Instructional Strategies for Foreign Languages Learning: A Practical Approach of Mahmud Yunus' Thought

Mohammad Firman Maulana

Faculty of Education and Teacher Training, Universitas Islam Sumatera Utara, Indonesia

Abstract: Mahmud Yunus' thoughts about instructional strategies that he wrote in his book are rational and comprehensive enough to motivate students to learn. His strategies focus on fostering students' self-confidence, independence, creativity, and courage to try to manifest themselves and to actualize themselves. This study tried to look further at how these instructional strategies were carried out in foreign language learning, such as English learning and Arabic learning. The method used in this research was literature research with data source triangulation. To collect the data and information, we used deductive thinking. A descriptive qualitative method was used to present the results of the study. The results of this study showed that the instructional strategies of Mahmud Yunus emphasized teaching patterns with a system of direct method, practical and collaborative learning. This approach is relevant in language teaching for both, beginners and intermediate levels. Therefore, educators and further research will be very good if they can apply Mahmud Yunus' instructional strategy in language learning.

INTRODUCTION

The teaching and learning process (TLP) is a reciprocal activity between teacher and student and takes place in the educational environment to achieve certain goals required by the curricular. In the teaching and learning process (TLP), the teacher is the spearhead that plays a major role in shaping the educational atmosphere. In this way, TLP is not only about delivering messages or information to the students but also about mental-spiritual formation and inculcation of religious values into students.

Learning events occur when students actively interact with the learning environment designed in such a way by the teacher (Alrushiedat & Olfman, 2013; Maseleno et al., 2018; Raspopovic et al.,

2017). In another word, the teaching and learning process can occur in various ways and through certain approaches which according to Djamarah and Zain (2006) have several functions, first as an intrinsic and extrinsic motivation tool. Intrinsic motivation, which is an impulse in a person to do something consciously, while extrinsic motivation is something contributes to shake students to do something, Thus, students can follow the teaching and learning process well. Second as a learning strategy; that's because every student in the class has a different level of intelligence, and maybe there is the best student in the class. By applying certain learning methods, each student in one class can deny the knowledge conveyed by the instructor

correctly. That way, every teacher must learn teaching methods that can be applied to each class. Third as a means to an end. This means learning methods that facilitate educational facilities that function as a means in learning materials for students (Djamarah & Zain, 2006).

It must be realized that the whole method is a method that can be the same with strategies or tools in learning so that students achieve learning objectives (Hazari et al., 2009; Hew, 2014). Therefore, the effectiveness and efficiency of learning will depend on how the teacher's strategy used in the teaching-learning process (Kola & Sunday, 2015; Poulou, 2017). This is important related to separate materials, activities, and procedures in helping students to achieve the expected teaching goals. In agreeing to this, Dick and Carey (1996) explain that the learning process can be done through learning strategies, namely strategies that are not only related to the procedure of activities but also included in the material or package supported (Dick & L, 1996).

The instruction strategies are "activities chosen by the teacher or lecturer in the teaching and learning process that can provide facilities for students to achieve certain predetermined teaching goals" (Gumrowi, 2016; Laws et al., 2015; Romiszowski, 1981; Vebrianto & Osman, 2011). In the context of the instructional strategy, the teaching and learning process has a broader meaning and understanding than teaching understanding only (Abungu et al., 2014; Rauf et al., 2013; Wekke, 2015; Wekke & Hamid, 2013). In the process of teaching and learning, there is an inseparable activity between students who learn and teachers who teach (Tobias & Tobias, Evan S., Mark Robin Campbell, 2015). Between these two activities are mutually supporting interaction. In the learning process, effective and appropriate methods are urgently needed at each level

of students, including in learning foreign languages such as Arabic and English.

Many books and studies have revealed the importance of using strategies in learning, and some have also revealed a variety of learning strategies, but there are no studies that specifically address Mahmud Yunus' thoughts related to instructional strategies in language learning. Therefore, to find out the application of the method in this study several questions were asked and focused on instructional strategies according to Mahmud Yunus as stated in the book Tarbiyah was Ta'lim and Tarbiyah Amaliyah. How is the instructional strategy of Mahmud Yunus as stated in his work, Tarbiyah wa Ta'lim and Tarbiyah Amaliyah in learning foreign languages? How is practically the instructional strategy adopted by Mahmud Yunus in his work, Tarbiyah wa Ta'lim and Tarbiyah Amaliyah in teaching foreign languages?

