



## **The Contribution of Memorizing the Qur'an to the Arabic Vocabulary Mastery of Students Rumah Tahfizh Baeturrahman**

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### **Abstract**

The Qur'an and Arabic language are inseparable from one another. Learning the Qur'an also means learning Arabic, and vice versa. This study aims to describe the contribution of memorizing the Qur'an carried out by students at Baeturrahman Tahfizh House to the mastery of Arabic vocabulary. This research uses qualitative research methods. The data collection technique used observation, interview and documentation techniques. The results of this study indicate that the contribution of memorizing the Qur'an owned by underage students of the Baeturrahman Tahfizh House to the mastery of Arabic vocabulary has only been achieved in the aspect of mastery of pronunciation, while in the aspects of meaning, istiqaq, and usage, they have not been able to master it because of their limited ability conditions.

**Keywords:** *contribution, memorizing the Qur'an, arabic vocabulary*

### **Abstrak**

Al-Qur'an dan bahasa Arab tidak dapat dipisahkan satu sama lain. Belajar Al-Qur'an juga berarti juga belajar bahasa Arab, begitu pula sebaliknya. Penelitian ini bertujuan untuk mendeskripsikan kontribusi hafalan Al-Qur'an yang dilakukan oleh santri di Rumah Tahfizh Baeturrahman terhadap penguasaan kosakata bahasa Arab. Penelitian ini menggunakan metode penelitian kualitatif. Teknik pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kontribusi hafalan al-Qur'an yang dimiliki oleh santri Rumah Tahfizh Baeturrahman terhadap penguasaan kosakata bahasa Arab baru tercapai pada aspek penguasaan pelafalan, sedangkan pada aspek makna, istiqaq, dan penggunaan, mereka belum mampu menguasainya karena kondisi kemampuan yang masih terbatas.

**Keywords:** *kontribusi, menghafal Al-Qur'an, kosakata bahasa arab*

### **Introduction**

The Qur'an is very closely related to Arabic because the language of the Qur'an itself is conveyed in Arabic. To read the Al-Qur'an and understand it, you need Arabic language skills. Therefore, in memorizing the Qur'an, a person has essentially mastered Arabic in its

pronunciation.<sup>1</sup> Someone who memorizes the Al-Qur'an and studies its meaning and content will certainly make it easier for him to study Arabic widely. By knowing Arabic, people who memorize the Al-Qur'an will find it easy to understand every meaning in the Al-Qur'an. Likewise, vice versa, people who memorize the Al-Qur'an and understand its meaning will essentially make it easier for them to learn Arabic.

The essence of Arabic emerged and developed under the auspices of the Qur'an. The specialty that Arabic has from other languages in the world because it is the language of the Qur'an, hadith, and other classical books. Arabic is the language of the Qur'an clearly without the slightest doubt.<sup>2</sup> Therefore, we can conclude that learning Arabic is to know and understand the Qur'an.<sup>3</sup> Thus, learning Arabic is part of studying religion, which is an obligation for every Muslim. Because it is impossible to understand the Qur'an correctly apart from learning Arabic.<sup>4</sup>

The Qur'an comes when the Arabic language is at the peak of its maturity and glory. The arrival of this holy book also coincided with the arrival of Islam and signaled the end of the jahiliyah period. At that time, the Arabs were famous for their language skills through poetry presented through competitions from various groups of Arab society. The use of Arabic became a form of their fanaticism, although each community group had its own distinctive dialect, but Arabic tended to be dominated by the Quraysh dialect which became a unified language between groups of Arab society.<sup>5</sup>

In Arabic language learning, it essentially requires students to master Arabic vocabulary with a lot. Learning vocabulary is the initial stage in teaching Arabic to students, because vocabulary is one of the language elements that must be mastered by students before mastering language skills. In the stages of learning Arabic, learning vocabulary is the first step that must and must be learned. Ignorance of vocabulary will affect the lack of a good understanding of Arabic.<sup>6</sup>

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<sup>1</sup> Alpan Noor Habib Rangkuti et al., "URGENSI PEMBELAJARAN BAHASA ARAB BAGI HAFIZHUL QUR'AN," *Mubadasab: Jurnal Pendidikan Bahasa Arab* 4 (2022): 2.

