



## Khalil bin Ahmad al-Farahidi's Contribution to the Development of Arabic Language Science and its Implication in Learning in the Modern Era

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UIN Raden Mas Said, Indonesia

Volume 6 Nomor 2

Juli 2025: 147-153

DOI: 10.30997/dt.v6i2.20031

### Article History

*Submission: 25-06-2025*

*Revised: 27-07-2025*

*Accepted: 28-07-2025*

*Published: 29-07-2025*

### Kata Kunci:

Khalil Bin Ahmad Al-Farahidi, Buku Al-'Ayn, Ilmu Nahwu, 'arūḍ, Linguistik Arab.

### Keywords:

*Khalil Bin Ahmad Al-Farahidi, Book Al-'Ayn, Nahwu, 'arūḍ, Arabic Linguistics.*

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**Abstrak:** Khalil bin Ahmad al-Farahidi is one of the most influential figures in the development of classical Arabic linguistics. He is known to be the originator of al-'Ayn, the first dictionary of Arabic systematically organised based on phonetic and morphological principles, and the inventor of the science of 'Arūḍ which discusses the metrical structure of Arabic poetry. In addition, his contributions to the development of nahwu and the establishment of grammatical rules have provided a crucial foundation for Arabic linguistics. This study aims to examine in depth al-Farahidi's intellectual donation to Arabic linguistics and analyse its relevance in the context of Arabic language learning in the modern era. The approach used means historical literature review and conceptual analysis, tracing his works and thoughts and linking them using contemporary learning practices. The research states that the phonetic, morphological, and analytical systematic approaches developed by al-Farahidi are very relevant to be applied in the latest curriculum, especially in technology-based learning and contextual linguistics. His scholarly legacy not only has historical value, but is also functional in the development of today's Arabic language education discoveries.

**Kontribusi Khalil bin Ahmad al-Farahidi dalam Perkembangan Ilmu Bahasa Arab Implikasinya dalam Pembelajaran di Era Modern**

**Abstrak:** Khalil bin Ahmad al-Farahidi merupakan salah satu tokoh paling berpengaruh pada perkembangan ilmu bahasa Arab klasik. ia dikenal menjadi pencetus kitab al-'Ayn, kamus pertama bahasa Arab yg disusun secara sistematis berdasarkan prinsip fonetik dan morfologis, dan penemu ilmu 'Arūḍ yang membahas struktur metrum puisi



*Arab. Selain itu, kontribusinya dalam pengembangan ilmu nahwu serta penetapan kaidah-kaidah gramatikal sudah memberikan fondasi krusial bagi linguistik Arab. Penelitian ini bertujuan buat mengkaji secara mendalam donasi intelektual al-Farahidi terhadap ilmu bahasa Arab dan menganalisis relevansinya dalam konteks pembelajaran bahasa Arab pada era modern. Pendekatan yang digunakan artinya kajian pustaka historis dan analisis konseptual, menelusuri karya-karya dan pemikirannya dan mengaitkannya menggunakan praktik pembelajaran kontemporer. penelitian menyatakan bahwa pendekatan fonetik, morfologis, dan sistematika analitis yg dikembangkan al-Farahidi sangat relevan buat diterapkan dalam kurikulum terbaru, khususnya pada pembelajaran berbasis teknologi serta linguistik kontekstual. Warisan keilmuannya tidak hanya mempunyai nilai historis, namun juga fungsional dalam pengembangan penemuan pendidikan bahasa Arab masa kini.*

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## INTRODUCTION

Arabic holds a crucial position in Islamic civilisation as it is the main pillar for conveying divine revelations, such as the Qur'an and Hadith. For this reason, mastering Arabic at an in-depth level is a necessary condition for understanding Islamic teachings at their roots. This places knowledge of the Arabic language as the main foundation for the development of various branches of Islamic studies (Hamidah, 2019).

The science of Arabic has progressed rapidly thanks to the thinking of classical scholars who have formed the foundations of knowledge comprehensively. one of the most influential figures is al-Farahidi, the creator of al-'Ain, the first Arabic dictionary compiled using a scientific

approach through sorting the alphabet according to makhārij al-ḥurūf and the level of sound intensity. This innovative method not only broadened linguistic horizons, but also created a framework for language analysis that is still in use today (Wijaya & Karima, 2024).

Al-Farahidi was also instrumental in formulating morphological principles, introducing punctuation in Arabic writing, and developing a theory of phonology that emphasised pronunciation accuracy. This scientific approach then became an important guideline for linguists in developing more objective and accurate studies (Alkiyumi, 2023).

The context of learning in today's modern era, the results of al-Farahidi's thinking still have strategic value. The

thoughts and methods he developed have the potential to be integrated into the current curriculum to make Arabic language learning more effective, structured, and in sync with the demands of the times. His diligence and dedication to knowledge are also crucial examples in shaping a generation of learners with strong character (Noor & Miolo, t.t.).

### **METHOD**

This research uses a descriptive qualitative approach with a library research method. This approach was chosen because the main focus of the study is to reveal the intellectual contribution of a classical figure, namely Khalil bin Ahmad al-Farahidi, through tracing its Implications in Learning in the Modern Era. aims to provide a systematic, factual, and accurate description of the facts, characteristics, and relationships between the phenomena studied.

### **RESULT AND DISCUSSION**

#### **Implications for Arabic Language Learning in the Modern Era**

The development of Arabic language learning in the digital era has undergone significant changes, especially with the application of

technology and the latest linguistic approaches. The integration of phonetic, morphological, linguistic analysis, and digitalisation of dictionaries is very relevant in improving the quality of learning and adjusting it to the demands of the times.

