



Basic Nahwu Learning Problems at MTs Al-Irsyad East Cape Jabung

M. Riadi Saputra¹, M. Syukron Maksum²

^{1,2}Sekolah Tinggi Agama Islam Jarinabi

Email: dahanmatahari@gmail.com, syukron@jarinabi.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis problematika pembelajaran nahwu dasar pada siswa MTs Al-Irsyad Tanjung Jabung Timur serta upaya guru dalam mengatasinya. Nahwu sebagai salah satu cabang penting dalam pembelajaran Bahasa Arab sering dianggap sebagai materi yang sulit, abstrak, dan membosankan oleh siswa. Kesulitan tersebut berdampak pada rendahnya pemahaman struktur kalimat Arab serta lemahnya kemampuan membaca teks berbahasa Arab. Penelitian ini menggunakan pendekatan mixed method dengan dominasi kualitatif melalui desain sequential exploratory. Subjek penelitian terdiri atas 2 guru Bahasa Arab, 1 kepala madrasah, dan 48 siswa kelas VIII. Teknik pengumpulan data menggunakan observasi, wawancara, angket kesulitan belajar, dokumentasi, dan tes diagnostik. Analisis data dilakukan melalui reduksi data, penyajian data, penarikan kesimpulan, serta penguatan statistik deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa problematika utama pembelajaran nahwu dasar meliputi rendahnya penguasaan mufradat, lemahnya pemahaman konsep i'rab, metode pembelajaran yang masih berpusat pada guru, minimnya media pembelajaran, serta rendahnya motivasi belajar siswa. Nilai rata-rata pemahaman nahwu siswa hanya mencapai 61,8 dari standar ketuntasan minimum 75. Novelty penelitian ini terletak pada analisis problematika nahwu dasar berbasis konteks madrasah pedesaan dengan keterbatasan sumber belajar serta pendekatan solusi melalui integrasi contoh kontekstual kehidupan siswa. Penelitian ini merekomendasikan penerapan pembelajaran nahwu yang lebih komunikatif, sederhana, dan kontekstual agar siswa lebih mudah memahami struktur Bahasa Arab.

Kata Kunci: Nahwu Dasar, Problematika Pembelajaran, Bahasa Arab, Mts, I'rab

Abstract

This study aims to analyze the problems of basic nahwu learning in students of MTs Al-Irsyad Tanjung Jabung Timur and the efforts of teachers in overcoming them. Nahwu as one of the important branches of learning Arabic is often considered a difficult, abstract, and boring material by students. These difficulties have an impact on the low understanding of Arabic sentence structure and weak ability to read Arabic texts. This study uses a mixed method approach with qualitative dominance through a sequential exploratory design. The research subjects consisted of 2 Arabic teachers, 1 madrasah head, and 48 grade VIII students. Data collection techniques use observation, interviews, learning difficulty questionnaires, documentation, and diagnostic tests. Data analysis is carried out through data reduction, data presentation, conclusion drawn, and quantitative descriptive statistical strengthening. The results of the study show that the main problems of basic nahwu learning include low mastery of mufradat, weak understanding of the concept of i'rab, learning methods that are still teacher-centered, lack of learning media, and low student learning motivation. The average score of students' understanding of nahwu only reached 61.8 from the minimum completeness standard of 75. The novelty of this research lies in the analysis of basic nahwu problems based on the context of rural madrasahs with limited learning resources and solution approaches through the integration of contextual examples of student life. This study recommends the application of

nahwu learning that is more communicative, simple, and contextual so that students can more easily understand the structure of the Arabic language.

