

Implementing The Arabic Language Curriculum for The Purpose of Studying *Fiqh* and *Hadith* in The Language Preparation Department at Imam Shafi'i University, Jember

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Abstract:

Current migration often represents a quest for self-betterment and increased religious commitment, mainly accomplished through Arabic language study. This language emphasis stems from the Quran and Sunnah being in Arabic, constituting the core teachings of Islam. Muslims must grasp the foundational elements of Islam, making proficiency in Arabic essential. Learning the language is not merely a duty but a vital prerequisite for understanding and fulfilling the obligations outlined in the Quran and Sunnah, emphasizing the significance of studying Sharia. In a scholarly exploration of motives for learning Arabic, 86% to 98% of respondents were motivated by a desire to learn Islam and gain knowledge of Islamic civilization. This study seeks to outline the application of the Arabic language curriculum specifically designed for studying *Fiqh* and *Hadith* within the Language Preparation Department at Imam Shafi'i University in Jember. This study employed a qualitative approach to comprehend the overall experience of the research subject. It utilized descriptive linguistic expressions within a specific natural context, employing diverse scientific methods. The results show that teaching Arabic for specific purposes is segmented into two stages: beginner and advanced. Each stage involves distinct materials and instructional hours. Likewise, there are differences in credit hours between the standard Arabic language program and the specialized program for specific purposes.

Keywords: *Arabic for Specific Purposes, Arabic for Fiqh, Arabic for Hadith.*

Introduction

Migration is a word that is widely spread and heard these days. Migration itself literally means movement, and in this case, the transition to become a better and more devout person. Migration attracts the attention of many communities, regardless of their professional backgrounds. Many artists have participated in migration, attracting the interest of various other groups to join. In addition to artists, more immigrants are coming from the younger generations born in the eighties and twenties from the middle class¹. Therefore, this migration phenomenon is what makes people interested in learning the Arabic language because it is the language of the *Quran* and the *Sunnah*

¹ZS Musahadah et al., "Fenomena Hijrah Di Indonesia: Konten Persuasif Dalam Instagram," *Academia.Edu*, 2019, <https://www.academia.edu/download/72247008/pdf.pdf>.

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The Arabic language has special features compared to other languages, given its high literary value for those who study it. Additionally, the Arabic language is also the language of the Quran, the source of Islamic religious teachings. The two primary sources for Islamic religious teachings use this language. For Muslims, it is their duty to learn the fundamental sources of Islam. Ibn Taymiyyah stated, "Arabic is part of the religion, so learning it is obligatory, and studying the Book and the Sunnah is obligatory," as it cannot be understood except in the Arabic language, and it is not accomplished except through it, making religious knowledge a duty².

In a scholarly study on the main reasons for learning Arabic, the biggest motivation for Arabic learners, ranging from 86% to 98%, is the education of Islam and gaining knowledge of Islamic civilization. After the Quran was revealed in the Arabic language, Arabic culture became Islamic, and Arabic became a religious language imposed by Islam wherever it spread. Arabic is the language of Islamic culture without dispute, evident in most Arabic language education programs for non-speakers, aiming to convey a kind of Islamic culture to learners directly or indirectly, based on the urgent need and the learners' consent and goals.

The Language Preparation Department at the College of Imam Shafi'i in Jember is a lecture preparation program. The undergraduate stage in this college uses the Arabic language as the teaching language. The linguistic preparation curriculum lasts for four academic terms for students with no background in the Arabic language. It takes two academic terms for students who have already acquired the basics of the scientific foundations of the Arabic language. This curriculum integrates pure lifelong Arabic language learning content with Arabic content for specific purposes through various materials. The specific scientific specializations targeted by this program are the study of jurisprudence and the sciences of Hadith. The analysis of the curriculum shows that the composition of Arabic language learning content for all aspects of life reached 72%, compared to 28% for Arabic content for specific purposes. Teaching Arabic morphology for all aspects of life is still predominant because learning the jurisprudence of worship, transactions, marriages, and crimes cannot be separated from various aspects of life. The same applies to the study of living Hadith, which cannot be separated from the practice of embodying Hadith values in social life³.

The Language Preparation Department at the College of Imam Shafi'i in Jember is dedicated to students who have obtained high school qualifications or equivalent and wish to learn Arabic

² Puspo Nugroho, (2023), "Dikotomi Pembelajaran Bahasa Arab," Academia.Edu, accessed August 24, 2023, https://www.academia.edu/download/57245179/1948-10664-1-PB_puspo_arabia.pdf.

³ Abdurrahman Al-fauzan, *Idha'at Li Mu'allimii Al-Lughab Al-'arabiyah Li Ghair An-Natbiqina Bibaa*, (Riyadh, 2015).

from scratch. This level aims to prepare students to master the fundamentals of the Arabic language, both spoken and written, and then deepen their proficiency in another stage to enable them to understand the basic sciences in Sharia and rules. During the education period, students are prepared to be able to follow lectures at the university level in the College of Imam Shafi'i, where classical Arabic literature is used, and the Arabic language is used as the teaching language correctly.

