

Arabic-Based Fiqh Learning at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso

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ABSTRAK

This research focuses on 'Arabic-Based Fiqh Learning at Pondok Modern Darussalam Gontor Putri Campus 6 Poso.' The problem statement consists of two main questions; 1). How is Arabic-based Fiqh learning conducted at Pondok Modern Darussalam Gontor Putri Campus 6 Poso? 2). What are the challenges and solutions in Arabic-based Fiqh learning at Pondok Modern Darussalam Gontor Putri Campus 6 Poso? This study employs a qualitative descriptive method. Data collection techniques involve observation, interviews, and documentation. The data analysis process includes data reduction, data presentation, and drawing conclusions. The research findings concerning Arabic-based Fiqh learning at Pondok Modern Darussalam Gontor Putri Campus 6 Poso, conducted by the second year of KMI (Knowledge of Islamic Jurisprudence) students, reveal that the instructors entirely utilize the Arabic language as the foundation of instruction. Fiqh instructors introduce Arabic vocabulary related to the subject matter prior to the learning process, resulting in effective learning for the second-year KMI students. The encountered challenges are as follows; 1). Some students struggle to comprehend Arabic vocabulary during the Fiqh learning process. 2). Several students lack Fiqh textbooks, which hinder the teaching and learning activities in the classroom. The solutions implemented are; 1). Fiqh instructors provide explanations for challenging Arabic vocabulary to the students. 2). Assignments outside the classroom, such as creating Arabic language stories and delivering speeches in three languages, are given, and students are required to have the necessary books before the learning process starts.

1. Introduction

Gontor is one of the Islamic boarding schools in Indonesia that has a long-standing history and implements the madrasah system, which is a residential school system where religious teachers (kyai), caretakers, and students live and interact together. Gontor has introduced innovations in various aspects of education, including curriculum development. The

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subjects taught at Gontor present a curriculum that integrates religious and general knowledge. In other words, there is no separation between religious and secular knowledge in the education provided at Gontor.

Various activities are organized within the Knowledge of Islamic Jurisprudence (KMI) program, ranging from weekly to semi-annual and annual activities. The diversity of KMI activities is integrated across intra-curricular, extra-curricular, and co-curricular (supporting activities) aspects, with a proportional balance between religious and general knowledge. Some subjects are taught in Arabic, such as al-Insya', al-Mutholaa'ah, an-Nahwu, ash-Shorf, Fiqh, Tauhid, Mushtholahu-l Hadith, Tarbiyah, Tajwid, al-Mantiq, al-Adyan, at-Tarikh al-Islami, Mahfudhot, al-Balaghoh, at-Tafsir, al-Hadith, al-Qur'an, Tamrin-L-Lughoh, Ushu-L-Fiqh, ad-Diinu-L-Islami, Tarikh Adab-l-lughoh, al-Khot al-'Arobi, and Kashfu-L-Mu'jam.

One of the subjects taught in Arabic is Fiqh. Fiqh is a mandatory subject in the Islamic Curriculum (Dirasah Islamiyah), aimed at preparing students to recognize, understand, and internalize it as the foundation of their worldview. This is achieved through various activities such as guidance, teaching, exercises, observations, and daily life practices. Additionally, the Fiqh curriculum contributes significantly to the students' lives, allowing them to internalize wisdom and values, fostering their understanding, shaping their attitudes, character, and behavioral traits. The Fiqh curriculum emphasizes students' ability to derive benefits for their daily lives, apply the subject matter, and connect it to social and cultural phenomena, contemporary issues, and various fields of knowledge.

The Fiqh study materials in Kulliyatu-l-Mu'allimat al-Islamiyah are taught in Indonesian for the first year and the intensive first semester of the first year, while from the second year to the sixth year, the instruction is conducted in Arabic. As a result, there is an enhancement in the learning process as students in the first year study in Indonesian, but as they progress to higher grades, they transition to learning in Arabic.

