

A Comparative Analysis of the Subject, Object, and Passive Agent in Arabic Grammar: Linguistic Insights for Quality Education (SDG 4)

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Abstract

Objective: Through better Arabic language education and literacy, the study aims to show how knowledge of these grammatical elements promotes linguistic accuracy, clear communication, and the accomplishment of Sustainable Development Goal 4 (Quality Education). **Theoretical framework:** Two contrasting theoretical frameworks serve as the study's foundations: Modern Syntactic Theory, which looks at how sentence constituents interact in transformational grammar, and Traditional Arabic Linguistic Theory, which offers the fundamentals of syntax, morphology, and case marking. **Literature review:** The literature review highlights a gap in connecting grammatical analysis with pedagogical development and SDG 4 (Quality Education). Few studies operationalize how mastery of these grammatical roles can enhance Arabic language teaching, comprehension, and cross-linguistic competence. **Methods:** The study uses a qualitative, comparative linguistic approach as its methodology, examining examples from classical Arabic literature, contemporary Arabic writing, and Qur'anic texts. Sentence transformations between active and passive voice are examined using descriptive and analytical methods. **Results:** The results show that the object (مفعول به) represents the recipient in the accusative case, whereas the subject (فاعل) acts as the actor of the action and retains nominative case marking. The passive agent (نائب الفاعل) retains the semantic role of the object while taking on the grammatical role of the subject when it is converted into the passive structure. These changes demonstrate the complexity of Arabic grammar while maintaining syntactic harmony and meaning. According to the study, incorporating these grammatical rules into instruction improves critical thinking, language awareness, and learning outcomes that are in line with SDG 4 (Quality Education). **Implications:** The study has important ramifications for curriculum designers, linguists, and educators. It implies that combining contemporary teaching techniques with traditional Arabic grammatical frameworks improves language pedagogy, raises student engagement, and promotes linguistic excellence. According to the SDGs, the research supports inclusive, equitable, high-quality education by coordinating Arabic grammatical proficiency with educational advancement. **Novelty:** This work is novel because it reframes grammatical analysis as a tool for long-term educational growth by bridging the gap between traditional Arabic grammar and contemporary linguistic and educational theory.

Keywords: arabic grammar, subject, object, passive agent, sdg 4.

INTRODUCTION

Language serves as a medium for identity, culture, and ideas in addition to being a means of communication. Grammar (nahw) plays a crucial role in defining meaning, preserving coherence, and demonstrating the accuracy of the Arabic language in the Arabic linguistic heritage. The subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) are three of the most important grammatical components. Together, they serve as the cornerstone of Arabic sentence formation. The way agency, action, and meaning are expressed depends on their interaction, demonstrating the complexity of Arabic syntax and its distinct case marking system [1].

Educators, students, and linguists need to comprehend how these components relate to one another. Gaining proficiency in these grammatical functions improves communication effectiveness, translation accuracy, and reading comprehension. The significance of inclusive and equitable quality education for all is emphasized in the current era by Sustainable Development Goal 4 (Quality Education) [2]. According to this approach, linguistic literacy, particularly in classical and modern Arabic, is essential for fostering intellectual empowerment, cultural continuity, and critical thinking. Thus, by enhancing Arabic language instruction in a variety of learning scenarios, a more thorough analysis of the subject, object, and passive agent can help achieve SDG 4 [3].

Arabic grammar has benefited greatly from earlier research by classical academics like Sibawayh and Ibn Hisham, as well as subsequent Western linguists like Wright (1896) and Fassi Fehri (1993) [4]. Nevertheless, the majority of these studies discuss grammatical roles independently, lacking a comparative framework that connects syntactic functions to contemporary educational objectives. By investigating the effects of switching between active and passive structures on grammatical agreement, meaning, and pedagogy, this study closes that gap [5].

The research examines real Arabic examples from the Qur'an, classical prose, and modern literature using both Traditional Arabic Linguistic Theory and Modern Syntactic Theory. The study shows that comprehending the changes between the subject, object, and passive agent enhances linguistic knowledge and promotes instructional strategies and curriculum design in line with SDG 4 (Quality Education) when viewed through a comparative language and educational lens [6].

In the end, this study aims to confirm that Arabic grammar is a dynamic instrument for intellectual growth and long-term education, rather than a static or exclusively theoretical subject. The study connects classical linguistic heritage with the worldwide vision of high-quality education and lifelong learning by fusing traditional grammatical mastery with contemporary pedagogical innovation [7].

