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Learning Nahwu Using The Book Of Murod Awamil Mandaya Using The Sorogan Method At The Ardaniah Pusat Islamic Boarding School Serang-Banten, West Java

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Abstract

This research aims to describe the planning, process, and evaluation of nahwu learning using the Murod Awamil Mandaya book employing the Sorogan method at the Ardaniah Islamic Boarding School Center. This research uses qualitative research with a descriptive approach. Data was collected through observation, interviews, and documentation. Data analysis was conducted through three stages, namely data reduction, data presentation, and conclusion. The results of the research show that the planning of nahwu learning at the Ardaniah Islamic Boarding School Center has a structured plan, an intensive learning process, and a comprehensive evaluation. The learning planning already includes setting goals and selecting materials, methods, media, and assessments tailored to the needs of the students. The learning process utilizes the sorogan method, where learning is conducted directly and individually with intensive interaction between teachers and students. The learning evaluation is conducted through written, oral, and observation tests. Moreover, the evaluation is aligned with the cognitive, affective, and psychomotor domains of the students.

Keywords: Nahwu learning, Murod Awamil Mandaya book, Sorogan method

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, proses, dan evaluasi pembelajaran nahwu menggunakan kitab Murod Awamil Mandaya dengan menggunakan metode Sorogan di Pondok Pesantren Ardaniah Pusat. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tiga alur kegiatan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran nahwu di Pondok

Pesantren Ardaniah Pusat memiliki perencanaan yang terstruktur, proses pembelajaran yang intensif, dan evaluasi yang komprehensif. Perencanaan pembelajaran sudah meliputi penetapan tujuan, pemilihan materi, metode, media, dan penilaian yang disesuaikan dengan kebutuhan santri. Proses pembelajaran menggunakan metode sorogan, dimana pembelajaran dilakukan secara langsung dan individual dengan interaksi intensif antara guru dan santri. Evaluasi pembelajaran dilakukan melalui tes tertulis, lisan, dan observasi. serta evaluasi sudah sesuai dengan ranah kognitif, afektif, dan psikomotorik santri.

Kata kunci: Pembelajaran Nahwu, Kitab *Murod Awamil Mandaya*, Metode Sorogan.

Introduction

Learning is a complex and dynamic process that involves interactions between teachers, students, and learning materials.¹ This process aims to assist students in developing the necessary knowledge, skills, attitudes, and values.² to achieve certain learning objectives³. Learning aims to help students acquire new knowledge⁴and broaden their understanding of the world⁵. In other words, the goal of learning is to change and develop towards a better direction.⁶ Learning is a continuous process and occurs throughout life⁷. This process involves interaction between individuals and their environment and experiences⁸. Learning is a process of interaction between students and educators and learning resources in a learning environment⁹. Learning activities are said to be successful if there is interaction between teachers and students in the process of learning¹⁰. Effective learning can help individuals develop their potential optimally and achieve their life goals¹¹. Learning in general

can be defined as a process of relatively permanent change in behavior as a result of experience¹². These behavioral changes can be in the form of increased knowledge, skills, attitudes, values, or a combination of all of these.¹³

In learning, it cannot be separated from planning, process, or implementation and evaluation.¹⁴. Learning planning is a well-planned process¹⁵, covering all aspects of learning, from objectives to evaluation¹⁶. In the book by Dr. Munir, M.Ag. about planning an Arabic language teaching system, it is written that learning planning is a part of educational and learning sciences which of course cannot be separated from other educational and learning sciences¹⁷. Preparatory planning¹⁸ to teach in class, and are usually made based on needs at each face-to-face meeting¹⁹. Making planned preparations before teaching is one of the important steps for a teacher's success in teaching.²⁰ The learning process is a continuous process that involves

changes in student behavior, knowledge, skills, and attitudes.²¹. This process involves interaction between teachers, students, and the learning environment.²². While evaluation is a systematic process for collecting and analyzing information²³ to assess the success of a program, activity, or process²⁴. Evaluation aims to determine the extent to which the objectives that have been set have been achieved²⁵. Prof. Dr. Suharsimi Arikunto in his book on the basics of educational evaluation says that learning evaluation is an activity of collecting data to measure the extent to which goals have been achieved²⁶. Learning at the Ardaniah Islamic Boarding School is also inseparable from the evaluation²⁷. To carry out evaluations of learning achievements or attainments²⁸ So the subject of evaluation is the teacher and the students are the objects of evaluation²⁹.

