



IMPERATIVE FEATURES IN ARABIC TEXTBOOK FOR MADRASAH ALIYAH: REPRESENTATION AND LEARNING IMPLICATIONS

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Abstract

This study uses a descriptive qualitative research method with content analysis on the Arabic language textbook for Madrasah Aliyah. The purpose of this study is to analyze the use of imperative features in the form of imperative verbs and their implications for learning. Data were collected through direct observation of relevant sentences, focusing on identifying forms of imperative verbs in patterns such as tsulatsi mujarrad, tsulatsi mazid, ruba'i mujarrad, and ruba'i mazid. Each imperative verb form found was analyzed to identify its morphological patterns and semantic meanings within the context of Arabic language learning. The data analysis techniques include morphological analysis to determine the transformation from regular verbs to imperative verbs, as well as semantic analysis to understand the meaning of each imperative verb in its sentence. The research results indicate that the use of imperative verbs in the Arabic language textbook includes various wazan patterns and is used to give clear instructions to students within the learning context. The learning implications of using imperative verbs are related to the application of learning theories, such as social learning theory, cognitive theory, and task-based learning, which support students' understanding of language structure and its application in everyday communication.

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Abstrak

Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan analisis isi pada buku pelajaran Bahasa Arab untuk Madrasah Aliyah. Tujuan penelitian ini adalah untuk menganalisis penggunaan fitur imperatif dalam bentuk verba imperatif serta implikasinya terhadap pembelajaran. Data penelitian diperoleh melalui observasi langsung terhadap kalimat yang relevan, dengan fokus pada identifikasi bentuk verba imperatif dalam pola tsulatsi mujarrad, tsulatsi mazid, ruba'i mujarrad, dan ruba'i mazid. Setiap bentuk verba imperatif yang ditemukan dianalisis untuk mengidentifikasi pola morfologis dan makna semantiknya dalam konteks pembelajaran Bahasa Arab. Teknik analisis data meliputi analisis morfologis untuk mengetahui perubahan bentuk kata kerja biasa menjadi kata kerja imperatif, serta analisis semantik untuk memahami arti dari setiap verba imperatif dalam kalimatnya. Hasil penelitian menunjukkan bahwa penggunaan verba imperatif dalam buku pelajaran Bahasa Arab mencakup berbagai pola wazan dan digunakan untuk memberikan instruksi yang jelas kepada siswa dalam konteks pembelajaran. Implikasi pembelajaran dari penggunaan verba imperatif ini terkait dengan penerapan teori-teori pembelajaran, seperti teori pembelajaran sosial, teori kognitif, dan pembelajaran berbasis tugas, yang mendukung pemahaman siswa terhadap struktur bahasa dan penerapannya dalam komunikasi sehari-hari.

Kata Kunci: *Imperatif, Buku Pelajaran Bahasa Arab, Implikasi Pembelajaran*

INTRODUCTION

Arabic holds a special position in Islam as the language of the Qur'an and Hadith, making it the primary language in Islamic studies (Sya'bani & Has, 2023). The Qur'an, as the holy book of Muslims, was revealed in Arabic, a language rich in meaning and linguistic aesthetics. In the Islamic scholarly tradition, Arabic serves as a medium for the dissemination of knowledge (Hasibuan & Imawan, 2024). Classical texts in various Islamic disciplines, such as tafsir, fiqh, tasawwuf, and kalam, were written in Arabic (Krisman, 2022). Mastery of this language is a crucial requirement for scholars and students to authentically understand the original sources of Islamic knowledge. Beyond its religious and academic value, Arabic also possesses profound cultural significance. The language represents Arab-Islamic culture, which has contributed to world civilization. Arabic calligraphy, poetry, and classical literature illustrate how this language is an inseparable part of the identity of Muslims, both globally and locally. Thus, Arabic is a living and enduring heritage that remains relevant to this day (Suroiyah & Zakiyah, 2021). One of the implementations of Arabic can be seen in its teaching at Madrasah Aliyah.