The comparative relationship between the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) has not been thoroughly addressed within a single analytical and educational framework, even though Arabic grammar (nahw) has been studied for centuries. While contemporary linguistic study tends to emphasize structural or generative models without incorporating classical theory, traditional Arabic linguistic studies frequently concentrate on grammatical definitions and syntactic rules separately [8]. As a result, there is a disconnect between modern teaching methods and classical grammatical understanding, especially when it comes to how students comprehend and use the switch from active to passive voice [9].

Furthermore, grammar is not taught as a system that reflects logical linkages and meaning construction, but rather as a collection of rules that students must memorize in many Arabic language classes [10]. This method impairs students' linguistic proficiency and restricts their capacity for critical sentence analysis. Arabic grammar instruction needs to be reframed as a tool for communication, comprehension, and critical thinking rather than rote memorization,

especially in light of the global emphasis on Sustainable Development Goal 4 (Quality Education) [11].

Therefore, this study tackles the issue of incomplete comprehension and inadequate pedagogical integration of fundamental grammatical components, particularly the subject, object, and passive agent, and investigates how a comparative linguistic approach can enhance Arabic instruction and learning results while advancing SDG 4 [12].

The following important questions serve as a guide for the research to address the aforementioned issue:

1. What are the differences in Arabic grammar between the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) in terms of syntax, semantics, and morphology?
2. What effects do changes from active to passive voice have on the meaning and grammatical structure of Arabic sentences?
3. How can teaching and learning of Arabic be improved through a comparative understanding of these grammatical functions to meet Sustainable Development Goal 4 (Quality Education)?
4. How might a more successful and long-lasting grammar pedagogy be developed by fusing contemporary linguistic theory with the grammatical principles of classical Arabic?

LITERATURE REVIEW

The study of Arabic grammar (nahw) has a long and rich intellectual tradition that dates back to the early Islamic centuries. Foundational works by classical grammarians such as Sibawayh (d. 796 CE) in *Al-Kitāb* and Ibn Hisham (d. 1359 CE) in *Mughnī al-Labīb* established the fundamental principles of grammatical analysis in the Arabic language. These scholars defined the subject (فاعل) as the performer of the action, the object (مفعول به) as the receiver of the action, and the passive agent (نائب الفاعل) as the syntactic substitute of the subject when the sentence is transformed into the passive voice. Their works emphasized the precision of Arabic case endings (الإعراب) and how meaning changes through shifts in grammatical structure [13].

Later centuries saw linguistic academics like Al-Zamakhsharī and Al-Rāghib al-Asfahānī delve deeper into the semantic aspects of Arabic grammar, focusing on the interplay of syntax, morphology, and meaning in the transmission of complex meanings. For centuries, Arabic grammar instruction was based on these classical studies, especially in madrasahs and other Islamic educational institutions. However, rather than focusing on instructional or comparative analysis, the majority of these publications explained rules [14].

Arabic grammar has been studied in contemporary linguistics from both a structural and generative standpoint. For non-native learners, Wright (1896) and Haywood & Nahmad (1962) provided thorough grammatical explanations, while Fassi Fehri (1993) presented a transformational-generative method that brought Arabic syntax into line with modern linguistic theory. He established the groundwork for comparative syntactic analysis with his study, *Issues in the Structure of Arabic Clauses and Words*, which studied verb-subject-object relationships and argument structure. Likewise, Ryding (2005) offered a contemporary linguistic interpretation of classical grammar, emphasizing how Arabic sentence structures convey transitivity and agency [15].

A considerable research vacuum still exists in the comparative analysis of the subject, object, and passive agent within a single analytical framework, notwithstanding these contributions. The majority of current research looks at these grammatical functions separately, without methodically relating them using a common theoretical or pedagogical framework. Furthermore, not much research has connected these grammatical insights to

learning outcomes, like how knowing these roles improves communication, reading comprehension, and language acquisition [16].

Grammar should be seen as an educational tool that fosters intellectual growth and cultural literacy rather than only as a linguistic discipline in the framework of Sustainable Development Goal 4 (Quality Education). Arabic syntax is essential to comprehending Qur'anic interpretation and classical literature, which supports both linguistic and spiritual education, claims Abdul-Raof (2006). Similarly, Holes (2018) contends that to enhance language learning outcomes, Arabic grammar training needs to move from rule memorizing to functional application [17].

