

Application of Semantic Theory in Arabic Vocabulary Teaching Strategies in Religious Higher Education Institutions

Nur Inda Nurdin^{1*}, Kamal Yusuf², Ilham Alauddin³, Nur Aqilah⁴, Ratianarimamy Niriko Elysa⁵

¹ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; nur401187@gmail.com

² Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; kamalinev@gmail.com

³ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; alauddinilham94@gmail.com

⁴ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; opierqilah29@gmail.com

⁵ Collège Saint François Xavier Fianarantsoa, Madagascar; ratianarimamynirikoelysa@gmail.com

ABSTRACT

Vocabulary mastery remains a persistent challenge in Arabic language learning at religious higher education institutions, particularly in helping students understand word meanings contextually and apply them effectively in communication. This study aims to examine the application of meaning theory in Arabic vocabulary teaching strategies. The research adopts a qualitative library research approach by reviewing relevant books and scholarly journal articles related to meaning theory and vocabulary learning. Data are analyzed descriptively and analytically to identify the relevance and potential contributions of meaning theory to vocabulary instruction. The findings indicate that applying meaning theory in Arabic language learning helps students more easily find and memorize vocabulary, connect words meaningfully in sentence construction, and generate ideas for discussion topics. This study is expected to contribute to the development of Arabic vocabulary learning strategies based on meaning theory and semantic approaches, thereby enhancing students' linguistic competence in a more contextual and meaningful way.

Keywords: Arabic Vocabulary, Learning, Strategies, Theories of Meaning

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INTRODUCTION

Vocabulary teaching plays an important role in language learning, particularly in Arabic, which involves complex morphological, syntactic, and semantic structures. In the context of religious higher education institutions, Arabic vocabulary learning is closely related not only to communicative needs but also to the comprehension of religious texts, including the Qur'an, Hadith, classical Islamic works, and other scholarly literature (Hajar & Pratiwi, 2024). Several studies have highlighted that adequate vocabulary mastery supports students' ability to access and interpret these texts more effectively (Nurhikmah, 2024b). As the Word of Allah, Glorified and Exalted be He, says:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Indeed, We have sent it down as the Qur'an in Arabic, so that you may understand it." (QS. Yusuf [12]: 2)

This verse indicates that mastery of the Arabic language, particularly its vocabulary, is the key to understanding the divine messages contained in the Qur'an. The Messenger of Allah ﷺ also said (Umar, 2022):

مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُفَقِّهْهُ فِي الدِّينِ

This hadith emphasizes that understanding religion is closely related to the ability to comprehend the Arabic language, as the primary sources of Islamic teachings are in Arabic (Pito, 2018).

Mastery of vocabulary is a basic capital in learning any language, including Arabic. Vocabulary that has been widely adopted into Indonesian provides an added advantage for Indonesians learning Arabic easily (Nurhikmah, 2024a). The more vocabulary one masters, the greater the opportunities to grasp messages, understand the content of texts, or convey messages in that language, both orally and in writing. (Batmang, 2023) Nevertheless, the fact remains that many students still lack an adequate Arabic vocabulary, especially those majoring in Arabic itself. This is due to several factors, both internal and external.

Ideally, vocabulary instruction in Arabic language learning should support students' ability to understand and use words accurately and contextually, particularly in academic and religious discourse. Arabic vocabulary mastery is not only related to communicative competence but also plays a crucial role in interpreting religious texts such as the Qur'an, Hadith, classical Islamic literature, and contemporary scholarly works. Given the semantic richness of Arabic, effective vocabulary learning requires an understanding of how meaning is formed, negotiated, and applied within specific linguistic and situational contexts (Zikriah & Mauludiyah, 2024).

In reality, many students in religious higher education institutions (*Perguruan Tinggi Keagamaan/PTK*) come from diverse educational backgrounds, including general schools where Arabic has not been formally taught. This condition often results in difficulties in understanding Arabic vocabulary (*mufradāt*), particularly words with multiple meanings or context-dependent interpretations. Arabic words frequently carry different meanings depending on grammatical structure, discourse context, and communicative purpose. For instance, the word صلاة (*ṣalat*) may refer to prayer in a general sense or to a specific ritual act of worship, depending on its usage. Without adequate semantic awareness, students are prone to misunderstanding vocabulary and, consequently, misinterpreting Arabic texts.

