

WORDS OF THE BOOK OF HADITH BAIKUNIAH IN INDONESIAN AS A TEACHING MATERIAL FOR QURAN, HADITH AND INDONESIAN LANGUAGE IN THE ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM FACULTY OF TARBIYAH IAIN KEDIRI

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Abstract

Teaching vocabulary related to Islamic religious education to first-semester students is very important to preserve Islamic knowledge among students. Students must learn Islamic vocabulary to understand and apply the teachings effectively. The language of instruction in the master book of Islamic religious education materials uses Arabic. Likewise, the hadith book of Baikuniah uses Arabic as the language of instruction. Students of Islamic religious education must understand various ideas in Islamic religious education textbooks and reference books. Related to understanding written texts that are in the language of introduction in a foreign language, little vocabulary, have a lower ability to communicate and understand an idea. This study aims to compile a complete list of general and special vocabulary that is often used in Indonesian hadith literature, specifically focusing on the Baikuniah hadith book. The method used is qualitative by utilizing corpus linguistics. Qualitative method as a research procedure that produces descriptive data in the form of written words. Corpus is a collection of writings written by someone in the form of hard copies in the form of books. The creation of the corpus begins with the creation of a script in Arabic, the original language of the Baikuniah hadith book. Vocabulary is presented according to the highest frequency in the field of various hadith concepts. Because the goal is to compile a comprehensive list of common vocabulary and techniques that are often used in Indonesian hadith literature, specifically focusing on the Baikuniah hadith book. The object of this research is the Baikuniah hadith book in Arabic. Vocabulary that is often used in the book of hadith is baikuniah including hadith, sanad, rowi, matan, soheh hadith, and rijal means rowi. The word hadith is mentioned as many as 65 times in the book of Baikuniah hadith. Sanad, as many as 20 times mentioned in the book of Baikuniah hadith. rowi, as many as 14 times mentioned in the hadith book of Baikuniah. Matan, as

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many as 10 times mentioned in the hadith book Baikuniah. Rijaal means rowi, as many as 5 times mentioned in the book of Baikuniah hadith. It was also obtained that the word rowati means rowi. Rojul means rowi. These terms are important because they can add knowledge, insight, and science in understanding and studying the book of Islam, especially those that discuss the material of the hadith, namely the book of Baikuniah hadith and can carefully understand and relate the content of Islamic knowledge to certain experiences, events, and events so that the constructs generated are always positive for the preservation of Islamic knowledge.

Keywords: *vocabulary, Baikuniah hadith book, language corpus*

INTRODUCTION

Having knowledge of a large number of foreign and regional vocabulary in understanding the material is an important factor for understanding reading and becoming an expert in a particular language. At the university level, the language of instruction in the master book of Islamic religious education materials includes, among others, Akidah Akhlak, Quran Hadith, fiqh, and Islamic cultural history, especially the Islamic Religious Education study program using Arabic. Likewise, the hadith book of Baikuniah uses Arabic as the language of instruction.

In this regard, the Indonesian language course is a component/group of compulsory courses originating from the Merdeka curriculum that must be taught at the tertiary level. Indonesian is also taught in the Islamic Religious Education study program, Faculty of Tarbiyah, Kediri Islamic Institute. Vocabulary is one of the materials taught in the Indonesian language course besides sentences, paragraphs, discourses and other materials. The first fact is that in the Islamic Religious Education class, not all students from madrasah or Islamic boarding school backgrounds are able to master 100% or 80% of the Arabic language of instruction, for example, there are 11 students who graduated from high school/vocational high school in one Islamic Religious Education class in 2023/2024. Therefore, modern technology-based learning media are needed that can be used to support vocabulary learning in Islamic Religious Education classes and other classes that tend to have similar or the same character as Islamic madrasahs, according to the context of Islamic Religious Education, effective, efficient, and of course fun.

Cultivating a positive attitude towards the use of Indonesian language that is connected with Islamic religious education material, learning Indonesian vocabulary, which is manifested in language pride, which encourages students to prioritize their language and use it as a symbol of their national identity and awareness of the existence of language norms, which encourages students to use their language in accordance with applicable rules and regulations.

From the study, mastery of Indonesian vocabulary can be concluded as an important problem to be studied and learning Arabic as a foreign language for Islamic religious education students and Indonesian students. In addition, lecturers also face serious problems, especially in determining the vocabulary that must be taught to students at this level.

