



Arabic Loanwords in Bahasa Indonesia: Phonological Changes and Pedagogical Implications

Fatonah Puji Astuti^{1*}, Dwiyanto Djoko Pranowo²
Universitas Negeri Yogyakarta, Indonesia

Corresponding Author: Fatonah Puji Astuti fatolah0346fbs.2021@student.uny.ac.id

ARTICLE INFO

Keywords: Arabic Loanwords, Phonological Change, Semantic Shift, Textbook Analysis, Vocabulary Pedagogy

Received : 16, June

Revised : 30, June

Accepted: 23, July

©2025 Astuti, Pranowo: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/).



ABSTRACT

This study investigates the phonological and semantic transformation of Arabic loanwords in Bahasa Indonesia and their pedagogical implications. Using qualitative descriptive approach, data were collected from the Arabic textbooks for Madrasah Tsanawiyah (grade VII-IX) published by the Indonesian Ministry of Religious Affairs in 2020, and supported by documentary analysis. A total 190 Arabic loanwords were identified, categorized by their phonological and semantic changes. The majority showed phonological adaptation with meaning retention. Finding reveal that loanwords are contextually presented, but lack comparative explanations between original Arabic and Indonesian usage. Pedagogically, this study highlights the need for semantic comparison, scaffolded instructions, and cultural contextualization to enhance vocabulary learning. The integration of Arabic loanwords reflects both linguistic adaptation and identity reinforcement in Islamic education.

INTRODUCTION

Loanwords are a prominent feature in the evaluation of language, representing the sociolinguistic contact between different linguistic communities over time. In Arabic, the presence of foreign lexical borrowing (*al-mustaradat*) either incoming or outgoing reflects not only historical exchange but also the influence of scientific, religious, and cultural development (Al-Jarf, 2007; Haspelmath, 2009). Within the context of language education, especially in madrasah-based Arabic instruction, such borrowed terms often appear in textbooks used at the junior high secondary (*tsanawiyah*) level.

This research builds upon the author's master's thesis completed at Yogyakarta State University by titled "Kata Serapan Bahasa Arab dalam Bahasa Indonesia pada Buku Ajar Bahasa Arab Tingkat Tsanawiyah", which focused on identifying and analyzing Arabic-derived loanwords in Bahasa Indonesia as found in Arabic textbooks. The prior study examined these loanwords through the lens of phonological, morphological and semantic shifts, revealing the extent of linguistic transformation from source to target language (Puji Astuti, 2023).

However, the current study adopts a pedagogical orientation by shifting attention to the source language the Arabic textbooks themselves. It explores how loanwords, particularly those with cross-linguistic relevance to Indonesian learners, are presented within the textbooks and how their presentation impacts teaching and learning processes. This investigation seeks to analyze the structure and strategy of loanword presentation and assess its pedagogical implications in real classroom settings.

Given that vocabulary acquisition plays a critical role in second language proficiency (Laufer, 2007; Nation, 2001) the ways in which such loanwords are introduced and contextualized in textbooks may either support or hinder comprehension, especially when learners encounter linguistic items that bear resemblance to their first language. Therefore, examining the presence, categorization, and didactic function of loanwords in Arabic textbooks used in *tsanawiyah* education is both timely and necessary. Moreover, it contributes to development of more linguistically responsive teaching materials.

LITERATURE REVIEW

Loanwords or Borrowed Words According to Experts

Loanwords, also known as borrowed words, refer to words that are borrowed from languages other than the one commonly used by speakers in a particular region. These borrowed words are then adapted to align with the vocabulary of the recipient language in various aspects, such as spelling, pronunciation or writing (Gunardi, 2020; Kridalaksana, 2011).

Another term frequently used interchangeably with loanwords is "loanword" or "lexical borrowing" both terms denote the process by which a word is transferred from one language, the source language, into another, the recipient language (Bueasa 2015, p.1 as cited in Puji Astuti, 2023).

Phonological Similarity may also define loanwords. When a vocabulary item shares phonological form and meaning across two or more languages, it can be regarded as a loanword (Septiani, 2021). This is particularly applicable when the phonological form has undergone changes to conform to the phonological

system of the borrowing language. Such phonetic alterations occur due to the adaptation process from the source language to the recipient language.