This situation indicates a gap between the ideal goals of Arabic vocabulary learning and the instructional practices commonly applied in *PTK*. Vocabulary teaching still tends to emphasize mechanical strategies such as memorization and literal translation, while neglecting semantic dimensions including polysemy, synonymy, antonymy, collocation, and contextual meaning. As a result, students may recognize word forms but struggle to apply them appropriately in academic writing, discussion, and religious text interpretation.

The urgency of addressing this gap is closely related to the academic and religious literacy demands faced by *PTK* students. Inaccurate interpretation of vocabulary or non-idiomatic word usage can affect the quality of religious understanding, scholarly argumentation, and students' participation in global academic discourse. Therefore, the development of vocabulary teaching strategies that are analytical, contextual, and meaning-oriented becomes increasingly necessary.

Previous studies have demonstrated that meaning-based approaches contribute positively to Arabic language learning. Research by Zikriah and Mauludiyah (2024) shows that integrating semantic principles into Arabic instruction can enhance student engagement and deepen textual understanding. Studies on Project-Based Learning in Arabic semantic education also indicate that contextual meaning analysis supports higher-order thinking skills and interpretative competence. In addition, bibliometric analyses reveal a growing global emphasis on innovation in Arabic language pedagogy amid educational internationalization (Stringer, 2023)

However, despite these contributions, existing literature still shows several limitations. Many studies focus on semantic theory at a conceptual level without translating it into concrete vocabulary teaching strategies. Research by (Utari et al., 2024) applies the meaning field theory in speaking instruction, while (Natsir, 2017), discuss semantic relations in Arabic linguistics, yet these studies do not explicitly address how meaning theory can be systematically operationalized in vocabulary

instruction within religious higher education contexts. Similarly, studies on lexical semantics and morphological productivity emphasize theoretical renewal but offer limited guidance for classroom implementation (Tamphu et al., 2024).

Based on this review, the novelty of the present study lies in its effort to design an Arabic vocabulary teaching strategy that explicitly operationalizes meaning theory into instructional practice. This study proposes a replicable instructional model that includes measurable meaning-relation modules (such as synonymy, antonymy, hyponymy, and collocation), corpus-based tasks to enhance sensitivity to meaning in religious and academic texts, semantic assessment rubrics focusing on accuracy and idiomatic use, and the integration of authentic classical and contemporary Arabic texts as learning resources. Through this approach, the study seeks to bridge the gap between lexical semantic theory and practical vocabulary pedagogy in higher education.

Therefore, this research aims to identify the key concepts and principles of meaning theory (semantics) relevant to Arabic vocabulary teaching in religious higher education institutions, as well as to analyze vocabulary teaching strategies that have been implemented in these settings. This study is expected to serve as a theoretical and practical reference for developing meaning-based Arabic vocabulary instruction, thereby supporting students' semantic accuracy, contextual understanding, and overall linguistic competence.

METHOD

The research method used in this study is library research, also known as literature research. Literature research is an approach that focuses on collecting data and information from various written sources. These sources can include books, scientific journals, articles, research reports, and official documents relevant to the study topic. The researcher does not conduct direct experiments in the field but instead examines existing literature (Rahim et al., 2024). The main objective of this method is to gain a deep understanding through critical analysis of previous works. Additionally, this method helps identify research gaps that still need to be explored. Researchers can formulate arguments based on valid written evidence. Therefore, library research serves as an essential foundation in the advancement of knowledge (Fauzi et al., 2025).