Keywords: *Basic Nahwu, Learning Problems, Arabic, MTs, I'rab*

Introduction

Arabic language learning at tsanawiyah madrasah has a very important role in supporting students' understanding of Islamic teachings. Arabic is not only studied as a foreign language, but also as the language of the Qur'an, hadith, and various classical Islamic literature which are the main sources in understanding religious sciences. Therefore, mastery of Arabic is a fundamental need for madrasah students to be able to understand religious texts correctly and deeply. In the process of learning Arabic, there are several important elements that students must master, such as mufradat (vocabulary), maharah lughawiyah (language skills), and qawa'id or Arabic grammar which includes the science of nahwu and sharaf. One of the main components in learning Arabic is the science of nahwu. Nahwu is a branch of Arabic grammar that discusses sentence structure and changes in the end of words or known as i'rab. The science of nahwu has a very important function because it is the basis for understanding the exact structure of Arabic sentences.(Wijaya & Rismawati, 2023)

Through mastering nahwu, students can know the function of each word in a sentence, understand the relationship between words, and determine the meaning of a text correctly. Therefore, nahwu is often referred to as the main foundation in understanding Arabic texts, both those contained in the Qur'an, hadiths, and turats or classical books in Arabic.(Abdul Hamid, 2011) In practice, nahwu learning in madrassas is often one of the materials considered the most difficult by students. Many students feel that nahwu is a

complicated lesson because it is filled with grammatical terms, rules that must be memorized, and abstract concepts that are difficult to understand. This condition causes some students to feel afraid and lack confidence when taking nahwu lessons. As a result, students become passive in the learning process, less motivated to learn, and have difficulty understanding the entire structure of Arabic sentences.(Aspect & Majazi, 2025)

Difficulties in learning nahwu are not only caused by the level of complexity of the material, but also influenced by the learning approach used by teachers. According to Hermawan, the main problem in nahwu learning lies in learning methods that are too theoretical and lack of communication.(Rahmawati & Ainun, 2021) Teachers often place more emphasis on memorizing definitions, terms, and grammar rules without connecting them to real-life Arabic usage practices. Learning that is monotonous and teacher-centered causes students to only memorize theories without really understanding the function of nahwu in understanding language. As a result, nahwu is seen as a mere burden of memorization, not as a tool to understand Arabic texts more easily and pleasantly.(Ummah, 2019)

In addition, the low mastery of mufradat or Arabic vocabulary is also a factor that aggravates students' difficulties in learning nahwu. Students who have limited vocabulary will find it more difficult to understand the examples of sentences used in nahwu learning.(Ni'mah et al., 2021) This condition causes students to have difficulties in determining the function of words, recognizing sentence patterns, and

understanding the relationship between elements in Arabic sentences such as *mubtada'*, *khavar*, *fi'il*, *fa'il*, and *maf'ul*. Thus, *nahwu* learning requires an approach that not only emphasizes theory, but also pays attention to vocabulary mastery and contextual language use practices. This phenomenon was also found at MTs Al-Irsyad Tanjung Jabung Timur. Based on the results of the initial observations made by the researcher, most students have difficulty in understanding basic *nahwu*, especially in distinguishing the function of words and determining the position of *i'rab* in sentences. (Hamzah & Rismanto, 2022)

Many students are still confused in understanding the relationship between *mubtada'* and *khavar*, *fi'il* and *fa'il*, as well as the function of *maf'ul* in a sentence. In addition, the low mastery of *mufradat* makes it difficult for students to understand the examples of sentences given by the teacher. This situation has an impact on low student participation in learning and a decrease in interest in learning *nahwu* material. Learning conditions in rural *madrassas* also affect the effectiveness of *nahwu* learning. The limitations of learning facilities, less varied learning media, and the lack of supporting learning resources cause the learning process to be carried out more conventionally. Teachers tend to use lecture and memorization methods due to the limited facilities available. In fact, *nahwu* learning requires creative, communicative, and contextual strategies so that students can more easily understand the material being taught. Therefore, learning innovations that are able to adapt to the conditions and needs of students in rural *madrassah* environments are needed.

