

ABSTRAK/ABSTRACT

Skripsi ini ditulis oleh Karisma Ayuningtyas berjudul "Nilai-Nilai Adab dan Metode Pembelajaran Islam dalam Interaksi Lintas Budaya antara Dosen *native* Arab dan Mahasiswi PAI Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta." Penelitian ini dilatarbelakangi oleh globalisasi pendidikan Islam di Indonesia yang mendorong Sekolah Tinggi Ilmu Tarbiyah (STIT) Madani Yogyakarta menghadirkan Dosen *native* Arab dalam proses pembelajaran mahasiswi Program Studi Pendidikan Agama Islam (PAI). Interaksi tersebut menimbulkan dinamika lintas budaya, terutama dalam pemaknaan nilai-nilai adab dan penerapan metode pembelajaran Islam. Penelitian ini bertujuan mengungkap pengalaman mahasiswi PAI dalam memaknai, menginternalisasi, dan mengadaptasi nilai-nilai adab serta metode pembelajaran Islam selama berinteraksi dengan Dosen *native* Arab. Penelitian menggunakan pendekatan kualitatif fenomenologi melalui wawancara mendalam dan observasi kelas. Analisis dilakukan menggunakan teori adab Ibn Miskawaih, Al-Ghazali, dan Al-Attas, serta teori interaksi lintas budaya Hofstede dan Deardorff. Hasil penelitian menunjukkan bahwa mahasiswi memaknai adab sebagai kesantunan sekaligus syarat spiritual keberkahan ilmu yang diinternalisasi melalui keteladanan dosen, koreksi langsung, dan pengalaman lintas budaya. Meskipun menghadapi tantangan berupa hambatan bahasa, perbedaan budaya, dan partisipasi gender, mahasiswi beradaptasi melalui belajar mandiri, *muraja'ah*, dan kolaborasi. Pembelajaran bersama dosen *native* Arab dengan metode ceramah interaktif, *qira'ah*, dan diskusi berkontribusi pada peningkatan kompetensi bahasa Arab, penghayatan adab keilmuan, serta kompetensi antarbudaya, sementara perbedaan budaya Arab dan Indonesia dipandang sebagai peluang untuk memperkaya pengalaman dan mematangkan kemampuan antarbudaya mahasiswi.

Kata Kunci: adab, metode pembelajaran Islam, interaksi lintas budaya, Dosen *native* Arab, mahasiswi PAI, internalisasi nilai

ABSTRACT

This undergraduate thesis was written by Karisma Ayuningtyas is titled "Adab Values and Islamic Learning Methods in Cross-Cultural Interaction between *Native Arab Lecturers and PAI Female Students at Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta.*" This study is motivated by the globalization of Islamic education in Indonesia, which has prompted Sekolah Tinggi Ilmu Tarbiyah (STIT) Madani Yogyakarta to involve *native Arab lecturers* in teaching female students of the Islamic Religious Education (PAI) study program. This interaction has given rise to cross-cultural dynamics, particularly in the interpretation of adab values and the application of Islamic learning methods. This study aims to uncover the experiences of PAI female students in perceiving, internalizing, and adapting adab values and Islamic learning methods during their interactions with *native Arab lecturers*. The study employs a qualitative phenomenological approach through in-depth interviews and classroom observation. Analysis was conducted using the adab theories of Ibn Miskawaih, Al-Ghazali, and Al-Attas, as well as the cross-cultural interaction theories of Hofstede and Deardorff. The study found that female students perceive *adab* not only as politeness but also as a spiritual prerequisite for attaining blessed knowledge, which is internalized through lecturers' role modeling, direct correction, and cross-cultural learning experiences. Despite challenges such as language barriers, cultural differences, and gender participation gaps, students adapted through independent study, *murāja'ah* (review), and peer collaboration. Learning with a *native Arab lecturer* through interactive lectures, *qirā'ah* (reading), and discussions contributed to the improvement of Arabic language proficiency, the internalization of scholarly *adab*, and intercultural competence. Furthermore, cultural differences between Arab and Indonesian contexts were perceived not as obstacles but as opportunities that enriched learning experiences and strengthened students' intercultural skills.

Keywords: adab, Islamic learning methods, cross-cultural interaction, *native Arab lecturer*, PAI students, value internalization