Next, in relation to the corpus in understanding vocabulary in learning the Baikuniah hadith book, based on a search for existing research and studies, several scientific works (journals/dissertations) were found that were relevant to the topic, similar research related to this research, including: In Indonesia: (1) Ahsanuddin, Mohammad. et.all. Yusuf Hanafi, Yazid Basthomi, Febri Taufiqurrahman, Herri A. Bukhori, Joko Samodra, Utami Widiati, Primardiana H. Wijayati. 2022. Building a Corpus-Based Academic Vocabulary List of Four Languages. P. 10-12/h. 2, (2) Rhubido, Dadang and Husen Cahyo. 2017. Academic Vocabulary and Special Indonesian Vocabulary Corpus Linguistic Approach. UNAIR Thesis. Abroad: (3) Zainur Rijal Abdul Razak, Rosni Samah, Muhammad Fauzi Jumingan, and Mohd. Shahrman Abu Bakar. Important Vocabulary in STAM Rankings: Corpus Analysis in Textbooks, (4) Scimitt et.al. 2011. Vocabulary in Language Teaching https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=cuuQrqqAAAAJ&citation_for_view=cuuQrqqAAAAJ:u5HHmVD_uO8C (there is a relationship between vocabulary)

From the various studies that have been presented, it can be concluded that the differences in research and the novelty of the research compared to previous studies lie in the focus of the research and the object of the research. The focus of this research discusses the creation of a list of vocabulary for the Indonesian language Baikuniah hadith book that has never been made in Indonesian before, the creation of a list of technical/specific vocabulary for the Indonesian language Baikuniah hadith book that has never been made in Indonesian before, and vocabulary that is often used in the Indonesian language Baikuniah hadith book and must be the focus of students at this level.

The object of research, the object of this research is the text of Islamic religious education teaching materials in the form of the Baikuniah hadith book in Arabic. The novelty can be seen from the research object found, referring to the results of previous research that has not been used. Some use academic texts in the form of scientific articles in Indonesian published in accredited national journals written by Dadang Rhubido, 121414253008 (2017). Research by Zainur Rijal Abdul Razak, Rosni Samah, Muhammad Fauzi Jumingan, and Moh. Shahrman Abu Bakar The object of the research is student textbooks.

In contrast to the aforementioned research, in this research, a special corpus will be created. Namely, a corpus whose source is taken from the Baikuniah book. This corpus document is compiled from chapters of hadith divisions that can be obtained from the Baikuniah book that can be accessed by the public. The corpus from the Baikuniah book was chosen because of the information contained therein. Although there is a lot of redundancy (repetition) of words, the words produced by the Baikuniah hadith book are quite numerous and diverse. The language used in narrating the hadith is formal language.

VOCABULARY

Vocabulary or vocabulary can be interpreted as all the words in a language. Vocabulary includes words that are mastered by individuals or used by groups of people in the same environment. In addition, vocabulary also includes words used in various fields of science. Linguistically, vocabulary involves all morphemes in a language. To provide a more detailed picture, vocabulary can also be identified as a number of words and phrases from a language, which

are arranged alphabetically and equipped with certain limitations and descriptions. According to Anggoro Agung (2011) In a language, vocabulary refers to all words used by speakers or writers in a certain way, either in the form of sentences or words.

Specific words do indeed basically have a high level of denotation. Concrete and specific words thus present more information to readers. Providing much more information so that misunderstandings are impossible. But in addition to providing much more information, specific words also provide much deeper suggestions.

In contrast to Kridalaksana (1993:127) that vocabulary can be equated with lexicon. Lexicon has three main components: first, lexicon is a part of language that contains all information about the meaning and use of words in the language. Second, lexicon includes the wealth of words owned by someone who uses the language, either as a speaker or writer. Finally, lexicon can also be considered as a list of words arranged like a dictionary, but with a brief and practical explanation.

Students with limited vocabulary have a lower ability to communicate and understand an idea (Al-Kufaishi, 1988). This means that students and students with inadequate vocabulary will face difficulties in learning a second or foreign language, especially in writing and reading using the language. Studies have found a linear relationship between vocabulary mastery and reading comprehension. Related to vocabulary mastery, Islamic religious education students in Kediri come from users of Javanese, Sundanese, Madurese, Javanese Osing, Kalimantan and other mother tongues. The language of instruction in the science of hadith Baikuniah uses Arabic and is interpreted using Kromo Inggil Javanese.