<sup>2</sup> Afkhoriyatul Hilmi and Muhammad Kautsar Zam-Zami, "Analisis Dampak Pembelajaran Bahasa Arab Bagi Para Penghafal Al-Qur'an," *Seminar Nasional Bahasa Arab Mahasiswa II Tahun 2018 HMJ Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang* 2 (2018): 443–57.

<sup>3</sup> As-Sunaidi and Salman bin Umar, *Mudabnya Memahami Al-Qur'an. Terjemahan Jamaluddin* (Jakarta: Darul Haq, 2008), 111.

<sup>4</sup> Ainur Rofiq, *Ringkasan Kaidab-Kaidab Bahasa Arab* (Gresik: Pustaka Al-Furqan, 2011), iii.

<sup>5</sup> Nurul Hadi, "Kontribusi al-Qur'an terhadap Perkembangan Bahasa Arab," *El-Furqania: Jurnal Ushuluddin dan Ilmu-Ilmu Keislaman* 1, no. 01 (December 8, 2015): 123, <https://doi.org/10.54625/elfurqania.v1i01.883>.

<sup>6</sup> Intan Sari Dewi, "BAHASA ARAB DAN URGENSINYA DALAM MEMAHAMI AL-QUR'AN," *Jurnal Kontemplasi: Jurnal Ke-Ushuludinan* 4, no. 1 (2016): 44.

Learning Arabic essentially requires students to master a lot of Arabic vocabulary. Learning vocabulary is the initial stage in teaching Arabic to students because vocabulary is one of the language elements that students must master before mastering language skills.<sup>7</sup>

Vocabulary is also the basis for all language competencies other than grammatical. A word is a unit of language that has meaning and is an element that forms a sentence or expression that is the basis for communication, both orally and in writing. Someone who tries to understand a text or word needs vocabulary knowledge. Although the meaning of a word is interpreted according to its context, the knowledge of the basic meaning of the vocabulary must be known first.<sup>8</sup>

Language is a means of communication, and vocabulary is the most important thing in communication. Without understanding and mastering the vocabulary of a language, one cannot possibly communicate well. Mastering the vocabulary of a language is a basic thing in foreign languages including Arabic. Mastering does not only mean being able to pronounce Arabic letters well, or just knowing the meaning, or knowing the *isytiqa'q*, but mastering vocabulary means being able to use the vocabulary by its good and correct use. Thus, the measure of a person can be said to master Arabic vocabulary, if he masters four aspects, namely mastering the pronunciation of the letters, their meaning, *isytiqa'q*, and the use of the vocabulary.<sup>9</sup>

The Qur'an and the Arabic language are inseparable from each other. The language of the Qur'ān conveyed in Arabic is an absolute thing that cannot be changed and is bound to each other. People who can read and memorize the Qur'an have essentially mastered the Arabic language, but their mastery is only focused on the Arabic language written in the Qur'an alone. However, it does not guarantee that those who can read and memorize the Qur'an can also master Arabic in the specific case of mastering its vocabulary well. Therefore, it is necessary to know and analyze further how the conditions of the memorizers of the Qur'an, especially for minors who do not understand Arabic complexly their mastery of Arabic vocabulary.

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<sup>7</sup> Kiki Safitri et al., "Arabic-English Pocket Dictionary (Cory) Based on Symbolic Art to Increase Arabic Vocabulary Mastery in Elementary School," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2 (September 1, 2023): 124, <https://doi.org/10.22219/jiz.v6i2.25323>.

<sup>8</sup> Muhammad Nur Kholis and Muhammad Fahrur Nadhif, "The Effectiveness of Quizlet.Com in Arabic Vocabulary Learning: Students' Perception and Acceptance of Technology," *LISANLA: Journal of Arabic Education and Literature* 7, no. 1 (June 21, 2023): 2, <https://doi.org/10.18326/lisania.v7i1.1-13>.

<sup>9</sup> Munir et al., *Kapita Selektta Pembelajaran Bahasa Arab*, 1st ed., 1 (Palembang: Noer Fikri Offset, 2014), 91.

There are several urgencies of the Arabic language for memorizing the Qur'an, including: First, it helps in memorizing the Qur'an. Second, it helps the memorizer in knowing and understanding the meaning of the Qur'anic verses. Third, making memorizers not get lost in reading the Qur'an.<sup>10</sup>

Rumah Tahfizh Baeturrahman is one of the Islamic educational institutions that located in Karawang, West Java and focuses on memorizing the Qur'an. However, there is other Islamic learning such as the study of the classic book which discusses the science of fiqh, morals, tawhid, hadith, and Arabic. The majority of students Rumah Tahfizh Baeturrahman are elementary school students. It is interesting to further examine the objectives of Arabic language learning applied by Rumah Tahfizh Baeturrahman to underage Al-Qur'an memorization students who are not yet able to capture in depth the complexity of the Arabic language.

