

## THE CONTRIBUTION OF DR (HC) H. MUSTAFA MUHAMMAD NURI, LAS IN DEVELOPING ARABIC LEARNING IN SOUTH SULAWESI

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**Abstract:** This study discusses the contribution of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, in the Development of Arabic Learning in South Sulawesi to know the teaching model from Dr. (HC) H. Mustafa Muhammad Nuri, LAS, in Arabic learning in South Sulawesi. This type of research was a qualitative descriptive located in South Sulawesi using a historical, sociological, and psychological approach. The data collection techniques used were interviews and documentation. In addition, this research also used library research through primary and secondary data. The data analysis techniques were in-depth by reducing data, presenting data, and drawing conclusions. The results showed that Dr. (HC) H. Mustafa Muhammad Nuri, LAS has an essential role in developing Arabic learning in South Sulawesi by contributing as Dean of the Faculty of Adab and Humanities at IAIN Alauddin Makassar (1968-1985) and in (1990-1997). He is the Director and lecturer at the Language Institute and the Author of Arabic books and wall magazines. Besides, he teaches Arabic learning at home, is an initiator of the collaboration between IAIN Alauddin Makassar and the Middle East, an authoritative source, the educators who educate and foster Arabic teachers and lecturers, and a pioneer of the eclectic method.

**Keywords:** Dr. (HC) H. Mustafa Muhammad Nuri; Arabic Learning.

### I. BACKGROUND

Arabic is the language of the Qur'an as-Sunnah which also spread with Islam in the archipelago since the 12<sup>th</sup> century, then grew and had an influence not only on religious aspects but also on linguistic and cultural aspects. The spread of the Arabic language and its influence in the past few centuries can still be traced through the study of manuscripts (philology) on the relics of the Islamic kingdoms, for example, in Sumatra: Samudra Pasai and Aceh, in Java: Demak, Mataram and Banten, in Maluku: Ternate and Tidore, in Sulawesi: Gowa, Gorontalo, and Buton, in Nusa Tenggara: Bima and Sasak, in Kalimantan: Kutai, Banjarmasin, and Sukadana. Most of them are in Malay manuscripts but it still discovered even in local ethnic languages, for instance, those in Javanese, Sundanese, Banjarese, Bugis-Makassar, Ternate, Buton, Bima, and so on.<sup>1</sup>

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<sup>1</sup>Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Teaching Arabic at IAIN Alauddin, (Makassar: IAIN Alauddin, November, 11<sup>th</sup> 2004), p. 3.



Indonesia, as a country with a majority Muslim population, has also made various efforts so that the Arabic language continues to be studied. It seems that the orientation of learning Arabic in the current era has experienced so many changes, progress, and developments.<sup>2</sup>

There is a famous university or college in South Sulawesi; the university is ranked as the best runner-up in South Sulawesi and is well known for its civilization and green campus. It is Universitas Islam Negeri Alauddin Makassar or abbreviated as UIN Alauddin Makassar. In UIN Alauddin Makassar, several lecturers are experts in Arabic; their knowledge of Arabic is no longer in doubt. One of the lecturers or a figure who is quite famous for his expertise in Arabic is Dr. (HC) H. Mustafa Muhammad Nuri, LAS. His students give him the title of teacher.

Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is the person who found the pattern of training and systematics with the eclectic method in teaching Arabic for Islamic Religious College, which can facilitate the teaching and learning process and can shorten the period or learning program. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is a figure who pioneered the application of modern methods in teaching Arabic by adopting foreign language teaching methods, especially the application of the eclectic method with an all-in-one system approach. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is a person who produces many writings. One of his most famous writings is *al-Arabiyyah al-Muyassarah* (published in 1975).<sup>3</sup> With his ability and intelligence in Arabic, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, taught at UIN Alauddin Makassar and was also asked to teach at several well-known universities in Makassar, such as UNISMUH, UMI Makassar, and UNHAS.

