a lot, then Teh Mina doesn't hesitate to repeat the material again. in the previous week. In accordance with the efforts that have been made by the ladies of this taklim assembly, the results are very pleasing to their hearts. There was a lot of increased understanding among the mothers at this ta'lim assembly, both in reading the Al-Quran or what is known as tahsin, as well as in understanding the translation and meaning of the Al-Quran.

In particular, Ustadzah Mina Halimatus Sa'diyah does not teach Arabic to this majlis taklim in a structured manner like in schools, but in reality the members of this majlis taklim automatically master several general points in the science of Arabic, including: 1) Being able to identify words objects from verbs and letters, based on characteristics that are often repeated in explanation by Ustadzah Mina. Among the characteristics that are often taught are meaningful words stanwin, otalif and lam at the beginning of the word, then the action kasrah then it can be concluded that he is a noun. 2) Able to skillfully find the meaning of new words in Arabic that they find in the Al Quran by using a standard Arabic dictionary such as Mahmud Yunus' dictionary. As is generally known, madrasah children need time to be able to use an Arabic dictionary. However, the mothers at this taklim meeting are very proficient in using the Arabic dictionary, because they have found the formula in finding the root of a word.

For example, the word المفلحون letters alif and lam at the beginning of the word is crossed out, because it is an addition, as are the letters sm which is an additional letter. As for the letters swaw and nun What is at the end of the word is an additional letter which also indicates that the perpetrator is a person or a plural of more than two people. So it was found that the root of the word only has three letters, namely فلح, which means win. And the full meaning is the people who win. 3) Master a lot of vocabulary or mufradat in Arabic, especially those in the letters they have studied, namely al fatihah and al baqarah. Whether they are nouns, verbs or letters (which in Indonesian are divided into
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CONCLUSION

First Learning Arabic at Majlis Ta’lim Kebun Sikolos using the Granada method really depends on how mastery the teacher is of this method. Learning with this method begins with the teacher's understanding of the four steps which are characteristic of this method, namely a. master sentence components in Arabic b. Mastering words that don't change (don't have root words) c. Mastering the Granada formula and its applications and d. consistent practice. If the teacher has mastered these four things, it will be very easy to teach them again to students. Second After undergoing learning using this method, the congregation at Majlis Ta’lim Kebun Sikolos were able to understand the important points in Arabic, and this was achieved indirectly. This can be seen from the ability of the Majlis Ta’lim women to state the meaning of a large number of Arabic vocabulary words, then be able to identify nouns and verbs based on the characteristics they have learned, and be able to name personal pronouns in Arabic. Then, be able to explain what the jar letter is and the changes that occur after it is preceded by a letter jar and also know what conjunctions are in Arabic.

REFERENCES


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