The teaching of Arabic in Madrasah Aliyah plays a significant role as part of the Islamic education curriculum. Arabic is not merely a subject but also a bridge to understanding the core teachings of Islam contained in the Qur'an, Hadith, and various Islamic scholarly literatures (Darise, 2021). Additionally, Arabic serves as the key to accessing the rich treasury of Islamic knowledge. Many classical texts in the fields of tafsir, fiqh, hadith, and tasawuf are written in Arabic (Dahlan,

2018). Moreover, learning Arabic also supports the development of students' intellectual abilities. Its logical and systematic grammatical structure trains critical and analytical thinking skills. In a global context, mastering Arabic opens opportunities for cultural and educational exchanges with Arab countries, broadens students' horizons, and enhances their competitiveness on an international level (Annisa & Safii, 2023). Therefore, the teaching of Arabic in Madrasah Aliyah is a strategic element in shaping a generation that is religious, knowledgeable, and prepared to face the challenges of the times.

Textbooks play an essential role as one of the primary learning media in Madrasah Aliyah. As a structured learning resource, textbooks provide materials aligned with the curriculum and serve as a guide for both teachers and students during the learning process (Triansyah et al., 2023). Their presence facilitates the systematic delivery of key concepts, enabling students to grasp lessons more effectively. Furthermore, textbooks allow students to engage in independent learning (Susanto & Purwanta, 2022). With materials organized sequentially and accompanied by practice exercises, students can revisit lessons outside of school hours, deepen their understanding, and assess their abilities. As a learning medium, textbooks continue to evolve to meet the demands of the times (Ratmelia, 2018). Books that include illustrations, contextual explanations, and an emphasis on analytical aspects help Madrasah Aliyah students not only memorize but also understand and apply knowledge practically in their daily lives.

The imperative features in Arabic textbooks are crucial in helping students understand and accurately respond to task instructions. In Arabic language learning, commands or instructions using the *fi'il amr* (imperative verb) form often appear in various types of exercises, both in practice questions and exams. These imperative forms provide clear guidance on the tasks students need to complete, allowing them to focus and solve the problems correctly. For example, in a question asking students to translate a sentence, the textbook may provide instructions such as *ترجم الجملة التالية* (*translate the following sentence*) or *اكتب الجواب* (*write the answer*). These instructions offer concrete directions about what must be done, helping students clearly understand their tasks. Thus, the representation of imperative features in Arabic textbooks not only aids students in understanding language theory but also enables them to carefully complete tasks, develop practical language skills, and enhance their ability to interpret commands and instructions in academic contexts.

This study focuses on the imperative features in Arabic textbooks for Madrasah Aliyah, particularly on their representation and implications in the learning process. Previous studies (Ratmelia, 2018; Susanto & Purwanta, 2022) have highlighted the importance of textbooks in supporting structured learning and fostering independent mastery of materials. However, research on specific elements, such as *fi'il amr* (imperative verbs) in the context of Arabic language learning,

remains limited. This study addresses this gap by examining how imperative features are represented in textbooks and their impact on students' understanding when completing tasks. The originality of this research lies in its specific analysis of linguistic imperative features, which have rarely been the main focus in textbook studies. This study not only evaluates the structure of the materials but also explores the role of imperatives in enhancing students' practical Arabic language skills, making it relevant for the development of more effective textbooks in the future.

The imperative feature (*fi'l amr*) in Arabic is an important aspect of grammar used to convey various types of communication, such as commands, invitations, prohibitions, and advice (Al-Khumairi, 2019). In the context of commands, *fi'l amr* is used to give direct instructions that must be carried out, as in the sentence اكتب الواجب (*write the assignment*). This form provides clear guidance on the desired action. Additionally, *fi'l amr* is also used for invitations, aimed at encouraging someone to take action, as in تعال إلى هنا (*come here*), which invites someone to join or do something. In the context of prohibitions, *fi'l amr* is combined with لا to indicate something that should not be done (Hayuningparasati & Kuswardono, 2019), such as لا تذهب (*don't go*). This prohibition serves as a reminder or a strong assertion to avoid a certain act. Furthermore, *fi'l amr* is used in advice, offering suggestions or positive guidance, such as احترم الآخرين (*respect others*), which provides positive direction for social life. Thus, *fi'l amr* is crucial in Arabic communication because it allows for the effective and direct delivery of messages in various contexts, both formal and informal.