To get more information about the role of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, in the development of Arabic in South Sulawesi, the authors consider the figure of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, needs to be appointed in a scientific study entitled *The Contribution of Dr (Hc) H. Mustafa Muhammad Nuri, LAS, in Developing Arabic Learning in South Sulawesi*.

Based on the background of the problem above, the writer can describe the formulation of the problem as follows: What is the contribution of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, in the Development of Arabic Learning in South Sulawesi?

## II. BIOGRAPHY

### *a. Birth History of Dr. (HC) H. Mustafa Muhammad Nuri, LAS*

Dr. (HC) H. Mustafa Muhammad Nuri, LAS, was born in Roppang village, Roppang sub-district, Sumbawa district, West Nusa Tenggara (NTB) to a married couple of H. Muhammad Nur and HJ. Maimunah. The two couples gave birth to five children; three boys and two girls, while Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is the second child of five siblings. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, grew up in a very religious, respectable, and respected family environment because both his parents were religious figures who were directly appointed by the kingdom at that time to live in Roppang village. So, the presence of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, in Roppang, can enlighten the surrounding community, especially those related to

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<sup>2</sup>Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya 2014), p. 89.

<sup>3</sup>Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Teaching Arabic at IAIN Alauddin, (Makassar: IAIN Alauddin, November, 11<sup>th</sup> 2004), p. 48-51.

religious rituals.<sup>4</sup> Uncle of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, lives in Saudi Arabia to deepen his knowledge of Religion. The presence of his uncle in Saudi Arabia helped him to continue his junior high school studies in Saudi Arabia.<sup>5</sup>

***b. Educational History of Dr. (HC) H. Mustafa Muhammad Nuri, LAS***

Dr. (HC) H. Mustafa Muhammad Nuri, LAS, started his primary education in 1938 AD at the People's School in the morning, while in the afternoon, he studied at the Muhammadiyah Madrasa, and Dr. (HC) H. Mustafa Muhammad Nuri, LAS, first learned Arabic in the Madrasa. After graduating from the school in 1946, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, went to Mecca, Saudi Arabia, to continue his studies in 1949, perform the pilgrimage, and live and study religion knowledge. When he arrived in the middle east, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, enrolled in *Dar al-Ulum* secondary school for three years (1950-1952). It has the same level as *Tsanawiyah* (Junior High School), which is located in Jabal Qubais

After following the learning process and graduating at *Dar al-Ulum*, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, continued his studies at *Ma'had al-'Ilmiy as-Saudy*. It is at the same level as Aliyah (Senior High School) for four years (1953-1956). This madrasa belongs to the Kingdom of Saudi Arabia, and its students prepare to continue their studies outside of Saudi Arabia, especially in Egypt. The Arabic lessons taught there, such as *Nahwu* and *Sharaf*, *Balaghah* and *al-Adab al-Arabi*, with the books of *Shuzurus Zahab* and *Kawakib ad-Durriyah*. After graduating from the madrasa, he taught at *al-Madrasa al-Asy'ariyah*, which is at the same level as *ibtidayyah*, to gather provisions to continue his studies in Egypt. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, was in Mecca, Saudi Arabia, for seven years, starting from 1950-1956.

Dr. (HC) H. Mustafa Muhammad Nuri, LAS, has the opportunity to become a Saudi Arabia citizen. However, because of his spirit of Indonesian nationality, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is superior to what he has. Finally, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, left Mecca and immigrated to Cairo, Egypt, in 1957 to continue his studies at two faculties simultaneously. At Cairo University on the Adab faculty, he obtained an LC diploma in 1961, and at the Ushuluddin faculty at al-Azhar University, he obtained an LC diploma in 1963. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, also continued his studies to a master's program in the Department of Philosophy at the Faculty of Ushuluddin, al-Azhar University, and also a master's program at *Ma'had Duwalul Arabiyah*.<sup>6</sup>

