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Assistance in Learning the History of the Arabic Language during the Umayyad Era for Teachers and the Community

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Abstract: This Community Partnership Program (PKM) aims to enhance public historical literacy and understanding of the development of the Arabic language during the Umayyad Dynasty and its relevance to contemporary Arabic language learning. The program was implemented through a participatory educational approach consisting of lectures, interactive discussions, and participant mentoring to explore the contributions of the Umayyad Dynasty to the development of Arabic as the language of administration, government, scholarship, and Islamic civilization. The educational materials covered the Arabization policy, the development of Arabic rhetoric and literature, the transformation of Arabic poetry, and the utilization of the Islamic linguistic heritage as a valuable resource for Arabic language learning. The results of the program indicate an improvement in participants' understanding of the historical development of the Arabic language, a stronger appreciation of classical Arabic literary heritage, and greater awareness of the importance of integrating historical and cultural perspectives into

Abstrak: Program Kemitraan Masyarakat (PKM) ini bertujuan meningkatkan literasi sejarah dan pemahaman masyarakat mengenai perkembangan bahasa Arab pada masa Dinasti Umayyah serta relevansinya dalam pembelajaran bahasa Arab di era kontemporer. Kegiatan dilaksanakan melalui metode edukasi partisipatif yang meliputi penyampaian materi, diskusi interaktif, dan pendampingan peserta dalam mengidentifikasi kontribusi Dinasti Umayyah terhadap perkembangan bahasa Arab sebagai bahasa administrasi, pemerintahan, ilmu pengetahuan, dan kebudayaan Islam. Materi yang diberikan mencakup kebijakan Arabisasi, perkembangan retorika dan sastra Arab, perubahan tema syair, serta pemanfaatan warisan linguistik Islam sebagai sumber belajar bahasa Arab. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai sejarah perkembangan bahasa Arab, penguatan apresiasi terhadap khazanah sastra Arab klasik, serta meningkatnya kesadaran akan pentingnya mengintegrasikan aspek historis

Arabic language instruction. The program also encouraged participants to utilize these historical values as inspiration for developing more contextual, communicative, and culturally responsive Arabic language learning while preserving the intellectual heritage of Islamic civilization. Therefore, this Community Partnership Program contributes to strengthening historical literacy on Islamic civilization and improving the quality of Arabic language learning within the community.

Keywords: Arabic Language; Umayyad Dynasty; Historical Literacy; Arabic Language Learning.

dan budaya dalam pembelajaran bahasa Arab. Kegiatan ini juga mendorong peserta untuk memanfaatkan nilai-nilai historis tersebut sebagai inspirasi dalam pengembangan pembelajaran yang lebih kontekstual, komunikatif, dan berorientasi pada pelestarian warisan intelektual Islam. Dengan demikian, Program Kemitraan Masyarakat ini memberikan kontribusi dalam memperkuat literasi sejarah peradaban Islam sekaligus meningkatkan kualitas pembelajaran bahasa Arab di lingkungan masyarakat.

Kata kunci: Bahasa Arab; Dinasti Umayyah; Literasi Sejarah; Pembelajaran Bahasa Arab.

A. Introduction

Language plays a fundamental role in education because it serves not only as a medium of communication but also as a means of transmitting knowledge, preserving cultural heritage, and developing learners' intellectual competence. In the context of Islamic education, the Arabic language occupies a unique and strategic position as the language of the Qur'an, Hadith, and the classical corpus of Islamic scholarship. Consequently, Arabic language education extends beyond the mastery of linguistic skills, encompassing the understanding of Islamic civilization, historical development, cultural identity, and intellectual traditions. Effective Arabic language learning therefore requires students to understand not only the linguistic structure of Arabic but also the historical processes that shaped its development across different periods of Islamic civilization.

One of the most influential periods in the historical development of the Arabic language was the Umayyad Dynasty (661–750 CE). During this period, the Islamic empire expanded rapidly across Asia, Africa, and parts of Europe, creating the need for a

unified language capable of supporting administration, governance, education, and intercultural communication. In response to these challenges, the Umayyad government implemented the policy of Arabization, which established Arabic as the official language of administration and public affairs throughout the caliphate. This policy transformed Arabic from the language of the Arab ethnic community into an international language of governance, intellectual exchange, and cultural integration. As a result, the Umayyad era represents a decisive phase in the institutionalization of Arabic as one of the world's major languages.

