

THE IMPLEMENTATION OF BASIC ARABIC LANGUAGE INSTRUCTION (NAHWU AND SHARAF) FOR SENIOR HIGH SCHOOL STUDENTS AT MA'HAD RIYADHUS SYIFA BOARDING SCHOOL SUKABUMI

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ABSTRAK

Penelitian ini dilatarbelakangi oleh tantangan pembelajaran kaidah gramatikal Bahasa Arab (*Nahwu* dan *Sharaf*) pada tingkat menengah atas di lingkungan pesantren boarding. Masalah utama yang diangkat adalah bagaimana efektivitas pelaksanaan pembelajaran dasar tersebut bagi santri SMA di Ma'had Riyadhus Syifa Boarding School Sukabumi di tengah padatnya kurikulum akademik. Tujuan penelitian ini adalah untuk mendeskripsikan proses pelaksanaan pembelajaran *Nahwu* dan *Sharaf* serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran dilakukan secara intensif dengan metode *drill* (latihan terus-menerus) dan penggunaan modul praktis yang memudahkan santri memahami perubahan kata dan kedudukan kalimat. Faktor pendukung utama adalah lingkungan *boarding* yang kondusif, sementara hambatan yang ditemukan adalah keragaman latar belakang pendidikan dasar santri. Simpulan penelitian ini menunjukkan bahwa integrasi metode praktis dan lingkungan asrama mempercepat penguasaan kaidah bahasa Arab dasar. Direkomendasikan adanya program matrikulasi khusus bagi santri baru untuk menyetarakan kemampuan dasar sebelum memasuki materi inti.

Kata Kunci: Pembelajaran Bahasa Arab, Nahwu, Sharaf, Boarding School

ABSTRACT

This study is motivated by the challenges of teaching Arabic grammatical rules (Nahwu and Sharaf) at the senior high school level within a boarding school environment. The primary issue addressed is the effectiveness of implementing basic grammar instruction for students at Ma'had Riyadhus Syifa Boarding School in Sukabumi, amid a dense academic curriculum. The objective of this study is to describe the implementation process of Nahwu and Sharaf instruction and to identify the factors that support and inhibit it. This research uses a descriptive qualitative approach. Data was collected through observation, interviews, and documentation. Findings show the learning process is intensive, using drill methods and practical modules to help students grasp word and sentence structures. The supportive boarding school environment is the main enabler, while diverse educational backgrounds present the main challenge. The study finds that practical methods and the boarding environment speed students' mastery of Arabic grammar. It recommends a special matriculation program for new students to standardize foundational skills.

Keywords: Arabic language learning, Nahwu, Sharaf, Boarding School

INTRODUCTION

The Arabic language holds a central position in the Islamic education system due to its role as the primary key to understanding the fundamental sources of Islamic teachings, namely the Qur'an and Hadith. In Indonesia, Arabic language instruction has become an integral part of the curriculum in Islamic boarding schools (*pesantren*) and Islamic educational institutions. However, mastering Arabic often presents significant challenges,

particularly in the grammatical aspects of the language, which include *Nahwu* (syntax) and *Sharaf* (morphology). Proficiency in these two branches of knowledge is essential, as without a proper understanding of grammatical rules, individuals will encounter difficulties in accurately interpreting Arabic texts (Ibnu Hajar and Abdul Qohar 2024).

These challenges become more pronounced at the senior high school level, where students (*santri*) are required to balance the national academic curriculum with the pesantren-based curriculum. One of the main problems frequently encountered is the complexity of grammatical rules combined with limited intensive learning time, leading students to rely more on memorization of theoretical concepts rather than developing strong practical application skills (Yunisa 2022).