After Dr. (HC) H. Mustafa Muhammad Nuri, LAS, completed his studies at al-Azhar University in Cairo, and worked at the Indonesian embassy. However, he has not obtained a diploma in the two master's programs he enrolled. In 1967, he and his beloved wife, Hj. Hafsa Intan, LC, an alumnus of the Adab Faculty of al-Azhar University, returned to Indonesia and chose to teach at IAIN Alauddin Makassar as an Arabic language lecturer. Then in 2004 AD, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, received an honorary doctorate with the title of Doctor Honoris Causa (HC), the

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<sup>4</sup>Agus Adnan, Nephew of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, *Interview*, Maros, July 5<sup>th</sup> 2021.

<sup>5</sup>Fatimah, Nephew of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, *Interview*, Makassar, July, 7<sup>th</sup> 2021.

<sup>6</sup>Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Teaching Arabic at IAIN Alauddin, (Makassar: IAIN Alauddin, November, 11<sup>th</sup> 2004), p. 12.

honorary title from IAIN/UIN Alauddin Makassar for his services and dedication in the development of teaching Arabic from the old pattern to the new pattern through the application of the *Nazariyah al-Wihdah* approach with an eclectic method. So, many of the students of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, has become an expert in Arabic, from Bachelor to Professor level Arabic.<sup>7</sup> Awarding the title of Doctor Honoris Causa to Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is also based on a step by the University so that Dr. (HC) H. Mustafa Muhammad Nuri, LAS, can teach at the Postgraduate of IAIN Alauddin Makassar.

### c. *Theoretical Foundation*

#### 1. Role

The word role in the Great Indonesian Dictionary means something played or carried out.<sup>8</sup> Role is an activity played by someone with a position or social status in the organization. Meanwhile, in terms of terminology, the role is a set of behaviors expected to be owned by community members. The "role" is a set of behaviors expected to be possessed by people who live in society. While "part" is an action taken by a person in an event.<sup>9</sup>

The definition of a role, according to some experts as follows:

- a) According to Koentjaraningrat, the role means the behavior of an individual who decides a particular thing. Thus, the role concept refers to the expected behavior pattern of someone with a specific status/position in the organization or system.
- b) According to Abu Ahmadi, a role is a complex of human expectations for how individuals must behave and act in certain situations based on their social status and function.

Based on the description above, the role is a set of behaviors expected to be owned by people with a societal position. The role in an institution is related to the duties and functions. These two things cannot be separated in the implementation of work by a person or institution.

The role has several aspects: First, the role is about the norms associated with a person's position or place in society. In this case, a role is a series of rules that guide a person in community life. Second, the role is a concept of what individuals can do in society as an organization. Third, the role can also be interpreted as individual behavior that is important for the social structure of society.

#### 2. Arabic Learning

"Learning" in the Great Indonesian Dictionary fourth edition comes from the bare word "learn" which is added with the suffix "ing" to become "learning". Its mean refers to a process, action, or way of teaching, so students want to learn. Real learning is a complex aspect of human activity. It cannot be fully explained in detail. Learning is the product of the continuous interaction between life experience and development. It is

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<sup>7</sup>Muhammad Harjum (60 years old), Lecturer of Arabic Language and Literature Faculty of Adab and Humanities, *Interview*, Makassar, August 23<sup>rd</sup> 2021.

<sup>8</sup>Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia Edisi Keempat* (Jakarta: PT. Gramedia Pustaka Utama, 2014), p. 854.