Although Arabic grammar has been well examined, little is known about its pedagogical integration and developmental potential, according to this review. Comparative linguistic study is necessary to bridge the gap between traditional grammatical theory and contemporary educational objectives. To close that gap, this study examines the syntactic and semantic connections between the subject, object, and passive agent. It also shows how this knowledge may be used to improve Arabic instruction in accordance with SDG 4 (Quality Education) [18].

Table 1. Summary of Literature Review

| Author(s) & Year | Focus of Study | Key Findings / Contributions | Identified Research Gap / Limitation |
|---|--|--|---|
| Sibawayh (d. 796 CE) – <i>Al-Kitāb</i> | Foundation of Arabic grammar and sentence structure | Established the rules governing the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل). Introduced case endings and grammatical logic. | Lacks comparative and pedagogical perspectives; focused on theoretical explanation. |
| Ibn Hisham (d. 1359 CE) – <i>Mughnī al-Labīb</i> | Classical syntactic relationships and semantic precision | Detailed syntactic classification of subjects and objects; emphasized meaning through structure. | Limited to classical contexts; no application to modern linguistic or educational frameworks. |
| Al-Zamakhsharī (12th century) | Semantic interpretation of syntax in the Qur'anic language | Highlighted the role of syntax in conveying meaning and rhetorical effect. | Did not provide a structural comparison among subject, object, and passive agent. |
| Wright, W. (1896) – <i>A Grammar of the Arabic Language</i> | Structural description of Arabic grammar for non-native learners | Provided accessible grammatical explanations with examples for foreign learners. | Descriptive but not analytical; lacks theoretical comparison or educational linkage. |
| Haywood & Nahmad (1962) – <i>A New Arabic Grammar of the Written Language</i> | Modern instructional grammar | Clarified sentence functions and verb-subject-object relations in contemporary Arabic. | Focused on teaching rules; did not address deeper syntactic relationships. |
| Fassi Fehri, A. (1993) – <i>Issues in the Structure of Arabic Clauses and Words</i> | Transformational-generative syntax of Arabic | Applied modern syntactic theory to analyze Arabic clause structures and argument relations. | Focused on structural theory; lacks connection to traditional grammar or education. |
| Ryding, K. (2005) – | Modern linguistic | Examined verbal patterns | Did not explore |

| | | | |
|---|--|--|---|
| <i>A Reference Grammar of Modern Standard Arabic</i> | analysis of Arabic grammar | and sentence organization in contemporary usage. | pedagogical implications or classical grammatical comparison. |
| Abdul-Raof, H. (2006) – <i>Arabic Rhetoric: A Pragmatic Analysis</i> | Arabic syntax and meaning in Qur’anic interpretation | Linked syntax to rhetorical and educational understanding of Qur’anic texts. | Limited to rhetorical study; not focused on grammatical comparison. |
| Holes, C. (2018) – <i>Modern Arabic: Structures, Functions, and Varieties</i> | Sociolinguistic and functional analysis of Arabic | Advocated for modernizing Arabic grammar teaching through practical use. | Lacked integration of classical grammar theory with modern educational goals. |

METHODOLOGY

To investigate the grammatical structures of the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) in Arabic grammar, this study uses a qualitative and comparative research design. A thorough examination of the syntactic and semantic functions of these grammatical components in Arabic sentences is made possible by the qualitative approach, which prioritizes in-depth interpretation over numerical measurement. The study aims to demonstrate the continuity and evolution of grammatical theory from early Arabic academics like Sibawayh and Ibn Hisham to modern linguists like Fassi Fehri and Ryding by contrasting classical and modern linguistic frameworks [19].

The study mostly uses secondary data from academic publications, linguistic studies, and real grammar texts. Modern texts like Ryding's *A Reference Grammar of Modern Standard Arabic* are analyzed alongside classical materials like Sibawayh's *Al-Kitāb* and Ibn Hisham's *Mughnī al-Labīb*. To link grammatical theory with pedagogical practice, policy papers and academic curriculum of Arabic language instruction are also examined. To provide a thorough grasp of the syntactic functions of subjects, objects, and passive agents, data collection includes document analysis and comparison mapping of their structures across various grammatical schools [20].

