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Analysis Of Language Acquisition in The Qur'an Psycholinguistic Perspectives in Education

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Abstract: This study aims to investigate language acquisition in the Qur'an in more detail from a psycholinguistic perspective. A psycholinguistic lens is used to explore language in this article. This study chose a descriptive qualitative approach as the research methodology. The literature review uses the data source, which looks for data sources in papers and books from scientific journals related to the previous research. The data collection method used in this research is a library or literature review. The material to be observed is journal articles that discuss language acquisition in the Qur'an from a psycholinguistic perspective. According to the findings of this study, Arabic is the language of religion and international communication in the current global era. Therefore, it cannot be denied that learning Arabic is very important for understanding religious teachings, especially the teachings contained in the Qur'an. Psycholinguistic understanding is essential for language learning because it allows one to understand the psychological processes that occur when someone speaks, reads, writes, or listens, as well as the processes that happen when someone says, reads, and reports. This understanding allows one to see alternative psychological solutions to language learning problems.

Keywords: al-qur'an, language, psycholinguistics

Abstrak: Penelitian ini bertujuan untuk menyelidiki psikolinguistik dan pembelajaran bahasa dalam Al-Qur'an secara lebih rinci. Lensa psikolinguistik digunakan untuk mengeksplorasi bahasa dalam artikel ini. Dalam penelitian ini, pendekatan kualitatif deskriptif literatur dipilih sebagai metodologi penelitian. Studi literatur adalah metode penelitian deskriptif yang digunakan. Sumber data yang digunakan adalah literature review, yaitu mencari sumber data berupa makalah dan buku dari jurnal ilmiah yang berhubungan dengan penelitian terdahulu yang bersangkutan. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan studi pustaka. Materi yang akan diamati adalah artikel jurnal yang membahas pemerolehan bahasa dalam al-Qur'an dari perspektif psikolinguistik. Menurut temuan penelitian ini, bahasa Arab merupakan bahasa agama dan komunikasi internasional di era global saat ini. Oleh karena itu, tidak dapat disangkal bahwa belajar bahasa Arab sangat penting untuk memahami ajaran agama, khususnya ajaran yang terdapat dalam Al-Qur'an. Pemahaman psikolinguistik sangat penting untuk mempelajari bahasa karena memungkinkan seseorang untuk memahami proses psikologis yang terjadi ketika seseorang berbicara, membaca, menulis, atau mendengarkan (istima'), serta proses yang terjadi ketika seseorang berbicara, membaca, dan menulis (Qiroah). Pemahaman ini memungkinkan seseorang untuk melihat solusi psikologis alternatif untuk masalah belajar bahasa.

Kata Kunci: al-qur'an, bahasa, psikolinguistik.

INTRODUCTION

Starting from the Ibtidaiyah level, learning Arabic has become a tradition from childhood to adulthood. Arabic is also studied in Islamic boarding schools as well as at the Mutawasitoh School (*Tsanawiyah*) level, at the Aliyah level, and even at the tertiary level (Rachmawati, M., 2022). However, despite their extensive study of Arabic, things needed to be closer to their expectations. Many theories developed through research and even tested by in-depth analysis in linguistic studies, which must be followed in learning Arabic, have yet to be addressed. This is the result of poor teacher training and expertise in learning about language advances and recent learning theory as a whole, general and broad (Miatin, Ari Khairurrijal & Doni Wahidul Akbar, 2021, hlm. 18).

It is essential to understand how Indonesians learn foreign languages and can understand the rules in their target language because the Arabic language acquisition model for non-native individuals in Indonesia can be used for Arabic language acquisition with reinforcement of learning skills (Zurqoni dkk., 2020). Why, then, can they understand words spoken in other languages? Through this research, it can be observed how people who already speak their first and second languages can produce utterances in other languages if they know the rules that must be obeyed in a foreign language, which they learn during the learning process. (Aulindri dan Yosi Yunia Putri, t.t.).

