

ARABIC AS A WINDOW IN PERCEIVING THE WORLD: A REVIEW OF SEMANTIC, EDUCATIONAL POLITICS AND LITERARY SOCIOLOGY

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Abstract

This research paper aims to construct a theoretical-practical comprehension of Arabic as a means of perceiving the world. It is based on the content and principles of numerous previous dissertations. The paper's methodology employs qualitative and library research methods. During the analytical process, the theory of al-'Arabiyyah ka Nāfidhah 'alā al-Āyāt al-Kauniyyah (The Arabic language as a window on the cosmic verses), proposed by 'Alī 'Abd al-Mun'im al-Miṣriyy, is utilized. The three primary sources utilized include: 1) Semantik Bahasa Arab dalam Pandangan Al-Anbārī: Kajian Makna al-Taḍād di dalam Alquran by Mahyudin Ritonga (2013); 2) Politik Pendidikan Bahasa Arab di Perguruan Tinggi: Analisis Wacana atas Program Studi Bahasa Arab UIN Jakarta dan UI by Mauidlotun Nisa' (2018); and 3) Sastra dan Nasionalisme: Studi atas Puisi-puisi Mahjar 'Alī Aḥmad Bākathīr by Minatur Rokhim (2021). The study concludes that taking into account local and national environmental needs and interests can transform Arabic language knowledge into a capital asset for scientific, applied, and commercial purposes, thereby contributing to global unification.

Keywords: Arabic as a window to the world, Arabic semantics, educational policy, Mahjar poetry

Abstrak

Makalah penelitian ini bertujuan untuk membangun pemahaman teoritis-praktis bahasa Arab sebagai sarana memandang dunia. Hal ini didasarkan pada isi dan prinsip-prinsip disertasi sebelumnya. Metodologi makalah ini menggunakan metode penelitian kualitatif dan kepustakaan. Dalam proses analisisnya, teori al-'Arabiyyah ka Nāfidhah 'alā al-Āyāt al-Kauniyyah (Bahasa Arab sebagai jendela ayat-ayat kosmis), dikemukakan oleh 'Alī 'Abd al-Mun'im al-Miṣriyy, dimanfaatkan. Tiga sumber utama yang digunakan antara lain: 1) Semantik Bahasa Arab dalam Pandangan Al-Anbārī: Kajian Makna al-Taḍād di dalam Alquran oleh Mahyudin Ritonga (2013); 2) Politik Pendidikan Bahasa Arab di Perguruan Tinggi: Analisis Wacana atas Program Studi Bahasa Arab UIN Jakarta dan UI oleh Mauidlotun Nisa' (2018); dan 3) Sastra dan Nasionalisme: Studi atas Puisi-puisi Mahjar 'Alī Aḥmad Bākathīr karya Minatur Rokhim (2021). Studi ini menyimpulkan bahwa mempertimbangkan kebutuhan dan kepentingan lingkungan lokal dan nasional dapat mengubah pengetahuan bahasa Arab menjadi aset modal untuk tujuan ilmiah, terapan, dan komersial, sehingga berkontribusi terhadap unifikasi global.

Kata Kunci : Bahasa Arab Sebagai Jendela Dunia, Semantik Arab, Kebijakan Pendidikan, Puisi Mahjar

INTRODUCTION

This research paper examines major and minor questions that have been extensively researched. The paper's primary inquiry is "how Arabic serves as a lens for understanding the world". This query is synthesized in the dissertations by Ritonga (2013) Nisa (2018) and Rokhim (2021). The minor questions, which are derived from the primary one, are elucidated through three smaller queries as follows: What is the initial academic definition of "Arabic as a window in perceiving the world", and how can one select a dissertation appropriate for academic-empirical development (based on essential values and principles) in formulating the construct of understanding "Arabic as a window in perceiving the world"? What critical points can be drawn from the three dissertations of Mahyudin Ritonga, Maudlotun Nisa, and Minatur Rokhim to inform the theme understanding? Additionally, what technical-analytical steps are required to compile the dissertations into the theme?

Aiming to address the previously mentioned minor problems-questions, this systematic literature review (SLR) paper aims to accomplish four objectives. Firstly, to present a comprehensive understanding of how Arabic can act as a lens in viewing the world objectively. Secondly, to establish effective research selection criteria for creating the construct of understanding "Arabic as a Window in Perceiving the World." Secondly, to establish effective research selection criteria for creating the construct of understanding "Arabic as a Window in Perceiving the World." The study has three main objectives. Lastly, to examine the significant points in the three dissertations, namely Mahyudin Ritonga, Maudlotun Nisa, and Minatur Rokhim, for testing the feasibility of a developmental study. The fourth objective is to explain and describe the analysis of the three dissertations, leading to a wider theoretical and practical comprehension of the concept of Arabic as a tool to view the world.