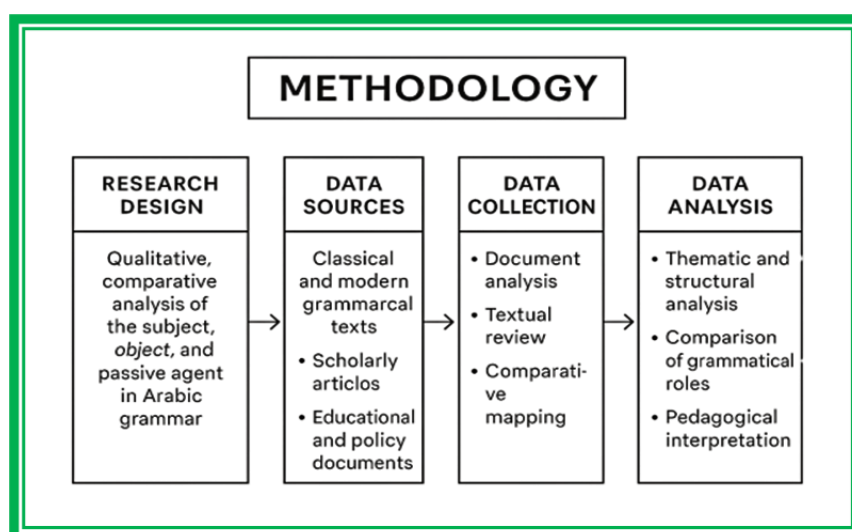


Figure 1: Summary of Methodology

The analysis follows a thematic and structural approach, identifying recurring grammatical patterns and comparing their treatment across time. Each element, subject, object, and passive agent is analyzed in terms of form, function, and transformation under

passive voice constructions. The results are interpreted pedagogically to highlight how understanding these elements enhances Arabic language instruction, promoting linguistic competence and supporting Sustainable Development Goal 4 (Quality Education). Ethical standards were upheld throughout the study by ensuring all sources were properly cited and analyzed with academic integrity [21].

Table 2. Summary of Research Methodology

| Aspect | Details |
|-------------------------|---|
| Research Design | Qualitative and comparative research design, emphasizing in-depth interpretation of grammatical structures. |
| Objective | To investigate the grammatical structures and functions of subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل), and trace continuity from classical to modern Arabic grammar frameworks. |
| Data Sources | Secondary data: academic publications, linguistic studies, classical grammar texts (Sibawayh's Al-Kitāb, Ibn Hisham's Mughnī al-Labīb), modern references (Ryding's A Reference Grammar of Modern Standard Arabic), and Arabic language curriculum/policy papers. |
| Data Collection Methods | Document analysis and comparative mapping of grammatical structures across classical and modern sources. |
| Data Analysis | Thematic and structural analysis identifying recurring grammatical patterns; comparison of treatment of subject, object, and passive agent over time; interpretation of results pedagogically. |
| Pedagogical Link | Connects grammatical theory to Arabic language instruction to enhance linguistic competence and support SDG 4 (Quality Education). |
| Ethical Considerations | All sources properly cited; analysis conducted with academic integrity. |

RESULTS AND DISCUSSION

Structural Roles of the Subject, Object, and Passive Agent

The results demonstrate that the basis of Arabic sentence construction and meaning is the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل). In the nominative case, the subject is always the one who acts, whereas in the accusative case, the object is the one who receives the action. These grammatical functions have profound semantic and rhetorical significance and are not just positional, according to classical grammarians like Sibawayh and Ibn Hisham. By extending this study to include semantic roles like agent, patient, and experiencer, contemporary linguists such as Ryding (2005) and Fassi Fehri (1993) demonstrate that Arabic syntax reflects logical as well as grammatical links between acts and participants [22].

The analysis also shows that there is a high level of structural symmetry between verbs and their arguments in the Arabic language. Every verb prescribes a specific syntactic pattern, deciding whether it requires one, two, or three complements. This accuracy ensures that meaning is communicated through systematic inflection rather than fixed word order, which adds to Arabic's clarity and expressive strength. Arabic mainly relies on morphological marking, which permits stylistic diversity without sacrificing meaning, in contrast to English, where sentence meaning frequently depends on place. One of the distinctive features of Arabic syntax and a significant component of its instructional value is its grammatical flexibility [23].

