

# Implementation Of The Al-Miftah Method For Understanding The Science Of Nahwu Shorof In A Fun Way At High School Level

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## ABSTRACT

Nahwu shorof is the study of grammatical Arabic. Currently, the science of nahwu shorof has been widely taught in religious-based schools both at the junior and senior high school levels, even made a compulsory subject. This research is motivated by the low level of understanding of the students and the lack of interest in learning nahwu shorof and learning to read the book. The method used in this research is a qualitative method, which is research that focuses on an in-depth understanding of social phenomena through narrative and descriptive data. This research uses data collection techniques in the form of interviews and also data analysis. The purpose of this study is to provide detailed information about learning nahwu shorof with the al-miftah method which is considered easier to understand students who are new to learning this science, because the difficulty level of students in understanding nahwu shorof is very high. The results of this method research illustrate that the al-miftah method can make learning nahwu shorof easier for students to understand and make learning more because the concept of delivering material is simple, easy to understand and there are nadzom-nadzom taught using contemporary songs so as to create an atmosphere of learning while singing in a fun way.

## Introduction

Nahwu science and shorof science are two main branches of Arabic language science that are related and cannot be separated in studying and understanding Arabic texts, including the yellow book (Ni'mah & Retno Widyaningrum, 2024). The science of Nahwu Shorof is a science that studies Arabic grammar and grammar, namely sentence structure, word forms and word changes. This knowledge is widely taught in religious-based schools with the aim

of making students able to read and understand Arabic, especially the Al-Qur'an and the Yellow Book.

In Islamic boarding schools, the science of nahwu shorof is generally taught using classical methods such as *bandongan*, where an *ustadz* will read a book containing material on nahwu shorof in Arabic, translate it, then explain it, then the students will listen and note down the translation. Currently, the science of nahwu shorof has been widely taught in religious-based schools at both middle and high school levels, and has even been made a compulsory subject (Fadilah & Sulaikho, 2022), because of the importance of the science of nahwu shorof in helping students to understand Arabic grammar well and Correct.

However, the level of difficulty for students in understanding nahwu shorof is very high. Sometimes this knowledge is ambiguous, inconsistent, has multiple interpretations and is difficult to find equivalent words in the mother tongue. This multi-term problem is the basic problem of why the science of nahwu and shorof is very difficult to learn (Wahyono, 2019) especially at high school level which is not based on Islamic boarding schools, many of them easily feel bored and lazy because it is difficult to understand this knowledge. Therefore, we decided to research an applicable method that has succeeded in making progress in students' understanding and enthusiasm for learning at the high school level.

The *al-miftah* method is a method designed by the Sidogiri Islamic boarding school to help students more easily understand the science of Nahwu Shorof. The *Al-Miftah Lil Ulum* method emphasizes the rules of nahwu, shorof, and Arabic which are taught practically and interestingly. The *Al-Miftah Lil Ulum* Book consists of volumes 1-4 along with the *Nazham* book which uses modern songs to make it easier to understand and remember (Zidan et al., 2024). Unlike other nahwu shorof learning methods, the *al-miftah* book uses Indonesian, but still includes terms found in nahwu shorof science. The *al-miftah* material is presented interestingly in the form of *nadzom* songs. So that the atmosphere of learning activities is not stiff and does not seem formal but is able to create an atmosphere that is fun and not boring. Therefore, it is very common that now many institutions outside Islamic boarding schools or Islamic boarding school institutions outside Sidogiri are participating in implementing this method (Rahmawati & Ainun, 2021).

Based on the description above, what attracted the author to conduct this research was to examine the *al-miftah* method in making nahwu shorof learning fun and easier for students to understand. Especially at the MA NU Infarul Ghay

school which previously only used the bandongan method in learning nahwu shorof. This research uses data collection techniques by means of surveys, data analysis and interviews regarding the learning process using the al-miftah method. This question was addressed to students who were just learning to use this method, namely MA NU Infarul Ghay students.

### **Research methods**

This research uses qualitative methods, namely research that focuses on in-depth understanding of social phenomena through narrative and descriptive data. (Dr. Detri Karya, 2024) This research uses data collection techniques in the form of interviews with students and teachers at MA NU Infarul Ghoy and also data analysis. The focus of this research is to explore in-depth information about the implementation of the Al-Miftah method for high school students, which aims to find out how the Al-Miftah method makes learning nahwu shorof fun and easier for students to understand.

This method utilizes primary data sources through interviews with MA NU Infarul Ghoy students and also research from several relevant documents and reference books to explain the research objectives, such as theories, concepts and views related to the implementation of the Al-Miftah method. This research uses a qualitative comparative approach, namely comparing the use of the old method, namely bandongan, with the new method, namely al-miftah.

### **Research Results and Discussion**

Based on the results of data collection using surveys, data analysis and interviews. The application of the al-miftah method at MA NU Infrul Ghoy began in 2022. "Before using the al-miftah method, the MA NU Infarul Ghoy school used the bandongan method. In the beginning, the school adopted the al-miftah method as a nahwu shorof learning method there, due to several factors, namely: lack of interest in learning nahwu shorof and learning to read books, the low level of understanding of students in learning nahwu shorof using the bandongan method and the low ability of students in reading books yellow." (wawancara dengan ibu. Khofsoh guru nahwu MA infarul ghoy,2024).