Several previous studies examine the objectives of learning Arabic and memorizing the Qur'an, including research by Amrina, Iswantrir, Mudinillah, and Noor entitled "The Contribution of Arabic Learning To Improve Religious Materials for Students".<sup>11</sup> This research explains that Arabic language learning has contributed to the improvement of religious studies. Then the research by Erlina, Kurniawan, Hijriyah, and Ismail entitled "The Correlation of Al-Qur'an Memorization and Arabic Learning Achievement".<sup>12</sup> This study explains that memorizing the Qur'an has a relationship with student achievement. Then research by Rangkuti, Khairiyah, Yuliani, and Yuliana with the title "The Urgency of Learning Arabic for Hafizhul Qur'an"<sup>13</sup>. This study explains that there is a correlation between learning the Qur'an and memorizing the Qur'an. Research by Aryati, Azizah, and Hazmin with the title "The Effect of Al-Qur'an Memorization on Students' Arabic Learning Achievement".<sup>14</sup> This study explains that there is a significant influence between Al-Qur'an memorization and Arabic learning achievement. Research by Nidia, Zubaidillah, and Nuruddaroini with the title

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<sup>10</sup> Noza Aflisia, "Urgensi Bahasa Arab Bagi Hafizh Al-Qur'an," *Fokus: Jurnal Kajian Keislaman dan Kemasyarakatan* 1, no. 1 (2016): 62–63.

<sup>11</sup> Amrina Amrina et al., "The Contribution of Arabic Learning To Improve Religious Materials for Students," *Ijaz Arabi Journal of Arabic Learning* 5, no. 1 (February 23, 2022): 192–200, <https://doi.org/10.18860/ijazarabi.v5i1.15066>.

<sup>12</sup> Erlina Erlina et al., "The Correlation of Al-Qur'an Memorization and Arabic Learning Achievement," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 456–69, <https://doi.org/10.24042/albayan.v14i2.9968>.

<sup>13</sup> Rangkuti et al., "URGENSI PEMBELAJARAN BAHASA ARAB BAGI HAFIZHUL QUR'AN."

<sup>14</sup> Ani Aryati, Nur Azizah, and Hazmin Hazmin, "Pengaruh Hafalan Al-Qur'an terhadap Prestasi Belajar Bahasa Arab Siswa," *Journal of Education and Instruction (JOEAI)* 3, no. 1 (June 30, 2020): 75–84, <https://doi.org/10.31539/joeai.v3i1.1312>.

"The Impact of Arabic Language Learning on Al-Qur'an Memorization".<sup>15</sup> This study explains that learning Arabic has a positive impact on the ease of memorizing the Qur'an.

Then the research by Ondeng, Hamzah, and Sam with the title "The Role of the Qur'an (The Influence of the Qur'an in Shaping Arabic Language and Literature)".<sup>16</sup> The study explains that there is a very large and deep influence of the Qur'an in shaping Arabic language and literature. The language of the Qur'an has beauty and excellence in the structure of the Arabic language, and makes a significant contribution to the structure of Arabic literature, the beauty and strength of the Qur'anic language becomes a benchmark for Arabic speakers in developing their language and literary skills, such as the beauty of language, the use of vocabulary, rhetorical style, Arabic poetry, and provides examples to Arab poets in their work. Then the research by Azizah, Hanani, and Hartono with the title "The Role of Majmu'atul Mahfudzot in Mastering Arabic Vocabulary at MTs Hasan Muchyi Kediri".<sup>17</sup> The study explains that there is a role of majmu'atul mahfudzot book in mastering Arabic vocabulary in class VIII A MTs Hasan Muchyi Kediri, there are factors that support the existence of mahfudzot lessons with majmu'atul mahfudzot book with varied methods, while the inhibiting factors are lack of student interest, lack of parental support, and dependence on cellphones.

