

## **THE EFFECT OF LEARNING NAHWU SHOROF IN PONDOK PESANTREN TOWARD STUDENT UNDERSTANDING OF ARABIC**

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### **Abstract**

Arabic language education students at UIN Salatiga have the same courses as the material obtained at Islamic Boarding Schools. One of them is the Nahwu Shorof course. Based on the observations that have been made, the teaching methods between the two educations have several differences that cause the level of understanding of students to also differ. As in Islamic boarding schools, the method used is the book method where the method is sourced directly from Arabic-language books. From this method, students can get several skills at once in one type of lesson, namely when studying it students not only take the core of the material being taught but can also expand their vocabulary through explanations of the material available in Arabic. From this, students are able to implement and practice directly the nahwu shorof material they get. On the other hand, the teaching method at the university almost all lecturers only convey the translation without interpreting the Arabic material one by one. So that students only understand the core material of nahwu shorof learning without being able to implement it directly because explanations are already available in different languages.

*Keywords: Education , Learning, Teaching Methods, Language, Islamic*

### **INTRODUCTION**

#### **The background of the study**

Education is an absolute thing that must be owned by all individuals, in every religious teaching it is recommended that every individual is obliged to try to get an education. Education can be obtained through formal and informal channels. Like education at universities and in Islamic boarding schools.

In Indonesia, improving the quality of education is one of the main priorities. Educational activities have been carried out in various ways, including by improving the quality of education both through formal and informal education and also the ability of teaching staff which refers to two main types of abilities, namely the ability to teach and the ability to manage the teaching and learning process. Reigeluth (1983) states these abilities as what is learned and how to learn it.

#### **The statements of the problems**

1. What is the difference between the nahwu shorof teaching method in universities and Islamic boarding schools?

2. What is the level of understanding of each student as a result of different teaching methods?

**The objectives of the study**

1. To find out the difference in teaching methods between formal education at universities and informal education at Islamic boarding schools.
2. To determine the level of understanding of each student as a result of differences in teaching methods.

**METHOD**

This research was conducted through the observation method to students of the Arabic Language Education study program at the State Islamic University of Salatiga who had previously received informal education at Islamic boarding schools.

**RESULT AND DISCUSSION**

Nahwu is the rules for recognizing words in Arabic both at the time of loose words and in sentence form. Sharaf is one of the branches of science in Arabic which studies about changing the shape of a word in Arabic. Whereas in practice changes to words in Arabic are known as tashrif.

In studying these two sciences, they cannot be separated, when learning nahwu science must also be accompanied by learning Shorof science. A maqolah even mentions Shorof is the mother of knowledge and Nahwu is the father of science. The science of sharaf is said to be the mother of knowledge, because just as a mother gives birth to her children, it is the same as the science of sharaf which gives birth to sentences from her tasrif. As for the science of nahwu, it is like a father because just as a father takes care of his children, so does the science of nahwu which keeps his sentences in order in the order of the sentences.

That is, when we have mastered this knowledge, then the other sciences will be easy for us to learn. Such as, fiqh, hadith and so on. Most of the treasures of Islamic knowledge use Arabic writing, so it is necessary to study both sciences. Many also call this science as tool science.

Before studying the science of nahwu, you must first know the General Stadium about the science of nahwu. By knowing it then you will easily learn the science of nahwu. That way you will get many benefits, such as:

1. Al-Hadd

Can learn the state / condition of the end of Arabic sentences in the form of mu'rob and mabni. That way, you will know where to stop (waqaf) or where it is permissible to take a breath while reading the Qur'an.

2. Maudhu

To know the limits is to study the circumstances (initially). So, it is easier to understand the meaning in it. Because every Arabic language, if the slightest mistake in the pronunciation will give a different meaning. It can even stray far.

3. Tsamroh

The result that will be obtained when you master the science of nahwu is that you will be free from errors in understanding the Qur'an and Hadith (more precisely, minimizing errors, because of the nature of humans themselves).

4. Fadhol

It is superior to various sciences, because without the knowledge of nahwu we cannot learn other sciences (in this case studying the Arabic language sciences).

5. Nisbat

It differs from one another because it has absolute differences (general tabayyun specifically min ithlaq), because it has its own limitations in its discussion.

Apart from the above benefits, there are also other benefits, such as:

1. Makes it easier for us to determine the Arabic pronunciation, especially those that are not sacred, such as the yellow/bald book.
2. Makes it easier for us to understand a sentence in Arabic.
3. Provide opportunities to become people who have expertise in Arabic.
4. Makes it easier for you to take references from ancient salafi bald books.

That is why nahwu shorof must be included in the curriculum of Islamic boarding schools. Not only in Islamic boarding schools, Nahwu Sharaf can also be obtained by students majoring in Arabic language education. However, the nahwu shorof teaching method in the two types of education has differences that have an impact on differences in the level of understanding of the material for each student.

The nahwu shorof teaching method in pesantren uses Arabic references. Teachers usually use the arguments and explanations / syarah in Arabic. However, the delivery method is still in Indonesian to make it easier to understand. As for the explanation/syarah that was in Arabic, the meaning was further clarified using Indonesian by translating word by word. This method has the added value of being able to expand the students' Arabic vocabulary. In addition, the arguments and syarah in Arabic make it easier for students to practice directly the nahwu shorof material obtained during learning.

Turning to the learning methods in the classroom, the references used are also from Arabic books. Lecturers/teachers do not include the arguments/nadzom from the book as taught in Islamic boarding schools, but directly translate the material and explanations from the Arabic reference. The lacking point of this teaching method is that students only understand the core of the material being taught, but cannot while practicing the nahwu shorof material through the book.

Of the two teaching methods, based on the observations that the author has made, between students who have received nahwu shorof teaching in Islamic boarding schools and students who have never, there are differences in their level of understanding of the learning material. Students are more inclined to understand the nahwu shorof material with the teaching methods in Islamic boarding schools. In addition, students who have received nahwu shorof lessons at Islamic boarding schools are better able to practice the material.

## **CONCLUSION**

Teaching methods between universities and Islamic boarding schools have some differences. Among them are reference books, use of language of instruction, method of delivering material explanations, etc. The results obtained from the different teaching methods are different levels of student understanding. As evidenced by the observations made by the author, students who have studied at Islamic boarding schools have a higher level of understanding.

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