Literature sources were selected based on explicit inclusion and exclusion criteria. The inclusion criteria consisted of: 1) peer-reviewed journal articles and scholarly books discussing semantic theory, lexical meaning, and Arabic linguistics; 2) studies related to Arabic language teaching, particularly vocabulary instruction in higher education or religious education contexts; 3) publications issued within the last ten years, except for seminal works in semantics and Arabic pedagogy that remain theoretically relevant. The exclusion criteria included: 1)

non-academic or non-peer-reviewed sources; 2) studies focusing solely on Arabic linguistics without pedagogical relevance; 3) publications that discuss language teaching but do not address vocabulary or meaning-related issues. Literature searches were conducted through academic databases such as Google Scholar and Scopus, using keywords related to semantics, meaning theory, Arabic vocabulary, and language pedagogy.

Data analysis was conducted using a semantic analysis framework that connects meaning theory to instructional practice. The analysis proceeded through three main stages. First, semantic concepts identified in the literature were classified by meaning, including lexical meaning, grammatical meaning, contextual meaning, and pragmatic meaning. Second, meaning relations such as polysemy, synonymy, antonymy, hyponymy, and collocation were examined to understand how vocabulary meaning operates within Arabic texts, particularly religious and academic discourse. Third, these semantic classifications were translated into pedagogical implications, including vocabulary teaching strategies, learning activities, and assessment models applicable to religious higher education institutions. Through this framework, the study analyzes how meaning theory can be operationalized in vocabulary instruction rather than merely described at a theoretical level. The comparison of findings across sources allows for the identification of recurring instructional patterns, limitations of existing approaches, and potential strategies for meaning-based vocabulary teaching.

The research procedure followed a structured flow: (1) determining the research focus and questions; (2) selecting literature sources based on inclusion and exclusion criteria; (3) organizing sources thematically; (4) conducting semantic and pedagogical analysis; and (5) synthesizing the findings into a coherent research report supported by accountable references. This procedure ensures analytical rigor and transparency in linking semantic theory with Arabic vocabulary teaching strategies.

RESULTS AND DISCUSSION

The Meaning Concept

Meaning is an inseparable part of semantics. Meaning has a very diverse definition, one of which is that meaning is interpreted as a linguistic form that must be analyzed within the boundaries and essential elements of the situation in which the speaker utters it (Rahmawati, 2025). Meaning also encompasses the intention contained in rules conveyed orally or in writing. Furthermore, meaning includes what we interpret from the influence of language on our thinking, namely that which relates to external expressions or speech that aligns with its intended purpose (Hafidz et al., 2022). Meaning can also affect listeners or readers. According to another definition, the meaning of language is closely related to the

external world, and there is a conceptual relationship between a word and what it signifies. Nevertheless, a consensus can be reached regarding the determination of language users. Furthermore, two aspects must be considered: the signifying part, which consists of a sequence of sounds, and the part that is signified, which consists of an idea or understanding. The Indonesian language dictionary defines meaning as: 1) Sense, 2) The speaker's intention, and 3) The understanding conveyed in the form of language. Moreover, the relationship between linguistic elements determines its meaning. In addition, meaning is related to intralingual aspects.

From the explanation, it can be understood that meaning is the significance of a word or language as a form of communication to convey the speaker's intent to the listener so that the words or language delivered can be understood by the listener.

Types of Meaning

Types of meaning can be identified based on certain perspectives or criteria. Words derived from the same root often cause difficulty and even errors in language use. To avoid mistakes in language, it is necessary to choose and be able to use words in accordance with the meaning contained in each word. For a language to be understood, comprehended, and its intent accurately known, in terms of meaning, it can evoke reactions in the minds of readers or listeners due to stimuli from aspects of certain word forms. In this regard, Dr. Muhammad Mukhtar 'Umar has categorized types of meaning into five types, which are as follows:

Table 1. Types of Meaning in Language (Semantics)

Type of Meaning Number	Arabic Terms	Brief Explanation	Example
Basic/Essential Meaning	المعنى الأساسي	The basic, initial, or conceptual meaning that indicates the primary sense of a word.	The word 'woman' means a female human, not a male.
Additional Meaning	المعنى الإضافي / العرضي / الثانوي التضمني	The additional meaning that develops from the basic meaning can change according to time and culture.	The word 'woman' can mean 'expert cook' in certain cultural contexts; the word أحمر (red) can mean 'brave'.
Meaning of Language Style	المعنى الأسلوبي	The meaning that emerges from the style of language (formal, literary, conversational).	The word 'father' (formal) vs 'daddy' (affectionate); in Arabic: الولد-الوالدي as a form of respect.
Nafsi Meaning	المعنى النفسي	The personal or subjective meaning used by individuals is often of a private nature.	Someone assigns a specific meaning to a particular word according to personal experience.