Abdul Ghaffar Ruskan (2000) as cited in Afjalurrahmansyah (2018) defines loanwords as a part of language transformation and hallmark of linguistic universality. The adoption of vocabulary from foreign language as a feature of linguistic universality is influenced by language contact between speech communities and certain languages. This occurs because no language is immune to influences from other languages or dialect. Beyond linguistic influences, socio-geographical factors such a culture, customs, and community beliefs also contribute to language development. Language continuously transforms and evolves over time to meet the communicative needs of its speakers.

Lexical transformation of Arabic Loanwords in Bahasa Indonesia

The transformation of Arabic loanwords into Bahasa Indonesia, as explored in this study, involves two primary aspects: phonological adaption and semantic shifts. These changes occur as part of broader linguistic processes where foreign lexical items undergo structural integration into the recipient language. As Soedjito (2020) argue, such transformations may affect both the form and meaning of the loanwords due to various linguistic phenomena. Arabic loanwords in Bahasa Indonesia can generally be categorized into four main types:

a) Loanwords with Both Altered Pronunciation and Meaning

This category reflects a total transformation, where both the sound and semantic value of the word have significantly diverged from the original Arabic form. Although the phonological change may appear minor, the resulting meaning often differs entirely from the source term, indicating a comprehensive semantic reinterpretation.

b) Loanwords with Retained Pronunciation and Meaning

This category refers to lexical items borrowed from Arabic in which both the phonological form and semantic content remain intact. The borrowed words maintain their original pronunciation and meaning, with minimal modification to fit the Indonesian phonological system.

c) Loanwords with Altered Pronunciation but Retained Meaning

These are borrowed words whose phonological forms have been adapted to fit the phonetic and structural rules of Bahasa Indonesia, though the meanings remain the same. Adjustments may involve orthography, word formation, or syntactic structure. Such modifications are necessary for the cultivation, growth, and development of the Indonesian language (Soedjito & Saryono, 2011, as cited in Isnaeni, 2020).

d) Loanwords with Retained Pronunciation but Shifted Meaning

In some instances, loanwords preserve their phonological structure while undergoing a semantic shift. According to Ukhrawiyah (2019), several factors contribute to these changes in meaning, including the development of science and technology, sociocultural dynamics, domain-specific usage, associative meaning development, divergent interpretations by speakers, grammatical processes, and the intentional creation of new terminology.

Presentation of Arabic Loanwords in Indonesian in Arabic Textbooks

The presentation of vocabulary (*mufradat*) is a crucial component in foreign language instruction, including in the teaching of Arabic. In the context of Arabic education at the Tsanawiyah level, the inclusion of loanwords—that is, Arabic-origin vocabulary that has been adopted into the Indonesian language—holds pedagogical value. These lexical items often exhibit phonological and semantic familiarity, which can facilitate students' comprehension and lexical retention.

According to Thu'aimah (1989), vocabulary selection and sequencing in textbooks should align with learners' proficiency levels and communicative goals. A systematic and context-based approach to vocabulary presentation enhances learning effectiveness. This aligns with recommendations from the Indonesian Ministry of Education (Depdiknas, 2008), which advocates for communicative approaches in textbook design, particularly in vocabulary instructions.

Sofyan (2021), in his analysis of Arabic textbooks for eighth-grade madrasah tsanawiyah, identified key strategies in effective vocabulary presentation, including contextual introduction, definitions or glossaries, visual aids, and reinforcement exercises. He emphasizes that integrating Arabic loanwords into instructional materials not only expands learners' lexical repertoire but also bridge cognitive and linguistic gaps by drawing on students' exiting language knowledge.

From pedagogical standpoint, Ali (1992) argues that meaningful and contextualized learning materials lead to better comprehension and retention. Therefore, when Arabic loanwords are presented through thematic context, accompanied by illustrations, followed by varied exercise and spaced repetition, the significantly enhance vocabulary acquisition and learner engagement. In sum, the ideal presentation of Arabic loanwords in textbooks at the Tsanawiyah level should incorporate five core elements:

- 1) Thematic contextualization,
- 2) Provision of meaning via translation or glossaries,
- 3) Visual support through illustrations,
- 4) Varied and communicative practice exercise,
- 5) Planned repetition in subsequent units,
- 6) Comparison between original Arabic terms.

