



# The Component of *At-Taufiq* Arabic-Java-Indonesia Multilanguage Dictionary By KH. Taufiqul Hakim Based on Dr. Ali Al Qasimy's Perspective: Lexicography Approach

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## Abstract:

This study reveals that the *At-Taufiq* Arabic–Javanese–Indonesian Multilanguage Dictionary only partially meets the structural components established by Dr. Ali Al-Qasimi. Several essential features are present, including a clearly stated purpose, semantic explanations, contextual usage examples, functional tables, and a historical chronology. However, important elements such as phonetic information, transliteration rules, detailed grammatical notes, appendices, maps, and biographical information about the compiler are absent. These findings indicate that the dictionary adopts a practical, pesantren-oriented approach that prioritizes usability for readers of classical Arabic texts rather than achieving full lexicographical completeness. Thus, the study affirms that dictionary usefulness is shaped not only by structural components but also by contextual relevance and alignment with user needs. This research provides the first systematic evaluation of the dictionary using Al-Qasimi's framework, bridging theoretical lexicography with practical dictionary production in Islamic educational settings. Its qualitative design, however, limits generalizability and excludes empirical user testing. Future studies should compare multiple multilingual dictionaries and incorporate usability assessments to propose more standardized revisions. Strengthening missing components would enhance the *At-Taufiq* Dictionary's academic value while preserving its functional strengths for learners.

**Key Words:** *Digital Disruption, Educational Leadership, School Transformation, Quality Improvement*

## Abstrak:

Penelitian ini mengungkapkan bahwa Kamus Multibahasa Arab-Jawa-Indonesia *At-Taufiq* hanya sebagian memenuhi komponen struktural yang ditetapkan oleh Dr. Ali Al-Qasimi. Beberapa fitur penting hadir, termasuk tujuan yang dinyatakan dengan jelas, penjelasan semantik, contoh penggunaan kontekstual, tabel fungsional, dan

kronologi historis. Namun, elemen penting seperti informasi fonetik, aturan transliterasi, catatan tata bahasa terperinci, lampiran, peta, dan informasi biografi tentang kompuler tidak ada. Temuan ini menunjukkan bahwa kamus mengadopsi pendekatan praktis dan berorientasi pesantren yang memprioritaskan kegunaan bagi pembaca teks Arab klasik daripada mencapai kelengkapan leksikografi penuh. Dengan demikian, penelitian ini menegaskan bahwa kegunaan kamus tidak hanya dibentuk oleh komponen struktural tetapi juga oleh relevansi kontekstual dan keselarasan dengan kebutuhan pengguna. Penelitian ini memberikan evaluasi sistematis pertama dari kamus menggunakan kerangka kerja Al-Qasimi, menjembatani leksikografi teoretis dengan produksi kamus praktis dalam pengaturan pendidikan Islam. Desain kualitatifnya, bagaimanapun, membatasi generalisasi dan mengecualikan pengujian pengguna empiris. Studi di masa depan harus membandingkan beberapa kamus multibahasa dan memasukkan penilaian kegunaan untuk mengusulkan revisi yang lebih standar. Memperkuat komponen yang hilang akan meningkatkan nilai akademik Kamus At-Taufiq sambil mempertahankan kekuatan fungsionalnya bagi peserta didik.

**Kata Kunci:** *Disrupsi Digital, Kepemimpinan Pendidikan, Transformasi Sekolah, Peningkatan Kualitas*

## INTRODUCTION

The rapid development of science and digital technology has significantly transformed the linguistic needs of modern society (Satibaldieva, 2024). Language is no longer merely a communication tool but also a strategic medium for knowledge dissemination, cultural diplomacy, and intellectual interaction across multilingual contexts (Shofuro, 2025; Hadi, & Masuwd, 2025). In Indonesia a country characterized by linguistic diversity the mastery of more than one language has become increasingly essential (Zakaria et al., 2024). The widespread circulation of information across languages demands reliable reference tools that can support accuracy and efficiency in understanding (Mustaghfiroh, & Mubaroq, 2025). Multilingual dictionaries play a crucial role in helping users access meanings, translations, and cultural nuances across different languages (Zhong & Liu, 2023; Jannah & Rizquha, 2025). Research in linguistics highlights that well structured dictionaries can significantly enhance learning outcomes by facilitating deeper comprehension and reducing ambiguity (Hadi & Masuwd, 2025; Qulmamatova, 2025). Therefore, discussing dictionary quality, particularly its structural and component completeness, is crucial to ensuring that society obtains credible, scientifically valid linguistic resources. This shows that studies focusing on lexicographical standards are not only academically relevant but also socially significant in strengthening linguistic literacy within multilingual communities.