M. Sholahuddin Shofwan defines The science of Nahwu as the science of the basics or rules that can be used to find out the final state of a sentence from the perspective of *i'rab* and *mabni*³⁰, and the language used is Arabic³¹. Nahwu learning is a learning process that aims to understand and apply the rules of Arabic grammar.³² Which is related to changes in word form (*i'rab*) based on its function in a sentence³³. This

process involves interaction between teachers, students, and Nahwu learning materials, such as Nahwu books, practice questions, and discussions.³⁴. The science of nahwu is called the father because it aims to correct the structure, form, shape, etc. of all writings.³⁵. Learning Nahwu is an important process for understanding and mastering Arabic well.³⁶. By understanding the rules of Nahwu, we can interpret the meaning of Arabic texts.³⁷ correctly, speaking and writing³⁸ good Arabic language³⁹ And understand the Koran and Hadith more deeply⁴⁰.

Teaching materials are an important component of the learning process⁴¹. Teaching materials are anything that can be used to help students in learning⁴², either in the form of written material⁴³, audiovisual, and direct experience⁴⁴. Teaching materials are anything that can be used to help students in learning.⁴⁵, whether in the form of textbooks, modules, worksheets, teaching aids, learning media, or other learning resources⁴⁶. Teaching materials must be able to help students understand concepts develop skills, And form attitudes.⁴⁷. Teaching materials can be learning resources.⁴⁸, namely, everything that can be used to obtain information and knowledge⁴⁹, such as textbooks, modules, the internet, and so on⁵⁰. The Murod Awamil Mandaya book is one of

the popular teaching materials or Nahwu books and is used in learning Nahwu at the Ardaniah Central Islamic Boarding School. This book is suitable for beginners who want to learn the science of Nahwu⁵¹ systematically and practically. The author of the book "Al-'awamil Mandaya" is a great scholar from Serang Banten, namely Sheikh Nawawi bin Muhammad Ali bin Ahmed bin Abu Bakar, better known as Sheikh Nawawi Mandaya⁵². He is a charismatic Sufi cleric from Serang, Banten, Indonesia. The book Murod Awamil Mandaya is one of the nahwu books that is very useful for students who want to study the science of nahwu in depth. This book is compiled with a clear systematic, and easy-to-understand language.⁵³

Method can be interpreted as a way or process to achieve a certain goal⁵⁴. Students need to understand and pay attention to the methods used by The teacher to become a mediator teacher in teaching⁵⁵, because student learning success depends on the suitability of the method used⁵⁶. Because a teacher is the backbone of the teaching and learning process⁵⁷, and a between students and textbooks⁵⁸. Therefore, methods have an important role in human life⁵⁹.

Learning methods are ways or strategies used by teachers to convey lesson material to students⁶⁰ so that they can understand and master the material effectively⁶¹. Learning methods are tools used to achieve predetermined learning objectives⁶². Overall, the aim of using learning methods is to create an effective learning process⁶³, fun, and useful for students⁶⁴. Choosing the right learning method will help students achieve the learning objectives that have been set.⁶⁵ The sorogan method is a traditional learning method that is commonly used in Islamic boarding schools in Indonesia.⁶⁶, especially to teach classical books, such as books on nahwu, fiqh, tauhid, and others. Ardaniah Central Islamic Boarding School still exists in teaching nahwu by using classical books/yellow books and methods used in learning nahwu.

