



Bridging the Linguistic Gap: Development of Learning Media for a Special Indonesian-Arabic Dictionary

Menjembatani Kesenjangan Linguistik: Pengembangan Media Pembelajaran Kamus Khusus Indonesia-Arab

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The necessity for dictionaries as a media for foreign language students, including Arabic, has consistently grown in significance. Particularly designed for students with a concentration in specialized disciplines, such as information engineering or technology. Nonetheless, an issue arises whereby pupils enrolled in the informatics engineering program at Darussalam Gontor University's Faculty of Science and Technology encounter challenges when attempting to compose scientific papers in Arabic due to the fact that, in addition to English, Arabic is required as the language of instruction for final assignments like theses. The issue is that there is no Indonesian-Arabic dictionary that could assist them in translating scientific terms into Arabic in accordance with their study program. At the moment, the Arabic-Indonesian dictionaries that are accessible are characterized by their general nature, lacking subject-specific specificity. Drawing from the provided information, the researcher intends to undertake an investigation concerning the compilation of the dictionary "التكنولوجيا المؤصر". The dictionary's purpose is to serve as a supplementary resource for Arabic language learners enrolled in the Informatics Engineering Study Program at Darussalam Gontor University's Faculty of Science and Technology. The objective of this study is to develop a functional and empirically sound bilingual dictionary between Indonesian and Arabic.

Keywords: Arabic, Media; Informatics Engineering Study Program

Kebutuhan akan kamus sebagai media pembelajaran bahasa asing, termasuk bahasa Arab, terus meningkat. Khususnya bagi para pelajar yang memiliki konsentrasi pada bidang-bidang khusus, seperti teknik informatika atau teknologi. Meskipun demikian, muncul masalah dimana mahasiswa yang terdaftar di program studi teknik informatika di Fakultas Sains dan Teknologi Universitas Darussalam Gontor menghadapi tantangan ketika mencoba untuk menulis karya ilmiah dalam bahasa Arab karena selain bahasa Inggris, bahasa Arab juga diperlukan sebagai bahasa pengantar untuk tugas akhir seperti skripsi. Masalahnya, tidak ada kamus bahasa Indonesia-Arab yang dapat membantu mereka dalam menerjemahkan istilah-istilah ilmiah ke dalam bahasa Arab sesuai dengan program studi mereka. Saat ini, kamus bahasa Arab-Indonesia yang dapat diakses masih bersifat umum dan tidak memiliki kekhususan untuk subjek tertentu. Berangkat dari informasi yang ada, peneliti bermaksud untuk melakukan penelitian tentang penyusunan kamus "التكنولوجيا المؤصر". Kamus ini bertujuan untuk menjadi sumber tambahan bagi pembelajar bahasa Arab yang terdaftar di

Program Studi Teknik Informatika Fakultas Sains dan Teknologi Universitas Darussalam Gontor. Tujuan dari penelitian ini adalah untuk mengembangkan kamus dwibahasa yang fungsional dan baik secara empiris antara bahasa Indonesia dan bahasa Arab.

Kata Kunci: Bahasa Arab, Media; Program Studi Teknik Informatika

INTRODUCTION

Particularly thematic dictionaries, the development of dictionaries is in accordance with the requirements of Arabic language students in a variety of disciplines and levels (Hidayah, 2020). The need for thematic dictionaries is frequently observed among Tsanawiyah students, who are akin to their college counterparts. This occurs because Arabic texts requiring students to concentrate on a single scientific theme are difficult for students to comprehend, as is the case with biology students. An additional rationale is that learning textbooks necessitate supplementary materials, including a thematic dictionary that explicates textbook-related vocabulary for the benefit of students (Huda, 2019). The aforementioned circumstance has prompted the creation of thematic dictionaries in numerous fields, particularly Arabic language learning (Farida).

One of the universities that is observing the evolution of the Arabic language and placing a premium on the significance of Arabic learning, including the Arabic dictionary, is Universitas Darussalam Gontor (UNIDA). UNIDA Gontor's focus is reflected in one of the university's goals, which is to become a center for the study of Arabic (Huda, 2019). In pursuit of this objective, the University mandates that Arabic be incorporated into the curriculum of all academic programs. Furthermore, in accordance with university policies, the final assignment of each student must be composed in either English or Arabic (Syarifah, 2020). In addition, to write the final assignment, students are required to pass a comprehensive language exam held by the language center.

The Informatics Engineering study program is one of the majors that implements the obligations set by the University. In its implementation, the IT Study Program requires students to take Arabic language material in 3 semesters, namely semesters one, two and three. Next, every student takes a language exam, but in writing the final assignment some students write in English and less than 5% write in Arabic since the IT Study Program existed. This is because it is quite difficult for students to find vocabulary and terms specifically for information engineering in Arabic, both in printed and electronic dictionaries.