Ihaa'i Meaning	المعنى الإيحائي	The meaning that arises from the elements of sound, morphological and the earth' → a changes, or figurative/proverbial difference in status that is language. extremely vast.
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Types of meaning can be distinguished based on several criteria and perspectives. From a semantic standpoint, they can be differentiated into lexical meaning, grammatical meaning, and contextual meaning. Based on the presence or absence of reference in a word, meanings can be categorized as referential and non-referential. Based on whether a word carries emotional value, meanings can be classified as connotative and denotative. Based on the precision of meaning, distinctions can be made between technical terms and word meanings, among others.

Table 2. of Types of Meaning in Linguistics

Types of meaning	Brief Explanation	Example
Lexical Meaning	The basic meaning inherent in a word, according to the dictionary, is understood without context.	The word 'woman' means easily a female human, not a male.
Grammatical Meaning	Meaning that arises from grammatical processes (affixation, reduplication, composition) or the function of words in a sentence.	The word 'books' is plural due to the suffix -s.
Denotative & Connotative Meaning	Denotative: factual meaning in accordance with reality. Connotative: additional/emotional meaning that arises from the user's associations with the language.	The word red: denotative = the color red; connotative = courageous.
Conceptual Meaning	Meaning that corresponds to an idea or reference, free from relational context.	Mother = a woman who gives birth to a child.
Associative Meaning	The meaning that arises from the relationship between words and conditions outside of language, related to symbols, moral values, and the worldview of society.	The cross → an association with the Christian religion.
Meaning Words	Words as elements of language represent of units of feeling and thought. Meaning can be general (imprecise) or specific (precise) depending on the context.	The word 'star' can refer to a celestial body or a famous performer.
Meaning Terms	The meaning of a definite and fixed term, used in a specific field for a particular concept.	The word photosynthesis refers to the biological process by which plants produce food.
Idiomatic Meaning	The meaning of an expression that cannot be predicted from its constituent words is metaphorical or simile in nature.	The expression 'scapegoat' refers to a person who is made the target of blame.

As for the types of meanings in Arabic semantics, when viewed from the perspective of 'dal wa madlul', scholars distinguish the meanings into several types, among them are:

- a. The Basic or Central Meaning refers to a meaning that contains a single concept within a lexicographical system. In other terms, this meaning is also called al-Ma'na al-Tasawwuri. Ahmad Mukhtar argues that this meaning represents the pinnacle of the most fundamental linguistic activity, which must go through a process of mutual understanding between language users, and Ahmad Umar emphasizes that this meaning cannot be separated from the dictionary, even though it was previously still related to the initial contextual meaning.
- b. Al-Ma'na al-Idafi refers to an additional meaning that can only be understood based on the context of the sentence. The characteristics of this meaning are: it is an addition to its original meaning, it does not have a fixed or comprehensive nature, and this meaning can change along with changes in culture and time. For example, the word "يهودي" in its original meaning refers to someone who practices Judaism; however, when interpreted through the idafi meaning, it is understood to carry connotations of being greedy, stingy, foolish, and deceitful, reflecting the perceived traits of Jewish people.
- c. Stylistic meaning refers to a meaning that provides a range of values in the form of specific expressions that pertain to social, cultural, geographical, or linguistic contexts. Ahmad Mukhtar 'Umar states that this meaning is a selection of words that aligns with the speech of both the speaker and the listener, which is then assumed to constitute a singular meaning. An example is the use of the terms أب and الولد, both of which carry the same meaning, namely 'father'.
- d. Al-Ma'na al-Nafsi refers to a meaning that exists solely within an individual's psyche. Ahmad Mukhtar 'Umar states that this meaning arises due to the influence of certain words when they stand alone, based on his own experience. It can be concluded that this meaning is a deviation from the original meaning (dictionary meaning).
- e. Al-Ma'na al-Ihai (The Meaning of Suggestion) refers to a suggestive meaning associated with other vocabulary, which can be represented and conveyed through gestures. This meaning arises due to three influences, namely: phonological influence, morphological influence, and semantic influence.