Language acquisition is typically distinguished from acquiring a first language or mother dialect. Language learning refers to the process by which a child acquires a second language after mastering his native dialect. Thus, language learning and acquisition are related to the first and second languages (Kusuma, t.t., hlm. 119; Shariq, 2020). In this instance, the researcher intends to employ Arabic, particularly the vernacular of the Qur'an. Arabic is the vernacular of religion and international communication in today's global context. Therefore, it is indisputable that acquiring Arabic is essential for comprehending religious teachings, particularly those contained in the Qur'an (Irwandi, 2019; Khasanah, 2021).

The main objective of acquiring languages in general and Arabic in particular is to write and speak Arabic with proficiency and accuracy (Ritonga dkk., 2022; Setiyawan & Prihastiwi, t.t.). Therefore, it is essential to comprehend linguistic conventions. In linguistics, language norms are another area of study. In these situations, it is necessary to grasp the language's rules and the offered content to use it fluently and effectively. Calmness, certainty, confidence, psychomotor skills, and fluent pronunciation can eliminate anxiety, doubt, and other negative emotions. (Ismail, 2013, hlm. 285).

In addition, psycholinguistics plays an important role in language acquisition because it enables individuals to comprehend the internal processes that occur when they listen (*istima*), communicate (*kalam*), read (*Qiroah*), and write (*Kitabah*) (Alwi, t.t.; Zulianah dkk., 2022). Consequently, when language skills are problematic, individuals may regard this process as an alternative solution from a psychological standpoint. (Miatin, Ari Khairurrijal & Doni Wahidul Akbar, 2021, hlm. 17).

Psycholinguistics studies the psychological processes when a person constructs sentences, comprehends the words and phrases he hears while speaking,

and acquires language skills. Consequently, the selected language must be widely communicated and consistent with the general conventions. This will be difficult for a person with language difficulties because what is thought or intended will not be acceptable to others. Similarly, achieving effective communication in public relations can be difficult if the language employed must be defined. All of this will result in misunderstandings. The imminent sanction is that the requested or desired item cannot be fulfilled immediately. (Yusuf, 2019, hlm. 184-185).

In line with the explanation described above, this research aims to investigate the acquisition of language in the Qur'an in more detail from a psycholinguistic perspective. Therefore, the research question is "How to acquire language in the Qur'an in more detail from a psycholinguistic perspective. This research is relevant to previous research, namely, the First research from Suleman et al. (2022) titled "Language and Thought Correlation in the Perspective of the Qur'an. Second, research from Erna Fauziah & Fikri Maulana (2022) titled "Personality Types and Psycholinguistic Perspective Language Learning in Modern Islamic Boarding School Students. Third, research from Muhammad Yusuf (2019) titled "Psycholinguistics in Arabic Language Learning Methodology in the Post-method Era." The difference between previous research and this research lies in the main study of language based on the Al-Qur'an and viewed from a psycholinguistic perspective.

Therefore, the purpose of this study is to elaborate more comprehensively on language acquisition through the Qur'an and the psycholinguistic view of the symptoms or obstacles faced by students who have attended Islamic boarding schools such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah despite having language difficulties.

RESEARCH METHOD

This study's methodology consists of a descriptive qualitative literature review or literature study (Zaenuri, Z., & Maemonah, M., 2021). A literature review is a series of research method activities that acquire library data, such as reading, taking notes, and processing research materials (Ahmad & Ardiyanti, 2022, hlm. 101). The information is derived from literature reviews that solicit input from articles and books published in scientific periodicals that pertain to previous research (Sofiah, R., Suhartono, S., & Hidayah, R., 2020). From a psycholinguistic standpoint, this study's data collection methods were derived from documentation in books, articles, and other manuscripts of language acquisition in the Qur'an.

RESULTS AND DISCUSSIONS

A. Definition of Linguistics and Psycholinguistics

Briefly, linguistics is the study of language. Language is studied scientifically in this discipline. "linguistics" derives from the Latin word *lingua*, which means "language." Language is linguistics' primary concentration. For a comprehensive understanding of linguistics, the following section will provide a variety of professional perspectives on linguistic concepts. According to the 1980 edition of the Oxford Advanced Learner's Dictionary, linguistics is the study of language that focuses on language development and its relationship to other forms of communication. According to the 1981 edition of Webster's New Collegiate

Dictionary, linguistics is the study of human speech, including its components, the essence of language, its organization, and its evolution. Thirdly, linguistics is defined as "the scientific study of language or the science of language." Fourthly, the system of language viewed through the lens of language and language itself is the primary subject of debate in linguistics. Fifth, linguistics explains and categorizes language—Sixth, the study of human behaviors, which includes linguistics. Linguistics is a subfield of the social sciences, also known as the humanities. Linguistics studies language as an essential information source (Busri, Hasan dan Moh Badrih, 2018, hlm. 34–35).

