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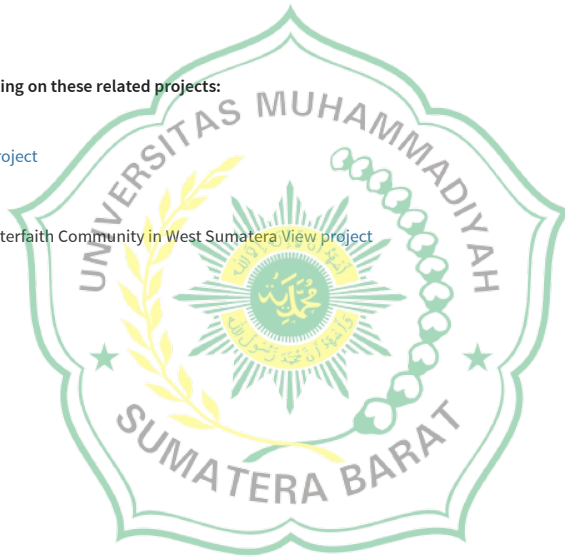6 PUBLICATIONS   19 CITATIONS

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Reformulating the Arabic Language Teaching Materials Within the Framework of Generating New Cadres of *Tarjih* and *Tajdid Ulama*

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Abstract

West Sumatera Muhammadiyah leaders and heads of Muhammadiyah University of West Sumatera highly expect that its Faculty of Islamic Religion may generate new cadres of tarjih and tajdid Muhammadiyah Ulama since those trained by the regional leaders for two periods have not shown any satisfying result although the recruited cadres have obtained their bachelor degree and been selected tightly. They have not given any significant contribution in conducting studies related to the issues discussed at the tarjih discussion forum. Expectation is not easy to fulfill since the Faculty of Islamic Religion has not yet reformulated the Arabic language teaching materials as the learning sources and a means to well understand Islamic teachings for the competency development of tarjih ulama candidates. This research is intended to reformulate the Arabic language teaching materials to meet those required in generating more qualified new ulama cadres. This research used a qualitative method with the data collected through documentation study, interview, and focus group discussion. The data was then comprehensively analyzed using data reduction, classification, and conclusion drawing. The research results showed that the Arabic language learning sources meeting those required in generating more qualified new cadres of tarjih and tajdid Muhammadiyah ulama is in association with the function of Arabic language as knowledge in understanding the Islamic teaching sources. Besides, Arabic language at the Faculty of Islamic Religion is not only dealing with the fulfillment of course credit number, especially for the students of Islamic Law and Arabic Language Education Study Program, but also related to the fulfillment of more intensive Arabic language learning.

Keywords: Arabic teaching materials, learning sources, cadres ulama, tarjih and tajdid

1. Introduction

The capability to understand Islamic teachings starts from Arabic language skill [1]-[2], since al-Quran and Sunnah, the sources of Islamic teachings, are in Arabic [3] and books containing Islamic teachings of various topics are written by *ulama* in Arabic [4]-[6]. Any mistake in understanding of source texts of Islamic teachings will cause a false conclusion [7]-[8], often leading to radicalism [9].

Improving the capability to understand Arabic is not as easy as turning the hand over, [10], the

compatibility of various aspects related to language learning is required, such as curriculum [11], instructional media [12], method [13], teacher's capability, [14]-[15] and learning materials [16]. Harsono affirms that learning material should be pursuant to the objective and student's basic capability [17]. Nasruddin also reminds us that in developing learning material, one to be taken into consideration is the objective to be achieved [18].

In line with the statements above, the objective of learning Arabic in the Faculty of Islamic Studies, West Sumatera Muhammadiyah University, as mandated by the Regional Chairman of Muhammadiyah and Chairman of the University ,that besides fulfilling the number of Course Credits (SKS), also aims at improving students' capability of understanding Arabic books, since students of the Faculty of Islamic Studies are cadres of ulama *tarjih* and *tajdid* who are able to find solutions for the community's problems in the future. Therefore, the Arabic language learning materials in the Faculty should contain matters related to fostering the capability of cadres of ulama.

Forming cadres of ulama is an urgent necessity for the organization specifically and Moslems in general [19]. In order to become ulama who may enlighten the community and Moslems, there are special criteria and requirements to be met [20], and if the requirements determined by the experts are not met by an individual, it will be difficult for him to realize the vision of ulama as the ones to enlighten Moslems and humans in general [21].

As an effort to improve ulama cadres forming, the Faculty of Islamic Studies as an institutional unit mandated through team of lecturers manages to find new formulation of Arabic language learning materials appropriate to the requirements for forming Muhammadiyah cadres of ulama *tarjih* and *tajdid*. The effort to find this formulation cannot be separated from the existing contents of materials, which have not led to forming cadres of ulama, since no study has been conducted which leads to such objective.

2. Materials and Methods

This qualitative research employs 5 qualitative data collection methods, which are observation, in-depth interview, group discussion, Focused Group Discussion (FGD) and documentation. This research is conducted at the Faculty of Islamic Studies, West Sumatera Muhammadiyah Universityand Muhammadiyah Regional Management of West Sumatera. The two research locations are chosen based on the relevance of the research's focus to the data to be collected. The research's informants are taken in some phases, namely: a) determine key informant, b) determine additional informants and classify additional informants based on their knowledge and capabilities; b) a purposive technique is employed to determine the number of additional informants in each of the knowledge and capacities. The data are analyzed using qualitative descriptive and triangulation analysis (method, source and theory).