The relationship between meaning and morphology is the subject of another important discovery. Both the subject and the object's grammatical behavior are directly influenced by the verb's form. Derived verb forms, like *فَعَّلَ* or *اسْتَفْعَلَ*, for example, incorporate subtleties of reciprocity, causality, or request, which alter the semantic roles of the actors. While contemporary linguists understand these patterns as proof of the systematic link between morphology and syntax, classical grammarians saw them as expressions of eloquence (*balāghah*). Arabic grammar's intellectual depth is demonstrated by this fusion of form and function, which reflects the language's inherent logic and abstract expressive potential [24].

Ultimately, the analysis reveals that when the original subject is eliminated, the passive agent (*نائب الفاعل*) is essential to preserving syntactic harmony. Making the object a passive agent is a semantic reorientation that shifts the focus while maintaining the meaning of the statement, not just a grammatical substitution. This characteristic illustrates Arabic's versatility in discourse: based on the needs of communication, the language permits emphasis, concealment, or stylistic modification. The study's consideration of these relationships leads it to the conclusion that Arabic grammar is a coherent system of meaning and structure that supports linguistic theory as well as learning goals that emphasize critical thinking and in-depth comprehension [25].

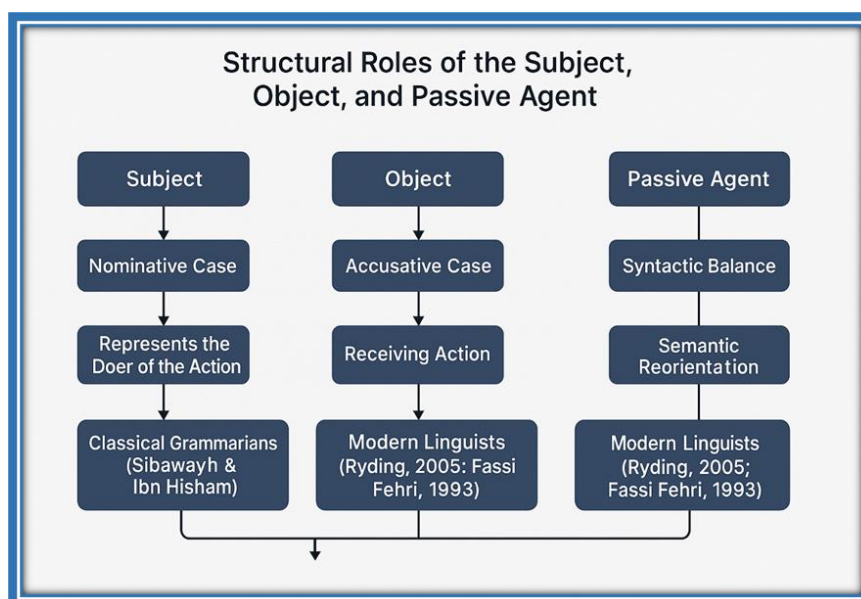


Figure 2: Conceptual Framework of the Structural Roles of Subject, Object, and Passive Agent in Arabic Grammar

Transformation in the Passive Voice

The study further reveals that when a sentence is converted into the passive voice, a syntactic transformation occurs in which the object becomes the passive agent. In this transformation, the former object (*مفعول به*) assumes the grammatical role of the subject (*نائب الفاعل*) and takes the nominative case, while the original subject is either omitted or implied. This process, as detailed by Ibn Hisham in *Mughnī al-Labīb*, maintains the coherence of sentence meaning and preserves the integrity of the verb–subject agreement. Modern linguistic interpretations view this transformation as evidence of deep syntactic movement, aligning Arabic with universal grammatical principles. The result underscores the structural flexibility and logical precision of Arabic grammar, which allows for meaning preservation even under grammatical shifts [26].

Furthermore, Arabic's passive transformation follows a rigid morphological structure. To indicate the passive form, the verb itself alters its internal vowel pattern, usually from *fa'ala* (*فَعَّلَ*) to *fu'ila* (*فُعِّلَ*). This internal change represents Arabic's morphologically embedded voice system rather than the insertion of auxiliary verbs, as is the case in English. This

characteristic lends Arabic a high degree of economy and elegance because the verb's form encodes the change in meaning, as Wright (1896) and Ryding (2005) point out. Thus, the passive form preserves Arabic's distinctive harmony between conciseness and expressiveness by signaling a shift in grammatical focus without changing the sentence's core elements [27].