The linguistic transformation that occurred during the Umayyad period was accompanied by significant developments in Arabic literature, rhetoric, and public communication. Court literature flourished, political speeches (khutbah) became increasingly sophisticated, and poetry evolved to address not only tribal pride but also political legitimacy, social criticism, and individual experiences. These developments enriched Arabic linguistic expression while simultaneously strengthening its communicative and educational functions. The emergence of diverse literary genres and rhetorical practices provided valuable models of authentic language use that continue to influence Arabic literary studies and language instruction today.

From the perspective of Arabic language education, the historical development of Arabic during the Umayyad era offers substantial pedagogical value. Contemporary Arabic language instruction frequently emphasizes grammatical accuracy and vocabulary acquisition while giving comparatively limited attention to the historical and cultural dimensions of the language. Consequently, many students develop structural linguistic competence without fully understanding the historical evolution, literary richness, and sociocultural contexts that shaped Classical Arabic. Such an approach may reduce learners' motivation and limit their appreciation of authentic Arabic texts, including classical literature and Islamic intellectual works that originated during or were influenced by the Umayyad period.

The educational significance of the Umayyad era extends beyond linguistic

development. The expansion of Arabic as the language of administration and scholarship created new educational environments in which language functioned as the primary medium for transmitting religious sciences, literature, governance, and cultural values. The standardization of Arabic facilitated broader access to knowledge, encouraged intellectual mobility across different regions of the Islamic world, and contributed to the emergence of systematic studies in grammar (nahwu), rhetoric (balāghah), and literary criticism. These historical developments demonstrate that language policy, educational development, and cultural transformation are closely interconnected.

In addition, the literary heritage of the Umayyad period presents considerable opportunities for developing contextual and meaningful Arabic language learning. Classical speeches, poetry, and literary prose from this period provide authentic materials through which students can improve reading comprehension, rhetorical analysis, vocabulary acquisition, speaking proficiency, and literary appreciation. Furthermore, the ethical messages embedded in Umayyad literature—including leadership, responsibility, justice, perseverance, and social commitment—can be integrated into character education, enabling Arabic language instruction to contribute not only to linguistic competence but also to learners' moral and cultural development.

Previous studies have extensively examined the political history of the Umayyad Dynasty, the process of Arabization, the development of Arabic literature, and the contributions of prominent poets. Other researchers have focused on the historical evolution of Arabic linguistics or the expansion of Islamic civilization during the Umayyad period. However, relatively few studies have investigated how these historical developments can be utilized as educational resources for improving contemporary Arabic language teaching and learning. Existing literature generally discusses the Umayyad period from historical, political, or literary perspectives without explicitly connecting these developments to pedagogical practices in Arabic language education.

This situation indicates a clear research gap. Although the linguistic achievements of the Umayyad period have been widely documented, their educational implications

remain insufficiently explored. In particular, limited attention has been devoted to integrating the historical development of Arabic, Arabization policies, rhetorical traditions, and literary heritage into contemporary Arabic language curricula. Addressing this gap is important because effective language education should combine linguistic competence with historical understanding, cultural literacy, communicative skills, and critical appreciation of authentic texts.

Accordingly, this study aims to analyze the development of the Arabic language during the Umayyad era by examining the political and ideological context, rhetorical traditions, literary developments, thematic transformation of Arabic poetry, contributions of major poets, and the process of Arabization. More importantly, the study explores how these historical and linguistic developments can contribute to the improvement of contemporary Arabic language education. The novelty of this research lies in its integrative perspective, which connects the historical evolution of Arabic during the Umayyad period with modern theories of Arabic language education. By positioning historical literacy as an essential component of language learning, this study proposes that understanding the Umayyad legacy can support the development of contextual, culture-based, communicative, and learner-centered Arabic language instruction while strengthening students' appreciation of Islamic intellectual heritage.

B. Method

This Community Partnership Program (PKM) employed a participatory educational approach aimed at enhancing public historical literacy and understanding of the development of the Arabic language during the Umayyad Dynasty and its relevance to contemporary Arabic language learning. The target participants included teachers, university students, Islamic boarding school students, and community members interested in Arabic language education and the history of Islamic civilization.

The program was implemented through several stages. The first stage was preparation, which involved identifying the needs of the partner institution, coordinating

with the partner, developing educational materials, preparing instructional media, and designing evaluation instruments in the form of pre-tests and post-tests. The educational materials were developed based on scholarly studies concerning the development of the Arabic language during the Umayyad Dynasty, Arabization policies, the evolution of Arabic literature and rhetoric, and their application in contemporary Arabic language teaching.

