Analysis Of Problematics In Arabic Language Morphology To Understand Mufradat In The Learning of The Quran and Hadith at Mts Teungku Chik Pante Kulu Aceh Besar District

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ABSTRACT

Teaching Arabic vocabulary morphology at MTs Teungku Chik Pante Kulu, Aceh Besar District is an integral part of the Islamic Religious Education (PAI) curriculum, especially in the context of learning the Qur'an and Hadith as one of the science groups in PAI. However, PAI teachers who teach the Qur'an and Hadith subjects often face various problems that affect the effectiveness of teaching and student understanding. This analysis aims to identify and understand these problems and their impact on the quality of learning. This type of research uses a qualitative method with a field research approach. Data collection techniques by conducting observations and interviews. The results of the study indicate that: 1). The problems of Arabic morphology for understanding the mufradat in the lessons of the Qur'an and Hadith at MTs Teungku Chik Pante Kulu, Aceh Besar District are as follows, namely: Limited Morphological Knowledge of Teachers, Ineffective Teaching Methods, Limited Resources and Teaching Materials, Difficult Curriculum Adjustments and Low Student Interest and Motivation. 2). The impact of the problems of Arabic morphology to understand the vocabulary in the Al-Quran and Hadith lessons are as follows, namely: Quality of Arabic language learning, student learning outcomes, student motivation and interest, effectiveness of learning and long-term impact on religious studies.

Keywords: Keyword: Morphology, Mufradat, Al-Qur'an and Hadith Lessons

A. INTRODUCTION

Arabic is an international language that is used and studied by various countries. Arabic was also used as a language for scientific literature during the heyday of Islam during the Abbasid and Ayyubid dynasties. Understanding Arabic is very important for Muslims, because Arabic is the language used in the Al-Quran, Hadith, and is used in prayer which is the basic basis of religion. (Kurniawan et al., 2021)

Vocabulary in Arabic or what is called *mufrodat*, is a collection of words or a treasure trove of words known by a person or other ethnicity that is part of a particular language. *Mufradat* can also be interpreted as a collection of words that are understood by the person and are likely to be used to compose new sentences. A language skill cannot be separated from mastery of *mufradat*, because the core of a language is words. *Mufradat* refers to the richness of words in a particular language. (Romadhon & Aeni, 2023)

There are many problems that must be faced by someone who wants to learn the language, both linguistic ones such as sound system, vocabulary, writing system or non-linguistic ones, namely concerning socio-cultural or socio-cultural. And learning Arabic if supported by supporting factors will produce better results and accelerate understanding of what we will learn in the future. (Pratama et al., 2022)

Teaching in the context of the Qur'an and Hadith requires a deep understanding of morphology or the science of word forms. At MTs Teungku Chik Pante Kulu, Aceh Besar District, Islamic Religious Education teachers face a number of challenges in teaching Arabic vocabulary morphology to students. These problems arise from various interrelated factors and have an impact on the quality of learning. One of the main challenges is the limited competence of some teachers in the field of Arabic morphology. Despite having a basic understanding, many teachers find it difficult to convey more complex morphological concepts, especially in relation to the interpretation of the Qur'an and Hadith. This is due to an educational background that is not specific to Arabic language studies or a lack of further training in this field.

The teaching methods applied are also an obstacle. Many teachers still use traditional approaches that are less effective in helping students understand word structure and morphological changes. The non-interactive and overly theoretical approach makes it

difficult for students to apply morphological knowledge in reading and understanding the texts of the Qur'an and Hadith. The curriculum used at MTs Teungku Chik Pante Kulu is often not flexible enough to accommodate specific needs related to teaching Arabic morphology. The dense material load and time constraints make it difficult for teachers to pay special attention to the morphological aspects that are important in understanding religious texts.

These problems require comprehensive solutions, including improving teacher competency through special training, developing more interactive and contextual teaching methods, and providing more appropriate learning resources. By overcoming these challenges, it is hoped that the quality of learning Arabic *mufradat* morphology at MTs Teungku Chik Pante Kulu can be improved, so that students are better able to understand and apply Arabic in the study of the Qur'an and Hadith.

The urgency of addressing this problem is because effective learning and teaching of Arabic morphology is essential for the understanding and interpretation of the Qur'an and Hadith. The linguistic complexities involved in Arabic *mufradat* morphology require a comprehensive understanding and effective teaching strategies, which this study seeks to explore and address.

Study aims to provide valuable insights and practical recommendations to improve the overall proficiency of teachers and students in handling Arabic *mufradat* in the specific domain of the Qur'an and Hadith. By addressing these challenges and proposing solutions, this study ultimately aims to contribute to the improvement of Arabic language education and the overall quality of teaching of the Qur'an and Hadith at MTs Teungku Chik Pante Kulu, Aceh Besar District. Through these efforts, this study ultimately aims to provide meaningful and practical contributions to the field of Arabic language education and teaching of religious texts.

