



Readiness of Understanding the Arabic Term in Usul Fiqh

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Abstract

This study aims to investigate the level of Arabic Language comprehension among students of Faculty of Islamic Studies (FPI) in Universiti Kebangsaan Malaysia (UKM), Bangi, Malaysia in understanding the ten-term of Usul Fiqh. This study based on word-level of easy and complexity of 248 students regarding issues of the ten terms in the perspective of readiness in understanding the ten-term of Usul Fiqh. Apart from that, this article examined the students' academic performance in understanding the word of Usul Fiqh that related to the use of Arabic Language knowledge. The present study employed a quantitative-qualitative approach to obtain the data. The data were collected via questionnaire and interview from students of postgraduate and undergraduate of FPI, UKM. Firstly, the investigators of this article employed quantitative design to identify the level of students' readiness in understanding the ten-term of Arabic words in Usul Fiqh. Secondly, for depth study, the investigators prefer using qualitative design to explore three individual's readiness among students of FPI in understanding the ten-term of the Arabic words in Usul Fiqh. The result of the finding indicates all students required Arabic Language reading skills to comprehend the word of Usul Fiqh in learning Islamic Studies in their lesson.

Keywords: Readiness, Arabic term, Usul Fiqh, quantitative and qualitative analysis.

Citation | Mohd Sham Kamis; Muhammad Nazir Alias; Nik Abdul Rahim Nik Abdul Ghani; Norhayuza Mohamad; Aini Akmar Mohd Kasim; Mohammad Firdaus Mohammad Hatta (2020). Readiness of Understanding the Arabic Term in Usul Fiqh. Journal of Education and e-Learning Research, 7(1): 100-103.

History:

Received: 14 January 2020

Revised: 21 February 2020

Accepted: 24 March 2020

Published: 13 April 2020

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Publisher: Asian Online Journal Publishing Group

Acknowledgement: All authors contributed to the conception and design of the study.

Funding: This study was funded by Universiti Kebangsaan Malaysia (UKM), research grant no. GGP2017-012

Competing Interests: The authors declare that they have no conflict of interests.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

Ethical: This study follows all ethical practices during writing.

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Contribution of this paper to the literature

This study shows the readiness of understanding the Arabic words, plays a prominent role for students in interpreting the Arabic term, especially those who learn Usul Fiqh. Even though the issue of understanding the Arabic terms of Usul Fiqh as a small matter. Yet, the consequences seem to be critical when the misunderstanding comes to interpret these Usul Fiqh terms because the Usul Fiqh relates to the method of determining Islamic law based on the original text of Islam, whether in the form of Quran or Sunnah.

1. Introduction

The use of reading comprehension is crucial for academician as well as students. This paradigm shift is seen as a significant impact on education, especially in Public University (IPTA), that make the comprehension as a critical for educators and students themselves in understanding what they read. Undeniable, in IPTAs in Malaysia, reading comprehension is difficult to understand primarily related to Fiqh or Usul Fiqh (Tengku, Syed, & Sumayyah, 2014). The Uṣūl Al-Fiqh consists of two words of Arabic terms, Uṣūl The Adillah As Syariyyah, which means the jurisprudence is based, derives its rules from issues (Al Syawkani, 1995). Therefore, the scholars of Usul Fiqh defined Usul Fiqh into two parts Idafiyy and definitions for Laqabiyy. According to Iyad (2004) Usul al-Fiqh is the knowledge of the rules developed to derive the legal provisions from the detailed evidence. In other words, the use of this term is to suggest the confirmations and guide Islamic legal scholars to use and to give answers for issues.

The Usul Fiqh gives a route to a man to get Islamic decisions from the authoritative sources in Islam. Therefore, Usul al-Fiqh means submitted to the laws of God, and this is the most basic in Usul al-Fiqh (Al Syawkani, 1995). Additionally, according MohdFaez (2013) the Arabic terms of Usul Fiqh need to be comprehended well by the students via proper strategy; otherwise, the Islamic decisions from the authoritative sources in Islam fail to understand in the real meaning of Islamic law. Comprehending the word structure and meaning are one part of understanding the language; the majority of the researcher of foreign language and second language acquisition believed that strategy towards learning the language is necessary as the primary role in the achievement of language knowledge (Mat Teh, 2009). In the present study, this study aims to investigate the level of Arabic Language regarding the readiness among students of Faculty of FPI in Universiti Kebangsaan Malaysia (UKM), Bangi, Malaysia in understanding the ten-term of Usul Fiqh. These terms of Usul Fiqh include; dalil, ijtiḥad, taqlid, maslahah, sadd al-dhariah, qatiyy, zanniyy, sabr wat-taqsim, mutlaq and mujmal. Meanwhile, the present study also explores an individual's readiness in understanding the ten-term of the Arabic words in Usul Fiqh.