3. Results and Discussion

The new formulation of Arabic learning materials needed for forming Muhammadiyah cadres of ulama *tarjih* and *tajdid* is to contain applicative language grammar *(qawa'id al-lughah al-tathbiqi)*. Therefore, the contents of learning materials are to be laden with *nahwu*, *sharaf*, and patterns commonly used in Arabic. The understanding which may be acquired from the focused discussion group participants' statements is that the abovementioned contents of materials will direct students towards acquiring the capability to understand sources written in Arabic.

Applicative grammatical material is material that does not require students to memorize linguistic rules or spend much time to learn. While current sources of grammatical study are outlined in detail, the sources of Arabic learning for ulama cadres forming are given with short definitions, enriched with examples of sentences related to Islamic field.

In addition, Arabic grammar that infrequently arises in sources of Islamic study is not necessarily included in the learning material, since it is deemed to spend much time and occupy

students' mind too much. Therefore, the grammar taught contains simple sentences frequently used in scripts referred to in Islamic study.

Arabic grammar is often deemed a constraint in learning Arabic [22]-[24], thus it is reasonable that there is rejection of *nahwu* [25]-[26], and simplification [27]. Meanwhile, in order to understand sources of Islamic science, understanding of *nahwu* is a requirement [28]. Therefore, the contents of *nahwu* that need to be included into sources of Arabic learning for forming Muhammadiyah cadres of ulama *tarjih* and *tajdid* are applicative grammar.

Besides grammatical material, other contents of sources of Arabic learning which need to be included are morphology (*tashrif*). This material is related to *wazan* commonly used in Arabic scripts, including *wazan tsulasti mujarrad*, one-letter *mazid*, two-letter *mazid*, three-leter *mazid*, *ruba'i, khumasi* and *sudasi*. The abovementioned *wazan* may be frequently found in sources of Islamic study. Therefore, the focused discussion group team agrees that it is important to include morphological aspect into sources of Arabic learning for forming Muhammadiyah cadres of ulama *tarjih* and *tajdid*.

Mustapha *et al*. reveal that understanding morphological aspect enrich vocabularies [29]. In addition, understanding morphology, students may develop their language skill [30]-[31], understand texts well [32], and, on the other hand, students may understand clearly the authenticity of origin of language [33] in a text. Therefore, morphology cannot be disregarded [34] from sources of Arabic learning.

The patterns related to understanding Arabic texts for the sources of Arabic learning for ulama cadres forming should contain *al-numth al-ikhbary, al-numth al-sardy, al-numth al-hiwary, al-numth al-washfy, al-numth al-tafsiry, al-numth al-burhany, al-numth al-i'azy*. It is important to include the *al-ikhbary* pattern since, with the material, students are equipped with information of how to understand news sentences well. In addition, it is also important to equip students as potential ulama with the *al-sardy* pattern in order to understand scripts which contain reality or imagination.

Students of the Faculty of Islamic Studies also need to be equipped with an understanding of *al-washfy* sentence pattern, which is intended to reinforce students' understanding as cadres of ulama in understanding a script and the meaning beyond the script. *Al-numthal-hiwary* is intended to reinforce students' capability in understanding interaction in a script. *Al-numth al-tafsiry* is used to give students an understanding in expressing the meaning of a script. *Al-numth al-thalaby* is used to direct students' awareness of what a text intends. *Al-numth al-burhany* is used to thoroughly understand a sentence pattern in a text regarding the way of thinking in the text.

The sentence patterns above are the contents of Arabic learning materials for forming Muhammadiyah cadres of ulama *tarjih* and *tajdid*, intended to reinforce students' capability in understanding sentence patterns in Arabic. Understanding patterns in Arabic is needed to understand the meaning of a script [35]-[36], and it is impossible to understand a text without understanding sentence pattern [37]-[41].

For ulama *tarjih* regeneration, the position of Arabic is vital, since *tarjih* is made to propositions derived from Al-Quran, hadith and even opinions of *imam mujtahid* [42]-[43] all of which are originally in Arabic. Nashir [44] affirm, in revitalizing Muhammadiyah's ideology and reinforcing the organization's cadres, that Arabic capability is needed and must refer to Muhammadiyah's articles of association.

The formulation of learning materials above is in consideration of the base or principles related to the objectives, users and other aspects, both regarding ulama cadre forming and campus situation, since the learning materials produced may be an appropriate reference to the condition and situation of students that use them.

4. Conclusion

Based on the description above, we may conclude that the contents of sources of Arabic learning are arranged based on the result of study of various aspects related to the main objectives of Arabic learning, the demand for ulama cadres' Arabic competence. The study finds that the contents of sources of Arabic learning are related to applicative grammar, Arabic morphology frequently emerging in Islamic study scripts and Arabic sentence patterns. Further research needs to study effective use of the sources of learning in improving the Arabic competence of Muhammadiyah cadres of ulama *tarjih* and *tajdid*.

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