

## **Utilizing Platform Quranic Arabic Corpus for Arabic Linguistic Education Based Quranic Grammar**

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### **Abstract**

The digital era is an era where all information matters can be accessed through digital media. Many digital platforms that can be used to support even the main platform in learning are no exception for Arabic learning platforms. One of the Arabic learning platforms that can be used for the field of linguistics is the Quranic Arabic Corpus Platform. But it is very unfortunate because there are still very few students, Arabic teachers, and also Arabic lecturers who still apply the Quranic Arabic Corpus platform in their teaching. Even though this platform has very many benefits and conveniences that can be obtained by students and lecturers. Research is a descriptive qualitative research literature study by trying to describe an Arabic language learning platform and its use in environmental education. From the results of the study, it was found that the Arabic learning model using The Quranic Arabic Corpus Platform can improve the proficiency of making sentences in Arabic, increase the quantity of Arabic vocabulary, and increase understanding of the position of each word in Arabic so that in short this platform makes it easier for students to learn Arabic grammar. This paper recommends that Arabic learning activities be maximized by using the Quranic Arabic Corpus platform.

**Keywords:** Linguistic; Platform, Qur'anic Arabic Corpus, Quranic Grammar

### **INTRODUCTION**

The Qur'an is the source of the many sciences that exist in this world.<sup>1</sup> Among them is science, because the Qur'an commands reading. There is also the Qur'an source of historical knowledge, because in the Qur'an narrated the dynamics of the lives of prophets and apostles and people in ancient times. In addition, the Qur'an is also a source of science such as mathematics, the proof is that in the verses of the Qur'an there is an explanation of numbers in terms of addition. Not only that, the most obvious and identical to the Qur'an is its religious and linguistic science.<sup>2</sup> This can be seen from the choice of words, prose, even the sentence structure described is extraordinarily beautiful and even the Qur'an is used as a reference source for making the basis of Arabic grammatical law. Thus finally came the science of grammar (naḥwu), morphology (šaraf), rhetoric or

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<sup>1</sup> Zafar Ahsan, "The Qur'an, Basic Scientific Research and Technology (Perspective)," *Revelation and Science* 3, no. 01 (July 11, 2013), <https://doi.org/10.31436/revival.v3i01.84>.

<sup>2</sup> Abdul Majid Abidin, *Al-Madkhal Ila Dirāsah an-Naḥw al-'Arabiy 'Ala Ḍauī al-Lughāt al-Sāmiyat* (Cairo: Matba'ah as-Syabkasyi, 1951), 102.

composition (ballāghah), semantics (science of al-ma'āniy) and so on. This is because the language of the Qur'an is the most fluent, clear, and amazing language<sup>3</sup>

Arabic is not easy to learn, this is because Arabic has special characteristics that other languages do not have. Arabic has distinctive characteristics in aspects of history, religion, culture and language.<sup>4</sup> In terms of history, Arabic is considered an ancient language even among the oldest languages. From the cultural and religious aspects, Arabic is a sacred language that has been used in heaven even before the emergence of Islam itself. While from the linguistic aspect, Arabic has many aspects, phonological, morphological, grammatical, lexical and semantic aspects<sup>5</sup>.

Arabic language learning often encounters problems that hinder language scholars from understanding Arabic, these problems are linguistic problems and non-linguistic problems.<sup>6</sup> Linguistic problems such as sound system (aṣwāt al-'arabiyyah), vocabulary (mufrodāt), sentence system (qawāid and I'rāb), writing (kitābah), grammatical (tarākīb).<sup>7</sup> And non-linguistic problems in the form of in relation to socio-cultural differences in the form of various expressions and terms that do not exist in Indonesian, textbooks, social environment, age, first language (mother tongue), learning methods, media and learning facilities, curriculum, learning time, socio-politics, motivational motives and interest in learning<sup>8</sup>.

In terms of education, the problems encountered are not only from the side of the students, but the problems are also felt by educators. Many educators complain about problems in linguistic learning. And even worse, Arabic teachers who do not have professional competence will have an impact on low learning outcomes<sup>9</sup>. Among the complaints of teachers in linguistics lessons are the lack of learning media that support the learning process, students lack motivation in learning Arabic and lack of interest in learning Arabic, low student knowledge about Arabic, teaching materials that are not in

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<sup>3</sup> Abdullah Bin Husani Al-'Akbariy, *At-Tibyān Fi I'rāb al-Qur'ān* (Cairo: Isa Al-Babi Al-Halabi, 1976), 1.

<sup>4</sup> Agus Arwani, "The Role of the Arabic Language in Islamic Economy," *Alsinatuna* 3, no. 1 (December 30, 2017): 97–112, <https://doi.org/10.28918/alsinatuna.v3i1.6764>.

<sup>5</sup> Hasyim Asy'ari, "Khasais Al-Lughah al-'Arabiyyah al-Fusha Wa Makaniha Fi al-Din al-Islamiy," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 1 (June 7, 2018): 54–74, <https://doi.org/10.24042/albayan.v10i01.2595>.

<sup>6</sup> Salahuddin Mohd Shamsuddin and Siti Sara Binti Hj Ahmad, "Problems of Teaching Arabic Language to Non-Native Speakers and Its Methodological Solutions," *Advances in Social Sciences Research Journal* 6, no. 6 (July 1, 2019): 151–60, <https://doi.org/10.14738/assrj.66.6710>.

<sup>7</sup> Santi Andriyani, "APPLIED LINGUISTICS AND EDUCATIONAL LINGUISTICS," *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris* 3, no. 1 (2016), <https://doi.org/10.34001/edulingua.v3i1.497>.

