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# Characteristics of Plural Phrase Formation in *Al-Mu'jam Al-Ṣagīr Lijumū' Al-Taksīr* Dictionary and Their Absorption in Learning Arabic at a Language Course

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### Abstract

*This study aims to analyze the characteristics of the formation of plural phrases in the irregular plural noun dictionary Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr by M. Muslikhin and identify their absorption patterns for learning Arabic at the Al-Azhar Language Course Institute, Pare Kediri. This qualitative research was done with two approaches: library research and case studies. Data sources were obtained from the dictionary and Arabic language course activities at the Al-Azhar Pare Kediri Language Course Institute. Data collection techniques were conducted by documentation and observation, and data analysis techniques were done by using data reduction, data presentation, and conclusion. The results showed that the compilation of the irregular plural noun dictionary of Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr by M. Muslikhin has positive-pragmatic value in the development of Arabic lexicography and learning Arabic in Indonesia. Dictionaries that form particular phrases into plural phrases follow the pattern of wazan jam'u al-qillah wa jam'u al-kaṣrah. Some muṣṭalaḥāt in the dictionary is formed constructively (musytaq) and permanently (jāmid). Dictionaries are arranged in alphabetical order and are thematic. It is very appropriate to help with Arabic language course activities with various programs available at LKB Al-Azhar Pare Kediri and external institutions. The theoretical implication of this research is to develop Arabic lexicographic discourse in Indonesia. Meanwhile, the practical implication is to make it easier to search for Shighat Jama' Taksir on verbs in the dictionary.*

**Keywords:** Al-Azhar Pare Kediri, Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr, Plural Phrases, Dictionary

## Abstrak

Penelitian ini bertujuan untuk menganalisis karakteristik pembentukan frasa plural dalam kamus jamak taksir *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* karya M. Muslikhin, dan mengidentifikasi pola penyerapannya untuk pembelajaran bahasa Arab di Lembaga Kursus Bahasa Al-Azhar Pare Kediri. Penelitian ini adalah kualitatif dengan dua pendekatan; library research dan studi kasus. Sumber data didapat dari kamus itu sendiri dan aktivitas kursus bahasa Arab di Lembaga Kursus Bahasa Al-Azhar Pare Kediri. Teknik pengumpulan data dilakukan dengan dokumentasi dan observasi. Teknik analisis data dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penyusunan kamus jamak taksir *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* karya M. Muslikhin bernilai positif-pragmatis dalam perkembangan leksikografi Arab dan pembelajaran bahasa Arab di Indonesia. Kamus yang membentuk frasa singular menjadi frasa plural dengan mengikuti pola *wazan jam'u al-qillah wa jam'u al-kaṣrah*. Beberapa *muṣṭalaḥāt* dalam kamus terbentuk secara konstruktif (*musytaq*) dan tetap (*jāmid*). Kamus disusun urut secara alfabetis dan bersifat tematik. Sangat tepat untuk membantu aktivitas kursus bahasa Arab dengan berbagai program yang tersedia di LKB Al-Azhar Pare Kediri dan lembaga eksternal. Implikasi dari penelitian ini secara teoritis adalah untuk mengembangkan diskursus leksikografi arab di Indonesia. Sedangkan implikasinya secara pragmatis yaitu untuk mempermudah pencarian shighat jama' taksir pada kata kerja di dalam kamus

**Kata Kunci:** Al-Azhar Pare Kediri, *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr*, Frasa Plural, Kamus

## INTRODUCTION

The discourse of Arabic lexicography has become a peripheral study of Arabic literature and Arabic language education in Indonesia. Several researchers of Arabic literature are more interested in studying Arabic literature with various approaches. Then, researchers in the field of Arabic language education are busier looking at Arabic learning in terms of linguistics (phonology, morphology, syntax, and semantics) and language skills (*istimā'*, *kalām*, *qirā'ah*, and *kitābah*). It can be a concern for academics working in Arabic, who should pay attention to Arabic lexicographic discourse so that it continues to develop in Indonesia. The lack of Arabic lexicography reviewers is due to ideological factors. Reviewing dictionaries is more complicated than assessing language skills. Checking dictionaries takes a lot of time, especially for dictionary compilers. It took years to complete the project.