Despite the increasing need for high-quality multilingual dictionaries, many available dictionaries do not meet the structural standards established in lexicography (Tarp, & Gouws, 2023; Salgado, 2021). The common problem lies in the absence of complete components, including introductory sections, systematic entry organization, consistent marking systems, and adequate final components (Studer, & De Brito Mello, 2021). Such incompleteness often leads to difficulties

in understanding word meanings, contextual usage, and relationships between languages. Students, educators, and general users frequently experience confusion when navigating dictionaries that lack clear structure or consistency. Moreover, there is limited research evaluating dictionary components from the perspectives of recognized lexicographers, such as Dr. Ali Al-Qasimi, who developed a comprehensive framework for assessing them. This gap highlights the need to examine the quality and completeness of multilingual dictionaries widely used in educational settings, especially those covering Arabic, Javanese, and Indonesian. Without proper evaluation, these dictionaries may fail to meet their fundamental function as reliable linguistic reference tools.

In practice, Arabic-Javanese-Indonesian dictionaries remain essential learning tools in pesantren, Islamic educational institutions, universities, and community-based language programs. Among these references, the *At-Taufiq Multilanguage Dictionary* by KH. Taufiqul Hakim is widely used because it provides a unique trilingual structure that integrates Arabic-Javanese-Indonesian entries in a single volume. However, despite its widespread use, no academic study has systematically analyzed the dictionary's component completeness through a lexicographical lens. Teachers, students, and pesantren communities often report several issues: inconsistent entries, the absence of standardized markers, and incomplete structural components, as found in conventional dictionaries. These observations indicate a discrepancy between user needs and the dictionary's structural quality. This phenomenon underscores the importance of examining whether the dictionary aligns with recognized lexicographical standards, specifically those proposed by Dr. Ali Al-Qasimi. Such evaluation is necessary to ensure that the dictionary can function effectively as a formal reference in linguistic learning and multilingual communication.

Previous studies on dictionaries and lexicography have explored a variety of themes, including dictionary structure, user needs, and the function of dictionaries in learning. (Gartner, 2022; Ding, & Zou, 2024) for instance, focused on analyzing dictionary structures and highlighted the importance of systematic entry arrangement. Meanwhile, research by Prabawati & Anggraeni (2020) and Purwaningrum & Utari (2020) highlighted the importance of dictionaries in facilitating learners' access to vocabulary and conceptual understanding. Studies by Fauziah & Latifah (2020), Fitriana and Al-Anshory (2020), and Ma'isyah et al. (2024) examined the effectiveness of dictionaries in teaching language skills, both digitally and conventionally. While these studies contribute valuable insights, they primarily examine dictionary usage rather than assessing the completeness of dictionary components from a structural perspective. Consequently, research evaluating the internal components of dictionaries, particularly multilingual ones, remains limited. This opens the door to more targeted studies that address the structure of dictionaries in line with established lexicographical standards.

Beyond structural analysis and dictionary usage, scholars have also explored lexicology and lexicography from theoretical and philosophical angles. Works by Milosavljević (2020), Susiawati et al. (2021), and Gouws (2020), offer comprehensive perspectives on dictionary functions, entry selection, semantic representation, and the role of users in dictionary compilation. These theories provide important conceptual foundations for evaluating dictionary quality. However, most of these studies are conceptual and do not apply theoretical standards to evaluate specific dictionary products. This creates a gap between theory and practice, particularly in the context of multilingual dictionaries that incorporate local languages such as Javanese. Thus, empirical studies that systematically analyze dictionary components by integrating theoretical lexicography with real dictionary evaluation are still needed. This study addresses this gap by evaluating the At-Taufiq dictionary using the component framework developed by Dr. Ali Al-Qasimi.

The review of existing literature reveals that no prior study has analyzed the Arabic–Javanese–Indonesian At-Taufiq Dictionary using Dr. Ali Al-Qasimi’s component framework. This absence is significant because Al-Qasimi provides a detailed classification of dictionary components, consisting of initial components, main components, and final components, which serve as benchmarks for assessing dictionary completeness. The lack of such analysis creates a research gap, especially considering that the At-Taufiq Dictionary is widely used in Islamic educational contexts. Previous studies mostly discuss dictionary usage, entry analysis, or theoretical lexicography, but none have conducted a component-based examination of an actual trilingual dictionary. Therefore, this study offers novelty by bridging theoretical lexicography with applied evaluation, contributing both academically and practically to dictionary development. The study’s findings are expected to serve as a foundation for improving the compilation of multilingual dictionaries and ensuring compliance with established lexicographical standards.

