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THE RULES OF FI'IL AND THE WISDOM OF LIFE IN ISLAMIC EDUCATION

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ABSTRACT

This study aims to analyze the relationship between fi'il rules in Arabic and the teaching of values and life lessons. Fi'il rules, which cover aspects of time (madhi, mudhari', and amr), form of action, and actor, not only function as grammatical elements in Arabic grammar, but also have deep philosophical and ethical dimensions. Using a qualitative approach with a literature review method, this study examines key texts such as grammar books, the Quran, and classical and contemporary Islamic educational works. The results of the study indicate that understanding the structure and meaning of fi'il can be a strategic tool in instilling life values such as responsibility, discipline, diligence in doing good deeds, and spiritual awareness. Fi'il amr, for example, is frequently found in the verses of the Qur'an as a command to perform good deeds, avoid prohibitions, and build noble character. Thus, the study of fi'il rules can be used as an important tool in character education and noble ethics, especially in the context of integrative and value-based Arabic language learning.

Keywords: *The Rules of Action, The Wisdom of Life, Islamic Education*



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Introduction

In the practice of Arabic language learning in Islamic educational institutions, the main focus is still on mastering technical aspects of language, particularly in terms of grammatical structure such as nahwu and sharf. This grammatical approach often fails to consider the values inherent in the language itself. As a result, there is a gap between the ability to understand the formal structure of the language and the interpretation of the moral and spiritual messages underlying that linguistic structure. One important component that is rarely examined in depth from an educational values perspective is the *fi'il* (Mu'minin, 2022). In fact, *fi'il*, as a verb element in Arabic, not only indicates action and time but also reflects concepts of responsibility, process, and the outcomes of human actions, which are closely related to moral and character education (Nasution & Lubis, 2023).

Previous studies have indeed discussed the relationship between Arabic and educational values, particularly in the context of integrating Islamic teachings into the language learning process, as well as through the analysis of commanding verses in the Qur'an as a means of character formation. However, studies that specifically explore the connection between *fi'il* rules and the instillation of life wisdom and values education are still very rare. This topic has not been a major focus in contemporary Arabic language education discourse. Therefore, this study aims to contribute to the field by highlighting *fi'il* rules as a new perspective in instilling values such as discipline, responsibility, and moral and spiritual awareness in the educational process (Afifah, 2024).

This research is based on the grand theory of values education proposed by Tilaar, which asserts that education is not merely the transmission of knowledge but a process of holistic human development through the internalization of noble values in life. Education, in this view, must be able to shape the character and personality of individuals as a whole, not just the cognitive aspects. This view is in line with the essence of the *fi'il* rule in Arabic, which not only indicates the form of the verb but also involves the subject (performer), time (when the action is performed), and the implications of the action. These three aspects illustrate the direct relationship between language and morality, because every verb that is spoken or learned reflects responsibility and awareness of the action (Herlambang, 2016).

Based on preliminary research, the author argues that the *fi'il* rule in Arabic has great potential as a means of values education. The forms of verb changes do not merely indicate grammar, but also contain dimensions of awareness of time, actor, and action. These elements can be utilized in the process of character building for students. In the context of Islamic education, actions or deeds are strongly emphasized as manifestations of faith and knowledge. Therefore, *fi'il* is not only understood from a linguistic perspective but also as a representation of real behavior. Learning *fi'il* can be directed

toward cultivating discipline, responsibility, and ethics. Thus, teaching fi'il is essentially teaching life values. This makes the study of fi'il rules relevant for application in character-based education.

Based on the above description, the focus of the problem in this study can be formulated as follows: first, to what extent is there a connection between fi'il rules in Arabic and the values of life wisdom. Second, how do fi'il rules contribute to supporting the process of value education formation. The purpose of this study is to describe the relationship between the structure of fi'il as a representation of action in Arabic and the process of internalizing values in the lives of students, as well as to explore the role of fi'il rules as a means of moral and character formation through language learning.

Research Method

This study uses a qualitative approach with library research methods, as the main focus of this study is to examine the theoretical concepts and philosophical values of fi'il rules in relation to values education. Qualitative research allows the author to explore the deeper meaning of the fi'il structure and how these rules not only function as part of grammar but also contain moral and ethical messages about life. This research is descriptive and analytical in nature, explaining and interpreting the relationship between verb forms and valuable human actions. Thus, this research does not produce numerical data but rather conceptual ideas drawn from authoritative library sources.

The data sources used in this study consist of primary and secondary sources. Primary sources include the Nahwu Wadhih book as the main reference in understanding verb structure in nahwu science, as well as the Qur'an as the main source containing verses containing imperative, past, and future verbs that carry life values. Secondary sources include books on Islamic educational philosophy, such as Ihya Ulumuddin by Imam Al-Ghazali, which discusses the wisdom of life and character formation, and the book Education and Civil Society by Tilaar, which explains the importance of values in education. In addition, several scientific journals were also used to strengthen arguments and compare sources.