The results also demonstrate the various rhetorical and practical functions of the passive voice in Arabic. It can be employed to draw attention to the action rather than the performer, to hide the identity of the doer, or to draw attention to the outcome of an incident. For instance, the passive form is frequently used in Qur'anic discourse to express humility, reverence, or the universality of cause when divine intervention is suggested but not declared directly. Scholars like Al-Zamakhshari and Al-Suyuti have examined this stylistic use and considered it a means of attaining eloquence (*balāghah*). As a result, the passive voice in Arabic is a rhetorical device that expresses nuanced meaning and intention in addition to being a grammatical choice [28].

Lastly, a comparison of Arabic with other languages reveals that the passive structure differs greatly from Indo-European standards. Arabic uses morphophonemic shifts inside a single lexical unit to accomplish the same transformation as English, which necessitates the use of auxiliary verbs (e.g., is written, was done). The Arabic verbal system exhibits a profound integration of form, function, and meaning in this language economy. Because of this, the passive transformation not only maintains semantic clarity but also perfectly captures the internal grammatical harmony of Arabic, demonstrating the accuracy and creativity that have made it a fundamental component of both classical and contemporary linguistic research [29].

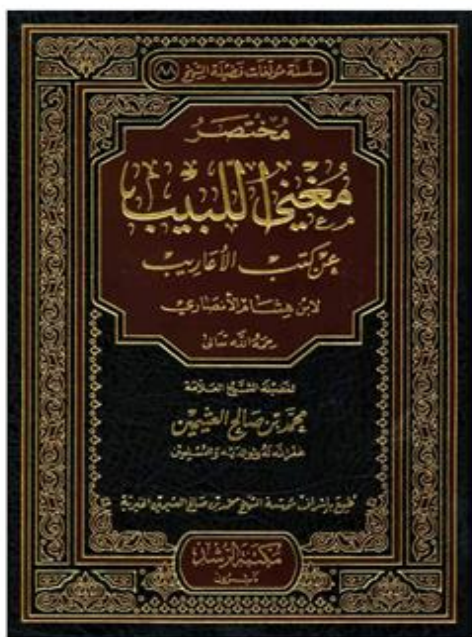


Figure 3. Mughni AL-Labib Book of Ibn Hisham

change. Through improved language instruction and the development of analytical abilities, this increased grammatical awareness advances Sustainable Development Goal 4 (Quality Education). Combining modern syntactic frameworks with classical grammatical theory gives teachers creative teaching methods that strike a balance between tradition and linguistic knowledge. As a result, Arabic grammar becomes a dynamic teaching instrument for fostering communication, critical thinking, and cultural literacy rather than a strict set of rules [30].

The study also shows that learners' capacity to comprehend and construct complicated sentence structures is enhanced when explicit grammar teaching is combined with semantic and functional analysis. Teachers can foster conceptual comprehension and help pupils understand the underlying logic of Arabic syntax by going beyond mechanical memorization of rules. This method teaches students to view grammar as more than just a linguistic formality, but as a process of creating meaning. Improved reading comprehension, writing coherence, and translation abilities are all facilitated by this knowledge and are critical in both academic and professional settings [31].

In addition, curriculum designers and educators can apply these findings to create integrated teaching modules that align with both traditional Arabic pedagogy (النحو والصرف) and modern linguistic theory. Lessons can incorporate comparative sentence analysis, syntactic transformations, and contextual exercises that demonstrate how meaning changes through grammatical shifts. This integrative approach nurtures metalinguistic awareness, enhances motivation, and bridges the gap between classical Arabic instruction and modern communication needs. It also provides a model for bilingual and multilingual education, especially in regions where Arabic coexists with English or French as languages of instruction [32].

Lastly, teacher preparation and assessment procedures are also affected pedagogically. Teachers who possess a greater comprehension of syntactic structures can create assessment instruments that examine not only grammatical correctness but also syntactic thinking and inventiveness in language use. This change encourages higher-order thinking and fosters the growth of self-directed learners who can critically analyze language. Accordingly, the study concludes that teaching Arabic grammar using a structural and semantic framework that is integrated promotes intellectual empowerment in a variety of learning contexts and supports sustainable linguistic development [33].