Research on imperatives (*amr*) in the Arabic has been studied by several researchers. Saleh and Nasrulloh (2024) discusses the forms of *Fi'il Amr* found in Surah Al-Kahf and explains their meanings from the perspectives of Morphology or Shorof and Semantics or Ma'ani. Sehri (2020) studies the rules of *Fi'il Amr* and its usage in Surah Al-Nur of the Qur'an. Hasanuddin (2018) analyzes the imperative verb material in Arabic learning for eighth-grade students at Madrasah Tsanawiyah Batusitanduk, North Walenrang Subdistrict, Luwu Regency, and assesses their understanding of the material through questions and answers sessions with the students. Maulana (2019) examines to determine the number of command forms of *amr* in Surah Yāsīn and the translation techniques employed by HBJ. Setyawan (2021) explores the structure and function of imperative sentences in Arabic through the lens of the balagah approach.

This study aims to analyze the use of imperative features in the form of command verbs found in Arabic textbooks for Madrasah Aliyah and their implications for learning. Although many studies have examined the basic theories of the Arabic language and its use in education, there is limited research specifically addressing imperative features in the context of Arabic textbooks for Madrasah Aliyah. This research will fill that gap by focusing on the representation and application of imperative features in learning materials. The novelty of this study lies in the approach used to analyze imperative

features in textbooks specifically designed for Madrasah Aliyah. This research also links imperative features to their impact on students' language skills in a formal educational context. It is expected that this study will make an important contribution to the development of Arabic learning materials, particularly in the preparation of effective textbooks. Furthermore, this study will assist teachers in understanding the importance of applying imperative features to enhance students' communication skills in Arabic.

METHOD

The research method used in this study is a descriptive qualitative approach with content analysis on the Arabic language textbook for Madrasah Aliyah. The data source is the Arabic Language Textbook for 12th Grade Madrasah Aliyah, written by Syarofah and Barry (2020) and published by the Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. This study aims to analyze the use of imperative features in the form of imperative verbs and their implications for learning as found in the textbook. Data is collected through direct observation of relevant texts, focusing on identifying forms of imperative verbs in specific patterns such as *tsulatsi mujarrad*, *tsulatsi mazid*, *rubai mujarrad*, and *rubai mazid*. Each form of imperative verb found will be analyzed to identify the morphological patterns and its semantic meaning within the context of Arabic language learning.

Data analysis is carried out by examining each imperative verb form found in the book, including morphological analysis to determine the changes from the regular verb form to the imperative form. Then, semantic analysis is performed to identify the meaning of each imperative verb in its sentence. This process includes understanding how imperative sentences are used to give instructions or commands within the context of learning. To deepen the understanding of the meaning and use of imperative verbs, the analysis is conducted by referring to relevant linguistic theories, such as Arabic morphology theory and semantic analysis.

The presentation of the research results in this study is done by outlining the findings related to the imperative features found in the Arabic language textbook for Madrasah Aliyah. The results of the analysis are presented in the form of descriptions regarding the use of imperative verbs in various *wazan* patterns and how each imperative form is used in sentence contexts. Each finding is presented in detail, including example sentences containing imperative verbs, as well as an explanation of the morphological structure of the verb used, such as the change from *fi'il mudhari'* (incomplete verb) to *fi'il amr* (imperative verb). Additionally, the semantic meaning of each sentence is also analyzed to show the communicative function of the imperative verb in the context of Arabic language learning.

Finally, in presenting the research results, the author will also discuss the learning implications of the use of imperative features from various perspectives of learning theory.

RESULT AND DISCUSSION

Representation of Imperative Feature

In the Arabic textbook for Madrasah Aliyah, imperative features are prominently represented through the use of imperative verbs (*fi'il amr*), which serve as essential tools for conveying instructions in language learning. These features are systematically incorporated in various sections of the textbook, particularly in practice exercises, instructions, and exam-related tasks. Imperative verbs provide explicit guidance, ensuring that students understand the expectations of each task. This representation not only facilitates clarity in task execution but also reinforces students' comprehension of linguistic functions in practical contexts. By encountering imperative forms frequently, students gain familiarity with their usage, enhancing both their receptive and productive language skills. Furthermore, the strategic placement of these imperatives within sequential activities fosters a structured learning experience, allowing students to progressively apply their knowledge and build confidence in using Arabic in real-life scenarios. The following are the findings of imperative verbs in the Arabic textbook for Madrasah Aliyah.