In response to these challenges, Ma'had Riyadhus Syifa Boarding School Sukabumi adopts the book *Miftah fii Ilmi Nahwi wa Sharf* by Ustadz Yusuf Ubaid (Bima) as its primary instructional material. This book is designed using a gradual (*tadarruj*) approach and emphasizes the development of applicable grammatical understanding, enabling students to comprehend word formation and sentence structure systematically. It is considered highly suitable for intermediate-level beginner students, as it presents material with simple examples that can be directly applied to basic to intermediate Arabic texts. The adoption of this book marks a significant step in enhancing the Arabic language curriculum at School Sukabumi. By focusing on practical applications, educators aim to foster a deeper appreciation for the language among students, equipping them with the essential skills needed for further study and communication. This approach not only boosts students' confidence but also encourages them to engage more actively in their learning process. As a result, educators are optimistic about the potential for improved language proficiency and cultural understanding within the classroom. This transformation in teaching methodology is expected to create a more dynamic learning environment, where students can explore the richness of Arabic literature, history, and contemporary issues. Furthermore, incorporating technology and interactive resources will likely enhance their overall experience, making language learning both enjoyable and relevant in today's global context. This approach not only fosters a deeper engagement with the material but also encourages collaboration among students, allowing them to share diverse perspectives. Ultimately, this holistic method aims to equip learners with the skills necessary to navigate an increasingly interconnected world.

However, the implementation of this textbook within the boarding school environment is not without various technical challenges. Factors such as the diversity of students' initial abilities (input), limited time allocation, and differences in teaching methods between formal classroom settings and the *halaqah* system in dormitories often become obstacles in achieving curriculum targets (Arabic Language Learning). These conditions necessitate the implementation of effective instructional strategies and continuous evaluation to ensure that the integration between classroom theory and dormitory practice runs optimally (Yunisa 2022) (Suhartono, Hasibuan, and Siregar 2016).

In addition to curricular factors, the success of the learning process is also significantly influenced by the dynamics of interaction between teachers and students outside the formal school environment. These interactions can foster a more supportive learning atmosphere, encouraging students to engage more deeply with the material. By leveraging these informal settings, educators can enhance language acquisition and overall academic performance.



The strength of the boarding school system ideally lies in the creation of a consistent language environment (*bi'ah lughawiyah*) (Suhartono et al. 2016). This environment not only reinforces language skills through daily practice but also cultivates a sense of community among students, promoting collaboration and peer support. As a result, students often feel more comfortable expressing themselves, which can lead to greater confidence and improved communication abilities. This supportive atmosphere encourages students to engage more actively in their learning processes. Consequently, they are better equipped to navigate academic challenges and develop critical thinking skills essential for their future endeavors. At Ma'had Riyadhus Syifa, the role of teachers extends beyond classroom instruction to that of dormitory mentors who are expected to provide exemplary behavior in applying the grammatical principles contained in the *Miftah* book. These mentors play a crucial role in shaping the students' character and fostering a sense of responsibility. By modeling positive behaviors and reinforcing the principles taught in class, they help create a holistic educational environment that promotes personal growth alongside academic success. On the other hand, students' internal motivation to engage in *muthala'ah* (independent review of lessons) within the dormitory becomes a key determinant of whether the grammatical rules learned in class are effectively internalized. This dedication to self-study not only enhances their understanding of the material but also cultivates essential life skills such as discipline and time management. Ultimately, the synergy between mentorship and student motivation lays the foundation for a thriving academic community where individuals are empowered to excel. Without synergy between the teacher's role as a guide and the students' independence, even high-quality instructional materials will not yield optimal results.

Several previous studies have shown that the use of practical methods and concise modules is highly effective in helping students (*santri*) master basic grammatical rules in a relatively short time (Ahmad Hanafi and Maziyah 2023). Based on this background, this study aims to examine in depth the implementation of basic Arabic language instruction (Nahwu and Sharaf) among senior high school students at Ma'had Riyadhus Syifa Boarding School Sukabumi, with a focus on the effectiveness of the use of the book *Miftah fii Ilmi Nahwi wa Sharf* and the influence of both teacher and student factors within the dormitory ecosystem.

In the context of the globalization of Islamic education, proficiency in Arabic is not only positioned as a tool for understanding religious texts but also as a medium of scholarly communication across the Muslim world. A vast number of classical and contemporary works have yet to be translated into other languages, making mastery of Nahwu and Sharaf a strategic competence for the younger generation of *santri* (Arabic language education). Therefore, Arabic language instruction at the senior high school level should not merely focus on theoretical aspects but must also be capable of producing sustainable, applicable language skills (Huda, 2017: 215; Rosyidi, 2020: 45).

RESEARCH METHODS

This study employed a qualitative approach with a descriptive analytical approach. The qualitative approach was chosen because the researcher sought to understand in-depth the implementation of basic Arabic language learning (Nahwu and Sharaf) in the field, particularly in the use of the book *Miftah fii Ilmi Nahwi wa Sharf* (Sugiyono 2019). The researcher acted as a key instrument, going directly to the location to capture the meaning, processes, and interactions that occur between teachers and students, both in



formal classes and within the dormitory environment.