<sup>9</sup>Syamsir dan Torang, *Organisasi & Manajemen (Perilaku, Struktur, Budaya & Perubahan Organisasi)* (Bandung: Alfabeta, 2014), p. 86.

a conscious effort by a teacher to teach by directing the interaction between students and other learning resources in order to achieve the desired goals.<sup>10</sup>

The meaning of learning, according to some experts as follows:

- a) According to Taufik Baharuddin, learning is a process to help students learn well. Learning activities seem to be not just teaching but also an effort to generate interest and motivation and polish the activities of students to become dynamic.<sup>11</sup>
- b) According to Oemar Hamalik, learning is a structured combination that includes: human elements, materials, facilities, equipment, and procedures that influence each other to achieve the desired learning goals. In this case, humans are involved in the teaching system, which includes students and teachers, the learning environment, and other personnel, while the materials include: books, blackboards, and others. Facilities and equipment include classrooms and audio-visual equipment. Procedures consist of schedules and methods of delivering information, study practices, exams, etc.<sup>12</sup>

From the several definitions of learning above, we conclude that language learning is an activity of an educator's deliberate efforts to modify various learning components that are directed towards achieving the goal of mastery and understanding of the desired language.

There are several learning principles in learning Arabic that must be known by teachers and students as follows:<sup>13</sup>

a) Priority Principle (*al-Uluwyyat*)

In learning Arabic, there are priority principles in the delivery of learning materials, namely, First: teach, listen, and speak before reading and writing. Second: teach sentences before words. Third: use words that are more familiar with everyday life before teaching the language according to Arabic native speakers.

b) Correctiveness Principle (*al-Diqqoh*)

This principle is applied when teaching the material about الأصوات (*phonemic*) التركيب (*morphology and syntax*), and المعاني (*semantic*). The purpose of this principle is that an Arabic teacher should not only be able to blame students but also make corrections and familiarize students with being critical of the following: 1) Correctiveness in teaching phonemics; 2) Correctiveness in teaching syntax; 3) Correctiveness in semantic teaching.

c) Gradually Principle (*al-Tadrijiyyah*)

Based on its nature, there are three categories of gradual principles: first, explanations from the concrete to the abstract, and from the global to the detailed, from the known to the unknown. Second, there is continuity between what has been given

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<sup>10</sup>Muhammad Abduh, "Minat Mahasiswa Terhadap Pembelajaran Bahasa Arab (Analisis Pada Mahasiswa STAIN Watampone)" *Tesis*, Makassar: Postgraduate Program UIN Alauddin, 2017, p. 24-25.

<sup>11</sup>Taufik Baharuddin, *Brain Ware Leadership Mastery* (Jakarta: Alex Media Komputindo, 2007), p. 116.

<sup>12</sup>Oemar Hamalik, *Kurikulum dan Pembelajaran* (Ed. 1; Jakarta: Bumi Aksara, 1995), p. 57.

<sup>13</sup>Abd Wahab dan Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab* (Ed. 1; Malang: UIN-Maliki Press, 2011), p. 25.

previously and what he will teach next. Third, an increase in the quality of the previous teaching to the next one, both in the number of hours and the material

Arabic learning methods are divided into two, namely traditional and modern methods. The traditional method includes Arabic as a science or focuses on the side of linguistics related to grammar, morphemes or literature.<sup>14</sup> In contrast, the modern Arabic learning method is oriented towards the purpose of Arabic as a tool. Arabic is seen as a means of communication in modern life. The core of this learning model is the active use of Arabic and the ability to understand the speech or expressions in Arabic.

### III. RESEARCH METHODOLOGY

This type of research was descriptive qualitative as a method that explains, describes and provides an overview related to the situation in a systematic and detailed way, or this study is carried out by collecting information related to existing phenomena.<sup>15</sup> In addition, this research was field research. It refers to the research that goes directly to the field or the community where the research is carried out to know clearly about various aspects.<sup>16</sup> This study was located in South Sulawesi. It used a historical, sociological and psychological approach. The data collection techniques used were interviews and documentation. In addition, this study also used library research through primary and secondary data. The data analysis techniques were in-depth by reducing data, presenting data and drawing conclusions.