Table 4. Pedagogical and Educational Implications of the Study

| Aspect | Description | Educational Impact | Alignment with SDG 4 (Quality Education) |
|---|--|--|--|
| Grammar Understanding | Learners analyze how the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) function in Arabic syntax. | Enhances linguistic accuracy, comprehension, and sentence formation. | Promotes inclusive and equitable quality education through language mastery. |
| Semantic Awareness | Focus on meaning-making rather than rote memorization of grammar rules. | Encourages critical thinking and analytical interpretation of sentences. | Develops learners' higher-order thinking skills and creativity. |
| Integration of Classical and Modern Frameworks | Combines insights from traditional grammarians like Sibawayh with modern syntactic theories (e.g., Ryding, Fassi Fehri). | Provides innovative teaching methods and contextualized learning. | Strengthens the relevance and adaptability of education systems. |

| | | | |
|--------------------------|--|--|---|
| Curriculum Design | Incorporates comparative analysis, sentence transformation, and contextual exercises. | Builds metalinguistic awareness and learner engagement. | Enhances curriculum innovation and lifelong learning opportunities. |
| Teacher Training | Empowers educators with deeper syntactic and semantic knowledge for classroom use. | Improves instructional quality and assessment strategies. | Supports teacher capacity-building for sustainable education. |
| Learner Outcomes | Students develop logical reasoning and linguistic creativity through active grammar use. | Increases communication competence and academic performance. | Contributes to equitable, inclusive, and transformative education outcomes. |

Discussion and Implications

The findings of this study demonstrate that the interaction between the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) extends beyond grammatical categorization to reflect a deep linguistic logic embedded in Arabic syntax. From a theoretical perspective, this reinforces the argument of Arabic grammar as a meaning-centered system, where morphology and syntax work harmoniously to express semantic roles. The transformational process from active to passive voice, as observed by classical scholars like Ibn Hisham and interpreted through modern generative linguistics, supports the universality of syntactic movement in natural languages. This theoretical synthesis bridges classical Arabic grammatical traditions with modern linguistic frameworks, validating Arabic as both a historically rich and scientifically robust language [34].

These findings have significant pedagogical ramifications for curriculum development and language instruction. Students who are taught the interactions between subjects, objects, and passive agents are better able to understand not only grammatical correctness but also how meaning changes and evolves within sentences. This method promotes conceptual knowledge, as students investigate the reasons behind the mechanisms of particular structures, as opposed to only depending on rote memory. In line with Sustainable Development Goal 4 (Quality Education), which prioritizes inclusive, equitable, and high-quality education for all students, such an approach fosters active learning, linguistic reasoning, and analytical awareness [35].

Last but not least, a fresh approach to linguistic education reform in Muslim-majority settings is provided by the fusion of contemporary linguistic analysis with traditional Arabic grammatical theory. Teachers can create courses that embrace innovation while honoring tradition by fusing the intellectual legacy of thinkers like Sibawayh with current research. In line with SDG 4, this balance fosters critical thinking, cultural literacy, and language proficiency, all of which are essential components of academic success and lifetime learning. As a result, Arabic grammar can be reframed as a dynamic, cognitive, and philosophical discipline that enables students to think, communicate, and interact critically and creatively with knowledge rather than as a set of fixed rules [36].

Table 5. Implications of Arabic Syntax Study: Theoretical, Pedagogical, and SDG 4 Perspectives

| Dimension | Key Implications | Explanation / Impact |
|-------------|--|---|
| Theoretical | Deepens understanding of Arabic syntax | Shows how subjects, objects, and passive agents interact to express meaning; bridges classical grammar with modern generative frameworks. |
| | Validates Arabic as a | Supports universality of syntactic |

| | | |
|--------------------------------|---|--|
| | scientifically robust language | transformations; integrates insights from Ibn Hisham and contemporary linguistics. |
| Pedagogical | Enhances conceptual understanding | Moves beyond rote memorization to explore why structures exist and how meaning shifts within sentences. |
| | Promotes active learning and analytical reasoning | Students engage critically with grammar, improving linguistic competence and cognitive skills. |
| Educational / SDG 4 | Supports high-quality, inclusive education | Aligns with SDG 4 by fostering critical thinking, cultural literacy, and lifelong learning in Muslim-majority contexts. |
| | Integrates tradition with innovation | Combines classical grammatical thought with modern teaching approaches, empowering learners to connect heritage with contemporary knowledge. |

Recommendations

1. Integration of Arabic Syntax Concepts into the Curriculum

Lessons on the interplay of subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) should be included in Arabic language curricula by curriculum developers and educational authorities. Students should be encouraged to investigate the meaning and logic of sentence constructions by prioritizing conceptual comprehension over mechanical memorization [37]. This strategy supports inclusive, high-quality education that encourages critical thinking, which is in line with SDG 4.