Psychology and linguistics are two independent fields, the etymological roots of the words psycholinguistics (Dasuki, Adam Muhammad Nur, Rai Bagus Triadi dan Nasrul, 2022). Despite being two different fields, they both place a high value on language and pursue other goals.

Psychology is generally and conventionally considered a scientific discipline that attempts to understand human behavior by examining the nature of the stimulus, the heart of the response, and the spirit of pre-stimulus or pre-response cognitive processes. Psychologists today often consider psychology a discipline that investigates human mental processes and how they influence behavior. The goal of researching cognitive processes is to understand, clarify, and predict human behavior. The science that investigates the nature of language, language structure, language acquisition, language use, and language development is linguistics in general and broadly (Wahyudi, W., & DS, M. R., 2017).

Psycholinguistics was once called linguistic psychology, but some people call it language psychology (Gusriani, A., & Yanti, Z. P., 2022; Ni'mah, J., 2022). Then, a new science called psycholinguistics was born due to more focused and organized collaboration.

Psycholinguistics explains the psychological processes that occur when a person makes sentences, understands the phrases he hears while speaking, and learns to use language. The study of language and cognition is known as psycholinguistics. Psycholinguistic studies combine linguistics and psychology. Discovering the mechanisms and structures that underlie people's capacity for language use and understanding is the primary goal of a psycholinguist. Interactions between speakers of languages regarding language are of no interest to psycholinguists. They mainly examine what happens in individual conversations (Pinaridi & Darmawanti, 2023).

According to Aitchison, when talking about psycholinguistic attention, three things happen the problem of language acquisition, the relationship between language knowledge and language use, and the process of speaking and listening. First, the question of language acquisition revolves around whether people learn to speak or not because they have a unique understanding of language from birth. Alternatively, they can learn languages because they are intelligent creatures capable of finding solutions to any problem. Second, linguists often claim that they function as representatives of a person's internal language when discussing the relationship between knowledge of the language and the use of language (their knowledge of the language). What is less important for him is explaining how speakers use the language. (Achmad dan Alek Abdullah, 2012, hlm. 103–104).

So how do linguistic usage and proficiency relate to each other? Three steps are taken by someone who acquires Bahasa First, a sentence's understanding or linguistic use (decoding). Second, make sentences or use language (code). Third, archiving linguistic information or information about other languages that are relevant to linguistics, such as linguistics and education or linguistics and nation-building.

These definitions prove that psycholinguistics is an interdisciplinary science that emerged due to realizing that language study is complex. Consequently, no single branch of science can adequately describe how language functions (Achmad dan Alek Abdullah, 2012, hlm. 105).

B. History of the Development of Psycholinguistics

When psycholinguistics first started to form, some linguistic specialists were interested in psychology and linguists and psychologists, and then psycholinguistics became a separate field of study (Fadlan Masyukura, t.t., hlm. 60). Namely, first, psychology in linguistics. Many linguists who focus heavily on psychology have existed throughout the history of the study of linguistics. Wilhelm von Humboldt and Ferdinand de Saussure are two of the people mentioned.

Von Humboldt, A German linguist, has made efforts to investigate the relationship between language and thought. He does this by comparing the grammatical structures of different languages with the characteristics of the countries in which they are spoken. A Swiss linguist, Ferdinand de Saussure, has attempted to define language in linguistic terms and explain how the brain processes language (psychology). He introduced the terms *langue* (roughly, language is abstract), *langue* (a specific language that is abstract), and *parole* (language as concrete speech).