The benefits of the findings of this study have the potential to provide input for a broader discussion on the integration of language education into the religious curriculum, not only in Aceh Besar but also in similar educational institutions elsewhere. This study can also explain the importance of linguistic competence in religious education and its implications for the understanding and interpretation of religious texts. Therefore, the

potential impact of this study goes beyond the immediate context of MTs Teungku Chik Pante Kulu, Aceh Besar District , and offers valuable contributions to the fields of education, linguistics, and religious studies.

B. METHODS

The research method used in the analysis of the problems of Al-Quran and Hadith teachers regarding The morphology of Arabic vocabulary at MTs Teungku Chik Pante Kulu, Aceh Besar District is a qualitative descriptive method with a field research approach involving direct observation and interviews with teachers and data collection. This research method is to obtain accurate data and understand the teacher's perspective on Arabic vocabulary. By using observation and interview methods, researchers also collect data directly from Islamic Religious Education teachers . By using observation and interview methods, researchers can collect data directly from teachers. In addition, researchers also use documentation analysis techniques to collect relevant data. Documentation analysis techniques will help researchers identify patterns that emerge in Arabic vocabulary at MTs Teungku Chik Pante Kulu, Aceh Besar District.

In addition, the researcher also conducted direct observation of the teaching methods of Al-Qur'an and Hadith teachers to obtain accurate and relevant data. The research method used in this study is a qualitative descriptive method where the researcher collects data through observation and interviews. This study also uses data analysis techniques to produce observation and interview results. In addition, this study also uses an inductive approach to analyze the data obtained. This study also uses statistical analysis techniques to process data from observations and interviews. In addition, this study also uses a deductive approach to analyze the data obtained.

The primary data sources used in this study were direct observation and interviews with Al-Qur'an and Hadith teachers at MTs Teungku Chik Pante Kulu, Aceh Besar District. The secondary data sources used were reference books and related documentation. Another data collection method used was document analysis to identify the morphological patterns of Arabic *mufradat* .

Techniques by recording and analyzing data carefully using qualitative descriptive methods and referring to relevant theories in the field of linguistics and analyzing data systematically In addition, this study also uses a qualitative approach to obtain more in-depth data. The data collection techniques used are observation, interviews, and documentation and using statistical analysis techniques to test the proposed hypothesis. While the data collection techniques used are observation, interviews, and documentation and using statistical techniques to test the proposed hypothesis. In addition, this study also uses a qualitative approach to obtain more in-depth data.

C. RESULTS AND DISCUSSION

RESULTS

1. **Problems of Arabic Morphology for Understanding *Vocabulary* in the study of the Koran and Hadith**

Teaching Arabic mufradat morphology at MTs Teungku Chik Pante Kulu faces various problems that affect the quality and effectiveness of learning. Al-Qur'an and Hadith teachers at this institution face complex challenges in teaching Arabic morphology, which serves as an important foundation in understanding religious texts. Here are some of the problems faced:

a. Limitations of Teachers' Morphological Knowledge

Many teachers of the Qur'an and Hadith at MTs Teungku Chik Pante Kulu have difficulty in teaching Arabic vocabulary morphology due to limited in-depth knowledge in this field. Some teachers may not have a strong academic background in Arabic or morphology, which impacts their ability to explain and apply morphological concepts effectively.

b. Ineffective Teaching Methods

The teaching methods used at MTs Teungku Chik Pante Kulu are often inadequate to address the complexity of Arabic morphology. An approach that places more emphasis on memorization than conceptual understanding makes it difficult for students to understand how morphology influences the meaning and use of words in the context of the Qur'an and

Hadith. This approach often neglects the practical aspects of morphology that are important for application in religious texts.

c. Limited Resources and Teaching Materials

The availability of appropriate teaching materials at MTs Teungku Chik Pante Kulu and adequate learning resources are the main obstacles. Existing textbooks and references are often inadequate to support in-depth learning of morphology. Teachers must search for and prepare additional materials, which requires extra time and effort, and not all teachers have access to the necessary resources.

d. Difficult Curriculum Adjustment

The existing curriculum is often too rigid and not flexible enough to accommodate the special needs in teaching morphology. When the curriculum at MTs Teungku Chik Pante Kulu could not be adapted to emphasize the importance of morphology in the context of the Qur'an and Hadith, teachers had difficulty in delivering the material in a way that was effective and relevant to the needs of students.

e. Low Student Interest and Motivation

Students often find it difficult and lack motivation to learn Arabic morphology. This difficulty may be caused by a lack of understanding of the relevance of morphology in understanding religious texts or by an uninteresting teaching approach. The low motivation of students at MTs Teungku Chik Pante Kulu has an impact on their participation and achievement in morphology learning.