Method: Methodological Contextualisation of the Arabic Language as a Window for Looking at the World

The book titled 'Arabiyatu al-Iqtiṣād wa Iqtiṣād al-'Arabīyyah min Manzūr al-Takāmul al-Ma'rifiyy: Muqaddimāt Awwaliyyah li Tajdīd Adwār al-'Arabīyyah baina Yada'iyy al-Sā'ah al-Ḥaḍāriyyah al-Rāhinah ' by Al-Miṣriyy (2013) systematically embeds the perspective of 'Arabic as a Window in Perceiving the World'. Al-Mun'im al-Miṣriyy stated that the general context of civilization includes phenomena of damage (zuhūr al-Fasād), practical environment (al-Bīah al-'Amaliyyah), and academic environment (al-Bīah al-'Ilmiyyah). Therefore, it is necessary to integrate knowledge and cooperate functionally to understand the role of civilization. The emphasis on integrating knowledge (al-Takāmul al-Ma'rifiyy) and scientific cooperation (al-Ta'āwun al-'Ilmiyy) allows Arabic to play a crucial role in the reconstruction of society (I'ādatu al-Binā' al-Ḥaḍāriyy li al-Ummah). Al-Mun'im al-Miṣriyy focuses on the integration of knowledge inspired by the role of the Arabic language in civilization. He argues that the Arabic language serves as a window to cosmic and verbal signs (Kaun al-'Arabīyyah Nāfidhah 'alā al-Āyāt al-Kauniyyah wa al-Qaulīyyah) because Quranic logic is Arabic in nature and Arabic logic is Quranic in nature. This perspective implies integrating Arabic knowledge as a general

cooperative principle to regulate this relationship, including the rise of an ideal civilization (al-Nuhūd al-Ḥaḍāriyy al-Manshud) (Al-Miṣriyy, 2013).

Figure 1: Scheme of the leaf structure



شكل (1) مخطط لهيكل الورقة

'Alī 'Abd al-Mun'im al-Misri's theory on "Arabic as a window to the world" focuses on the Arabic language's struggle with the global economy. 1) the phenomenon of world economization, 2) the Arabic language's uniqueness, and 3) the role of the Arabic language in shaping a global discourse. Al-Misri's views are grounded in three primary points: The economy's hegemonic influence led to the phenomenon of world economization, which subsequently contributed to the deterioration of the universe. *Ḥuhūr al-Fasād fī al-'Ālamīn*); 2) Characteristics of the Current Scientific-Strategic Environment (*Khaṣāiṣ al-Bīah al-'Ilmiyyah al-Istīrāṭijīyah al-Rāhinah*); and 3) Environmental Characteristics of Current Strategic Practices (*Khaṣāiṣ al-Bīah al-'Amaliyyah al-Istīrāṭijīyah al-Rāhinah*).

The discussion on the world economy's deterioration in The Phenomena of Deterioration in the Universe (*Aqṣidah al-'Ālam: Ḥuhūr al-Fasād fī al-'Ālamīn*) begins with Al-Mun'im al-Miṣriyy's observation that the economic authority (*Aqṣidatun*) displays "excessive rationality" (*al-Rashīd al-Gharūr*). This belief suggests that the imagination's capacity is subject to everything related to the logic of overlapping values of property (Al-Miṣriyy, 2013).

History shows that the growth of exceptional nations initiates from the objective management of ideas as a valuable source of innovative potential that aligns with the cultural norms of refined literature (Al-Muḥammad, 2012). This perspective that idolizes the financial economy is a fallacy that distorts the perception of accepting research and inquiry. It may result in individuals encountering a crisis that affects all aspects of life and its foundations - human, societal, and financial. The materialistic attitude that perpetrates injustice must be rebutted when Arabic is used

as both an identity and a link between modern Arabic literary products and economic changes (Luhuringbudi, 2018).

This issue has given rise to a wide-ranging debate inspired by the Qur'anic experience (*al-Khibrah al-Qurāniyyah*), specifically the phenomenon of decay and corruption in the universe (*Ẓuhūr al-Fasād fī al-'Ālamīna*) (Al-Miṣriyy, 2013). Bahāu al-Dīn Abū al-Ḥasan Ḥassān took advantage of the crisis resulting from a narrow view of the global economy. He recognized that language serves various functions including as tools for thought, communication, and socialization. This realization led to the development of a globalized identity that prioritizes economic considerations and seeks to dissolve language and cultural barriers (Ḥassān, 2012). According to this perspective, the process of "economizing" the world which leads to harm towards the universe should not influence the cognition of all humans. This is because social interaction with the universe for the betterment of civilization relies solely on the full utilization of language abilities.