Second, linguistics in psychology Many psychologists have been interested in linguistics throughout the history of psychology. John Dewey and Karl Buchler are among the individuals who deserve to be in the middle. John Dewey, an American pure empiricist psychologist, studies language and its development by applying psychological theories to the linguistic analysis of childhood interpretations. In this method, the relationship between words belonging to the class of nouns and adjectives and adverbial terms and prepositions can be built using meanings based on psychological concepts. Therefore, we can identify children's intellectual (mental) tendencies related to language differences by examining word classes based on children's understanding. According to Dewey, studies like this will significantly help the psychology of language in general. (Rusydi, 2013, hlm. 76-77).

In his book *Sprach Theorie*, the German linguist Karl Buhler asserts that human language has three functions: *Kungabe* (later known as *Ausdruck*), *Appell* (formerly known as *Auslosung*), and *Darstellung*. *Kungabe* is spoken speech that functions as a means of communication. A request made to another individual is known as an appeal. On the other hand, *Darstellung* is a summary of the main ideas raised. According to *Sprach Theorie*, German linguists named *Kungabe* (later renamed *Ausdruck*), *Appell* (formerly *Auslosung*), and *Darstellung* asserted that human language serves three tasks. *Kungabe* is a communicative act that takes the

form of verbal expression. An *appeal* is a request made to another person. *Darstellung*, on the other hand, is a summary of the key points made.

Third, Psychological and Linguistic Cooperation. Direct collaboration between psychology and linguistics has existed since the 1860s. For example, Heyman Steinthal, a psychologist who turned to linguistics, and Moria Lazarus, a linguist who turned to psychology, found journals that explicitly explored the psychology of language from linguistic and psychological perspectives.

According to Seinthal, psychology would only exist with linguistics. In addition, he emphasized that the law of the creation of language, not the five human senses, is the only gateway to human reason. *Experimentelle Untersuchungen über dies psychologischen Grundlagen der Sprachlichen Analogiebildung*, a book whose collaborative work of Albert Thumb and Karl Marbe brought this partnership closer in 1901 in Germany. Thumb and Marbe, in particular, have conducted extensive language research through a collaboration between linguistic analysis of analogy and psychological examination of language-speech interaction.

The following are the basics of psycholinguistics as stated by several experts in the book compiled by Osgood and Sebeok above. First, Psycholinguistics is the only linguistic theory that views language as a set of interconnected, constantly interacting elements. Second, according to the theory of behaviorisms, psycholinguistics is a learning theory based on language, which is considered a system of abilities and characters that connect signs with behavior. Third, an information theory called psycholinguistics views language as a means of communication. Mehler and Noizet suggest that there have been three generations of growth in the field of psycholinguistics as a result of this stimulation. (Ahmad Habibi, 2015, hlm. 90; Suharti, S., Hum, S., Khusnah, W. D., Sri Ningsih, S. S., Shiddiq, J., Saputra, N., ... & Purba, J. H., 2021).

1. *First Generation Psycholinguistics*

Written after the publication of C. Osgoods and Sebeok's edited work "Psycholinguistics: A Survey of Theory and Research Problems." This led to the designation of these two individuals as first-generation psycholinguistic figures. According to Parera in Abdul Chaer, the first generation has three weaknesses. First, according to the school of reactive thought in psycholinguistics, language is understood as a stimulus for the response, not as an action or human action. Second, Atomism characterizes psycholinguistics. When Osgood describes the idea of language acquisition, it is clear that this attribute has been demonstrated. Osgoods states that the capacity to discriminate between different words or tenses and the capacity to draw generalizations are two indicators of total language acquisition. Third, Show individualism. The idea emphasizes how those who are cut off from society and authentic dialogue use language differently.

2. *Second Generation Psycholinguistics*

Written after the publication of C. Osgoods and Sebeok's edited work "Psycholinguistics: A Survey of Theory and Research Problems." This led to the designation of these two individuals as first-generation psycholinguistic figures. According to Parera in Abdul Chaer, the first generation has three weaknesses. First,

according to the school of reactive thought in psycholinguistics, language is understood as a stimulus for the response, not as an action or human action. Second, Atomism characterizes psycholinguistics. When Osgood describes the idea of language acquisition, it is clear that this attribute has been demonstrated. Osgood states that the capacity to discriminate between different words or tenses and the capacity to draw generalizations are two indicators of total language acquisition. Third, Show individualism. The idea emphasizes how those who are cut off from society and authentic dialogue use language differently. (Dardjowidjojo, 2003, hlm. 4–5).