Citing research (Wahab, 2017), the development of Arabic lexicography in Indonesia began with preparing the Mahmood Joenoes dictionary. A monumental Arabic-Indonesian dictionary that is widely used in Islamic boarding schools and universities. It began with the emergence of a systematic morphological dictionary dealing with Arabic grammar, especially morphology (Taufiqurrochman, 2020). The second is Al-Munawwir's dictionary. In his time, Santer became the primary reference for students of Arabic from the 1970s to the 2000s (Busro, 2016). This dictionary has a long history, from writing in 1957 to development in 2018, so some users shifted to online dictionaries (Karimah, 2018). Online dictionaries are considered more accessible than book-based dictionaries. The convenience of

accessing online dictionaries is convenient for completing student assignments. They can spend less time opening book dictionaries to look up the meaning of words (Azmi et al., 2018). However, there are weaknesses in online dictionaries, and online dictionaries are classified as dictionaries that are not yet ideal from a lexicographical perspective because indicators of the accuracy of vocabulary preparation and appearance have not been fulfilled, even though the completeness of features and ease of access are faster (Zahrah et al., 2021).

One form of Arabic lexicographical projection in Indonesia is the compilation of an irregular plural noun dictionary with the title *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* (Muslikhin, 2016). Dictionary compiled in the form of a book. The correct term is "pocket dictionary", the work of Muhammad Muslikhin, owner of the Al-Azhar Pare Kediri Arabic Language Course Institute. This dictionary is a teaching material that is very helpful for students taking Arabic courses. Some common *muṣṭalaḥāt* are quite familiar in this dictionary. They start from academic thematic terms, daily life, and work. Classical terms are not recorded. Since the dictionary is more for projecting students' productive abilities (*mahārah al-kalām*), the order of Arabic letters is systematically arranged. The formation of the *jama' taksīr* follows the *wazan jam'u al-qillah wa jam'u al-kaśrah* or the plural minimal and plural maximum.

The existence of the irregular plural noun dictionary *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* has colored the productive works of Arabic lexicography in Indonesia. This dictionary is currently making an excellent contribution to the development of learning Arabic in Indonesia. Not many Indonesian Arabic scholars have compiled an irregular plural noun dictionary. Given that it is not easy to compile a dictionary. It takes a long time, painstaking, with few royalties. Over time, the presence of the irregular plural noun dictionary *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* is not only of interest to students at the Al-Azhar Pare Kediri Arabic Language Course Institute (Admin, 2023) but several students and external students who are studying Arabic. It is evident from the hundreds of dictionaries sold on the Shopee or Tokopedia marketplaces. Dictionaries are also provided in several bookstores in Indonesia. It is what makes researchers study this dictionary further. What is the dictionary's content, and how far is the scientific contribution of this dictionary in the struggle for Arabic in Indonesia?

Several related studies, including Mardiah and Pancarani (2019), regard the characteristics of irregular Arabic nominal inflections in Hans Wher's Arabic-English plural dictionary of appraisers from entries *alif* to *kha'*, which are limited to single nouns patterned *fa'lun*, *fi'lun*, *fi 'latun*, *fi'alun*, *fu'latun*, *fa'alun*, and *fa'latun*. The results of this study justify Pingker's thesis about irregular patterns which contain regularity. In this study, most plural forms of the irregular plural noun dictionary could be determined by examining the order of consonants of the singular form. Research (Mardiyah et al., 2017) shows an Android application for the irregular plural noun dictionary based on the book *Al-'Arabiyyah Baina Yadaik* (ABY). This study aims to produce a product based on the ABY book to construct irregular plural noun dictionary by describing (1) product, (2) product feasibility, and (3) product effectiveness. This application contains ± 659 singular words with examples and material for estimating plurals. The research results show that this product is very feasible and effective. Field tests show that many students like this

application. Research (Munir, 2017) shows 172 *jam'u al-kaśrah* pronunciations in the *Al-Asri* dictionary. It consists of 16 *plurals ta* in addition to *ṣīgat Rompiā al-jumū'*. Researchers have found the characteristics of *jam'u al-kaśrah*, but not all plural forms of *taksir* are *simā'ī* but can also be known by *qiyāsī*.