The discussion of the Characteristics of the Current Scientific-Strategic Environment (*Khaṣāiṣu al-Bīah al-'Ilmiyyah al-Istīrātījiyyah al-Rāhinah*), as the second focus, is essential to promote the theory of "Arabic as a Window in Perceiving the World." The strategic environment encompasses the planning process to move towards the future with deliberate steps, founded on an understanding of future challenges and opportunities, as well as one's own strengths and limitations. The scientific variables surrounding Arabic necessitate a serious discussion on integrating knowledge concerning the relationship between Arabic and the economy, particularly Arabic's role in education, including its teaching (Al-Miṣriyy, 2013).

The domain of Arabic language-related fields is no exception to the ongoing scientific emphasis on interdisciplinary integration of knowledge. Al-Mun'im al-Miṣriyy asserts that realization of this integration in a practical strategic environment is only possible through thorough dialogue amongst the field and the drivers of change surrounding it; whereas, constructive interaction with the scientific strategic environment can only be achieved through similar discourse with various disciplines such as social sciences, natural sciences, and engineering sciences (Al-Miṣriyy, 2013).

Due to the challenges presented by the scientific and strategic environment surrounding the field of Arabic language education, al-Mun'im al-Miṣriyy suggests that Arabic language relations should integrate knowledge from linguistics education, economics, development sciences, and information technology (Al-Miṣriyy, 2013).

The third focus of this discussion entails characteristics of the current practical strategic environment, known as *Khaṣāiṣ al-Bīah al-'Amaliyyah al-Istīrātījiyyah*. This planning environment has been created to move from the present to the future through a carefully studied approach, taking into account both future challenges and opportunities on the one hand and self-capabilities and sectoral weaknesses on the other (Al-Miṣriyy, 2013). In this context, the discussion of practical strategic environments for scientific fields highlights two central concepts: discipline (*Mafhūm al-Ḥuqūl*) and drivers of change (*Mafhūm Muḥarrakāt al-Taghyīr*). According to Al-Miṣriyy it is crucial for fields to make valuable contributions to their surrounding

environment in order to succeed. Mun'im al-Miṣriyy stated that the only way to register the added value and contribution is by having a thorough dialogue between the field and the drivers of change surrounding it (Al-Miṣriyy, 2013).

Efforts are being undertaken to establish the validity of the theory or theme of "Arabic as a Window to Perceive the World" through four key aspects. These include: a) initial academic definition of "Arabic as a window to perceive the world", b) selection of a worthy dissertation for review as material for academic-empirical development (based on essential values and principles) in the formulation of the construct of understanding "Arabic as a window to perceive the world". c) Presentation of critical points from the three dissertations by Mahyudin Ritonga, Maudlotun Nisa, and Minatur Rokhim that can be utilized as material for formulating the topic. d) Technical-analytical steps mechanism for the four dissertations in formulating the topic.

RESULT AND DISCUSSION

Search Strategy

Mahyudin Ritonga's Ph.D. dissertation (2013) entitled "Semantik Bahasa Arab dalam Pandangan Al-Anbārī: Kajian Makna al-Taḍād dalam Alquran" reveals that Quṭrub (d. 206 H), al-Aṣma'ī (d. 216 H), al-Sijistānī (d. 225 H), and al-Anbārī (d. 328 H) were early Arabic linguists who researched al-Taḍād, where the term first emerged in the third century Hijriyah (Lederer, 2010). Al-Anbārī's view boils down to the identification of the problems of Ritonga's dissertation which are: a) the existence of antonymic vocabulary in Arabic, b) the meaning of the antonymic vocabulary and its use in the Koran, c) the interpretation of these words among linguists and commentators. The identification of the research problem leads to Ritonga's research question: "What is Al-Anbārī's approach to determining the meaning of words?"

The method used by Ritonga in his dissertation is character research using an analytical or referential and combinatorial approach in terms of the technical nature of the analysis. According to Ritonga, the use of these two approaches is based on the assumption that grammatical differences between several words in a sentence have a significant influence on the meaning of a word (Pateda, 2021). The scientific scope in Ritonga's dissertation, which contains the value of interdisciplinary knowledge, can be seen from the different scientific disciplines in reading his dissertation analysis process. This interdisciplinary approach can be demonstrated by the three scientific clusters he uses. First, the linguistic and literary approach is used to analyze the meaning of a word. Second, the sociological approach is used to give meaning to the words analyzed by Ritonga himself and involves the use of Arab socio-cultural aspects. Third, the historical approach is used to position the meaning of a word not only in one period but according to the dynamic nature of language in the meaning of a word (also seen based on its history) (Ritonga, 2013).