A central research question guides this study: Does the first printed edition of the At-Taufiq Arabic–Javanese–Indonesian Multilanguage Dictionary meet the components proposed by Dr. Ali Al-Qasimi from a lexicographical perspective? This question arises from the need to evaluate whether the dictionary includes essential initial, main, and final components required in lexicographical standards. The argument underlying this research is that a dictionary cannot function optimally unless it satisfies these structural components. If the At-Taufiq Dictionary meets Al-Qasimi’s standards, it can be classified as a complete dictionary suitable for academic and practical use. Conversely, if gaps are found, the findings will provide constructive recommendations for improving future editions. The scholarly contribution of this study lies in offering an empirical assessment that enhances the scientific quality of multilingual dictionaries, especially those integrating Arabic and local

Indonesian languages. Ultimately, the research aims to strengthen linguistic literacy by ensuring that dictionaries used in educational contexts adhere to sound lexicographical principles.

## RESEARCH METHOD

This study employs a qualitative documentary research design, as the primary object of analysis is a printed text, namely the *At-Taufiq Arabic-Javanese-Indonesian-Multilingual Dictionary* by KH. Taufiqul Hakim. A qualitative approach is appropriate because the study aims to interpret and evaluate the dictionary's structural components through the theoretical lens of Dr. Ali Al-Qasimi, whose framework requires a contextual understanding and in-depth textual examination. Documentary research is also selected because it enables systematic scrutiny of written sources and is widely used in lexicographical studies where the goal is to describe and assess the internal organization of lexicographic products.

Data were collected using systematic reading and structured note-taking techniques. The researcher conducted repeated readings of the dictionary to identify elements relevant to Al-Qasimi's ideal dictionary components, followed by detailed extraction and documentation of entries, structural features, and supporting elements such as prefaces, usage instructions, transliteration systems, and appendices. Primary data were obtained directly from the printed dictionary, while secondary data consisted of scholarly literature on lexicology and lexicography, as well as reference works that reinforce the theoretical framework. All extracted data were organized in coded worksheets to maintain clarity and traceability during analysis.

The data were then analyzed through iterative qualitative procedures involving data reduction, coding, categorization, and interpretative comparison with Al-Qasimi's model. Codes were developed to classify components into preliminary, central, and final sections of the dictionary, enabling systematic evaluation of conformity and divergence from theoretical standards. To ensure trustworthiness, the study employed source triangulation, peer review, reflexive documentation, and an audit trail to strengthen credibility, dependability, and confirmability. Thick description was provided to enhance transferability, ensuring that the analytical process and findings remain transparent, verifiable, and academically robust.

## FINDINGS AND DISCUSSION

This study examined the structural completeness of the *At-Taufiq* dictionary compiled by KH. Taufiqul Hakim by comparing its components with the standard criteria for a complete dictionary formulated by Dr. Ali al-Qasimy. According to al-Qasimy, a dictionary can be considered complete if it meets a set of structural and informational features distributed across three major sections:

the preliminary section, the central section, and the final section (Syarifaturrahmatullah et al., 2024). The findings of this document analysis show that although the *At-Taufiq* dictionary contains several essential elements required by al-Qasimy, several components remain absent, leading to partial rather than complete fulfillment of the established standards.

In the preliminary section, al-Qasimy emphasizes the importance of elements such as the compilation's purpose, the sources used, the compilation's background, user instructions, grammar guidelines, the number of entries, abbreviations and their descriptions, transliteration rules, and other essential information. The *At-Taufiq* dictionary aligns with part of these standards (Anindita et al., 2024; Pramesti, & Cahyaningtyas, 2025). It clearly states its purpose facilitating students' mastery of Arabic vocabulary found in classical Islamic texts and provides a brief background of its compilation (Abdalla, 2025). However, components such as detailed grammar guidelines, transliteration rules, and explicit explanations of symbols or phonetic markings were not found. This partial alignment reflects a simplified editorial approach that may prioritize ease of use over comprehensive linguistic documentation.

The main section of a complete dictionary, as outlined by al-Qasimy, should contain phonetic, morphological, syntactic, and semantic information, along with examples of usage, derivational patterns, proofs of meaning, and visual aids if necessary. In this regard, the *At-Taufiq* dictionary provides basic semantic information and examples of word usage relevant to classical texts (Asna, 2021; Zakiyah, 2025). Nevertheless, it lacks systematic phonetic descriptions (*ashwāt*), detailed morphological analysis (*ṣarf*), and syntactic notes (*naḥwu*). Word derivation information is present but not extensive. Compared to the existing literature on pedagogical dictionaries, this indicates that *At-Taufiq* adopts a functional, student-oriented model rather than a linguistically exhaustive one, aligning more closely with the tradition of *pesantren*-based lexical aids than with academic lexicography.