Starting from this, the researcher took a problem formulation which focused on compiling a bilingual Indonesian-Arabic dictionary, namely a dictionary "التكنولوجيا المعاصر" as a supporting medium for learning Arabic for students of the Information Technology Study Program at Darussalam University (UNIDA) Gontor.

RESEARCH METHOD

This research employed descriptive qualitative field research as its methodology (Mardawani). The data source utilized in this study was the source language (Indonesian Arabic) used to explain the source language (or the language designated as input to the dictionary) and equivalents discovered in other languages (which serve as target languages), given that the purpose of this research was to produce a bilingual dictionary (Sunaryo, 2018). This data source was taken from print media, electronic media, and even spoken language.

As for data collection techniques, researchers used two techniques, namely first, interviews, namely by visiting and asking directly to several people who were involved and had an influence in this research (Hengki, 2020), such as the

Lexicography Expert, Head of the Informatics Engineering Study Program, several lecturers in the Informatics Engineering Study Program, teachers of Arabic language courses and female students in the two study programs.

The second was the documentation or documentary method. Researchers used this method to collect data and materials in the form of vocabulary or scientific terms in Indonesian or English related to the field of Informatics Engineering and are often used in learning the Informatics Engineering Study Program in class.

Meanwhile, the method used in this dictionary making research (lexicography), the researcher took from Schierholz using the theory developed by Wiegand, namely through the following five systematic stages (Umraty, 2020).

- 1) Preparation Phase
- 2) Processing data and materials or data processing
- 3) Material evaluation or assessment of data and materials
- 4) Preparation for printing the dictionary

[Figure 1. about here]

DATA ANALYSIS AND DISCUSSION

To make the explanation easier, the researcher has made five stages based on the stages above in accordance with the lexicographic method emphasized by Schierholz by utilizing the theory developed by Wiegand, namely:

1. Preparation Stage
2. Data and material collections
3. Data and material processing (data analysis)
4. Material assessment or evaluation of data and materials
5. Preparation for dictionary printing

The following is an explanation and results of each stage:

1. Preparation stage

In the Preparation stage, researchers have carried out several actions as follows:

- a. Researchers prepared an FGD with a research methods expert, namely Dr Agus Budiman, M.Pd. related to preparation of research for compiling a Dictionary "التكنولوجيا المعاصر" for students of the Informatics Engineering study program, Faculty of Science and Technology, Darussalam Gontor University, and determining the research team in dividing tasks and formulating dictionary concepts;
- b. Researchers prepared various materials, data and references needed to compile a bilingual Indonesian - Arabic dictionary in the field of Information Technology;
- c. Researchers formulated a dictionary concept:
 - a) This type of dictionary is a bilingual Indonesian - Arabic dictionary, where the source language is Indonesian and the target language is Arabic.
 - b) This dictionary will only contain vocabulary related to the field of Information Technology.

- c) The arrangement of vocabulary in this dictionary will follow the Indonesian alphabetical order, starting from letters A to Z, both horizontally and vertically.
- d) The vocabulary or terms to be included in the
- e) dictionary consist of two parts, namely the main entry which is the basic form of the word, and the sub-entry which is the derivative form of the basic word.
- f) The process of searching for words in this dictionary will use synonymous definitions or explain the meaning of synonyms from vocabulary in the source language that is appropriate or has similarities with the target language, as well as literal translation according to the use of the target language in the mass media.

2. Data and material collections

In this research, data collection was carried out in two stages as follows:

- a. In the first stage, data was collected by three field assistants. The data is in the form of vocabulary that is often used by students of the Information Technology Study Program in their daily activities, both in the form of assignments and learning in class. This stage of data collection involves direct interviews with students, observation of the use of vocabulary in the field of Information Technology, and written documentation. At this stage, as many as 2100 vocabularies were collected. However, after selecting vocabulary and evaluating its suitability for the field of Information Technology, the number of vocabularies was reduced to 1709 vocabularies.