### IV. RESULTS AND DISCUSSION

Based on the data that the author has obtained from interviews with several informants, there are many contributions from Dr. (HC) H. Mustafa Muhammad Nuri, LAS. on the development of learning Arabic in South Sulawesi. The contributions are as follows:

#### *a. Dean of the Faculty of Adab IAIN Alauddin Makassar in 1968-1985 and 1990-1997*

When Dr. (HC) H. Mustafa Muhammad Nuri, LAS become the Dean of the Adab Faculty of IAIN Alauddin Makassar. He conveyed to all his students that if their lecturer is not attending the class or not present at the time of the teaching schedule, they can tell him or come to his room, and he will attend their class. As stated by the Chairman of the Indonesian Ulema Council (MUI) in South Sulawesi (period 2022-2026) A.G. Prof. Dr. KH. Najmuddin HS, M.A, as a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS that:

*“When Dr. (HC) H. Mustafa Muhammad Nuri, LAS became the Dean of the Adab Faculty of IAIN Alauddin Makassar, despite it is not his teaching schedule, he always attend the class and replace the lecturer who cannot attend the class at that day. So, at that time, when the lecturer cannot attend the class,*

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<sup>14</sup>D. Hidayat, The Foundation of Formulating the Development Model for Arabic Learning Methods. Presented at the Workshop of 'Development of Arabic Learning Methodology' in STAIN Sultan Qoimuddin, Kendari, July, 8<sup>th</sup> 2013.

<sup>15</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Ed. VII; Jakarta: Rineka Cipta, 2005), p. 234.

<sup>16</sup>Suyuthi, *Metode Penelitian Agama (Pendekatan Teori dan Praktek)* (Ed. I; Jakarta: PT Raja GrafindoPersada, 2002), p. 69.

*the students would call Dr. (HC) H. Mustafa Muhammad Nuri, LAS to replace the lecturer and teach them. He never refuses the calls from his students no matter how busy he is”.*<sup>17</sup>

From the interviews, the authors can conclude that Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is an educator who is very persistent in teaching Arabic so that his students know and understand Arabic. Thus, he never complains and refuses anyone who comes to his room and asks him to teach Arabic. That is the attempt from Dr. (HC) H. Mustafa Muhammad Nuri, LAS, to develop Arabic learning. Besides, he is not aware of the time, place, and person asked. On the other hand, he also has to write plenty of things for students because they have to read a lot if they want to learn,

### **b. Language Institution**

Following the data from the interview results, as stated by Dr. Muhammad Harjum, M.Ag, as a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, which also charged as a permanent lecturer in Arabic language and literature, Faculty of Adab and Humanities, UIN Alauddin Makassar that:

*“Back in the 70s or 80s, all of IAIN should have a linguistic institution. The language institution fostered two languages, namely Arabic and English. All students of IAIN Alauddin Makassar who have now changed their status to UIN must follow and graduate from the language institution. Actually, there are three languages in the language institute, namely Arabic, English and Indonesian, but the university only emphasizes it to two languages such as Arabic and English. In the linguistic institution, Dr. (HC) H. Mustafa Muhammad Nuri, LAS has been a director or chairman and also a teacher.”*<sup>18</sup>

The author can draw the conclusion that Dr. (HC). H. Mustafa Muhammad Nuri, LAS, is a figure who plays an essential role in improving the quality of language for UIN students in general and the Department of Arabic Language and Literature in particular. It can be seen from the role of Mustafa Nuri in conducting his role as a director and teacher. Dr. (HC). H. Mustafa Muhammad Nuri, LAS, is also the person who selects and tests the teacher who will teach in the language institution. Thus, the teachers who teach at these language institutions are reliable teachers in their fields, especially in Arabic.

### **c. Write the Book Related to Arabic**

Dr. (HC) H. Mustafa Muhammad Nuri, LAS, has many treatises from Prof. Dr. KH. Najmuddin HS, M.A, as the Chairman of the MUI South Sulawesi for the period 2021-2026 and also a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS. He stated that:

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<sup>17</sup>KH. Najmuddin HS, (70 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August 28<sup>th</sup> 2021.