Some language experts state that the meaning of an utterance is intended to convey the speaker's intentions to the listener. Meanwhile, language itself is designed to express experiences, thoughts, and information originating from the speaker. A word can be heard with the ear and seen with the eye.

Broadly speaking, meaning can be divided into three parts: first, the meaning of a sentence, which refers to the understanding that corresponds to the

meaning contained within a sentence. Second, the meaning intended by the speaker, which is a meaning that sometimes differs from the content of the sentence spoken by the speaker. Third, the meaning perceived by the interlocutor, which is the meaning that, when a speaker utters a sentence to an interlocutor, the interlocutor immediately feels offended and angry, causing the speaker to be puzzled as to why the interlocutor reacts in such a way.

Change of Meaning

Change in meaning refers to a shift in meaning. Social change often occurs simultaneously with changes in meaning. Social change is initially caused by conflict, population movement, cultural elements, economic factors, and advancements in technology and information. Additionally, weakening, restriction, replacement, shift, expansion, and ambiguity of meaning are all examples of changes in meaning. Some interpretations change as a result of these factors. According to the following, meaning can change:

Table 3. Types of Meaning in Arabic Linguistics

Types of Meaning	Arabic Name	Brief Explanation	Example
Basic or Central Meaning	المعنى التصوري (al-Ma'na al-Tasawwuri)	The core meaning that encompasses a single concept within a lexicographical system serves as the foundation for linguistic activity.	The word أم means 'mother' in the basic sense according to the dictionary.
Al-Ma'na al-Idafi	المعنى الإضافي	Additional meaning that can only be understood through the context of a sentence, not fixed, changing according to culture and time.	The word يهودي: root meaning = follower of Judaism; additional connotation = negative nuance such as 'stingy' in certain cultural contexts.
Stylistic Meaning	المعنى الأسلوبي	The meaning that emerges from the style of language, related to social, cultural, geographical, or linguistic contexts.	The words أب and الوالد both mean "father," but the nuances of their usage are different.
Al-Ma'na al-Nafsi	المعنى النفسي	The personal meaning that arises from individual experiences, diverging from the dictionary definition.	Certain words can evoke different emotional impressions for each person.
Al-Ma'na al-Ihai (Meaning of Suggestion)	المعنى الإيحائي	The suggestive meaning that arises due to the influence of phonology, morphology, or semantics is often conveyed through gestures.	A change in sound or figurative expression that provides additional meaning.

Factors Influencing Meaning Change

Changes in meaning within a language are influenced by natural and contextual factors, making such changes inevitable for the language. As is known, language is passed down from generation to generation, and this process is neither continuous nor orderly. Therefore, old meanings can be replaced by new ones that are considered by the community to be more appropriate and better accommodate the intended purposes of the society.

The change in meaning is influenced by several specific factors, which are as follows:

- a. The language factor absorbed from an older generation by its lower generation, which is imperfect.
- b. The factor of ambiguity or unclear meaning.
- c. The factor of social, cultural, and technological development occurring within a language-using community.

Many factors cause a change in the meaning of a word, including:

- a. Socio-cultural development.
- b. Sensory response.
- c. Differences in the field of usage.
- d. Developments in the fields of science and technology. Developments in the field of science and technology can potentially cause changes that initially contain the concept of a simple meaning, yet continue to be used even though the meaning has evolved as a result of new perspectives or new theories in a particular field of knowledge, or as a consequence of technological advancements. (Salbiah & Idris, 2022)

Meanwhile, another opinion states that the factors causing a change in meaning are as follows:

- a. The development of Science and Technology
- b. Social and Cultural development
- c. Development in the Field of Usage
- d. The presence of Associations
- e. Exchange of Sensory Responses
- f. Differences in Responses
- g. The existence of Abbreviations

Another study states that the factors that cause changes in meaning in a language are as follows:

- a. Linguistic factors
- b. Historical factors
- c. Social factors
- d. Psychological factors
- e. Foreign influence factors
- f. Necessity factors

g. Power factors

Based on how meaning changes, further research on meaning is also necessary. As we know, Arabic is the language of the Qur'an and Hadith, the books written by scholars, which have a significant impact on the thinking of Muslims, especially in the fields of exegesis, Hadith, jurisprudence, creed, and Sufism. Therefore, Arabic is considered special because any Islamic studies that utilize its sources will be enhanced, as those who do not truly understand the meaning of the Arabic language cannot comprehend them. (Umi Hanifah et al., 2023)

Strategies for Learning Vocabulary

Rebecca L. Oxford (2003), in her research titled "Language Learning Styles and Strategies: An Overview," explains that there are six groups of language learning strategies identified by Oxford (1990) and the alternative categorization offered by O'Malley and Chamot (1990), namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Oxford (1990) classified language learning strategies into two categories: direct strategies and indirect strategies. Direct learning strategies are employed through direct language learning methods and require cognitive processes in learning. Direct learning strategies consist of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect learning strategies are used through indirect language learning methods. Indirect learning strategies consist of metacognitive strategies, affective strategies, and social strategies. The following is the concept of language learning strategies according to Oxford (1990):

Memory Strategies

Memory strategies are one of the language learning strategies employed by learners by utilizing prior understanding or knowledge. These strategies largely involve memory in the learning process, or the use of memory capacity, which includes recalling, storing, and retrieving information or language material. Oxford categorizes memory strategies into four indicators, namely:

- a. Create mental connections, such as grouping, making associations, and placing vocabulary in context.
- b. Apply impressions and sounds, such as using visual impressions (imagery), creating concept maps, keywords, and sound representations.
- c. Review thoroughly, such as through structured reviews.
- d. Take action, such as physical responses and mechanical techniques.

Cognitive Strategies

Cognitive strategies are a type of language learning strategy that function to manipulate and practice a particular language or target language by learners. Cognitive strategies consist of four indicators, namely:

- a. Practice, such as repeating sentences or imitating speech, pronunciation, and so on.
- b. Receive and send messages, such as quickly obtaining ideas and using various learning resources.
- c. Analyze and reason, such as activities involving deductive analysis, transferring, and translating words.
- d. Form structures for input and output, such as taking notes of a sentence or main ideas, summarizing, and highlighting.

Compensation Strategy

A compensation strategy is one of the strategies used with the intention of overcoming deficiencies and limitations in language proficiency. This strategy has two indicators, namely:

- a. Clever guessing, carried out by utilizing linguistic clues and other hints.
- b. The strategy of covering up or overcoming limitations can be reflected in behaviors such as code-mixing, seeking help using gestures, avoiding communication, selectively choosing topics, forming or creating one's own words, or using synonyms. (Astuti et al., 2015)

Metacognitive Strategy

Metacognitive strategy is one of the strategies used that relates to the techniques or methods learners employ to approach and manage learning materials. This strategy has three indicators, namely:

- a. Focusing on learning by delaying conclusions and their connections, concentrating attention, and creating discussions to maintain focus in learning.
- b. Organizing teaching and learning activities by determining language, organizing, setting targets and objectives, identifying goals, planning the use of language, and seeking practice opportunities.
- c. Evaluating the teaching and learning process through self-monitoring and self-evaluation.

Affective Strategy

Affective strategy is one of the strategies used by learners that relates to the attitudes and feelings of learners in facing the learning process. This strategy has three indicators, namely:

- a. Reducing anxiety, which includes progressive relaxation, using music, and laughing.
- b. Motivating oneself by making positive statements, taking risks wisely, and self-rewarding.
- c. Analyzing emotional conditions by paying attention to what our body feels, using checklists, writing language learning reflections, and discussing feelings with others.