Pedagogical Implications of Arabic Loanwords in Bahasa Indonesia in Arabic Textbooks

Arabic loanwords have become an integral part of Bahasa Indonesia, particularly in educational and religious contexts. Document-based studies reveal their frequent appearance in school textbooks, especially in Islamic education and Arabic language subject (Nur, 2020; Rosyidi, 2017). These loanwords often retain phonological or semantic traces of Arabic, which may pose comprehension challenges for student (Muslich, 2010).

Pedagogically, their use calls for explicit teaching strategies that incorporate etymology, contextual usage, and semantic clarification. Research indicates that textbooks published by Kementerian Agama RI offer varied levels of contextualization when presenting these loanwords, affecting students' understanding and vocabulary acquisition. Therefore, the integration of Arabic

loanwords in teaching materials highlights the need for linguistically informed and culturally responsive instruction (Azra, 2015).

METHODOLOGY

This study adopts a qualitative descriptive approach aimed at identifying phonological and semantic transformation of Arabic loanwords in Bahasa Indonesia, as well as examining their pedagogical implications. The research employs a combination of content analysis and documentary study as methodological strategies. The integration of both methods allows for a comprehensive investigation of the loanwords' transformation in educational materials and their relevance to language pedagogy.

The primary data source comprises Arabic language textbooks used in Madrasah Tsanawiyah (Islamic Junior High Schools) for grade VII, VIII, and IX, published by the Indonesian Ministry of Religious Affairs (Kementerian Agama RI) in 2020. These textbooks serve as an authentic corpus to trace and classify Arabic loanwords in context.

In addition, secondary source in the form of previous studies, scholarly articles, dissertations, and reference books were utilized to explore and substantiate the pedagogical implications of Arabic loanwords in the Indonesian linguistic and educational landscape.

The data collection was conducted through a documentary method, which involved systematically reviewing, annotating, and extracting relevant lexical items and theoretical frameworks from both primary and secondary sources. The selection criteria for the loanwords include:

- a. Arabic lexical items that have undergone phonological or semantic shifts
- b. Loanwords that appear in meaningful instructional contexts within the textbooks
- c. Terms that are frequently used in the educational setting or classroom discourse.

The research applies content analysis to the textbook data to identify and categorize the transformations of Arabic loanwords in term of phonological adjustment and semantic change. Each lexical item is analyzed in its contextual usage and the findings are organized thematically. To investigate the pedagogical implications, a documentary analysis was conducted by reviewing relevant academic literature. This includes studies in applied linguistics, language acquisition, and Arabic language pedagogy in Indonesia, the data from the documentary study are interpreted to highlight the challenges and opportunities associated with the integration of Arabic loanword into the curriculum, vocabulary instruction, and students' comprehension.

To ensure credibility, source triangulation was employed by comparing data from different textbooks and scholarly works. Consistency of finding was verified through iterative reading and cross-referencing between primary and secondary source.

RESEARCH RESULT AND DISCUSSION

Arabic Loanwords in Indonesian in Arabic Textbooks

A total of 190 loanwords from Arabic into Indonesian were identified in the Arabic Language Textbooks for Tsanawiyah Level (Grades VII, VIII and IX) published by the Ministry of Religious Affairs in 2020, following a data reduction process. This reduction was necessary due to significant overlap among the identified lexical items. These 190 Arabic-derived loanwords appeared with a cumulative frequency of 12,905 occurrences across the three textbooks.

Based on the findings of study, the identified loanwords have undergone transformation, both phonologically and semantically. The author classifies the loanwords into four categories:

Table 1. The Transformation of Arabic Loanwords into Bahasa Indonesia in Arabic Language Textbooks

Type of Loanwords	Frequency	Percentage (%)
Pronunciation and meaning changed	2	1%
Pronunciation and meaning unchanged	40	21%
Pronunciation changed, meaning unchanged	145	76%
Pronunciation unchanged, meaning changed	3	2%
Total	190	

There are two lexical items that have experienced changes in both pronunciation and meaning. The word *tabiat* (طبيعة), which originally meant “nature” in Arabic, has shifted in Indonesian to refer to “character” or “behavior”. Similarly, the word *Sejarah* derived from the Arabic *shajaratun* (شجرة) meaning “tree”, has been semantically reinterpreted in Indonesian as “history” or “past events”. These transformations reflect typical pattern of semantic reinterpretation commonly found in situations of language contact and lexical borrowing (Hock, 2019).