<sup>8</sup> Zakiatunnisa Zakiatunnisa, Dinda Alfian Sukma, and Masiva Nada Faidah, "PROBLEMATIKA PEMBELAJARAN BAHASA ARAB DAN SOLUSINYA BAGI NON-ARAB," *International Conference of Students on Arabic Language* 4, no. 0 (July 18, 2020): 489–98.

<sup>9</sup> Anwar Sanusi, Sofyan Sauri, and Yayan Nurbayan, "NON-NATIVE ARABIC LANGUAGE TEACHER: LOW TEACHER'S PROFESSIONAL COMPETENCE LOW QUALITY OUTCOMES?," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (June 4, 2020): 45–60, <https://doi.org/10.15408/a.v7i1.12722>.

accordance with student abilities and also the lack of time allocation used for the teaching and learning process<sup>10</sup> With this problem, of course, there must be a new breakthrough in Arabic language learning. One of them is the use of digital technology as an innovation in Arabic language learning

One of the efforts to facilitate Arabic learning and increase students' learning motivation and enthusiasm in learning Arabic is by choosing the right method and media or learning platform. Methods play an important role as caretakers in presenting and teaching certain learning materials so that students understand and accept them.<sup>11</sup> The platform is no less important in packaging materials or teaching materials so that they are easily accessible and used by students. Especially in virtual learning, digital platforms are widely used and utilized in learning because they are proven effective in increasing student motivation.<sup>12</sup> One of the methods and platforms that can be used in learning Arabic with linguistic learning methods based on Qur'anic grammar uses the Quranic Arabic Corpus platform.<sup>13</sup>

Similar research that became a literature review of this research was divided into several themes, first is the use of platforms in Arabic language learning, second is Arabic learning methods, third, Arabic linguistic learning. First, research related to the use of platforms in Arabic language learning that has proven effective use is research on the reverso platform in šaraf learning using the reverso platform. This reverso platform is considered to make it easier for students to find conjugations or word changes in Arabic, how to find tašrīf lughawi and tašrīf istilah<sup>14</sup>. Then is a arabicpod101.com platform that can be used by students as a teaching resource as well as courses that are divided according to the level of student ability. For example, students do not speak Arabic at all, meaning that students enter the beginner category and so on. This platform can be easily used by students for Arabic language learning such as aspects of istimā' and kitābah.<sup>15</sup>

The second is research related to language learning methods, researchers get references that are quite relevant, namely Qur'an-based Arabic language learning. This

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<sup>10</sup> Khoirotun Ni'mah, "PROBLEMATIKA GURU DALAM MENGAJAR BAHASA ARAB," *Prosiding Konferensi Nasional Bahasa Arab* 6, no. 6 (2020): 593–603.

<sup>11</sup> fatahillah Hamzah, "APLIKASI TIKTOK SEBAGAI MEDIA PEMBELAJARAN BAHASA ARAB DI ERA DIGITAL," *Al-MUALLAQAT* 2, no. 2 (June 30, 2023): 44–54.

<sup>12</sup> Ramdhan Yurianto and Mujahidatul Aliah, "Virtual Learning Sebagai Praktik Pembelajaran Di Era Digital Pada Sekolah Dasar HJ. Isriati Baiturrahman 2 Semarang," *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar* 2, no. 1 (May 20, 2021): 1–11, <https://doi.org/10.59632/EDUKASITEMATIK.V2I1.89>.

<sup>13</sup> Ach Syarofi et al., "Strategi Inovatif Pembelajaran Bahasa Arab: Memanfaatkan HOTS Dan Teknologi Digital," *ICONIS: International Conference on Islamic Studies* 7 (September 19, 2023): 131–40.

<sup>14</sup> Ramdhan Yurianto, Nida Farhani Mubarakah, and Lulu Maulidia, "Penggunaan Platform Reverso Dalam Perkuliahan Bahasa Arab Pada Mahasiswa PAI UNU Purwokerto," *Tarling; Journal of Language Education* 7, no. 2 (2023): 211–26.

<sup>15</sup> Nasikhotun Nadiroh, Ramdhan Yurianto, and Ari Yusuf, "PENGENALAN ARABICPOD101.COM SEBAGAI PLATFORM E-LEARNING BAHASA ARAB UNTUK MAHASISWA UNU PURWOKERTO," *HARAKAH: Jurnal Penggerak Pendidikan* 1, no. 1 (2024): 17–26.

research uses development research to get the results that the Qur'an-based Arabic grammar learning model has passed the stages of design, development and assessment. Where the teaching materials developed are the purpose of teaching language, teaching materials and student worksheets. The teaching materials developed are nine subjects 1) Isim, fail and ḥarf, 2) isim mudzakkar and isim muannats; 3) Isim nakirah and isim ma'rifat; 4) Isim Mufrad, Mutsanna and Jama'; 5) Plural mudzakkar salim, plural muannats salim and plural taksir; 6) fi'il shahih and fi'il mu'tal; 7) fi'il mujarrad and fi'il mazid; 8) fi'il madhi and fi'il] mudhari and 9) fi'il amr. And from the results of expert validation, it shows that teaching components meet the requirements, are valid and effectively tested.<sup>16</sup>

The third is research related to linguistic learning and the Quranic Arabic Corpus platform itself which is the main object in this study. This study shows that linguistic learning can utilize the Quranic Arabic Corpus platform but this study does not specifically discuss the grammar of the Qur'an, this study discusses more about ontological concepts in this platform. And the benefits and ease of accessing the menu of ontological concepts in this platform. In addition, the focus of research is a combination of religious and linguistic sciences.<sup>17</sup>

Qur'anic grammar-based linguistic education according to researchers is one of the methods that can be used for the development of Arabic language competence. By presenting directly concrete examples in the Qur'an. This research is an answer to the lack of use of the Quranic Arabic Corpus Platform in Arabic language learning. therefore three questions can be formulated, namely what is the Quranic Arabic Corpus platform? What are the options on the Quranic Grammar menu on the Quranic Arabic Corpus platform? What are the benefits of the Quranic Arabic Corpus platform in linguistic education? These three questions are expected to be able to answer the problems faced in learning Arabic linguistic based on digital platforms.

