

## Application of the Lawah Method for Learning Maharoh Kitabah in Madrasah Ibtidaiyah

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### Abstract

*This research aims to find out the procedures for applying the lauh method in learning the Maharoh Kitabah in Arabic as well as its advantages and disadvantages in the learning process. This type of research is bibliography, the data collected in this study is in the form of secondary data. Data obtained from library research. The data collection technique used is literature study. The data analysis technique in this research uses qualitative analysis using deductive and inductive methods. The research results showed that the lauh method is a method of memorizing the Koran using a board. The procedure for learning maharoh kitabah is to choose 5-10 vocabulary words, then read them several times, and after that, write them down while reading the written vocabulary words. If they feel they have memorized the new student, they will submit their memorization to the teacher. This applies to all Arabic vocabulary. The advantages of this method are that it will be more thorough, the student's concentration will be more focused on the writing, and they will have trained patience. The disadvantages are that some students feel uneasy because they do not have writing skills. Students are reluctant to prepare and clean the blackboard before studying, because they are afraid of getting their hands dirty. Modern tools are starting to be used in the classroom learning process. There are many books that can be purchased rather than using a board, and requires a lot of time when using a board.*

**Keywords:** Maharoh kitabah, Lauh method, vocabulary.

### INTRODUCTION

Learning Arabic is learning a second language, it is not easy to teach new things, especially for elementary school students. The need for habituation as a way to support this learning. Not only that, at the age of 2-7 years, at this age children use greater symbol functions. Language development increases dramatically with imaginative play. During this period, the mother, as the person closest to the child, must be able to introduce Arabic in more detail, for example when referring to the mother as ummi, calling the father as abi or something else.(Taufik, 2016). Not only parents, teachers also take part in the development of students, therefore it is necessary for teachers to have special strategies for learning Arabic when in class, namely with varied learning. One of the varied learning methods is by playing, telling stories, but containing Arabic language learning elements such as hijaiyah letters, vocabulary, word sounds and so on.

And Arabic language material consists of several skills, namely; maharah al-istima', maharah al-kalam, maharah al-qira'ah, and maharah al-kitabah. The four language skills must complement, influence and be influenced by each other. One of the Arabic language skills

is writing, in this skill students are required to be able to write good and correct Arabic vocabulary. The learning of Maharah al-kitabah in Arabic starts from basic Maharah al-kitabah learning, namely knowledge of how to write, connecting letters, writing words, writing sentences, writing without looking at the text to expressing thoughts and ideas in writing.(Fajriah, 2023). And the characteristics of Arabic writing which move from right to left and the writing of different letters when separated, continuous at the beginning, continuous at the end, make Arabic writing seem complicated. Due to the problems that occur, they are often ignored and rarely get the attention of teachers in the Arabic language learning process in many educational institutions. From these difficulties, teachers need to find the right solution for the development of students' writing skills. One factor in learning success is the method used.

Learning methods are defined as a particular approach used to achieve specific goals or general objectives of a learning process, so that in an effort to get the best results, appropriate methods are used for each different subject.(Umasugi, 2022) in the journal(Muharram et al., 2023).There are not a few learning methods in Maharoh Kitabah, but

there is one writing method for memorizing the Qur'an, namely the Lauh method, which can be adopted in learning to write Arabic.

Lauh in Arabic means board. In Indonesian, lauh means a 50 cm rectangular board decorated with permanent lines, to make it easier to write the verses of the Qur'an.(Lufanza, 2022). The implementation of this method is by writing the verse to be memorized then reading it repeatedly, then the verse written on the board is erased and memorized. After that, students submit their memorization to the teacher. This method can be adopted in learning Maharah Kitabah Arabic at MI, the media used does not have to be a real board, it can be a notebook as a substitute.

This research discusses the procedures for applying the lauh method in learning the Arabic Maharah Kitabah as well as its advantages and disadvantages in the learning process.

## METHOD

The research method used is literature review or literature study, which contains theories that are continuous with existing problems. Literature review is a required activity in research which aims to develop theoretical and practical aspects.

This type of research is a bibliography, according to the explanation that a bibliography is a list of information in books by authors or experts in various fields, expertise or certain publishers.(Zed, 2004).

This research is entirely based on literature review or literature study. Therefore, the nature of the research is library research. The data collected in this research is secondary data.

The data collection technique used by the author in this research is library research, namely by searching for data related to the discussion in the title of the research taken. In this research, relevant data was collected in various ways, namely by literature study, literature study, internet search.

Data analysis techniques carried out by research using qualitative analysis techniques in a deductive manner, meaning that from general things or theories to draw specific conclusions.

And in an inductive way that relates to specific and concrete facts of events and then draws conclusions from specific to general.

