

The Transformation of the Arabic Dictionary in Indonesia from the Morphological System to the Alphabetic System and Its Effect on Arabic Language Learning

R. Taufiqurrochman^a, ^aUniversitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia, Email: taufiq@uin-malang.ac.id

The growth of the Arabic dictionary in Indonesia begins with the emergence of a morphological system dictionary that refers to Arabic grammar, specifically morphology. This system is appropriate for learning Arabic in traditional *pesantren*, which uses grammar and translation methods. However, in the mid-90s, the dictionary system transformed with the advent of the Arabic dictionary with an alphabetical arrangement. This new system is considered more comfortable and more practical for learning Arabic, especially for students at the beginner level. This research proves that the alphabetic dictionary system is superior and gets a positive response from dictionary users in Indonesia. Therefore, the alphabetical dictionary system continues to emerge because it is needed, its composition is faster, and its use is easier and more practical for students at the elementary level. For students at the secondary level or students who are studying Arabic grammar, the morphological system dictionary is considered more appropriate because it functions as a medium to practice understanding changes in word forms and morphological rules.

Key words: *Dictionary Transformation, Morphological System, Alphabetical System, Arabic.*

Introduction

Arabic dictionaries contribute significantly to learning Arabic in Indonesia because the dictionary functions as a source and tool for understanding Arabic. Moreover, for learning Arabic with grammar and translation methods as in traditional *pesantren*, dictionaries are

needed by students to read and translate Arabic texts independently (Aliyah, 2018). The right dictionary for this need is an Arabic dictionary with a morphological system because it encourages students to understand essential words and their derivatives. Therefore, a dictionary with a morphological system was first compiled in Indonesia and more widely used in pesantren.

History records that the Arabic dictionary with a morphological system is the earliest growing dictionary before Indonesian independence, such as the Arabic-Malay Dictionary al-Inarah al-Dzahabiyah (1925), the Arabic-Malay Dictionary al-Marbawi (1927), the Arabic-Malay Dictionary al-Dzahabi (1930) (Rizani, 2014). These dictionaries include bilingual dictionaries and translations from Arabic to Malay (Mohammad, 2016). However, after the declaration of the Youth Pledge in 1928, which was determined to use Indonesian in all aspects, bilingual dictionaries and translations began to emerge from Arabic to Indonesia (Busro, 2016). Despite changes in language, all dictionaries that have grown in Indonesia still use the morphological system.

The morphological system became the only system for the preparation of Arabic dictionaries in Indonesia until the mid-90s. Then, in 1994 an extensive dictionary called the contemporary al-Ashri Arabic-Indonesian dictionary was published by Atabik Ali and Ahmad Zuhdi, which was compiled with a new system, that is, the alphabetical system. Imel Ya'qub (1981) calls this system the articulative system. This extensive dictionary with an alphabetic order can compete with other large dictionaries that use a morphological system, namely the Arabic-Indonesian dictionary by Ahmad Warson Munawwir (1984). The competition between the two dictionaries gives Arabic users or learners a choice between the morphological system or the alphabetical system. Since then, Arabic dictionaries began to transform.

What exactly is the morphological system and the alphabetic system? What is the difference between these two dictionary systems? Why does transformation occur in an Arabic dictionary, and what causes it? What do Arabic dictionary users think of these two dictionary systems? What are the implications of the transformation of the Arabic dictionary system to learning Arabic in Indonesia?

These questions need to be answered to know the history of the development of Arabic dictionaries in Indonesia, especially about the transformation of the Arabic dictionary system, which is an essential issue in the study of lexicography in Indonesia. Also, the phenomenon of the change of the Arabic dictionary system becomes a guideline for lexicologists in designing the right dictionary for learning Arabic according to the needs and objectives of learning.