3. *Third Generation Psycholinguistics*

The third generation of psycholinguistics then provides an update on the shortcomings of the second generation of analysis. The term "new psycholinguistics" was used by G. Wersch to describe this new aspect of the subject in his book "Two Problems for the New Psycholinguistics".

This third generation of psycholinguistics has several characteristics. First, the focus is psychology rather than behavioral psychology. Second, they move away from the "sentence psycholinguistics" paradigm and are more towards the "situation and context psycholinguistics" paradigm. Third, investigating abstract speech processes led to psycholinguistic understandings of cognition and communication.

C. **Branch of Psycholinguistics**

The psychological processes that occur during communication can be explained by psycholinguistics. In addition, psycholinguistics aims to clarify the nature of structures to acquire and apply them when speaking and potentially when understanding speech sentences (Yendra, 2018, hlm. 301).

In a short period, the field of psycholinguistics has grown to include several new sub-disciplines that concentrate on specific topics requiring rigorous study. The following is a list of subfields of psycholinguistics: First, the field of neuro psycholinguistics examines how the brain and language interact. For example, which side of the brain is connected to linguistic ability? What nerves are injured in Broca's aphasia, and which are damaged in Wernick's aphasia.

Second, in experimental psycholinguistics, studies in all areas that affect language and language behaviour are discussed. Third, Concerning psychology, linguistics, speaking and listening, education, language teaching and learning, teaching reading, neurology, psychiatry, communication, and literature, applied psycholinguistics refers to discussions about how findings from the six subdisciplines of psycholinguistics can be applied to this field. (Achmad dan Alek Abdullah, 2012, hlm. 105).

D. **The Essence of Psycholinguistic Development**

Compared to other well-known fields, such as linguistics, psychology, and philosophy, psycholinguistics is still young. As a result, although it has been recognized as a separate scientific field, it still needs to be debated whether its existence belongs to psychology or psycholinguistics. Even though psycholinguistics did not exist until 1954, Panini, an Indian grammarian, discovered that people have

been communicating for a long time. (Miatin, Ari Khairurrijal & Doni Wahidul Akbar, 2021, hlm. 17).

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Even though we realize that the majority of Indonesia's population is Muslim and Arabic has a higher status among foreign languages than other languages at the beginning of psycholinguistics, to understand the Al-Qur'an, Al-Hadith, and even other sources of Islamic law, Arabic is a tool and key (Rohman dkk., 2021). We need to remember in this situation that there are no mutually exclusive disciplines. Because of these qualities, anyone is eligible to pursue a degree in any scientific field, regardless of whether the knowledge sought is in aspects that are important for further research or even related to understanding how people behave. Furthermore, this genre is considered holistic, relating to one's nativism, idealism, and mentalism. The opinion of the speaking community will also depend on one's perspective on language (Qassem, 2021).

Edward Sapir, an anthropologist and linguist from the United States who worked in the early 20th century, argued that psychology could offer a solid foundation for studying the language. In his language studies, Sapir also included psychology and in his study of the relationship between language and thought, he also concluded that language impacts people's thinking. Sapir argues that linguistics can offer insight into Gestalt psychology.

However, gestalt psychology has something to say about language research. Thus, it is clear that language is a means of expressing ideas. At first, gestures were the only way people could convey their deepest emotions. As mindsets and reasoning change, so do feelings. Then, the mentality component is also controlled by consciousness, making it a means of sharing thoughts in the form of language (Luk, 2022).

As a result, language is sometimes used as a subject of joint study, albeit from different angles. While psychologists contribute to thought forms related to thought patterns that occur when people use language, linguists contribute to thought forms related to language and its use. (Miatin, Ari Khairurrijal & Doni Wahidul Akbar, 2021, hlm. 19).