Amin (2018), in their study on Arabic borrowings in Indonesian mass media, found that several Arabic-derived terms experienced complete semantic realignment, often as a result of sociocultural reinterpretation. Their work supports the idea that loanwords adapt not only phonologically but also semantically to meet the pragmatic needs of the receiving language.

The most dominant category in the present study-comprising 145 entries (76%) consists of loanwords where pronunciation changed but the meaning remained unchanged. For instance, the word *hajat*, derived from the Arabic *hajah* (حاجة), underwent a phonological adjustment at the final morpheme, particularly the *tā' marbūṭah* (ة). This reflects a common pattern in Indonesian phonology, which tends to eliminate or modify final Arabic consonants for ease of articulation. Despite this change, the meaning of “need” or “necessity” is preserved. These types of adaptations are consistent with phonological naturalizations processes described by Zulkifli (2017) in his study on Arabic influence in Malay loanwords.

The pronunciation of *tā' marbūṭah* (ة) in Arabic, when borrowed into Indonesian, results in two distinct realizations: [h] and [t]. For example, the Arabic word *Jannah* (جنة), meaning “paradise” retains the [h] sound in its Indonesian form *Jannah*. In contrast *niyah* (نية) meaning “intention” undergoes a phonological adaptation to *niat*, where *tā' marbūṭah* is realized as [t]. This variation illustrates the flexible phonological assimilation of Arabic loanwords in Indonesian, influenced by both morphological patterns and pronunciation norms in the receiving language (Hidayah et al., 2018).

In the category of phonological adaptation with semantic retention, 42 lexical items were identified. A notable example is *ayat* (آية), which originally refers to “a verse in the Qur'an”. In Bahasa Indonesia, however, *ayat* has undergone semantic expansion, now encompassing meaning such as “legal clauses”, “signs”, or “symbols”. This broadening of the meaning reflects what Haspelmath (2009) refers to as functional extension, wherein borrowed terms are adapted to cover new domains in the target language.

A similar phenomenon was documented by Rohmah (2021) in her analysis of Islamic terminologies in Indonesian education. She noted that many Arabic origin terms had expanded their meaning due to their usage in modern secular and bureaucratic contexts, especially in government or legal documents.

Finally, the category involving unchanged pronunciation but altered meaning includes three items, one of which is *jumlah* (جملة). In Arabic, *jumlah* denotes a grammatical structure or sentence. However, in Indonesian usage, it refers to a numerical total or quantity. This shift exemplifies semantic narrowing, a process whereby the original broader or structural meaning is reinterpreted in more quantifiable, concrete terms. Similar findings were reported by (Nugroho, 2019), who observed that several Arabic grammatical terms had become numerically oriented in their Indonesian equivalents, especially in education and finance-related texts.

Overall, these patterns reflect the dynamic interplay between form and function in the borrowing process. Arabic loanwords, particularly in pedagogical texts, serve dual functions: they reinforce Islamic linguistic identity while simultaneously undergoing adjustments to align with Indonesian phonological and semantic systems. The finding resonates with broader literature on loanword integration, which emphasize not only linguistic accommodation but also the sociocultural and pedagogical motivations behind lexical adaptation (Tadmor, 2015; Winford, 2003).