## **METHOD**

This research is a Qualitative Descriptive Research, this study aims to describe the use of the Quranic Arabic Corpus Platform platform of PAI Study Program, Nahdlatul Ulama Purwokerto University. This research is a Library Research to obtain data and information related to the research topic. Literature research is carried out using literature such as books, notes, reports, journals and other related sources. This research does not involve collecting data from the field, but rather analyzing written sources.

The following stages are carried out in research: 1). Looking for the type of literature needed for research. At this stage, researchers separate primary and secondary library sources. Primary sources come from books. As for secondary sources using relevant research from scientific articles, modules, relevant books and seminar results. 2). Review and collect library materials and present literature studies with direct quotations

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<sup>16</sup> Emawati, "Pengembangan Model Pembelajaran Gramatika Bahasa Arab Berbasis Al-Qur'an Di Jurusan PAI FITK IAIN Mataram," in *Antologi Hasil Penelitian: Manajemen Kelembagaan & Pembelajaran Dalam Praksis Pendidikan Islam*, 2015, 182.

<sup>17</sup> Nur Ali, Mamluatul Hasanah, and Agung Prasetyo, "The Integration Of Qur'an And Linguistic Education Based On Ontology Of Qur'anic Concept In Quranic Arabic Corpus," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (June 30, 2020), <https://doi.org/10.18860/IJAZARABI.V3I2.9769>.

and indirect quotes. At this stage, researchers read, write, and review the selected literature and in accordance with the subject of study studied.<sup>18</sup>

## RESULTS AND DISCUSSION

### PLATFORM QURANIC ARABIC CORPUS

The platform in Indonesian is defined as 1) Work plan; Program 2) A statement of a group of people or party about a principle or policy 3) A high place: Panggun: Stage: pulpit 4) Station veranda: Platform. While its relation to digital digital platforms can be referred to as applications. This platform is a medium that can be used by someone as a learning medium. While the Quranic Arabic corpus platform is a linguistic resource that is annotated by showing Arabic grammar, syntax, and morphology in every word and sentence in the Qur'an. This corpus provides three levels of analysis: morphological annotations, syntactic tree banks, and semantic ontologies.

This Quranic Arabic corpus platform can be accessed online from Address <https://corpus.quran.com/> The platform comes with several menus that can be accessed by users to learn Arabic based on Qur'anic grammar. Broadly speaking, the menu on this platform is designed thematically. All explanations on this platform have been translated into English and similar grammar is searched in English. The display of this platform is as follows:

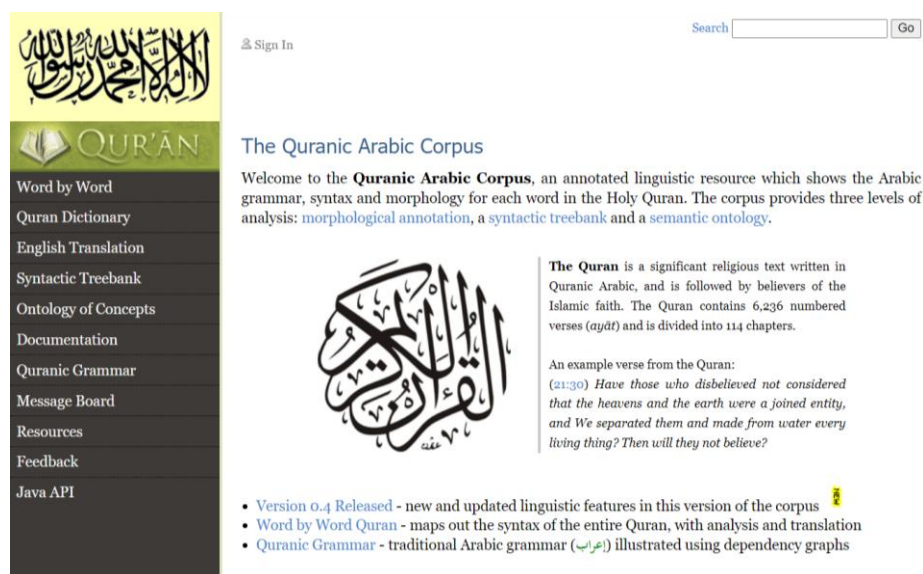


Figure 1. Platform Quranic Arabic Corpus

### MENUS OF PLATFORM QURANIC ARABIC CORPUS

This platform comes with several menus of options that can be used for learning Arabic grammar. The menus in this platform are as follows:

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<sup>18</sup> Milya Sari and Asmendri Asmendri, “Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA,” *Natural Science* 6, no. 1 (June 10, 2020): 41–53, <https://doi.org/10.15548/NSC.V6I1.1555>.

### 1. Word By Word

This menu makes it easy for users to search word by word in the Qur'an by easily selecting verses and surahs as well as equipped with syntactic and morphological explanations. The word-by-word menu makes it very easy for platform users to find the target word they are looking for.