2. Literature Review

The depths understanding of Usul Fiqh will be easy if the students understand the concept of Usul Fiqh, which is comparable, adhering to a methodology when conducting a scientific experiment. Similarly, adhering to a method in deriving Fiqh (rulings) is referred to as Usul Fiqh. This methodology provides a way for a person to derive Islamic rulings from the authoritative sources in Islam (Iyad, 2004). The comprehension allows students to choose from different meanings of words, pick and choose pertinent details, and make inferences when reading the text (Eva, 2011; Kamis et al., 2019). For students to fully comprehend the sentence, they need to have a strong basis of language knowledge about the topic related to the subject (Neuman, Kaefer, & Pinkham, 2014). That is why adolescent learners need to focus on comprehension, which emphasizes interactive ways to assist in words or sentence structure (Kamis, Lubis, Mohamad, Kasim, & Sjahrony, 2017; Richardson, Anders, Tidwell, & Lloyd, 1991).

3. Problem Statement

The failure cognitive-mind in comprehending the lesson might lead students to the weakness of understanding the content of the knowledge (Hamidah, Mulyanti, & Wibisono, 2012). The ability of students to comprehend what they have read is genuinely at the crucial stage; according to Scott and Florian (2013) some of the strategies are might need to suit the comprehension of reading to overcome this problem. Reading comprehension is an ultimate skill to understand the words and the content of the language; there is considering countless who can read and comprehend the content of the language (Flanigan & Greenwood, 2007). These are circumstances or factors that closely related to the failure, and the weakness of understanding the context of style since the comprehending of language is the stage of success for the twenty-first-century classrooms (Ness, 2009; Second Report from the Program for International Students Assessment, 2009). Students would typically have various perspectives about comprehension. Some students faced difficulties without knowing the solution of cognitive-mind in understanding the structure of words while reading text and find them difficult to apply in the specific reading strategy (Othman, Mustapha, Baki, & Ahmad, 2008). MohdFaez (2013), the weakness in understanding the Usul Fiqh in the fatwa because of the readiness in comprehending Arabic terms based on the Quran and Sunnah. Regarding this study, researchers selected all students of FPI which registered for the subject of Usul Fiqh to fulfil the objectives of this study.

4. Research Questions of this Study

Specifically, the research questions of the present study are as the following:

- RQ1. To identify the level of students' readiness in understanding the ten-term of Arabic words of Usul Fiqh
RQ2. To explore individual's readiness in understanding the ten-term of the Arabic words of Usul Fiqh.

5. Methodology

The present study implemented using quantitative and qualitative methods—the pilot study conducted on the small scale of students before distributing to the actual research. The responses based on the questionnaire and the interview portions for consistency of information, and the validity of research instruments. To complete this study more deeply, investigators appointed two independent raters for consistency of students' responses on the survey—this consistency indicates inter-rater agreement 0.89 and Cronbach's Alpha 0.96 (Piaw, 2014). According to Piaw, Cronbach's Alpha is used to measure the level of internal consistency for the questionnaire and Cohen's Kappa value, was used for inter-raters' agreements that specifically for an interview, both of them for the pilot study. 232 graduate students and 16 postgraduate students participated in the present study. This study consisted of two research phases; the first phase is a questionnaire, and the second phase is an interview. The survey was distributed to 248 respondents while the interview conducted for three participants. 11.30pm

6. Result of Finding RQ1

The aim of this study is to seek answer for RQ1, to identify the level of students' readiness in understanding the ten-term of Arabic words in Usul Fiqh. The data obtained from the respondents (N= 248) using questionnaire. For the following item (1), demonstrates the mean 3.55 of the respondents strongly agree and agree that “*dalil is the most easiest term among other terms of Usul Fiqh to understand*”. Item (2), *ijtihad* demonstrates the respondents strongly agree and agree the mean 3.5 in understanding the Arabic terms of Usul Fiqh. Item (3) *taqlid* indicates the mean 3.35 of respondents strongly agree and agree in understanding the Arabic terms of Usul Fiqh. Item (4), *masalah* indicates respondents strongly agree and agree about 3.33 in understanding the Arabic terms of Usul Fiqh. Item (5) *sadd- al-dhariah* indicates the mean 2.94 respondents strongly agree and agree in understanding the Arabic terms of Usul Fiqh. Item (6), *qatiyy* indicates 3.25 respondents strongly agree and agree in understanding the Arabic terms of Usul Fiqh. Item (7), *zanniyy* indicates respondents strongly agree and agree about 3.16 in understanding the Arabic terms of Usul Fiqh. Item (8), *sabr- wataqsim* indicates 2.44 respondents strongly agree and agree in understanding the Arabic terms of Usul Fiqh. Item (9), *Mutlaq* respondents strongly agree and agree 3.1 in understanding the Arabic terms of Usul Fiqh and item 10, *mujmal*, indicates 3.06 respondents strongly agree and agree in understanding the Arabic terms of Usul Fiqh. Table 1 shows the summary of all responses of respondents regarding understanding the ten terms of Usul Fiqh.

