

The Contribution of Arabic Learning To Improve Religious Materials for Students

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Abstract

This study aims to determine how big the contribution of Arabic courses to the improvement of religious material for students of the Tarbiyah Faculty of Teacher Training and Education, Batusangkar State Islamic Institute. This study uses survey methods and data collection techniques through a google form, which can be seen through student learning outcomes. The research sample was students of the Tarbiyah Teacher Training Institute at the State Islamic Institute of Batusangkar who had studied Arabic. From the results or data obtained, the researcher concludes that Arabic language courses contribute to improving religious material for students of the Tarbiyah Faculty of Teacher Training and Education, Batusangkar State Islamic Institute. A positive indicator of learning Arabic in religious subjects is that students can read and understand Arabic texts even though they are not majoring in Arabic. It is evident in the courses from several departments at the Batusangkar State Islamic Institute, namely the Department of Islamic Religious Education (PAI) in the Ulumul Quran and Ulumul Hadith courses, the Department of Madrasah Ibtidaiyah Teacher Education (PGMI) in the Qur'an course. And Hadith and the Department of Early Childhood Islamic Education (PIAUD) in Tarbawi Hadith and Tarbawi Tafsir courses. A positive indicator of learning Arabic in religious subjects is that students can read and understand Arabic texts even though they are not majoring in Arabic. Quran and Ulumul Hadith, majoring in Madrasah Ibtidaiyah Teacher Education (PGMI) in the Al-Qur'an Hadith course and majoring in Early Childhood Islamic Education (PIAUD) in Tarbawi Hadith and Tafsir Tarbawi courses.

Keywords: Arabic; Courses; Religious Materials

INTRODUCTION

The critical thing that needs to be there in education is the curriculum. Even the curriculum is considered one of the efforts to improve the quality of education (Huda, 2017). Kartika (2017) an effort to influence students in terms of learning, both within the school itself or outside the school. In his research, he defines curriculum as a curriculum used at the school level and universities. One of the goals of the curriculum is to create a young generation that is useful one day for the nation and state with the nature of responsibility, innovation, and even experts in a

field (Julaeha, 2019). The curriculum is often referred to as the heart of the school. The course of education is influenced by the curriculum used by the school or college concerned. It is also often expressed with 'if the heart is healthy, the body will also be healthy' (Hatim, 2018). So the influence of the curriculum is considerable on education.

The university curriculum has been arranged as neatly as possible. So that students are equipped with the courses, they will study according to the level of lectures. The courses contained in the curriculum are mandatory courses from the department and are prerequisite courses, both practical and theoretical. With the curriculum, the activities programmed in each college will be directed because the curriculum acts as a guiding tool.

One of the higher education courses included in the college curriculum is the Arabic language course. At Islamic universities, Arabic courses are included in every line of departments, both in the Tarbiyah Faculty of Teacher Training and the Faculty of Sharia and even the Faculty of Islamic Economics and Business. The Arabic language course is one of the subjects considered a subject that students fear. It is said to be afraid because not all students dare to take the course because of the influence of the mind that says that Arabic is the most challenging course compared to other courses.

The Arabic language course is a compulsory subject within the Faculty of Tarbiyah and Teacher Training (FTIK) with a cognate course pattern in terms of education (Azis et al., 2016). In this case, of course, careful efforts are needed to make Arabic courses in demand by many people like other subjects. One of the efforts to attract students' attention to taking Arabic courses is to introduce students to the fact that Arabic is straightforward to understand. Also can help and support other courses, meaning that there is a connection between Arabic courses and other subjects. The point is that lecturers who are in charge of or carry out assignments in Arabic language courses create various kinds of exciting innovations so that students are pleased to learn and learn Arabic (Rahmawati, 2018).

The Faculty of Teacher Training and Education at the Batusangkar State Islamic Institute has Arabic courses and is available in each department that is studied in different semesters, Arabic courses are the main attraction in (Rahmat Linur & Mahfuz Rizqi Mubarak, 2020 ; Nurcholis et al., 2019 ; Minatul Azmi, 2019 ; Zamroni, 2017). Arabic courses have different goals in each department, because each department has different needs. There are four skills studied in Arabic courses, the four skills are studied in two semesters. In addition, the Arabic language course is classified as a subject that is no less important in supporting other courses, for example, in courses related to the Koran and hadith or the history of Islamic civilization. For this reason, this course is essential so that mastery of the Arabic language is better and supports the achievement of a lesson goal. Although Arabic is studied in a department that is not specifically a major in Arabic education, students also need to study Arabic because students must also be able to read Arabic texts and even have to be able to give vows. This often occurs among students with various kinds of problems. For example, in terms of giving dignity, many students

still give dignity at will. This is due to a lack of understanding of the Arabic language course itself (Astuti et al., 2015). Then the Arabic language course also provides good things in other subjects. For example, in the Department of Early Childhood Islamic Education (PIAUD), Arabic can provide basic conversations to enter the field or as initial capital after studying in lectures (Luthfi Farihatun Nisa', Bety Istif fani, 2020).