2. Professional Development and Training for Teachers

Teachers of Arabic should be specially trained in both contemporary linguistic frameworks and classical grammatical traditions. Workshops and ongoing professional development initiatives can give teachers the tools they need to teach grammar as a dynamic, philosophical, and cognitive subject that improves students' understanding and reasoning abilities [38]. Additionally, these programs guarantee that traditional information is placed within the framework of modern teaching techniques.

3. Creation of Interactive Educational Materials

To demonstrate active-passive structures, educational publishers and schools should create technologically advanced, interactive materials like animations, digital exercises, and sentence alteration tools. Particularly in schools with limited resources, these tools can promote self-directed learning, increase student engagement, and ensure fair access to high-quality education [39].

4. Grammar and Learning Outcomes Research

Empirical research on the effects of subject, object, and passive agent mastery on general language competency, critical thinking, and comprehension abilities should be undertaken by academics. The optimal methods for combining traditional Arabic grammar with contemporary teaching strategies may also be found through comparative studies conducted across language backgrounds [40].

5. Implications for Cultural and Educational Policy

Policymakers in nations with a majority of Muslims ought to appreciate the benefits of fusing cutting-edge teaching techniques with traditional language heritage. Academic success, lifelong learning, and the achievement of SDG 4 objectives are all aided by a

supporting curriculum that upholds cultural identity while fostering critical thinking and analytical abilities [41].

Table 6. Recommendations for Enhancing Arabic Syntax Education and Promoting SDG 4

| Recommendation Area | Action | Expected Impact / Link to SDG 4 |
|--------------------------------|--|--|
| Curriculum Integration | Include lessons on subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل), emphasizing conceptual understanding. | Promotes high-quality, inclusive education; develops analytical and linguistic reasoning skills. |
| Teacher Training | Provide specialized professional development combining classical grammar and modern linguistic frameworks. | Equips educators to teach grammar dynamically; enhances student comprehension and critical thinking. |
| Interactive Learning Resources | Develop digital exercises, animations, and tools illustrating active-passive structures. | Increases student engagement, self-directed learning, and equitable access to quality education. |
| Further Research | Conduct empirical studies on grammar mastery and language proficiency outcomes; explore cross-linguistic applications. | Provides evidence-based insights for curriculum design and pedagogical innovation. |
| Policy & Cultural Integration | Encourage curricula that blend classical Arabic heritage with modern teaching strategies. | Supports lifelong learning, cultural literacy, academic excellence, and achievement of SDG 4 goals. |

CONCLUSION

This study shows how the Arabic grammatical structures of the subject (فاعل), object (مفعول به), and passive agent (نائب الفاعل) reveal a complex interplay between syntax and semantics, connecting contemporary linguistic analyses by Fassi Fehri and Ryding with classical scholarship from Sibawayh and Ibn Hisham. Gaining an understanding of these structures helps students progress from rote memorizing to conceptual learning by improving their grammatical proficiency as well as their analytical thinking and critical interpretation of meaning. By encouraging inclusive, high-quality education that develops critical thinking, lifelong learning, and academic excellence, incorporating classical and contemporary ideas into Arabic language curricula supports Sustainable Development Goal 4 (Quality Education) while also fostering active learning, cultural literacy, and linguistic mastery. In the end, Arabic grammar is shown as a dynamic, philosophical, and cognitive field that enables students to interact with language, culture, and information in meaningful ways.

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Author Contribution

All authors contributed equally to the conception, design, and writing of this study. The first author led the theoretical framework, the second focused on data interpretation, the third refined the analysis of digital waqf models, and the fourth reviewed the manuscript. All authors approved the final version for publication.

Conflicts of Interest

The authors declare no conflicts of interest related to this research. All institutional affiliations, The Aga Khan Schools Alumni Network, Universitas Muhammadiyah Surakarta, and Eshraquat Al-Ghad School, Oman did not influence the study design, data collection, interpretation, or publication decision. The research was conducted independently and transparently.

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