THE ROLE OF ARABIC ABILITY TO THE UNDERSTANDING IN LEARNING PROCESS AT THE INTERNATIONAL CLASS PROGRAM OF ISLAMIC RELIGION FACULTY MUHAMMADIYAH UNIVERSITY OF SURAKARTA ACADEMIC YEAR 2017/ 2018

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Department of Islamic Education

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FACULTY OF ISLAMIC STUDIES
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2018
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Muhammadiyah University of Surakarta
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Herewith, I declare that in this research paper, there is no such thing as plagiarism of previous literary work which has been raised to obtain bachelor degree, nor there are opinions or masterpieces which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this declaration, I will hold full responsibility.

Surakarta, October 17, 2018

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Ainun Fatihatulida
G000144014
MOTTOS

إِنَّا أَنزَلْنَا قُرْآنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُونَ

“Surely We have revealed it (Qur’an) an Arabic, that you may understand.”

(Yusuf: 2)¹

اصحاب العربية جنّ الإنسان, يبصرون ما لا يبصر غيرهم

“Arabic linguists are the genie of humans, they can see ordinary people cannot see.”

(Imam Syafi’i)

¹ Ministry of Religion of the Republic of Indonesia, the Qur’an and Translation, Mushaf Quantum Tauhid, MPQ publishing
DEDICATION

Gratefully I dedicate this paper to:

1. My Precious Parents,
   MUKHAMMAD ANAM HUDIORO & NIDA’UL HASANAH

2. My Great Brother and Sisters,
   AHMAD BRAMIARTO, S. Pd & NINDI FARAMIDA

3. My Beloved Family

4. My Beloved Friends

5. All those who Love Me
GUIDELINES TO ARAB-LATIN TRANSLITERATION


1. Single Consonant

<table>
<thead>
<tr>
<th>Arabic font</th>
<th>Name</th>
<th>Latin Letters</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا</td>
<td>Alif</td>
<td>Not symbolized</td>
<td>Not symbolized</td>
</tr>
<tr>
<td>ب</td>
<td>ba’</td>
<td>B</td>
<td>Be</td>
</tr>
<tr>
<td>ت</td>
<td>ta’</td>
<td>T</td>
<td>Te</td>
</tr>
<tr>
<td>ث</td>
<td>sa’</td>
<td>š</td>
<td>Es (with a dot above)</td>
</tr>
<tr>
<td>ج</td>
<td>Jim</td>
<td>J</td>
<td>Je</td>
</tr>
<tr>
<td>ح</td>
<td>ḥa’</td>
<td>ḥ</td>
<td>Ha (with a dot below)</td>
</tr>
<tr>
<td>خ</td>
<td>kha’</td>
<td>Kh</td>
<td>Ka dan Ha</td>
</tr>
<tr>
<td>د</td>
<td>Dal</td>
<td>D</td>
<td>De</td>
</tr>
<tr>
<td>ذ</td>
<td>Żal</td>
<td>Ž</td>
<td>Zet (with a dot above)</td>
</tr>
<tr>
<td>ر</td>
<td>ra’</td>
<td>R</td>
<td>Er</td>
</tr>
<tr>
<td>ز</td>
<td>Zai</td>
<td>Z</td>
<td>Zet</td>
</tr>
<tr>
<td>س</td>
<td>Sin</td>
<td>S</td>
<td>Es</td>
</tr>
<tr>
<td>ص</td>
<td>Syin</td>
<td>Sy</td>
<td>Es dan Ye</td>
</tr>
<tr>
<td>ض</td>
<td>šād</td>
<td>š</td>
<td>Es (with a dot below)</td>
</tr>
<tr>
<td>ط</td>
<td>ḍaḍ</td>
<td>ḍ</td>
<td>De (with a dot below)</td>
</tr>
<tr>
<td>ظ</td>
<td>ṭa’</td>
<td>ṭ</td>
<td>Te (with a dot below)</td>
</tr>
<tr>
<td>ظ</td>
<td>ẓa’</td>
<td>ẓ</td>
<td>Zet (with a dot below)</td>
</tr>
<tr>
<td>ع</td>
<td>‘ain</td>
<td>‘</td>
<td>Comma upside down</td>
</tr>
<tr>
<td>Arabic font</td>
<td>Name</td>
<td>Latin Letters</td>
<td>Information</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>غ</td>
<td>Gain</td>
<td>G</td>
<td>Ge</td>
</tr>
<tr>
<td>ف</td>
<td>fa’</td>
<td>F</td>
<td>Ef</td>
</tr>
<tr>
<td>ق</td>
<td>Qāf’</td>
<td>Q</td>
<td>Qi</td>
</tr>
<tr>
<td>ك</td>
<td>Kāf’</td>
<td>K</td>
<td>Ka</td>
</tr>
<tr>
<td>ل</td>
<td>Lam</td>
<td>L</td>
<td>El</td>
</tr>
<tr>
<td>م</td>
<td>Mim</td>
<td>M</td>
<td>Em</td>
</tr>
<tr>
<td>ن</td>
<td>Nun</td>
<td>N</td>
<td>En</td>
</tr>
<tr>
<td>ه</td>
<td>ha’</td>
<td>H</td>
<td>Ha</td>
</tr>
<tr>
<td>ء</td>
<td>Hamzah</td>
<td>’</td>
<td>Apostrof</td>
</tr>
<tr>
<td>ي</td>
<td>ya’</td>
<td>Y</td>
<td>Ye</td>
</tr>
</tbody>
</table>