Based on the results of data analysis, Al-miftah consists of 7 books in the form of a book on material volumes 1-4, 1 book on nadzhom songs, 1 book on tashrifan, and 1 book containing a guide to asking questions for teachers. (Miftahurrohmah et al., 2023). the book al-miftah is in Indonesian, the contents of

which are partly taken from the book jurmiah and added with some information from Alfiyah Ibnu Malik and Nadzom 'Imrthy. The information in the al-miftah book is packaged more concisely in language that is easy to understand. This al-miftah method is equipped with questions in the form of written tests, oral tests, several games and also lesson plans which make it easier for teachers in the teaching process.

Learning using the al-miftah method at MA NU Infarul Ghoy takes place twice a week, lasting 65 minutes in one meeting. The learning stages using the al-miftah method begin with the habit of reading nadzhom for 10 minutes, then the teacher reviews yesterday's material that was taught, then the teacher will explain the material that will be taught. Sometimes during the material presentation session, the teacher will invite students to play the nahwu shorof game and also sing some of the nadzhom in the book.

The application of the al-miftah method at MA NU Infrul Ghoy is almost the same as the application of al-miftah in Sidogiri, because before the al-miftah method is taught, Nahwu Shorof teachers are required to take part in training organized by Sidogiri. The difference between the al-miftah method at MA NU Infarul Ghoy and the al-miftah method at Sidogiri is at the volume increase stage. At the MA NU Infarul Ghoy school, students are promoted to al-miftah levels at the same time as they are promoted to class, it is not measured based on the student's abilities. However, students still take exams or book reading tests and writing tests on Nahwu Shorof lessons. In the MA NU Infarul Ghoy oral test, a practical exam was used to read the Fathul Qorib from class 10 to class 12 with different chapters for each class. Students will be tested in giving dignity, archiving and interpreting and explaining the contents of the book. As for written test questions, teachers usually use questions provided by al-miftah.

The learning stages of the al-miftah method are almost the same as the bandongan method. The difference is that the al-miftah method has prepared teaching materials systematically, starting from written test questions, oral tests, several games, lesson plans, even graduation standards. From this learning stage, the al-miftah method is very popular with students because the learning system is not monotonous. Teachers also often include several nahwu shorof games to ignite students' enthusiasm for learning.

Based on the results of interviews with students, many of them felt that it was easier to understand the nahwu shorof material using the al-miftah method. Many students said that "Using the Al-Miftah method makes it easier to memorize

the material, because it is shorter and clearer." (11th grade student at MA NU Infarul Ghay, 2024) There are also those who say that "Al-Miftah's method mostly uses Indonesian so it is easy to understand and the delivery is easy to digest." (12th grade MA NU student Infarul Ghoy, 2024) And there are many more confessions from students who are almost one hundred percent satisfied with the application of this method. Apart from that, according to the students, the al-miftah method is also very enjoyable, this is due to the large number of nadzhoms using contemporary song tones that are familiar among young people. The students also don't get bored while learning, because the teacher often gives several games about nahwu shorof.

It is easier for MA NU Infarul Ghay students to remember several rules in the Nahwu Shorof through the habit of reading nadzhom al-miftah before studying, some of the nadzhom are in Indonesian and some are in Arabic. It is also easier for students to understand this method because the language used is shorter and easier to understand, in contrast to the old method (bandongan) which is felt to be less effective because it only involves interpreting the yellow book and learning uses reference books which are mostly in ancient Arabic. The attractive design of the book and the many charts in it can also make it easier for students to understand the material and prevent students from getting bored easily when learning nahwu shorof.

The al-miftah method really helps improve the ability to read the yellow book of MA NU Infarul Ghoy. Students are taught to practice reading the yellow book directly. In practice, students are assigned to read and explain the book of fathul qorib using a sorogan system to their teacher. Students not only read the book but are also targeted to be able to apply the material in the al-miftah volume. Students will be asked about the position, characteristics of the sentences, as well as the nadzhom contained in the al-miftah book. So as a result, students not only understand the theory but also memorize and know how to practice grammar.

## **Conclusion**

Based on the discussion in this research, the researcher concluded several research results as follows: The concept of the Al-Miftah Lil Ulum Method in developing the ability to understand the science of nahwu shorof and read the Yellow Book for high school level students at MA NU Infarul Ghoy through several stages such as reading nadzhom together, reviewing material, explaining the material, questions and answers and practice reading the book.

The implementation of the Al-Miftah Method at MA NU Infarul Ghoy involves planning, implementation and evaluation. In planning, learning objectives are set, materials are prepared, and schedules are distributed. The implementation is structured with preliminary stages, core activities and closing stages. The Al-Miftah method aims to understand the science of nahwu and shorof which will later refer to increasing students' ability to read the yellow book.

This method has the advantage that the language used is shorter and easier to understand, the design of the book is attractive and the nadzhom uses interesting songs so that students do not get bored in learning and unconsciously memorize some of the nahwu shorof terms contained in the nadzhom which they sing every time. beginning of learning. However, from the results of this research, the al-miftah method still has shortcomings, namely the lack of explanations in the book so that the discussion seems less in-depth.



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