Types of Loanwords Presentation

The following table presents the analysis results of how Arabic loanwords are presented in the selected Arabic textbooks for Tsanawiyah students, based on seven pedagogical aspects:

Table 2. Types of Loanwords Presentation

Aspect Of Presentation	Average Score (1-4)	Description
Thematic presentation of loanwords	4	e.g. such as <i>hal</i> (حال) and <i>khair</i> (خير) are presented within greetings in unit 1 (ta'aruf), where they accompany interrogative like <i>kayfa</i> . Other words like <i>zuhur</i> (الظهر) and <i>maghrib</i> (المغرب).
Supporting illustration or visuals	3	Words like <i>tabib</i> (طبيب) and <i>tabibah</i> (طبيبة) are illustrated with gender-distinct images. The term <i>qira'ah</i> (القرأة) is accompanied by an image and example sentence (p.40 textbook for grade VIII). Additionally, words like <i>nuzulul qur'an</i> and <i>bahr</i> (بحر) visually reinforced through thematic images, such as depictions of the sea and Qur'anic celebration scenes.
Clear meaning explanations (translation/glossary)	4	Vocabulary items such as <i>masjid</i> (مسجد), <i>mushalla</i> (مصلى), and <i>madrasah</i> (مدرسة) are clearly defined in the glossary, are most loanwords across the books.
Varied vocabulary exercises	3,67	Exercises include multiple-choice, sentence building, dialogues, and questions-answer practices with words like <i>Kabir</i> (كبير), <i>Jamil</i> (جميل), and <i>Babun</i> (باب).
Repetition across units	4	Items like <i>Bait</i> (بيت), <i>madrasah</i> (مدرسة), and <i>fasl</i> (فصل) recycled in later chapters.
Communicative use loanwords	3	Vocabulary is practiced through dialogues (<i>hiwar</i>) and question-answer drills in most chapters.
Comparison with original Arabic terms.	1	No explicit comparison is made between borrowed words and standard Arabic equivalents. This contrast is largely absent from textbooks explanations
Total average score	22,67 points	

Final Score Interpretation:

Total score	Category	Interpretation
24-28	excellent	Loanword presentation is highly contextual, varied, in depth, and strongly supports meaningful vocabulary learning.
18-23	Good	Most aspects are adequately addressed, though there is room for improvement in certain areas.

12-17	Fair	Presentation is limited and does not fully support deep understanding or vocabulary reinforcement.
<12	Poor	Vocabulary presentation lacks context, adequate exercise, and explanation, thus failing to facilitate effective mastery of Arabic loanwords.

According to the scoring rubric, the textbooks are categorized as Good (score range:18-23). This implies that most key aspects of vocabulary presentation have been addressed adequately. The loanwords are introduced thematically with clear meanings, varied practice exercise, and opportunities for repetition and communicative use. However, improvement is needed in presenting comparative linguistic notes between Arabic origin and Indonesian usage.

a. Thematic and Contextual Presentation

Thematically organizing Arabic loanwords around communicative contexts such as greetings (*hal, khair*), prayer times (*zuhur, maghrib*), or settings (*madrasah, bait*) is a significant strength of these textbooks. This approach aligns with Nation's (2013) principles of meaningful vocabulary learning, where new lexical items are more effectively acquired when embedded within authentic contexts. Similarly, Al-Fahim (2020), emphasized that contextualized vocabulary input supports deeper semantic retention, particularly in second or foreign language acquisition setting rooted in religious or cultural content.

b. Visual and Semantic Support

The use of visual aids and glossary definitions notably in illustrating gender-specific terms like *tabib* (male doctor) and *tabibah* (female doctor), or defining high-frequency terms like *masjid, mushalla, and madrasah* demonstrates good pedagogical awareness. As supported by Elgibali (2017), visual association enhances retention, especially for abstract or culturally distinct vocabulary. Furthermore, glossaries serve as essential reference tools, especially for beginner-level learners, helping bridge the gap between source and target language.

c. Exercises, Repetition, and Communicative Use

Vocabulary exercises were found to be moderately varied, incorporating multiple-choice questions, sentence construction, dialogue practice, and Q&A formats. This supports I. S. P., & W. S. Nation, (2011) argument that vocabulary acquisition improves through repetitive and interactive engagement. Repetition of words like *fasl, madrasah, and bait* across chapters allows for incidental learning and reinforces lexical familiarity. Additionally, dialogue-based exercises provide learners with simulated communicative environments a principal underscore in Task-Based language Teaching (Ellis, 2016).

d. Absence of Comparative Linguistic Notes

One notable shortcoming in the textbooks is the absence of comparative linguistic explanations that highlight the contrast between original Arabic meanings and their adapted usage in Bahasa Indonesia. For example, the word *jumlah* (جملة) in Arabic refers to syntactic unit or sentence, whereas in Indonesian it signifies a numerical total. This semantic shift is never explicitly addressed in the materials. Similar gaps have been observed in other

language teaching context where etymological awareness is often overlooked (Ar-Rahman, 2019) including such comparative notes could foster meta-linguistic awareness and strengthen cross-linguistic comprehension, particularly in Islamic education context where Arabic influences are historically rooted.