Jarrar and Amayreh (2019) introduce a lexicographic search engine built on top of the largest Arabic multilingual databases, allowing people to search and retrieve translations, synonyms, or definitions. The database currently contains about 150 Arabic multilingual lexicons that have been digitized, restructured, and normalized for over nine years. It comprises most lexical resources, such as modern and classical lexicons, thesaurus, glossaries, lexicographic datasets, and trilingual dictionaries, in addition to the Arabic Ontology – an Arabic WordNet with ontologically cleaned content used to reference and interlink lexical concepts. Research (Reqqass et al., 2019) shows that in classical lexicography, making a dictionary was accomplished by writing it manually, increasing the effort and the time creators spend. To minimize this challenge, modern lexicography resort to computer linguistics technologies. As a consequence, a software program called Dictionary Writing Systems (DWS) was developed to simplify the work of editors, guarantee the compilation of dictionaries in structured data, allow the publication of interactive versions of produced dictionaries and the lexical data exchange in other natural language processing applications like automatic translation and semantic web. Finally, research (Ahmala, 2018), with the results of using an application dictionary or online dictionary for plural appraisers, makes it very easy for students of the Tarbiyah Faculty of UIN Sunan Ampel Surabaya.

Several previous studies have explained the reconstruction of irregular plural noun dictionaries and their application in learning Arabic. Several dictionaries are arranged in the form of books or applications (online dictionaries): Hans Wher's Arabic-English plural dictionary of appraisers, Syamsul Hadi's plural appraiser dictionary (Hadi, 2018), and *Munjid fī al-Lugah wa al-A'lam* dictionary by Lewis Ma'loof (Ma'lūf, 1986), and application dictionary the others, have been compiled following the *wazan jam'u al-qillah wa jam'u al-kaśrah*. The dictionary meaning of idiomatic phrases can be known after following the grammar in the context of the sentence. Thus, the researchers decided to conduct further studies. Researchers have not found how the characteristics of the formation of singular words into plural in the various dictionaries are studied scientifically from the perspective of Arabic lexicography. So, researchers tend to conduct comprehensive studies regarding the formation of singular words into plural in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary. Furthermore, the researcher will also examine how dictionary implementation is related to the struggle of learning Arabic at the Al-Azhar Pare Kediri Arabic language course institution.

## **METHOD**

### ***Research Design***

This research is qualitative, with two library research approaches and case studies. Research-oriented literature studies to describe the intent of textuality (Creswell, 2010) and research to describe social phenomena holistically (Sari & Bogdan, 1992). The research data is in the form of the characteristics of the formation of plural phrases in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary,

what *wazan* is followed, and absorption patterns in learning Arabic. Data sources were obtained from the dictionary and Arabic language course activities at the Al-Azhar Pare Kediri Language Course Institute.

#### **Data Collection Technique**

Data collection techniques are carried out by documentation and observation. Documentation is necessary for library research, including language research (Ainin, 2007). The documentation stage starts with classifying singular phrases, which refers to forming plural phrases, *wazan* patterns, and examples of phrases. Then, further documentation of the absorption of phrases in learning Arabic. The researcher observed learning Arabic at the Al-Azhar Pare Kediri Arabic Language Course Institute for the observation stage. Observations are entirely oriented towards the use of plural phrases in course activities. The extent to which course participants use the absorption pattern of plural phrases.

#### **Data Analysis Technique**

The research data analysis stage was done through data reduction, data presentation, and conclusion (Moeloeng, 2011). In line with what is meant (Ismawati, 2012), language data analysis starts with reducing lingual data, which is then processed and displayed in fine form for critical analysis purposes. In this study, data on the formation of plural phrases in *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* are reduced according to the *wazan* pattern. Then, it is displayed in tabular form and critically analyzed using Arabic lexicographic discourse. The researcher also analyzed the absorption of these plural words for language course activities.