Data analysis techniques were carried out through a content analysis approach, which involved an in-depth examination of the contents of the nahwu book, verses from the Qur'an, and literature on values education to find the relationship between verb forms and the content of life values. The analysis stages include data reduction (selecting relevant information), data presentation (in the form of themes), and drawing conclusions that explain the relationship between verb structure and character formation. Data validity is obtained through source triangulation techniques, which involve comparing various references to avoid bias and ensure the validity of information. The results of this process

will form the basis for drawing scientific conclusions regarding the role of verb rules in values education.

Results and Discussion

Based on the results of the study, the rules of fi'il in Arabic not only play a role as a linguistic structure, but also have educational value that can shape the character of students. Each verb form teaches about time and type of action, and a deep understanding of these can train students' awareness of responsibility in their actions. This indicates that verb learning can be directed toward fostering a structured way of thinking and more purposeful behavior. Understanding verbs such as fi'il madhi, mudhari', and amr, for example, can serve as a reflection on past actions, present actions, and responsibility for the future. Thus, Arabic language lessons, especially in the aspect of fi'il, can be an effective medium for instilling moral and ethical values. The combination of grammatical understanding and real-life context makes learning more meaningful. Therefore, it is important for educators to explore the potential values contained in each form of fi'il.

Beyond their grammatical functions, verbs also frequently appear in the Quran as commands carrying messages of life values. Words like *اعملوا* (work), *اتقوا* (fear God), and *اقرأ* (read) are examples of imperative verb forms that not only encourage action but also guide toward morally and spiritually correct directions. When students study such verbs, they are encouraged to reflect on the meaning of actions and their impact in real life. In this way, Arabic language learning becomes more than just a technical subject but also a means of character development and self-awareness. Understanding verbs in connection with the values in the Qur'an opens up space for an educational process that touches on aspects of the heart and behavior. Therefore, learning fi'il rules is highly relevant when used to instill values education. This discussion will further elaborate on three main parts that show the relationship between fi'il rules and life values in education.

A. The Rules of Fi'il Teach Awareness of Time and Action

Arabic verb rules play an important role not only in linguistic structure but also in shaping students' perspectives on the concepts of time and action. In Arabic, verbs are divided into three main types: fi'il madhi (past tense verbs), fi'il mudhari' (present and future tense verbs), and fi'il amr (imperative verbs). These three forms not only indicate differences in time but also implicitly instill life values closely related to time awareness, decision-making, and moral responsibility for actions. In an educational context, understanding these types of fi'il is crucial because it trains students not only to learn word forms but also to recognize the importance of actions in daily life.

The fi'il madhi, which refers to the past, indirectly teaches students to reflect and introspect on their past actions. This form instills the value that past actions cannot be

changed, but can be used as lessons to improve oneself in the future. Meanwhile, the mudhari' verb describes actions that are ongoing or will be carried out, emphasizing the importance of awareness of the present and the future. This can shape students' characters so that they are able to plan their actions with careful consideration and responsibility. Not only that, the mudhari' verb also teaches that life is an ongoing process, so there needs to be a consistent and sustainable attitude in doing good.

As for the fi'il amr, which is in the form of a command, it explicitly teaches the values of responsibility and discipline. In the fi'il amr, there is a demand to immediately carry out an action without delay, reflecting the values of obedience, speed in responding to goodness, and sincerity in carrying out commands. In the context of Islam, commands often found in the form of fi'il amr in the Qur'an, such as "اقرأ" (read), "أقم الصلاة" (establish prayer), or "اعملوا" (work), are not merely forms of words, but contain moral and spiritual obligations that must be carried out by a Muslim. By understanding the structure and meaning of fi'il amr, students will become accustomed to the mindset that every command carries responsibility, and every responsibility demands concrete action.

Through a learning process that emphasizes understanding not only the grammatical structure but also the philosophical meaning behind each form of fi'il, students can be trained to become individuals who are not only linguistically intelligent but also morally resilient. Learning fi'il integrated with life values can shape students' thinking to understand that their actions have consequences and value. Thus, verb rules become an important tool in education that not only teaches language but also educates attitudes, behavior, and character. The awareness of time and responsibility for actions instilled through verbs can serve as a foundation for building a generation of integrity and clear life direction.

