Ajamiy: Jurnal Bahasa dan Sastra Arab
E-ISSN 2657-2206 / P-ISSN 2252-9926
https://journal.umgo.ac.id/index.php/AJamiy/index
http://dx.doi.org/10.31314/ajamiy.14.2.574-585.2025

Lexicographic Analysis of Al-Mu'jam Al-'Arabiy Baina Yadaik: A Study on Its Type and Features

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Abstract

Dictionaries are essential tools that facilitate understanding of word meanings and enhance vocabulary mastery, especially for non-native speakers. They not only serve as translation aids but also help learners understand word origins, forms, synonyms, and antonyms, which are crucial for effective communication in a globalized world. Dictionaries are the end product of lexicography. The aim of this research is to identify and categorize the types of dictionaries found in Al-Mu'jam Al-'Arabiy Baina Yadaik including the characteristics and functions of each type. Furthermore, the research aims to explore the features that support language learning within this dictionary, such as the organization of entries, the use of illustrations, and the presentation of information that facilitates comprehension for Arabic language learners. This research is a qualitative study with descriptive analysis employing a literature review approach. The results of this article categorize this Dictionary as a monolingual, specialized, printed, pocket, and visual dictionary. Key features supporting language learning include phonetic alphabetical order, consistent verb conjugation formats, contextual usage examples, and references to verses from the Quran.

Keywords: Dictionary; Lexicography; Al-Mu'jam Al-'Arabiy Baina Yadaik

Abstrak

Kamus merupakan alat penting yang memudahkan pemahaman makna kata dan meningkatkan penguasaan kosakata, terutama bagi penutur non-asli. Kamus tidak hanya berfungsi sebagai alat bantu penerjemahan, tetapi juga membantu pelajar memahami asal kata, bentuk, sinonim, dan antonim, yang sangat penting untuk komunikasi yang efektif di dunia yang mengglobal. Kamus adalah produk akhir dari leksikografi. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mengkategorikan jenis-jenis kamus yang terdapat dalam "Al-Mu'jam Al-'Arabiy Baina Yadaik," termasuk karakteristik dan fungsi masing-masing jenis. Selain itu, penelitian ini bertujuan untuk mengeksplorasi fitur-fitur yang mendukung pembelajaran bahasa dalam kamus ini, seperti pengorganisasian entri, penggunaan ilustrasi, dan penyajian informasi yang memudahkan pemahaman bagi pelajar bahasa Arab. Penelitian ini adalah studi kualitatif dengan analisis deskriptif yang menggunakan pendekatan tinjauan pustaka. Hasil dari artikel ini mengkategorikan kamus ini sebagai kamus monolingual, khusus, cetak, saku, dan visual. Fitur utama yang mendukung pembelajaran bahasa meliputi urutan alfabet fonetik, format konjugasi kata kerja yang konsisten, contoh penggunaan kontekstual, dan referensi ke ayat-ayat Al-Quran

Kata Kunci: Kamus; Leksikografi; Al-Mu'jam Al-'Arabiy Baina Yadaik

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A. Introduction

Dictionaries have a long-standing and essential role in language learning and education, acting as crucial tools for understanding word meanings and applications. They are

particularly beneficial for non-native speakers, helping them acquire both common and rare vocabulary, thus enhancing their linguistic competence[1]. As Robert Ilson (1985) noted, "The dictionary is the most successful and significant book about language," highlighting its importance as a comprehensive linguistic resource. In language education, dictionaries empower learners to build vocabulary, discover definitions, and practice spelling, which are fundamental skills in listening, speaking, reading, and writing[2].

In the context of Arabic language learning, dictionaries serve not only as translation aids but also as tools for grasping word meanings[3]. They enable students to explore word origins, identify forms, and understand synonyms and antonyms. This foundational support is increasingly vital in a globalized world where effective communication across languages is essential. The evolution of dictionaries has solidified their status as indispensable resources in language learning. Modern dictionaries provide more than definitions; they include information on spelling, pronunciation, etymology, and grammar[4].

Despite their advantages, learners often face challenges with unfamiliar vocabulary and multiple meanings. In these situations, dictionaries offer clarity and guidance[5]. Various types of dictionaries help learners decode unknown words and construct accurate sentences.