Pedagogical Implications

This study identified several patterns regarding the pedagogical implications of Arabic loanwords in Bahasa Indonesia, based on document-based research published between 2016 and 2025. The findings reveal that Arabic loanwords have undergone significant semantic and phonological transformation, influencing language teaching practices and instructional design.

Table 3. Pedagogical Implications

Focus Area	Pedagogical Implicatory
Semantic transformation	Integrate meaning comparison tasks to distinguish broadening, narrowing, and shift types
Phonological and semantic adaptation	Use familiar Arabic loanwords to scaffold new vocabulary and reduce student anxiety
Emergence of new Arabic terms	Continuously update vocabulary and reduce student anxiety
Cultural identity and motivation	Introduce culturally rich loanwords to support identity-building and learner engagement

Ahmed et al., (2019), in their large-scale lexical of 1.870 Arabic-derived words listed in KBBI, identified three types of semantic shifts: narrowing, broadening, and total meaning change. Their findings underline the necessity for teachers to incorporate comparative semantic analysis into vocabulary instructions. Without such comparative frameworks, learners may misinterpret the contextual meanings of familiar-looking words, especially when the Indonesian usage has diverged significantly from the original Arabic. Thus, language instruction should guide learners in recognizing how meaning shifts occur over time and across cultural boundaries.

Al-Jarf (2021), emphasized the dual transformation in both phonological and semantic dimensions of loanwords, suggesting that students benefit from learning strategies that highlight the morphological and phonological distinctions between source (Arabic) and recipient (Indonesian) forms. Her findings support the implementation of scaffolded vocabulary instructions, beginning with familiar Arabic loanwords, as a means of lowering learners' anxiety and boosting confidence during early stages of Arabic loanwords, as a means of lowering scaffolding can bridge students' prior knowledge with new target language input, facilitating more meaningful engagement with unfamiliar vocabulary.

Further, the study by Rokib et al., (2023) on the emergence of new Arabic loanwords in the updated KBBI edition highlights the dynamic and evolving nature of lexical borrowing. Words such as *kafah* and *ajib* have entered mainstream

Indonesian usage, often with nuanced shifts in connotation. This lexical evolution points to the importance of keeping learning materials current and context-sensitive. Teachers should not only teach etymological roots, but also provide students with real-life usage examples that reflect both the original and adapted meanings.

In a broader sociolinguistic context, Pujiati et al., (2025) explored the symbolic function of Arabic loanwords in shaping Arab-Indonesian identity. Their findings reinforce the idea that vocabulary instructions should not be treated as isolated linguistic content, but as a means of fostering cultural awareness and identity development. By incorporating culturally meaningful loanwords into language instruction, educators can promote affective engagement, especially among learners from Islamic or Arabic-influenced communities.

Collectively, these studies advocate for a pedagogical model that not only acknowledges the semantic complexity of Arabic loanwords, but also leverages their cultural and affective potential in the classroom. Arabic vocabulary instructions in Indonesian contexts must evolve beyond rote memorization, embracing comparative analysis, updated lexical data, and contextualized usage to enhance learners' linguistic competence and cultural literacy.

CONCLUSIONS AND RECOMMENDATIONS

This study has demonstrated that Arabic loanwords in Bahasa Indonesia, particularly as found in Arabic textbooks for madrasah tsanawiyah, exhibit significant phonological adaptation while retaining their original meaning, although some also experience shifts in meaning including broadening, narrowing and total semantic change. These transformations reflect broader linguistic and cultural integration processes.