The Imperative Form (*Fi'il Amr*) of The Wazan Tsulasi Mujarrad

The imperative form (*fi'il amr*) of the *tsulatsi mujarrad* pattern is a command form derived from a basic verb with a three-letter root (*tsulatsi*) without any additional letters (*mujarrad*). This form is used to issue direct orders or instructions. The following are examples of the use of *Fi'il Amr* from the *Wazan Tsulatsi Mujarrad* found in the Arabic textbook for Madrasah Aliyah.

اكتب المفردات السابقة في الجدول بحسب نوع الرياضة الفردية أو الجماعية.

رياضة جماعية	رياضة فردية
١-	١-
٢-	٢-
٣-	٣-
٤-	٤-
٥-	٥-

Figure 1. Example of the Imperative Form as *Fi'il Amr* from the *Wazan Tsulatsi Mujarrad*

In that section of the book, there are imperative verbs (*fi'il amr*) اُكْتُبْ (*uktub*). The verb اُكْتُبْ (*uktub*) is an imperative verb (*fi'il amr*, command form) derived from the root وَكَتَبَ (*kataba* - to write), with the *wazan* (pattern) اَفْعَلْ. This form is constructed from the imperfect verb (*fi'il mudhari'*) يَكْتُبُ (*yaktubu*) by removing the prefix يَ (*ya*), changing the initial vowel to *dhammah*, and adding a *hamzah washal* at the beginning of the word to facilitate pronunciation. As an imperative verb, اُكْتُبْ is always in the *jazm* state, indicated by the *sukun* diacritic on its final letter (بْ). Semantically, اُكْتُبْ means 'write' and, in the sentence اُكْتُبْ اَلْمُفْرَدَاتِ السَّابِقَةَ فِي الْجَدْوَلِ (*uktub al-mufradat al-sabiqah fi al-jadwal*), it is used to give a direct command to the addressee (*mukhathab*, e.g., a student) to write the previous vocabulary in the table. This verb is commonly found in educational or instructional contexts, indicating an action that must be performed immediately and with focus. Its meaning conveys clarity and the necessity of completing a task.

The Imperative Form (*Fi'il Amr*) of The *Wazan Tsulatsi Mazid*

The imperative form (*fi'il amr*) of the *wazan tsulatsi mazid* is a command verb derived from a three-letter root (*tsulatsi*) with added letters (*mazid*). The *wazan tsulatsi mazid* has a more complex pattern compared to the *tsulatsi mujarrad*, as it involves additional letters that impart new meanings, such as intensification, causation, or reflexivity. The following are examples of the use of *Fi'il Amr* from the *Wazan Tsulatsi Mazid* found in the Arabic textbook for Madrasah Aliyah.

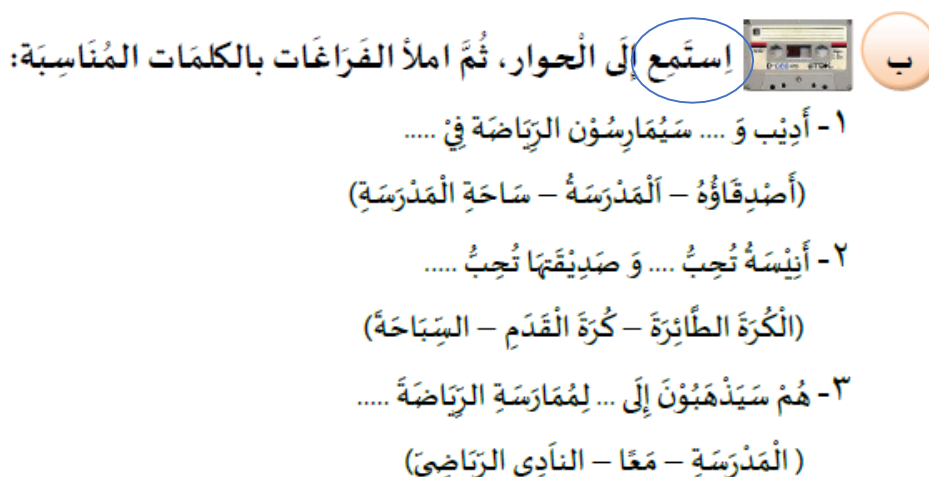


Figure 2. Example of the Imperative Form as *Fi'il Amr* from the *Wazan Tsulatsi Mazid*