<sup>18</sup>Muhammad Harjum (60 years old), Lecturer of Arabic Language and Literature Faculty of Adab and Humanities, *Interview*, Makassar, August 23<sup>rd</sup> 2021.

*“Among the written papers by Dr. (HC) H. Mustafa Muhammad Nuri, LAS, it cannot be separated from Arabic language materials, some of which discuss about Muthala’ah, Nahwu, Sharaf and Balaghah”.*<sup>19</sup>

The author can conclude that Dr. (HC) H. Mustafa Muhammad Nuri, LAS is a person who is very creative in making teaching materials. Then, he arranges teaching material for the courses that he will teach at the classroom, and it can be seen in the many of his written works. The treatise from Dr. (HC) H. Mustafa Muhammad Nuri, LAS is not only studied within the scope of UIN but also studied in South Sulawesi in general and even abroad. Thus, Dr. (HC) H. Mustafa Muhammad Nuri, LAS has contributed a lot to the development of Arabic learning through his monumental works, namely books related to Arabic teaching, one of which is still being the reference today, it is a book entitled *al-Arabiyyah al-muyassarrah*.

#### **d. Make an Arabic Wall Magazine**

Once, there was an Arabic Wall Magazine at the Adab Faculty. Dr. (HC) H. Mustafa Muhammad Nuri, LAS always teaches material about *Muthala’ah* and *Insyah*. In *Insyah*, Dr. (HC) H. Mustafa Muhammad Nuri, LAS usually gives assignments to students to write or devise in Arabic. All students were required to write articles in Arabic, then it was posted on the wall magazine after it is developed and published. However, the wall magazine did not last long, because there was a change in leadership. Finally, those who handle the wall magazine are no longer able to develop it.<sup>20</sup>

#### **e. Holding Arabic Learning at Home**

When Dr. (HC) H. Mustafa Muhammad Nuri, LAS officiated as the dean of the Adab faculty of IAIN Alauddin Makassar, he conveyed to all his students that if there were no lecturers have leisure time to attend the teaching class, then Dr. (HC) H. Mustafa Muhammad Nuri, LAS could come in to replace the absent lecturer even though it was not his job to teach. He never refused a call from his students, no matter how busy he was.<sup>21</sup>

The persistence of Dr. (HC) H. Mustafa Muhammad Nuri, LAS of teaching Arabic, aims to help the students understand Arabic. Aside from spending his time teaching Arabic on campus, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, also teaches Arabic lessons at home, as stated by Dr. Andi Darussalam, M.Ag, a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, and a permanent lecturer in Hadith Science, Faculty of Ushuluddin and Philosophy, UIN Alauddin Makassar. He stated that:

*“Dr. (HC) H. Mustafa Muhammad Nuri, LAS hold the Arabic learning at his home. He gives the Arabic learning for students who want to learn and explore Arabic materials for free. He did not ask for any payment for the Arabic learning like in other places, but it is the sincere intention of Dr. (HC) H. Mustafa Muhammad Nuri, LAS to open the door of his house widely in anytime*

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<sup>19</sup>KH. Najmuddin HS, (70 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August, 28<sup>th</sup> 2021.

<sup>20</sup>KH. Baharuddin HS, (73 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August, 28<sup>th</sup> 2021.

<sup>21</sup>KH. Najmuddin HS, (70 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August, 28<sup>th</sup> 2021.



*for anyone, especially for his students who want to learn and explore Arabic. Dr. (HC) H. Mustafa Muhammad Nuri, LAS welcomes his students who come to learn Arabic well. Dr. (HC) H. Mustafa Muhammad Nuri, LAS can answer all kind of questions that his students asked in correct and proper way because there is no doubt for the ability of Dr. (HC) H. Mustafa Muhammad Nuri, LAS in Arabic language science, such as: Balaghah Science, Qawaid, literary histories and so on".<sup>22</sup>*

The author can conclude that Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is an educator who never stops contributing to the world of education, especially in the development of learning Arabic in South Sulawesi. Dr. (HC) H. Mustafa Muhammad Nuri, LAS is a person who pays attention to Arabic; he proves his concern for Arabic by teaching Arabic at home to anyone who wants to learn and deepen their knowledge related to Arabic. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, opens the class at his home twice a week, on Tuesdays and Thursdays, without charging a penny (free of charge).