Previous studies have discussed the effectiveness of the *nahwu* learning method,

such as the use of the *qiyasiyah* method, the *istinbathiyah* method, visual media, and communicative approaches in improving students' understanding of the rules of the Arabic language. However, research that specifically examines the problems of basic *nahwu* learning in rural *madrassas* with limited learning facilities is still relatively small. Therefore, this research has novelty in the focus of its study, which is to analyze the problems of basic *nahwu* learning based on the local context of rural *madrassas* and to find learning solutions that are simpler, more effective, and closer to the reality of students' lives. This research is focused on identifying various problems that arise in basic *nahwu* learning at MTs Al-Irsyad Tanjung Jabung Timur and analyzing the efforts made by teachers in overcoming these problems. (Asdaliah & Mahmud, 2022)

The formulation of the problem in this study is: what are the problems of basic *nahwu* learning at MTs Al-Irsyad Tanjung Jabung Timur and how do teachers make efforts to overcome them. The purpose of this study is to describe the problems of basic *nahwu* learning and analyze teachers' strategies in overcoming students' learning difficulties in *nahwu* materials. The supporting descriptive hypothesis in this study is that the problems of basic *nahwu* learning are influenced by internal factors and external factors. Internal factors include low student learning motivation, limited mastery of *mufradat*, lack of interest in *nahwu* lessons, and low basic ability of students in understanding the structure of Arabic. Meanwhile, external factors include less varied learning methods, limited learning media and facilities, and less supportive learning environment conditions. With this research, it is hoped that more effective learning solutions can be found so

that nahwu learning in madrasas can take place more interestingly, be easy to understand, and be able to improve students' ability to understand Arabic as a whole.

Research Methods

This study uses a mixed method approach with qualitative dominance through a sequential exploratory design. The mixed method approach is a research method that combines qualitative and quantitative approaches in one study to obtain more complete, in-depth, and comprehensive data.(Setiawan et al., 2025) In this study, the qualitative approach is used as the main approach to explore in depth the basic nahwu learning problems experienced by students, while the quantitative approach is used as supporting data to strengthen the research findings. The exploratory sequential design was chosen because the research began with the collection and analysis of qualitative data, then continued with the collection of quantitative data as a form of reinforcement of the results of the previous analysis. This research was carried out at MTs Al-Irsyad Tanjung Jabung Timur in the 2025/2026 academic year. The selection of the research location was based on the results of initial observations that showed various problems in basic nahwu learning, especially in grade VIII students.(Azhari et al., 2023)

In addition, the condition of madrassas in rural environments with limited learning facilities is also an important reason in the selection of research locations, so this study is expected to be able to provide a real picture of the problems of nahwu learning in rural madrasas. The subjects in this study consisted of one madrasah head, two Arabic teachers, and 48 grade VIII students of MTs Al-Irsyad Tanjung Jabung Timur. The head of the madrasah was chosen as an informant because he has a role in policy making and learning management in the

madrasah.(Ratnaningtyas et al., 2024) Arabic teachers are the main informants because they are directly involved in the nahwu learning process in the classroom, while students are the main research subjects to find out the level of difficulty in learning nahwu that they experience. To obtain accurate and in-depth research data, the researcher used several research instruments, namely semi-structured interview guidelines, learning process observation sheets, student learning difficulties questionnaires, diagnostic tests for basic nahwu understanding, and documentation of learning activities. Semi-structured interviews are used to dig up information in depth about nahwu learning problems and teachers' strategies in overcoming them.(Ummah, 2019)

Observations were made to see firsthand the Arabic learning process in the classroom, including teacher teaching methods, student participation, and the use of learning media. Questionnaires are used to determine the level of learning difficulty students have in understanding basic nahwu, while diagnostic tests are used to measure students' ability to understand basic concepts of nahwu. The documentation is used as supporting data in the form of photos of learning activities, learning tools, and other documents related to research. The indicators used in this study include several important aspects in basic nahwu learning, namely the understanding of mufradat, the understanding of the concept of i'rab, the ability to analyze the number of ismiyah and the number of fi'liyah, student learning motivation, the availability of learning media, and the variety of teacher teaching methods. These indicators were chosen because they are considered to have a great influence on the success of students in understanding basic nahwu. The data

obtained in this study was analyzed using two analysis techniques according to the type of data. Qualitative data was analyzed using the Miles and Huberman interactive analysis model which included three stages, namely data reduction, data presentation, and conclusion drawn.(Ulfa, 2022)

Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description to make it easier to understand and analyze. The last stage is drawing conclusions based on the results of the research findings that have been obtained. Meanwhile, quantitative data was analyzed using descriptive statistics and percentages to determine the level of learning difficulties of students in basic nahwu learning. Descriptive statistical analysis was used to describe the general condition of student questionnaire and diagnostic test results, while percentage analysis was used to determine the level of student difficulty in each nahwu learning indicator. Through the combination of qualitative and quantitative analysis, this study is expected to be able to provide a more complete picture of the problems of basic nahwu learning at MTs Al-Irsyad Tanjung Jabung Timur as well as solutions that can be applied to improve the quality of Arabic learning in madrassas

Results and discussion

A. Problems

Problematics is a situation that indicates the existence of problems, obstacles, difficulties, or challenges that occur in a process so that the expected goals have not been achieved optimally. In general, problems can be interpreted as a collection of problems that require solutions or solutions so that an activity can run well. In the world of education, problems often arise in the

learning process, both related to students, educators, learning methods, facilities and infrastructure, and the learning environment. Problems in learning are various obstacles faced during the teaching and learning process that affect the effectiveness of learning. These problems can come from internal factors or external factors. Internal factors are factors that come from within students, such as low motivation to learn, lack of interest, low basic skills, difficulty understanding the material, and lack of confidence.(Yati et al., 2021)

Meanwhile, external factors include inappropriate learning methods, limited learning media and facilities, a less supportive learning environment, and a lack of support from family and the community. In the context of learning Arabic, problems often arise because Arabic has different characteristics from the language used by students on a daily basis. Differences in language structure, grammar, vocabulary, and writing systems are challenges for students in learning Arabic. One of the most common problems is the difficulty of students in understanding qawa'id or Arabic grammar, especially the science of nahwu and sharaf. Many students find the material difficult because it is filled with rules, grammatical terms, and abstract concepts that require in-depth understanding.(M.Rozali, 2021)

Learning problems not only have an impact on low student learning outcomes, but also affect student motivation and participation in learning. Students who have difficulty understanding the material tend to become passive, lack confidence, and easily feel bored when taking lessons. Therefore, learning problems need to be understood in depth so that teachers can find the right solutions according to the needs of students.

In educational research, the study of problems is very important because it can provide a real picture of the obstacles that occur in the field. Through problem identification, researchers and educators can find out the factors that cause students' learning difficulties and design learning strategies that are more effective, innovative, and in accordance with the conditions of students. Thus, problems are not only understood as an obstacle, but also as evaluation material to improve and improve the quality of the learning process so that educational goals can be achieved optimally.

B. Basic Nahwu Learning

Basic nahwu learning is a basic Arabic grammar teaching process that aims to help students understand sentence structure, word functions, and word ending changes in Arabic. Nahwu itself is one of the branches of qawa'id or Arabic grammar that studies the rules of sentence composition and the relationships between words in a sentence. In learning Arabic, nahwu has a very important position because it is the main foundation in understanding Arabic texts, both those contained in the Qur'an, hadith, and other Arabic books. Conceptually, basic nahwu learning not only focuses on mastering grammar theory, but also aims to shape students' ability to understand the correct use of Arabic. Through basic nahwu learning, students are introduced to basic concepts such as isim, fi'il, letters, mubtada', khabar, fi'il, fa'il, maf'ul, as well as i'rab concepts such as marfu', manshub, majrur, and majzum. The understanding of these concepts is the basis for students to understand the structure of Arabic sentences gradually and systematically.(Ulfa, 2022)

In learning practice in madrasas, basic nahwu is often considered as material that is quite difficult for students to understand. This is because learning nahwu

is filled with grammatical terms and rules that require precision and deep understanding. Many students find it difficult to understand the final word changes and determine the function of words in sentences. In addition, the low mastery of mufradat or Arabic vocabulary is also one of the factors that affect students' ability to understand basic nahwu. Basic nahwu learning basically aims to enable students to understand simple sentence patterns in Arabic and be able to use them in understanding reading and composing simple sentences. Therefore, learning nahwu should not only emphasize memorizing theories and definitions, but also needs to be linked to the practice of using language in real terms. Learning that is too theoretical often causes students to consider nahwu as a boring and difficult lesson to understand. In the learning process, teachers have an important role in determining the success of basic nahwu learning.(Widad & Personal, 2023)