Research on learning nahwu using the sorogan method, especially with the Murod Awamil Mandaya book, includes an article entitled "The Sorogan Kitab Method for Understanding Nahwu (Imrity) at the Assunniah Kencong Jember Islamic Boarding School"⁶⁷. This study found that there were differences in learning outcomes in the research objects before the sorogan method was applied and after the sorogan method

was applied, whereas before the sorogan method was applied, the learning outcomes of class II 'Tsanawiyah Madrasah Diniyyah Pondok Pesantren Assuniyah students were classified as very low and after the sorogan method was applied to class II 'Tsanawiyah Madrasah Diniyyah Pon-Pes Assuniyah students, the learning outcomes of the students increased. The study entitled "Application of the sorogan method in improving the ability to read awamil books at the Nurul Hidayah Al-Khidmah Islamic boarding school"⁶⁸. This study shows that the sorogan method in improving the ability to read awamil books is carried out or applied well according to the study of nahwu science.

The reason the researcher chose the research location at the Ardaniah Islamic Boarding School, Central Serang-Banten because the Islamic Boarding School Ardaniah is a revolutionary result of the learning experience of the Salaf Islamic Boarding School, comprehensive and modern. And domestic and international experience. The system applied is the Middle Eastern system, Salaf base, and modern style and this boarding school is also still maintaining the old heritage that is still relevant and taking new and better things and this Islamic boarding school

still exists in teaching classical Islamic books.

Method

This study uses a descriptive qualitative approach that aims to describe or provide an overview of nahwu learning at the Ardaniah Central Islamic Boarding School which uses the Murod Awamil Mandaya book using the sorogan method both from learning planning, learning process, and learning evaluation. The author's research location was carried out at the Ardaniah Central Islamic Boarding School, Serang, Banten, located on Jl. Cikulur-Kuranji, Kom. Ardaniah Islamic boarding school, Ds. Panggung Jati, Kec. Taktakan, Serang City, Banten. In this study, the informants or objects of research were the head of the Islamic Boarding School, nahwu teachers, and 27 students of class 4 of the Ardaniah Central Islamic Boarding School, Serang-Banten.

Data in this study was collected through several techniques, namely Observation, researchers conducted a direct observation of the nahwu learning process in class using the Murod Awamil Mandaya book using the sorogan method. This observation was carried out to see directly how teachers and students

interact in the learning process. Interview, the researcher conducted interviews with nahwu teachers to obtain information about the planning, process, and evaluation of nahwu learning. As well as grade 4 students to understand their nahwu learning experiences, the difficulties faced, and their opinions about the sorogan method, all of which were by the interview instrument. Documentation, the researcher collected documents relevant to nahwu learning, such as teaching materials, evaluation questions, student grade data, and teaching and learning process activities.

The data analysis technique used in this study uses the Miles and Huberman model.⁶⁹. Which consists of three stages including data reduction, namely data collected from observation, interviews, and documentation are summarized, filtered, and categorized to obtain information that is relevant to the focus of the research. Data presentation, namely data that has been reduced is arranged in the form of narratives, tables, diagrams, or images to facilitate the researcher's understanding. Concluding, namely conclusions are drawn based on data that has been analyzed, by paying attention to the context and meaning

of the data, this conclusion will answer the formulation of the problem that has been set.

Results and Discussion

Based on results obtained from the study Which has through interviews, and observations and reinforced with documentation that has been collected and researchers conducted from November 8 to November 21, 2024 at the Ardaniah Central Islamic Boarding School. Several topics will be clearly explained in this section related to learning nahwu using the Murod awamil mandaya book using the sorogan method at the Ardaniah Central Islamic Boarding School in Serang-Banten as explained below :

Planning Learning Nahwu using the Book Of Murod Awamil Mandaya using the Sorogan Method.

Planning learning nahwu using the book of Murod Awamil Mandaya using the sorogan method at the Ardaniah Islamic Boarding School is quite good. Based on the results of the interview on Thursday, November 14, 2024, with the nahwu teacher Ustadz Hafidullah, S.Ag the Planning has set the objectives to be achieved in learning, namely that students are required to understand and memorize

the contents of the murod awamil mandaya book, and for the learning i'dad it has not been made in writing, but rather the teacher adjusts the material in the murod awamil mandaya book. Even though the teacher has not made a learning i'dad the teacher prepares the usual things before teaching, and the learning curriculum returns to the pesantren curriculum. The reason for choosing the awamil book is because the awamil book is a basic book before learning other books. The advantages of the Awamil book are that the sentences are short, clear, and easy to understand, and the sorogan method is chosen to be applied or implemented in learning because this method is considered appropriate, and from this method, the students gain a deep understanding because this method is similar to private, where the students deal directly with the teacher so that the teacher knows the quality of his students. Learning the Awamil book using the Sorogan method is completed in one semester and there is a good influence on the students from the completion of learning in one semester, students can focus on memorizing and submitting memorization in the next semester.