Therefore, the higher the grade, the more vocabulary students acquire. The Fiqh books used in KMI Gontor are 'Fiqh Imam Zarkasyi' and a book by Ibn Rusd (Abu-l-Walid Muhammad bin Abi Qosim Ahmad bin Sheikh al-Malikiyah Abi Walid Muhammad bin Ahmad bin Ahmad ibn Rusd al-Qorthobi), titled 'Bidaayatul Mujtahid Wa Nihayata Muqtashid Li Ibn Rusdi.' Fiqh instruction across Gontor follows these books, involving active learning through direct face-to-face interactions between teachers and students.

In order to understand Fiqh instruction, the researcher focused on the second-year KMI class to obtain accurate information for the study.

2. Literature Review

Research conducted by Mukhamad Fathoni, Institut Agama Islam Negeri (IAIN) Raden Fatah Palembang, 2014, titled "Fiqh Education in the Tsanawiyah Level of Pondok Pesantren Nurul Huda Sukaraja, East Ogan Komering Ulu (OKU Timur)". This study addresses: 1). The teaching of Fiqh in the Madrasah Tsanawiyah of Pondok Pesantren Nurul Huda Sukaraja, conducted in morning and afternoon classes. 2). The unique approach to Fiqh learning for students of Madrasah Tsanawiyah Pondok Pesantren Nurul Huda Sukaraja compared to other similar institutions. 3). The utilization of classical Islamic texts or "kitab kuning" such as Mabadi fiqih, Sulam Sufinah, Sulam Munajat, and Fathul Qorib to aid Fiqh learning. 4). The tradition of students at Madrasah Tsanawiyah Pondok Pesantren Nurul Huda Sukaraja in studying and transmitting the knowledge from these classical texts. 5). The requirement for students to perform obligatory congregational prayers (five daily prayers), memorize short verses based on their level, and also memorize the 99 Names of Allah and recite the Sholawat Nariyah together in the schoolyard before classes start.

Research conducted by Firman Mansir, Universitas Muhammadiyah Yogyakarta, 2022, titled "The Significance of Fiqh Education in Enhancing the Religiosity of Madrasah Students". This research emphasizes the importance of Fiqh education in Madrasah as a means to enhance students' religiosity, enabling them to develop a positive spiritual and religious attitude. Fiqh education encompasses a variety of topics aimed at fostering personal and spiritual growth. Religious education is vital for the younger generation, as it imparts lessons on living virtuously and righteously, including how to interact with others in accordance with societal norms and how to establish a connection with the Divine. In this context, both students and educators need to possess an understanding and perspective that allows them to comprehend religion comprehensively. Fiqh education is essential in this endeavor, as it provides a pathway to understand and interpret Allah's commands and rules found in the Quran, many of which are still open to general interpretation. Hence, the urgency of teaching and implementing Fiqh education in various educational institutions, particularly in Indonesia.

Research conducted by Ujang Pramudhiarto, 2015, titled "Intuitive Awareness of Teachers in Using Arabic as the Medium of Instruction in Fiqh Education (Case Study in Madrasah Aliyah Al-Irsyad Tenggara and Madrasah Aliyah Tahfidzul Quran As-Surkati Salatiga in the Year 2015)". The study focuses on the intuitive awareness of teachers in using the Arabic language as the medium of instruction in Fiqh education. The research findings are as follows; A). The implementation of Fiqh education using the Arabic language in MA Al-Irsyad Tenggara and MA Tahfidzul Quran As-Surkati Salatiga is generally effective. Fiqh subject teachers utilize Arabic as the instructional language in class, although this practice is not consistently at 100%. In

certain situations, teachers resort to explaining lesson content in Indonesian due to students' difficulties in understanding the intended Arabic vocabulary. B). The effectiveness of implementing Fiqh education using Arabic is influenced by the Arabic language proficiency of both teachers and students, as well as the school's policy regarding the mandatory use of Arabic. C). Factors affecting the intuitive awareness of teachers in using Arabic for Fiqh education include the teacher's Arabic language proficiency and a sense of hesitation when not using Arabic in the teaching process. Additionally, the awareness to improve the teacher's Arabic language proficiency, to aid in developing the students' Arabic language skills, the teacher's ability to memorize verses and legal hadiths, and the teacher's capability to study reference books of Fiqh are also significant factors that contribute to the teacher's intuitive awareness.