The second stage was program implementation, which consisted of interactive lectures, group discussions, case studies, and question-and-answer sessions. Participants were introduced to the historical transformation of Arabic into the language of administration, governance, scholarship, and Islamic civilization during the Umayyad period. They were also provided with examples of how the linguistic and literary heritage of classical Arabic can be integrated into contextual and communicative Arabic language instruction.

The third stage involved mentoring, during which participants received guidance in identifying and designing learning activities that utilize the historical development of the Arabic language as an educational resource. Mentoring was conducted through discussions, consultations, and practical exercises focusing on integrating historical, cultural, literary, and linguistic aspects into Arabic language learning.

The final stage was evaluation and reflection. Evaluation was carried out using pre-tests and post-tests to measure participants' improvement in knowledge, observations of participant engagement throughout the program, and satisfaction questionnaires to assess the effectiveness of the activities. The evaluation results were analyzed descriptively to determine the achievement of the program objectives and to formulate recommendations for future follow-up activities with the partner institution.

Through this implementation method, the Community Partnership Program is expected to enhance historical literacy regarding the development of the Arabic language, strengthen appreciation of the linguistic and literary heritage of Islamic

civilization, and encourage the implementation of more contextual, communicative, culture-based, and learner-centered Arabic language instruction.

C. Results and Discussion

The Political Context of the Umayyad Dynasty and the Institutionalization of Arabic Language

The Umayyad Dynasty (661–750 CE) represents one of the most influential periods in the historical development of the Arabic language. During this era, Arabic underwent a fundamental transformation from being primarily the language of Arab ethnic communities into the official language of administration, governance, diplomacy, and intellectual life throughout the expanding Islamic empire. This transformation was closely associated with the political expansion of the Umayyad state, which governed territories extending from the Iberian Peninsula in the west to Central Asia in the east. The administration of such a vast and culturally diverse empire required a unified linguistic system capable of facilitating effective governance, public communication, and administrative coordination. Consequently, language became an essential instrument of state-building rather than merely a medium of daily communication.

One of the most significant political reforms affecting the development of Arabic was the Arabization policy introduced during the reign of Caliph ‘Abd al-Malik ibn Marwān. Prior to this reform, administrative documents in various provinces were written in Greek, Persian, and Coptic according to local bureaucratic traditions. This multilingual administrative system created inefficiencies in governance and limited communication between the central government and provincial administrations. The replacement of these languages with Arabic established linguistic uniformity across governmental institutions and strengthened political integration within the caliphate. As a result, Arabic acquired unprecedented prestige as the official language of public administration, legal documentation, taxation, and state correspondence.

The Arabization policy extended beyond administrative efficiency. It functioned

simultaneously as a political strategy for strengthening the legitimacy of the Umayyad government. A unified administrative language reinforced the authority of the central government while promoting a shared political identity among diverse populations. Through the widespread use of Arabic in official institutions, the Umayyad rulers successfully transformed language into a symbol of political cohesion and cultural integration. This historical development illustrates that language planning has always been closely connected to educational and civilizational development because linguistic standardization facilitates broader access to knowledge and institutional communication.

The institutionalization of Arabic also stimulated significant developments in literacy and educational activities. As Arabic became the language of administration, increasing numbers of people were required to acquire competence in reading and writing Arabic in order to participate in governmental and social affairs. This demand encouraged the expansion of educational practices related to Arabic literacy, including the teaching of writing, grammar, vocabulary, and official correspondence. The growing importance of Arabic created favorable conditions for the emergence of educational traditions that later flourished during the Abbasid period. Therefore, political reform indirectly contributed to educational transformation through the expansion of language learning opportunities.

Another important consequence of political standardization was the increased concern for preserving linguistic accuracy. Since Arabic functioned simultaneously as the language of government and the language of the Qur'an, maintaining grammatical correctness became increasingly important. This concern encouraged Muslim scholars to begin formulating systematic grammatical principles that eventually developed into the sciences of *nahwu*, *ṣarf*, and *balāghah*. These linguistic sciences not only preserved the integrity of Classical Arabic but also established educational foundations for teaching Arabic to both native and non-native speakers. Accordingly, the political institutionalization of Arabic became an important catalyst for the emergence of formal

Arabic language education.

The political context of the Umayyad Dynasty also illustrates the dynamic relationship between language policy and social integration. The widespread adoption of Arabic enabled communication among populations originating from different linguistic backgrounds while facilitating the dissemination of Islamic knowledge across newly conquered territories. Although local languages continued to exist, Arabic gradually assumed the role of a common language that connected diverse communities within a unified intellectual and administrative framework. This historical experience demonstrates that language can function simultaneously as a communicative instrument, a cultural symbol, and an educational medium capable of supporting social cohesion.