Among the many dictionaries available, Al-Mu'jam Al-'Arabiy Baina Yadaik stands out as a key resource for Arabic learners due to its comprehensive nature and organized information[6]. This research article titled "Lexicographic Analysis of *Al-Mu'jam Al-'Arabiy Baina Yadaik*: A Study on Its Type and Features" will explore the unique characteristics of this dictionary. By examining its structure and features through the lens of lexicography, we aim to highlight its significance in enhancing Arabic language education and supporting vocabulary mastery among learners.

Research on the book *Silsilah Al-'Arabiyyah Baina Yadaik* has seen significant development, covering various aspects of teaching and its effectiveness in Arabic language learning. However, in-depth and specific studies on Al-Mu'jam Al-'Arabiy Baina Yadaik remain relatively scarce. Here are some previous studies related to this dictionary: (1) A study titled "*Al-Mu'jam Al-'Arabi Kitab Al-'Arabiyyah Baina Yadaik*" by A. Samsul (2020), which discusses the brief history of the dictionary's author, usage guidelines, and the strengths and

[1] Alex Boulton and Sylvie De Cock, 'Dictionaries as Aids for Language Learning,' in *International Handbook of Lexis and Lexicography*, ed. P. Hanks and G.-M. de Schryver (New York: Springer, 2017).

[2] Agustinus Marjun, 'An Analysis Students' Perception on the Use of Paper and Electronic Dictionary,' *Edumedia: Jurnal Keguruan dan Ilmu Pendidikan* 5, no. 1 (May 2021): 1-5.

[3] R. Taufiqurrochman, 'Advantages and Disadvantages of Arabic Dictionary Applying Morphological System for Learning Arabic in Indonesia,' *LiNGUA* 14, no. 2 (December 2019).

[4] Mphoentle Makoko and Thapelo Otlogetswe, 'The Use of the Monolingual English Dictionary in Botswana Junior Secondary Schools,' *Marang: Journal of Language and Literature* 33 (2020).

[5] Nnenna Gertrude Ezeh, Esther Chikaodi Anyanwu, and Chibuzo Martin Onunkwo, 'Dictionary as an Effective Resource in Teaching and Learning of English as a Second Language: Complementing Instructions,' *English Language Teaching* 15, no. 4 (2022).

[6] Alvi Huda Almimbar, Irawan Dwi Kurnianto, and Uril Bahruddin, 'Al-mu'jam Al-Aroby baina Yadaik wa Manhaju Ta'līfihi,' *Ukazh* 5, no. 1 (March 2024).

weaknesses of the dictionary. (2) "Dictionary of The Arabic Language for Non-Native Speakers: Al-Mu'jam Al-'Arabiy Baina Yadaik" by Salima Benmedour (2024). (3) An article titled "*Al-Jawanib Al-Shautiyyah fi Al Mu'jam Al 'Arabiy Baina Yadaik Namudzajan*" by Narul Hasyim Muzadi and Muh. Thahilal Jahidul Hasyb (2024). (4) An article "*Al-Mu'jam Al-Araby Baina Yadaik wa Manhaju Ta'lifihi*" by Alvi Huda Almimbar, Irawan Dwi Kurnianto, and Uril Bahruddin (2024), which highlights the author's history and its significance in language learning. (5) An article titled "The Arabic Dictionary in Your Hands: Analysis and Criticism" by Yasmine Belouettar (2022), which focuses on the analysis and success of this dictionary.

B. Method

This research is a qualitative study with descriptive analysis that employs a literature review approach. The literature review is conducted systematically to collect, process, and conclude information from various sources, such as reference books, articles, notes, and relevant journals[7]. This process includes analyzing literature related to the research topic, providing a strong theoretical foundation to address the issues at hand.In this study, the researcher collects and analyzes data to describe the characteristics and types of the dictionary "*Al-Mu'jam Al-'Arabiy Baina Yadaik*." A qualitative descriptive analysis method is used to provide an in-depth overview of the phenomenon being studied. The researcher acts as the primary instrument in data collection and processing, aiming to present a systematic and accurate analysis while offering new insights into the features of the dictionary and its contributions to Arabic linguistic studies.The research procedures include: (1) Collecting sources on lexicography; (2) Collecting sources on types of dictionaries; (3) Reviewing the content of *Al-Mu'jam Al-'Arabiy Baina Yadaik*; and (4) Reading previous studies on the dictionary. By following these steps, it is hoped that this research can make a significant contribution to the understanding of lexicography and the specific features of the dictionary in question.