Then the research by Jabir and Diran with the title "The Role of Mahfuzat Learning in Arabic Vocabulary Enrichment at MA Al-Khairaat Pelawa Kab.Parigi Moutong".<sup>18</sup> The study explains that mahfuzat learning plays a role in enriching students' Arabic vocabulary such as increasing understanding, increasing Arabic vocabulary, improving the ability to read the Qur'an, improving memorization skills, and providing motivation. Then research by Basiran and Gustiani with the title "The Role of Arabic in Motivating Memorization of the Qur'an and Hadith for Junior High School Students of Imam Syafi'I Taliwang West Sumbawa".<sup>19</sup> The study explains that Arabic can help students in memorizing the Qur'an and

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<sup>15</sup> Erma Nidia, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Dampak Pembelajaran Bahasa Arab Terhadap Penghafal Al-Qur'an," *Jurnal Basicedu* 6, no. 4 (May 22, 2022): 6012–22, <https://doi.org/10.31004/basicedu.v6i4.3132>.

<sup>16</sup> Syarifuddin Ondeng, Andi Abdul Hamzah, and Zulfiah Sam, "Peran Al-Qur'an (Pengaruh Al-Qur'an dalam Membentuk Bahasa Arab dan Sastra)," *AL-QIBLAH: Jurnal Studi Islam dan Bahasa Arab* 3, no. 1 (2024).

<sup>17</sup> Lutfia Durorul Azizah, Nurul Hanani, and Eko Budi Hartanto, "Peran Kitab Majmu'atul Mahfudzot Dalam Penguasaan Kosakata Bahasa Arab Di MTs Hasan Muchyi Kediri," *Al-Wasil* 1, no. 2 (December 30, 2023): 118–23, <https://doi.org/10.30762/alwasil.v1i2.2565>.

<sup>18</sup> Muhammad Jabir and Moh. Diran, "Peran Pembelajaran Mahfuzāt Dalam Pengayaan Kosakata Bahasa Arab Di Ma Al-Khairaat Pelawa Kab. Parigi Moutong," *Albariq: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (December 23, 2020): 31–44, <https://doi.org/10.24239/albariq.v1i2.7>.

<sup>19</sup> Basiran and Eka Gustiani, "Peran Bahasa Arab Dalam Memotivasi Menghafal Al-Qur'an Dan Hadist Siswi SMP-IT Imam Syafi'I Taliwang Sumbawa Barat," *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 4 (2023).

hadith and can reduce errors in pronouncing Qur'anic verses and hadith memorization. Then research by Umam and Putri with the title "Guidance on Reciting, Memorizing the Qur'an and Training Arabic Language Skills through Tutoring for Children in Bondan Village, Sukagumiwang District, Indramayu Regency".<sup>20</sup> The study explains that children can understand how to read the Qur'an according to tajweed letters and good pronunciation, and can help in memorizing the Qur'an.

Then the research by Ruslan and Musbaing with the title "Arabic language learning with the approach of Tafsir Al-Qur'an".<sup>21</sup> The research explains that learning Arabic with the Tafsir approach can improve the quality of learning by combining language understanding with the interpretation of the Qur'an, and can help students understand the content in the Qur'an. Then the last, research by Nurhayati, Urba, Suriyati, Ningsih, Al Amin, Suwito, and Burhanuddin with the title "BTA (Baca Tulis Al Qur'an) Assistance and Mufrodat (Arabic Vocabulary) Sharing for Kindergarten/TPA Students in Ancu Village".<sup>22</sup> This research shows that BTA assistance and the distribution of mufrodat can facilitate students in understanding and memorizing Arabic sentences in the Qur'an.

From some of the previous studies mentioned above, there are similarities and differences with this research. The similarity is in correlation studies related to Arabic language learning. The difference lies in the focus of research studies, there is research focusing on the correlation between Arabic language learning and religious lesson achievement, and research focusing on the correlation of memorizing the Qur'an and Arabic language learning achievement. This study focuses on describing the contribution of memorizing the Qur'an owned by the Tahfizh Al-Quran House assistant to Arabic vocabulary skills. Therefore, this study aims to explain the contribution of memorizing the Qur'an to the students' Arabic vocabulary skills.

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<sup>20</sup> Ahmad Khotibul Umam and Hafizha Aditya Putri, "Bimbingan Mengaji, Menghafal Al-Qur'an Dan Melatih Kemampuan Bahasa Arab Melalui Les Untuk Anak-Anak Di Desa Bondan Kecamatan Sukagumiwang Kabupaten Indramayu," *Journal Of Psychology, Counseling And Education* 1, no. 1 (August 23, 2023): 22–29, <https://doi.org/10.58355/psy.v1i1.2>.