According to Imam Muslim (tt. tn. tp.) Nouri & Zerhouni (2016), Sidek & Rahim (2015) vocabulary mastery has been recognized as essential and a fundamental element in reading comprehension. Viera (2017) stated that greater vocabulary mastery gives students the opportunity to gain broader knowledge to produce well-structured knowledge. From this study, Indonesian vocabulary mastery can be concluded as an important problem to be studied and Arabic foreign language learning for Islamic religious education students and Indonesian santri. In addition, lecturers also face serious problems, especially in determining the vocabulary that must be taught to students at this level.

LANGUAGE CORPUS

According to Setiawan (2017) a corpus is a collection of writings written by someone, either in hard copy or soft copy. A corpus in hard copy form can be exemplified by books, magazines, dictionaries, and newspapers. Examples of soft copies can be applications, websites, online dictionaries, and so on. The definition of a corpus in English is a collection of texts. Baker (2010:93) states that a corpus is a collection of texts, both written and spoken, stored on a computer. Baker defines a corpus as being found in electronic media only. According to Setiawan (2017), a corpus is a collection of writings written by someone, both in hard copy and soft copy. A corpus in hard copy form can be exemplified by books, magazines, dictionaries, and newspapers. Examples of soft copies can be applications, websites, online dictionaries, and so on.

From this definition, it can be concluded that a corpus is a collection of texts, both spoken and written, that are in print and electronic media and can be used as a source of data. In this case, all types of linguistic units (words, phrases, clauses, sentences, and discourses) are certainly part of the corpus as long as they are collected into a single form, but if they do not become a unit (collection), then they cannot be said to be a corpus. Therefore, the data called a corpus is also identical to a large amount of data or has sufficient quantity. Therefore, the corpus is also referred to as a corpora (language bank).

According to Leech (1991) a corpus is a collection of machine-readable texts that have been well-arranged and communicative. The corpus contains samples with a particular topic. The corpus will represent or reflect language varieties, if the contents of the corpus can be generalized to a type. Likewise, according to Biber and Repen (2015) corpus linguistics is often associated with empirical research, large collections of texts, quantitative and qualitative forms of analysis, and the use of computers (software) in analysis. This means that a corpus is a collection of machine-readable texts that have been well-arranged and communicative.

RESEARCH METHODOLOGY

The method used is qualitative by utilizing corpus linguistics. a qualitative approach in the form of a research procedure that produces a list of descriptions in the form of speech or writing. This means that research that can be expected will produce descriptive data in the form of written words. A corpus is a collection of writings written by someone in the form of hard copies in the form of books. The data in this study were obtained from documentation, data in the form of written words. The data source in this study was obtained from the Baikuniah hadith book.

The data collection technique in this study uses documentation techniques. The documentation method is to find data on things or variables in the form of notes, books, transcripts, newspapers, magazines, inscriptions and so on. The documentation method is used to find data on general and specific vocabulary of the baikuniah hadith book.

Data analysis is carried out in several stages, namely:

1. Reviewing all data obtained from the documentation results.
2. Reducing the data needed by selecting general and specific vocabulary data from the baikuniah hadith book.
3. Presenting data or explaining data.
4. Summarizing data.

DISCUSSION

Word choice is a very important element, both in the world of composing and in the world of everyday speech. In choosing the most precise words to express a meaning, one cannot escape from the dictionary. Dictionaries provide accuracy to someone regarding the use of words. In this case, the exact meaning of the word is what is needed. The right words will help someone express exactly what they want to convey, both verbally and in writing. Apart from that, the

choice of words must also be appropriate to the situation and place where the words are used. Choose the right words to express something.

General suggestions that are usually given to people who want to expand their vocabulary, namely, (1) use a good general dictionary and synonym dictionary, (2) include new words in writing and speaking, and (3) try to read as many types of writing as possible. However, there are other ways to achieve a broad vocabulary and to gain a wider sensitivity to language through a language corpus.

General words are used to express general thoughts or ideas. General words are words that can be applied to many things, to groups, or to the overall nature of things. The word clothes, for example, is a general word, but blue jeans describe a specific idea.

General words are not always the same as concrete words. General words are not abstract in themselves. An example of the word brother is general because its denotation is many, but it is clearly not abstract. The generality is relative in nature. In writing, the context of the sentence explains the different levels of specificity of the word.