The technical steps in the analysis of material objects in the dissertation are divided into five, including: a) Ritonga collected the words of al-Taḍād; b) Ritonga sees the use and meaning of the word as found in the Koran; c) Ritonga classifies

the words of al-Taḍād according to the factors that cause the change; d) Ritonga analyzes the meaning of these words to find out the relationship between them; and e) Ritonga verifies al-Taḍād 's vocabulary with the Koran and looks for its meaning in the Koran (Ritonga, 2013).

Mauidlotun Nisa's dissertation (2018 M/1439 H) titled "Politik Pendidikan Bahasa Arab di Perguruan Tinggi: Analisis Wacana atas Program Studi Bahasa Arab UIN Jakarta dan UI", starts from the fact of Arabic language education related to the context of Arabic language policy in Indonesia (Nisa, 2018). Political policy in education as an external factor affecting the development of Arabic and its learning in Indonesia can be traced from social, economic, religious, political variables, technological progress, etc., and the greatest influence is the political variable.

This idea leads to the identification of Nisa's research problem that the Arabic language study programs in universities are different and varied with different study program nomenclatures; the nomenclature of Arabic language study programs at UIN Jakarta and UI are different, but both are positioned at the same level in the national accreditation process, although the nomenclature differences have an impact on the orientation and curriculum used; and the existence of contradictory discourses between Arabic language education at UIN Jakarta and UI. The identification of Nisa's research problems leads to research questions aimed at a) the macro policy mechanisms of Arabic language education in universities; b) the mechanism of UIN Jakarta and UI in translating these macro policies into their respective micro policies; and c) searching for the discourse behind the micro policies of Arabic language education at UIN Jakarta and UI, both in theory and practice (Nisa, 2018).

Indonesian universities (from the perspective of education, teaching, literature, and its position as a foreign language), can be classified as policy research. It is based on various important documents related to Arabic language education policies from macro to micro. The application of this policy research category uses a historical approach, an educational sociology approach, an educational policy approach, and an economic approach that applies reading to material objects using Norman Fairlough's discourse analysis as a strategy for observing the discourse behind Arabic language education policies at UIN Jakarta and UI.

The comparison between the micro-policies of Arabic language education at UIN Jakarta and UI is one of the focuses of Norman Fairlough's discourse analysis. The application of the analysis phase of this dissertation uses the paradigmatic social discourse analysis, which originates from the theory of Marxist social analysis (Berger, 2017). Marxists see education as a product of the bourgeoisie and they control all processes in the educational system so that this class will still be able to control the proletariat. It can be understood from this Marxist idea that society in its social reproduction is still controlled by the bourgeoisie; where curriculum reform is needed to support class struggles within the educational structure itself (Rikowski, 1996).

The dissertation used several approaches. A historical approach is used to analyze government policies related to politics in regulating Arabic language

education at UIN Jakarta and UI, by including the macro history of education policies in Indonesia in the post-reform era. Considering the macro and micro context of the history of education in Indonesia will facilitate an objective discourse analysis (Nisa, 2018). The sociological approach is used to position the government as a policy and decision-maker, starting from the reflection of the social reality that surrounds it. Nisa activates this sociological approach by analyzing what influences government policy towards Arabic at UIN Jakarta and UI, and how the environment shapes the interests of a social community.

The government or political elites actively influence the social reality that is formed in society; and people's attitudes toward Arabic are heavily influenced by the government's political policies. The political approach is used to observe the reality and desires of the society (Nisa, 2018). The political approach also serves as a substantive theory because Arabic language education in Indonesia is influenced by capitalism in the world of creativity, careers, and social needs (Hamad, 2007).

Minatur Rokhim's dissertation (2021) entitled "Sastra dan Nasionalisme: Studi atas Puisi-puisi Mahjar 'Alī Aḥmad Bākathīr" starts from the history of the conquest of the city of Baghdad as the capital of the Abbasids by the Tartar army in 1258, which caused the inhabitants of the city and its surroundings to flee to other places, including the archipelago (later known as Indonesia). Their existence in the archipelago experienced negative dynamics such as exclusion (racial policy) Fokkens (1897) but their attitude is manifested in the realm of economic movements as traders, propagators of Islamic teachings, to the point that someone is trusted to be an advisor to the king.

The Arab settlements in Batavia, Semarang, and Surabaya were called Pekojan. The Bākathīr family, who decided to develop their profession to live in Surabaya, are still nostalgic for the traditions and culture of the Hadrami Arabs, and this attitude is proven by sending their son named 'Alī Aḥmad Bākathīr to study in Hadramaut (later he became known as a great poet in Egypt who was born in Surabaya) (Sangidu, 2008). Association of 'Alī Aḥmad Bākathīr with Najīb Maḥfūz, Aḥmad Shauqī, and Ṭaha Ḥusain; and the modern intellectual climate of the 1950s in Egypt suggested that he decide to become an Egyptian citizen and develop his literary skills by pursuing novels, drama scripts, and Arabic poetry (Safran, 1961).