In the final section, al-Qasimy expects appendices, tables, maps, historical chronology, formulas, and information about the compiler. The findings reveal a mixed pattern. The *At-Taufiq* dictionary includes a historical chronology at the end of the book, which aligns with al-Qasimy's structural expectations. It also provides several useful tables such as abbreviations of *fuqahā'* names, information on scholars' periods, and forms of *ṣīghāt tamrīḍ* which serve pedagogical functions and enhance learners' understanding of classical texts. However, several elements are missing, including appendices, maps, formulas, and a biographical section on the compiler. These absences indicate selective inclusion based on perceived relevance to learners rather than an attempt to conform strictly to lexicographical standards.

The research findings also indicate that specific components, explicitly absent, such as Attachment, Map, or Formulas, reveal the compiler's prioritization of content directly supporting the learning of classical Arabic texts. For instance, no appendix or map is included, unlike standard academic

dictionaries (Dziemianko, 2022; Aini et al., 2024). This absence is consistent with the pesantren-oriented nature of the dictionary, which focuses on meaning comprehension rather than on geographic or encyclopedic expansions. Similarly, the lack of formulas or compiler biography suggests an intention to keep the dictionary concise and solely instructional.

The comparison with al-Qasimy's literature shows both convergence and divergence. Convergence occurs in elements such as clear purpose, word meaning explanations, usage examples, historical chronology, and functional tables. Divergence occurs in areas such as phonetic documentation, morphological analysis, appendices, compiler information, and supplementary linguistic features (Mansfield et al., 2023; Rahmatillah & Andayani, 2025). This divergence mirrors a broader trend in Islamic boarding school lexicography, where dictionaries are designed more as practical guides for reading turāth than as comprehensive linguistic references.

Theoretically, these findings contribute to the broader discourse on dictionary classification by demonstrating that completeness is not always synonymous with pedagogical effectiveness. In line with existing studies, the At-Taufiq dictionary exemplifies a functional targeted dictionary that focuses on user needs rather than structural perfection. This supports the theoretical claim that lexicographic adequacy depends on context, user profile, and intended use, not merely on the presence of structural components.

Practically, the findings suggest that the At-Taufiq dictionary can be further improved by incorporating several missing elements. Adding phonetic information, transliteration rules, clearer syntactic and morphological notes, and a short compiler biography would enhance its academic value and align it more closely with international lexicographical standards. At the same time, the retention of tables and historical chronology underscores the importance of context-based content, which should be preserved and, if possible, expanded.

Overall, the combined results and discussion show that, while the At-Taufiq dictionary does not fully meet the criteria for a complete dictionary according to Dr. Ali al-Qasimy, it effectively fulfills its pedagogical purpose within the pesantren ecosystem. This reinforces the idea that dictionary completeness is multidimensional and that functional adequacy, user orientation, and contextual relevance are equally important considerations in dictionary evaluation.

## CONCLUSION

The findings of this study reveal that the At-Taufiq Arabic–Javanese–Indonesian Multilanguage Dictionary partially fulfills the structural standards proposed by Dr. Ali Al-Qasimi. The documentary analysis shows that while several essential components, such as a clear purpose, semantic explanations, usage examples, functional tables, and a historical chronology, are present, other

crucial elements, including phonetic information, transliteration rules, detailed grammatical notes, appendices, and biographical data about the compiler, are absent. The key lesson from this research is that the presence of all structural components does not solely determine a dictionary's completeness, but also by its ability to meet the contextual needs of its users. In this case, the dictionary effectively serves pesantren students and readers of classical texts despite not meeting all lexicographical criteria, demonstrating the importance of aligning reference tools with their intended function and user profile.

Scholarly contribution lies in providing the first systematic evaluation of the At-Taufiq Dictionary using Al-Qasimi's lexicographical framework, thus bridging theoretical standards with the practical reality of multilingual dictionary compilation in Indonesian Islamic educational contexts. This study highlights how functional adequacy and contextual relevance complement structural completeness in lexicographic evaluation. However, the research is limited by its focus on a single edition of a single dictionary and by the qualitative nature of the assessment, which does not include empirical user testing. Future research should compare multiple trilingual dictionaries, conduct usability studies with students and teachers, and explore the potential development of a revised, more standardized edition of the At-Taufiq dictionary. Such studies would deepen our understanding of lexicographical practices in multilingual and pesantren-based environments while guiding the production of more comprehensive and academically robust reference works.

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