The following is an important and meaningful description of the general vocabulary list of the Baikuniah hadith book in Indonesian. Table of general word forms used in the Baikuniah hadith book.

Table 1. Form of vocabulary in hadith material

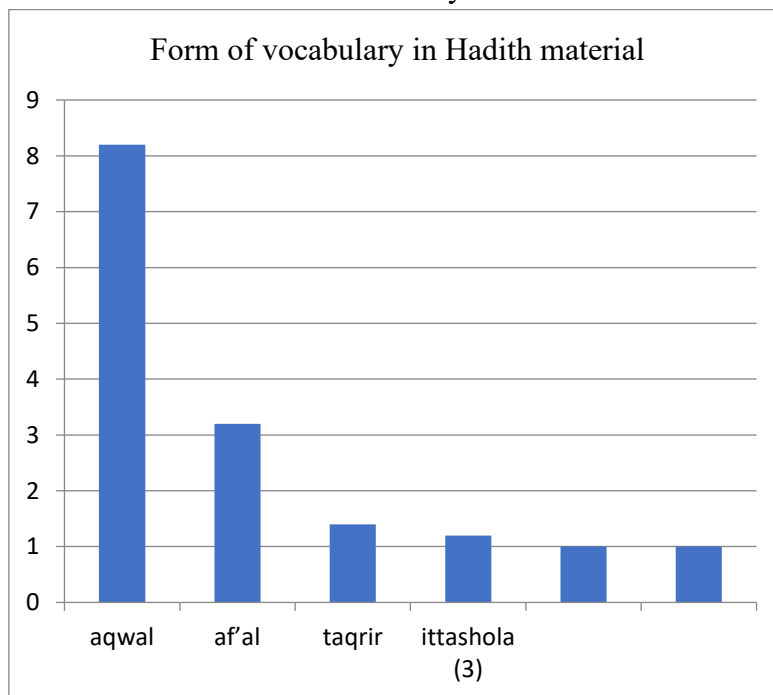


Table 2. Form of general vocabulary in the Fiqh material
Used in the Baikuniah Hadith Book
Indonesian

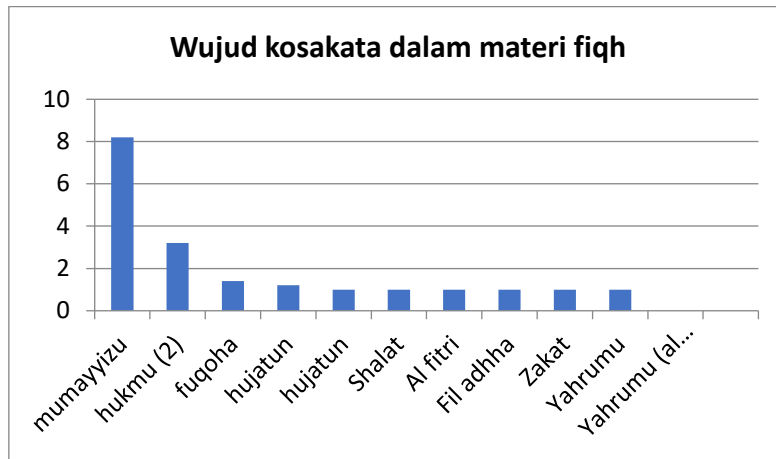
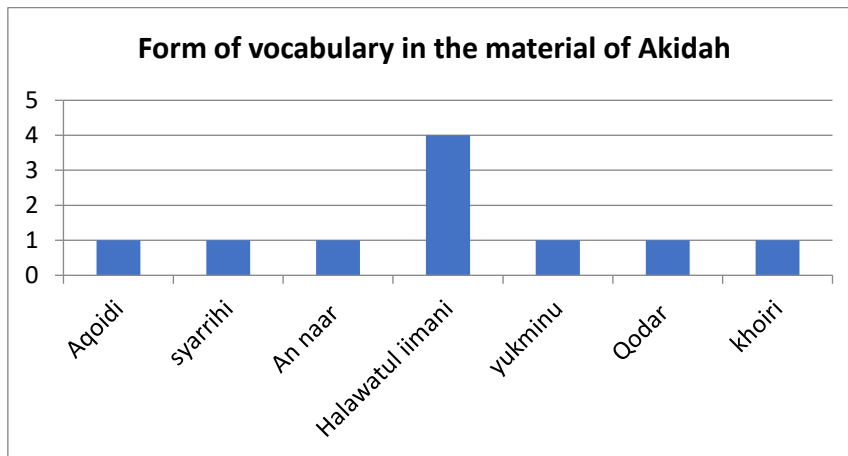