## **RESULT AND DISCUSSION**

Formation of singular Arabic phrases into plural forms. Alternatively, in other words, changing from the *mufrad* form to the plural form is a necessity of language (Aoun et al., 2009). Especially if the phrase is to be used in the context of a sentence, at least semantic propositions cannot get out of this regulation (Jackendoff, 1992); crossing phrases and semantics can generate new discourses and findings in Arabic lexicographical projections. That is why the development of lexical meaning refers more to the initial construction of phrases. Not the structure of the phrase's meaning in the context of the sentence (Halliday & Webster, 2006). The meaning of the following phrase can coincide with the context used. They were no longer standing as imaginary as the initial construction. Phrases that enter the area of structure can be more objective in presenting meaning because of their affiliation with external elements (Baalbaki, 2014).

It starts from the local discourse. The formation of singular phrases into plural forms in the *muṣṭalahāt* dictionary of *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* as far as the researcher's documentation has yielded several results; first, the formation of Arabic phrases refers to the alphabetical order in Latin writing or Arabic lexicographic terms it is called *bidūni tajrīd*. Second, it is organized thematically for the practical needs of the course. Third, plural phrases follow the *wazan jam'u al-qillah wa jam'u al-kaśrah* pattern. Fourth, the compilation of the dictionary is not too many. Only a few phrases matter. The four results are thus represented by the researcher in Table 1.

**Table 1. Characteristics of Forming Singular Phrases into Plural Forms**

الموضوع	ألفاظ الجمع	وزن جمع القلة	الرقم
أعضاء البدن	أعين	أَفْعَالٌ	١
أعضاء البدن	أنفس	-	٢
العائلة	أبناء	أَفْعَالٌ	٣
الإقتصاد	أزمات	-	٤
-	أبحرة	أَفْعَلَةٌ	٥
أدوات البيت	أبسطة	-	٦
الأخوة	إخوة	فِعْلَةٌ	٧
الأخوة	فتية	-	٨

Source: *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr*

The formation of singular Arabic phrases into plurals, as shown in Table 1, refers to the pattern of *wazan jam'u al-qillah* or the plural form for numbers three to ten. Referring to the explanation in (Aqīl, 2017), plural formation follows four *wazan* patterns: *af'ulun*, *af'ālun*, *af'ilatun*, and *fi'latun*. Several Arabic phrases in *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr*'s dictionary follow this *wazan* pattern, although some fall outside the *wazan* regulations. Phrases are presented in thematic forms, such as limbs, household appliances, family, economics, and politics (Muslikhin, 2016). The meaning of each phrase refers to the formation of basic meanings that are not yet understood if they are not arranged in a sentence. Phrases are arranged alphabetically in a system of Latin and Arabic letters, making it easier for readers to track and search for the required phrases. Furthermore, the researchers documented the formation of singular Arabic phrases into plural forms with the pattern of *wazan jam'u al-kaśrah*. This phrase is considered more than the plural form of the phrase that follows *wazan jam'u al-qillah*. Thus, the researcher presents in Table 2 below.

**Table 2. Characteristics of Forming Singular Phrases into Plural Forms**

الموضوع	ألفاظ الجمع	وزن جمع الكثرة	الرقم
		جمع المذكر للعاقل	١
التعليم والتعلم	طلبة	فَعَلَةٌ	
اسم الصفة	سعداء	فُعَلَاءٌ	
-	قضاة	فُعَلَةٌ	
أعضاء البدن	حجّاب	فُعَالٌ	

أَفْعِلَاءُ	أشقياء	اسم الذمّ
٢	جمع الصفة الدال على وزن أفعل و	
فَعْلَاءُ		
فُعْلٌ	عمي	اسم الصفة
فَعْلَى	مرضى	صحّة الجسم
٣	جمع الاسم من صيغ منتهى الجموع	
أَفَاعِلُ	أجانب	المحرّمات
أَفَاعِيلُ	أناشيد	الفرنّ
فَعَائِلُ	روائح	اسم الصفة
مَفَاعِلُ	مصباح	أدوات البيت
مفاعيل	مفاتيح	أدوات البيت
فواعل	برامج	الأنشطة
فعاليل	قناديل	أدوات البيت