The following is an analysis of important aspects of learning planning, including:

a) Planning of Materials and Methods

Selection of Material: The Murod Awamil Mandaya book was chosen because it is considered complete and systematic in presenting nahwu material. The material taught adjusted to the curriculum of the Islamic boarding school and the level of understanding of the students. The selection of materials also takes into account the needs of students to understand the Qur'an and hadiths.

Sorogan Method: The sorogan method was chosen because it is considered effective in learning nahwu in Islamic boarding schools. This method allows direct interaction between teachers and students so that teachers can provide explanations and guidance individually. This method also helps students understand the material more deeply.

b) Learning Media Planning

Media Learning: used Media in Nahwu learning at the Ardaniah Central Islamic Boarding School includes the Murod Awamil Mandaya book, a whiteboard, writing tools, and notebooks.

c) Assessment Planning.

Assessment Method: Assessment in nahwu learning at the Ardaniah

Central Islamic Boarding School is carried out through written, oral, and observation tests. Written tests are used to measure students' understanding of nahwu material. Oral tests are used to measure students' ability to apply nahwu material in sentences. Observations are used to assess students' activeness and student participation in the learning process.

d) Learning Planning Analysis

Clarity Completeness Planning: Planning And learning nahwu at the Ardaniah Central Islamic Boarding School is quite clear and complete. The teacher has planned the material, methods, media, and assessment well but is still lacking in i'dad because it has not been made in writing **Conformity**
: planning with need student

Process Learning Nahwu Using the Book Of Murod Awamil Mandaya Using the Sorogan Method

Process Learning Nahwu using the book of Murod Awamil Mandaya using the Sorogan method at the Ardaniah Central Islamic Boarding School is effective and runs well. Based on observations in the classroom and interviews with nahwu teachers on the date November 14, 2024, for the learning process, other media are used apart from the ordinary Murod books, such as writing tools,

whiteboards, erasers, and notebooks. Help the process of learning, the sorogan method is applied well in the learning process, the sorogan method is applied in the learning process by the teacher reading or teaching the nahwu material in the murod awamil mandaya book and the students listen to the explanation and note down things that need to be noted. Then after the teacher explains, the students are given time to

repeat and understand what has been done by the teacher, after that the students are called one by one by the teacher to sorogan to the front, where the students are required to read and explain the nahwu material delivered by the teacher and other students observe and listen to the learning process. During the sorogan process, the reading or explanation delivered by the students is corrected and corrected directly by the teacher if there are any mistakes. After one student has finished, other students take turns to sorogan until the learning is finished. And the duration of learning is also regulated and managed by the teacher well and learning is not only limited to the classroom but there is also learning outside the classroom to adjust to the conditions of the students. Teachers also interact with students actively and responsively, and the implementation of the learning process as a whole is carried out

well and neatly. From the opening the teacher enters the class then the teacher greets continues to ask for news and continues with reading prayer before studying then before studying the book the teacher reads hadrot first, Alfatiha to the Prophet, and also Al-Fatiha for Al-musonnif book. After that, study the book according to the time that has been set. 10 minutes the teacher delivers the material or explains and the rest of the students sorogan. Before the learning is closed, the teacher motivates the students to always study hard then ends with a prayer and greeting.

The following is an analysis of important aspects of the learning process, including:

a) The Role of Teachers and Students

Role of Teacher: Teachers act as facilitators and motivators in the learning process. The teacher explains the nahwu material clearly and easily understood, provides examples and exercises, and provides guidance and correction to students individually.

Role of Santri: Santri plays an active role learning process. Students listen to the teacher's explanation, asking questions, answering questions, and doing exercises.