Table-1. The level of students' readiness in understanding the ten-term of Arabic words of Usul Fiqh (n=248)

Item	(1)Dalil	(2)Ijtihad	(3)Taqlid	(4)Maslahah	(5)Sadd_al_dhariah	(6)Qatiyy	(7)Zanniyy	(8)Sabr_wat_Taqsim	(9)Mutlaq	(10)Mujmal
N	Valid 248	248	248	248	248	248	248	248	248	248
	Missing 0	0	0	0	0	0	0	0	0	0
Mean	3.5565	3.5323	3.3548	3.3306	2.9435	3.25	3.1694	2.4476	3.1048	3.0685

7. Result of Finding RQ2

The aim of this study is to seek answer for RQ2, to explore individual's readiness in understanding the ten-term of the Arabic words in Usul Fiqh. The data obtained from the respondents (N= 3) using interview. a1) Participant 1, mentioned the most difficult Arabic term among ten Arabic terms of Usul Fiqh is *sabr wataqsim*. b1) Participant 2 mentioned *sadd- al-dhariah* and c1) Participant 3 mentioned *sabr- wataqsim*. Regarding the strategy that assists to understand 10 terms of Usul Fiqh, a2) participant 1 and c2) participant 3 mentioned that they used keywords in understanding the 10 terms of Usul Fiqh. While, b2) participant 2 mentioned that he uses short notes to assist him in understanding the 10 terms of Usul Fiqh. According to the participants (a3, b3 and c3) all participant suggested suggest the easiest way to understand the ten terms of Usul Fiqh by reading and memorizing the terms of Usul Fiqh. Participant 3 agreed by using reading and memorizing the terms of Usul Fiqh. However, participant 3 added that besides reading and memorizing the terms of Usul Fiqh, student should understand how to use the terms based on the specific objective of Usul Fiqh.

Table-2. The summary of individual's readiness in understanding the ten terms of Arabic words of Usul Fiqh (n=3)

Interview Questions	Answer Participant 1	Answer Participant 2	Answer Participant 3
1) From these terms of Usul Fiqh for example; <i>dalil</i> , <i>ijtihad</i> , <i>taqlid</i> , <i>masalah</i> , <i>sadd al-dhariah</i> , <i>qatiyy</i> , <i>zanniyy</i> , <i>sabr wat-taqsim</i> , <i>mutlaq</i> and <i>mujmal</i> . Can you let me know which is the most difficult Arabic terms in Usul Fiqh?	a1) <i>sabr- wataqsim</i>	b1) <i>sadd- al-dhariah</i>	c1) <i>sabr- wataqsim</i>
2)How do you understand the ten terms of Usul Fiqh above? Can you explain why do you say like that?	a2)Using keywords to understand these 10 terms	b2)Making short notes to understand the 10 terms	c2)Using keywords to understand the Usul Fiqh terms
3) Can you suggest the most uncomplicated strategy for a student to understand the ten terms of Usul Fiqh? Why?	a3)Read,memorize the terms of Usul Fiqh	b3Read and memorize the terms of Usul Fiqh	c3)Read, memorize, learn the terms of Usul Fiqh and try to understand the terms based on the specific objective of Usul Fiqh

8. Discussion and Conclusion

There are principles for understanding the structure of an Arabic Language. The laws of sentence structure in the Arabic Language characterize, the importance of the correct use of linguistic use and the reading comprehension of Arabic terms. Indeed, based on Usul Fiqh objective, without the proper understanding of the Arabic words might lead to misunderstanding the source of Quran and Sunnah. The present study suggests the students need a suitable Arabic Language reading skill to comprehend the concept of Usul Fiqh in learning Islamic Studies for understanding their lesson entirely.

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