C. Results and Discussion

Lexicography

Lexicography is a vital branch of linguistics that merges various linguistic studies, including phonology, morphology, syntax, and semantics. Its primary output is dictionaries, which necessitate thorough and precise documentation of vocabulary [8]. This field can be broadly categorized into two main types: practical lexicography, which involves the actual

[7] Rita Kumala Sari, 'Penelitian Kepustakaan dalam Penelitian Pengembangan Pendidikan Bahasa Indonesia,' *Jurnal Borneo Humaniora*, August 2021: 60-69, Milya Sari and Asmendri, 'Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA,' *NATURAL SCIENCE: Jurnal Penelitian Bidang IPA dan Pendidikan IPA* 6, no. 1 (2020): 41-53.

[8] Wiranto Aji Dewandono, 'Leksikologi dan Leksikografi dalam Pembuatan dan Pemaknaan Kamus,' *PARAMASASTRA* 7, no. 1 (March 2020).

creation and compilation of dictionaries, and theoretical lexicography, which focuses on the study and development of dictionary-related theories.

The essence of lexicography lies in its dual role. On one hand, it entails the systematic observation, collection, selection, analysis, and description of lexical items—words and their combinations—across one or more languages. When multiple languages are involved, lexicography also engages in comparative analysis. On the other hand, it encompasses theoretical frameworks that guide the compilation processes, features, purposes, and usage of dictionaries[9]. This comprehensive approach highlights lexicography as not merely a practical endeavor but also a scholarly pursuit that informs language teaching, standardization, interlinguistic relations, and scientific vocabulary analysis[10].

Historically, lexicography gained significant recognition in Russia during the late 20th century through influential scholars such as V.V. Vinogradov and L.V. Shcherba. Modern lexicography is characterized by its multidimensional nature, which integrates theory with practice while acknowledging the interplay between vocabulary and grammar[11]. The discipline is structured around two core aspects: theoretical lexicography—which includes the study of dictionary elements and history—and practical lexicography—focused on the actual compilation of dictionaries. Ultimately, lexicography stands as an autonomous science that combines linguistic rigor with creative artistry in dictionary-making.

Dictinary's Type

According to Keraf and Chaer, dictionaries can be classified according to the target language into three types: monolingual, bilingual, and multilingual.

1. Monolingual Dictionary : A monolingual dictionary defines words using the same language for both the source and target.
2. Bilingual Dictionary : A bilingual dictionary lists words from one language, providing their meanings and usage examples in another language. It consists of two distinct languages, such as English-Indonesian or French-Indonesian dictionaries.
3. Multilingual Dictionary : A multilingual dictionary features words with equivalents in more than two languages. It serves users needing translations across multiple languages, such as English-Indonesian-Dutch dictionaries[12].

[9] Lars Trap-Jensen and Bo Svensén, 'A Handbook of Lexicography: The Theory and Practice of Dictionary-Making,' *International Journal of Lexicography* 23, no. 2 (June 2010): 223–227.

[10] Mehriniso Uktamovna Khusenova, 'Lexicography, Types of Dictionaries,' in *Topical Issues of Teaching Foreign Languages,* Republican scientific-practical online conference, March 17-18, 2021.

[11] Dilrabo Askarovna Ubaidova and Dilfuza Kamilovna Ergasheva, 'The History of the Creation of Lexicographic Dictionaries, Theoretical and Practical Ways of Development,' *European Journal of Research Development and Sustainability* 2, no. 3 (March 2021).

[12] Sujarno, Leksikografi Indonesia: Konsep Dasar, Fungsi, Isi, Dan Jenis Kamus, *INOVASI* XVIII, no. 1 (January 2016).