The goal of learning Arabic will determine the methods, approaches, and learning techniques. Therefore, formulating the goal of learning Arabic should make the targeted direction accurate to the objective. The goal of learning Arabic can be formulated in general and specific objectives. The general objectives of learning Arabic include:

1. Enable students to understand the Quran and Hadith as the main sources of Islamic Sharia and its various teachings.
2. Enable students to understand religious and cultural literature written in Arabic.
3. Make learners proficient and skilled in speaking and writing Arabic.
4. Use learning Arabic as a tool to assist other skills.
5. Learn Arabic to develop true Arabic language experts.

While specific objectives for learning Arabic are divided into two parts:

1. The scientific objective is to gain specific expertise in a particular field of study or support a specific profession or science.
2. The practical use objective is to acquire communication skills in Arabic, both in writing and speaking, reception, and production.

Thus, Radia Zain al-Din combines two orientations for the goals of learning Arabic:

1. Arabic as a primary goal (language acquisition).
2. Arabic as a means and tool to master other knowledge using the Arabic language.

If the goal of learning Arabic is mastery in academic fields in various official educational institutions and forums, the priority should be learning Modern Standard Arabic. However, if the goal is merely for work or communication with the general public in the street or public places, what is learned is colloquial Arabic. Nevertheless, learning Arabic tends to focus on learning Modern Standard Arabic in general because it has greater value compared to colloquial Arabic. The benefits of Modern Standard Arabic include improving the spiritual quality of worship, understanding religious teachings derived from the Quran and Hadith, and accessing intellectual treasures of Islamic texts written in Modern Standard Arabic⁴.

⁴ Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi Fatwiah Noor STAI Kandungan Kalimantan Selatan, "Pembelajaran Bahasa Arab Untuk Tujuan Khusus," *Ejournal.Unhasy.Ac.Id* 2, no. 1 (2018): 2580–5045, <http://ejournal.unhasy.ac.id/index.php/alfusha/article/download/1220/902>.

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There are several previous studies that are similar to this research on the topic of learning Arabic for specific purposes:

1. A study titled "Arabic for Specific Purposes: Communication-based Tourism" in 2020 by researcher Noor Halim, which focused on vocabulary that should be conveyed when teaching Arabic for specific purposes⁵.
2. A study titled "Teaching Arabic for Specific Purposes in Saudi Universities: Reality Features and Development Prospects" in 2018 by author Fawaz Saleh Al-Sulaimi, which provided a developmental approach to teaching Arabic for specific purposes by identifying linguistic needs, using diverse texts that respond to students' needs, and meeting their requirements in their field of specialization⁶.
3. A study titled "Arabic Language Learning Curriculum for Specific Purposes: Problems, Design, and Implementation at the Government Islamic University Sunan Ampel Surabaya" in 2021 by researchers Ahmad Nuruddin and Marwan Ahmad Tawfiq, which identified design and implementation problems in teaching Arabic for specific purposes and provided recommendations for improvement⁷.

Literature Review

Definition of Specialized Language Teaching Methodology

Programs for teaching Arabic to non-native speakers generally fall into two categories. The first is a program for learning Arabic for daily life needs, a general program in which students have various characteristics and features. The primary motivation for learning Arabic in this program is effective communication in different life situations. The second type is the Arabic for Specific Purposes (ASP) program, a type of program designed for students with specific characteristics and goals.

There are various types of ASP programs for teaching Arabic, including Arabic for academic purposes, Arabic for professional purposes, and Arabic for entrepreneurship. Despite the many types, all of these fall under the umbrella of teaching Arabic for specific purposes. One of the prominent modern theories for teaching Arabic to non-native speakers is the theory known as

⁵ Nur Halim, (2020), "Bahasa Arab Dengan Tujuan Khusus Berbasis Komunikatif Wisata Travelling," BINTANG 2, <https://www.ejournal.stitpn.ac.id/index.php/bintang/article/view/960>.

⁶ فواز صالح السلي, "مدخل تعليم اللغة العربيّة لأغراض خاصّة في الجامعات السعوديّة: ملامح الواقع وأفاق التطوير," مجلة كلية التربية (أسيوط), 2018, https://mfes.journals.ekb.eg/article_105519_b585e67b28da14fec260bbf82e2e1e6e.pdf.

⁷ Ahmad Nuruddin and Mirwan Akhmad Taufiq, "Kurikulum Pembelajaran Bahasa Arab Tujuan Khusus Problematika Desain Dan Implementasinya Di Uin Sunan Ampel Surabaya," *Fashohah : Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (August 25, 2021): 32–47, <http://jim.unisma.ac.id/index.php/fashoha/article/view/12791>.

Teaching Arabic for Specific Purposes. In this theory, the needs and goals of students in learning the language are considered as essential elements in language learning. In English, this theory has developed rapidly.

While teaching language for specific purposes has been known in foreign language education for a long time, it is relatively new in the Arabic language. This is due to a lack of specifically designed educational materials, minimal attention to the program, along with a scarcity of educational programs or higher education levels in these specialties. This scarcity may be attributed to a shortage of experts in designing language learning and a lack of experts in teaching Arabic for specific purposes specifically⁸.