This research fills the research gap, explaining the thoughts of Mahmud Yunus in applying instructional strategy in language learning that can increase motivation in students. In this case, the instructional strategy is related to foreign language learning.

METHOD

This research is a literature study with source data triangulation. This literature study was focused on books written by Mahmud Yunus in the field of education, namely Ushul Tarbiyah wa Ta'lim and Tarbiyah Amaliah. These books are widely used in Madrasahs and Islamic boarding schools, especially as a reference in practicum (teaching-learning practice). To collect the data and information, we used deductive thinking. A descriptive qualitative method was used to present the results of the research. The data obtained through several books such as Ushul Tarbiyah wa Ta'lim from section 1 to section 3 and Tarbiyah Amaliyah. Also, the data was obtained through the

study of several books or previous studies that were considered relevant and could support this research. The complete

process of this research is described in Figure 1.
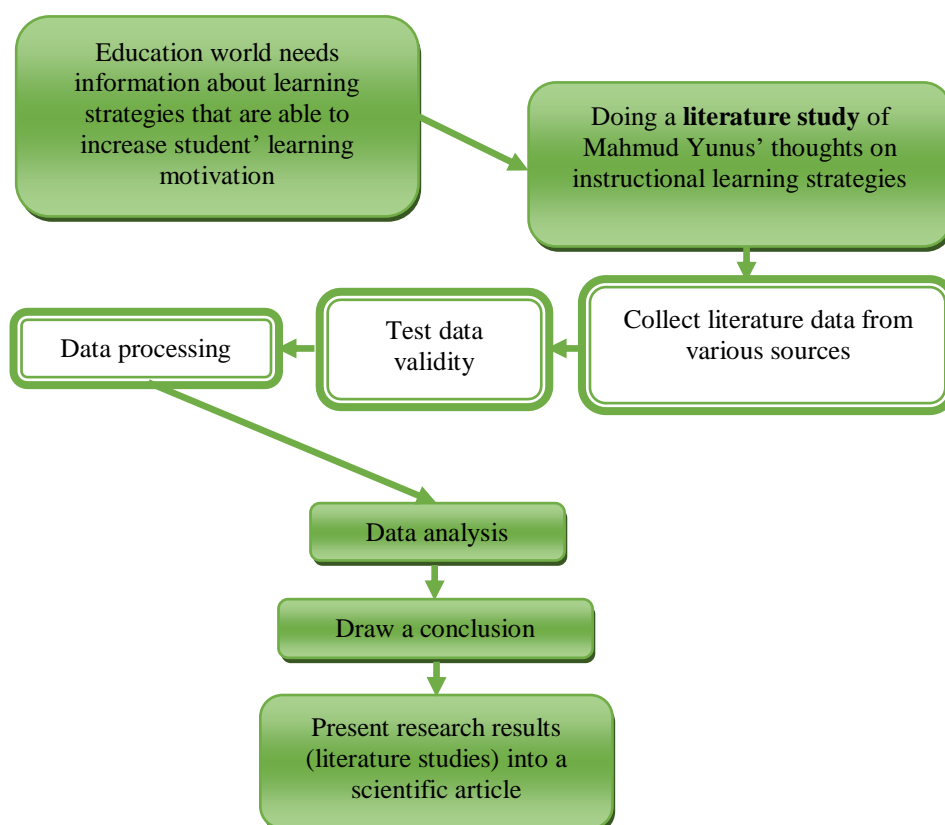
Figure 1. Flow Chart of the Description of the Research Process

RESULT AND DISCUSSION
Bibliography

Mahmud Yunus represented a Muslim scholar who was very concerned about the education of Muslims. Born in Padang, February 10, 1899, and died January 16, 1982. He holds the title of Honorary Doctor of Causes from the State Islamic Institute (IAIN) Syarif Hidayatullah, Jakarta (M. Yunus, 2010a, 2010b, 2010c). He is also a teacher who has written more than 70 books, including the book Tafsir Quranul Karim, Arabic-Indonesian Dictionary, Tarbiyah wa Ta'lim and Tarbiyah Amaliyah, all of which are more widely used in Madrasas and Pesantren (M. Yunus, 2010a, 2010b, 2010c). Mahmud Yunus has worked in the Ministry of Religion of the Republic of Indonesia. During his completion in the

department, he always tried to integrate religious studies into the National Education Curriculum (Yunus, 2010a, 2010b, 2010c).