Students also help each other in understanding the material.

b) Learning Methods

Sorogan Method: The sorogan method is implemented by the teacher teaching nahwu material to one student individually. Other students observe and listen to the learning process. After one student has finished, other students take turns to be taught. Other methods used at the Ardaniah Islamic Boarding School are as follows:

Bandungan method: this method is where the students follow the lesson by sitting around the Kyai/Asatidz who explains the book in a lecture manner, the students listen to their respective books and make notes on them.

Memorization method: this method includes the method used at Pon-Pes Ardaniah where students memorize a book under the guidance and supervision of a religious teacher and later students are required to submit this memorization within a certain period.

c) Interaction in the Learning Process

Teacher-Student Interaction: The teacher-student interaction in the sorogan method is very intense. The teacher provides explanations and guidance

individually to the students so that the students can ask questions and request further explanations.

Student-

Student Interaction: Students also each other interact in the process of learning. Students help each other in understanding the material and doing exercises.

d) Learning Process Analysis

Effectiveness of the Sorogan Method: The sorogan method has proven effective in improving students' understanding of nahwu material. This method allows direct interaction between teachers and students, so that teachers can provide explanations and guidance individually.

The Role of the Sorogan Method in Increasing Motivation and Interest in Learning: The sorogan method also helps in increasing the motivation and interest in learning of students. Students feel more motivated to learn because they get full attention from the teacher.

Evaluation Learning Nahwu Using the Book Of Murod Awamil Mandaya Using the Sorogan Method

Evaluation Learning Nahwu using the Book Of Murod awamil Mandaya

using the sorogan method at the Ardaniah Central Islamic Boarding School is very good and structured. The evaluation used is direct evaluation during learning, namely verbally and also written test evaluation/tahriri by answering questions-questions, and in the form of questions including essay questions, completing, translating, or making sentences. The teacher has also paid attention to three domains in the evaluation, namely the cognitive, affective, and psychomotor domains of the students. Then the learning outcomes of the students are very good where on average the students get good and high scores in the nahwu science lesson. This is by the statement of the nahwu teacher Ustadz Hafidullah "Alhamdulillah the learning outcomes of the students can be proud of and can be seen on the report card of the student's recitation for nahwu learning in class 4 (one) i'dadiyah using the murod awamil mandaya book using the sorogan method from 27 students, the majority got jayyid and jayyid jiddan scores". This is also by what was conveyed by one of the 4th-grade students, Irfan Faizurrahman, "The evaluation that was carried out helped me in measuring or knowing my abilities after studying, to what extent my understanding of the awamil book is, and the evaluation can also motivate me to continue studying and thank God my

score for the nahwu lesson was jayyid jiddan with a score of 85".

The following is an analysis of important aspects of learning evaluation, including:

a) Assessment Method

Written Test: Written tests are used to measure students' understanding of nahwu material. This test is usually in the form of essay questions, completing and translating, or making sentences.

Oral Test: The oral test is used to measure the student's ability to apply nahwu material in sentences. This test is usually in the form of direct questions from the teacher or asking students to make sentences according to the nahwu rules that have been learned.

Observation: Observation one The assessment method used at the Ardaniah to assess the activeness and participation of students in the learning process. The teacher observes how students interact with the teacher and fellow students, as well as how students do the exercises.

b) Frequency and Time of Assessment

Assessment Frequency: Assessments are conducted periodically, either daily,

weekly, or monthly. Daily assessments are conducted to monitor students' understanding of newly learned material. Weekly and monthly assessments are conducted to measure students' overall understanding.

Assessment Time: Assessment time is adjusted to the learning schedule and the needs of the students. Assessments are usually conducted at the end of a learning session or the end of the week.

c) Feedback

Feedback Form: Feedback is given to students orally and in writing. Oral feedback is given directly by the teacher during the learning process or after an oral test. Written feedback is given through notes in the student's notebook or through an assessment sheet.

d) Learning Evaluation Analysis

Effectiveness Method Evaluation: The assessment method used at the Ardaniah Central Islamic Boarding School has proven effective in measuring students' understanding of nahwu material. Written, oral, and observation tests can measure various aspects of students' understanding and abilities with evidence of students' learning outcomes.