The methodology of learning language for specific purposes involves learning the language in terms of its use in specific functions or contexts, whether professional or academic. The curriculum for language learning for specific purposes is adopted by considering the needs of practitioners and the characteristics of the field. Some other experts define it as a methodology for learning or teaching language through programs that base their goals, content, and teaching methods on reasons that encourage students to learn the language⁹.

The development of teaching methods for language for specific purposes

Emerged after World War II with the aim of achieving a better understanding of world countries, especially third-world countries. Many linguists, psychologists, and sociologists made various efforts to produce curricula for teaching language for specific purposes. This approach has been adopted in preparing language education curricula in various countries worldwide¹⁰.

Principles of Teaching Language for Specific Purposes

Several principles underlie the approach of teaching language for specific purposes:

1. Islamic Philosophy: The curriculum is based on Islamic philosophy, urging us to interact with people of diverse cognitive, educational, psychological, social, and professional characteristics.
2. Existence of Linguistic and Psychological Theories: The curriculum incorporates linguistic and psychological theories that shape the approach to teaching. Key theories in this context include the theory of individual differences, the theory of field semantics, and others.

⁸ R Roviin - Prosiding Pertemuan Ilmiah Internasional Bahasa and undefined, (2021), "اتجاهات تعليم اللغة العربية"، خالد، محمود عرفان. مداخل تعليم، الزهراني، تركي، بن علي، فايضة، السيد عوض، محمد، فوزي بني ياسين، عواد، بن دخيل العواد⁹ العربية: رؤية تحليلية. Riyadh: King Abdullah Bin Abdulaziz Int'l Center for The Arabic Language, 2019.

¹⁰ الزهراني، *et al.*

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3. **Uniqueness of Language Learning:** The uniqueness of language learning is attributed to the distinct motivations for language acquisition, the uniqueness of the language subject matter, and the cultural content based on societal professions. Appropriate linguistic competencies are chosen and adapted to each profession. The design of the program is unique, tailored to the characteristics of students in all its elements. Additionally, teaching is unique as these students differ from regular students, possessing teaching strategies harmonized with their psychological traits.
4. **Diversity in Language Education Programs:** Building on this curriculum, language education programs are classified into programs for vocational purposes, academic purposes, and specific-purpose programs. There are also various classifications for language education programs with specific purposes, including Carter's classification and Waters' classification. Meanwhile, the recommended classification for language learning methods is as follows:

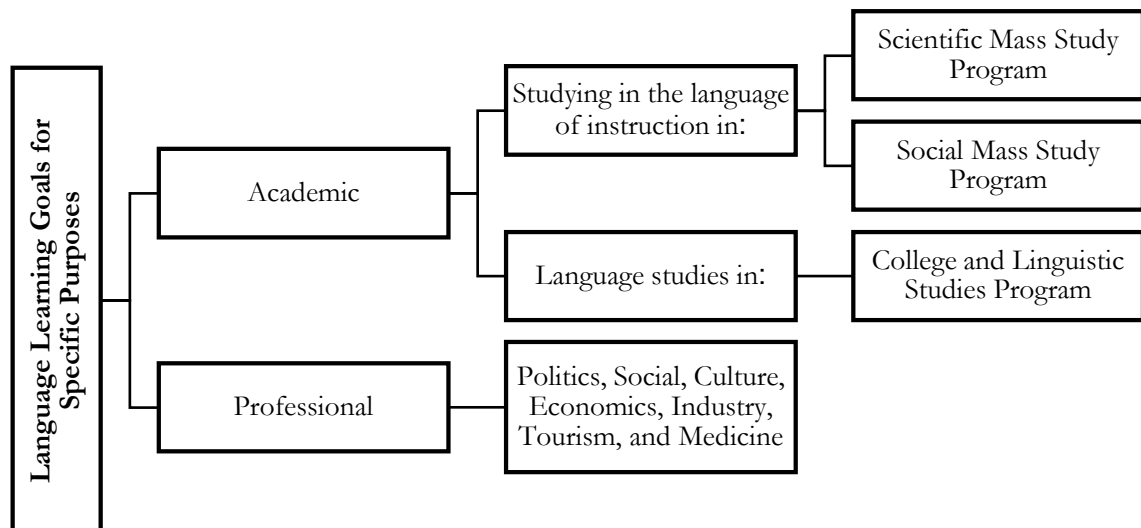


Figure 1. Classification for Language Learning Methods

From the aforementioned classification, the following conclusions can be drawn:

1. Anyone learning a language with the intention of supporting a specific job, even if they are currently pursuing professional education, and anyone learning the language for the sake of the language or using it in literature, applied sciences, or religious knowledge, falls under the academic classification.
2. Professions are divided into various aspects of people's lives. Each aspect includes multiple professions based on its characteristics, depending on the aspects associated with it.

3. Recognition of professions from every aspect of people's lives. For example, the social aspect includes professions such as education, medicine, journalism, and other service professions.
4. The International Classification of Occupations, which is a long and diverse list, can be relied upon. Educational programs are then classified accordingly.

Several studies related to the provision of language education for specific purposes have been conducted, including studies by Namaa Ibrahim Al-Banna (2011) on language education for business purposes, Sayyad Majali (2016) on teaching language for journalistic purposes, Najma Hussain (2009) on teaching language for economic purposes, Mirfat Gomaa (2012) on teaching language for academic purposes in Al-Azhar, Mohamed Naguib (2010) on teaching language for religious purposes, and Abu Al-Ali Al-Kalam in the field of faith.