Source: *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr*

As for the formation of singular Arabic phrases into plural forms, Table 2 refers to the pattern of *wazan jam'u al-al-kaśrah*. Or plural for a count of ten or above (Aqīl, 2017). The writing of plural phrases broadly follows construction regulations: masculine plural with reason (*jam'u al-muzakkar li al-'āqil*), plural adjective (*jam'u al-ṣifah*), and plural noun many (*jam'u al-ism min ṣiyag Rompiā al-jumū'*). Some themes written include learning, adjectives, limbs, household appliances, and activities (Muslikhin, 2016). The phrases shown in Table 2 are the research samples. More examples can be found in the dictionary. Writing plural phrases with the pattern of *wazan jam'u al-al-kaśrah* is more often found in dictionaries because it is more universal than the plural phrase *jam'u al-qillah*. On the other hand, the plural construction is considered to be more dominant in every Arabic syllable. The meaning of each plural phrase in the dictionary refers to the textual meaning, which is the meaning of etymology in semantic rules (Lyons, 1977). Furthermore, these meanings can be constellations with the arrangement of Arabic grammar if one wants to have different meanings.

The characteristics of forming plural phrases in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary have practical significance in learning Arabic, at least from several examples of plural phrases in the dictionary used by course participants in Arabic courses. The results of researchers' observations conducted online and interviewing stakeholders at the Al-Azhar Pare Kediri Arabic Language Course Institute yielded results: first, the absorption of plural phrases into the development of the sensory abilities of course participants, such as listening skills

(*mahārah al-istimā'*) and reading skills (*mahārah al-qirā'ah*), and then, the development of productive abilities such as speaking skills (*mahārah al-kalām*) and writing skills (*mahārah al-kitābah*). Second, the absorption of plural phrases in several Arabic language course programs: *Usbu'ain*, *Takallam 1*, *Takallam 2*, *Takallam 3*, *Tamyīz 1 &2*, *Tamyīz 3&4*, *Al-Miftāḥ 1*, *Al-Miftāḥ 2*, and *Manhājī*. Third, the integration of approaches and methods of learning Arabic. To read the data transparency, the researcher presents it in Table 3 below.

**Table 3. Patterns of Absorption of Plural Phrases in Learning Arabic at Al-Azhar Pare Kediri**

No.	Absorption of Plural Phrases	Development Orientation	Course Program
1		Productive Ability	<i>Usbu'ain</i>
2		Productive Ability	<i>Takallam 1</i>
3		Productive Ability	<i>Takallam 2</i>
4		Productive Ability	<i>Takallam 3</i>
5	<i>Jam'u al-qillah</i>	Productive Ability	<i>Tamyīz 1&amp;2</i>
6	<i>Jam'u al-kaṣrah</i>	Productive Ability	<i>Tamyīz 3&amp;4</i>
7		Receptive Ability	<i>Al-Miftāḥ 1</i>
8		Receptive Ability	<i>Al-Miftāḥ 2</i>
9		Receptive Ability	<i>Manhājī</i>

The absorption pattern of plural phrases following *wazan jam'u al-qillah wa jam'u al-kaṣrah* in Arabic language learning at LKB Al-Azhar Pare Kediri, as shown in Table 3 explicitly leads to the development of receptive and productive abilities. Thus, it is integrated into various course programs. It means that every plural sentence written in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary has been used in the Arabic lessons of any program by adjusting the theme is retained in the program. The absorption of plural phrases can become more holistic when the Arabic course is carried out in an integrated manner. Alternatively, integrate various programs with the orientation of developing two language skills. Course participants can choose plural phrases in the dictionary according to the studied themes. Then, function plural phrases in listening, speaking, reading, and writing.

The development of works in Arabic lexicography in Indonesia is growing even though it is a fringe study in applied Arabic linguistic studies. It should have happened, considering Arabic is used massively in Indonesia through formal and non-formal institutions. The need to compile an Arabic-Indonesian dictionary can strengthen the context of the Arabic language learning methodology for foreign speakers. The birth of the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary is a form of scientific contribution to the field of Arabic lexicography in Indonesia. It is a pocket dictionary that helps internal learners in language courses and external institutions.