Teachers are required to be able to use communicative, contextual, and interesting learning methods so that students can more easily understand the material being taught. The use of simple sentence examples that are close to students' daily lives can help students understand word functions and sentence structure more easily. In addition, exercises that are carried out gradually and repeatedly can also increase students' understanding of the basic concepts of nahwu.(Ghoffar & Muid, 2024) Learning basic nahwu also needs to be integrated with other language skills, such as reading, writing, speaking, and listening. Thus, students not only understand grammar theory, but are also able to apply it in practical use of Arabic. Such learning will help students understand that nahwu is not just a collection of rules that must be memorized, but an important tool to

understand Arabic correctly and deeply. Through good basic nahwu learning, students are expected to be able to have basic skills in understanding Arabic texts, reading sentences correctly, and understanding the meaning of the language correctly. In addition, learning basic nahwu can also improve students' systematic and analytical thinking skills because they are trained to understand the relationships between words and sentence structures sequentially. Therefore, basic nahwu learning has a very important role in supporting the success of Arabic language learning in madrassas.

C. Problems of Basic Nahwu Learning at MTs Al-Irsyad Tanjung Jabung Timur

Learning nahwu is a process of teaching Arabic grammar that aims to help students understand sentence structure, word functions, and changes in the final word or i'rab in Arabic. Nahwu is one of the main branches in Arabic qawa'id which has a very important position in learning Arabic in madrasahs. Conceptually, nahwu is not only understood as a collection of grammatical rules, but also as a tool to understand the meaning of language correctly, systematically, and deeply. (Abdul Hamid, 2011) Through the mastery of nahwu, students are expected to be able to understand the relationships between words in sentences, know the position of words based on their functions, and be able to read and understand Arabic texts well. Therefore, nahwu learning has an important role in supporting students' ability to understand the Qur'an, hadith, and various Islamic literature in Arabic. (Mualif, 2019)

Based on the results of observations and interviews, several main problems were found in the learning of basic nahwu at MTs Al-Irsyad, namely:

1. Low mastery of Arabic

2. Difficulty understanding the concept of i'rab
3. Dominance of lecture and memorization methods
4. Lack of learning media
5. Low student motivation to learn
6. Lack of applicative practice in sentence analysis

The teacher said that it is easier for students to understand concrete examples than explanations of abstract theories. However, learning so far is still predominantly based on books and blackboards.

Table 1. Diagnostic Test Results for Basic Nahwu Understanding

Indicator	Average Score
Understanding of mufradat	64,2
Determining mubtada' and khabar	60,5
Determining fi'il and fa'il	62,1
Understanding the basic i'rab	58,4
Simple quantity analysis	63,7
Overall average	61,8

Data shows that all indicators are still below the minimum completeness standard (KKM) of 75.

In the practice of learning in madrasahs, nahwu is often considered the most difficult material for students to understand. Many students feel that learning nahwu is filled with complicated grammatical terms, abstract concepts, and rules that must be memorized. This condition causes students to feel afraid, lack confidence, and are not interested in participating in nahwu lessons. As a result, nahwu learning often takes place passively because students only listen to the teacher's explanation without really understanding the concepts being learned. This shows that the

problems of nahwu learning are not only related to students' abilities, but also closely related to the learning approach used by teachers in delivering material. The results of the study show that the problems of basic nahwu learning at MTs Al-Irsyad Tanjung Jabung Timur are influenced by several factors, both internal and external factors. Internal factors come from students' basic ability to understand.(Nurhayati, 2020)