<sup>21</sup> Ruslan and Musbaing, "Pembelajaran Bahasa Arab Dengan Pendekatan Tafsir Al-Qur'an," *Didaktika: Jurnal Kependidikan* 2, no. 3 (2023): 215–30.

<sup>22</sup> R Nurhayati et al., "Pendampingan BTA (Baca Tulis Al Qur'an) Dan Pembagian Mufrodat (Kosa Kata Bahasa Arab Pada Santri TK/TPA Di Desa Ancu," *Jurnal Panrita: Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (May 30, 2023): 6–12, <https://doi.org/10.47435/jcs.v1i2.1696>.

## Method

This research uses a qualitative approach with a descriptive type of research where researchers try to describe the contribution of memorizing the Qur'an to the students in mastering Arabic vocabulary.

### *Identify Subsections*

Participants are students who memorize the Qur'an at the Baeturrahman Tahfizh House who are still minors or are still educated in elementary school. The method of data collection is carried out by direct observation and interviews with students to find out the process of mastering the vocabulary they master through memorizing the Qur'an. And in knowing the contribution of memorizing the Qur'an to the mastery of Arabic vocabulary, researchers tested the mastery of Arabic vocabulary which includes mastery of pronunciation, meaning, *isytiqaq*, and usage to a total of 10 students by testing one by one with the same vocabulary where the vocabulary is obtained from the verse they have memorized.

### *Participant (Subject) Characteristics*

The participants of this research are the students of Al-Qur'an memorization of Rumah Tahfizh Baeturrahman, Karawang who are still minors or who are studying elementary school. The researcher selected 10 students to take the Arabic vocabulary mastery test from their Al-Qur'an memorization.

### *Research Design*

This research in collecting data uses observation, interview, documentation, and testing methods. Researchers made direct observations of the activities and conditions of the students in memorizing the Qur'an and their ability to master Arabic vocabulary. The researcher also tested the ability of Arabic vocabulary directly from the memorization of the Qur'an that the students have. The analysis of this research uses descriptive analysis techniques, with the stages of researchers describing the data obtained from observations, interviews, documentation, and testing. Then the researcher reduces the data that has been collected and focuses on the problem study. And finally, researchers explain in detail and depth the focus of research by the theory.

## Result and Discussion

Qur'anic memorization in improving Arabic vocabulary knowledge

As we know the existence of the Qur'an is closely related to the Arabic language. In studying the Qur'an, one needs prior knowledge of the Arabic language. Likewise, with memorizing the Qur'an, someone who memorizes the Qur'an, in essence, has learned the vocabulary contained in each verse of the Qur'an. People who know the meaning of the verses of the Qur'an, will make it easier to memorize them. Vice versa, the person who memorizes the Qur'an will make it easier for him to know the vocabulary contained in it. The memorizers of the Qur'an, indirectly also memorize how to properly arrange the Arabic sentences written in each verse of the Qur'an.<sup>23</sup> Therefore, it becomes very important to enhance the knowledge of Qur'anic memorizers regarding Arabic vocabulary in addition to their memorization of the Qur'ān.

Based on statements by several students who memorize the Qur'an at Rumah Tahfizh Baeturrahman, they revealed that the amount of memorized Al-Qur'an they have indirectly enriched the Arabic vocabulary they recite from the memorized Al-Qur'an verses. However, they said that their memorization of Arabic vocabulary contained in the Qur'an was only limited to memorization. Given their underage condition, they are not yet able to absorb knowledge perfectly related to Arabic vocabulary. It is known that the Arabic vocabulary written in the Qur'an, no longer contains vocabulary about daily activities or others, which can be easily memorized and practiced in daily activities, but these vocabularies are considered vocabulary that has a high level of meaning. So with the condition of the underage students, they are not fully able to understand the meaning of the vocabulary contained in the Qur'an.

Looking at the data shows that the essence of memorizing the Qur'an owned by the students can increase their knowledge of Arabic vocabulary, but it is only limited to memorization, without knowing and understanding the meaning of the vocabulary. This is due to the condition of the students who are still underage and the vocabulary contained in the Qur'an includes high vocabulary so it is difficult for them to understand its meaning.