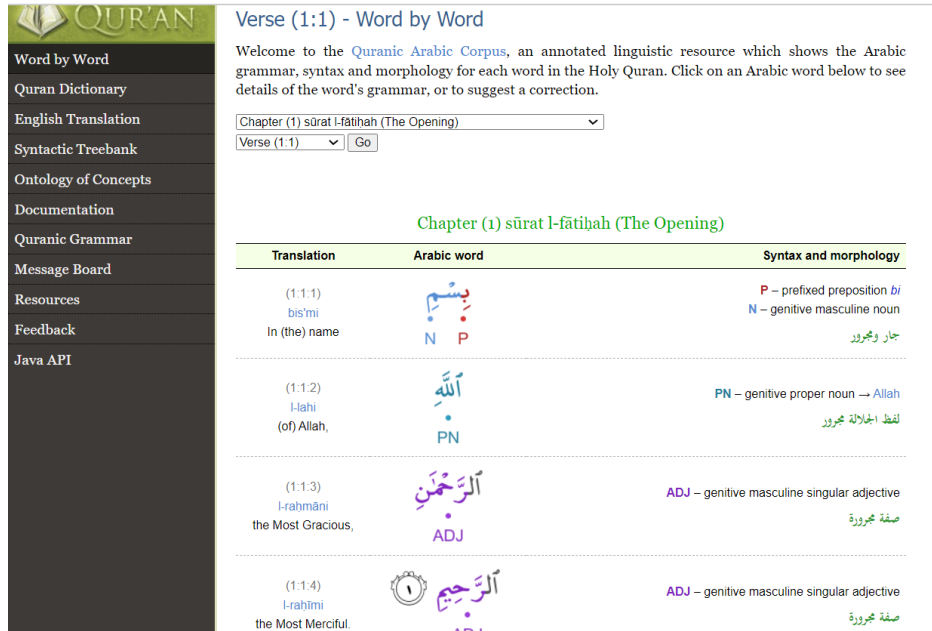


Figure 2. Word by Word In Platform Quranic Arabic Corpus

### 2. Quran Dictionary

This menu is here to facilitate the search for the meaning of vocabulary in the Qur'an, it's just that with the *abjadiyah* model in order starting from vocabulary starting with the letter *alif* and up to those beginning with the letter *ya*. In this menu, users get information about root words and their change words or *isytiqaq* be it verbs, nouns, adjectives and so on.



Figure 3. Word by Word menu in Quranic Arabic Corpus platform

In this menu there are several sub menus that can be used to help search vocabulary based on the list of verbs and also the morphological search menu this menu makes it easy for users to find how many vocabulary frequencies in Arabic or also search for one syllable and count the number in the Qur'an

### 3. English Translation

The menu is simply a menu that displays translations of the Qur'an in English. This English translation is not just one but in this menu presents several other English translations which can be seen in the following picture:

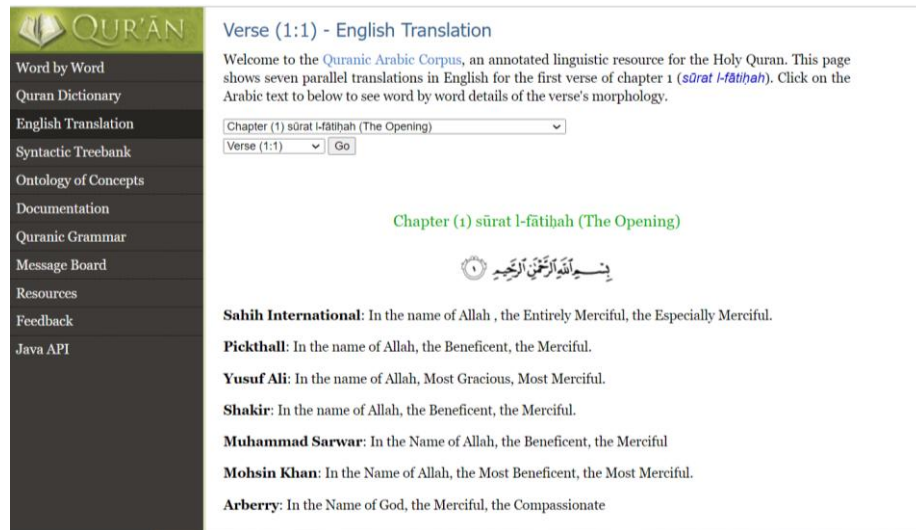


Figure 4. English Translation Menu on the Arabic Quran Korpus Platform

### 4. Syntactic Treebank

This menu comes with explaining the position of a verse in the Qur'an from syntax and morphology as well as with English translation. The material is designed based on schematics to make it easier for Arabic learners to understand the position of each word in the Qur'an.