***f. Dr. (HC) H. Mustafa Muhammad Nuri, LAS, as an Initiator***

Forming cooperation between IAIN/UIIN Alauddin Makassar with the Middle East, especially al-Azhar, is proven by the presence of lecturers or educators from Egypt at IAIN/UIIN Alauddin Makassar. Dr. Andi Darussalam, M.Ag; a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, and also a permanent lecturer in Hadith Science, Faculty of Ushuluddin and Philosophy, UIN Alauddin Makassar, stated that:

*"Once, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, as Dean of the Adab Faculty of IAIN Alauddin Makassar, he invites lecturers from Egypt to teach Arabic related to muhadatsah material. So the students at the Adab Faculty used to take advantage of that precious moment with the lecturer who come from Egypt to develop their Arabic language skills through muhadatsah material".<sup>23</sup>*

The authors conclude that Dr. (HC) H. Mustafa Muhammad Nuri, LAS, is a figure with a significant contribution and big concern about the development of Arabic learning in South Sulawesi, especially at UIN Alauddin Makassar. He presented or invited some Arabic language teachers from the Middle East, such as Sheikh Ali Arimi, Sheikh Muhammad and Sheikh Salih al-Salih.

***g. Become a Speaker for Arabic Seminars***

Dr. (HC) H. Mustafa Muhammad Nuri, LAS becomes a resource or presenter in every Arabic seminar. Drs. Mukamiluddin, M.A as a student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, and also a permanent lecturer in Arabic language and literature, Faculty of Adab and Humanities, UIN Alauddin Makassar stated that:

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<sup>22</sup>Andi Darussalam, (62 years old), Lecturer of Postgraduate Science of Hadith UIN Alauddin Makassar, *Interview*, Samata Gowa, August, 24<sup>th</sup> 2021.

<sup>23</sup>Andi Darussalam, (62 years old), Lecturer of Postgraduate Science of Hadith UIN Alauddin Makassar, *Interview*, Samata Gowa, August, 24<sup>th</sup> 2021.

“Dr. (HC) H. Mustafa Muhammad Nuri, LAS used to be a resource or speaker in every Arabic seminar, both inside the IAIN/UIN Alauddin Makassar university and outside the university”.<sup>24</sup>

#### **h. Coach**

Dr. (HC) H. Mustafa Muhammad Nuri, LAS is an educator who educates and fosters Arabic teachers and lecturers. It is stated in a scientific oration book entitled "Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Arabic Teaching at IAIN Alauddin that Dr. (HC) H. Mustafa Muhammad Nuri, LAS is a person who educates Arabic teachers and lecturers so that in a short period from 1970-1985, the need for Arabic language teachers, especially at IAIN Alauddin Makassar and its Coordination Area can be fulfilled, although the terms and qualifications have not been maximized.<sup>25</sup>

#### **i. Pioneer of the eclectic method**

Dr. (HC) H. Mustafa Muhammad Nuri, LAS is the person who pioneered the application of the eclectic method. It is stated in the scientific oration book entitled "Promotional Speech of Doctor Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Arabic Teaching at IAIN Alauddin" that Dr. (HC) H. Mustafa Muhammad Nuri, LAS is a figure who pioneered the application of modern methods in teaching Arabic using foreign language methods. Especially in the application of eclectic methods using the all-in-one system approach (*al-Nadzariyah al-Wihdah*).<sup>26</sup> In applying this eclectic method, Dr. (HC) H. Mustafa Muhammad Nuri, LAS, emphasises mastering the four language skills (*maharah*): *maharah al-Istima'*, *maharah al-Kalam*, *maharah al-Qira'ah* and *maharah al-Kirabah*.