The contribution of Qur'anic memorization on aspects of mastering Arabic vocabulary

In this study, the data in the discussion were obtained from the results of data collection using the interview method with the students of the Qur'anic memorization at Rumah Tahfizh Baeturrahman, a total of 10 students who were underage or were studying

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<sup>23</sup> Muh Haris Zubaidillah, "Hubungan Kemampuan Bahasa Arab dengan Prestasi Hafalan Quran" 1, no. 2 (2018): 19.

elementary school related to the contribution of memorizing the Qur'an they had to their Arabic vocabulary skills. From the observation and interview process, the results of observations and interviews were obtained which can illustrate the results of the contribution of memorizing the Qur'an to Arabic vocabulary skills.

Vocabulary	Number of Students	Mastery of Arabic Vocabulary			
		Recitation	Meaning	<i>Isytiqaq</i>	Use
بِالْغَيْبِ	8	✓	✗	✗	✗
	1	✓	✓	✗	✗
	1	✓	✓	✓	✗
Number	10	10	2	1	0

The ten students who memorized the Qur'an were observed, interviewed, and tested on their mastery of Arabic vocabulary. They were gathered in one room to be tested on their Al-Qur'an memorization ability and their mastery of Arabic vocabulary. The researcher conducted an Al-Qur'an memorization test on Surah Al-Baqarah verses 1-5. After the memorization test, they were able to recite their memorization fluently well, and correctly, but when questioned regarding aspects of vocabulary mastery which included the meaning of vocabulary, *isytiqaq*, and its use, there were differences in some students. Precisely on the word “*bi al-ghaib*”, in terms of pronunciation of the word, they have no difficulty in pronouncing it. However, when asked about the meaning of the word, there were differences between them, namely a total of eight students could not answer or did not know the meaning of the vocabulary, and there were only two students who knew the meaning of the vocabulary. Then in the next aspect question, namely the *isytiqaq* of the vocabulary “*bi al-ghaib*”, nine students do not know it, and only one student who knows it. And in the last aspect question, namely the use of the vocabulary “*bi al-ghaib*”, all students could not answer or did not know it.

This first mastery test shows the contribution of memorizing the Qur'an owned by underage students of Rumah Tahfizh Baeturrahman to the mastery of Arabic vocabulary, namely, they mastered the aspects of pronunciation well, but there were only two students who mastered the aspects of pronunciation and meaning, and there was only one student who mastered three aspects of pronunciation, meaning, and *isytiqaq*, and none of them mastered all aspects of mastering Arabic vocabulary. In this case, it shows that they have not fully mastered the Arabic vocabulary from memorizing the Qur'an that they have.

Vocabulary	Number of Students	Mastery of Arabic Vocabulary			
		Recitation	Meaning	<i>Isytiqaq</i>	Use
الكتاب	2	✓	✗	✗	✗
	4	✓	✓	✗	✗
	3	✓	✓	✓	✗
	1	✓	✓	✓	✓
Number	10	10	8	4	1

In testing the vocabulary of “*al-kitaab*”, in terms of mastery of pronunciation, all students can fulfill this aspect well. In terms of mastery of the meaning, eight students know the meaning of the vocabulary. In the aspect of mastery of *isytiqaq*, there are only four students who know the *isytiqaq* of the vocabulary. And in the aspect of its use, there is only one student who knows the use of the vocabulary. Thus, from the four aspects of mastery of “*al-kitaab*” vocabulary, all students can master the pronunciation aspect, seven students master two aspects, namely from the pronunciation and meaning, three students master three aspects, namely from the pronunciation, meaning, and *isytiqaq*, and there is only one student who masters all aspects of mastery of the vocabulary which includes pronunciation, meaning, *isytiqaq*, and usage.

In this case, the contribution of memorizing the Qur'an that they have to the mastery of the vocabulary “*al-kitaab*” can be said to have not been mastered perfectly and only one student can master all four aspects of the mastery of Arabic vocabulary.

Vocabulary	Number of Students	Mastery of Arabic Vocabulary			
		Recitation	Meaning	<i>Isytiqaq</i>	Use
الصَّلَاة	3	✓	✗	✗	✗
	4	✓	✓	✗	✗
	3	✓	✓	✓	✗
Number	10	10	7	3	0

Then on the next vocabulary test, the word “*ash-shalaata*”. In the aspect of vocabulary mastery in the pronunciation of the vocabulary, all students can pronounce the vocabulary well and correctly. Furthermore, in testing the meaning aspect, seven students were able to answer and know the meaning of the vocabulary. In testing the *isytiqaq* aspect, there were only three students who knew the root word of the vocabulary. And in the last aspect, namely

the use of the vocabulary "*ash-shalaata*", none of the students could apply or answer the use of the vocabulary.