Additionally, the types of dictionaries can be viewed in terms of their content, which is divided into two categories: general dictionaries and specialized dictionaries[13]. The main difference between a general dictionary and a specialized dictionary lies in their foundation and scope. A general dictionary is built on a stable linguistic corpus, often derived from older dictionaries, and covers a wide range of everyday vocabulary. In contrast, a specialized dictionary evolves with new concepts and terminology, focusing on specific fields or subjects. In terms of scope, general dictionaries represent all branches of knowledge without delving deeply into any specific area. Specialized dictionaries, however, provide detailed explanations and definitions within a particular domain, offering targeted support for readers interested in specific fields[14].

Bo Svensen categorizes dictionaries into four types based on their structure and dimensions[15]:

- The Pocket Dictionary (*Mu'jam Al-Jaib*) generally holds between 5,000 and 15,000 words. Due to its compact design, this dictionary is easily portable and ideal for daily usage.
- The Concise Dictionary (*Al-Mu'jam Al-Wajiz*) contains about 30,000 words. Designed to offer more detailed information than the pocket dictionary, yet retaining a relatively slim profile.
- The Medium-Sized Dictionary (*Al-Mu'jam Al-Wasith*) encompasses between 35,000 and 60,000 terms. With a larger build than the concise version, it accommodates additional entries and explanations.
- The Large Dictionary (*Al-Mu'jam Al-Kabir*) comprises over 60,000 entries. As the most extensive resource available, it frequently serves as a principal reference point within linguistic research or specialized domains.

Hakim and Reza categorize dictionaries into three main types[16]:

1. Printed Dictionaries: These are conventional books that contain a comprehensive collection of vocabulary and their definitions in a tangible format.
2. Digital Dictionaries: This category encompasses dictionaries that exist in digital format, accessible through software on electronic devices. Digital dictionaries provide benefits such as quicker search functions and more intuitive interfaces compared to their printed counterparts.

[13] Hamid Sadiq Qunaibi, *Al-Ma'ajim wal-Mustalahat: Mabaḥith fi al-Mustalahat wal-Ma'ajim wal-Ta'rib* (Jeddah: Al-Dar Al-Saudiyyah lil-Nashr wal-Tawzi', 2000).

[14] Nabil Huwaili, 'Darasa fi al-Ma'ajim al-Mukhtasa: Ma'jam al-Asatir Anmuthajan,' *Majallat al-Mumarasat al-Lughawiyyah* 33 (2015): 59-72.

[15] R. Taufiqurrochman, Dr. MA. *Pengembangan Kamus Tarbiyah Indonesia-Arab Arab-Indonesia*. Penelitian Kompetitif Dosen FITK Tahun 2015 (Malang: Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, 2015).

[16] Bagusradityo Aryobimo, *Pengembangan Kamus Arab Tematik: Validitas, Kelayakan, dan Efektivitas* (Nas Media Indonesia, 2023).

3. Online Dictionaries: These dictionaries are available on the internet, enabling users to easily find translations and definitions. They often feature instant translation capabilities, making them a favored choice for those seeking quick access to information.

Dictionaries come in a wide variety due to their purpose and presentation style for users. This variation is heavily influenced by the initial goal and target audience. Classification of Dictionaries According to Imel Ya'qub[17]:

1. Language Dictionary (*Lugawi*): Focuses on a single language, offering detailed definitions, synonyms, and usage examples. Examples include "Al-Munjid" for Arabic and English-to-English dictionaries.
2. Translation Dictionary (*Ma'ani*): Facilitates comprehension between two languages by providing translations from one language into another. Use dates back to ancient Sumeria around 300 BC.
3. Thematic Dictionary (*Maudhu'i*): Groups words with similar meanings into specific themes, making it easier to find relevant vocabulary. Notable examples include "*Al-Mukhaṣṣaṣ*" by Ali bin Ismail for Arabic words organized by meaning rather than alphabetical order.
4. Derivative Dictionary (*Isytiqaqi*): Traces word origins from various languages like Arabic, Persian, and Greek. Can be searched using software like Poliglot 3000 or through specific dictionaries.
5. Evolutionary Dictionary (*Tathawwuri*): Examines historical changes in word meanings over time, detailing shifts and expansions with underlying reasons. Crucial for understanding semantic changes within cultural contexts and serving valuable resources for historical linguistics and etymology.
6. Specialist Dictionary (*Takhashshushi*): Focuses on specialized fields like medicine or music, excluding general terms. Example includes "*At-Tazkirah*" detailing plant names and characteristics.
7. Informative Dictionary (*Dairah* or *Ma'lamah*): Offers comprehensive explanations including related information about language history and notable figures. Example includes "*Dairah Al-Ma'arif*" which has significantly contributed to preserving linguistic knowledge.
8. Visual Dictionary: Uses images to convey word meanings, providing an innovative approach to lexicography. The use began with "*Al-Munjid*" in 1908 but has sparked debates over depicting religious figures.
9. Book Dictionary (*Mu'jam Al-Kitab*): Assists users in understanding vocabulary within specific texts often found in textbooks. Essential tools for students and