'Alī Aḥmad Bākathīr's realist-aesthetic-nationalist poems, which reflect Indonesian independence, resistance to Dutch and Japanese colonialism, and the Indonesian people's yearning for justice and prosperity, are not only related to social reality Sangidu (2008) and contact with life around it (Swinfen, 2019), but also lead to the identification of research problems, which Rokhim has compiled as follows: a) 'Alī Aḥmad Bākathīr wrote poetry on the theme of nationalism and longing for Indonesian independence, b) the influence of Arabic literature in the struggle of the Indonesian people, c) the role of 'Alī Aḥmad Bākathīr in Yemen and Egypt in the struggle for Indonesian independence through literary works; and d) the techniques and models of poetry composed by 'Alī Aḥmad Bākathīr and their relation to the issues of nationalism, anti-colonialism, and Indonesian independence (Rokhim, 2021). The existence of the problem identification of Rokhim's dissertation has been narrowed down to two research questions, namely: a) the conceptual mechanism and literary

insight of 'Alī Aḥmad Bākathīr; and b) the mechanism of 'Alī Aḥmad Bākathīr in inserting the goals and ideas of Indonesian and Islamic nationalism in his poetry.

Minatur Rokhim uses two approaches in his dissertation, namely, the sociology of literature approach and the Arab descent approach in the archipelago. Rokhim set the material object of his dissertation on two poems by 'Alī Aḥmad Bākathīr entitled *Indūnīsīyā Yā Jannah al-Dunyā* and *Bilāduk Yā Ḥattā*. Literary sociological research is used to examine poems related to nationalism, anti-colonialism, and Indonesian independence from a sociological perspective.

The aspects expressed through this approach are the disclosure of the social background of the formation of *qasida* and the observation of the unifying map of the thoughts of certain writers (Escarpit, 2005). Minatur Rokhim did not explain in detail or in a limited way the second approach or the approach of Arab descent in the archipelago. Rokhim limits the stages of writing his thesis report to four stages.

The first is the data collection stage, which is used to collect all the necessary sources of primary and secondary information adequately and measurably. The second is the data verification stage. This stage is carried out by sorting out primary and secondary sources, types, relevance, and in-depth review of written and recorded sources. The third stage is data analysis. Fourth, the results of the analysis of the object of research and other descriptions related to the flow of related research are prepared according to the determined discussion model. This stage is the plenary stage, which is commonly referred to as writing a research report (Endraswara, 2013).

Assessing the Methodological Quality of Semantic Research, Arabic Language Education Policy, and Literary Sociology

The determination of the historical approach as the third approach to Ritonga's dissertation must be criticized when looking at the technical steps of his analysis. The historical approach that persuades someone to present the actual situation related to the implementation of an event Haryanto (2017) has not been mentioned in detail in the five steps of analysis in Ritonga's dissertation. The historical approach as a tool of Islamic studies Rokhzi (2015), which should be applied consistently in the linguistic studies of *al-Taḍād* in the Qur'an in Ritonga's dissertation, seems to "close" wide opportunities for the exploration and use of interdisciplinary Islamic studies.

The historical approach as the last approach in Ritonga's dissertation, which allows it to be juxtaposed with the fifth analytical step (verifying the vocabulary of *al-Taḍād* with the Qur'an and searching for its meaning in the Qur'an), still cannot be equated or addressed as a reflective attitude "from a historical approach" towards "forms of verifying the vocabulary of *al-Taḍād* in the Qur'an". The Koran, which has historical value Rusdiah, (2012), is a normative-ideological-dogmatic guide that is not a history book (Syahraeni, 2017). This view proves that the application of a historical approach that targets the vocabulary of *al-Taḍād* with and in the Qur'an is an act that does not represent the principles of activating a historical approach. One of the

principles of the historical approach is the connection of historical material with real situations Asmara (2019) so that doctrinal evidence such as the holy book of the Qur'an is unlikely to gain scientific acceptance.

Policy research as a type of research in Maudlotun Nisa's dissertation presents confusion in the elaboration of methodology. Nisa's policy research using a historical approach, an educational sociology approach, an educational policy approach, and an economic approach through Norman Fairlough's discourse analysis have "shown" the failure of his methodological framework. The use of a historical approach that targets the government's political policies related to Arabic language education at UIN Jakarta and UI with the macro history of education in Indonesia in the post-reform era is a study that is "too broad" and irrelevant.