## RESULTS AND DISCUSSION

Lauh is the term for a piece of wooden board that has been sanded. In Indonesian, lauh means a board with a size that is not too large, around 50 cm in rectangular shape decorated with permanent lines, to make it easier to write the verses of the Koran.(Bin' Abdurrazzaq al-Ghautsani, 2013). Lauh is submitting or listening to new memorization to the instructor or guide. And it is called lauh because before memorizing a new verse, the verse is first written on the blackboard. The written verse is read repeatedly until you can imagine the location of the lines and their positions, after that the writing is erased and then read by rote(Zen, 2013). It can be concluded that the lauh method is a method of memorizing the Al-Qur'an using a 50 cm board with permanent lines on which the verse to be memorized is then written, then read repeatedly and then memorized. Once they feel they have memorized them, students can submit their memorization to their teacher or supervisor. The following will explain the process of using the lauh method to memorize the Al-Qur'an: Every page of the Al-Qur'an that is to be written is cut into 2 parts. First read the verse that has been cut 10 times or more. Verses that have been read are written on the tablet/board/notebook/paper, mouth while still spelling the verses written. Before moving to the next passage/verse, repeat it 5-10 more times. Each time you move to the next verse, repeat steps 2,3 and 4. Read the first – last verse written. Repeated 2 – 3 times or more. After part 1 has been written, repeated and memorized, leave part 1 temporarily to enter part 2. Starting to enter the first verse in part 2, repeat steps 1, 2, 3, 4, 5, 6. After part 2 has been written, repeat and memorize it, combine part 1 with part 2 by reading it from beginning to end 10 times or more.

After completing the writing and memorizing process, then repeat and ensure that you have really memorized it. Then complete the memorization. However, if you feel you haven't memorized it, memorize it again while looking at

the writing, and repeat it until you really memorize it. And the next morning will determine whether the memorizer can remove the tablet to continue with the new verse or not (Lufanza, 2022). And the following is the application of the Lauh method in learning Arabic in the Maharoh Kitabah: Choosing a vocabulary of at least 5 to 10 vocabularies. Read the selected vocabulary 10 times or more. The vocabulary that has been read is written on a tablet/book/paper, mouth while spelling the vocabulary written. Before changing vocabulary, repeat it 5 – 10 times. Each time you move to the next vocabulary, repeat steps 2, 3 and 4. If you have done this for all the vocabularies, repeat the first vocabulary until the end of 2 - 3. Steps 7, 8 and 9 were not carried out because there were no verse connections in the Arabic vocabulary, because the vocabulary to be studied next had different themes. However, if there is more vocabulary then steps 7, 8 and 9 can be carried out in the lawh method stage with vocabulary that is still on the same theme. Each method has its own advantages and disadvantages. By knowing the advantages and disadvantages of each teacher, the teacher can weigh the steps to be taken, and the teacher can also anticipate mistakes that occur. The following will explain the advantages of the lauh method: They will be more careful when asked to write down the verses of the Qur'an that they have memorized because they are used to copying from the mushaf onto the blackboard. A student's concentration will be focused on only one board in front of him, whereas if the memorization method uses a mushaf, his concentration will be broken, for example looking at pages other than the one he has memorized. Students continue to train themselves with patience when writing verse by verse from the Koran, which means they are actually able to memorize it directly without writing it first. (Sukmahadi, 2012). The following are the disadvantages of the blackboard method: Some students feel uneasy when using a blackboard. Feeling like you don't have the skills to write, draw well and beautifully on the blackboard. This causes hesitation and reluctance to use the blackboard as a learning medium. Students are reluctant to prepare and clean the

blackboard before studying, for fear of getting their hands dirty with chalk dust. Or to prepare a demonstration via the blackboard requires time and requires special attention and perseverance from students. As a result, it can cause feelings of reluctance when using a whiteboard. There are modern tools that are starting to be used in the learning process in the classroom, such as slides, light-emitting glass, film, video, VCD, LCD, etc. There are many textbooks that students can buy and own, rather than recording lessons from the blackboard. If students are given the opportunity to use a blackboard, it takes a lot of time, reduces the amount of material to be taught, and is boring (Hinata, 2013). From the explanation above, there are several advantages and disadvantages to the lauh method. It is hoped that teachers can prepare well when using the lauh method in learning Arabic, both in terms of media and techniques during learning.

Meru's own teaching method feeds the process of memorizing the Qur'an which can be adopted in learning Arabic, especially the Maharoh Kitabah. One way to memorize is by writing so that students can easily memorize both the sounds and forms of Arabic vocabulary. Research conducted by (Rostikawati, 2009) states that one effort to improve memory is by taking notes when participating in the learning process at school. According to Soemanto, taking notes as part of the learning process is when notes are accompanied by awareness, needs and goals of learning achievement (Zainuddin, 2011) in a journal. (Indrawati, 2014) Apart from that, De Porter and Hernacki (1999:14) argue that note-taking is one of the most important activities, because apart from improving memory, notes are needed to remember what is stored in memory (Kompas, 2012) in a journal. (Indrawati, 2014). From the explanation above, the lauh method is a method that can be used when learning Arabic at Madrasah Ibtidaiyah by writing and memorizing. Apart from that, the process of taking notes can improve memory and serve as a sign to remember something. In this way, this method is very supportive for students to use when learning the book, because quite a few students cannot write Arabic well and correctly.

**CONCLUSION**

Learning Arabic as a second language at Madrasah Ibtidaiyah has its own problems, especially when students write Arabic. Both in terms of the placement of the Hjaiyah letters which change at the front, middle and end and in terms of writing which is different from Indonesian, namely from right to left, this creates additional problems for students. One method of learning the Qur'an that can be adopted is the lauh method. Implementation by writing and reading what students see can influence students' memory after which students are also asked to memorize it. This method is very interesting and supportive when applied to Madrasah Ibtidaiyah students, especially when writing Arabic.

/20151/menghafal-al-quran-ala-maroko/#ixzz1v0IB7okp

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