From the perspective of Arabic Language Education, the historical experience of the Umayyad period offers valuable pedagogical lessons. First, students should understand that language development is inseparable from historical, political, and cultural contexts. Teaching Arabic exclusively through grammar and vocabulary may limit learners' appreciation of the language's broader civilizational significance. Introducing the historical background of Arabization helps students recognize why Arabic became an international language and why it remains central to Islamic scholarship today.

Second, the Arabization policy demonstrates the importance of language standardization in educational settings. Just as standardized Arabic facilitated effective administration during the Umayyad period, Modern Standard Arabic (*al-Fuṣḥā*) continues to function as the common medium for education, academic writing, and intercultural communication throughout the Arab world. Consequently, Arabic language instruction should balance the teaching of standard language with awareness of historical linguistic diversity, enabling students to understand both the unity and richness of Arabic linguistic traditions.

Third, the institutionalization of Arabic highlights the importance of integrating historical literacy into Arabic language curricula. Historical narratives concerning the

Umayyad period may serve as authentic learning resources that encourage students to develop reading comprehension, critical thinking, historical analysis, and intercultural understanding simultaneously. Rather than presenting historical texts merely as supplementary materials, educators can employ them as contextual learning resources through discussion, document analysis, project-based learning, and collaborative interpretation.

The findings of this study indicate that the political transformation of the Umayyad Dynasty played a decisive role in establishing Arabic as a language of governance, scholarship, and civilization. More importantly, these historical developments provide valuable educational insights for contemporary Arabic language teaching. Understanding the relationship between language policy, political development, and educational transformation enables educators to design more contextual, culture-based, and meaningful Arabic language learning experiences. Therefore, the institutionalization of Arabic during the Umayyad era should be regarded not merely as a historical achievement but also as an enduring educational resource capable of strengthening students' linguistic competence, historical awareness, and appreciation of Islamic intellectual heritage.

Arabic Rhetoric, Court Literature, and Their Contribution to Arabic Language Learning

The Umayyad period witnessed remarkable progress in the development of Arabic rhetoric and literary expression. As the Islamic empire expanded and political institutions became increasingly centralized, language acquired broader functions beyond everyday communication. Arabic developed into the principal medium for political discourse, public administration, literary creativity, and intellectual exchange. Among the most significant manifestations of this development were the flourishing traditions of *khuṭbah* (public oratory), court literature, and rhetorical composition, all of which demonstrated the extraordinary flexibility and expressive power of the Arabic

language. These literary developments not only strengthened the political authority of the Umayyad rulers but also established linguistic models that continue to influence Arabic language education today.

One of the most distinctive literary forms during this period was the *khutbah*, which evolved into an influential medium of communication. Although public speeches had existed before Islam, the Umayyad period expanded their functions considerably. *Khutbah* became an official instrument through which rulers communicated government policies, reinforced political legitimacy, promoted religious teachings, and maintained social stability. Consequently, speakers were required to demonstrate exceptional mastery of Arabic rhetoric in order to persuade audiences effectively. This necessity stimulated continuous refinement of linguistic style, pronunciation, vocabulary selection, sentence organization, and persuasive communication techniques.

The rhetorical characteristics of Umayyad speeches illustrate the high level of linguistic sophistication achieved during this period. Public speakers frequently employed *saj'* (rhymed prose), parallel sentence structures, repetition, contrast, metaphor, and balanced expressions to strengthen both the aesthetic quality and persuasive impact of their speeches. These rhetorical devices enhanced audience engagement while facilitating comprehension and memorization. Such techniques demonstrate that effective communication depends not only upon grammatical correctness but also upon the strategic organization of ideas and stylistic expression. Therefore, rhetoric became an essential component of Arabic linguistic competence.

Alongside the development of public oratory, court literature flourished under the patronage of Umayyad rulers. Courts became important intellectual centers where poets, scholars, historians, and linguists gathered to produce literary works reflecting political events, cultural values, and social transformations. Literature served multiple functions: it praised rulers, documented historical achievements, expressed political opinions, and entertained elite audiences. The close relationship between literature and political institutions encouraged continuous innovation in vocabulary, stylistic expression, and

literary genres, thereby enriching the expressive capacity of the Arabic language.