Table 3. Form of general vocabulary in the Aqidah Akhlak material Used in the Baikuniah Hadith Book Indonesian



From the data findings in tables 1, 2, and 3, also from chapter 1 to chapter 32: al Maudhuk model list of general vocabulary of the good hadith book in Indonesian. The general vocabulary in Chapters 1 to 32 of the good hadith book in Indonesian obtained results, namely words or terms in hadith material, fiqh material, and Akidah Akhlak material. Words or terms in the field of hadith material include Kadhabuuna/ kadhiba (2), Al muftaruuna, Yahrumu (al amalu), muthlaqon, Ajmauu (2), baalagho, maqruunan, bayaani, haddasa, yaroo, Rowa (hu), Yukrofu, Bi qorooini, Yudriku (ha), malakahu, qowiyatun, Ihtlaa'u, taamun and so on. Words or terms in the field of Fiqh material include mumayyizu, hukmu, fuqoha, hujjatun, shalat, al-fitri, al-adhha and so on. Words or terms in the field of Aqidah Akhlak material include aqoidi, syarrihi, khoirihi, annar, halawatul imani, yukminu, qodar and so on.

Model of a Special Vocabulary List for the Indonesian Baikuniah Hadith Book

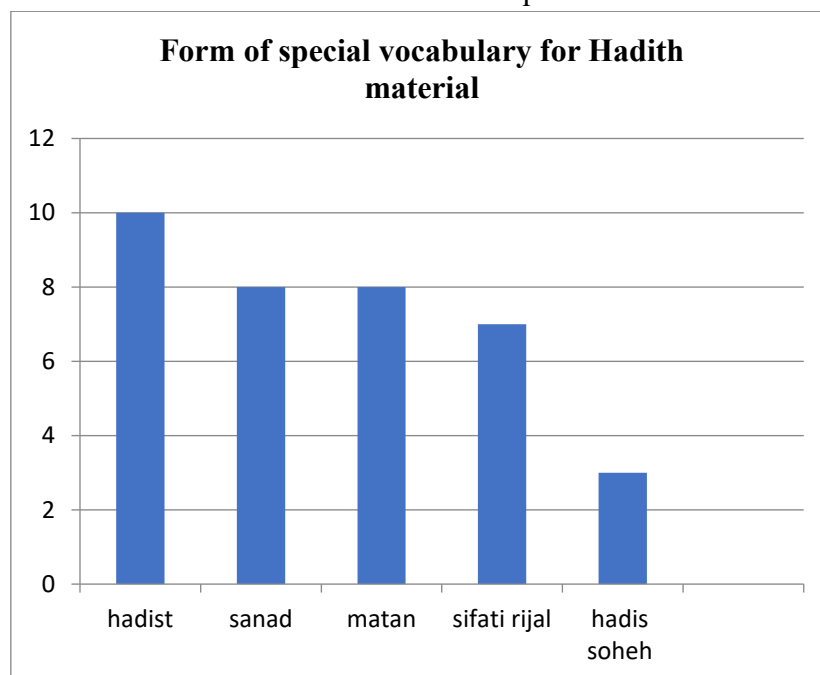
Students who are expanding their vocabulary are advised to (1) use a general dictionary and a good synonym dictionary, (2) include new words in their writing and speaking, and (3) read as

many types of writing as possible, there is another way to achieve a broad vocabulary and to gain a wider language sensitivity through the language corpus.

Choosing the right words to express something. Word choice is a very important element, both in the world of writing and in the world of everyday speech. In choosing the most precise words to express an intention, humans cannot escape from the dictionary. A dictionary provides someone with accuracy in using words. In this case, the exact meaning of the word is needed. The right word will help someone express exactly what they want to convey, both orally and in writing. In addition, the choice of words must also be in accordance with the situation and place where the words are used.

Special words are used for their intricacies or details. This corpus helps students expand their vocabulary, including the meaning of words, forms, and usage through observation of concordance lines and collocations. The results of this study are in the form of a list of academic Indonesian vocabulary and a list of special vocabulary in the fields of hadith science, aqidah and morals science, Islamic education science, fiqh science, and nahwu sharaf science in Indonesian. The following is an important and meaningful description of the list of special vocabulary for the Baikuniah Indonesian hadith book. Table of word forms used in the Baikuniah hadith book.

