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TEACHING ARABIC THROUGH THE PERSPECTIVE OF MAQASID SYARIAH

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Introduction to Arabic and its Importance in Islam

Arabic expresses both aspects of the Holy Qur'an and Sunnah; they are the main medium through which Islam is understood. Thus, Arabic plays a major role in interpreting the Qur'an and Sunnah because the language allows Muslims to interact directly with the sacred text of Islam without depending entirely on translations, which can, at times, be misleading (Al-Attas, 1980). Hence, the knowledge of the Arabic language empowers Muslims to appreciate the intended meaning, sense, and context for legal issues in the Qur'an and hadith.

The Arabic tongue has maintained a significant position in the Islamic scientific tradition too. This language is indeed the main medium for the dissemination and elucidation of knowledge in interpretation, jurisprudence, philosophy, and Islamic science. For example, the works and treatises by scholars such as al-Ghazali and Ibn Sina were originally written in.

Arabic and later translated into other languages for benefit worldwide (Ibn Khaldun, 1967). Accordingly, this language secularly offers great support toward the continuity of that legacy of Islamic knowledge.

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Concept of Maqasid Sharia in Education

Maqasid Syariah, which literally refers to the purposes of Islamic law, aims mainly to achieve benefits and reject harm in human life. The major elements of Maqasid Syariah are five: the safeguarding of religion (hifz al-din), life (hifz al-nafs), intellect (hifz al-aql), lineage (hifz al-nasl), and wealth (hifz al-mal) (Kamali, 2008).

Maqasid Syariah is capable of directing education to not only fulfill intellectual needs but also to teach moral and spiritual values.

The use of Maqasid Syariah in studying Arabic has great significance. As the language of the Qur'an, it plays a vital role in the preservation and protection of the word religion and its principles needed for students to properly understand the Qur'an and Sunnah. However, this will help students protect their logical reasoning through critical and analytical thinking trained into their minds by the virtue of studying complex Islamic texts (Al-Attas, 1980).

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Arabic and Religious Protection (Hifz al-Din)

Arabic is the main tool for the protection of religion (hifz al-din), as it is the language of the Qur'an and Sunnah, the principal source of Islamic sharia. Teaching Arabic gives Muslims a chance to study religion more directly, without relying fully on translation, which may not be able to carry over biological meanings of the religious texts (Al-Attas, 1980). With knowledge of Arabic, students can have an appreciation of the very verses of the Quran and hadiths because they do not take them out of their proper context-framework - an important consideration if one intends to make serious interpretations of sharia law.

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For instance, words like *taqwa* and *sabr* in the Qur'an have rich meanings that do not translate well word-for-word. Knowing Arabic enables students to examine religious texts more, including fiqh books like *al-Muwatta'* by Imam Malik, which spells out various parts of sharia (Kamali 2008). As a result, teaching

Arabic has a key impact on keeping and boosting religious insight.

The Influence of the Arabic Language on the Protection of Reason (Hifz al-Aql)

Arabic has a big impact on protecting reason (hifz al-aql) because learning this language boosts critical and analytical thinking. To understand tricky grammar, study how words are formed, and break down old and new texts helps sharpen the mind (Ibn Khaldun 1967). This learning also lets students link history, culture, and religion to grasp a text, while opening up their minds.

Learning Arabic plays a big role in growing smarter. It opens the door to important books like Ibn Khaldun's *Muqaddimah* or al-Ghazali's *Ihya Ulum al-Din*. These works laid the groundwork for many areas of study such as philosophy, science, and Islamic ethics (Al-Attas, 1980). Arabic isn't just for talking; it also keeps Islamic thinking alive. This helps Muslims keep learning and thinking through the years.

Moral and Social Aspects in Teaching Arabic

Arabic is significant in the development of morality and society in Muslim society. This language being the main media in the delivery of the Islamic teaching brings about noble values such as decency, honesty and respect for others (Al-Din, 2020). From mastering

Arabic, the students can understand a religion that discourages enmity amongst fellow Muslims known as *ukhuwah Islamiyah* (Salim, 2021).

It therefore helps a lot in creating harmony in social relations especially in worship

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like congregational prayers and scientists. Hence fuelling of Arabic does not only enhance understanding of religious passages but also enhances the society and moral starch with fellow Muslim brethren.

A Practical Approach in Teaching Arabic

The application methodists used in teaching Arabic greatly assist in developing the students' practical knowledge. Authorised practices involving learner talk and chorality-meaning exercises, gab fest, round-robin discussion, and Other individual and group communicative activities enable

students to use the language as they communicate and interact with each other (Ahmad & Hassan, 2020). Besides, the contextualisation of religion in the Arabic curriculum helps the students learn the proper relation between the language and Islamic principles and increase the valuation of religious values (Zainudin 2021).

In addition, more engaging learning resources, including learning apps and applications, educational videos, social learning platforms, and others have supplemented the Arabic learning course experience (Kamaluddin, 2022). This makes learning to be more effective and interesting and therefore achieves mastery of the Arabic language among students.

Challenges and Solutions in the Integration of Maqasid Sharia

There are several main issues when teaching Arabic in context of integration of Maqasid Syariah. Perhaps the main challenge is the near-total absence of knowledge of the educational necessity of Maqasid Sharia, with Arabic language education being reduced to the formalistic approach to the language as a vehicle of communication by which certain social values are transmitted, without proper regard for the fundamental and multifaceted values of Sharia (Ismail & Rahman, 2021).

Briefly, the current stream suggests that there are insufficient academic teachers who can teach in Arabic and Maqasid Syariah, and address the issues comprehensively (Latif, 2020).

To address this problem, the organisers of the education curriculum should support the refocusing of the education curriculum to integrate Maqasid Syariah in the learning process, including the learning of the Arabic language (Sulaiman, 2022). Staff development programmes should also be developed so that the educators can incorporate these values into teaching.

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Conclusion and Future Recommendations

Hence, it is not a secret now to affirm that Maqasid Syariah complements the teaching and learning of Arabic to give depth to the learning of the language using the Sharia values in this pursuit. As a result, the teaching of Arabic began to set the linguistic aspect alongside the Maqasid Syariah that focuses on the Islamic moral and ethical values to be introduced as a reference in daily life (Rahman, 2021).

This is enormous, as it means that for the future generation of Muslims, the mastery of Arabic language based on Maqasid Syariah can make them understand the teaching of Islam at a deeper level and enhance the social relations and brotherhood of Islamiyah.

Therefore, it is important to improve a more holistic and integrated teaching approach, which includes religious and social aspects in Arabic education, to prepare the next generation to face global challenges (Al-Qudsi, 2022).

References