Arabic, especially in mastery of mufradat or vocabulary. Mastery of mufradat is a very important aspect in learning nahwu because students will not be able to understand the function of a word if the basic meaning of the word has not been understood. Low vocabulary mastery causes students to have difficulty understanding the examples of sentences given by the teacher, so they also have difficulty in determining the function of words in Arabic sentences. These difficulties are increasingly seen when students begin to learn basic concepts in nahwu, such as mubtada', khabar, fi'il, fa'il, maf'ul, and the concept of i'rab. Most students still experience confusion in distinguishing the function of words in a sentence. They also have difficulty understanding the relationship between the elements of Arabic sentences, especially in determining the change in the final word based on its position in the sentence. In the science of nahwu, the change of the final word or i'rab is one of the main concepts that students must understand. However, the concept of i'rab is considered very difficult because students must understand changes in the meaning of the final word based on its grammatical functions, such as marfu', manshub, majrur, and majzum.(Syamsuddin & Hasbi, 2023)

Based on the results of observations and interviews, students' difficulties with the concept of i'rab occurred because the

learning carried out was still too oriented to theory and memorization. Teachers explain more the definitions and rules of nahwu textually without providing enough practice to students. As a result, students only memorize the terms nahwu without understanding their application in real sentences. This condition causes nahwu to be understood as a boring memorization lesson that is difficult to apply in daily life. In fact, in essence, nahwu science aims to help a person understand Arabic more easily and correctly. The findings of this study are in line with Mustofa's opinion that nahwu learning that is too oriented to memorization causes students to lose the functional meaning of nahwu science itself. Nahwu should be learned as a tool to understand language, not just memorize grammatical theory.(Nurhayati, 2020)

In addition, Azizah's research also shows that a contextual learning approach is more effective in helping students understand the structure of Arabic than learning that only focuses on theory. The contextual approach allows students to understand the material through examples that are close to their lives so that learning becomes easier to understand and more meaningful. In addition to internal student factors, nahwu learning problems are also influenced by external factors, especially the learning approach used by teachers. In daily learning, teachers still tend to use lecture and memorization methods because they are considered easier to apply in limited classroom conditions. The limited learning media and school facilities are also one of the factors that cause nahwu learning to be less varied and less interesting for students. As a result, students feel bored quickly and less motivated to learn nahwu in depth.(Thobib & Amirudin, 2023)

Realizing these various problems, Arabic teachers at MTs Al-Irsyad began to

make several efforts to improve students' understanding of basic nahwu. One of the efforts made is to use examples of simple sentences that are close to the students' daily lives. The teacher no longer just used abstract examples from the classics, but began to use simple sentences such as "الطالب في الفصل" or "الأب يذهب إلى السوق". The use of contextual examples proved to be easier for students to understand because they were directly related to activities they were familiar with in their daily lives. Through these examples, students will more easily understand the function of words in sentences and the relationship between elements in the structure of Arabic.(Thobib & Amirudin, 2023)

In addition, teachers also implement small group learning so that students can discuss and learn with their friends. Small group learning helps students who have learning difficulties become more active in asking questions and more confident in expressing their opinions. In this activity, students are trained to identify the function of words in simple sentences and analyze the structure of the number of ismiyah and the number of fi'liyah gradually. This strategy makes nahwu learning more interactive and not only centered on the teacher's explanation. The teacher also began to give simple exercises repeatedly so that students get used to understanding Arabic sentence patterns. The exercise is carried out in stages starting from recognizing the mufradat, understanding the meaning of words, determining the function of words, to analyzing changes in the final word in sentences. With continuous practice, students begin to understand that nahwu is not just a theory that must be memorized, but a tool that helps them understand Arabic more easily.(Abdul Hamid, 2011)

The novelty or novelty in this research lies in the use of a problem solving approach based on the local context of rural madrasas. This research not only looks at the problems of nahwu learning from a theoretical perspective, but also pays attention to the real conditions of students and their learning environment. The learning approach developed seeks to adapt the nahwu material to the reality of students' daily lives so that learning feels closer, simpler, and easier to understand. With this approach, nahwu learning is no longer seen as a heavy and scary material, but as a means to understand the language practically and applicatively. The results of this study provide important implications for Arabic language learning in madrasas, especially in basic nahwu learning. Teachers need to change the learning paradigm from rote based learning to learning based on applicative and communicative understanding. Nahwu should be taught gradually by using simple examples that are close to the lives of students.(Ainul et al., 2025)