Although many people think that Arabic courses are difficult subjects, the existence of Arabic in the midst of universities has produced good results in improving students' religious materials. Based on these reviews, it can be concluded that those who are of little interest are not necessarily of poor quality. Because so many students who are not majoring in Arabic have become icons in Arabic competitions, for example in Arabic speech competitions and debates in using Arabic, Islamic Religious Education (PAI) majors and even Madrasah Ibtidaiyah Teacher Education (PGMI) majors appear.

It should be realized that learning Arabic is very beneficial. Why is that, because in Islamic universities, many other courses involve Arabic in it, for example in the Hadith Tafsir department, they are required to interpret verses, and the verses are all written in Arabic, then also hadith, examples of the material are related to According to Hadith, if someone already understands Arabic, they will easily complete Arabic courses. So one should not underestimate the Arabic language course, because this course is very influential on other courses.

Based on the description of the background above, the researcher wishes to find out how much the contribution of Arabic courses to the improvement of student religious materials at the Batusangkar State Islamic Institute of Religion is, so an article entitled "The Contribution of Arabic Courses to Improve Religious Materials for Students of Teacher and Teaching Training Faculty".

METHOD

The population and sample in this study were students who had studied Arabic courses. That is 33 students in the Department of Islamic Religious Education (PAI), 27 students in the Department of Teacher Education at Madrasah Ibtidaiyah (PGMI), dan 39 students in the Department of Early Childhood Islamic Education (PIAUD) at the Tarbiyah Faculty of Teacher Training, Batusangkar State Islamic Institute. This study aims to find evidence of how significant the contribution of Arabic courses to the improvement of religious material for students of the Faculty of Tarbiyah and Teacher Training (FTIK) of the Batusangkar State Islamic Institute is. In this study, the independent variable was the Arabic language course. (Kusuma, 2018; Simatupang et al., 2020; Adiyanta, 2019). In contrast, the dependent variable was the evaluation result of the Arabic language course for the data collection technique, namely the documentation taken from student learning outcomes using Google Form.

RESULTS AND DISCUSSION

Contribution of Arabic courses in the Department of Islamic Religious Education (PAI)

The State Islamic Institute of Religion (IAIN) Batusangkar is one of the Islamic campuses in West Sumatra. Even though it is located in a rural area, the quality of its students cannot be underestimated. At the Batusangkar State Islamic Institute, the department with the most interest is the Department of Islamic Education or better known as the Islamic Religious Education abbreviation (PAI). The Department of Islamic Religious Education (PAI) is one of the majors that emphasizes the relationship between humans and the creator so that it can be concluded that this department aims to create people who are faithful and pious (Aladdin, 2019). The Department of Islamic Religious Education (PAI) is one of the departments at the Batusangkar State Islamic Institute that studies Arabic. Arabic is a language that is very synonymous with Islam, therefore Muslims are prioritized to learn Arabic because it is very closely related to religious issues (Hidayat, 2012 ; Izzan, 2011 ; Bulkisah, 2012 ; Nasution, 2019 ; Mujahada, 2019). Indeed, learning Arabic in the Department of Islamic Religious Education (PAI) does not study the material as deeply as the Arabic language department itself. However, Arabic is a compulsory subject as well as an elective course in the department. The following is the contribution of Arabic courses to other courses in the Department of Islamic Religious Education (PAI):

1. In the Ulumul Quran course

Ulumul Quran is one part of the courses in the Department of Islamic Religious Education (PAI). Judging from the national goal of the Ulumul Quran course, it aims to create humans who believe and fear God (Fitriyani & Saifullah, 2020). Meanwhile, the specific goal is to provide students with an understanding of the Qur'an and its sciences because both are the main sources of law in Islam (Mujahada, 2019). By studying the Qur'an and the science of the Qur'an, students are able to understand the contents of the Qur'an and the knowledge of the Qur'an that they learn so that their knowledge of their religion will continue to increase. In this course, students are expected to be able to read, translate, conclude, find content, rewrite, and memorize verses and Hadith according to the topic of conversation. To achieve the goals that have been formulated is with a lot of effort. One way is to press students to be serious about Arabic courses because the Koran and the science of the Koran are written in Arabic.

Arabic is also a subject in the Department of Islamic Religious Education (PAI), there are Arabic as a compulsory subject and there is also Arabic where the courses are optional. The relationship between Arabic courses and Islamic Religious Education (PAI) courses is that the objectives to be achieved in this course are that students are able to read, translate, conclude, find content, rewrite, and memorize verses and Hadith according to the topic of conversation. As we know, the Arabic language course emphasizes four skills that must be mastered, namely maharah istima', maharah kalam, maharah kitabah, and

maharah qira'ah (Ainin, 2018 ; Daniswara et al., 2020 ; Taubah, 2019 ; Hendri, 2017 ; Suhendra et al., 2020).