The word اِسْمِعْ in the sentence اِسْمِعْ إِلَى الْحَوَارِ، ثُمَّ اَمْلَأِ الْفَرَائِغَاتِ بِالْكَلِمَاتِ الْمُنَاسِبَةِ is an imperative verb (*fi'il amr*) derived from the root سَمِعَ (*sami'a* - to hear), with the prefix اِ indicating the *wazan*

(pattern) أَفْعَلْ (ifta'ala), which is part of the tsulatsi mazid category. The addition of the ' at the beginning of

the root word imparts a more specific meaning, namely “to listen attentively” or “to pay close attention”. As an imperative form, **اسْتَمِعِ** is used to give a command or instruction to a singular female addressee, marked by the **هـ** diacritic at the end of the word (indicating *jazm*). This word asks student to listen or pay attention to something carefully, in this case, **إِلَى الْوَحْدَةِ** (to the conversation). Grammatically, the form **اسْتَمِعِ** indicates that the action of listening should be carried out immediately and with full focus. The context makes it clear that this command is related to a task or activity requiring deep understanding, followed by another action: **امْلَأِ الْفُرَاقَاتِ** (fill in the blanks) with appropriate words.

The Imperative Form (Fi'il Amr) of The Wazan Ruba'i Mujarrad

The imperative form (*fi'il amr*) of the *wazan fi'il ruba'i mujarrad* is a command verb derived from a verb with four letters (*rubai*) without any additional letters (*mujarrad*). In the *wazan fi'il ruba'i mujarrad*, the transformation to form *fi'il amr* follows a specific pattern according to the basic structure of the verb with four letters. The following are examples of the use of *Fi'il Amr* from the *Wazan Fi'il Ruba'i Mujarrad* found in the Arabic textbook for Madrasah Aliyah.

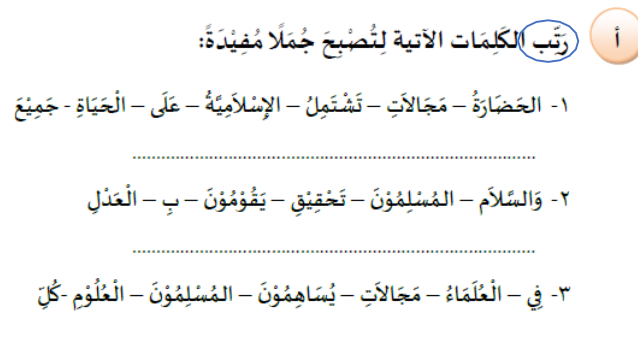


Figure 2. Example of the Imperative Form as *Fi'il Amr* from the *Wazan Ruba'i Mujarrad*

The word **رَتِّبِ** is an imperative verb (*fi'il amr*) derived from the verb **رَتَّبَ** (*rattaba*) with the *wazan* (pattern) **فَعَّلَ** (*fa''ala*), which is a form of *fi'il ruba'i mujarrad*. The verb **رَتَّبَ** itself means "to arrange" or "to organize," and the imperative form **رَتِّبِ** is used to give a command or instruction to someone to perform the action of arranging or organizing. In the sentence **رَتِّبِ الْكَلِمَاتِ الْآتِيَةَ لِتُصْبِحَ جُمْلًا مُفِيدَةً** ("Arrange the following words to form meaningful sentences"), **رَتِّبِ** serves as a command directing the student to arrange or organize the words to create coherent sentences. As an imperative verb, **رَتِّبِ** signifies an action that must be done immediately, with the expectation that the result will be a well-organized and comprehensible structure. This command has a clear and direct meaning, which is to improve or tidy up the elements (in this case, words) into something more structured and meaningful.

The Imperative Form (*Fi'il Amr*) of The *Wazan Ruba'i Mazid*

The imperative form (*fi'il amr*) of the *wazan fi'il ruba'i mazid* is a verb formed from a root word consisting of four letters with additions or changes to the basic form. In *fi'il ruba'i mazid*, there is usually an addition or modification to the structure of the word to add meaning or nuance to the action being performed. The following are examples of the use of *Fi'il Amr* from the *Wazan Fi'il Ruba'i Mazid* found in the Arabic textbook for Madrasah Aliyah.