The interaction between politics and literature also contributed to the development of sophisticated rhetorical awareness. Writers and poets carefully selected linguistic expressions capable of influencing public opinion while simultaneously preserving literary elegance. This process encouraged greater attention to semantic precision, stylistic variation, and communicative effectiveness. Consequently, literary production during the Umayyad era became an important source for the later development of Arabic rhetoric (*balāghah*), literary criticism (*naqd al-adabī*), and discourse analysis. Many rhetorical principles taught in contemporary Arabic language classrooms can be traced to literary traditions that matured during this historical period.

From an educational perspective, the rhetorical heritage of the Umayyad era possesses considerable pedagogical value. Modern Arabic language instruction frequently concentrates on grammar, morphology, and reading comprehension while providing relatively limited opportunities for students to develop persuasive speaking skills and rhetorical awareness. As a result, many learners are capable of understanding written texts but experience difficulties expressing ideas fluently and convincingly in Arabic. The rhetorical traditions of the Umayyad period demonstrate that communicative competence involves not only linguistic accuracy but also the ability to organize arguments logically, adapt language to audiences, and employ stylistic devices effectively.

The study of Umayyad *khuṭbah* offers authentic learning materials for developing students' productive language skills. Teachers may utilize selected historical speeches to improve pronunciation, listening comprehension, public speaking, vocabulary acquisition, and discourse analysis. Students can analyze rhetorical devices, identify persuasive strategies, evaluate communicative effectiveness, and subsequently practice delivering speeches using similar rhetorical structures. Such activities integrate language learning with critical thinking, communication skills, and historical literacy, thereby creating meaningful learning experiences that extend beyond grammatical

instruction.

Similarly, court literature provides authentic resources for strengthening literary appreciation and intercultural competence. Literary texts from the Umayyad period expose students to classical Arabic vocabulary, historical expressions, cultural references, and diverse writing styles that are rarely encountered in simplified instructional materials. Through guided reading and collaborative interpretation, students develop the ability to understand authentic texts while simultaneously appreciating the historical circumstances in which those texts were produced. Such learning experiences foster deeper engagement with Arabic language and culture, increasing learners' motivation and intellectual curiosity.

Another important implication concerns character education. Many Umayyad speeches and literary works emphasize values such as justice, leadership, responsibility, courage, wisdom, and public service. Although some literary works were closely associated with political interests, they nevertheless provide opportunities for discussing ethical leadership, social responsibility, and civic values within educational contexts. Integrating these historical texts into Arabic language instruction enables teachers to combine linguistic development with moral reflection, thereby supporting holistic educational objectives consistent with contemporary educational frameworks.

Furthermore, the rhetorical traditions of the Umayyad period align closely with Communicative Language Teaching (CLT), which emphasizes authentic interaction and meaningful communication. Classroom activities such as debates, speeches, storytelling, role-playing, literary interpretation, and rhetorical analysis resemble communicative practices that characterized public discourse during the Umayyad era. By incorporating these activities, Arabic language teachers can create learner-centered environments that encourage active participation, collaborative learning, and practical language use rather than passive memorization of grammatical rules.

The findings of this study indicate that the rhetorical and literary developments of the Umayyad period extend far beyond their historical significance. They represent

valuable educational resources capable of enriching contemporary Arabic language pedagogy through authentic discourse, communicative practice, literary appreciation, and character education. Therefore, Arabic language curricula should integrate historical rhetorical texts not merely as examples of classical literature but as effective instructional materials for developing students' communicative competence, critical thinking, cultural literacy, and appreciation of the intellectual heritage of Islamic civilization. Such integration supports the development of contextual, culture-based, and learner-centered Arabic language education that prepares students to use Arabic effectively in both academic and social contexts.

The Transformation of Arabic Poetry and Its Educational Value in Arabic Language Learning

The Umayyad period marked a significant transformation in the thematic orientation and social function of Arabic poetry. During the pre-Islamic and early Islamic periods, poetry primarily served as a medium for expressing tribal identity, preserving genealogy, celebrating heroic achievements, and documenting important historical events. However, as political institutions became increasingly centralized under the Umayyad Dynasty, Arabic poetry expanded beyond tribal interests to address broader political, social, cultural, and personal issues. This transformation reflects not only the evolution of Arabic literary traditions but also the increasing sophistication of the Arabic language as a medium for intellectual expression and public communication.

One of the most distinctive developments during this period was the emergence of *naqā'id* poetry, a literary tradition characterized by poetic debates between rival poets. Through satire (*hijā'*), praise (*madh*), and counterarguments, poets demonstrated extraordinary linguistic creativity while simultaneously participating in political and social discourse. Rather than functioning merely as artistic performances, these poetic exchanges became arenas for critical thinking, persuasive communication, and rhetorical excellence. The ability to construct convincing arguments through carefully

selected vocabulary, balanced sentence structures, and stylistic elegance illustrates the advanced communicative competence possessed by Umayyad poets.