Social Strategy

Social strategy refers to all learner behaviors related to collaborating with peers in achieving learning objectives. This strategy has three indicators, namely:

- a. Asking questions as a form of clarification and improvement
- b. Collaborating with others or with experts in their field
- c. Showing empathy towards others as a form of cultural development and being sensitive to fellow individuals.

Many authors use the Oxford learning model strategy as a reference in the application of language learning strategies, because the Oxford language learning strategy is considered more effective and comprehensive. The taxonomy of language learning strategies from Oxford (1990) has been tested with confirmatory factor analysis (CFA), and the results indicate that the Oxford version of language learning strategies is the most consistently used by respondents from 517 universities. (Hsiao and Oxford, 2002; Ridha Darmawaty, 2021)

Apart from the Oxford language learning model strategy, another study conducted by Ridha Darmawaty in 2021 entitled "Effective Strategies to Master Language in the Digital Era" also explains that there are several language learning strategies, including:

- a. Listening to the Murattal of the Qur'an, Arabic Lectures, and News

The steps in implementing this strategy are as follows: 1) Listening to the recitation of the Qur'an from familiar surahs such as Juz 'Amma, Arabic lectures, or news from Arabic channels like Al Jazeera on YouTube. 2) Repeating the recitation/lecture/news multiple times using control cards or repetition journals. 3) Recording the repeated practice and listening again to analyze mistakes and pronunciation fluency. 4) The best results can be uploaded to YouTube with either private or public access.

- b. Watching a Favorite Film in Arabic

The steps of this strategy are as follows: 1) Watching favorite Arabic-language films with or without subtitles. 2) Creating a list of vocabulary, expressions, and sentences in various patterns. 3) Imitating similar patterns to form simple sentences. 4) Writing and recording in audio format, paying attention to pronunciation and intonation. 5) The audio or video can be uploaded to YouTube or written on a Facebook homepage.

- c. Reading the Styles of the Quran, Manuscripts, and Conversational Texts

The steps carried out in this strategy are as follows: 1) Reading and carefully observing the style of sentences found in the Qur'an, as well as familiar Arabic writings that can be accessed through any medium. 2) Finding their meanings and understanding them, then creating similar sentences. 3) Practicing them orally, either in monologue or collaboratively, and uploading them to the relevant media if necessary.

- d. Creating a Review

The steps taken in this strategy are as follows: 1) Reading texts on a specific topic according to the field. 2) Rewriting the main ideas in simple language. 3) Making similar notes using vocabulary and sentence patterns similar to those of different main ideas. 4) Uploading the writing to a study group or social media to receive comments, or inserting it into Google Docs and using a translation tool to ensure that the intended meaning corresponds with the translation according to Google Apps for Education tools.

e. Creating Thematic Illustrated Essays

The steps taken in this strategy are as follows: 1) Selecting a series of images with an interesting theme. 2) Creating a mind map using the 5W 1H concept. 3) Preparing key vocabulary and supporting vocabulary for the theme. 4) Constructing simple sentences using the prepared concepts and the sentence patterns already mastered. 5) Uploading the writing on social media along with accompanying images.

f. Creating a Digital Dictionary

The steps taken in this strategy are as follows: 1) Recording all the words encountered while listening to or reading Arabic texts in a note document on a mobile phone or Google spreadsheet. 2) Classifying the words according to theme/field. 3) Translating the vocabulary into Indonesian/using synonyms/antonyms/symbols or any other method that facilitates learners in associating the meaning.

g. Reading Text with Vowel Marks

The steps involved in this strategy are as follows: 1) Selecting an original text with a preferred theme. 2) Reading and analyzing the positions and punctuation in every part of the text. 3) Collecting several cases considered difficult and finding other similar examples for reinforcement. 4) Practicing reading texts without diacritical marks, using the results of the analysis during practice. 5) Making a recording of the reading and requesting corrections from someone deemed more proficient, for future improvement.