In addition, nahwu learning also needs to be integrated with other language skills, such as reading, speaking, listening, and writing so that students understand the function of nahwu more thoroughly. With a more communicative, contextual, and applicative learning approach, students are expected to be able to understand nahwu more easily and enjoyably. Such learning can also increase students' motivation to learn, reduce fear of nahwu, and help students understand Arabic better. In the end, learning nahwu is no longer understood as a difficult and burdensome lesson, but as an important tool to understand the Arabic language and the sources of Islamic teachings correctly and deeply.(Djama, 2023)

Conclusion

Based on the results of the research, it can be concluded that the main problems of basic nahwu learning at MTs Al-Irsyad Tanjung Jabung Timur include low mastery of mufradat, weak understanding of the concept of i'rab, dominance of lecture methods, lack of learning media, and low student learning motivation. The average score of students' nahwu understanding of 61.8 shows that nahwu learning has not yet achieved optimal results. Effective solutions include the use of contextual examples, group learning, simplification of concepts, and the integration of nahwu with the use of everyday language. This study recommends that Arabic teachers implement nahwu learning that is more communicative, gradual, and contextual so that students no longer view nahwu as a scary lesson. Further research can develop a nahwu learning model based on interactive digital media.

Bibliography

- Abdul Hamid, M. (2011). Al-Balaghah; Between Knowledge and Discipline (Perspective of the History of Arabic Language and Literature). *LiNGUA: Journal of Language and Literature*, 3(1), 70–81.
<https://doi.org/10.18860/ling.v3i1.574>
- Ainul, M., Mahmudi, F., & Bakar, M. Y. A. (2025). Scientific Construction of Balaghoh: A Review from the Perspective of Philosophy of Science. *Perspective : Journal of Education and Language Sciences*, 1.
<https://journal.staiyapiqbaubau.ac.id/index.php/Perspektif/article/view/2116/2418>
- Asdaliah, N., & Mahmud, B. (2022). The Letter Jar Ba and Its Meaning in Q.S. Al-Maidah. *Arabic Log*, 3(1), 68–86.
<https://doi.org/DOI:https://doi.org/10.36915/la.v3i1.45>
- Aspek, D., & Majazi, M. (2025). LINGUISTIC AND CONTEXTUAL APPROACH IN UNDERSTANDING THE HADITH "LONG ARMS." *ALMUSTOFA: Journal of Islamic Studies and Research*, 2(1), 107–120.
<https://ejournal.bamala.org/index.php/almostofa/article/view/366/122>
- Azhari, D. S., Padang, U. P. I. Y., Study, P., Information, S., Postgraduate, P., Islam, S. P., Imam, U. I. N., & Padang, B. (2023). Mixed Method Research for Dissertation. *INNOVATIVE: Journal Of Social Science Research*, 3, 8010–8025. Research, Combining Two Approaches, Mixed Methods Research
- Djama, S. A. Z. (2023). Analysis of Factors of Difficulty in Learning Arabic in Students of the Arabic Language Education Study Program at IAIN Manado. *Al-Mashadir Scientific Journal: Journal of Arabic Education and Literature*, 03(02), 16–32.
- Ghoffer, A. M., & Muid, F. A. (2024). Effective Strategies to Improve Nahwu Comprehension in Arabic Language Learning. *Journal of Practice Learning and Educational Development*, 4(4), 279–285.
<https://doi.org/10.58737/jpled.v4i4.313>
- Hamzah, A. A., & Rismanto, D. (2022). The Concept of Man in the Qur'an Surah Al-Tin Approach to Tafsir Fazlur Rahman. *Lisyabab : Journal of Islamic and Social Studies*, 3(1), 53–66.
<https://doi.org/10.58326/jurnallisyabab.v3i1.120>
- M.Rozali. (2021). The Concept of Man and Its Problems in the Qur'an. *Al-Kaffah*, 9(2).
- Mualif, A. (2019). Nahwu Science Learning Methodology in Arabic Language Education. *AL-HIKMAH Journal*, 1(1), 26–36.