This research was conducted at the Ma'had Riyadhus Syifa Islamic Boarding School in Sukabumi. This location was selected based on the unique characteristics of the institution, which integrates the high school curriculum with an intensive pesantren system. The research subjects (informants) were selected using a purposive sampling technique, consisting of:

1. Arabic Language Teachers: Served as primary informants regarding the technical implementation of the Miftah book and teaching strategies.
2. High School Students: Served as subjects who directly experienced the learning process and dynamics of learning in the dormitory.
3. Musyrif/Dormitory Supervisors: To provide data on students' learning behavior and language use outside of formal school hours.

To obtain valid and comprehensive data, the researcher used data triangulation techniques through the following:

1. Participatory Observation: Researchers conducted direct observations of the teaching and learning process in the classroom, how teachers delivered material from the Miftah book, and language interactions between teachers and students in the dormitory environment to determine the consistency of the application of the rules.
2. In-Depth Interviews: Structured and semi-structured interviews were conducted with teachers and students to explore their perceptions regarding the ease of use of the Miftah book and the obstacles encountered in synchronizing class materials and halaqah (Islamic circle) activities.
3. Documentation Study: Collecting and analyzing relevant documents, such as learning syllabi, modules on the Miftah fii Ilmi Nahwi wa Sharf book, student progress notes, and daily dormitory activity agendas.

Data was collected using the Miles and Huberman model, which includes three stages:

1. Data Reduction : Summarizing and selecting core data related to the focus of Nahwu-Sharaf learning and teacher-student interaction factors.
2. Data Display: Presenting data in the form of descriptive narratives and comparative tables to facilitate understanding of learning patterns.
3. Conclusion Drawing: Verifying data to produce conclusions regarding the effectiveness of Arabic language learning implementation at Ma'had Riyadhus Syifa.

The credibility of the data in this study was tested through expanded observations and source triangulation, namely, comparing information obtained from teachers with data from observations of student behavior and available academic documents.

Although there has been much research on Arabic language learning in Islamic boarding schools (pesantren), studies specifically examining the integration of practical texts like Miftah fii Ilmi Nahwi wa Sharf with the pesantren system are still relatively limited. Most studies emphasize traditional methods or the use of classical texts like Jurumiyah, Qothrunnada, and Alfiyah (Fahmi and Kholid 2024).

RESULTS AND DISCUSSION

Implementation of Basic Arabic Language Learning (Nahwu and Sharaf)

The implementation of basic Arabic language learning at Ma'had Riyadhus Syifa Boarding School, Sukabumi, for high school students is designed to provide rapid yet fundamental Quranic literacy skills. The main focus of learning is mastery of two grammatical pillars: Nahwu (syntax) and Sharaf (morphology). The applied curriculum refers to the book *Miftah fii Ilmi Nahwi wa Sharf* by Ustadz Yusuf Ubaid (Bima).

Based on observations, learning is implemented in a tiered manner (tadarruj). In the initial stage, students begin with changing word forms (tashrif) to build vocabulary, then continue with analyzing word positions within sentences (i'rab). The material is scheduled daily in formal morning classes and reinforced through repeated sessions (mutala'ah) in the evenings in the dormitory. This is in line with the opinion (Ibnu Hajar and Abdul Qohar 2024) that mastery of grammatical rules is an absolute foundation in understanding classical Islamic literature accurately.

1. Learning Methods and Strategies

The implementation of the *Miftah* is supported by a combination of four main, complementary methods:

1. Lecture Method (Syarḥ): The ustadz plays an active role in explaining the formulas and rules contained in the book. Because the *Miftah* has a concise system, this method is used to provide logistical explanations so that students do not simply memorize.
2. Talaqqi Method: This method is characteristic of Islamic boarding schools, where students interact directly with the ustadz to submit their readings or understanding. Talaqqi serves as a quality control tool to prevent misconceptions in the application of rules to the text.
3. Memorization of Rules (Tahfidz al-Mutun): Students memorize key rules. This memorization serves as a "tool" when students practice reciting the book without vowels.
4. Drills (Tadribāt): Intensive drills involve working on word-change problems and sentence analysis. This strategy has been proven effective in improving students' agility in identifying sentence structures. Consistent use of drill methods has been shown to accelerate the internalization of rules in second language learners (Ahmad Hanafi and Maziyah 2023).