Methodology

This study uses a qualitative content analysis approach because the research objects and analysed data are in the form of a dictionary of 30 Arabic dictionaries. Therefore, this research involves library research. In the process, researchers conducted data searches, data selection, data tabulation, and data analysis from Arabic dictionaries in Indonesia, both from the morphological and articulate system dictionaries. To determine the effect of dictionary transformation, research uses a research instrument in the form of a questionnaire that is distributed to dictionary users to obtain quantitative data. From this aspect, this research can be categorised as mixed research. (Sugiyono, 2010)

Data Collection

Data search techniques using the method of documentation with a critical reading of the dictionary system from the perspective of lexicology-lexicography. The dictionary sample was chosen purposively because researchers were limited to the morphological and alphabetical dictionary systems. Bear in mind, only these two systems are circulating in Indonesia. Researchers also distributed questionnaires to users of the Arabic dictionary to find out their response and assessment of the Arabic dictionary.

Data Analysis

Determination of the sample or respondent was chosen randomly. They are students in the Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Researchers limited the number of respondents to 120 because of limited research time. The questionnaire was written in Google Form and distributed to respondents through Google Classroom and Social Media so that the data collection process was more effective and efficient. The analysis in this lexicography study uses comparative analysis, which is a systematic study to recognise similarities and differences between the Arabic dictionary morphological system and the alphabetical system.

Finding

Definition of the Morphological System and the Alphabetical System

A morphological system dictionary is a dictionary that is in the process of preparation and uses the morphological method. This dictionary is based on root words or basic words as entries and word derivations as sub-entries. Therefore, in the process of searching for the location of words in a dictionary, the user must first perform a word analysis by returning the word to its basic words. This process is called morphological analysis. (Taufiqurrochman, 2019) Without skill

and mastery of the basics of morphology, dictionary users will find it difficult to find the location of words or entries in the dictionary. Therefore, the process of compiling and using a morphological system dictionary takes longer.

An alphabetical system dictionary is a dictionary that, in its preparation, uses the articulative method, which is based on the letters spoken or written at the beginning of words (Imel, 1981). This system only refers to the first letter of a word without having to analyse the word from the aspect of a basic word or derivative. Therefore, the articulate system dictionary user does not need to carry out the word analysis process to find out the origin of the word. He simply refers to the first letter and directly refers to the chapter letter to find out the meaning of the word. The data corpus in the alphabetical system dictionary is arranged systematically based on Arabic alphabetical order from Alif to Yes'. Therefore, this system is known as the Arabic alphabet system. In terms of the process of using a dictionary, the alphabetical system dictionary appears more efficient than the morphological system dictionary.

For example, the word / i-s-ti-gh-fa-r / in the morphological system dictionary cannot be found in the Alif / i / even though the word is preceded by the letter Alif. However, the word must be analysed first. Morphologically, it is known that the word / is-ti-gh-fa-r / comes from the word / gha-fa-ra / because of the initial 3 letters (ie / is-ti/ or alif, sin, ta ') in the word / is - ti-gh-fa-r / only as suffixes or additional letters and the word / is-ti-gh-fa-r / is a derivation or word derived from / gha-fa-ra / so the user of the morphological system dictionary must refer to the chapter Ghain /gh/, not to chapter Alif /a/ (Munawwir, 1984; Mutahar, 2005; Muzaki, 2010; Yunus, 2011). Another case with the alphabetical dictionary system: the word / i-s-ti- gh-fa-r / is sufficiently referred to in chapter Alif / a / because it is articulately preceded by the letter Alif / a /. The user does not need to think about the root word / i-s-ti-gh-fa-r /. While the word / gha-fa-ra / is also directly referred to in the Ghain /gha/ chapter, without the need to know the derivation of the word / gha-fa-ra / (Ali & Muhdlor, 1996; Najieh, 2010; Pransiska, Alimansyah, & Sabilla, 2018; K. AS. Rahman, 2010; Rustandi, 2016).

History of Dictionaries in Indonesia

The history of the development of Arabic dictionaries in Indonesia is different from the development of Arabic dictionaries in Arab countries. Arabic dictionaries in Arabic begin with the preparation of a monolingual dictionary, which is an Arabic-Arabic dictionary that places Arabic as the source language as well as the target language. (Al-Khatib, 1967). Whereas Arabic dictionaries that developed in Indonesia began with the emergence of a translation dictionary with a bilingual approach, which is a dictionary that places Arabic as the source language and Indonesian as the target language, or vice versa (Umar, 1998). These bilingual

dictionaries are also called translation dictionaries because their primary function is to translate one language to another, a foreign language into a native or mother tongue (Al-Qasimy, 1991).