[17] Septika Rudiamon et al., *LEKSIKOLOGI BAHASA ARAB: Konsep Dasar, Hubungan, dan Sejarah Perkembangan* (Malang: Literasi Nusantara Abadi, 2024).

teachers helping clarify unfamiliar terms and enhance comprehension of educational materials.

Al-Mu'jam al-'Arabiy Baina Yadaik

This dictionary is titled *Al-Mu'jam Al-'Arabiy Baina Yadaik* because it accompanies the Arabic language learning textbook series Silsilah *Al-'Arabiyyah Baina Yadaik*[18]. It was compiled by Dr. Abdul Rahman Ibn Ibrahim Al-Fawzan, Dr. Mukhtar Al-Tahir Hussain, and Dr. Muhammad Abdul Khaliq Muhammad Fadhl, edited by Dr. Mohammed Ibn Abdul Rahman Al-Shaikh, and published in Riyadh, Saudi Arabia, by *Al-'Arabiyyah li al-Jami'*.

The purpose of this book is to equip learners with proficiency in three competencies[19]:

1. Linguistic Competence: This encompasses four language skills: listening comprehension, speaking, reading, and writing. It also includes three language elements: phonetics, vocabulary, and grammatical structures. The book uses standard Arabic without relying on regional dialects or intermediary languages.
2. Communicative Competence: The book is designed to train users to communicate effectively in Arabic, express ideas orally and in writing (*ta'bir syafawi and tahriri*), and construct sentences or expressions suitable for everyday situations.
3. Cultural Competence: Cultural understanding is introduced through various aspects of Arab culture and Islamic principles.

The *Al-Mu'jam Al-'Arabiy Baina Yadaik* dictionary was compiled by the same team responsible for Silsilah *Al-'Arabiyyah Baina Yadaik* and published by the same publisher. This dictionary contains 403 pages, with a length of 26 cm, a width of 20 cm, and a height of 2.5 cm, resulting in a volume of 1,300 cm^3[20].

This dictionary is designed to assist Arab students at various educational levels, as well as non-Arab learners of the Arabic language[21]. The compilers noted that with the growing spread of the Arabic language and the increasing need for non-native speakers to learn it, traditional dictionaries designed for native Arabic speakers are insufficient for meeting the needs of non-Arab learners. Thus, specialized dictionaries tailored to these learners' needs and proficiency levels were necessary.

This dictionary is aimed at students and learners, whether studying in formal educational institutions or independently. Its methodology is flexible and suitable for both

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[18] A. Samsul Ma'arif, 'Al-Mu'jam Al-'Arabiy Kitab Al-'Arabiyyah Baina Yadaik,' *Insyirah Jurnal Ilmu Bahasa Arab dan Studi Islam* 3, no. 1 (June 2020). Alvi Huda Almimbar, Irawan Dwi Kurnianto, and Uril Bahruddin, 'Al-mu'jam Al-Aroby baina Yadaik wa Manhaju Ta'līfihi,' *Ukazh* 5, no. 1 (March 2024).

[19] Irsal Amin, 'Buku Al-Arabiyah Baina Yadaik pada Program Intensif Language Learning Pusat Pengembangan Bahasa IAIN Padangsidimpuan,' *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* 7, no. 1 (June 2021)., Muhammad Ediyani et al., 'The Analysis of Arabic Learning Materials in Al-'Arabiyah Baina Yadaik Book with the Principle of Material Development Approach,' *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 3, no. 2 (May 2020): 965-974.

[20] Yasmine Belouettar, 'The Arabic Dictionary in Your Hands: Analysis and Criticism,' *Majallah al-Lughah al-Wazifiyyah* 9, no. 1 (2022).