Table 4. Form of special vocabulary in the Hadith material
Used in the Indonesian Baikuniah Book



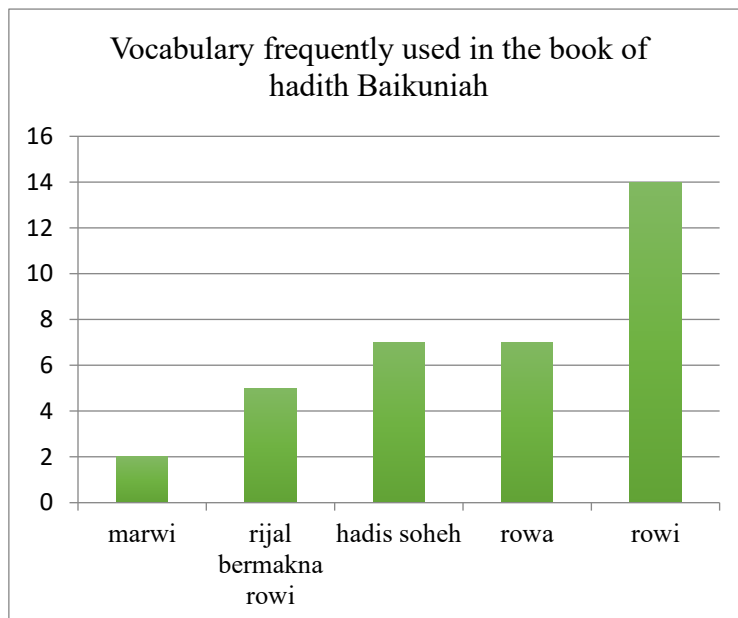
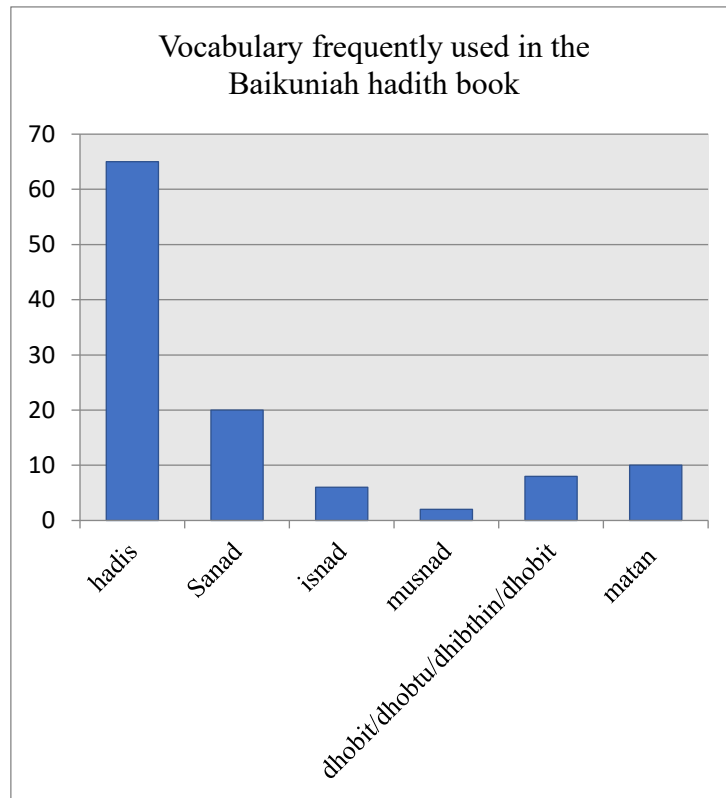
Technical or special words and basic terms in the hadith material of the Baikuniah book such as the words hadith, science of hadith diroyah, science of hadith riwayat, sanad, matan, kaifatut tahammuli wal adak, sifati rijal, rowi, marwi, hadith dhaif and isnad, hadith (1), sanad (3), dhobid, ilatin qodihatin, hadith soheh (3), rojulin (2), ilatin, rowa (2), rowa (2), mursal, munqothik, muaddhol, muallaq, adaalaturrawi/hu (2), malakatuttahammuli, mulazamatuttaqwa, sejarahi, soghoirilhissati, tamamu dhobthi rowi, dignified ulya, adhobtu,