From a pedagogical perspective, the presentation of these loanwords in the textbooks is generally affective, particularly in terms of thematic organization, visual support, and varied exercises. However, the absence of comparative linguistic explanations between the Arabic source and Indonesian adaptation represents a missed opportunity for deeper lexical understanding.

Document-based studies further support the importance of integrating semantic comparison tasks, using familiar loanwords to scaffold learning, and introducing culturally rich vocabulary instruction in the Indonesian context should move beyond memorization, toward a more analytical and context-sensitive approach that promotes linguistic accuracy, cultural awareness, and pedagogical relevance.

ADVANCED RESEARCH

This study advances current scholarship by offering an integrated analysis of Arabic loanwords in Bahasa Indonesia through textbooks-based data and document-based studies from 2016-2025. It contributes a typology of phonological and semantic transformations and evaluates the pedagogical quality of vocabulary presentations on state-issued Arabic textbooks, highlighting implications for language teaching, curriculum design, and cross-linguistic awareness.

However, the study is limited in scope to textbooks published by the ministry of religious affairs and does not account for regional variations or

textbooks from private institutions. Moreover, the analysis focuses on surface-level lexical presentation without examining learner receptions or classroom implementation. Future research could address these gaps by incorporating classroom-based observation, learner outcomes, and broader corpus data across different educational contexts.

ACKNOWLEDGEMENT

The author sincerely expresses gratitude to beloved parents for their endless support and prayers, to the academic advisor for valuable guidance, and to the Faculty of Language, Arts, and Culture, Yogyakarta State University (FBSB UNY) as the academic home. Deepest thanks are also extended to the author's fiancé for unwavering encouragement throughout this research journey.

REFERENCES

- Afjalurrahmansyah. (2018). *Kata Serapan Bahasa Arab dalam Bahasa Indonesia*. CV Widya Utama.
- Ahmed, A., Julul, H., Myrrha, N., Ni, R., Sartini, W., & Kwary, D. A. (2019). *Semantic Adaptations of the Arabic Loanwords in the Indonesian Language (Adaptasi Semantik Kata Pinjaman Arab dalam Bahasa Indonesia)* (Vol. 19, Issue 2).
- Al-Fahim, M. (2020). Effective Vocabulary Teaching Strategies in Arabic Language Textbooks: A Contextual Approach. *Journal of Language and Education*, 6(4), 45–59.
- Al-Jarf, R. (2007). Teaching vocabulary: The relationship between Arabic and English loanwords. *Journal of Language and Linguistics Studies*, 3(1), 56–66.
- Al-Jarf, R. (2021). Arabic and English Loan Words in Bahasa: Implications for Foreign Language Pedagogy. *Journal La Edusci*, 2(4), 23–35. <https://doi.org/10.37899/journallaedusci.v2i4.445>
- Amin, R. , & L. D. (2018). Arabic Loanwords in Indonesian Mass Media: Patterns and Shifts. *Journal of Language and Cultural Studies*, 10(2), 125–138.
- Ar-Rahman, H. (2019). The Role of Etymological Awareness in Arabic-Indonesian Vocabulary Learning. *Indonesian Journal of Applied Linguistics*, 9(1), 72–81., 9(1), 72–81.
- Azra, A. (2015). *Islam in the Indonesian World: An Account of Institutional Formation*. Mizan Pustaka.
- Depdiknas. (2008). *Pedoman Analisis Buku Teks Pelajaran*. Pusat Perbukuan.
- Elgibali, A. , & B. E. (2017). *Understanding Arabic: Essays in Contemporary Arabic Linguistics in Honor of El-Said Badawi*. American University in Cairo Press.
- Ellis, R. (2016). *Task-Based Language Learning and Teaching*. Oxford University Press.