The evolution of psycholinguistics has led us to the conclusion that psycholinguistics includes the science that investigates language behavior, including behavior that is visible to the naked eye or behavior that cannot be detected at all, such as in the form of language perception or production, and can also be considered as language acquisition. (Miatin, Ari Khairurrijal & Doni Wahidul Akbar, 2021, hlm. 21).

F. Acquisition of Language in the Qur'an

The discussion of the Qur'an on language acquisition consists of four discussions, namely the nature of language in the Qur'an, language tools in the Qur'an, memory in the Qur'an and thinking in the Qur'an.

1. The nature of language in the Qur'an

The Qur'an refers to human verbal abilities. The verses that explain this include: Qur'an surah Al-Baqarah/2: 31-32:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

Meaning: "He taught Adam the names of all things, then He presented them to the angels and said, "Tell Me the names of these if what you say is true!" They replied, "Glory be to You! We have no knowledge except what You have taught us. You are truly the All-Knowing, All-Wise."

According to the surah above, Prophet Adam (AS) had received a lesson about the names of objects around him (Sawaluddin, 2018). Thus, Allah SWT and His creation have been able to communicate through language with Adam as a Prophet. As a result, the verse also shows that humans can speak (Syifa dkk., 2019).

1. Language Tools in the Qur'an

Several verses of the Qur'an discuss various topics, including language tools, namely the Qur'an surah An-Nahl/68: 78 (Muradi, t.t., hlm. 153-155)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: "And Allah brought you out of the wombs of your mothers while you knew nothing and gave you hearing, sight, and intellect so perhaps you would be thankful."

Then, the Qur'an surah As-Sajadah/32: 9

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۗ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ قَلِيلًا مَّا تَشْكُرُونَ

Meaning: "Then He fashioned them and had a spirit of His Own "creation" breathed into them. And He gave you hearing, sight, and intellect. "Yet "you hardly give any thanks".

According to the two verses above, these three tools are the five human senses from the point of view of how the human body is built. However, from a linguistic point of view, these three tools are communication tools and tools for advancing knowledge; both can be used to build language because humans process stimuli from the outside world through sounds that are heard and felt. Then the message about human understanding is conveyed through sight, and the role of the heart is understood.

2. *Memories in the Qur'an*

Memory plays an important role in human life, enabling people to solve current problems and plan for the future. Moreover, memory helps acquire new knowledge and uncover new truths, both of which can advance human culture and knowledge (Mamluatul, 2010, hlm. 122).

In addition to the memory benefits already mentioned, they are also important in religion, as far as I can remember. People are urged to remember Allah and demonstrate His power in the universe throughout the Qur'an (Zulfikar, E., 2018) The following are some verses that show the importance of remembering as a learning tool: First, the Qur'an surah Ibrahim/ 41:52

هَذَا بَلَّغٌ لِلنَّاسِ وَلِيُنذِرُوا بِهِ وَيَلْعَلُمْوَا أَنَّ مَا هُوَ إِلَهٌ وَاحِدٌ وَلِيَذَّكَّرَ أُولُوا الْأَلْبَابِ

Meaning: *This 'Qur'an' is a 'sufficient' message for humanity so that they may take it as a warning and know that there is only One God and so that people of the reason may be mindful*".

second, Qur'an surah Ad-Dukhan /44:58

فَإِنَّمَا يَسَّرْنَاهُ بِلِسَانِكَ لَعَلَّهُمْ يَتَذَكَّرُونَ

Meaning: *"And indeed, we have eased the Qur'an in your tongue that they might be reminded"*.

Another talent given by Allah SWT to humans is having memory capacity. Humans can replicate and reprocess received signals and language thanks to these skills. Then the other person expresses or communicates it (Muradi, t.t., hlm. 157).

3. *Thinking in the Qur'an*

One of the human characteristics that other species do not have is thinking (Ridwan dkk., 2021). As a result, thinking enables humans to advance a civilization or culture that is constantly changing. Thinking also enables humans to practice religion and act ethically. Other mental faculties are response, memory, understanding, and feeling, which are interconnected with thinking. While they can sometimes, responses are an important part of thinking and sometimes get in the way. Because memory offers access to the past and experiences, it is a state that must be present in mind. Feelings are always present, and he serves as the foundation of the mood by providing the necessary detail and determination to overcome challenges (Muradi, t.t.).