3. Methodology

This research employs a qualitative descriptive method. Data collection techniques involve observation, interviews, and documentation. The data analysis process includes data reduction, data presentation, and drawing conclusions.

4. Results and Discussion

4.1 Fiqh Learning Based on Arabic Language at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso

In a general context, the definition of Fiqh is the science that studies various rules governing human life, whether at the individual or societal level. According to Prof. Dr. TM. Habsyi Ash Shiddieqy, as cited by Drs. Nazar Bakry, Fiqh is a vast collection of knowledge that encompasses a broad spectrum of Islamic legal principles and various regulations of life. It serves the purposes of individuals, groups, communities, and humanity at large.

The curriculum implemented at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso is known as the 'Kulliyatul Mu'allimats al-Islamiyah' curriculum (KMI). All learning processes are conducted in alignment with this curriculum. Within the Fiqh learning process of the second-year KMI class, Arabic is the primary instructional language. Arabic plays a pivotal role in understanding other religious subjects, thus making its use essential.

The Fiqh learning process commences with instructors providing Arabic vocabulary related to the upcoming lesson's content before initiating the teaching process. Subsequently, instructors present the prepared lesson materials and expound on them using Arabic language according to the predetermined plan. Offering Arabic vocabulary linked to the subject matter facilitates students' comprehension of Fiqh lessons, thereby resulting in more effective learning outcomes for the students.

4.2 Challenges and Solutions in Fiqh Learning Based on Arabic Language at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso

Challenges:

- 1). Lack of Arabic Vocabulary Comprehension: Some students face difficulty in understanding Arabic vocabulary during the Fiqh learning process.
- 2). Absence of Fiqh Books: Certain students do not possess Fiqh books, leading to potential disruptions in the teaching and learning process.

Solutions:

- 1). Providing Arabic Vocabulary Support: To address the issue of understanding Arabic vocabulary, Fiqh instructors provide Arabic terms in a manner that is more accessible to students.
- 2). Assigning External Tasks: In response to the absence of Fiqh books, instructors assign tasks outside the classroom such as creating stories in Arabic, delivering speeches in three languages, and mandating students to obtain the necessary books before the learning process begins.

These solutions aim to facilitate students' understanding of Arabic vocabulary and ensure that all students have the required learning resources for effective Fiqh education.

5. Conclusion

The research findings on Fiqh education based on the Arabic language at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso, conducted in the second-year KMI class, reveal that all instructional staff exclusively employ Arabic as the medium of instruction. Fiqh instructors preface the learning process by providing relevant Arabic vocabulary related to the upcoming lesson. This approach contributes to the effectiveness of Fiqh education for the students in the second-year KMI class.

However, certain challenges were identified during the research. Firstly, there were students who faced difficulty comprehending Arabic vocabulary during the Fiqh learning process. Secondly, some students lacked access to Fiqh books, resulting in obstacles to the teaching and learning process.

To address these challenges, appropriate solutions were devised. In response to the difficulty students had with Arabic vocabulary, Fiqh instructors provided Arabic vocabulary explanations that were more easily understood by the students. Additionally, external tasks were assigned to students outside the classroom, such as crafting stories in Arabic, delivering speeches in three languages, and making it mandatory for students to acquire the necessary books before the commencement of the learning process.

In conclusion, this research underscores the significance of Fiqh education based on the Arabic language at Darussalam Modern Islamic Institution Gontor for Girls 6th Campus Poso. The research findings have implications for fostering effective Fiqh learning experiences and addressing challenges to ensure comprehensive and successful education in the field.

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