## **V. CONCLUSIONS**

Based on the results and discussion of this study entitled "The Role of Dr. (HC) H. Mustafa Muhammad Nuri, LAS in Arabic Learning in South Sulawesi", the writer can conclude that:

Dr. (HC) H. Mustafa Muhammad Nuri, LAS has made many contributions to the development of Arabic learning in South Sulawesi, which include:

- a. Dean of the Faculty of Adab IAIN Alauddin Makassar from 1968-1985 and 1990-1997.
- b. Director and lecturer at the Language Institute, and Dr. (HC) H. Mustafa Muhammad Nuri, LAS is the one who selects and tests the Arabic teachers who will teach at the language institution
- c. Write the Book Related to Arabic
- d. Make an Arabic Wall Magazine

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<sup>24</sup>Mukamiluddin, Lecturer of Arabic Language and Literature (Student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS), *Interview*, Makassar, August 24<sup>th</sup> 2021.

<sup>25</sup> Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Teaching Arabic at IAIN Alauddin, (Makassar: IAIN Alauddin, November, 11<sup>th</sup> 2004), p. 49

<sup>26</sup>Promotional Speech for Doctoral Honoris Causa H. Mustafa Muhammad Nuri Pioneer of the Eclectic Method in Teaching Arabic at IAIN Alauddin, (Makassar: IAIN Alauddin, November, 11<sup>th</sup> 2004), p. 49

- e. Holding Arabic Learning at Home
- f. The initiator of the formation of cooperation between IAIN/UIN Alauddin Makassar and the Middle East, especially al-Azhar The lecturers prove this collaboration from Egypt at IAIN/UIN Alauddin Makassar. The presence of a teacher from the Middle East is beneficial for students in developing their ability and mastery of the Arabic language, especially *Maharah al-Kalam* and other *maharachs* in general.
- g. Dr. (HC) H. Mustafa Muhammad Nuri, LAS becomes a resource or presenter in every Arabic seminar, both on and off university.
- h. Dr. (HC) H. Mustafa Muhammad Nuri, LAS is an educator who educates and fosters Arabic teachers and lecturers so that in a short period from 1970-1985, the need for Arabic language teachers, especially at IAIN Alauddin Makassar and its Coordination Area can be fulfilled.
- i. Pioneer of the eclectic method.

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#### **INTERVIEW DATA**

Agus Adnan, Nephew of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, *Interview*, Maros, July, 5<sup>th</sup> 2021.

Andi Darussalam, (62 years old), Lecturer of Postgraduate Science of Hadith UIN Alauddin Makassar, *Interview*, Samata Gowa, August, 24<sup>th</sup> 2021.

Fatimah, Nephew of Dr. (HC) H. Mustafa Muhammad Nuri, LAS, *Interview*, Makassar, July, 7<sup>th</sup> 2021.

H. Mardan, (62 years old), Vice Chancellor I UIN Alauddin Makassar (Academic and Institutional Development), *Interview*, Samata Gowa, August, 24<sup>th</sup> 2021.

KH. Baharuddin HS, (73 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August, 28<sup>th</sup> 2021.

KH. Najmuddin HS, (70 years old), Chairman of MUI South Sulawesi, *Interview*, Makassar, August, 28<sup>th</sup> 2021.

Muhammad Harjum (60 years old), Lecturer of Arabic Language and Literature Faculty of Adab and Humanities, *Interview*, Makassar, August, 23<sup>rd</sup> 2021.

Mukamiluddin, Lecturer of Arabic Language and Literature (Student of Dr. (HC) H. Mustafa Muhammad Nuri, LAS), *Interview*, Makassar, August, 24<sup>th</sup> 2021.