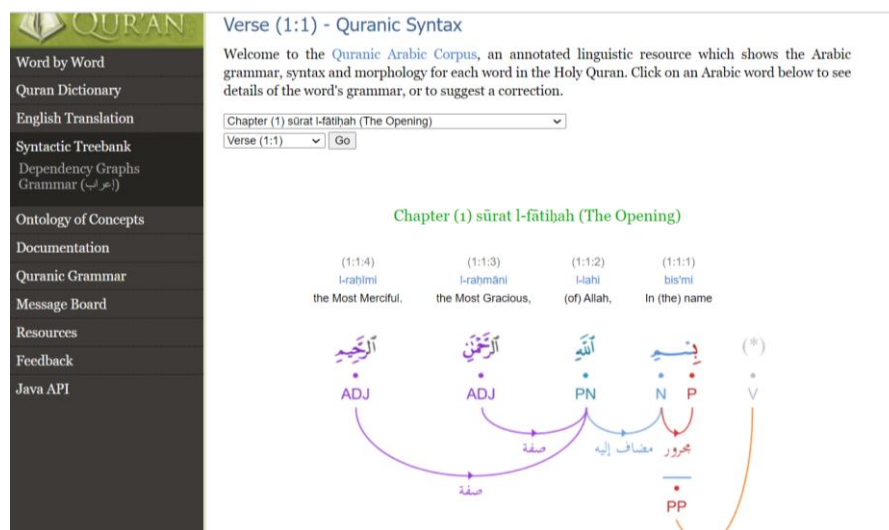
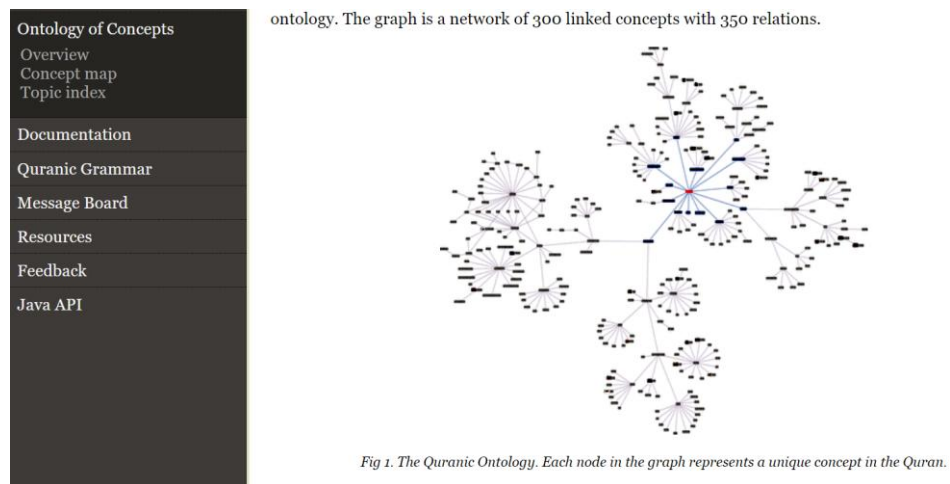


Figure 5. Syntactic Treebank menu inside Quranic Arabic Corpus platform



## Ontology Of Concept

This menu includes the main menu with quite a lot of speakers. The Qur'anic ontology uses representations of knowledge to define key concepts in the Qur'an, and shows the relationships between those concepts using predicate logic. The basic concepts in this ontology are based on knowledge contained in traditional sources of Quranic analysis, including the hadith of the Prophet Muhammad, and the tafsir of Ibn Kathir. Entities mentioned in verses, such as the names of historical people and places mentioned in the Quran, are associated with concepts in ontology as part of the marking of named entities. The diagram below shows a visual representation of an ontology. This graph is a network of 300 connected concepts with 350 relationships.



**Figure 6. Ontology of Concept menu inside Quranic Arabic Corpus platform**

### 5. Documentation

This menu contains some photos or pictures about the Arab region, such as date palm trees, deserts, camels and so on.

### 6. Quranic Grammar

In this menu there are several sub menus that can be learned, such as nominal sub menus, verbal menus, phrases and clauses, expressions, and letters. In each of these sub-menus are explained each of the things related to Arabic linguistics. Some sub-menus in this menu will be explained by researchers in the following explanation:

#### a) The Syntax of Nominals

The noun is one of the three fundamental parts of the speech section if it is based on classical grammar. In the case of nouns discussed several issues such as gender or gender, discussion of adjectives or *ṣifāt*, discussion of *idāfah*, discussion of *badal*, discussion of specifications or *tamyīz* and discussion of numbers or *arqām*.

#### b) Verbs, Subjects and Objects

Verbs are one of the fundamental parts of part of speech. Arabic verbs are divided time-wise into three, lampai verbs, present-day verbs and imperative verbs. In addition, there are also various forms of verbs in Arabic that exist in the Qur'an. They are *tulāṣi mujarrad* verbs or triliteral verb forms with a total of



10 forms and quadrilateral verbs with 4 verb forms. The Qur'anic example of a triliteral verb is the form فَعَلَ e.g. كَتَبَ, فَعَّلَ e.g. عَلَّمَ, فَاعَلَ e.g. شَاهَدَ, أَفْعَلَ e.g. إِسْوَدَّ إِفْعَلَّ إِفْعَلَّ e.g. إِتَّخَذَ, إِفْتَعَلَ e.g. انْقَلَبَ, اِنْفَعَّ e.g. تَجَاوَزَ, تَفَاعَلَ e.g. تَغَيَّرَ, تَفَعَّلَ, أَرَادَ, اِسْتَفْعَلَ e.g. اِسْتَعْفَرَ. The same is true of the quadrilateral verb form with the form اِفْعَلَّلَ, اِنْعُنَّلَ, تَفَعَّلَلَ, وَسَّوَسَ e.g. فَعَّلَّلَ.

Not only verb forms, but also subjects and objects in Arabic namely fail and mafūl bih. Verbs when viewed from the presence of a subject are called active verbs or vi'l ma'lūm and verbs without mentioning the subject are called fi'l majhūl or passive verbs, passive verbs equipped with nāib fail. For details, the differences are in the following picture:

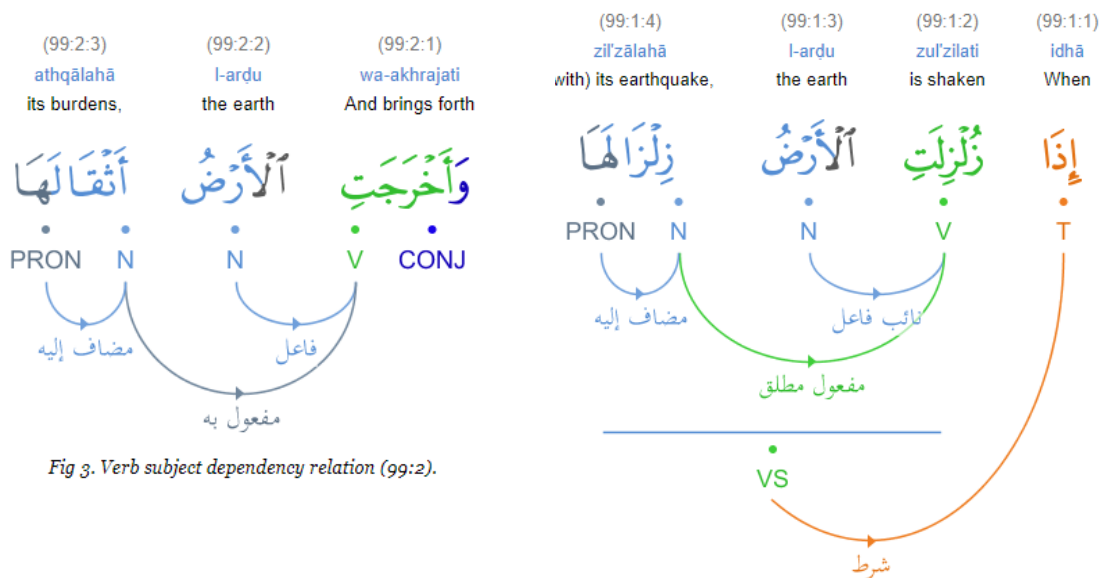


Fig 3. Verb subject dependency relation (99:2).

### Figure 7. Active verbs and pastive verbs in Arabic Linguistic

#### c) Prases and Clauses

This platform also comes with explaining the prose and clauses in the Qur'an. In this sub-menu are described prepositional phrases or jār majrūr, coordinate conjunctions such as ḥurf 'atf, subordinate conjunctions or sillah and conditional sentences where there are conditions and jawāb conditions. All these pronouns are complements juxtaposed to nouns so that they become a phrase or clause in Arabic language.

There is a pervasive use of ḥuruf Jār, as well as isim mauṣūl, which is a word that connects one word to the next. For more details can be seen directly on the example bellow:

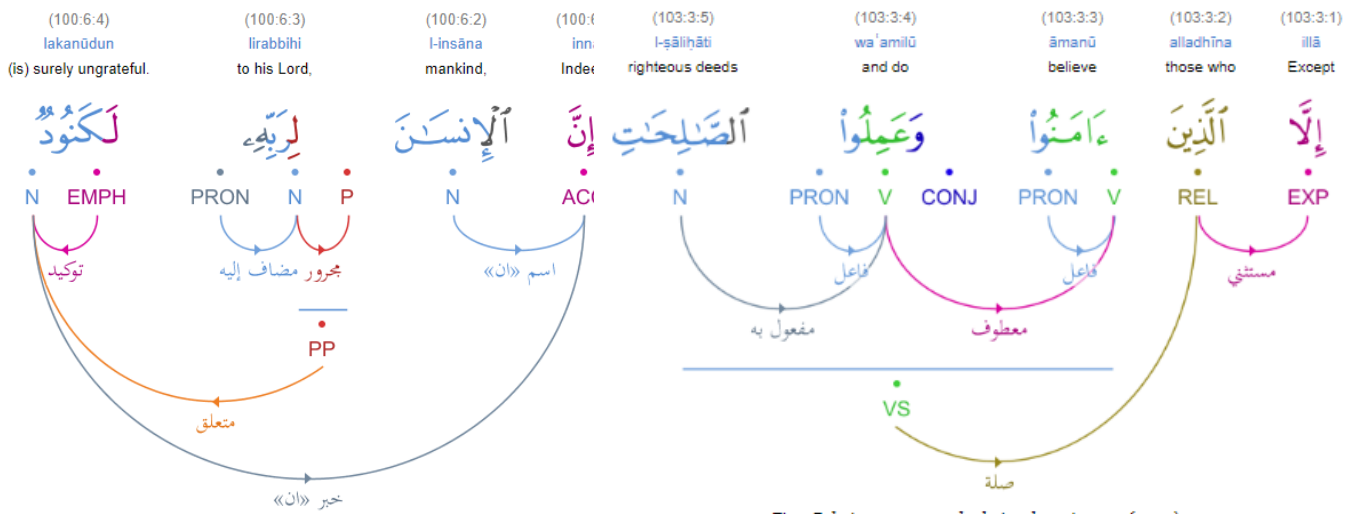


Fig 2. Preposition phrase attached to a noun in verse (100:6).

Fig 1. Relative pronoun and relative clause in verse (103:3).

### Figure 8. Jār Majrūr in Arabic Linguistik

#### d) Adverbial Expressions

In this sub-menu, several discussions are presented related to the state of *manšūb* or generally expect fathah, first is *ḥāl* or also called accusative circumtansial, *maf'ūl muṭlaq*, then *maf'ūl liajlih*, and also *maf'ūl ma'ahu*. All these words to be discussed fall under the asucative case of Accusative *manšūb* refers to the grammatical case applied to the direct object in a sentence.

*Ḥāl* is a word that serves to describe a state in which an action occurs. *Maf'ūl muṭlaq* is the one that shows emphasis in using verbal nouns derived from the main word. *Maf'ūl liajlih* is called accusative of purpose a noun which is in the state of *manšūb* which describes a purpose, motive, reason for an action or verb. *Maf'ūl ma'ahu* is a noun preceded by *waw ma'iyah* which means participation with something that existed before.

#### e) The Syntax of Particles

In sub meni this is the third part of the basic part of the part of speech. In this sub menu discusses alif particles, *inna wa akhwātuha* particles, *fa* particles, vocative particles or *ḥuruf nidā* and exclusion particles or *illa*.

The alif particle itself is used as an introgrative prefix word or a word used at the beginning of a word that is used to form questions. Generally, the particles used for the first are alif and *ḥāl*. In addition, alif is also used for equalization prefixes used in a sentence.