2. **Double Consonant Because *Syaddah* is Written in Duplicate**

<table>
<thead>
<tr>
<th>عدّة</th>
<th>Written</th>
<th>‘iddah</th>
</tr>
</thead>
</table>

3. **Ta’ Marbutah**

a. If turned off written h

<table>
<thead>
<tr>
<th>هبة</th>
<th>Written</th>
<th>hibah</th>
</tr>
</thead>
<tbody>
<tr>
<td>جزية</td>
<td>Written</td>
<td>Jizyah</td>
</tr>
</tbody>
</table>

(This provision is not applicable to Arabic words that have been absorbed into Indonesian, such as shalat, zakat, etc., except if the original pronunciation is desired).

When followed by the article “al” and the second reading is separate, it is written with “h”.

| كرامة الأولىاء | Written | Karāmah al-auliyā |
b. If ta’ marbutah lives or with harakat fathah, kasrah and dhammah written “t”

| Zakaatul Fitr  | Written | zakatul fitri |

4. Short Vowels

<table>
<thead>
<tr>
<th></th>
<th>kasrah</th>
<th>Written</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fatḥah</td>
<td>Written</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>ḍammah</td>
<td>Written</td>
<td>u</td>
</tr>
</tbody>
</table>

5. Long Vocals

<table>
<thead>
<tr>
<th>fatḥah + alif</th>
<th>Written</th>
<th>ā</th>
<th>jāhiliyah</th>
</tr>
</thead>
<tbody>
<tr>
<td>fatḥah + alif</td>
<td>Written</td>
<td>ā</td>
<td>yas’ā</td>
</tr>
<tr>
<td>kasrah + ya’ mati</td>
<td>Written</td>
<td>ī</td>
<td>karīm</td>
</tr>
<tr>
<td>ḍammah + wāwu mati</td>
<td>Written</td>
<td>ū</td>
<td>furūḍ</td>
</tr>
</tbody>
</table>

1. Double vowels

<table>
<thead>
<tr>
<th>fatḥah + ya’die</th>
<th>Written</th>
<th>ai</th>
<th>bainakum</th>
</tr>
</thead>
<tbody>
<tr>
<td>fatḥah + wāwu mati</td>
<td>Written</td>
<td>au</td>
<td>qaulun</td>
</tr>
</tbody>
</table>

2. Article “ال”

The article “ال” is transliterated with “al” followed by a hyphen “-“ both when meeting qamariyyah letters and syamsiyyah letters, for example:

<table>
<thead>
<tr>
<th>al-qalamu</th>
<th>Written</th>
<th>al-syamsu</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-qalamu</td>
<td>Written</td>
<td>al-syamsu</td>
</tr>
</tbody>
</table>
3. Capital Letters

Although Arabic writing does not recognize capital letters, but in transliteration capital letters are used for the beginning of sentences, self-name, etc. such as the provisions of EYD. The beginning of the article on self-name is not written in capital letters; example:

<table>
<thead>
<tr>
<th>Written</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wa mā Muḥammadun illa rasūl</td>
<td>وما محمد الارسول</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Assalamu’alaikum Warrahmatullahi Wabbarakatuh

الحمد لله ربّ العالمين

Alhamdulillahi Robbil’alamiin, all praise being to Allah SWT, Lord of the world, the Most Merciful, who blesses the researcher so that she could complete her research paper as a partial fulfillment of the requirements to attain a Bachelor Degree of Islamic International Education of Faculty of Islamic Studies at Universitas Muhammadiyah Surakarta. Praise to the greatest Prophet Muhammad SAW, his family, his companions, and his followers. Amin.