Thus, based on these data, it shows that students' mastery of Arabic vocabulary of the vocabulary "*ash-shalaata*", namely all students can master the pronunciation aspect, seven students master two aspects, namely in the aspects of mastery of pronunciation and meaning, three students master three aspects of mastery, namely aspects of pronunciation, meaning, and *isytiqaq*, and no students master all aspects of mastery of these vocabulary. In this case, the contribution of memorizing the Qur'an to students' vocabulary mastery is not perfect.

Vocabulary	Number of Students	Mastery of Arabic Vocabulary			
		Recitation	Meaning	<i>Isytiqaq</i>	Use
يُؤْمِنُونَ	2	✓	✗	✗	✗
	4	✓	✓	✗	✗
	4	✓	✓	✓	✗
Number	10	10	8	4	0

The next Arabic vocabulary mastery test is on the word "*yu'minuuna*". In the aspect of mastery of pronunciation, all students can pronounce the vocabulary well and correctly. In the aspect of mastery of vocabulary meaning, four students know the aspect of mastery of meaning. In the aspect of mastery of *isytiqaq*, four students mastered the *isytiqaq* of the vocabulary. Finally, in the aspect of mastering the use of vocabulary, none of the students were able to master the use of vocabulary. Based on the data obtained from the results of the "*yu'minuuna*" vocabulary test, it shows that there are ten or all students who took the test who were able to master the pronunciation aspect of the vocabulary, there were four students who were able to master two aspects of mastery, namely the aspects of pronunciation and meaning, there were four students who mastered three aspects of vocabulary mastery, namely in the aspects of pronunciation, meaning, and *isytiqaq*, while in the last aspect, namely the aspect of vocabulary use, none of the students were able to master this aspect.

By looking at this data, the contribution of memorizing the Qur'an owned by students to the mastery of the vocabulary "*yu'minuuna*" is only limited to the achievement of three mastery only, namely in the aspects of pronunciation, meaning, and *isytiqaq*. So it can be said that students' mastery of Arabic vocabulary has not met the standards of full mastery of vocabulary.

Vocabulary	Number of Students	Mastery of Arabic Vocabulary			
		Recitation	Meaning	<i>Isytiqaq</i>	Use
المفليحون	8	✓	✗	✗	✗
	2	✓	✓	✗	✗
Number	10	10	8	0	0

In the next test of mastery of Arabic vocabulary, namely on the word “*al-muflihuuna*”. From the data obtained by the researchers, it results in the mastery aspect of pronunciation, a total of ten or all students can master the pronunciation aspect of the vocabulary. Then in the aspect of mastery of meaning, there are only two students who can master or know the meaning of the vocabulary. And in the aspect of mastery of *isytiqaq* and the use of the vocabulary, there was not one student who mastered both aspects of the mastery of the vocabulary “*al-muflihuuna*”. Based on the data, it shows that the mastery of the vocabulary “*al-muflihuuna*” explains that all students can master the pronunciation aspect of the vocabulary, two students master two aspects of mastery, namely in the aspects of pronunciation and meaning, and there are no students who can master the *isytiqaq* and usage aspects of the vocabulary.

Therefore, based on the explanation above, the contribution of Qur'anic memorization owned by students to the mastery of “*al-muflihuuna*” vocabulary refers to both aspects of vocabulary mastery, namely aspects of pronunciation and meaning. While all students do not master the aspects of *isytiqaq* and the use of the vocabulary. So it can be said that the students' mastery of the vocabulary has not met the standards of mastery of Arabic vocabulary.