2. The Role of the Ustadz in the Learning Process

The role of the ustadz at Ma'had Riyadhus Syifa is multi-faceted: teacher (mu'allim), mentor (muaddib), and evaluator. In class, the ustadz acts as a facilitator, transforming technical material from the *Miftah* into practical material.

Outside the classroom (in the dormitory environment), the ustadz plays a central role, overseeing the students' language practice. He ensures that the rules of Nahwu-Sharaf learned in class are practiced in daily conversation. The emotional closeness between the ustadz and students in the Islamic boarding school system creates a sense of comfort for students to ask questions about difficult material outside of formal class hours. The role of teachers as mentors in the dormitory environment is crucial in maintaining students' motivation to learn (Rahman 2021).

3. Student Responses and Understanding

Field data shows that the majority of students responded positively to this learning model. The use of the *Miftah* book was considered helpful due to its straightforward



language and relevant examples from everyday texts.

1. Level of Understanding: Students with a madrasah background tended to accelerate more quickly in the I'rab aspect.
2. Level of Adaptation: Students graduating from regular junior high schools required extra adaptation time in the first months (matriculation), especially in memorizing word changes (tashrif).

However, collectively, the use of the talaqqi method helped equalize students' understanding due to the personal interaction between teacher and student.

4. Factors Supporting and Inhibiting Learning

Supporting Factors:

- a. Boarding School System: The controlled environment allows for the creation of a supportive bi'ah lughawiyah (language environment) (Suhartono et al. 2016).
- b. Availability of the Miftah Book: This book provides a solution to students' boredom with classical yellow books, whose language is considered too difficult for beginners.

Inhibiting Factors:

- a. Variation in Student Input: Differences in basic Arabic language skills among students require teachers to use exhausting differentiation strategies.
- b. Time Constraints: The busy academic schedule of the national high school curriculum often clashes with the time spent studying the text in the dormitory. This aligns with the problems identified by (Yunisa 2022) regarding time management constraints in Islamic schools.

5. Findings and Analysis

Based on the data collected, the success of the implementation of Nahwu and Sharaf instruction at Ma'had Riyadhus Syifa is influenced by the synergy between applicable learning materials, the role of educators, and the dormitory ecosystem. An in-depth analysis of these findings is presented as follows:

The Effectiveness of the Miftah Book as a Tadarruj Instrument

Field findings indicate that the use of the book Miftah fii Ilmi Nahwi wa Sharf is capable of overcoming the difficulties faced by senior high school students in understanding Arabic grammar. The gradual (tadarruj) approach offered by this book aligns with the theory proposed by (Ibnu Hajar and Abdul Qohar 2024), yang which emphasizes that mastery of grammatical rules must serve as a solid foundation before students engage with more complex literature.

This book functions as a "bridge" that simplifies complex grammatical rules into practical formulas, thereby minimizing learning resistance among beginner-level students.

Integration of Methods and Learning Strategies: Technical Implementation of the Miftah Book

Technically, the classroom learning process using Miftah fii Ilmi Nahwi wa Sharf is conducted through a Theory–Demonstration–Practice cycle. The instructor (ustadz) begins the session with a lecture method (sharḥ) to explain grammatical rules per chapter, for example, in the chapter on Marfu'āt al-Asmā' (nouns in the nominative case).

After the theoretical explanation, the instructor provides concrete examples from the text, followed by direct student practice in performing *i'rāb*. Students are asked to analyze the syntactic roles of words (e.g., whether they function as *fā'il* (subject), *mubtada'* (subject of a nominal sentence), or *khabar* (predicate)), along with their grammatical markers, both orally and in writing, according to the sequence of the chapters being studied.

This “direct practice” approach is intended to ensure that students do not remain confined to textual definitions but develop mechanical skills in sentence analysis. This technique is consistent with findings that structured drill methods per chapter accelerate the permanent mastery of grammatical rules.

Students' responses to this method are highly dynamic. Based on interview results, it was found that the *i'rāb* practice component is both the most anticipated aspect and a determining factor in their level of boredom during class. One senior high school student stated:

“When the teacher only explains theory or formulas continuously, we quickly feel sleepy and bored because it seems very complicated. However, when we enter the *i'rāb* practice session together or are asked to come forward to analyze sentences on the board, we become more alert and enthusiastic because we understand the function of the formulas.”