dhobtu sodri (2), dhobtu kitabin (2), Khuluwwu (2), rowati, illati, wasfu khofiyun, dan ahliil hadis, hadis hasan, hadis, sanad, naqlil adli, dhobtu (3), darojatishohihi, ilati, ittashoolussanadi, adaalaturroowi, dhobtu rrowi, roowissohihi, hkofifadhobti, khuluwwu (2), syuruthulhasani, syuruthussohihi, martabatul ulya, amma fil hasani, ghoyatul khifdhi, mislussohihi, fil ihtijaaji, soheh, idhal hasan, rijaali, rijaalissohihi, dan hifdhi Hadis dhaif, hadis, dhaif, yurwa, Asli makmuulin, Hadis marfuk (2), Qouli/qoola/qoulun (4), Fikli/fa'ala (3), taqrir, sanad, Muttasilan (2), Taabi'i (4)/taabi'iina (1), Taabi'i ttabi'i, Hadith maqthuk, Isnaadu (hu), Qoyidi idhofati (hi), Nabi SAW (2), Shohaabii r.a, Qoulu mujahidin, Laisa bihujatin, Hukmul marfuk, and Hukmul mauqufi, Hadith musnad, Hadith (2), Ittasola/muttasil (2), Sanad (2), Roowii, Nabi (3), Nabi (3), hasan, dhoif, and I'tibar wujudi saatil qobuli and so on.

Factual knowledge recognizes the main terms in the process of understanding Arabic texts. Islamic religious education students/santri cannot discuss scientific issues of hadith or Qur'anic hadith material without using special words and main terms in the hadith material of the Baiquniah book. Students can recognize technical or special words and basic terms in the hadith material of the Baiquniah book such as the words hadith, science of hadith diroyah, science of hadith riwayat, sanad, matan, kaifatut tahammuli wal adak, sifati rijal, rowi, marwi, hadith soheh, hadith dhaif and isnad, hadith (1), sanad (3), dhobid, ilatin qodihatin, hadith soheh (3), rojulin (2), ilatin, rowa (2), rowa (2), mursal, munqothik, muaddhol, muallaq, adaalaturrawi/hu (2), malakatuttahammuli, mulazamatuttaqwa, sejarahi, soghoirilhissati, tamamu dhobthi rrowi, diniyah ulya, adhobtu, dhobtu sodri (2), dhobtu kitabin (2), Khuluwwu (2), rowati, illati, wasfu khofiyun, and Ahliil hadith, hadis hasan, hadis, sanad, naqlil adli, dhobtu (3), darojatishohihi, ilati, ittashoolussanadi, adaalaturroowi, dhobtu rrowi, roowissohihi, hkofifadhobti, khuluwwu (2), syuruthulhasani, syuruthussohihi, dignityul ulya, amma fil hasani, ghoyatul khifdhi, mislussohihi, fil ihtijaaji, soheh, idhal hasan, rijaali, rijaalissohihi, and hifdhi Hadis dhaif, hadith, dhaif, yurwa, Asli makmuulin, Hadith marfuk (2), hadith, Qouli/qoola/qoulun (4), Fikli/fa'ala (3), taqr ir, sanad, Muttasilan (2), Taabi'i (4)/taabi'iina (1), Taabi'i ttabi'i, Hadith maqthuk, Isnaadu (hu), Qoyidi idhofati (hi), Prophet SAW (2), Shohaabii r.a, Qoulu mujahidin, Laisa bihujatin, Hukmul marfuk, and Hukmul mauqufi, Hadith musnad, Hadith (2), Ittasola/muttasil (2), Sanad (2), Roowii, Prophet (3), Prophet (3), soheh, hasan, dhoif, and I'tibar wujudisifatil qobuli and so on means that the student has knowledge of terminology that encompasses knowledge of verbal and nonverbal labels and symbols (Anderson, W. Lorin and David R. Krathwohl, 2015: 68). Students who study the hadith of Baiquniah must know the labels and symbols and their meanings if students want to understand or think about the hadith of Baiquniah or the material of the Quran Hadith. Another finding is that the word arrijal is interpreted as rowi in the Baikunia book. As if all rowi are men, when in fact they are not, there are female perowi.