[21] Alvi Huda Almimbar, Irawan Dwi Kurnianto, and Uril Bahruddin, 'Al-mu'jam Al-Aroby baina Yadaik wa Manhaju Ta'līfihi,' *Ukazh* 5, no. 1 (March 2024).

intensive and non-intensive learning programs. It is also well-suited for beginners with no prior knowledge of Arabic, as it starts with foundational skills (listening, speaking, reading, and writing) and progresses to enable communication with native Arabic speakers. Additionally, it supports those intending to pursue higher education in Arabic-speaking countries.

These dictionaries simplify word searches and differ from traditional dictionaries, which typically organize entries based on roots (*juzur*) followed by derivatives. The dictionary contains over 7,000 words and phrases selected based on their relevance and importance to learners. Words are thoroughly explained using synonyms, antonyms, and examples from the Qur'an, Hadith, and simple sentences. Illustrative examples include nearly 1,600 colored images to clarify meanings. Sources for the dictionary's entries include the Qur'an, Hadith, poetry, proverbs, and everyday language. The dictionary also incorporates vocabulary from the *Silsilah Al-'Arabiyyah Baina Yadaik*, supplemented by frequently used and widely recognized words. It draws on *Al-Mu'jam Al-'Arabiy Al-Asasiy* and other dictionaries, using a methodology that prioritizes word popularity and significance.

The dictionary is arranged alphabetically to facilitate learners' searches and includes appendices covering various linguistic topics such as grammar, morphology, spelling, and punctuation.

Ahmad Mukhtar Omar emphasized that the dictionary serves several functions, including:

1. Explaining words and providing their meanings or multiple meanings.
2. Clarifying the pronunciation of words.
3. Detailing the correct spelling of words.
4. Identifying the morphological function of words.
5. Highlighting the level of word usage.

However, the authors acknowledged that while the dictionary fulfills most of these functions, it does not address the level of word usage in detail.

Here are the features of *Al-Mu'jam Al-'Arabiy Baina Yadaik* that are designed to facilitate Arabic language learning for non-Arab speakers, using an interactive, relevant approach that meets the needs of modern learners[22].

This dictionary arranges entries in phonetic alphabetical order, computerized as follows:

ء ا أ ؤ إ ئ ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل لا م ن و ى ي

Thus, the learner can quickly find the desired entries, as they are organized according to their pronunciation, i.e., by their initial letters. This dictionary includes all the words found in the *Al-'Arabiyyah Baina Yadaik* series from the Arabic for All project. Additional words

[22] Abdur Rohman Fauzan Al-Fauzan, *Mu'jam Aroby Al-Arobiyah Baina Yadaik* (Al Riyadh: Mu'assasah Waqf al-Islamy, 2013).

of common usage and importance were added, bringing the total number of entries to 7,600 words. The methodology for adding entries was focused on the word's commonality and significance. Therefore, in the process of addition, words that have become obsolete or archaic due to linguistic evolution were excluded. Likewise, old meanings of words still in use were omitted if those meanings have been abandoned or are rarely used. The Basic Arabic Dictionary and other lexicons were referred to and greatly benefited from.

Features of *Al-Mu'jam Al-'Arabiy Baina Yadaik* designed to facilitate arabic language learning for non-native speakers.