This narrative indicates that for senior high school students at Riyadhus Syifa, boredom in learning Arabic is often triggered by the dominance of theory without application. This finding is in line with the problem identified by (Yunisa 2022), where overly theoretical methods without active student engagement (practice) become a major obstacle in Nahwu–Sharaf learning. With the inclusion of chapter-based *i'rāb* practice in the Miftah book, student boredom can be reduced, as they feel actively involved in the process of meaning construction.

The Role of *Bi'ah Lughawiyah* (Language Environment) as an Accelerator

The analysis of dormitory-related factors indicates that the success of senior high school students at Ma'had Riyadhus Syifa is strongly supported by the learning environment. Outside the classroom, students remain within an ecosystem that encourages the continuous application of basic grammatical rules. This finding supports the theory proposed by (Suhartono et al. 2016) regarding the importance of environment-based learning strategies (*bi'ah lughawiyah*).

The dormitory environment at Riyadhus Syifa functions as a “living laboratory,” where Nahwu–Sharaf theories are practiced spontaneously. This condition helps reduce students' cognitive load when learning new materials in formal classroom settings, as they have already been exposed to practical applications in their daily interactions.

Mitigating Learning Barriers through the Role of the Ustadz

Despite challenges such as variations in students' initial abilities—as highlighted by (Yunisa 2022) regarding input-related issues at the intermediate level—the role of the ustadz (teacher) at Ma'had Riyadhus Syifa serves as a key mitigating factor. Teachers adapt their instructional methods flexibly outside formal class hours.

The analysis reveals that the emotional closeness between teachers and students in the dormitory setting enhances learning motivation, which often declines due to the

demanding nature of the senior high school academic curriculum. In this context, the ustadz acts not only as an instructor but also as a mu'addib (moral and educational mentor) who maintains students' learning consistency beyond formal supervision.

The findings further indicate that the systematic, chapter-based structure of the Miftah book enables teachers to effectively balance theoretical explanation and practical application. When teachers consistently allocate a greater portion of time to i'rāb practice, students' understanding improves significantly compared to relying solely on memorization of definitions.

The synergy between concise instructional material and direct practice methods has proven to be an effective solution in overcoming student boredom within the demanding schedule of a boarding school environment.

The novelty of this study lies in the integration of a practical textbook, drill-based methods, and the boarding school environment as a bi'ah lughawiyah. This integration aligns with the concept of contextual learning, which emphasizes the connection between theoretical material and real-life practice.

Furthermore, practice-based learning evaluation is more effective than purely theoretical approaches, as it directly engages students' applicative skills (Ahmad Hanafi and Maziyah 2023). From a constructivist perspective, Nahwu–Sharaf learning based on i'rāb practice reflects an active learning model that positions students as the central subjects of the learning process. This is consistent with the concept of student-centered learning, which enhances conceptual understanding.

Comparative Table of Field Findings During Learning and Synchronized with Similar Journals

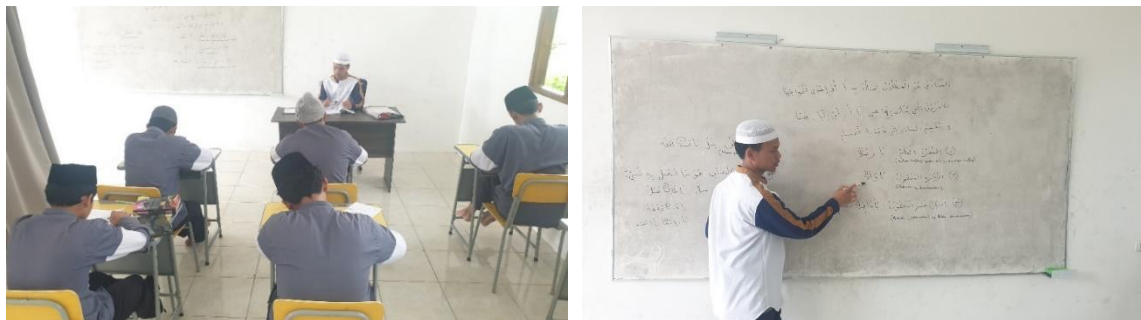
Observation Aspect	Field Findings (Ma'had Riyadhus Syifa)	Findings from Previous Studies	Findings from Previous Studies
Instructional Material	Senior high school students use the <i>Miftah</i> book, which is systematically organized by chapters and enriched with practical examples.	(Ahmad Hanafi and Maziyah 2023): The use of overly theoretical and dense grammar books without relevant examples reduces students' interest in learning.	The <i>Miftah</i> book at Riyadhus Syifa successfully addresses the issue of "boring material" identified in other institutions.
Practice Method	Teachers require direct <i>i'rāb</i> practice after completing each subtopic of grammatical rules.	(Ahmad Hanafi and Maziyah 2023) : Repetitive drill methods in dormitory settings significantly improve students' sentence analysis speed.	Both contexts demonstrate that <i>Nahwu</i> mastery improves through intensive practice rather than mere theoretical explanation.
Psychological Condition	Students report feeling bored and sleepy when teachers rely solely on lectures in class.	(Ahmad Hanafi and Maziyah 2023): The dominance of lecture-based methods without student engagement is a major cause of learning failure.	These findings are consistent; student boredom at the senior high school level is a real barrier that must be mitigated through active interaction.