Early historical differences in the appearance of the dictionary affect the systematic differences in the preparation of the Arabic dictionary. In the history of the development of Arabic-Arabic dictionaries, 5 kinds of systematics were found, namely: the phonetic system, the hijaiyah system, the rhyme system, the morphological system, and the articulate or alphabetical system (Taufiqurrochman, 2008). The pronunciation dictionaries that developed in Indonesia, since the beginning of the emergence of the Arabic dictionary, comprised only 2 systems, namely: the morphological system and the alphabetical system. Of these two systems, morphological systems are indeed still used in educational institutions for learning Arabic and classical Arabic books. However, as the dictionary of the alphabetical order emerged, the existence of the morphological dictionary shifted because the articulative system was considered more comfortable to use, especially for students at the elementary level. They did not understand the morphological basics.

Standard Arabic Dictionary

According to Syihabuddin (2002), four conditions must be met by the dictionary, namely: 1) the contents are complete; 2) concise; 3) objective; 4) the explanation is straightforward. Also, the dictionary functions must be fulfilled, that is, it must be able to explain the meaning of words, how to pronounce or articulate words and the hijaiyah letters, help search for root words, give morphological and syntactic information, and give information about word usage. (Al-Batily, 1992).

In conjunction with learning Arabic, the dictionary must be able to be a teaching medium and a source of references that help the process of learning Arabic, especially to translate texts and understand their contents. A dictionary capable of assisting users in understanding a foreign language is the leading standard for an ideal dictionary. In learning, the teacher must be able to choose the right dictionary according to learning objectives, student ability levels, and educational needs. (Taufiqurrochman, 2019).

Regarding the similarities and differences between the morphological system and the alphabetical system, there are 5 similarities found by researchers between the Arabic dictionary morphological system and the alphabetic system. First, both of these systems place Arabic as the source language and Indonesian as the target language. Second, the dictionary compiler is Indonesian. Third, the dictionary is intended for users in Indonesia who incidentally are not native speakers of Arabic. Fourth, the same dictionary translation. Fifth, both use the bilingual approach.

The main difference between the Arabic dictionary morphological system and the alphabetical order is in the systematic arrangement of the dictionary. The morphological system dictionary refers to morphology. This system requires the user to be able to analyse words or entries in the dictionary with morphological analysis because a term must first be known for its essential words. After the base word is known, the user can refer to the chapter or corpus of data in the dictionary. Almost all words in Arabic are derivative, so the morphological analysis is a must for students who want to use a morphological system dictionary. Another case is the articulative system dictionary. This system does not require students or users to have the ability to analyse words with a morphological approach. Users only need to know the first hijaiyah letters of the spoken or written word, then refer to the name based on the Arabic alphabetical order from Alif to Ya’.

The publishing of the Alphabetical Dictionary System is Growing Rapidly

Since the contemporary al-Ashri Arabic-Indonesian dictionary by Atabik Ali and Ahmad Zuhdi was published in 1994, the dictionary with the alphabetical system has received positive responses from users, especially teachers and students at the beginner level. Subsequently, dictionaries of this kind were published, such as Al-Ashri 99 Dictionary by KMNU Egypt (1999), Idiom Dictionary by Basuni and Nashiroh (2003), As-Sayuti Dictionary by R. Taufiqurrochman (2003), Mutahar Dictionary by Ali Mutahar (2005), Al-Kamil Dictionary by Ahmad Najieh (2010), Al-Kamal Dictionary by Kaserun and Rahman (2010), Ar-Rahman Dictionary by Arif Rahman (2011), Arabic-Indonesian Dictionary by Muhammad Yunus (2011), Large Language Dictionary Arabic by Amalia Hasanah (2014), Advanced Arabic Dictionary by Sururi and Sunarto (2015), Al-Wafi Dictionary by Thoha Husain and Athoillah (2013), Indonesian-Arabic Indonesian-Arabic Dictionary by Toni Pransiska et al. (2018), English Arabic Dictionary Indonesia by Rusdianto (2019) and Smart Master Dictionary of Arabic Poket by Laila Al Qudsi (2019).