2. In the subject of Ulumul Hadith

Ulumul Hadith is one of the sciences that studies everything that has something to do with Hadith (Khon, 2008). Studies on the science of Hadith are about the meaning of Hadith, synonyms of Hadith (sunnah, khabar, and atsar), the differences of Hadith nawawi, qudsi, an al-Qur'an, the function of Hadith to al-Qur'an, and many more. As we know, the subjects that smell of Hadith are all of course related to the Arabic language, so is the course of the only scholar of Hadith. To translate the Hadith, it is necessary to have expertise in the field of Arabic so that the meaning obtained is not distorted. here is seen the contribution of the Arabic language in the understanding of students to study Hadith which is also a source of law in Islam.

These two courses will encourage students to study Arabic, so that the Arabic language course is really studied seriously and becomes a capital to understand the Arabic texts that exist in other subjects. Not only the two subjects are related to Arabic, there are several other subjects in which the contribution of Arabic in the field of Islamic Religious Education (PAI) is very necessary in it, among them are as follows: a) Ushul Fiqh, b) Tafsir, c) Ilmu Kalam, d) Akhlak Tasawuf, e) Fiqh, f) Akidah Akhlak, and g) Tafsir Tarbawi, as well as other subjects or general subjects associated in Arabic language lessons.

Judging from the results of the evaluation of Islamic Religious Education (PAI) students in the following table, explains that the influence of Arabic in other subjects in Islamic Religious Education (PAI), is very good.

Contribution of Arabic courses in the Department of Teacher Education at Madrasah Ibtidaiyah (PGMI)

In addition to Islamic Religious Education (PAI), the department at the Faculty of Tarbiyah and Teacher Training (FTIK) at the Batusangkar State Islamic Institute also has a Department of Madrasah Ibtidaiyah Teacher Education (PGMI) by profession as a teacher in first-level schools or madrasahs which teaches all subject, therefore educators are required to have the ability in all fields of science. The Madrasah Ibtidaiyah Teacher Education Department (PGMI) is a department that raises teacher candidates who will become educators especially at the elementary level. In the Madrasah Ibtidaiyah Teacher Education department (PGMI) there is a Tarbawi Hadith course which contains various kinds of Hadith which are used as the basis for the topics discussed. The purpose of learning Tarbawi Hadith is to produce graduates who are faithful, pious and do good deeds. Because the material given is mostly the relationship between humans and the creator. So to understand the Hadith in the material, of course, it requires proficiency in Arabic to read the text and bring up the translation so that it can find the meaning or content contained in the Hadith. Not only that, Arabic language

courses also provide added value for teaching when finished or graduated from the Department of Teacher Education at Madrasah Ibtidaiyah (PGMI).

The Arabic language course has 6 Semester Credit Units (SKS) in the Madrasah Ibtidaiyah Teacher Education (PGMI) department, this provides a fairly capable ability to help in other courses related to Arabic. Tarbawi Hadith is not the only subject in which Arabic is included, such as Fiqh, Kalam Science, Akhlak, Sufism and Akidah Akhlak. From the existing courses, the average value of students has passed.

The table above explains that the results of the student evaluation passed without improvement and it is clear that the contribution of Arabic courses is in these courses, and one student with the initials DD explains that the influence of Arabic is very large in each course that has to do with Arabic writing and will become the initial capital when entering the workforce, because after graduating from the Department of Teacher Education at Madrasah Ibtidaiyah (PGMI) he will become a teacher in all fields of study. Tarbawi Hadith and Tafsir Tarbawi.

Contribution of Arabic courses in the Department of Early Childhood Islamic Education (PIAUD)

Early Childhood Islamic Education (PIAUD) is a department that was established in 2014 at the Faculty of Tarbiyah and Teacher Training (FTIK) at the Batusangkar State Islamic Institute, which plays an active role in developing and teaching at an early age level. Early age is an age that requires a lot of intake of religious values. Of course, with religious values, the teacher is required to be able and understand Arabic, at least the teacher must understand to translate some prayers and short verses. There are 6 Semester Credit Units (SKS) for Arabic courses in the Department of Early Childhood Islamic Education (PIAUD), this provides sufficient capital when you graduate. Tarbawi Hadith and Tarbawi Tafsir are courses that require Arabic in order to understand the verses of the Koran and Hadith.

A CD student explained that the Arabic language course contributed quite a lot to the Department of Early Childhood Islamic Education (PIAUD). animals and translated into Arabic.

The table above provides fairly accurate information that the contribution of Arabic courses is very large and students on average are very happy with Arabic courses because they are related to other courses, so that what is learned in Arabic is sometimes related to what is in the material. -Material Tarbawi Hadith and Tarbawi Tafsir.

The three majors above explain that the contribution of Arabic courses to religious subjects provides sufficient assistance, so that it can improve evaluation results and the average score of students who have passed.

CONCLUSION

Based on the results, it can be concluded that the existence of Arabic courses in each department significantly contributes to other subjects in each department

researched. The contribution seen in each rigorous course is in the translation from Arabic to the mother tongue, namely Indonesian. The presence of Arabic is beneficial for the fluency of the courses concerned. Students who are proficient in Arabic will find it easier to master material that also contains Arabic.

The research that is being carried out needs to be continued, which is related to the contribution of other courses to the improvement of religious or other materials.

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