Regarding the career, Mahmud Yunus taught in the surau (Mosque) and *madrasah* (Islamic school) where he studied compilation as a child. He joined the Islamic Teachers Association (Pendidikan Guru Agama Islam). In 1923 he studied in Cairo, Egypt, and in 1931 returned to his country and in 1932 he taught and established an Islamic School. Then he became the Principal at Padang Islamic Middle School and Padang Islamic Higher School (STI) (Yunus, 2010a, 2010b, 2010c).

During the Japanese occupation of Indonesia, Yunus worked in government in the field of Islamic Education and

began training Islamic education in Minangkabau. On January 20, 1951, religion was adopted into the national education curriculum and became a subset of the national curriculum. Subsequently, on June 1, 1957, Yunus was appointed as the Academic Director of the Office of Religious Sciences (ADIA), Academic Services for theology in Jakarta (UIN Syarif Hidayatullah Jakarta). From 1967 to 1970, Yunus was the Director of the Imam Bonjol State Islamic Institute and at the age of 82, he died on January 16, 1982 (Yunus, 2010a, 2010b, 2010c).

The Books of Tarbiyah

The books of Tarbiyah wa Ta'lim and Tarbiyah Amaliyah by Mahmud Yunus explain the understanding of education both formulations that can be translated in practical ways. The philosophical level of education discussed regarding the concept of nature, human individuals and society to aspects of science and etiquette (values), thus the concept of education proposed by Yunus is quite complete.

The purpose of learning the science of education is poured into the book Tarbiyah wa Ta'lim and Tarbiyah Amaliyah to deliver students to have the ability to teach. This means that following the program discussed in tertiary institutions, such as the Islamic Religious Education Study Program, making professional religious teachers. Because the material presented is considered practical considerations with a variety of very basic choice methods.

The purpose of learning science education as poured into the book Tarbiyah wa Ta'lim and Tarbiyah Amaliyah is to lead the students to have an ability to teach. This means that in accordance with the program discussed in tertiary institutions, such as the Islamic Religious Education that is making professional religious teachers. Because the material presented is considered practical with a variety of very basic choice methods.

In the book Tarbiyah wa Ta'lim, the highest goal of learning is the formation of noble morals in students. Happy learning not only enhances students' minds (cognitive domain) and their skills (psychomotor domain) but more importantly is the formation of noble morals. This concept is manifested from the educational definition advanced by Mahmud Yunus, "Education is all activities that are deliberately chosen to provide development and physical development, thoughts and character of students in accordance with the level of development and ability of each child to achieve perfection in life and glory, both individual and social as well as what he is able to perform better" (M. Yunus, 2010a). Furthermore, he explained the purpose of education in general and is divided into three categories; work-oriented education, science-oriented education, and moral development-oriented. Each has advantages and disadvantages as well, therefore, all these three must be used in accordance with integrative, while more preference is the moral development among students (M. Yunus, 2010b).

Moral development is a principle in education and it is the main goal so that through various programs and all activities in education are directed into students not only to be good citizens but also to be good people in a broader sense. As Yunus and al-Attas also stressed that education is essentially instilling *akhlak* or *adab* (character) into students, as he emphasized, "Education is thus the instilling and inculcation of *adab* in man– it is *ta'dib*" (M. Yunus, 2010a). The Quran testifies that the Holy Prophet is the Ideal who is the best example of such a man, whom scholars have called the Perfect or Universal man (*Al-Insan al-kulliyy*) (Al-Attas, 1998; M. Yunus, 2010c).

Moral education, according to Yunus, is not merely theoretical-academic but must be applied in daily life by way of habituating students to behave with praiseworthy traits such as, honest, empathetic, sincere, clean, brave in truth, independent attitude and so on. Even though the emphasis of the educational pattern proposed by Yunus lies in the development of morals, but he does not neglect other domains and even must do it in a balanced manner. According to him, one domain with another domain strengthens each other and becomes an integrative whole. Because of that learning material that must be prepared by an educator covers aspects chosen to develop intelligence (cognitive domain), skills (psychomotor domain) and aspects of emotion and conscience (affective domain).