The results of the students test related to the mastery of Arabic vocabulary from memorizing the Qur'an in verses 1-5 of Surah Al-Baqarah, shows that the contribution of memorization they have is only on average able to master some aspects of mastery of Arabic vocabulary, such as mastery of vocabulary pronunciation, vocabulary meaning, and vocabulary *isytiqaq*. Whereas in the aspect of vocabulary usage, there is only one student who mastered the vocabulary of the word “*al-kitaabu*”, the rest none of the students mastered this aspect. In this case, the mastery of Arabic vocabulary from memorizing the Qur'an that they have has not fully met the standards of mastery of Arabic vocabulary which includes all four aspects. The aspect of mastery of pronunciation is the most mastered aspect of the students, followed by the meaning aspect which ranks second among the aspects that many students

master, and ends with the aspect of *isytiqaq* which is the least mastered aspect by the students. And in the aspect of use, it is an aspect that is not mastered by students, in this case, students are considered to still find it difficult to master the aspects of using Arabic vocabulary from memorizing the Al-Qur'an they have. Therefore, it is important to emphasize the students of Rumah Tahfizh Baeturrahman to study in more depth all aspects of mastery of Arabic vocabulary, especially in the aspect of its use.

From the results of research showing that there is a contribution of memorizing the Qur'an to aspects of mastery of Arabic vocabulary, this is in line with some previous research that has been mentioned, such as research that mentions the close relationship and influence of memorizing the Qur'an on Arabic language both in learning and student learning achievement as in research by Erlina, Aryati, and Ondeng.<sup>24</sup> Likewise, on the contrary, there is a contribution and influence from Arabic language on memorizing the Qur'an as in research by Rangkuti, Nidia, and Basiran.<sup>25</sup> As for some other previous studies, they show the influence of Arabic on religious studies,<sup>26</sup> the role of mahfuzat books on Arabic vocabulary,<sup>27</sup> and the role of tutoring in learning Arabic and memorizing the Qur'an<sup>28</sup>.

## Conclusion

From the explanation above, it can be concluded that the memorization of the Qur'an owned by the students of the Rumah Tahfizh Baeturrahman who are underage or are carrying out basic education, cannot affect all aspects of mastery of Arabic vocabulary which includes mastering aspects of pronunciation, meaning, *isytiqaq*, and its use. As shown in the research results, their level of mastery of Arabic vocabulary on average only reaches the level of mastery in one aspect, namely pronunciation. As for the other three aspects, namely the aspects of meaning, *isytiqaq*, and usage, they have not mastered them because of their limited abilities at this age. Of course, in this study, the researcher has limitations in the research,

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<sup>24</sup> Erlina et al., "The Correlation of Al-Qur'an Memorization and Arabic Learning Achievement"; Aryati, Azizah, and Hazmin, "Pengaruh Hafalan Al-Qur'an terhadap Prestasi Belajar Bahasa Arab Siswa"; Ondeng, Hamzah, and Sam, "Peran Al-Qur'an (Pengaruh Al-Qur'an dalam Membentuk Bahasa Arab dan Sastra)."

<sup>25</sup> Rangkuti et al., "URGensi PEMBELAJARAN BAHASA ARAB BAGI HAFIZHUL QUR'AN"; Nidia, Zubaidillah, and Nuruddaroini, "Dampak Pembelajaran Bahasa Arab Terhadap Penghafal Al-Qur'an"; Basiran and Gustiani, "Peran Bahasa Arab Dalam Memotivasi Menghafal Al-Qur'an Dan Hadist Siswi SMP-IT Imam Syafi'i Taliwang Sumbawa Barat."

<sup>26</sup> Amrina et al., "The Contribution of Arabic Learning To Improve Religious Materials for Students."

<sup>27</sup> Azizah, Hanani, and Hartanto, "Peran Kitab Majmu'atul Mahfudzot Dalam Penguasaan Kosakata Bahasa Arab Di MTs Hasan Muchyi Kediri"; Jabir and Moh. Diran, "Peran Pembelajaran Mahfuzat Dalam Pengayaan Kosakata Bahasa Arab Di Ma Al-Khairaat Pelawa Kab. Parigi Moutong."

<sup>28</sup> Ahmad Khotibul Umam and Hafizha Aditya Putri, "Bimbingan Mengaji, Menghafal Al-Qur'an Dan Melatih Kemampuan Bahasa Arab Melalui Les Untuk Anak-Anak Di Desa Bondan Kecamatan Sukagumiwang Kabupaten Indramayu."

which is related to accurate measurement in measuring well the contribution of memorizing the Qur'an to the mastery of Arabic vocabulary. Therefore, the researcher recommends further research to conduct in-depth and more extensive exploration related to the contribution of memorizing the Qur'an to the mastery of Arabic vocabulary, so that good and accurate research results can be obtained.

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