This fact shows that the alphabetical dictionary is more accessible, both in the process of compiling and using dictionaries. For the dictionary compiler, this system only focuses on the process of collecting as much data as possible and selecting the vocabulary used. Composers no longer need to analyse the origin of words and word derivations. He also does not have to classify words based on essential terms. He simply arranges entries based on alphabetical order. This method is almost the same as the process of preparing other foreign language dictionaries such as English-Arabic. (Research and Studies Centre, 2004).

Digital Dictionaries Support the Alphabetical System

Arabic dictionary with an alphabetical system are basically compiled based on an articulation system. That is, the sound of the letter spoken at the beginning of the word becomes the

benchmark for determining the entry. Now, digital dictionaries or electronic dictionaries have become applications that are integrated into the dictionary user gadget. The use of electronic dictionaries is more comfortable and faster because users simply type the words they want to know their meaning. This means, digital dictionaries also use the alphabetical system with an articulative approach, because digital dictionary users do not need to search for the origin of words, unlike morphological dictionaries.

The conclusion is that Arabic dictionaries with alphabetical or articulative systems support the emergence of digital or electronic dictionaries. (Taufiqurrochman, 2017) In other words, digital dictionaries play a significant role in setting aside dictionary morphological systems. Digital dictionaries encourage the birth of systemic transformation, from morphological to alphabetical and from printed dictionaries to digital systems with a series of electronic features and programming languages.

Reasons for Choosing a Dictionary of the Alphabetical System

Figure 1. shows the results of a questionnaire from 120 respondents regarding their assessment of the Arabic dictionary with an alphabetical and morphological system.