2. The Impact of Arabic Morphology Problems on Understanding *Vocabulary* in the study of the Koran and Hadith

The impact of the problems faced by Al-Qur'an and Hadith teachers in teaching Arabic mufradat morphology at MTs Teungku Chik Pante Kulu, Aceh Besar District has a significant impact on various aspects of learning and student learning outcomes. The impact of these problems is as follows:

a. Quality of Arabic Language Learning

The limited knowledge of teachers at MTs Teungku Chik Pante Kulu in morphology can lead to a shallow understanding of word structure among students. This hinders students' ability to understand the texts of the Qur'an and Hadith accurately, considering the

importance of word structure in a religious context. The use of less innovative and non-interactive teaching methods can reduce student engagement and the effectiveness of morphology learning. Students may have difficulty applying morphological theory in practice, which hinders their understanding of religious texts.

b. Student Learning Outcomes

Students at MTs Teungku Chik Pante Kulu who do not have a strong understanding of Arabic morphology will have difficulty reading and understanding the texts of the Qur'an and Hadith correctly. This can result in incorrect or incomplete interpretations of religious texts. Problems in teaching morphology can affect overall Arabic language skills, including speaking, reading, and writing. These skills are essential for further study and effective religious practice.

c. Student Motivation and Interest

When students at MTs Teungku Chik Pante Kulu find it difficult to understand morphology material and do not see direct relevance to the study of the Qur'an and Hadith, their motivation to learn Arabic may decrease. This lack of motivation impacts their active participation in class. Difficulties in learning morphology can cause frustration among students, which in turn reduces their confidence in learning Arabic. This frustration can be a major barrier to achieving desired learning outcomes.

d. Effectiveness of Teaching and Curriculum

Problems in adapting the curriculum to effectively incorporate morphological aspects can result in a mismatch between students' needs and the material being taught. An inflexible curriculum can limit opportunities to study morphology in depth. Limitations in training and resources at MTs Teungku Chik Pante Kulu can result in inconsistent teaching quality. This affects the overall standard of education and student learning outcomes.

e. Long-Term Impact on Religious Studies

Students who do not understand morphology well may have difficulty in further studies of Arabic and religious texts. This can affect their ability to become scholars or experts in the field of Islamic studies. Poor understanding of morphology can reduce the ability of students at MTs Teungku Chik Pante Kulu to apply Arabic language knowledge

in everyday life, especially in the context of religious practices such as reading the Qur'an and understanding the Hadith.

DISCUSSION

In the context of teaching Arabic mufradat morphology, there are several challenges faced by Al-Qur'an and Hadith teachers. Morphology, as a branch of linguistics that studies word structure, is very important in understanding and teaching Arabic, especially for students who want to study the Qur'an and Hadith in depth. *First*, the importance of mastering Arabic vocabulary cannot be separated from morphological understanding. According to, learning Arabic in Indonesia initially focused on the ability to read the Qur'an, but over time, understanding the contents of the Qur'an and Hadith became a priority. (Fahrurrozi, 2022). This shows that good mastery of vocabulary, including morphology, is the key to understanding these religious texts.

Second, challenges in teaching mufradat morphology are often caused by a lack of effective learning strategies. Azrin and Baharuddin emphasized that appropriate mufradat learning strategies are very necessary to help students understand and master Arabic (Azrin & Baharuddin, 2020). In this context, teachers need to apply methods that not only teach *mufradat*, but also explain the morphological structure of these words so that students can understand how words are formed in Arabic.

Furthermore, mastery of the morphological structure of words is very important in learning Arabic, and teachers must ensure that students understand these aspects to improve their language skills (Hashim et al., 2020). This suggests that teachers need to integrate morphology teaching into their curriculum to help students better understand and use Arabic.

In addition, teaching reading in Islamic boarding schools often faces obstacles, including in terms of understanding morphology (Mulyani, 2023). Teachers need to work hard to overcome this problem by using a more interactive and contextual approach, so that students can more easily understand word structures and their use in sentences.

Finally, the importance of integration between morphology teaching and the practice of reading the Qur'an is also emphasized by, who shows that understanding morphology can help students in the overall language learning process (Najah, 2019). Thus, teachers of

the Qur'an and Hadith should focus on developing strategies that combine morphology teaching with the practice of reading and understanding religious texts.

Overall, the challenges in teaching Arabic mufradat morphology among teachers of the Qur'an and Hadith include the need to develop effective learning strategies, overcome obstacles in teaching, and ensure that students can not only read but also understand the structure and meaning of words in a religious context.