1. Application of Phonetic and Morphological Approaches to the Curriculum Al-Farahidi's serious thinking on sound analysis (phonetics) and term structure (morphology), as pioneered by al-Farahidi, has an important role in learning grammar (nahwu) and term formation (sharaf) today. This approach allows students to understand the sound system and term formation patterns in Arabic in depth, thus strengthening the grammatical foundation and increasing the speed of the learning process. Implementation in the current curriculum is now adopted in the current Arabic language curriculum to create a comprehensive language competence, synchronised using the demands of world communication and 21st century skills development (Mizan dkk., 2023)

2. Linguistic Analysis and Contextual Learning The development of the descriptive and analytical model developed by al-Farahidi has been adapted to contextualised and practice-based learning. This includes the use of syntactic, semantic, and pragmatic analyses to determine the meaning and use of synchronous language in the context of its use in the concrete world, for example Interactive Learning, an approach that encourages more interactive and communicative learning methods, based on problem solving, which facilitates students' active application of Arabic in everyday life (Wardhana & Bahrudin, 2024).
3. Digital Inventions and Interactive Dictionaries Transformation of al-'Ayn's concept of phonetics in al-'Ayn's dictionary that led to the development of digital dictionaries that allow searching terms through sounds and morphological patterns. This sound-based digital dictionary is now one of the important aids to modern Arabic language learning, the utilisation of Educational Technology such as learning

software, e-learning platforms, and interactive multimedia has accelerated the learning process. Features such as phonetic exercises, term structure mapping, and sophisticated word search make the learning experience more interesting and accessible to learners (Afrianingsih dkk., 2025).

To strengthen the relevance of al-Farahidi's thinking in modern learning, phonetic and morphological approaches can be implemented through classroom activities such as sound analysis (*makhārij al-ḥurūf*) and word formation based on *wazan* in the lesson plan module. Teachers can utilise digital sound-based dictionaries to help students recognise phonological and morphological patterns. In the *'arūḍ* aspect, students can be assigned tasks to analyse the metrical structure of classical Arabic poetry, then rearrange the verses of the poem according to the appropriate pattern. This strategy reinforces project-based learning (PBL) and contextual understanding of the text (Murdhani & Al Jahrani, 2022).

## **Short Biography of Khalil ibn Ahmad al-Farahidi**

Khalil ibn Ahmad al-Farahidi was a central figure in classical Arabic linguistics, known for his contributions to the development of nahwu, phonology, morphology, and ‘arūd. He was the compiler of the al-‘Ayn dictionary, which pioneered the compilation of Arabic lexicons based on makhārij al-ḥurūf and morphological patterns. His systematic ideas have become an important foundation in the study of Arabic, both in classical and modern contexts (Alharthi, 2022).

### **Contributions to the Science of Nahwu**

Khalil al-Farahidi had a major share in the development of the science of nahwu. He helped compile and refine the rules of Arabic grammar that developed in his day, as well as developing morphology and the punctuation system. Khalil was also a teacher of Sibawaih, the author of kitab al-kitab, which is known as one of the monumental works in Arabic grammar. Khalil Farahidi's thoughts coloured the content of the book so much that his contribution is considered the foundation of the nahwu system to this day (Noor & Miolo, t.t.).

## **Invention of the Science of ‘Arūd**

Khalil bin Ahmad al-Farahani is also famous as the creator of ‘Arūd. Reportedly this is a branch of his science that deals with the rhythms and metrical patterns of Arabic poetry. The existence of ‘Arūd was necessary to maintain the aesthetics and structure of an Arabic poem in the midst of the great new culture sweeping across the world. Khalil systematised the science of ‘Arūd in a highly structured way, with an approach based on music and mathematics, resulting in consistent and easily analysable metrical patterns. This innovation became an important foundation for the development of criticism and the study of classical Arabic poetry up to the present day (Noor & Miolo, t.t.).

### **Monumental Works**

One of Khalil's greatest legacies is the compilation of Kitab al-‘Ayn, the first systematically written Arabic dictionary. The dictionary is organised according to the phonetic classification of letters (makhārij al-ḥurūf) as well as the morphological structure of words (such as two-letter, three-letter, to five-letter forms). This methodology differs

from the traditional dictionary approach of being organised according.

### CONCLUSION

Khalil bin Ahmad al-Farahidi is a central figure in the history of the development of Arabic language science whose contributions are very significant and still relevant to modern technology. Through his works such as the book of al-'Ayn, the discovery of the science of 'Arūḍ, and his formulation of the rules of nahwu, morphology, phonology, and punctuation, al-Farahidi has formed a systematic and scientific basic framework of Arabic linguistics. His phonetic and morphological approach not only enriched the classical scholarship, but also became an important reference in the development of the current Arabic language learning curriculum.

In the current era characterised by technology-based educational approaches, al-Farahidi's thinking has proven to be highly relevant. His innovations in language structures and dictionaries convey inspiration for the digitalisation of interactive dictionaries, the analytical and contextual methods he pioneered can be applied to language learning that is more active, communicative, and

oriented towards contextual understanding, thus, understanding and adapting al-Farahidi's intellectual heritage in the learning system is a strategic step in maintaining the sustainability of Arabic as a language of science and religion. This is also an effort to preserve the Islamic scientific tradition amid the challenges of globalisation, while encouraging educational innovation rooted in the historical and scientific strengths of the past.

### ACKNOWLEDGMENTS

I would like to express my deepest gratitude to all parties who have provided support and contributions in the completion of this journal, thank you for the guidance, direction and valuable suggestions that have helped this research. And to my parents who have provided moral support and motivation during the writing process. Hopefully this journal can provide benefits and help in the development of Arabic language learning in the modern era.

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