From the various strategies described above, if analyzed, these strategies can also be categorized under Oxford's cognitive strategies model, as they emphasize efforts of manipulation and transformation or paying attention to the target language by learners. Some of these strategies have four characteristics of cognitive substrategies, namely: Practice, where behavior involves repeating or imitating the speech, pronunciation, or utterances of others, practicing them naturally; Analysis and reasoning, reflected in activities such as analyzing deductively, breaking expressions or words into parts, and performing contrastive analysis; and forms of structure for input and output, which appear in activities such as note-taking, summarizing, and marking. (Imam Asrori, 2011, p. 45; Ridha Darmawaty, 2021)

The Application of Meaning Theory in Arabic Vocabulary Learning Strategies

In Arabic vocabulary learning strategies, a model known as the application of the semantic field theory is also recognized. The application of the semantic field theory is implemented using the Brainstorming method, which involves collaboration among group members to contribute ideas without evaluation or analysis within a short period. Brainstorming aims to engage learners in collaborating to present and create opinions or thoughts verbally, guided by the teacher to foster learners' creativity. This can be done without formal learning procedures by limiting the implementation of the following steps; The instructor begins by presenting an opinion and asking learners to express their viewpoints, then the learners are asked to write their reflections on the board. The instructor and learners collaboratively determine the appropriate opinion that is agreed upon, along with its reasoning. The instructor prepares key points at the end of the lesson as a summary of the material, which is done after the learners have concluded the material.

This method is implemented through strategies of collaboration, identification, and vocabulary inventory. The application of the semantic field theory in Arabic language learning is carried out through several steps, as follows; Understanding the specific theme that is the subject of discussion. Cataloging vocabulary related to the theme or object, including verbs, nouns, and function words. Constructing sentences from the generated vocabulary. Then, organizing the sentences and forming them into a logical paragraph, where the main opinions are interconnected (coherent).

And learning steps like these make a significant contribution to students in; Increasing students' interest in learning the Arabic language. Enhancing speaking skills, particularly in describing and explaining an object. Boosting students' confidence when speaking in Arabic. Encouraging students' courage when speaking in front of a public audience.

The application of the theory of field of meaning in Arabic language learning has a positive impact on the following aspects; Facilitates students in finding vocabulary and memorizing it. Connects one vocabulary word with another in constructing sentences. Assists students in finding opinions as discussion material. (Natsir, 2017)

CONCLUSION

From this study, it can be understood that the theory of meaning is at the core of semantic studies, functioning as a bridge of communication between speakers and listeners. Various types of meanings—whether basic, additional, stylistic, psychological, or suggestive—play an important role in shaping the correct understanding of words. In the context of the Arabic language, the

classification of meanings is more specific, such as al-ma'na al-asasi, al-idafi, al-uslubi, al-nafsi, and al-ihai. This study also shows that word meanings can change due to social, cultural, technological, and psychological factors, with forms of change including generalization, specialization, amelioration, pejoration, synesthesia, association, euphemism, and dysphemism. The integration of the theory of meaning with vocabulary learning strategies, according to Oxford (direct and indirect strategies), provides a more in-depth and contextual approach to learning Arabic.

In the research process, the main difficulty that arises is the complexity in classifying types of meanings, which often overlap. Additionally, challenges also exist due to the limited availability of literature that specifically discusses the integration of meaning theory with strategies for teaching Arabic vocabulary. Another factor is the difference in the interpretation of meanings influenced by cultural and psychological contexts, requiring more in-depth critical analysis to avoid bias. Technical difficulties also arise in connecting semantic theory directly with vocabulary learning practice, as it requires interdisciplinary understanding between linguistics, psychology, and pedagogy.

Future research is recommended to expand the study by employing an empirical approach, for example, through field studies or experiments in Arabic vocabulary learning with the integration of meaning theory. This would provide concrete evidence regarding the effectiveness of the developed learning strategies. Furthermore, subsequent research could highlight the influence of cultural and digital technology factors on meaning changes in modern Arabic. Another recommendation is to develop a more practical, semantic-based vocabulary learning model, which can be utilized by Arabic teachers and learners in both academic and practical contexts. Thus, future research will further strengthen the relationship between semantic theory and language learning strategies.

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