B. Verbs as a Medium for Instilling Moral Values

In the context of education, fi'il is not only an element of grammar but also has great potential as a means of instilling moral values. This is particularly evident in the form of fi'il amr (imperative verbs), which frequently appear in the Qur'an as direct commands or instructions from Allah to humanity to perform good deeds. Verbs such as "اعملوا" (work), "اتقوا" (be mindful), and "اقرأ" (read) are forms of fi'il amr that carry spiritual, social, and intellectual values. "اعملوا" conveys the importance of deeds and real work in life, not just theory or intention. "اتقوا" serves as the foundation for strengthening awareness of God, urging humans to guard themselves against evil by cultivating a pure heart. Meanwhile, "اقرأ" highlights the importance of knowledge and reading as the gateway to enlightenment and understanding of life.

These three examples of fi'il are not empty instructions, but carry moral values that can be applied in daily life. In Arabic language learning, when teachers teach forms of fi'il amr like this, they should not only explain them grammatically, but also contextualize

them with the realities of students' lives. Thus, students learn that language is a reflection of life, and every verb in Arabic carries messages of values that can shape character. Teaching verbs with a values-based approach will help students understand that every command in language carries inherent moral responsibility. This will encourage them

C. Character Building Through Fi'il Rules

Fi'il rules in Arabic not only serve as a means of understanding language structure, but also contribute greatly to shaping the character and personality of students. Understanding verbs in all their forms and conjugations trains students to think logically and systematically, as every change in verb form follows strict rules based on the subject (fa'il), tense, and other aspects. Exercises in identifying past tense (madhi), present tense (mudhari'), and imperative (amr) verbs and linking them to the subject and object teach precision and consistency. This is an exercise that indirectly fosters a disciplined attitude in thinking and acting. In this process, students are also trained to understand the cause-and-effect relationship of an action, because every verb is necessarily related to a real subject (fa'il) that cannot be omitted.

The rules of fi'il, with their characteristic demands for accuracy and clarity, also teach the value of responsibility. In Arabic, the form of fi'il cannot stand alone without an actor. This reflects that in life, every action has an actor and consequences. Students who are accustomed to understanding fi'il in this context will gradually realize that every action they take has an impact, and therefore they must be responsible for what they choose and do. Additionally, the process of conjugating fi'il according to type, number, and subject also teaches the importance of precision and care in fulfilling roles, both individually and socially.

By incorporating a values-based approach into the teaching of verb rules, the learning process can become a more comprehensive character-building tool. For example, when students understand the command "فعلوا الخير" (do good), they do not merely interpret it as a verb structure but also as an invitation to apply goodness in their daily lives. Teachers who are able to connect verb structures with real-life situations will find it easier to instill values such as honesty, diligence, and responsibility into students. Thus, verb rules can serve as a tool for shaping individuals who are not only proficient in language but also mature morally and socially (Dedi, 2023).

In the context of values education, such a linguistic approach is highly relevant to 21st-century learning objectives that emphasize the development of critical thinking, communication, collaboration, and creativity skills. Verb rules can be directed toward shaping a generation that is not only technically proficient in language but also capable of translating linguistic values into concrete actions. Therefore, fi'il learning should not stop at the cognitive aspect, but should be developed to touch on the affective and psychomotor aspects of students.

Conclusion

Based on the results of research and analysis that has been conducted, it can be concluded that the rules of fi'il in Arabic not only function as part of grammatical structure, but also have deep educational significance. These rules encompass the division of time, past tense (fi'il madhi), present and future tense (fi'il mudhari'), and imperative (fi'il amr), which indirectly teach students about time awareness and responsibility for their actions. Understanding time and verb forms can encourage students to reflect on the past, act wisely in the present, and actively and purposefully prepare for the future. This process is an important part of character education that emphasizes noble values such as discipline, responsibility, hard work, and spirituality.

Thus, the fi'il rule has a close relationship with the formation of life wisdom, which is the ability to understand the meaning of actions, time, and their impact in real life. The life wisdom referred to is a wise attitude in facing life, which emerges through the habit of reflective thinking and acting in accordance with values. Therefore, learning fi'il rules can be used as a strategic medium for instilling life values rooted in Islamic teachings. This can help educators make Arabic language learning not only a linguistic subject but also a means of shaping the morals and character of students. Fi'il rules become a gateway to more meaningful and transformative education.

Recommendations

1. For Arabic teachers and lecturers, it is hoped that they can integrate the teaching of fi'il rules with the instilling of life values. This can be done through a contextual and reflective approach, such as linking the forms of fi'il in the verses of the Qur'an with real behavior in everyday life.
2. For Curriculum Developers, the Arabic language curriculum should be designed using a value-based approach, so that grammatical material such as verbs is not only understood structurally but also studied within the context of life and character development.
3. For future researchers, it is recommended to conduct field research that tests the effectiveness of teaching fi'il rules in shaping certain values in students, in order to strengthen the empirical basis of these findings.

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