Thanks to the instructions and mercy of Allah Almighty, the researcher can complete the preparation of this paper, in order to fulfill the task and obtain a bachelor’s degree in education from the Islamic Religious education study program, under the title “THE ROLE OF ARABIC ABILITY TO THE UNDERSTANDING IN LEARNING PROCESS AT THE INTERNATIONAL CLASS PROGRAM OF ISLAMIC RELIGION FACULTY MUHAMMADIYAH UNIVERSITY OF SURAKARTA ACADEMIC YEAR 2017/ 2018”.

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13. The family of “Kos Muslimah Tiara”, Mr. and Mrs. Agus, Ambachi, Anfit, Shedor, Vika, Mba Santi, for the pray, support and everything.

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15. All the people who cannot be mentioned one by one for their support to the researcher for completing this research paper.

Finally, the researcher realizes that this research paper was still far from being perfect. So, suggestion and structural criticism are expected for the perfection of this work.

Wassalamu 'alaikum Warrahmatullahi Wabarrakatuh

The Researcher

Ainun Fatihatulida
Abstrak

Program kelas Internasional merupakan program kuliah yang didesain khusus menggunakan bahasa asing sebagai bahasa pengantar dalam proses pembelajaran, khususnya Bahasa Arab. Tujuan penelitian ini adalah untuk mengetahui peran kemampuan berbahasa arab terhadap pemahaman mahasiswa dalam proses pembelajaran, serta untuk mengetahui kendala progdi dalam meningkatkan kualitas program kelas internasional. Penelitian ini merupakan penelitian lapangan. Penelitian ini bersifat deskriptif kualitatif, dengan metode pengumpulan data melalui observasi, wawancara, dan dokumentasi.

Hasil penelitian ini adalah pertama, bahasa asing merupakan bahasa utama yang digunakan dalam proses pembelajaran, khususnya bahasa arab bagi program studi pendidikan agama islam kelas internasional. Maka, kemampuan bahasa arab mahasiswa sangat berperan dalam proses pembelajaran. Kedua, kendala program studi saat ini adalah pada pengembangan dua bahasa asing, sedangkan tidak semua mahasiswa kelas internasional memiliki kemampuan berbahasa asing, terutama bahasa arab, serta kurangnya sumber daya pengajar bagi kelas internasional.

Kata kunci: peran, kemampuan bahasa arab, proses pembelajaran kelas internasional
THE INFLUENCE OF ARABIC ABILITY TO THE UNDERSTANDING IN LEARNING PROCESS AT THE INTERNATIONAL CLASS PROGRAM OF ISLAMIC RELIGION FACULTY MUHAMMADIYAH UNIVERSITY OF SURAKARTA ACADEMIC YEAR 2017/ 2018

Abstract

The international class program is a lecture program that is specifically designed to use foreign language as an introduction in the learning process, especially Arabic. The purpose of this study was to determine the role of Arabic language skills in understanding students in the learning process, as well as to find out the constraints of study programs in improving the quality of international class programs. This research is a field research, This research is qualitative descriptive, with data collection methods through observation, interviews, and documentation.

The result of this study are first, foreign languages are the main language used in the learning process, especially Arabic for the international class of Islamic religious education study program. Thus, the Arabic language ability of students is very instrumental in the learning process. Secondly, the constraints of the current study program are the development of two foreign languages, whereas not all international class students have the ability to speak foreign language, especially Arabic, and the lack of teaching resources in international class Islamic education study programs.

Keywords: Role, Arabic ability/skill, learning process at international class program
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\(^2\) Academic guidebook year 2017/2018, chapter V-Islamic religion faculty, 146
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