The study of the influence of Qur'an and Hadith teachers on the morphology of Arabic vocabulary is a multifaceted topic that encompasses aspects of language acquisition, pedagogy, and cultural significance. Arabic, as the language of the Qur'an and Hadith, plays a vital role in Islamic education and the understanding of religious texts. This paper aims to explore the challenges faced by Qur'an and Hadith teachers in delivering Arabic vocabulary, as well as the implications of these challenges for students' language acquisition.

One of the important issues in teaching Arabic mufradat is the pedagogical strategy used by educators. Research shows that the implementation of effective vocabulary learning strategies is very important for students, especially in elementary education settings. For example, emphasizing the importance of vocabulary learning strategies among elementary school students, which shows that a structured approach can improve students' understanding and retention of Arabic (Azrin & Baharuddin, 2020). These findings highlight the need for Qur'an and Hadith teachers to adopt effective teaching methodologies that meet the linguistic needs of their students.

In addition, the problem of understanding and memorizing the Qur'an and Hadith is compounded by the complexity of Arabic morphology. Arabic morphology, which includes word formation and meaning, can pose significant challenges for learners. discussed the implications of mastering vocabulary through understanding meaning and usage, suggesting that a strong understanding of morphological structures is essential for effective communication in Arabic (Hashim et al., 2020). This underscores the need for teachers to focus not only on memorization but also on the morphological aspects of vocabulary to facilitate deeper understanding.

In addition to pedagogical challenges, the cultural and historical context of Arabic plays an important role in its teaching. The influence of Arabic on the development of the Indonesian language, as noted by , illustrates the historical significance of Arabic mufradat in shaping local languages and cultures (Rafsanjani & Handican, 2023). This historical perspective can enrich the teaching of Arabic *mufradat* by providing students with a broader understanding of the impact of the language on their own linguistic heritage.

Furthermore, the role of teachers in addressing these challenges cannot be overstated. Teachers of the Qur'an and Hadith are not only responsible for imparting knowledge but also for fostering an environment conducive to learning. Research conducted by highlights the importance of teachers in ensuring accurate pronunciation and understanding of the Qur'anic verses, which is essential for effective learning (Jannah & Risnawati, 2022). This suggests that teacher training programs should emphasize the development of pedagogical skills that enhance students' linguistic abilities.

Integration of modern teaching methods, such as the use of visual aids and technology, can also significantly improve vocabulary acquisition. explored the importance of Arabic schema in understanding the Qur'an, which showed that visual and contextual learning can improve memorization and comprehension (Hussin et al., 2021). By combining various teaching tools, Qur'an and Hadith teachers can cater to different learning styles and increase student engagement.

Furthermore, the challenges faced by teachers are not limited to pedagogical strategies but also include socio-cultural factors that influence students' attitudes towards learning Arabic. showed that perceived difficulties in Arabic can prevent students from fully engaging with it (Faruq et al., 2022). This highlights the importance of creating a positive learning environment that encourages students to embrace the language as a means of accessing their religious texts.

Furthermore, the concept of teacher professionalism, as explored, is critical in understanding how teachers can effectively navigate the complexities of teaching Arabic mufradat (Yumawan & Anwar, 2022). Professional development programs that focus on integrating Qur'anic teachings with modern educational practices can empower teachers to become more effective educators.

In conclusion, the influence of Al-Qur'an and Hadith teachers on the morphology of Arabic vocabulary is a complex interaction between pedagogical strategies, cultural context, and teacher professionalism. By addressing the challenges faced in teaching Arabic grammar, educators can enhance students' understanding and appreciation of the language, ultimately leading to deeper engagement with the Qur'an and Hadith. Integrating effective teaching methodologies, historical perspectives, and modern educational practices will be crucial in addressing these challenges and nurturing a generation of learners who are fluent in Arabic.

D. CONCLUSION

A problematic analysis of Al-Qur'an and Hadith teachers on Arabic vocabulary morphology at MTs Teungku Chik Pante Kulu, Aceh Besar District has revealed challenges and opportunities in teaching and learning Arabic. The findings revealed that teachers face various difficulties related to the morphological structure of Arabic vocabulary, which impacts the effectiveness of their teaching. It is clear that there is a need for further professional development and training for teachers to improve their competence in teaching Arabic. In addition, this study also highlights the importance of implementing innovative teaching strategies and resources to address the identified problems and to improve students' overall learning experience.

An analysis of the problems faced by Al-Qur'an and Hadith teachers in handling Arabic mufradat morphology at MTs Teungku Chik Pante Kulu, Aceh Besar District revealed several major challenges. These challenges include the need for more comprehensive teacher training, the development of effective teaching materials, and the application of innovative teaching methods. It is clear that the lack of resources and support for teachers in this area has contributed to the difficulties they face in teaching Arabic morphology.

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