Alongside the tradition of *naqā'id*, the Umayyad era also witnessed remarkable developments in ghazal poetry. Romantic poetry evolved into two major forms: 'Udhri ghazal, emphasizing spiritual love, emotional restraint, and moral devotion, and *Ṣarīḥ* ghazal, portraying realistic social relationships and urban lifestyles. These literary developments demonstrate the expanding expressive capacity of Arabic, enabling poets to explore complex psychological experiences through refined linguistic expression. The diversity of poetic themes indicates that Arabic had become capable of representing both collective social realities and individual emotional experiences with remarkable precision and artistic beauty.

The contributions of prominent Umayyad poets further illustrate the richness of Arabic literary development. Jarīr became widely recognized for his mastery of satire and social criticism, employing accessible yet rhetorically powerful language to defend tribal honor and criticize opponents. Al-Farazdaq demonstrated extraordinary command of sophisticated rhetorical structures, frequently integrating historical, geographical, and religious symbolism into his poetry. Al-Akhtal reflected political loyalty through literary expression while illustrating the multicultural character of Umayyad society. Meanwhile, Qays ibn al-Mulawwah and 'Umar ibn Abī Rabī'ah expanded the thematic boundaries of Arabic poetry by presenting psychological depth, emotional realism, and urban social experiences. Collectively, these poets enriched Arabic literature while simultaneously expanding the expressive possibilities of the Arabic language.

From the perspective of language development, the transformation of poetry during the Umayyad era contributed significantly to lexical expansion and stylistic diversity. Poets continuously introduced innovative expressions, semantic nuances, metaphorical constructions, and rhetorical patterns that enhanced the flexibility of Arabic communication. Their literary creativity strengthened the relationship between language and culture while encouraging greater attention to linguistic accuracy and

artistic expression. Consequently, Arabic poetry became an important medium through which linguistic innovation and cultural values were transmitted across generations.

The educational significance of these literary developments remains highly relevant for contemporary Arabic language education. Poetry represents one of the richest authentic resources for developing students' linguistic competence because it integrates vocabulary, grammar, rhetoric, pronunciation, and cultural understanding within meaningful communicative contexts. Unlike simplified instructional texts, classical poetry exposes learners to authentic language characterized by expressive vocabulary, sophisticated sentence structures, and culturally embedded meanings. Consequently, incorporating Umayyad poetry into Arabic language instruction enables students to experience Arabic as a living literary tradition rather than merely as a grammatical system.

From the perspective of reading instruction, classical poetry encourages learners to develop inferential comprehension, semantic interpretation, and literary analysis. Students must identify figurative language, analyze rhetorical devices, interpret symbolic meanings, and relate literary themes to historical contexts. Such activities strengthen higher-order thinking skills while simultaneously improving reading comprehension and vocabulary acquisition. Moreover, guided discussions concerning poetic themes encourage learners to compare historical experiences with contemporary social realities, thereby promoting critical thinking and intercultural awareness.

Poetry also contributes significantly to the development of productive language skills, particularly speaking and writing. Poetry recitation enhances pronunciation, rhythm, intonation, and oral fluency, while creative writing activities inspired by classical poetic forms encourage students to apply newly acquired vocabulary and rhetorical techniques in authentic communicative situations. Classroom activities such as poetry performances, literary debates, collaborative interpretation, and creative adaptation provide opportunities for learners to practice Arabic actively while appreciating its aesthetic qualities. These learner-centered approaches correspond

closely with contemporary communicative and constructivist educational theories.

Equally important is the contribution of Umayyad poetry to character education. Themes such as courage, honesty, perseverance, loyalty, justice, responsibility, patience, and sincerity frequently appear throughout Umayyad literary works. Although many poems emerged within specific political or social circumstances, their ethical messages remain relevant for contemporary education. Arabic language teachers can utilize these texts to facilitate discussions concerning leadership, social responsibility, emotional intelligence, and moral decision-making, thereby integrating linguistic learning with value education. Such integration supports holistic educational objectives by simultaneously developing students' cognitive, linguistic, affective, and social competencies.