*Inna wa akhwātuhai* particles are particles used to exert a certain effect on the end of the subject. Just like *kāna*, except that the function of *inna* is the opposite of *kāna*. If *kāna* functions *tarfa' al isma wa tansīb al-khoḥar* while *inna* functions *tansīb al-isma wa tanrfa' al-khoḥar*. As for the example of using *inna* is in the following picture:

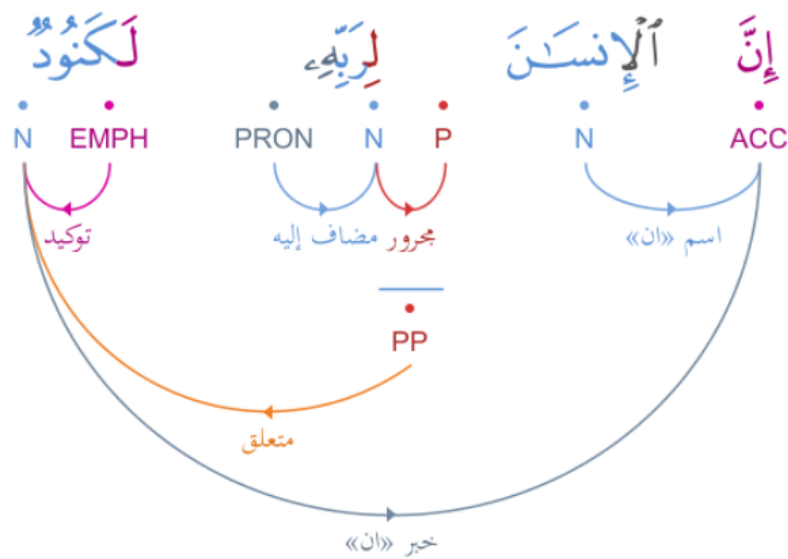


Fig 2. The particle *inna* in verse (100:6).

### Figure 9. Examples of the Use of Inna in the Qur'an

Next is the vocative particle or *ḥurūf nidā*. The word used before the noun and serves as a call or invite word is like the word *hai* in Indonesian. And the last is the exception particle. This particle is just like a vocative particle, except that there are many forms of exceptions in Arabic. Among them are *إِلَّا*, *غَيْرٌ*, *سِوَى*, *خَلَا*, *عَدَا*, *حَاشَ*

## BENEFITS OF THE QURANIC ARABIC CORPUS PLATFORM IN ARABIC LINGUISTIC LEARNING

Some of the benefits that can be obtained by users in utilizing this platform are as follows:

### 1. Convenience in making the order of sentences in Arabic

This platform is designed with visual media, so this platform makes it very easy for students to learn Arabic, especially Arabic sentences and imitate in making sentences in Arabic themselves or students can make their own *uslūb*. One of the conveniences of this platform is to improve the *nahwu* capabilities of users.<sup>19</sup> Moreover, the source is from the example of the Qur'an which is the source of Arabic grammar. This is inseparable from the function of visual media which makes it easier to understand the learning material delivered, can increase the focus of learning,<sup>20</sup>

<sup>19</sup> Achmad Fudhaili, "Exploring the Efficacy of Quranic Arabic Corpus as an Instructional Tool to Enhance Nahwu Proficiency among UIN Jakarta Development Madrasah Students," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (June 30, 2024): 94–116, <https://doi.org/10.32699/liar.v8i1.6679>.

<sup>20</sup> Damar Gemilang and Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran Dalam Pembelajaran Bahasa Arab," *ATHLA* :

Where we know that the Qur'an is the main source of stylistic studies or *uslūbiyyah* which has an influence on the style or rhetoric of the Arabs after the Qur'an was revealed to the Prophet Muhammad in terms of style, content and purpose.<sup>21</sup> Where in the *jahiliyyah* tradition, according to them, the beauty of language and literature is a symbol of majesty that they consider unrivaled. People will be appreciated, considered geniuses if they can create poetry and other literary works.<sup>22</sup>

## 2. Easy Access to Arabic Vocabulary with Search Engine

One of the features in this platform is the existence of a search engine or search menu. With this feature, it is very easy for users, especially students, to find certain key cities in the learning process<sup>23</sup>. The use of search engines in addition to time efficiency is also effective directly to the purpose of what is sought. The ease of search feature that proposes a semantic search for one of the words or roots in the Qur'an makes it easier for users to quickly and accurately search for certain Qur'an words.<sup>24</sup>

Research proves that the use of search engines can be accessed easily, quickly and practically so that it can meet the information needs of users so that students can easily find special materials or do assignments and increase knowledge for those who use it.<sup>25</sup> Not only the benefits in the ease of accessing vocabulary in the Qur'an, with the existence of a search engine, users finally practice research skills in literature research.<sup>26</sup>

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<sup>21</sup> Muhammad Sabil, "Stilistika Dan Al-Qur'an: Fenomena Budaya Uslūbiyah Bangsa Arab," *Ulumul Qur'an: Jurnal Kajian Ilmu Al-Qur'an Dan Tafsir* 2, no. 2 (September 30, 2022): 188–208, <https://doi.org/10.58404/uq.v2i2.109>.

<sup>22</sup> Ida Latifatul Umroh, "Keindahan Bahasa Al-Qur'an Dan Pengaruhnya Terhadap Bahasa Dan Sastra Syiir Jahily," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan, Dan Humaniora* 4, no. 2 (2017): 49–65.

<sup>23</sup> Ramdhan Yurianto and Mujahidatul Aliah, "Student Perception of the Usefulness and Benefits of Raptivity Platform in Arabic Teaching," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 7, no. 1 (April 30, 2024): 43–57, <https://doi.org/10.17509/alsuniyat.v7i1.67270>.