Without using their minds to the fullest, humankind will not be able to fully adhere to the teachings of their religion or even have faith in God. The Prophet said, "There is no religion for those who do not have intelligence because religion is intelligence" (Duryat, H. M., 2021). The most brilliant people are the most meaningful human beings. The beauty of His creation and the interconnectedness of His system are two things that Allah SWT recommends to humans in observing various natural phenomena and reflecting on nature. Humans are encouraged by Allah SWT to study His laws in all fields of knowledge. Support for observing, thinking, researching, and studying the information. The Qur'an contains many verses, some of which are as follows: First, the Qur'an surah al-ankabut/29: 20

قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنشِئُ النَّشْأَةَ الْآخِرَةَ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

Meaning: "Say, 'O Prophet, 'Travel throughout the land and see how He originated the creation, then Allah will bring it into being one more time. Surely Allah is Most Capable of everything."

Then second, Qur'an surah yunus/10: 101

قُلْ انظُرُوا مَاذَا فِي السَّمَوَاتِ وَالْأَرْضِ يَوْمًا تَغْنِي الْآيَاتُ وَالنُّذُرُ عَنْ قَوْمٍ لَا يُؤْمِنُونَ

Meaning: "Say, 'O Prophet, 'Consider all that is in the heavens and the earth!" Yet neither signs nor warners are of any benefit to those who refuse to believe."

The verse above illustrates that knowledge comes from observing, experiencing, and contemplating nature. In order to process and reproduce the messages and words that reach him, he also uses his memory and mental abilities. Thus, the development of new languages enables human creativity. (Muradi, t.t., hlm. 160-161).

Based on the four aspects of language acquisition in the Qur'an, humans as learning beings with all the advantages given to Allah are the differentiators between humans and other creatures. among them. *First*, Humans can communicate. With the power of language that God has taught to the prophet Adam, people are now able to use language to be able to establish good communication between humans with one another.

Second, through the five senses, the human body can process stimuli from the outside through sound that is felt. Therefore, messages about human understanding conveyed by the five senses and the role of the heart can be understood. *Third*, Memory in humans. This aspect has a very important role where the problems of existing problems, especially problems that exist in the world, can be solved properly and can make plans for the future in obtaining novelty in science to achieve the mission of advancing human culture and science.

Fourth, Humans are creatures that have thinking power. By thinking, humans can advance civilization and culture. On the other hand, thinking can play a role in human behavior in carrying out religion in acting correctly. Even the abilities in response, memory, understanding and feeling are closely related to thinking. Therefore, this thinking can often hinder a decision aside from its advantages, such as thinking can offer access to the past and experiences and feelings that form the foundation for determination to solve an existing challenge.

One challenge is the ability to speak Arabic to understand the sources of Islamic teachings, namely the Al-Qur'an and Hadith. Even though the population in Indonesia is Muslim, the reality is inversely proportional to their abilities. Therefore, language, especially Arabic, is a tool and a key. Thus, in Indonesia, madrasas that teach Arabic language materials are held, including Islamic boarding schools, but in reality, the ability to master Arabic to understand the sources of Islamic teachings is very minimal. Therefore, with this psycholinguistic view, it becomes a new paradigm

that language acquisition is not only seen from proficiency but also language behavior, perception, and language production are elements that need to be considered in language acquisition.

CONCLUSION

The study of psycholinguistics combines linguistics and psychology, which discovers the mechanisms and structures that underlie people's capacity to use and understand language based on the main goal of a psycholinguist. Interactions between speakers of languages regarding language are of no interest to psycholinguists. They mostly check what happened in individual speech. It is also possible to call psycholinguistics language acquisition. Psycholinguistics is a branch of linguistics that analyses language activity, including behaviour that can be observed openly and completely invisible behaviour. The four topics discussed in the discussion of language learning in the Qur'an are the nature of language in the Qur'an, linguistic tools in the Qur'an, memory in the Qur'an, and thinking in the Qur'an. He uses his mental faculties to understand and reproduce the messages and words. As a result, new languages allow people to express themselves creatively.

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