Nisa's dissertation does not have a direct relationship with the post-reform era that began in 2000 if it is based on the historical principle that an event must be seen from the context of that era Che Ya and Razak (2019). On the other hand, the disparity in research time and the limitations of Nisa's study have no measurable relevance to the post-reform era. The macro dynamics of education in Indonesia cannot be compared and equated with the issues of Arabic language education in the two micro research campuses due to the complexity of the macro dynamics, which do not have a direct causal relationship with the phenomenon of the micro issues.

The educational sociology approach applied by Nisa targets the factors that influence government policies towards Arabic language education (at UIN Jakarta and UI); and the educational environment that shapes the interests of a social community "in line harmony" with the five goals of educational sociology expressed by I Gede Sedana Suci, Hadion Wijoyo, and Irjus Indrawan (Indrawan, 2020). The educational policy approach used by Nisa in her dissertation is strengthened by substantive theory with the consideration that Arabic language education in Indonesia is influenced by labor capitalism, couriers, and community needs.

Nisa' activating this approach cannot be used as a reference because the basis of educational policy for Slamet PH is educational development based on the UUD 1945, Pancasila, Bhinneka Tunggal Ika, NKRI, Indonesia's wealth, characteristics, and various needs (family, society, students, and various development sectors and their derivatives) with a strategy of selecting the values needed by Indonesia to be taught to students and play an active role in the development of world education (Slamet, 2014). Slamet PH's view, which targets national identity and interests as the basis of education policy, is more relevant than Nisa's thinking, which includes "market needs" without positioning a broader perspective. Nisa's adoption of the economic approach without explanation and application in her dissertation is a record of academic inconsistency that cannot be tolerated. Attitudes, tendencies, and behaviors as elements of academic honesty (Khotimah et al., 2017) are present in observing the measurable rationality and methodology expressed by Nisa'.

Two of 'Alī Aḥmad Bākathīr's poems entitled *Indūnīsīyā Yā Jannah al-Dunyā* and *Bilāduk Yā Ḥattā* as material objects in Minatur Rokhim's research (2021) are "approached" using two approaches, namely the sociology of literature approach

and the Arab descent approach in the archipelago. The issues of nationalism, anti-colonialism, and Indonesian independence that Rokhim focused on were carried out by revealing the social background of qasidah and observing the unifying map of literary thought ('Alī Aḥmad Bākathīr).

Rokhim's view needs to be strengthened by emphasizing that good literature is literature that can reflect its time Sugiono & Mulyono (2020) so that literature and people's lives can be seen as two sides that "reinforce each other" (Nuraeni et al., 2020). The theoretical and methodological flaw present in Rokhim's dissertation is the establishment of an approach of Arab descent in the archipelago that is not adequately explained and implemented in a measured and procedural manner. This imprecision begins with the use of the term "approach of Arab descent in the archipelago", which does not belong to a specific scientific discipline or a specific methodological design that has been stable. It is considered necessary to change the terminology to an ethnographic approach Prasasti (2020) because of the emphasis on the study targeting the culture and habitual patterns of the Arab community Baiq Raudatussolihah and Ali Fathurrahman (2022) which are empirical-theoretical (Falah, 2021).

Characterization of the Study

The object of Ritonga's dissertation, which targets the substance of al-Anbārī's thoughts on semantics contained in Kitāb al-Aḍḍād (the primary source of this dissertation), can be studied from the aspect of the characteristics of the current scientific strategic environment (Khaṣāiṣu al-Bīah al-'Ilmiyyah al-Istīrātījīyah al-Rāhinah) when placed in the realm of education. Supadi argues that the development of meaning in line with the development of human thought through language Supadi (2020) has positioned the semantics of any language, especially Arabic semantics, as a scientific discipline capable of developing along with the dimensions of space and time.

The concern of 'Alī 'Abd al-Mun'im al-Miṣriyy regarding the minimal and non-existence of social sciences and humanities such as semantics for integration with other sciences in realizing the needs of human civilization needs to be removed by presenting an environment of educational planning and awareness of challenges and opportunities future. The planning environment for educational institutions promoted by Ino Budiartman and Dadang Kurnia presents an environmental concept that is divided into two, namely internal (teachers, students, and student parents) and external (public health center and fire department) (Kurnia, 2021).