<sup>24</sup> Abdollah Bakr, Ahmed H. Yousef, and Tamer Arafa, "Specialized Syntactic Quran Search Engines: Evaluation and Limitations," in *2023 Intelligent Methods, Systems, and Applications (IMSA)*, 2023, 269–75, <https://doi.org/10.1109/IMSA58542.2023.10217550>.

<sup>25</sup> Viky Vriyaldo et al., "MANFAAT PENGGUNAAN SEARCH ENGINE UNTUK SARANA BELAJAR SISWA DI PERPUSTAKAAN SMA NEGERI 9 MANADO," *ACTA DIURNA KOMUNIKASI* 7, no. 3 (2018).

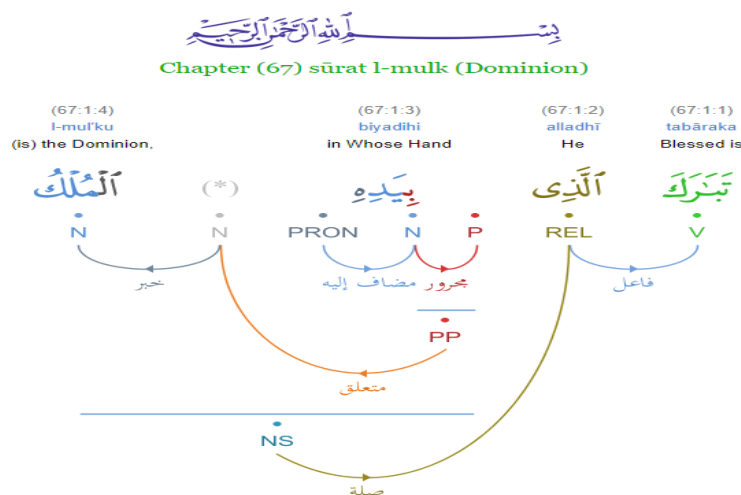
<sup>26</sup> Ayansewa Adedeji, "Use of Search Engines as Predictors of Research Skills of Postgraduate Students in Library Schools: A Case Study of South-West, Nigeria," *Library Philosophy and Practice (e-Journal)*, January 1, 2023, <https://digitalcommons.unl.edu/libphilprac/7893>.

### 3. Ease of Understanding the Position of Each Word In Arabic

Something interesting about this platform is that it has a complete description of each word in the Qur'an. This is very easy in learning Arabic, because the learners must know the position of each word in the arrangement of Arabic examples. The convenience of this platform makes it very easy to classify the position of a word in Arabic, as well as the reverso platform which focuses on morphological aspects<sup>27</sup>.

This platform is designed with class diagrams, which are diagrams used to illustrate system structures ranging from system classes, attributes, methods and relationships between objects.<sup>28</sup> In learning the use of diagrams, graphs and visual representations greatly affect the results or effectiveness of learning, so that the ease of understanding the material is slammed with narrative explanations.<sup>29</sup> Not only the diagram method, but also explanations in the form of charts can make it easier to understand difficult things through detailed concept summaries so that users can digest quickly.<sup>30</sup>

Class diagrams in this platform are used to describe the position of each word in a sentence contained in a fragment of the Qur'anic verse. With this class diagram, learners are facilitated in classifying the position of each word. For details on the use of class diagrams on the Quranic Arabic Corpus platform is in the following figure:



<sup>27</sup> Yurianto, Mubarakah, and Maulidia, "Penggunaan Platform Reverso Dalam Perkuliahan Bahasa Arab Pada Mahasiswa PAI UNU Purwokerto."

<sup>28</sup> Dede Wira, Trise Putra, and Rahmi Andriani, "Unified Modelling Language (UML) Dalam Perancangan Sistem Informasi Permohonan Pembayaran Restitusi SPPD," *Jurnal Teknoif Teknik Informatika Institut Teknologi Padang* 7, no. 1 (April 30, 2019): 32–39, <https://doi.org/10.21063/JTIF.2019.V7.1.32-39>.

<sup>29</sup> Peter Gates, "The Importance of Diagrams, Graphics and Other Visual Representations in STEM Teaching," in *STEM Education in the Junior Secondary: The State of Play*, ed. Robyn Jorgensen and Kevin Larkin (Singapore: Springer, 2018), 169–96, [https://doi.org/10.1007/978-981-10-5448-8\\_9](https://doi.org/10.1007/978-981-10-5448-8_9).

<sup>30</sup> Naek Marudut Tuah, "EFEKTIVITAS PENGGUNAAN MEDIA BAGAN DALAM MENINGKATKAN KEMAMPUAN BERPIDATO SISWA KELAS IX SMP," *JGK (Jurnal Guru Kita)* 4, no. 2 (July 5, 2020): 23–27, <https://doi.org/10.24114/jgk.v4i2.18983>.

## CONCLUSION

Arabic language learning is proven to be more effective by utilizing learning platforms or media. This is evidenced by increasing the motivation and interest of learners in learning Arabic. Each platform has its own characteristics according to its purpose, one of the platforms devoted to Arabic linguistic learning is the Quranic Arabic Corpus platform. This platform is suitable for learning Arabic linguistics, because it is equipped with Arabic linguistic materials, such as *naḥwu*, *šaraf* and so on. This platform comes with thematic menus, the convenience of this model menu is that users can access certain menus.

In addition, the Quranic Arabic Corpus platform is designed with a search engine to make it easier for students to find specific information according to certain keywords or points. And the class diagram feature makes it easy to explain the position of each word in the sentence from the fragments of the Qur'anic verses. Class diagrams facilitate Arabic learning to facilitate understanding of *lughawiyah qaidah* such as *naḥwu* and *šaraf*. This platform can improve the ability to make sentences in Arabic, increase the quantity of Arabic vocabulary, and increase understanding of the position of each word in Arabic so that in Short this platform makes it easier for students to learn Arabic grammar.

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