The theoretical teaching approach for teaching language for specific purposes, and its applications are illustrated in the chart below:

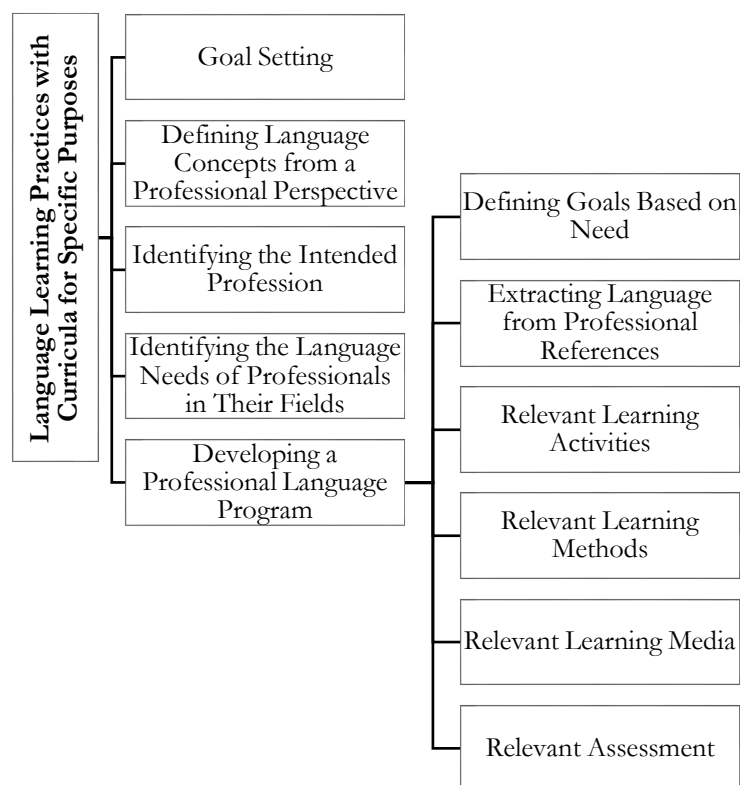


Figure 2. Theoretical Teaching Approach for Teaching Language for Specific Purposes

Looking at the above chart, we can clearly see that adopting a language teaching approach for specific purposes has a significant impact on language teaching programs as follows:

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- a. Definition Theory: This approach, like any other functional approach, can rely on linguistic theories for existing theories. However, there is a theory more suitable than others for this approach, which is the theory of semantic relations. Concepts of language are related to each other in various logical relationships, forming an hierarchical model of meaning, expressed by individuals according to situations and goals. Every theory that explains language relies on one of the following elements (ideas, context, meanings, and environment). The interactional theory can also be adopted, which sees language as a product of the individual's natural interaction with environmental factors. The focus is on the desired function or profession, making language teaching focus on the interaction between all program components in teaching methods and activities. The taxonomy theory can also be adopted, which focuses on understanding the whole before understanding the details. Language is presented through comprehensive professional interaction, and students acquire various rules through it. Additionally, social learning theory, where language is taught in groups, can be applied to students who want to learn language for different tasks in their profession.
- b. The Concept of Language from the Perspective of Language Teaching Methods for Specific Purposes has several meanings. Because there are several linguistic concepts based on their perspective and differences in professions and functions. Each of these concepts is reflected in language teaching and learning procedures.
- c. Determining the Intended Goal. Each goal or profession has its linguistic components, terms, and context. Setting goals helps identify the linguistic needs and content that will be presented to students.
- d. Identifying Linguistic Needs. It is impossible to present all aspects of language to students through a single educational program. Students may have a good linguistic background, so the current situation of the student should be diagnosed. What have they mastered? What is missing? Therefore, learning programs are built based on what they need.
- e. Building the Program: This approach is reflected in all program components built on it. Starting from goals, ending with assessment, passing content, activities, facilities, and teaching methods. Therefore, this approach differs greatly in philosophy and goals from other programs, with the learning goal closely related to language and goals. The content is linguistically related to the intended purpose. These activities come from the goals or desired professions, and teaching methods are more suitable for adults, such as using technology,

models, drama, and e-learning. Then, the assessment is closely related to the content, which is our goal in learning language¹¹.

Advantages and Disadvantages of Language Teaching Methods for Specific Purposes

This approach has the advantage of being a functional approach that takes into account the best professional needs of students, dividing language learning according to goals. This approach also considers individual differences among learners and its suitability for all specializations and categories interested in learning the language, with differences between teaching language and learner needs. It is also flexible in teaching and learning language, making linguistic content more realistic.

At the same time, the disadvantage of this approach is that it requires teachers with knowledge of different professions and their terminology and vocabulary. Alternatively, it requires a large number of prepared teachers according to different jobs and professions. Therefore, a large number of programs that suit the diversity of professions must be prepared. The target audience has a special character in their culture, teaching and learning system. This has created many difficulties for teachers and program developers, in addition to the need for management capable of coordinating and managing multilingual programs. Additionally, it requires significant financial capacity for implementation, monitoring, and evaluation¹².