Figure 1. Reasons for choosing an Alphabetical and Morphological Dictionary

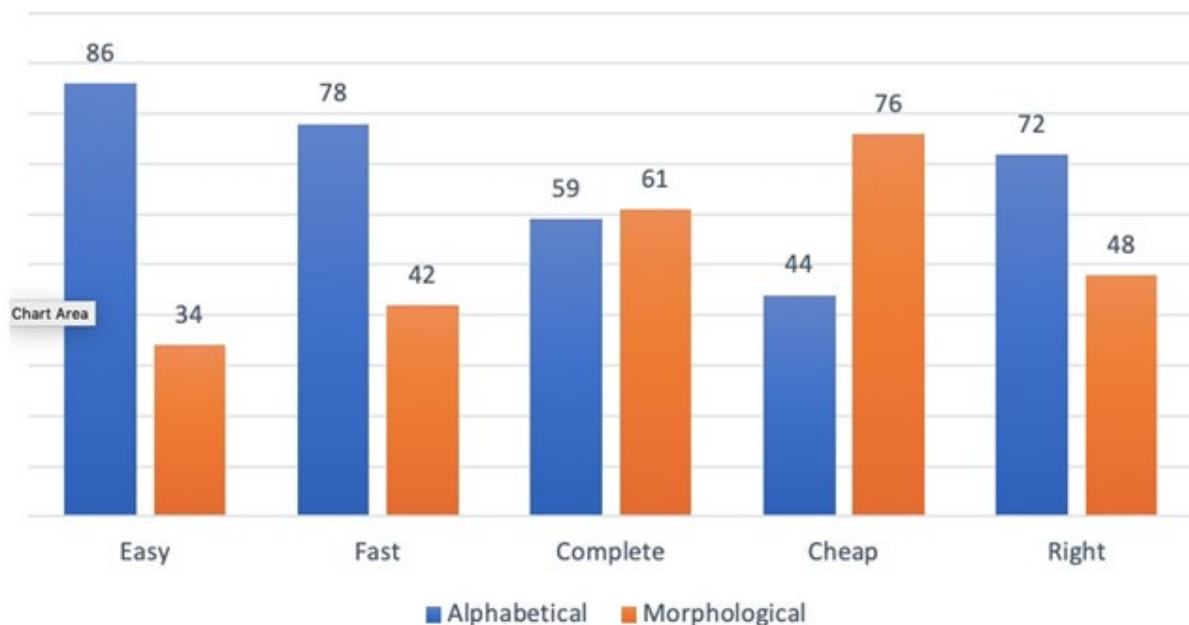


Figure 1. shows that of the 120 respondents, 86 people (72%) answered that the alphabetical dictionary was more accessible, and 34 people (28%) rated the morphological dictionary easier. From the aspect of speed in finding the location of words (entries), 78 people (65%) rated the alphabetical dictionary to be faster, and 42 people (35%) rated the morphological dictionary as

quicker. From the aspect of completeness of the contents of the dictionary, 59 people (49%) chose the alphabetical dictionary, and 61 people (51%) chose the morphological dictionary. From the price aspect, 44 people (37%) rated the alphabetical dictionary cheaper, and 76 people (76%) rated the morphological dictionary as even less expensive. Meanwhile, from the accuracy in translating, 72 people (60%) rated the alphabetical dictionary more appropriate, and 48 people (40%) thought the morphological dictionary was more appropriate in helping translation.

Figure 1. also shows that the alphabetical dictionary system is superior to the morphological dictionary in three aspects, namely ease of use, speed in locating words (entries), and accuracy in assisting translation. Regarding the completeness of contents, alphabetical and morphological dictionaries are almost the same (49:51). The morphological dictionary is only superior in price (40:60).

Discussion

Comparison of Morphological Systems and Alphabetical Systems

The Arabic dictionary morphological system and alphabetical system both have advantages and disadvantages because each system has a character and purpose. Looking at the history of the development of dictionaries in Indonesia, the morphological dictionary was published earlier than the alphabetical dictionary. This shows that the preparation of Arabic dictionaries with a morphological system is influenced by the ekabasa Arabic dictionaries (Arabic-Arabic), which are arranged by focusing on the root word and its derivation. This morphological dictionary also strengthens the learning of tools in studying Arabic, especially morphology and syntax in Indonesia, and especially in Islamic boarding schools. These two sciences become necessary knowledge for students as a medium to study yellow or classic books compiled in Arabic.

The Arabic dictionary with the alphabetical system began to emerge in the mid-90s. At that time, the purpose of learning Arabic began to change (Syarifuddin, 2017). Arabic is learned not only as a tool for learning Arabic texts, but also as a medium of communication, both verbally and in writing (Sari, 2018). The development of Arabic also began to spread, not only in Islamic boarding schools or religious education institutions but also in formal schools and other institutions. Therefore, the dictionary compilers try to provide a dictionary that is compatible so that an Arabic dictionary appears with an alphabetical system that is more adapted to the dictionary system of other foreign languages such as English.

From the aspect of using dictionaries, it is known that the use of morphological dictionaries is more difficult than alphabetical dictionaries. Therefore, morphological dictionaries are more appropriate for students who are serious about learning Arabic, especially students who study

linguistics. While the alphabetical dictionary is more appropriate for novice users who do not yet know neuroscience. The alphabetical dictionary is also more appropriate for enriching vocabulary and translating harfiyah (word for word) because the meaning of the word presented in the alphabetical dictionary is more specific and adjusted to the context in the sentence. The morphological dictionary presents a variety of meanings of derivative words that requires users to choose the meaning of the right words in the entries and sub-entries of the dictionary.

Dictionary System Transformation

The emergence of the articulation system dictionary indicates the transformation of the dictionary system. This proves that the development of lexicography in Indonesia continues to grow according to the needs of dictionary users, especially for learning Arabic. Researchers and Arabic language teachers continue to conduct research to produce dictionary products according to learning objectives so that the transformation of the dictionary system continues to change.