Ideally, education is based on Islamic teachings and is always called the term Islamic Education. According to him, Islamic Education is a practical activity that deliberately solely to instill good qualities in accordance with the level of development of children under the control of Islamic Educational institutions through an approach undertaken by an adult (teacher), or through the provision of books while demonstrating the qualities glorious before students to grow in their faith, Islam and Ihsan. In Islamic education, all activities are aimed at fostering morals and soul or emotion through the cultivation of noble qualities and habituation of character and noble attitudes to prepare students to face it with a sincere and pure heart (Yunus, 2010a, 2010b, 2010c).

Instructional Strategies (Teaching)

About teaching practices, Tarbiyah wa Ta'lim stated in a detailed way so that the steps of teaching can be easily understood and followed and practiced. Starting from the preparation period by determining teaching materials that are appropriate to the time and level of students, providing audio-visual, determining specific objectives to teaching methods and evaluation materials.

Teaching according to Yunus is an activity that must be prepared by teachers covering a variety of things and the most important is the preparation of teaching, practicum, and evaluation. Practicum for him is an aspect that most require the attention of teachers, especially about the relevance of the material that must be prepared, the appropriate approach, medium and means of learning including the provision of audiovisual and so forth.

In this regard, the teaching and learning event is said to have a lot of roots in various views and concepts. Therefore, the embodiment of the teaching and learning process can occur in various models. Bruce Joyce and Marshal Weil (1980) put forward 22 teaching models that are grouped into 4, those are: information processes, personal development, social interaction and behavior modification (Joyce & Weil, 1980; Y. Yunus & Suardi, 2019). The main purpose of instructional strategies and learning methods is to help develop individual student abilities so that they can solve their problems. As for some of the objectives of the learning method or instructional strategy include the following.
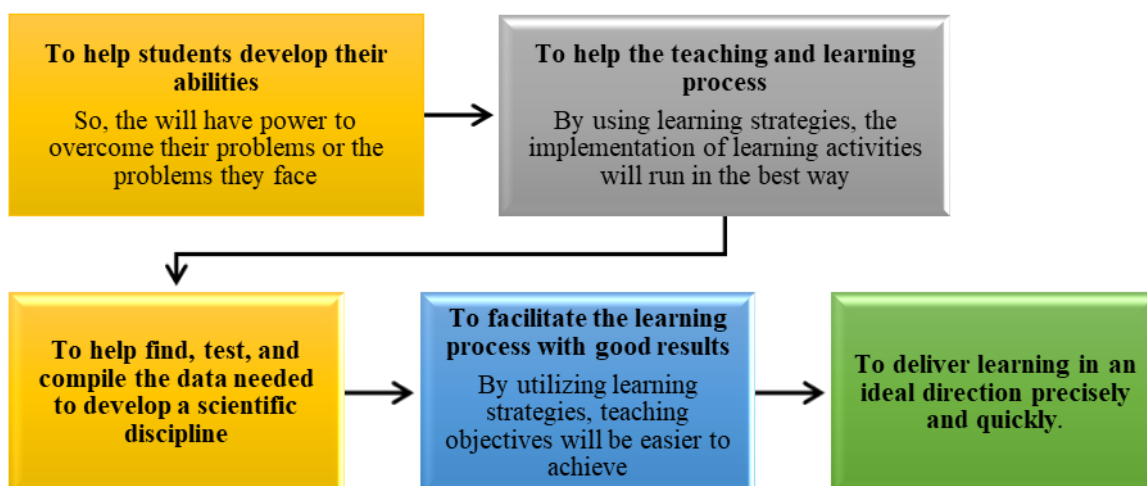
Figure 2. Some Reasons for using Instructional Strategies