The findings of this study indicate that the transformation of Arabic poetry during the Umayyad period possesses educational significance extending far beyond literary history. Rather than functioning solely as historical artifacts, Umayyad poems represent authentic instructional resources capable of enriching Arabic language pedagogy through literary appreciation, communicative practice, historical literacy, vocabulary development, and character education. Therefore, Arabic language curricula should incorporate selected Umayyad literary texts within contextual and learner-centered instructional approaches. Such integration will enable students not only to master Arabic linguistic structures but also to appreciate the intellectual, cultural, and civilizational heritage that shaped the development of the Arabic language throughout Islamic history.

Arabization and Its Contribution to Contemporary Arabic Language Education

One of the most influential achievements of the Umayyad Dynasty in the history of the Arabic language was the implementation of the Arabization policy, a comprehensive linguistic reform that transformed Arabic into the official language of administration, governance, education, and public communication throughout the

Islamic empire. Unlike earlier periods, in which administrative affairs relied on regional languages such as Greek, Persian, and Coptic, the Umayyad government established Arabic as the common language for official correspondence, financial administration, legal documentation, and governmental institutions. This policy represented not merely a linguistic change but a strategic effort to build administrative efficiency, political unity, and cultural integration across a vast multicultural empire.

The implementation of Arabization significantly accelerated the spread of Arabic among non-Arab communities. As Arabic became the language of government and public administration, individuals seeking participation in political, economic, and social activities increasingly recognized the importance of acquiring Arabic proficiency. Consequently, Arabic evolved into a second language for many communities outside the Arabian Peninsula, including populations in Syria, Iraq, Egypt, Persia, and North Africa. This historical development illustrates how language policies can influence educational practices by creating broader opportunities and stronger motivations for language learning.

The expansion of Arabic also played a decisive role in the development of Islamic education. As Arabic became the dominant medium of communication, educational activities gradually shifted toward the use of Arabic in teaching the Qur'an, Hadith, jurisprudence, theology, literature, and other branches of knowledge. The standardization of Arabic terminology facilitated scholarly communication among Muslim intellectuals from diverse cultural backgrounds and enabled the establishment of an increasingly interconnected educational network throughout the Islamic world. This process laid the intellectual foundation for the remarkable scientific achievements that flourished during the subsequent Abbasid period.

Another significant consequence of Arabization was the emergence of systematic linguistic scholarship. The rapid spread of Arabic among non-native speakers created new challenges regarding pronunciation, grammar, and textual interpretation. To preserve linguistic accuracy, Muslim scholars began codifying grammatical principles

that later developed into the sciences of nahwu, ṣarf, balāghah, lexicography, and phonetics. These disciplines were initially designed to facilitate accurate understanding of the Qur'an but gradually evolved into comprehensive branches of Arabic linguistics. Their development demonstrates that educational needs frequently stimulate linguistic innovation and scholarly advancement.

The Arabization process also reflected continuous interaction between Arabic and local cultures. Rather than eliminating existing cultural traditions, Arabic entered into dialogue with diverse linguistic communities, resulting in cultural adaptation and intellectual exchange. Local societies contributed new perspectives while simultaneously adopting Arabic as the language of scholarship and religious learning. This interaction enriched Islamic civilization and demonstrated that language development is closely associated with intercultural communication rather than linguistic domination alone. Such historical experiences remain highly relevant for understanding multilingual education in contemporary societies.

From the perspective of Arabic Language Education, the historical experience of Arabization provides important pedagogical insights. First, it demonstrates that language learning becomes more meaningful when learners understand the social and historical purposes of language use. Students should recognize that Arabic achieved its international status not only because of religious significance but also because of its practical functions in administration, education, diplomacy, and intellectual life. Understanding these historical realities increases learners' appreciation of Arabic as a global language of civilization rather than merely a religious language.

Second, the Arabization experience emphasizes the importance of integrating content and language learning within Arabic language classrooms. Historical materials concerning the Umayyad period may be incorporated into reading comprehension, vocabulary development, speaking activities, and academic writing exercises. Such integration reflects the principles of Content and Language Integrated Learning (CLIL), where students simultaneously acquire linguistic competence and disciplinary

knowledge. Through historical texts, learners develop not only grammatical proficiency but also historical literacy, analytical thinking, and intercultural awareness.

Third, Arabization highlights the importance of culture-based language learning. Modern Arabic instruction should expose learners to the historical development of Arabic civilization, allowing them to appreciate the cultural contexts in which linguistic expressions emerged. Teachers may employ historical narratives, administrative documents, literary texts, and rhetorical speeches from the Umayyad era as authentic instructional materials that enrich students' understanding of Arabic vocabulary, discourse structures, and sociocultural meanings. Such contextual learning strengthens learners' communicative competence because language is studied within meaningful cultural situations.