Methods

The researcher in this study used the field research approach. This field research is considered one of the methods of data collection through reviewing the results of interviews, observations, and various reports related to the problem that needs to be addressed¹³. This research employs a qualitative approach, which is a research method that reveals specific social situations by accurately describing reality. It consists of words based on data collection and analysis techniques, obtained from natural situations¹⁴. The qualitative approach is used in this research to understand the phenomenon experienced by the research subject as a whole, through linguistic descriptions in a specific natural context, using various scientific methods¹⁵.

¹¹ الزهراني, *et al.*

¹² الزهراني, *et al.*

¹³ & Asmendri Sari, M., (2020), "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA. NATURAL SCIENCE: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA, 1, 43.

¹⁴ A. Satori, D., & Komariah, (2017), *Metodologi Penelitian Kualitatif Alfabeta*, 25.

¹⁵ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019), 88

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The data sources in this study consist of two types: primary data sources and secondary data sources. The primary data source for this research is the interviews conducted about the linguistic preparation curriculum at the College of Imam Shafi'i in Jember. The researcher focuses on studying how the linguistic preparation curriculum at the College of Imam Shafi'i in Jember impacts the Arabic language skills of students in reviewing language learning curricula for specific purposes. The secondary data for this study includes articles related to the topic of this research.

The data collection method used in this research is documentation. Documentation in this study involves searching for data related to the research. This descriptive-analytical research employs a descriptive approach to describe the linguistic preparation curriculum at the College of Imam Shafi'i in Jember and its impact on Arabic language skills among students in reviewing language learning curricula for specific purposes. The analytical method used in this research is content analysis. Content analysis examines documents in a systematic and objective manner, including written forms of communication. Content review is defined as a method that uses a set of procedures to extract valid conclusions from a written document¹⁶.

Results and Discussion

Implementation of Arabic Language Learning for Specific Purposes at the Linguistic Preparation Level of STDI Imam Shafi'i Jember.

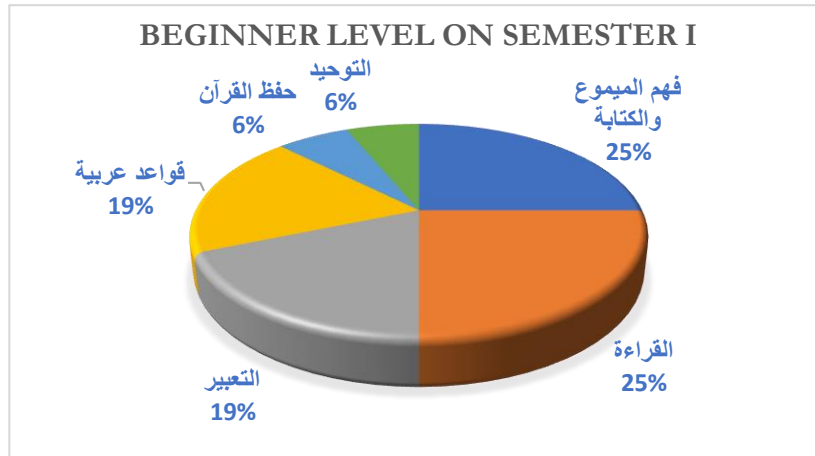
The following is an explanation of the application of learning the Arabic language for a specific purpose, namely the study of jurisprudence (Fiqh) and Hadith, in the curriculum of the Language Preparation Department at Imam Shafi'i Jember University. This integration encompasses both pure Arabic content and Arabic content for specific purposes.

Table 3. 1 Subject and Hours for Beginner Level in Semester I

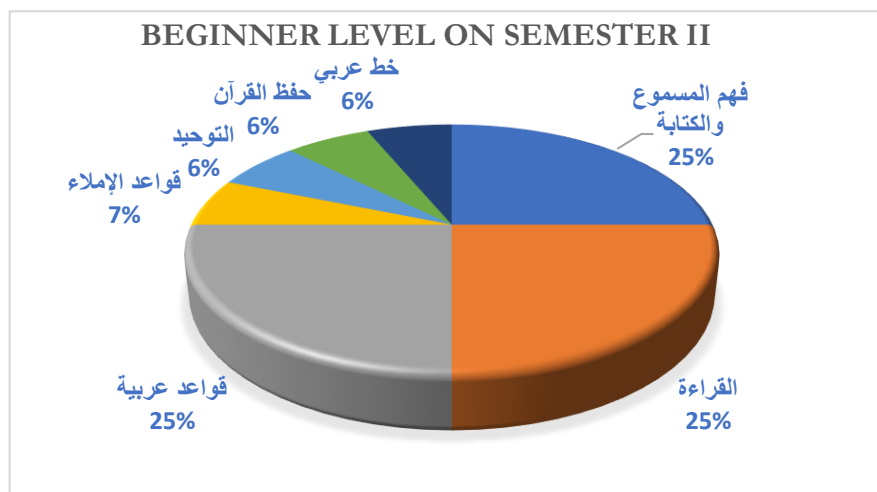
No	Subject	Hours	Guidebook	Author/Publisher
1	<i>Fahmul Masmu' & Kitabab</i>	8	العربية بين يديك (الكتاب الأول (1) بجزئيه الأول والثاني، والكتاب الثاني (2) بجزئيه الأول والثاني)	مجموعة من المؤلفين
2	<i>Qiraah</i>	8	العربية بين يديك (الكتاب الأول (1) بجزئيه الأول والثاني، والكتاب الثاني (2) بجزئيه الأول والثاني)	مجموعة من المؤلفين
3	<i>Ta'bir</i>	6	العربية بين يديك (الكتاب الأول (1) بجزئيه الأول والثاني، والكتاب الثاني (2) بجزئيه الأول والثاني)	مجموعة من المؤلفين
4	<i>Qamaid 'Arabiyah</i>	6	العربية بين يديك (الكتاب الأول (1) بجزئيه الأول والثاني، والكتاب الثاني (2) بجزئيه الأول والثاني)	مجموعة من المؤلفين
5	<i>Hifzbul Qur'an</i>	2	الجزء 30 كاملاً	القرآن الكريم