So that, the learning process can run in a fun and motivated atmosphere and besides, learning material is more easily understood by students. While, in the context of foreign language teaching, Yunus gave more about practical approaches (instructional strategies) which in this research we have made it into this following list.
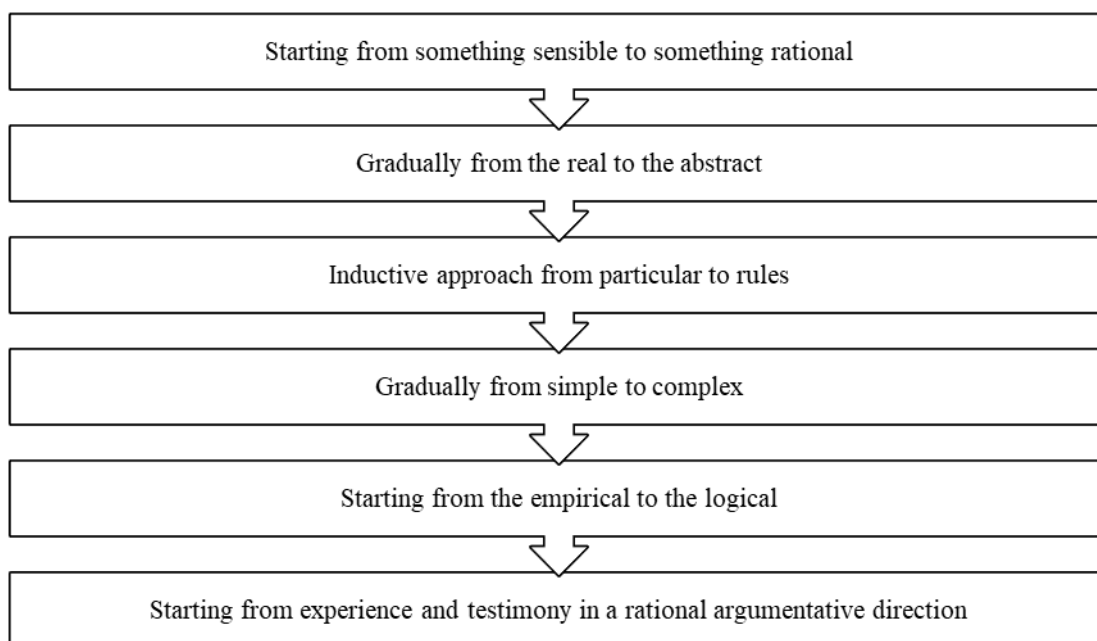
Figure 3. Mahmud Yunus' Strategy in Teaching Foreign Language

Based on the steps of the instructional strategy in Figure 3, starting from something sensible to something rational, and gradually from the real to the abstract or from the simple to the complex. Similarly, starting from the basis of an empirical and particular experience to the logical and abstract. In this case, learning starts from everything that appears, smells, can be touched, heard, touched and felt or tasted. Starting from the simple and visible form in the environment where students learn such as the wood floor, blackboard, table, chair

and so on which, one by one is mentioned and at the same time the items are appointed without being translated into the mother tongue. In this way each time the item is shown the student immediately mentions it. So usually the method of instructional approach is referred to as the "direct method". This pattern of habituation makes students familiar with the items in the environment and the words are increasingly embedded in their meaning to students.

Learning gradually becomes something more complex, rational and being abstract. If the object is not visible in front of students, then the teacher usually uses tools or media intermediaries such as audiovisual or by showing pictures of something. Or the teacher tries to show an example. If it's about tiger to be taught, then cats can be used as an alternative that brings students' minds toward tigers. Likewise, with the desert, the teacher can start by showing sand in the schoolyard without giving a translation.

Language learning proposed by Mahmud Yunus through the direct method as described above becomes something attractive because it does not burden students with verbal memorization, monotony, one direction teaching, but practice it directly. One new word introduced by the teacher is developed in various sentences. Because according to him, mastery of one vocabulary will be better if students can develop it in various sentences. Conversely, mastery of many words but only stored in one sentence is not better than one word but placed in various sentences.

At a higher level, students study discourse in the form of stories or news expressions about an event. Partially, the teacher gives word for word that is considered difficult or unfamiliar. The repetition of lafadz of vocabulary is highly emphasized by the teacher followed by students in pronunciation so

that the pronunciation/talafudz is correct. A difficult explanation verbatim can also use an intermediary tool, audiovisual or image without translation.