Furthermore, the historical development of Arabic during the Umayyad period supports the implementation of student-centered learning. Rather than relying exclusively on teacher explanations, students may investigate historical documents, analyze literary texts, compare administrative policies, conduct collaborative discussions, and present their findings through project-based learning. These instructional strategies encourage active participation, critical inquiry, collaborative problem-solving, and independent learning while simultaneously improving Arabic language proficiency. Such pedagogical approaches align with contemporary educational paradigms emphasizing higher-order thinking skills and lifelong learning.

Another important implication concerns character education. The Arabization process illustrates values such as adaptability, openness to cultural diversity, collaboration, responsibility, and commitment to knowledge. These values can be integrated into Arabic language instruction through reflective discussions concerning cultural interaction, leadership, social responsibility, and intellectual development during the Umayyad period. Consequently, Arabic language learning contributes not only to linguistic competence but also to students' personal growth and intercultural sensitivity.

The findings of this study demonstrate that Arabization during the Umayyad Dynasty should be understood as both a historical and an educational phenomenon. Beyond establishing Arabic as the language of administration and civilization, the Arabization process generated educational traditions that continue to influence contemporary Arabic language teaching. The integration of historical awareness, cultural literacy, communicative competence, literary appreciation, and critical thinking provides a comprehensive framework for designing meaningful Arabic language instruction. Therefore, the linguistic legacy of the Umayyad period should be incorporated into modern Arabic language curricula as an authentic educational resource capable of strengthening students' understanding of the historical evolution of Arabic while preparing them to engage effectively with the language in contemporary academic, cultural, and professional contexts.

D. Conclusion

This study concludes that the Umayyad Dynasty represented a transformative period in the historical development of the Arabic language, during which Arabic evolved from an ethnic language into the official language of administration, politics, scholarship, and cultural integration across the Islamic world. The implementation of the Arabization policy significantly strengthened the position of Arabic as a unifying language that facilitated communication, governance, and intellectual exchange among diverse communities. At the same time, the flourishing traditions of rhetoric, public oratory, court literature, and Arabic poetry enriched the expressive capacity of the language and contributed to the emergence of a sophisticated linguistic and literary culture that influenced subsequent periods of Islamic civilization.

The findings further demonstrate that the linguistic transformation during the Umayyad period was closely associated with educational development. The increasing use of Arabic in governmental administration, religious scholarship, and literary production encouraged the standardization of the language and stimulated the growth of

Arabic linguistic sciences, including nahwu, şarf, balāghah, and literary criticism. These developments not only preserved the authenticity of Classical Arabic but also established educational foundations that supported the transmission of knowledge throughout the Islamic world. Consequently, the Umayyad period should be regarded as one of the most important stages in the institutionalization of Arabic language education.

From the perspective of Arabic language education, this study highlights that the historical and literary heritage of the Umayyad era possesses substantial pedagogical value. Historical documents, rhetorical speeches, classical poetry, and literary texts from this period provide authentic learning resources capable of improving learners' communicative competence, vocabulary mastery, literary appreciation, historical literacy, intercultural understanding, and critical thinking skills. Furthermore, integrating these historical materials into Arabic language instruction enables educators to implement contextual, culture-based, communicative, and learner-centered learning approaches while simultaneously strengthening character education through the values reflected in Umayyad literature and intellectual traditions.

The novelty of this research lies in its integrative perspective, which connects the historical development of the Arabic language during the Umayyad Dynasty with contemporary theories and practices of Arabic language education. Unlike previous studies that primarily discuss the Umayyad period from historical, political, or literary perspectives, this study demonstrates that the linguistic achievements of the period constitute valuable pedagogical resources for enriching Arabic language teaching and learning. By integrating historical awareness, literary appreciation, cultural literacy, and communicative competence, this research contributes to the development of a more comprehensive model of Arabic language education that responds to contemporary educational needs.

Finally, this study recommends that Arabic language educators incorporate historical and literary materials from the Umayyad period into classroom instruction

through interactive and student-centered learning strategies, including project-based learning, literary analysis, rhetorical practice, collaborative discussions, and digital learning resources. Future research is encouraged to investigate the effectiveness of these instructional approaches through empirical studies, classroom action research, or experimental designs in various educational contexts. Such studies are expected to provide stronger evidence regarding the contribution of historical literacy and classical Arabic literature to improving students' language proficiency, cultural awareness, and twenty-first-century learning competencies. Through these efforts, Arabic language education can continue to preserve the linguistic heritage of Islamic civilization while addressing the evolving demands of contemporary education.

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