Suitability of Assessment Methods with Learning Objectives: The assessment methods used are by the objectives of learning nahwu, namely so that students understand and memorize the Murod awamil mandaya book. The Role of Evaluation in Improving Understanding and Motivation to Learn: Evaluations that are conducted periodically and effectively help students improve their understanding and motivation to learn. Students feel motivated to study well because they know that their understanding will be evaluated periodically by the ustad.

Conclusion

The sorogan method, which is a characteristic of learning in Islamic boarding schools, has proven effective in deepening nahwu through the Murod Awamil Mandaya book. Through an individual approach, students can get intensive guidance from teachers, which allows for a deeper and more focused understanding according to the needs of each student. The Murod Awamil Mandaya book, book was chosen because of its structured and easy-to-understand material systematization, and clear and concise language. This makes the process of understanding nahwu concepts more effective and efficient. The Ardaniah Central Islamic Boarding School is a long-

established religious educational institution, the Ardaniah Central Islamic Boarding School has successfully implemented the sorogan method in learning nahwu. This shows that this method is in line with the vision and mission of the Islamic boarding school in producing a generation that is knowledgeable in religion and has noble morals. Learning nahwu with the sorogan method using the Murod Awamil Mandaya book at the Ardaniah Central Islamic Boarding School has a positive impact, namely: in-depth mastery of nahwu concepts, increasing the ability of students to understand and apply nahwu, increasing discipline and motivation to learn students, and forming the character of students who are independent and responsible.

In conclusion, the sorogan method with the Murod Awamil Mandaya book at the Ardaniah Central Islamic Boarding School is an effective and relevant learning model for studying nahwu. This encourages the achievement of learning objectives, namely producing students who are capable of understanding and applying nahwu in everyday life. It is hoped that further research can be conducted to examine in more depth the effectiveness of using the Murod Awamil Mandaya book in learning nahwu and the sorogan method.

This research can involve aspects of learning, evaluation, and curriculum development, as well as involving students, teachers, and stakeholders of the Islamic boarding school to gain a comprehensive perspective.

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⁴⁵ Utami dan Hidayah, "COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG."

⁴⁶ Hidayah, Mukmin, dan Athalla, "Development of Balaghoh Badi'Questions based on HOTS using WordWall Media for Madrasah Aliyah Students."

⁴⁷ Rohayati dan Nursalina, "TATHBÎQ THARÎQAH AL-LU'BAH AL-JAMÂ'IYYAH LI ROFI' INJÂZ TA'ALLUM AL-LUGHAH AL-'ARABIYYAH LI AL-TALÂMÎDZ FI AL-SHAFF AL-ÂSYIR BI MADRASAH AL-'ÂLIYYAH PATRA MANDIRI PALEMBANG."

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⁵⁰ Mukmin, "تطوير الكتاب التعليمي في مادة البلاغة على ضوء التعليم و التعلم السياقي لطلاب قسم تعليم اللغة العربية بجامعة رادين فتاح الإسلامية الحكومية بفاليمبانج."

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⁵⁵ PRASETYO, "TATWIR MADAH TA'LIM AL LUGHAH AL'ARABIYYAH AL MUTAKAMILAH MIN AL TARAKIB AL QUR'ANIYYAH WA AL ATHARIYYAH LI AL SALAFIYAH AL'ULYA BI MA'HAD HARUN AL SHAFIY LI TAHFIZ AL QUR'AN AL KARIM KARANGKAJEN YOGYAKARTA."

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⁵⁷ Wasilah dan Agustina, "AL-MUQÂRANAH BAYNA AL-KAFÂAH AL-TARBAWIYYAH LIMUDARRIS AL-LUGHAH AL-'ARABIYYAH AL-MUTAKHARRIJ FÎ QISM TA'LÎM AL-LUGHAH AL-'ARABIYYAH WA AL-QISM AL-ÂKHAR FÎ MADRASAH AL-AHLIYYAH AL-MUTAWASSITHAH AL-ISLÂMIYYAH PALEMBANG."

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⁶⁸ AL KHIDMAH, “PENERAPAN METODE SOROGAN DALAM MENINGKATKAN KEMAMPUAN MEMBACA KITAB AWAMIL DI PONDOK.”

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