Gradually from difficult words to fragments of the story in discourse are revealed until finished. Students are guided to master vocabulary, sentences to the storyline of discourse so students can retell it well. Previous questions and answers related to the discourse delivered by the teacher were done to measure the extent of student understanding from that delivered. Collaborative learning between teacher and student or fellow students is reflected in the language class, and even there is a mutual discussion about a discourse.

In this way, the learning pattern becomes a human, dialogic, empowerment and mutual assistance in collaborating, mainly in understanding and mastering subject matter. Given the differences in backgrounds and individual abilities within a learning unit, in this case, Yunus (2010) does not limit the use of a specific approach. It is precisely adjusted to the level of child development, the situation and the level of learning material. That is why the method used is usually said to be an instructional strategy with a broader understanding than just the teaching method. Because it involves the teacher's strategy in the selection of a set of materials, activities and teaching procedures in helping students to achieve the expected instructional goals. This means that the learning process is carried out through an instructional strategic approach, making an approach that not only limited the procedure of activities but also includes the materials or teaching package.

Look at the process of teaching and learning foreign languages with the instructional strategy approach as stated reflects the pattern of language teaching with the system "direct, collaborative, practical and dialogic". Such learning

involves physical and psychological students so that they are embedded in an independent attitude, self-confidence, and respect for themselves and others. Students are motivated to actualize themselves in a fun, easy, interesting and practical way.

Several books and studies/research results that explore the learning strategies and learning approaches have provided an overview of the benefits of using strategies in the learning process, and some have also revealed a variety of learning strategies, such as research by Dick & L (1996) and book by Djamarah & Zain (2006). However, there are no studies that specifically address Mahmud Yunus' thoughts related to instructional strategies in language learning. In fact, Mahmud Yunus' thoughts about foreign language learning strategies are very worthy of appreciation and would be very good to apply in learning process.

Therefore, this study answers several questions about instructional strategies according to Mahmud Yunus as stated in the book Tarbiyah was Ta'lim and Tarbiyah Amaliyah. About how is the instructional strategy of Mahmud Yunus as stated in his work, Tarbiyah wa Ta'lim and Tarbiyah Amaliyah in learning foreign languages and how is practically the instructional strategy adopted by Mahmud Yunus in his work, Tarbiyah wa Ta'lim and Tarbiyah Amaliyah in teaching foreign languages.

This research fills the research gap, explaining the thoughts of Mahmud Yunus in applying instructional strategy in language learning that can increase motivation in students. In this case, the instructional strategy is related to foreign language learning. The pattern of foreign language learning according to Mahmud Yunus is through a learning strategy that is able to foster an attitude of confidence in students, an attitude of mutual respect and respect for classmates even to the teacher. This kind of learning pattern will greatly motivate students to try to be

creative and dare to actualize themselves. At last, learning will create positive students and generate and maintain a spirit of professionalism for teaching.

CONCLUSION

Based on the discussion above, it can be said that the foreign language teaching method proposed by Mahmud Yunus is called the "direct method" with collaborative learning shown between students and teachers, dialogic and practical. In this way, learning becomes interesting and inspires students in learning foreign languages whether Arabic or English. Also, learning patterns with an instructional strategy approach foster an attitude of confidence in students, an attitude of mutual respect and respect with classmates even to the teacher. Such learning patterns certainly greatly motivate students to try to be creative and self-actualizing. All of these attitudes reflect on teaching students positively and instill a spirit of professionalism for the teaching profession.

REFERENCES

Abungu, H. E., Okere, M. I. O., & Wachanga, S. W. (2014). The Effect of Science Process Skills Teaching Approach on Secondary School Students' Achievement in Chemistry in Nyando District, Kenya. *Journal of Educational and Social Research*, *4*(6), 359–372. https://doi.org/10.5901/jesr.2014.v4n6p359

Al-Attas, M. N. (1998). *The Educational Philosophy and Practice: an Exposition of the Original Concept of Islamization* (M. N. Wan (ed.)). ISTAC.

Alrushiedat, N., & Olfman, L. (2013). Aiding Participation and Engagement in a Blended Learning Environment. *Journal of Information Systems Education*, *24*(2).

Dick, W., & L, C. (1996). The Dick and

Carey Model: Will It Survive The Decade? *Educational Technology Research and Development*, *44*(3), 55–63.