The dictionary of irregular plural noun *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* is arranged thematically and alphabetically. The formation of plural phrases follows the pattern of *wazan jam'u al-qillah wa jam'u al-kaṣrah* (Muslikhin, 2016). In line with what was revealed (Mukhtar Umar, 2009), lexicographers should pay

attention to several things in compiling a dictionary: limit the meaning of sentences, follow the standard of use, define more useful phrases; avoid the origins and developments of phrases; and organize systematically. It fits perfectly with the compilation of the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary by M. Muslikhin. The dictionary is structured functionally pragmatically for the needs of the participants in the Arabic language course. Several *muṣṭalaḥāt* in the dictionary is the result of formation (*isytiqāq*), figurative language (*majāz*), equation (*al-naḥt*), and *ta'rīb* (Mamduh Muhammad, 2008), which is then equated with the pattern of *wazan jam'u al-qillah wa jam'u al-kaṣrah* (Aqīl, 2017).

The thematic meanings of the dictionary's plural phrases follow the standard semantic meanings. The compilers of dictionaries pay great attention to the choice of phrases and their plural constructions—new phrase adjustments to course themes (Muslikhin, 2016). Understanding the meaning of each phrase can be completed after entering the sentence structure (Mutahhiri, 2003) so that the meaning of each dictionary phrase is the rudimentary basic meaning (*al-ma'nā al-asāsī*) before each phrase rubs against other phrases in a sentence. The basic meaning is an essential element for understanding language phenomena. However, the meaning of language is not finished in the primary meaning. The meaning of language can develop according to the communication needs between the communicator and the communicant, such as choosing the meaning of phrases for educational and technological needs. So, the communicator must rely on dictionaries and semantic studies.

Several plural phrases in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary follow the pattern of *wazan jam'u al-qillah*. Or plural between the numbers three to ten. This plural is quite by Arabic standards (Bahansawi, 2004). Plural refers to each noun (*ism*) with its various constellations. There are two kinds of nouns: nouns that are formed (*isytiqāq*) and nouns that are not formed (*jāmid*). Plural formation follows four *wazan* patterns: *af'ulun*, *af'ālun*, *af'ilatun*, and *fi'latun*. Four *wazan* with various additional editorials (*ziyādah*) from the word's origin. For example, the plural phrase "*a'yunun*" which follows the *wazan* "*af'ulun*". The phrase "*azmātun*" which follows the *wazan* "*af'ālun*". The phrase "*absīṭatun*" which follows the *wazan* "*af'ilatun*", and the phrase "*fityatun*" which follows the *wazan* "*fi'latun*". These four examples of plural phrases are a small part of several examples of *jam'u al-qillah* found in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary.

For forming plural phrases from *wazan jam'u al-kaṣrah*, the researcher states more. Several plural phrases in *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary follow a more varied *wazan* pattern. *Jam'u al-kaṣrah* is a plural number counting ten and above (Aqīl, 2017). Following construction regulations, masculine plural with reason (*jam'u al-muzakkar li al-'āqil*), plural adjective (*jam'u al-ṣifah*), and plural noun many (*jam'u al-ism min ṣiyag Rompiā al-jumū'*). Each plural has an example of a phrase and its meaning. Some phrases are formed morphologically, and some are inflectional. It is a horizontal and vertical phrase change from its original form (Dahdah, 1991). This change is intended not only for nouns (*ism*) but also for verbs (*fi'il*). Each change can follow the *wazan* equation or *qiyāsī* or look for the generality of using the phrase (*simā'i*).

The characteristics of forming plural phrases in the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary have practical significance in learning Arabic, especially for Arabic course activities at LKB Al-Azhar Pare Kediri. It is exact in perspective (Mukhtar Umar, 2009) that some phrases in the dictionary must be by the applied function. Several Arabic language courses are offered at this institution: *Usbu'ain*, *Takallam 1*, *Takallam 2*, *Takallam 3*, *Tamyīz 1 & 2*, *Tamyīz 3 & 4*, *Al-Miftāḥ 1*, *Al-Miftāḥ 2*, and *Manhājī* (Admin, 2023). All programs have a language proficiency orientation. Such as the *Usbu'ain*, *Takallam 1*, *Takallam 2*, *Takallam 3*, *Tamyīz 1 & 2*, and *Tamyīz 3 & 4* programs intended to develop productive abilities. Meanwhile, the *Al-Miftāḥ 1*, *Al-Miftāḥ 2*, and *Manhājī* programs are for developing sensory abilities.