The school environment as an area of practice needs to be integrated with the semantics of the Arabic language in the form of a specific vocabulary program along with its meaning and understanding related to health and disaster every week. Presence of Arabic vocabulary accompanied by Indonesian and English translations; Development of semantic meaning, which includes basic or contextual meaning (al-Ma'nā al-Asāsiy aw al-Taṣwīrī), additional or secondary meaning (al-Ma'nā al-Idāfiy aw al-Thānawiy), stylistic meaning (al-Ma'nā al-Uslūbiy), psychological meaning (al-Ma'nā al-Nafsiy), or suggestive meaning (al-Ma'nā al-Īḥāiy) Al-Jalīl (2001) and links to certain Qur'anic verses and their Indonesian translations are real efforts that need

to be read simultaneously by students and teachers by recording and uploading to the Youtube channel.

Table 1: Educational Institution Planning Environmental Model with Arabic Materials

Strategic Considerations	Arabic Vocabulary Compilation and Memorization Program	Cooperative and Integrative Relations
Terms and Vocabularies Focus	Health and Disaster	Stimulation of Scientific Dialogue with Health, Defense, Medicine, and Security
Time	Five Meetings every Week	Each instructor supervises 8 to 13 students only
Material Translation	Indonesian and English	Sharpening of Arabic, Indonesian and English linguistic reasoning
Coverage of Semantic Meaning	Basic or Contextual Meaning (<i>al-Ma'nā al-Asāsiy aw al-Taṣwīrī</i>), Additional Meaning or Secondary Meaning (<i>al-Ma'nā al-Idāfiy aw al-Thānawiy</i>), Stylistic Meaning (<i>al-Ma'nā al-Uslūbiy</i>), Psychological Meaning (<i>al-Ma'nā al-Nafsiy</i>), or Suggestive Meaning (<i>al-Ma'nā al-Īhāiy</i>)	Linguistic logic exercises
Normative-Ideological Participation	Thematic Verses of the Koran and Indonesian Translation	Presentation and preaching training
Learning model	Ten Shared Readings and daily memorization tests for five consecutive days	Cognitive, visual, auditory and kinesthetic exercises
Follow-up	Uploading by the Creative-Media Team on Instagram, Youtube, and E-Mail Marketing	Current Strategic Scientific Environment

The object of Maudlotun Nisa's dissertation (2018), which leads to policies on Arabic language education in universities from the macro to the micro level, can be studied from the perspective of the global economy: The Phenomena of Deterioration in the Universe (*Aqṣidah al-Ālam: Ḍuhūr al-Fasād fī al-Ālamīn*) in the field of higher education and social solidarity. 'Alī 'Abd al-Mun'im al-Miṣriyy, who believes that "thought management" leading to the economy of wealth Al-Miṣriyy (2013) must be in harmony with the tradition of literary taste (*al-Dhauq al-Adabiyy*) Al-Muḥammad (2012), which can control the human personality to become wiser as a resource human beings who are in control of Arabic language education in universities that prioritize the focus of thematic studies, orientation, goals, Islam, Indonesianness, Easternism, integration and contextualization of knowledge, capitalism, voluntarism and political will Nisa (2018).

The global economy that causes the phenomenon of damage to the universe or the "doomsday of civilization" (*al-Sā'ah al-Ḥaḍāriyyah*) must be addressed by an educational institutional movement that echoes social solidarity using Arabic as one of the dominant languages of the world through cultural campaigns and student exchanges between Indonesia, Arab countries, and the United Nations forum. Cultural campaigns and student exchanges with themes of economy, disaster, and humanity must be made as a result of the implementation of micro policies in each university and national macro policies (Jones, 2019) so that the Arabic language is no longer stuck in educational technicalities (Alhirtani, (2020) and ideological-dogmatic-subjective nuances of Islam alone (Hajjioui, (2020) but has further penetrated with the demands of students to study natural sciences Göbel & Hulme (2020) to terms and knowledge related to technology (Mubarak, 2020). Higher

education institutions must be able to facilitate their students not only to master the four skills (al-Kalām, Fahm al-Maqrū', Fahm al-Masmū', and al-Kitābah) alone but to equip their students with an awareness of environmental ethics and a just economy as provisions in a global context that have a more real impact on aspects of students' practice and individual experiences that unconsciously also build the bargaining position of the national government.

Table 2: Cultural Campaign Model and Student Exchange

Strategic Considerations	Cultural Campaign Program and Student Exchange	Cooperative and Integrative Relations
Thematic Study Focus	Economy, disaster, and humanity	Scientific Interdisciplinarity
Orientation	The demands of students learn Arabic with various scientific disciplines	Scientific integration
Objectives	Mastering the four skills (<i>al-Kalām, Fahm al-Maqrū', Fahm al-Masmū', and al-Kitābah</i>) alone, but equipping students with an awareness of environmental ethics and a just economy	Cross-cultural praxis and experience
Islamic values	Awareness of the Distribution of Moral Values	Personal identity
Indonesianness	Nationalism Consciousness	National identity and bargaining position regarding Indonesia's capita selecta
Middle East Character	Capita Selecta of the Arab World	Capita Selecta of the Arab World
Knowledge Integration and Contextualization	Economics, Geography, Anthropology, Literature, History, Defense, Language and Security	Understand the logics of each discipline
Capitalism	Aspects of praxis and individual experiences of students	<i>Qualified person through thrifty motivation and saving from an early age</i>
Voluntarism	Bekal dalam pergaulan global	<i>Personal branding for students</i>
<i>Political will</i>	College work programs and budgeting funds	Expansion of cooperation networks between institutions administering Arabic language study programs