Not only did the system change the preparation of glue and the dictionary itself from a morphological dictionary to the alphabet, but this phenomenon also gave rise to specialised dictionaries for certain scientific fields of study, which were also arranged alphabetically. For example, the dictionary of jurisprudence, the medical dictionary, the psychological dictionary, the technology dictionary, the dictionary of economic terms, and so on.

The transformation from the morphological to alphabetical dictionary system also influenced the emergence of electronic dictionaries, both website-based and mobile applications. This electronic dictionary is compiled with an alphabetical, not morphological, system because users simply type in the word they want to know the meaning of, then automatically, the meaning of the word will appear according to the electronic dictionary system. The ease of this electronic dictionary, both for users and dictionary developers, also originated from the emergence of alphabetical dictionaries that make it easier to compose dictionaries to design electronic dictionaries.

One of the factors causing the transformation of the dictionary system from the morphological system to the alphabetical system, and subsequently the electronic dictionary system, is the tendency to choose instantly and quickly in everything, including in choosing a dictionary. This instant learning method is more popular because the dictionary is seen only as a tool to understand language. Language itself is also considered as a tool to communicate to convey and receive messages. This instant learning method is also supported by the use of gadgets that continue to grow in number. A variety of electronic dictionary applications continue to emerge, so users prefer dictionaries that are easy and fast in translating words and sentences. To meet

this goal, the dictionary developer undertakes the process of digitising from a printed dictionary to an electronic dictionary, from a morphological system to an alphabetical system.

Alphabetical Dictionary for Beginners

The alphabetical dictionary system, which in the search for word meanings rests on the first letter of the word, is more appropriate for beginners because this system does not require users to analyse the origin of words or essential words from derivative words in Arabic. This is the same as an electronic dictionary that makes it easy for gadget users to find the meaning of words because users simply type the word they want to know.

Another case is for users or students who are studying grammar, such as morphology and syntax. Students at this intermediate level must be introduced to dictionaries with a morphological system so that they can know changes in word forms, practice analysing words and changing their meanings, learn to distinguish between essential and derived words, see the difference between transitive and intransitive verbs, and so on. Information about changes in terms and the meaning of these words is not found in dictionaries except dictionaries with morphological systems, so the alphabetical dictionary is less helpful to students in practicing understanding morphological and syntax rules.

Conclusion and Recommendation

Since the Arabic dictionary was published in Indonesia, the Arabic dictionary has transformed. This transformation is not only related to changes in meaning or the translation of words but also in terms of dictionary drafting systems. Initially, bilingual dictionaries appeared from Arabic to Malay, then bilingual dictionaries from Arabic to Indonesian to multilingual Arabic, English, and Indonesian dictionaries. All of these dictionaries, in the beginning, used a morphological system because they embraced Arabic to Arabic monolingual dictionaries. In the 90s, the transformation of the dictionary from a morphological to alphabetical system began due to the influence of the English translation dictionary into Indonesia and the changing objectives of learning Arabic.

Arabic is not only seen as a tool for understanding Arabic texts from the holy books or yellow books (classical). Arabic is studied as a means of communicating verbally and in writing. Changes in the goals and needs of dictionary users have caused lexicologists to begin compiling dictionaries with a more natural system, namely the alphabetical order, which refers to the first letter in a word, not to the original word. Since then, Arabic dictionaries have experienced significant growth and gave birth to various types of dictionaries.



In the next step, the alphabetical dictionaries are transformed from a printed dictionary to an electronic dictionary that is also systemically based on the alphabet. Electronic dictionaries are increasingly popular with users because the development of mobile applications and gadget users is increasing. This phenomenon is frequently growing the popularity of the alphabetical system dictionary, while dictionaries with morphological systems are becoming obsolete. The alphabetical dictionary is more appropriate for beginner level students who need Arabic vocabulary enrichment or mastery. However, for students at the secondary level who study grammar such as morphology and syntax, the morphological dictionary is still more appropriate because through the morphological dictionary, students can learn to analyse word shapes, word changes, and their meanings, etc.

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