¹⁶ Satori, D., & Komariah, *Metodologi Penelitian Kualitatif Alfabeta*, 89

6	<i>Taubid</i>	2	سلسلة تعليم اللغة العربية (التوحيد - 3)	مجموعة من المؤلفين
Jumlah			32 SKS	

Diagram 3.1 Percentage Subject and Hours for Beginner Level in Semester I

Table 3.2 Subject and Hours for Beginner Level in Semester II

No	Subject	Hours	Guidebook	Author/Publisher
1	<i>Fahmul Masmu' & Kitabab</i>	8	العربية بين يديك (الكتاب الثالث (3) بجزئيه الأول والثاني)	مجموعة من المؤلفين
2	<i>Qiraah</i>	8	العربية بين يديك (الكتاب الثالث (3) بجزئيه الأول والثاني)	مجموعة من المؤلفين
3	<i>Qawaid 'Arabiyyah</i>	8	العربية بين يديك (الكتاب الثالث (3) بجزئيه الأول والثاني)	مجموعة من المؤلفين
4	<i>Qawaid Imla'</i>	2	العربية بين يديك (الكتاب الثالث (3) بجزئيه الأول والثاني)	مجموعة من المؤلفين
5	<i>Taubid</i>	2	سلسلة تعليم اللغة العربية (التوحيد - 4)	مجموعة من المؤلفين
6	<i>Hifz'ul Qur'an</i>	2	الجزء 29 كاملاً	القرآن الكريم
7	<i>Khath 'Arabiyy</i>	2	سلسلة تعليم اللغة العربية (تدريبات الخط - المجلدات: 1-4)	مجموعة من المؤلفين
Total			32 Credit Hours	

Diagram 3.2 Percentage Subject and Hours for Beginner Level in Semester II


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Table 3.3 Subject and Hours for Advanced Level In Semester I

No	Subject	Hours	Guidebook	Author/Publisher
1	<i>Fabmul Masmu' & Ta'bir</i>	6	العربية بين يديك (الكتاب الرابع (4) المجلد الأول)	مجموعة من المؤلفين
2	<i>Qiraah</i>	6	العربية بين يديك (الكتاب الرابع (4) المجلد الأول)	مجموعة من المؤلفين
3	<i>Qawa'id 'Arabiyyah</i>	4	العربية بين يديك (الكتاب الرابع (4) المجلد الأول)	مجموعة من المؤلفين
4	<i>Adab 'Arabiyy</i>	4	سلسلة تعليم اللغة العربية (الأدب – المجلدان: 3-4)	مجموعة من المؤلفين
5	<i>Taubid</i>	2	الملخص في شرح كتاب التوحيد (مقدمة – باب ما جاء في النشرة)	الشيخ صالح الفوزان معالي
6	<i>Hifz'ul Quran</i>	2	الجزء 28 كاملاً	القرآن الكريم
7	<i>Fiqh</i>	4	تعليق متن الغاية والتقريب (كتاب الطهارة – نهاية كتاب الحج)	الشيخ ماجد الحموي
8	<i>Hadits</i>	4	تيسير العلام شرح عمدة الأحكام (كتاب الطهارة – نهاية كتاب الصلاة)	فضيلة الشيخ عبد الله البسام
Total			32 Credit Hours	