The object of 'Alī Aḥmad Bākathīr, which leads to two poems entitled *Indūnīsiyā Yā Jannah al-Dunyā* and *Bilāduk Yā Ḥattā* can be studied from the aspect of **the characteristics of the current practical-strategic environment** (*Khaṣāiṣ al-Bīah al-'Amaliyyah al-Istīrātījiyyah*) when placed in the realm of the educational environment with a major in Arabic language and literature (BSA), Tarjamah, and Arabic Language Education (PBA). The strategic environment referred to in this context is planning to appreciate Arabic culture and literature through student activities for the sake of competition, self-motivation, deepening knowledge of the capita selecta of the Arab world, and digital existence.

The study of Arabic poetry as a culture and literature Goikolea-Amiano (2022) is a heritage Dahami & Ghamdi (2021) that needs to be preserved as an ancient living Dahami (2021) culture by students who study Arabic language, culture and literature in their studies through structured and planned activities such as certain student activities with the support of lecturers in related departments and faculties.

This activity of deepening and developing Arabic poetry must be strengthened by the existence of field concepts (*Mafhūm al-Ḥuqūl*) and concepts that promote change (*Mafhūm Muḥarrakāt al-Taghyīr*).

The field concept referred to in this area does not only aim at learning, reading, and poetry parades but also the preparation of thematic curricula related to realist issues such as industry and employment, migration, national development, environmental pollution, information revolution, identity crisis, psychological insecurity, food sovereignty, pharmaceutical sovereignty, family resilience, and so on. The realist theme in Arabic poetry that the students studied, explored, and developed was an attempt to connect literature with historical truth Mulayningsih (2021) and the similarity of reality Drajat & Anggradinata (2021) that people face in everyday life.

The concept of driving change in question is the involvement of student activities in the study, exploration, and development of Arabic poetry linked to the activities of virtual world existence through websites, YouTube, TikTok, and Instagram. The inclusion of this virtual existence requires commitment and consistency with the formation of several students who are tasked with disseminating all content and activities of Arabic poetry (required) that they carry out in a scheduled structured manner.

**Table 3: Model of Arabic Poetry Study Activity
(Characteristics of the Current Practical-Strategic Environment)**

Activity and Interaction	Participant	Field Concept	Concept of Driver of Change	Objective
Learning, Deepening, and Development of Arabic Poetry	Students majoring in PBA, Tarjamah, and BSA	Compilation of Thematic Curriculum, Poetry Translation, Poetry Readings, and Poetry Parades	Engage in Virtual Interaction on Social Media	Competition, Self-Motivation, Deepening Knowledge of the Arab World's Capita Selecta, and Digital Existence

Conclusion

This study concludes that the use of an approach that includes environmental needs and interests (local and national) can make Arabic language knowledge capital in viewing world unification in a scientific, applied, and commercialized way. This research has produced several findings. The first finding of this paper discusses the methodological quality assessment of three previous studies, including: 1) the use of a historical approach that does not represent the principles; and the breadth and irrelevance of the object of study from the application of this approach in Mahyudin Ritonga's dissertation; 2) the use of an educational policy approach that does not apply the strategy of selecting the values needed in the implementation of the Arabic language study program in Maudlotun Nisa's dissertation; 3) ignoring national identity and interests as a basis for applying a political education approach (mainstreaming counterproductive "market needs") in the dissertation in Maudlotun Nisa's dissertation; and 4) using the "approach of Arab descent in the archipelago" which is not included in scientific disciplines or methodological design specific and there is no explanation for the procedural application of this approach in Minatur Rokhim's dissertation.

The results of the two studies discuss the evaluation of the characterization of studies that include follow-up efforts, including 1) vocabulary preparation and memorization programs in elementary and middle school environments (characteristics of the latest scientific-strategic environment), reflected in Mahyudin Ritonga's dissertation; 2) cultural campaign programs and student exchanges (world economization: the phenomenon of damage to the universe), reflected in Maudlotun Nisa's dissertation; and 3) Arabic poetry study activities (characteristics of the latest practical-strategic environment), reflected in Minatur Rokhim's dissertation.

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