Learning Environment	Dormitory interactions (e.g., evening <i>halaqah</i>) help slower learners catch up with their peers.	(Suhartono et al. 2016): Boarding school environments that enforce language practice accelerate mastery of vocabulary and grammar compared to non-boarding schools.	The boarding system at Riyadhus Syifa provides additional learning time not available in regular schools, strengthening grammatical mastery.
Teacher's Role	Teachers provide direct correction (<i>talaqqi</i>) when students make mistakes in word formation (<i>tashrīf</i>).	(Aliyah 2018): Koreksi langsung dari pengajar terbukti lebih efektif memperbaiki struktur kalimat santri daripada hanya melalui koreksi tugas tertulis.	The <i>talaqqi</i> technique at Riyadhus Syifa serves as an effective quality control method to minimize student errors.

Brief Analysis of the Table Above

Based on the comparison of the findings presented above, the implementation at Ma'had Riyadhus Syifa demonstrates similarities with the study conducted by (Ahmad Hanafi and Maziyah 2023) particularly in terms of the effectiveness of repetitive practice. However, Riyadhus Syifa shows a distinct advantage in its use of the Miftah book, which is more accessible for beginner-level students. This approach effectively addresses students' complaints regarding "boring material," as identified in the findings of (Aliyah 2018).



Gambar 1. Menyampaikan materi

CONCLUSION

The implementation of basic Arabic language instruction (Nahwu and Sharaf) among senior high school students at Ma'had Riyadhus Syifa Boarding School, Sukabumi, has been carried out systematically through the integration of the formal classroom curriculum and the dormitory environment. The use of the book *Miftah fii Ilmi Nahwi wa Sharf* by Ustadz Yusuf Ubaid has proven to be effective as an instructional tool for beginner-level students due to its practical and gradual (*tadarruj*) approach.

The success of this learning process is supported by a combination of lecture methods, *talaqqī* (direct guidance), and intensive chapter-based *i'rāb* practice. A key finding of this study indicates that students tend to experience boredom when learning is purely theoretical; conversely, active involvement in *i'rāb* practice significantly enhances their motivation and understanding.

Furthermore, the synergy between the role of the ustadz as a dormitory mentor and the establishment of a *bi'ah lughawiyah* (language environment) serves as a crucial factor in minimizing challenges, particularly those arising from the diverse educational backgrounds of students.

RECOMMENDATIONS

Based on the findings of this study, the researcher proposes several practical recommendations:

For Ma'had Management:

It is necessary to implement a matriculation program at the beginning of the semester for new students who have no prior background in Arabic. This program aims to minimize differences in initial ability (input), ensuring that such disparities do not hinder the overall progress of the classroom curriculum.

For Teachers (Ustadz):

It is recommended to increase the proportion of i'rāb practice and text (classical book) analysis rather than relying primarily on memorization of theoretical definitions. This approach is essential to maintain students' learning enthusiasm and to prevent boredom.

For Future Researchers:

Future studies are encouraged to examine the effectiveness of the Miftah book using quantitative (experimental) methods to statistically measure the extent of improvement in students' ability to read unvowelled Arabic texts (kitab gundul) after using this module.

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