Diagram 3.3 Percentage Subject and Hours for Advanced Level In Semester

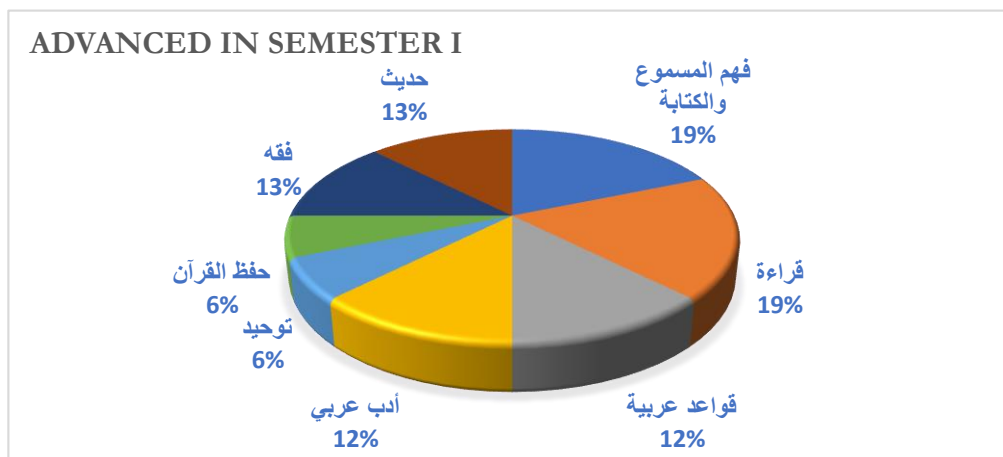


Table 3.4 Subject and Hours for Advanced Level In Semester II

No	Subject	Hours	Guidebook	Author/Publisher
1	<i>Fabmul Masmu' & Ta'bir</i>	4	العربية بين يديك (الكتاب الرابع (4) المجلد الثاني)	مجموعة من المؤلفين
2	<i>Qiraah</i>	6	العربية بين يديك (الكتاب الرابع (4) المجلد الثاني)	مجموعة من المؤلفين
3	<i>Qawa'id 'Arabiyyah</i>	4	العربية بين يديك (الكتاب الرابع (4) المجلد الثاني)	مجموعة من المؤلفين
4	<i>Balaghah</i>	2	سلسلة تعليم اللغة العربية (البلاغة – 4)	مجموعة من المؤلفين
5	<i>Hifz'ul Quran</i>	2	الجزء 27 كاملاً	القرآن الكريم
6	<i>Taubid</i>	2	الملخص في شرح كتاب التوحيد (باب ما جاء في التطير – نهاية الكتاب)	الشيخ صالح الفوزان معالي
7	<i>Fiqh</i>	4	تعليق متن الغاية والتقريب (كتاب البيوع – نهاية كتاب العتق)	الشيخ ماجد الحموي
8	<i>Hadits</i>	4	تيسير العلام شرح عمدة الأحكام (كتاب الجنائز – نهاية كتاب الحج)	فضيلة الشيخ عبد الله البسام

9	<i>Usbul Fiqh</i>	2	الأصول من علم الأصول	العلامة محمد بن صالح العثيمين
10	<i>Mushthalabul Had-its</i>	2	تيسير مصطلح الحديث	د/ محمود الطحان
Total			32 Credit Hours	

Diagram 3.4 Percentage Subject and Hours for Advanced Level In Semester II

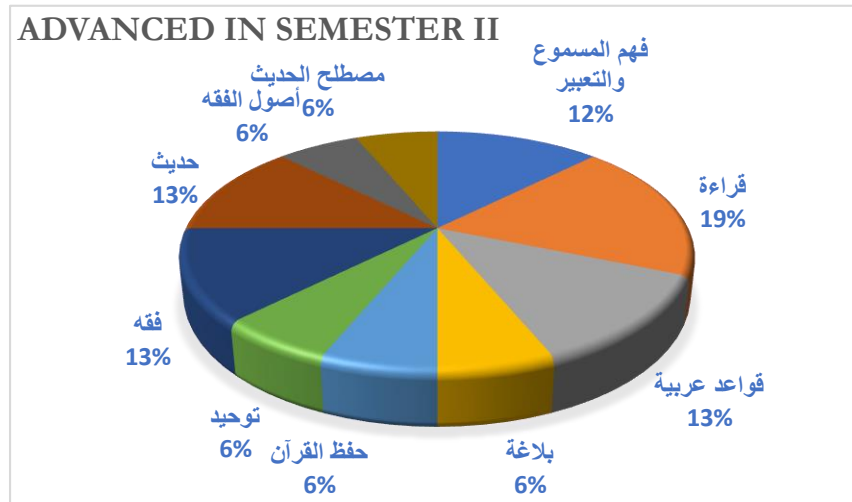


Diagram 3. 8

As for the analysis of the percentage composition between the content in pure Arabic and Arabic for specific purposes, for the study of jurisprudence and hadith presented in the form of tables and graphs, it is as follows:

Tabel 3.5 Composition The Subject In Arabic Program

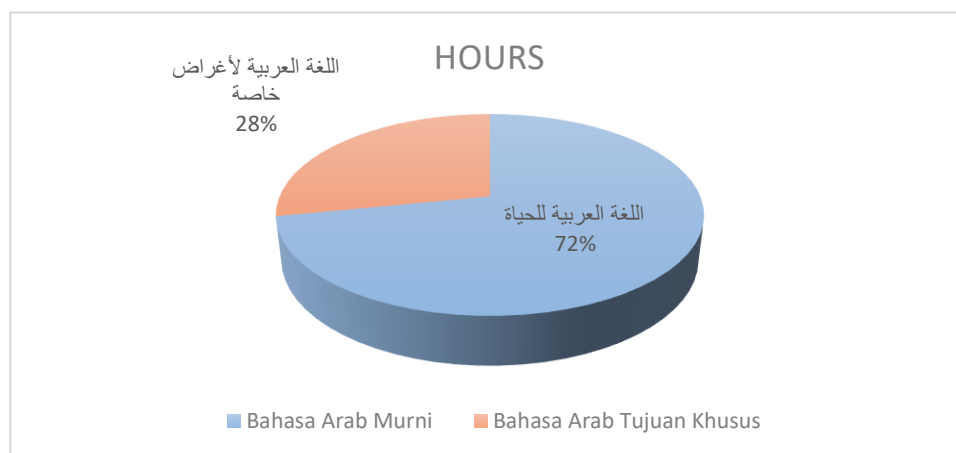
Arabic Language Subject for Arabic Program				
No	Subject	Hours	Education Level	Semester
1	<i>Fabmul Masmu' & Kitabab</i>	8	Beginner	1
2	<i>Qiraab</i>	8	Beginner	1
3	<i>Ta'bir</i>	6	Beginner	1
4	<i>Qawaid 'Arabiyyah</i>	6	Beginner	1
5	<i>Fabmul Masmu' & Kitabab</i>	8	Beginner	2
6	<i>Qiraab</i>	8	Beginner	2
7	<i>Qawaid 'Arabiyyah</i>	8	Beginner	2
8	<i>Qawaid Imla'</i>	2	Beginner	2
9	<i>Khath 'Arabiyy</i>	2	Beginner	2
10	<i>Fabmul Masmu' & Ta'bir</i>	6	Advanced	1
11	<i>Qiraab</i>	6	Advanced	1
12	<i>Qawaid 'Arabiyyah</i>	4	Advanced	1
13	<i>Adab 'Arabiyy</i>	4	Advanced	1
14	<i>Fabmul Masmu' & Ta'bir</i>	4	Advanced	2
15	<i>Qiraab</i>	6	Advanced	2
16	<i>Qawaid 'Arabiyyah</i>	4	Advanced	2
17	<i>Balaghab</i>	2	Advanced	2
Total		92 Credit Hours		

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Tabel 3.6 Composition The Subject In Arabic for Specific Purposes

Arabic Language Subject for Specific Purposes				
No	Subject	Hours	Education Level	Semester
1	<i>Taubid</i>	2	Beginner	1
2	<i>Hifzbul Qur'an</i>	2	Beginner	1
3	<i>Taubid</i>	2	Beginner	2
4	<i>Hifzbul Qur'an</i>	2	Beginner	2
5	<i>Taubid</i>	2	Advanced	1
6	<i>Hifzbul Quran</i>	2	Advanced	1
7	<i>Fiqh</i>	4	Advanced	1
8	<i>Hadits</i>	4	Advanced	1
9	<i>Hifzbul Quran</i>	2	Advanced	2
10	<i>Taubid</i>	2	Advanced	2
11	<i>Fiqh</i>	4	Advanced	2
12	<i>Hadits</i>	4	Advanced	2
13	<i>Ushul Fiqh</i>	2	Advanced	2
14	<i>Mushtalabul Hadits</i>	2	Advanced	2
Total		36 Credit Hour		

Diagram 3.5 Percentage Composition Between Hour In Arabic Program and Arabic For Specific Purposes



Conclusion

The instruction of Arabic for particular objectives is categorized into two levels: the introductory stage for beginners and the advanced stage for more proficient learners. Each stage incorporates unique educational materials and designated instructional hours tailored to the respective proficiency level. Furthermore, variations exist in the credit hours allocated between the conventional Arabic language program and the specialized program designed for specific purposes, highlighting the distinct focus and requirements of each curriculum.

The number of courses at the beginner level in the first semester is 6 courses with a total of 32 credit hours. The allocated hours or credits for each subject are as follows: *Fahmul Masmu' & Kitabab* (8), *Qiraah* (8), *Ta'bir* (6), *Qawaid 'Arabiyyah* (6), *Hifz'ul Qur'an* (2), and *Tauhid* (2). In the second semester of the beginner level, there are 7 courses with a total of 32 credit hours, distributed as follows: *Fahmul Masmu' & Kitabab* (8), *Qiraah* (8), *Qawaid 'Arabiyyah* (8), *Qawaid Imla'* (2), *Tauhid* (2), *Hifz'ul Qur'an* (2), and *Khath 'Arabiyy* (2). Moving on to the advanced level in the first semester, there are 8 courses with a total of 32 credit hours. The hours or credits for each subject are *Fahmul Masmu' & Ta'bir* (6), *Qiraah* (6), *Qawaid 'Arabiyyah* (4), *Adab 'Arabiyy* (4), *Tauhid* (2), *Hifz'ul Qur'an* (2), *Fiqh* (2), and *Hadits* (4). In the second semester of the advanced level, there are 10 courses with a total of 32 credit hours, distributed as follows: *Fahmul Masmu' & Ta'bir* (4), *Qiraah* (6), *Qawaid 'Arabiyyah* (4), *Balaghah* (2), *Hifz'ul Qur'an* (2), *Tauhid* (2), *Fiqh* (2), *Hadits* (4), *Ushul Fiqh* (2), and *Mushthalahul Hadits* (2).

Meanwhile, the fundamental difference in the course composition between the pure Arabic language program and the Arabic language learning program for specific purposes lies in both the total composition and the distribution of courses. In the former class, there are a total of 92 credit hours spread across 17 courses, while in the latter class, there are 36 credit hours distributed among 14 courses.

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