Figure 4. Example of the Imperative Form as *Fi'il Amr* from the *Wazan Fi'il Ruba'i Mazid*

The word **اخْتَرِ** is an imperative verb (*fi'il amr*) derived from the root **اِخْتَارَ** (*ikhtāra*), which follows the *wazan* (pattern) in *fi'il ruba'i mazid*. **اِخْتَارَ** means “to choose,” and in its imperative form, **اخْتَرِ** serves as a command or instruction to choose something. As an imperative verb, **اخْتَرِ** carries the meaning of a direct request or direction for someone to perform the action of selecting or choosing. In the sentence, **اخْتَرِ** directs the student to make a selection with consideration and awareness of the differences between the two categories mentioned. This command emphasizes the importance of carefulness in choosing the correct element according to the intended context.

Learning Implications of Imperative Feature

In Arabic language learning at Madrasah Aliyah, the use of imperative features in textbooks has important implications that can be explained through various language learning theories. One relevant theory is Social Learning Theory by Bandura (1977), which emphasizes the importance of observation and imitation in learning. Through examples of imperative sentences in textbooks, students can observe and imitate the use of commands that align with cultural norms and social contexts. In this way, they not only learn the structure of the language but also how to interact in broader social contexts, such as giving instructions or commands in a polite and effective manner. This theory demonstrates how learning through examples can influence students' communication skills.

Additionally, Cognitive Learning Theory proposed by Jean Piaget provides a relevant perspective in this context. Piaget focuses on how students build their knowledge through active processes such as problem-solving and information processing. Learning about the imperative form in textbooks requires students to process information about changes in verb forms across various *wazan*, including *tsulasi mujarrad* and *tsulasi mazid*. This process involves the cognitive ability of students to recognize grammatical patterns and apply them in imperative sentences. This cognitive theory supports the understanding that students actively build their language skills by understanding and applying grammatical structures.

Another applicable theory is Task-Based Learning Theory, which emphasizes the importance of learning through challenging tasks (Willis, 2021). In Arabic textbooks for Madrasah Aliyah, imperative features are often accompanied by tasks that ask students to give instructions or commands in different situations. This task-based learning motivates students to practice using imperative forms in real-world contexts, such as giving commands to arrange words or complete exercises in the text. In this way, students can develop more practical and applicable language skills.

Furthermore, Sociocultural Theory proposed by Vygotsky (1978) highlights the importance of social interaction in cognitive and language development. The imperative feature in textbooks provides opportunities for students to engage in social interactions, whether in conversation or collaborative tasks. Through the use of imperative sentences in learning situations, students learn how to use language effectively to communicate with others. Vygotsky argues that language develops in social contexts, and by using the imperative feature, students not only learn the language but also develop important social skills for interacting with others.

Lastly, Second Language Acquisition Theory proposed by Krashen (1981) can explain how the imperative feature in Arabic textbooks can facilitate learning Arabic as a second language. An important aspect of this theory is the Input Hypothesis, which states that a second language is effectively learned when students are provided with input that is slightly more challenging than their current level but still comprehensible. In this case, examples of imperative sentences used in textbooks serve as a means of providing input that matches students' proficiency levels, helping them master imperative forms in a broader context. Ongoing and directed learning through these imperative features allows students to reinforce their understanding of how to use Arabic in everyday situations.

CONCLUSION

In the Arabic textbook for Madrasah Aliyah, various imperative features are represented in the form of imperative verbs. These imperative features are important because they provide the necessary commands or instructions within the context of language learning. Several forms of imperative verbs

found in the book include those derived from the *tsulatsi mujarrad* pattern (three basic letters without additions), *tsulatsi mazid* (three basic letters with additions), *rubā'i mujarrad* (four basic letters without additions), and *rubā'i mazid* (four basic letters with additions). Each of these imperative verb forms has different patterns and meanings, but all aim to provide clear and direct instructions to students for performing various tasks. The use of these imperative verbs also demonstrates the application of learning theories, such as social learning theory, cognitive theory, and task-based learning, which support students' understanding of language structure and its application in social contexts and everyday communication.

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