In the second stage, data collection was carried out by research assistants through searching for vocabulary in the field of Information Technology that was considered lacking through various literary sources such as contemporary dictionaries such as "Science Dictionary: A Practical Guide to Various Terms in Science and Technology" (Yogyakarta: Kawahmedia, 2014) by Wahyu Untara, "Information and Communication Technology Dictionary" (Bandung: Nuansa Scholar, 2013) by Haris Priyatna & M. Luttfi Fatahillah, "Complete Computer Dictionary" (Jakarta: PT Elex Media Komputindo, 2015) compiled by the EMS Team

3. Benefits Of Using An Arabic Dictionary In The Study Of Islamic Education.

The goals of Islamic education are identical to the goals of a Muslim's life. If education is seen as a process, then the process will end in achieving educational goals. A desired goal achieved by education is essentially an embodiment of the ideal values formed in the desired human person (Isroani, 2022). Values The ideal influences and colors the pattern of human life, so that manifest in his outward behavior, in other words outward behavior is a mirror that projects ideal values spurring within the human soul as a product of the educational process. Islamic education too have goals that are in accordance with one's philosophy and outlook on life outlined in the Koran. Ibn Khaldun said as said by Ramayulis stated that the aim of Islamic education has two objectives. First religious purposes, meaning charity for the afterlife, so he met his Lord and has fulfilled the rights that Allah has enjoined upon him. Second, worldly scientific objectives,

namely what is revealed by modern education for the purpose of benefit or preparation for live. Likewise, Abdullah Fayad stated that education Islam leads to two goals. First, preparation for the afterlife. Second, forming individuals with knowledge and skills to support success in

life in the world. All goal formulations stated above is in accordance with Islamic values. Furthermore, al-Gazali argued that the aim The most important thing is worship and devotion to Allah SWT human perfection whose aim is happiness in this world and the hereafter. Besides from the views expressed by al-Gazali regarding the goals of education Islam. Al-Gazali formulated the general objectives of Islamic education in depth five points: (1) Forming noble morals. (2) Preparation for the world and the afterlife. (3) Preparation for seeking sustenance and maintaining aspects its utilization. Integration between religion and science will be able to bring humans to perfection. (4) Developing the scientific spirit of students and fulfill the desire to know and have the ability to study science simply as science. (5) Preparing students for a certain profession so that it is easy for him to earn a living. As It is known that educational goals are one of the determining factors in education in general. Specifically in Islamic education, which The main goal is the formation of noble morals (Syarifah, 2022). Various aspects which must be seen in the context of determining and strengthening educational goals. This includes Islamic education

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LIST OF TABLE

1. The following is the flow of the dictionary preparation process carried out by the researcher 3

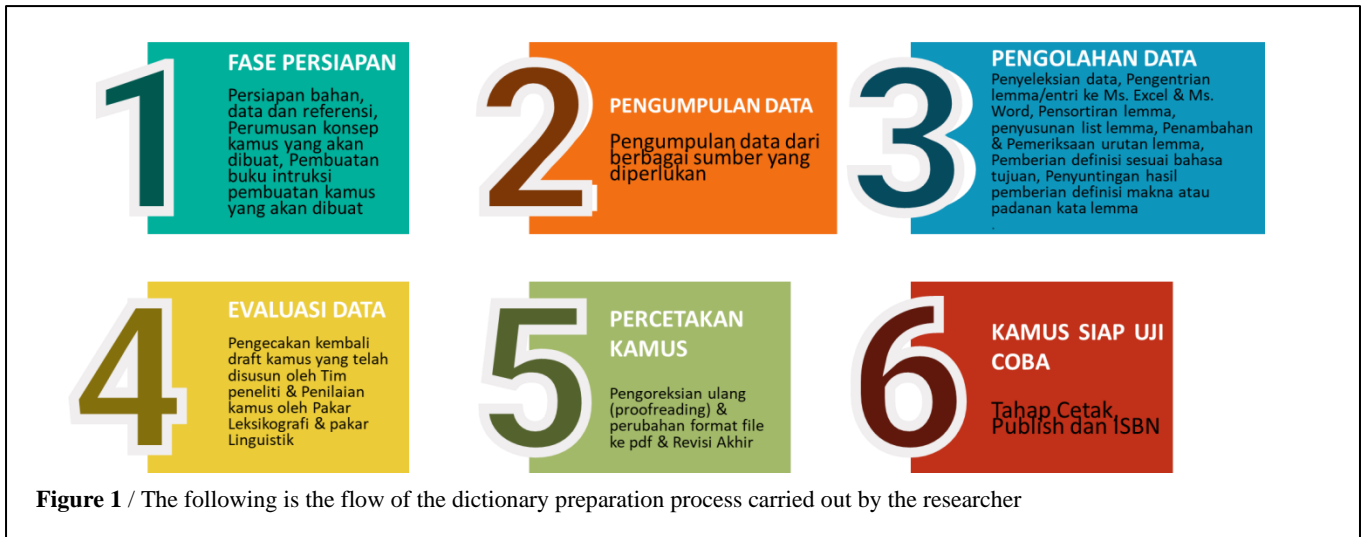


Figure 1 / The following is the flow of the dictionary preparation process carried out by the researcher