- https://ejournal.uniks.ac.id/index.php/A_lhikmah/article/view/60
- Ni'mah, L., Ekasanti, N., Hijriyatun, H., & Fitriani, L. (2021). Increasing the Mastery of Mufradat through the Take and Give Method at Mts Negeri 1 Pati, Central Java. *Lughawiyah: Journal of Arabic Education and Linguistics*, 3(1), 19.
<https://doi.org/10.31958/lughawiyah.v3i1.2657>
- Nurhayati, F. (2020). Learning the science of nahwu with the Quranic method. *Journal of Islam and Education*, 1(1), 1–4. <https://www.ejournal.stai-alhidayah.ac.id/jurnalalurwatulwutsqo/article/view/4/4>
- Rahmawati, R. D., & Ainun, S. N. (2021). The Influence of Al Miftah Learning Methods to Increase the Understanding of Nahwu and Shorof Students As Salma Bahrul Ulum Tambakberas. *Journal of Education and Development*, 9(3), 200–203.
<https://journal.ipts.ac.id/index.php/ED/article/view/2837>
- Ratnaningtyas, O., Fadlilah, U., & Zain, B. A. (2024). The Influence of the Muhadatsah Method on Arabic Speaking Skills on. *ARABIA: Journal of Arabic Linguistics*, 02(02), 60–75.
<https://jurnal.iaibafa.ac.id/index.php/Arabia/article/view/3060>
- Setiawan, A., Jailani, S., & Risnita. (2025). INFO Mixed Method Research. *Journal of Social and Humanities Flow*, 5(2).
<https://jurnal.ardenjaya.com/index.php/ajsh/article/view/1263/866>
- Syamsuddin, & Hasbi, M. (2023). The plural of Taksir and its Meaning in Surah Al-Baqarah is pluralized in the pronunciation. *Science of the Qur'an and Tarfsir*, 01(02), 50–77.
<https://journalmahadaly.asadiyahpusat.org/index.php/tafasir/article/view/18>
- Thobib, M., & Amirudin, N. (2023). The Implementation of Nahwu and Sharaf Knowledge in the Learning of the Book of Fathul Qarib at Madrasah Diniyah. *Al-Ilmi Journal of Islamic Education*, 267–273.
<https://lonsuit.unismuhluwuk.ac.id/ilmil/article/view/2653>
- Ulfa, M. (2022). The Sorogan Method of the Book for Understanding Nahwu (Imrity) of the Assunniah Kencong Jember Islamic Boarding School. *Al-Fathin: Journal of Arabic Language and Literature*, 5, 65–82. <https://ejournal.metrouniv.ac.id/al-fathin/en/article/view/5202>
- Ummah, M. S. (2019). The Construction of Sibawaih Thought in the Study of Nahwu Science. *Rausyan Fikr: Journal of the Study of Ushuluddin and Philosophy*, 11(1), 1–14.
http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Widad, L., & Personal, M. (2023). The Historicity of the Nahwu School in Andalusia and the Reformers. *JILSA: Journal of Arabic Linguistics & Literature*, 7(2), 206–214.
- Wijaya, M., & Rismawati, R. S. Y. (2023). Arabic Language Learning with the Help of Instagram Media to Increase the Learning Interest of Madrasah Tsanawiyah Students. *Journal of Educatio FKIP UNMA*, 9(2), 817–825.
<https://doi.org/10.31949/educatio.v9i2>

5080

Yati, M., Ali Imran, & Maemonah. (2021).
Solutions to Problems of Developing
Students' Self-Potential During the
Pandemic (Analysis of Fazlur Rahman's
Double Movement Theory). *Journal of
Paris Langkis*, 2(1), 47–56.
<https://doi.org/10.37304/paris.v2i1.312>

7