Vocabulary Often Used in the Indonesian Hadith Book of Baikuniah

Table 5. Vocabulary Often Used in the Indonesian Hadith Book of Baikuniah



From the data findings in tables 1 and 2 starting from the introductory chapter to chapter 32 of the al-Maudhuk model of a list of special vocabulary/terms often used in the Baikuniah hadith book, the results obtained are the words/terms hadis, sanad, rowi, matan, hadis soheh,

rijal meaning rowi. The word hadith, mentioned 65 times in the Baikuniah hadith book. sanad, mentioned 20 times in the Baikuniah hadith book. rowi, mentioned 14 times in the Baikuniah hadith book. matan, mentioned 10 times in the Baikuniah hadith book. Rijaal meaning rowi, mentioned 5 times in the Baikuniah hadith book.

Factual knowledge related to vocabulary or special terms in the Baikuniah hadith book. Students cannot discuss scientific problems of hadith without using special terms/techniques in reading and understanding the contents of the Quran Hadith material in the Baikuniah book. Students can recognize special terms/techniques in reading and understanding the contents of the Quran Hadith subject matter such as hadith, sanad, rowi, matan, hadith soheh, rijal means rowi means that the student has knowledge of etymology and terminology that encompasses knowledge of verbal and nonverbal labels and symbols (Anderson, W. Lorin and David R. Krathwohl, 2015: 68). Students who study related to reading and understanding the contents of the Quran Hadith material in the Baikuniah book must know the labels and symbols and their meanings if students want to understand or think about the phenomena of the Quran Hadith subject or Islamic religious education.

Factual knowledge related to recognizing the main terms in the process of understanding or thinking about the phenomena of the Quran Hadith subject or Islamic religious education are basic elements that students must know if students are going to study a discipline or solve problems in the discipline. This means that when students discuss the Quran Hadith or Islamic religious education subjects, students must be able to recognize general and special vocabulary/techniques or main terms in the process of reading and understanding the content of the Quran Hadith or Islamic religious education subjects. Thus, in terms of factual knowledge, students can recognize the main terms in the Quran Hadith subjects or Islamic religious education. The process of reading and understanding the content of the Quran Hadith subjects or Islamic religious education is categorized as students can recognize the main terms in the process of reading and understanding the content of the Quran Hadith subjects or Islamic religious education.

In the Baikuniah hadith book, the plural word Rijaal is also found, its mufrod rojulun means rowi, the ustadzah and ustadz interpret rojul not as a man but as rowi which is male. The question is why does the author use the word rowi male or rowi female.

CONCLUSION

The form of the vocabulary list of the Baikuniah hadith book in Indonesian includes words or terms in the fields of hadith material, fiqh material, and Akidah Akhlak material. Words or terms in the field of Fiqh material include mumayyizu, hukmu, fuqoha, hujjatun, shalat, al-fitri, al-adhha. Words or terms in the field of Aqidah Akhlak material include aqidi, syarrihi, khoirihi, annar, halawatul imani, yukminu, qodar and so on. It was also found that the word rowati means rowi. Rojul means rowi. The form of a list of technical vocabulary for the good hadith book in Indonesian includes hadith, sanad, matan, sifati rijal, rowi, marwi, hadith soheh. Vocabulary that is often used in the good hadith book includes hadith, sanad, rowi, matan, hadith soheh, rijal means rowi.

For practitioners, the results of the study can be used as a guide or implementation guideline applied in the Islamic Religious Education study program related to vocabulary and terminology material. More broadly, the form of general and specific vocabulary can be used as a reference in the vocabulary learning process that is connected to Islamic religious education material, namely helping Islamic Religious Education lecturers to improve the quality of their learning by providing encouragement to millennial students in studying the special vocabulary of the Quran Hadith subject matter. Through the form of special vocabulary of the Baikuniah hadith book, students can study the Baikuniah Hadith book very easily so that they can communicate ideas, concepts, study results and research to the wider community; assist lecturers of Islamic Religious Education courses, namely lecturers provide hadith theories that are based on an understanding of the meaning of words etymologically and terminologically; assist lecturers in charge of Islamic religious education and Indonesian language courses in the learning process, so that graduates of the Islamic Religious Education Study Program can meet real needs in the field, especially to welcome the millennial era/digital era.

As a research, the findings in this study need to be published on various occasions and media. The goal is that various findings related to the vocabulary of the Quran Hadith material can trigger other researchers to conduct further research.

CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest to this work.

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