- Gunardi, S. (2020). *Lexicon of Indonesian Language*. Pustaka Pelajar.
- Haspelmath, M. (2009). *Lexical borrowing: Concepts and issues*. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages: A Comparative Handbook* (pp. 35–54). De Gruyter Mouton.
- Hidayah, M., Samingin, F. X., & Wijayanti, A. (2018). Kata Serapan bahasa Arab dalam Kosakata Bahasa Indonesia sebagai Materi Pembelajaran Ceramah di Kelas XI SMA: Kajian Bidang Fonologi. In *Riset Pendidikan Bahasa dan Sastra Indonesia* (Vol. 1, Issue 2). <http://jom.untidar.ac.id/index.php/repetisi/>
- Hock, H. H. , & J. B. D. (2019). *Language History, Language Change, and Language Relationship* (2nd ed.). Mouton de Gruyter.
- Isnaeni, H. , S. F. , & W. A. (2020). *Kata Serapan Bahasa Arab ke dalam Bahasa Indonesia sebagai Bahan Ajar Teks Laporan Hasil Observasi di SMA*. <http://jom.untidar.ac.id/index.php/repetisi/>
- Kridalaksana, H. (2011). *Linguistic Dictionary*. Gramedia.
- Laufer, B. (2007). *The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess*. In J. Coady & T. Huckin. Cambridge University Press.
- Muslich, M. (2010). *Kebahasaan dalam Buku Teks*. Bumi Aksara.
- Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.) (2nd ed.). Cambridge University Press.
- Nation, I. S. P. , & W. S. (2011). *Researching and Analyzing Vocabulary*. Heinle Cengage Learning.
- Nugroho, A. , & A. F. (2019). Semantic Shift in Arabic Loanwords in Indonesian Educational Contexts. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*, 7(1), 49–61.
- Nur, L. (2020). Kata Serapan Bahasa Arab dalam Bahasa Indonesia dan Implikasinya pada Pembelajaran Bahasa. . *Jurnal Al-Mu'ashirah*, 8(2), 101–112.
- Puji Astuti, F. (2023). *KATA SERAPAN BAHASA ARAB DALAM BAHASA INDONESIA PADA BUKU AJAR BAHASA ARAB TINGKAT TSANAWIYAH*. Universitas Negeri Yogyakarta.
- Pujiati, P., Lundeto, A., & Trianto, I. (2025). Representing Arab-Indonesian identity: Language and cultural narratives on social media. *Indonesian Journal of Applied Linguistics*, 14(3), 653–666. <https://doi.org/10.17509/ijal.v14i3.78286>
- Rohmah, M. (2021). The Integration of Arabic Terminologies in Indonesian Education Discourse. *Jurnal Pendidikan Islam*, 9(2), 200–215.

- Rokib, M., Sodiq, S., & Mudzakkir, Moh. (2023). New Arabic Loanwords In Indonesian Dictionary. *Ijaz Arabi Journal of Arabic Learning*, 6(2). <https://doi.org/10.18860/ijazarabi.v6i2.21090>
- Rosyidi, A. (2017). Kosakata Serapan Arab dalam Buku Ajar PAI SMP dan MTs. *Jurnal Pendidikan Islam*, 5(1), 23–34, 5(1), 23–34.
- Septiani, L. (2021). Loanwords in Indonesian Language. *Journal of Applied Linguistics*, 5(1), 55–68.
- Soedjito, & S. D. (2020). *Seri Terampil Menulis Bahasa Indonesia: Kosakata*. . Bumi Aksara.
- Sofyan, H. (2021). Analisis Penyajian Kosakata dalam Buku Ajar Bahasa Arab Kelas VIII MTs. *Al-Ittihad: Jurnal Pendidikan Bahasa Arab*, 3(2), 85–97.
- Tadmor, U. (2015). *Loanwords and the World's Languages: A Typological Approach*. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages*.
- Thu'aimah, I. (1989). *Al-Muqaddimah fi Ta'allum al-Lughat al-'Arabiyyah [Introduction to Learning the Arabic Language]*. Dar al-Fikr al-Mu'asir.
- Ukhrawiyah, F. (2019). Perubahan Makna Kosakata Bahasa Arab yang Diserap ke dalam Bahasa Indonesia. *Al-Ma'rifah*, 16(2), 132–139. <https://doi.org/10.21009/almakrifah.16.02.03>
- Winford, D. (2003). *An Introduction to Contact Linguistics*. Blackwell Publishing.
- Zulkifli, A. (2017). Arabic Influence on Malay Loanwords: A Phonological Perspective. *Al-Bayan: Journal of Qur'an and Hadith Studies*, 15(1), 88–101.