Djamarah, D., & Zain, Z. (2006). *Strategi Belajar Mengajar*. Rineka Cipta.

Gumrowi, A. (2016). Meningkatkan hasil belajar listrik dinamik menggunakan strategi pembelajaran team assisted individualization melalui simulasi crocodile physics. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, *05*(April), 105–111. https://doi.org/10.24042/jpifalbiruni.v5i1.110

Hazari, S., North, A., & Moreland, D. (2009). Investigating Pedagogical Value of Wiki Technology. *Journal of Information Systems Education*, *20*(2).

Hew, K. F. (2014). Promoting Engagement in Online Courses: What Strategies Can We Learn from Three Highly Rated MOOCS. *British Journal of Educational Technology*, *47*(2).

Joyce, B., & Weil, M. (1980). *Model of Teaching*. Prentice Hall.

Kola, A. J., & Sunday, O. S. (2015). A Review of Teacher Self-Efficacy, Pedagogical Content Knowledge (PCK) and Out-of-Field Teaching: Focussing on Nigerian Teachers. *International Journal of Elementary Education*, *4*(3).

Laws, P. W., Willis, M. C., Jackson, D. P., Koenig, K., & Teese, R. (2015). Using Research-Based Interactive Video Vignettes to Enhance Out-of-Class Learning in Introductory Physics. *The Physics Teacher*, *53*(2), 114–117. https://doi.org/10.1119/1.4905816

Maseleno, A., Sabani, N., Huda, M., Ahmad, R., Jasmi, K. A., & Basiron, B. (2018). Demystifying Learning Analytics in Personalised Learning. *International Journal of Engineering & Technology*, *7*(3).

Poulou, M. S. (2017). An Examination of The Relationship among Teachers' Perceptions of Social-emotional Learning, Teaching Efficacy, Teacher-Student Interactions, and Students' Behavioral Difficulties. *International Journal of School & Educational Psychology*, *5*(2), 126–136.

Raspopovic, M., Cvetanovic, S., Medan, I., & Ljubojevic, D. (2017). The Effects of Integrating Social Learning Environment with Online Learning. *The International Review of Research in Open and Distributed Learning*, *18*(1).

Rauf, R. A. A., Rasul, M. S., Mansor, A. N., Othman, Z., & Lyndon, N. (2013). Inculcation of science process skills in a science classroom. *Asian Social Science*, *9*(8), 47–57. https://doi.org/10.5539/ass.v9n8p47

Romiszowski, A. J. (1981). *Designing Instructional Systems*. RoutledgeFalmer.

Tobias, P. G., & Tobias, Evan S., Mark Robin Campbell, dan P. Gr. (2015). Bringing Curriculum to Life: Enacting Project Based Learning in Music Programs. *Music Educators Journal*, *102*(2).

Vebrianto, R., & Osman, K. (2011). The Effect of Multiple Media Instruction in Improving Students' Science Process Skill and Achievement. *Procedia - Social and Behavioral Sciences*, *15*, 347.

Wekke, I. S. (2015). Antara Tradisionalisme dan Kemodernan: Pembelajaran Bahasa Arab Madrasah Minoritas Muslim Papua Barat. *Tsaqafah: Jurnal Peradaban Islam*, *11*(2), 313–332.

Wekke, I. S., & Hamid, S. (2013). Technology on Language Teaching and Learning: A Research on Indonesian Pesantren. *Procedia - Social and Behavioral Sciences*, *83*, 585–589.

Yunus, M. (2010a). *Ushul al-Tarbiyah wa at-Ta'lim Juz 1*. Darussalam Press.

Yunus, M. (2010b). *Ushul al-Tarbiyah wa at-Ta'lim Juz 2*. Darussalam Press.

Yunus, M. (2010c). *Ushul al-Tarbiyah wa at-Ta'lim Juz 3*. Darussalam Press.

Yunus, Y., & Suardi, D. (2019). Al-Quran Learning Through Information Processing Model Ala Joyce and Weil MTs Works in The Village Lara Mulya Baebunta District District North Luwu. *International Journal for Educational and Vocational Studies*, *1*(2), 104–108. https://doi.org/10.29103/ijevs.v1i2.1400