1. Alphabetical Ordering Based on Pronunciation : The entries are arranged alphabetically according to their pronunciation rather than root or isolated origin; thus, words like الشرك appear under the letter *Hamzā'* instead of *Shīn*.
2. Consistent Verb Conjugation Format : If the entry is a verb in the past tense (*fi'il maḍi*), its present tense (*mudhari'*) form immediately follows it with the 'ain letter vowelized, followed by the infinitive (*Maṣdar*). Example: (أبدع يبدع إبداعًا).
3. Multiple Meanings Separated by Numbers : When a word has multiple meanings, these are distinguished by numbers enclosed in parentheses (1), (2) etc., noting that we have listed only the most common and significant ones. We differentiate between literal and figurative meanings, sensory and abstract concepts (pure).
4. *Maṣdar* : Entries marked as sources Mashdar; we focus primarily on the most frequent and commonly used source forms. For instance, (إبداعا), meaning 'to create', see (أبدع).
5. Jamak Taksir Entries Directed to Singulars : Jamak Taksir entries are directed towards singular nouns. Example: (أبحاث) refers back to (بحث).
6. Feminine Names (*muannaṡ*) Translated to Masculine (*muẓakkar*) : Feminine names are translated to masculine when necessary. Example: (أخرى) translates to (آخر).
7. No consideration is given to the use of shaddah (gemination) in the arrangement of materials; a letter with shaddah is treated as a single letter. Example: (أجر: أ ج ر).
8. The definite article (ال) was omitted from the entries. However, it was included in parentheses for words whose spelling changes when (ال) is removed, such as غالي (الغالي) and والي (الوالي). It was also retained when necessary, as in the case of the Most Beautiful Names of Allah, such as عليم رزاق (العليم – الرزاق).
9. Placement of *Alif Maqṣurah* (ى) : Alif maqshurah is positioned before ya (ي).
10. The order of Hamza characters is as follows: ء - ا - أ - ؤ - إ - ئ.
11. Ta Letters : Regular ta (ت) is ordered before *ta marbuṭah* (ة).
12. Focus on Jamak Taksir Only : We focused solely on Jamak Taksir, omitting mention of sound masculine (*jamak muẓakkar salim*) and feminine plurals (*jamak muannaṡ salim*) due to the ease of forming them by adding suffixes such as (ون), (ين), and (ات), except in rare cases.

13. Including Proverbs Where Relevant : Some proverbs were included if deemed important for understanding contextually.
14. Varied Explanation Styles Depending on Context : Explanations vary based on necessity; sometimes illustrations or diagrams are provided while other times synonyms, opposites, contextual explanations, definitions, or combinations thereof are used. Approximately 1600 illustrative images accompany some terms to clarify meanings further.
15. Using Quranic Verses to Explain Terms : Meanings are supported by verses from the Holy Quran believing that Muslim learners can link new vocabulary to its significance within religious texts. These verses come last among examples making them easier to absorb.
16. Utilizing Symbols Like Parentheses and Brackets
    - Symbols like (ج) indicate *Jamak Taksir* generally speaking,
    - (مذ) stands for masculine,
    - (مؤ) stands for feminine.
    - Braces enclose Quranic text,
    - Parentheses ( ) enclose Hadith text.
    - Forward slash / indicates alternatives.
17. Appendix : The appendix includes supplementary information on grammar, morphology, spelling, and punctuation rules.

D. Conclusion

Based on the provided descriptions, *Al-Mu'jam Al-'Arabiy Baina Yadaik* can be categorized into several types of dictionaries. First, it is classified as a Monolingual Dictionary (Uhadiyyullughoh) because it provides definitions and explanations solely in Arabic, making it suitable for learners who are focused on mastering the Arabic language itself. Additionally, this dictionary is also a Specialized Dictionary (*Al-Mu'jam Al-Khaṣ*) and Book Dictionary (*Mu'jam Al-Kitab*), as it contains vocabulary specifically drawn from the "*Al-'Arabiyyah Baina Yadaik*" series, making it a tailored resource for users of that educational material.

In terms of format, this dictionary falls under the category of Printed Dictionaries, which are traditional books containing a comprehensive collection of vocabulary. It can also be referred to as a Pocket Dictionary (*Mu'jam Al-Jaib*) because it contains approximately 7,600 entries, a number that fits within the range typically associated with pocket-sized dictionaries designed for portability and everyday use. Furthermore, this dictionary functions as a Visual Dictionary, featuring around 1,600 illustrative images accompanying many terms, which help learners visualize concepts and enhance their retention.

The features that support language learning in this dictionary include the organization of entries based on Phonetic Alphabetical Order, facilitating easier access for learners who

may struggle with traditional root-based arrangements. Additionally, there is a Consistent Verb Conjugation Format, which aids learners in understanding verb forms by providing past tense, present tense, and infinitive forms together. The dictionary also distinguishes between various meanings of words through Contextual Usage, enhancing comprehension by providing context through numbered listings and examples. Lastly, the use of Quranic Verses to explain terms connects vocabulary to its significance in religious texts, which is particularly beneficial for Muslim learners.

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