The effectiveness of using dictionaries for Arabic courses means optimizing the role of teaching materials to support Arabic learning activities. Teaching materials are only sometimes in the form of books or dictates. Dictionaries can also be used as teaching materials for language materials (Huda & Ulfah, 2019). The effectiveness of *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary for integrated course activities with several course programs was presented by LKB Al-Azhar Pare Kediri. Due to its integrated nature, the learning methodology is also integrative. Integrating learning approaches and methods is considered good if the learning objectives lead to two language skills (Syukron, 2019). Alternatively, in other words, to develop all Arabic language skills (*al-istima'*, *al-kalām*, *al-qira'ah*, and *al-kitabah*) with an integrated curriculum. All material can be presented in Arabic (Makruf, 2016).

The presence of the *Al-Mu'jam al-Ṣagīr lijumū' al-Taksīr* dictionary in coloring Arabic lexicography studies in Indonesia has a positive impact on the development of Arabic learning methodologies for foreign speakers. For example, they use the dictionary to assist in Arabic language course activities at LKB Al-Azhar Pare Kediri and learn Arabic outside institutions such as madrasas and Islamic boarding schools. These results reinforce research (Taufiqurrochman, 2020), which demonstrated the superiority of the alphabetic dictionary system and received positive feedback from dictionary users in Indonesia. A morphological system dictionary is considered more appropriate for students at the secondary level or students studying Arabic grammar because it serves as a medium for practicing understanding changes in word forms and morphological rules. Research (Yusuf, 2021) focuses on the effectiveness of using mobile applications for Indonesian-Arabic translation for Arabic students at UIN Sunan Ampel Surabaya. The benefits of mobile applications can increase student learning motivation, learning independence and self-confidence and encourage opportunities to practice and study independently. Research (Taufiqurrochman, 2019) shows a shift in learning from conventional to e-learning in the Industrial Revolution 4.0 era, which requires electronic learning guides such as Arabic dictionaries, so that teaching learning activity by lecturers and students can be more effective.

The findings of this study reduce the need for the development of Arabic dictionaries in Indonesia. Researchers must reconstruct several things: 1) The compilation of Arabic dictionaries in Indonesia is to pay more attention to the socio-cultural context of Indonesian society as foreign speakers so that the

selection of *muṣṭalaḥāt* is filtered, aside from pragmatic-functional learning needs. At least, this is very helpful for Arabic language students in Indonesia. Especially to put aside the Arabic *muṣṭalaḥāt*, which is *garīb* and which is felt unnecessary to be understood. 2) preparation of dictionaries to be massively integrated into electronic systems with up-to-date applications that are easily accessible to students. At least this helps students to access phrase translation more quickly than a dictionary in book form.

## CONCLUSION

The preparation of an irregular plural noun dictionary of *Al-Mu'jam al-Ṣagīr lijamū' al-Taksīr* by M. Muslikhin has a positive, pragmatic value in the development of Arabic lexicography and learning Arabic in Indonesia. Dictionaries that form particular phrases into plural phrases follow the pattern of *wazan jam'u al-qillah wa jam'u al-kaṣrah*. The formation of *jam'u al-qillah* follows four *wazan* patterns: *af'ulun*, *af'ālun*, *af'ilatun*, and *fi'latun*. Meanwhile, the formation of *jam'u al-kaṣrah* follows construction regulations: masculine plural with reason (*jam'u al-muzakkar li al-'āqil*), plural adjective (*jam'u al-ṣifah*), and plural noun many (*jam'u al-ism min ṣiyag Rompiā al-jumū'*). Some *muṣṭalaḥāt* in the dictionary is formed constructively (*musytaq*) and permanently (*jāmid*). Dictionaries are arranged in alphabetical order and are thematic. It is very appropriate to help with Arabic language course activities with various programs available at LKB Al-Azhar Pare Kediri and external institutions. With this research, it is hoped that developing a dictionary of irregular plural nouns in Arabic can be more effective in helping students understand and use the concept of irregular plural nouns better.

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