

## The Role of Ustadz in Improving the Understanding of Nahwu Shorof in Boarding School Darul Muslimin Muhammadiyah Pare Kediri

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**Abstract:** *This research is motivated by the importance of learning nahwu and shorof to help students understand the yellow book and other Arabic texts, but in reality, there are still many students who have difficulty in understanding Arabic language rules, both in word structure and grammar, so Ustadz has an important role in learning nahwu and shorof to overcome various difficulties faced by students. This research was organized at the Darul Muslimin Muhammadiyah Islamic Boarding School in Pare Kediri and aims to obtain information about the efforts made by the ustadz in improving the understanding of nahwu shorof, the challenges faced by the ustadz in the process, and the ustadz's strategy in overcoming the various challenges that exist. This research uses a descriptive qualitative approach; the data collection methods used are in-depth interviews, participant observation, and documentation. The results of the research are 1) The efforts of the ustadz in improving the understanding of nahwu shorof in the Darul Muslimin Muhammadiyah Pare Kediri Islamic boarding school by using active learning methods, namely not only using the lecture method but also involving students directly through memorization discussions and practice reading the yellow book. Ustadz also conducts periodic evaluations in the form of oral or written exams and daily observations. 2) Obstacles in improving the understanding of Nahwu Shorof at Darul Muslimin Muhammadiyah Pare Kediri boarding school are the low basic ability of students in reading, writing, speaking, and listening to Arabic, and the lack of interest in learning Nahwu Shorof in some students. 3) Efforts made to overcome obstacles in improving the understanding of nahwu shorof are additional tutoring programs outside the main*

*learning hours, aimed specifically at students who still have difficulty understanding nahwu shorof.*

**Keywords:** *Ustadz's Role, Nahwu, Shorof, Pesantren*

## Introduction

Learning nahwu and shorof is an important aspect of pesantren education because it is the basis for understanding classical Islamic texts. Nahwu regulates sentence structure, while shorof deals with the form and change of words in Arabic. Both sciences are needed to understand the contents of the classical yellow books, which are the main reference in Islamic studies.<sup>1</sup> Therefore, santri are required to master the rules of the Arabic language in depth. However, in practice, learning nahwu and shorof often face various complex obstacles.

One of the most common obstacles encountered in learning nahwu and Shorof is the students' low interest in learning.<sup>2</sup> Lack of motivation and difficulty in understanding grammatical concepts make many students feel discouraged and less interested in exploring the material. Other factors, such as different educational backgrounds, also cause the level of understanding of the students to be uneven.<sup>3</sup> This can increase the challenge of the ustadz in delivering complex material to all students evenly. Therefore, a more strategic and adaptive learning approach is needed.

The role of the ustadz in the learning process of nahwu and shorof is very important because they act as teachers, mentors, and motivators for students.<sup>4</sup> Ustadz not only conveys material, but also must understand the character and needs of students so that learning runs

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<sup>1</sup> Muhammad Fajar Alfinur, "Kitab Kuning Dan Tradisinya Di Indonesia," *SIWAYANG JOURNAL: Publikasi Ilmiah Bidang Pariwisata, Kebudayaan, Dan Antropologi* 3, no. 1 (2024): 13-20.

<sup>2</sup> Zainal Arifin, Siti Makhmudah, and Badiatuz Zahro, "Upaya Pemberdayaan Madrasah Diniyyah Pondok Pesantren Sufi Al-Kabir Melalui Pengajian Nahwu-Shorof Guna Meningkatkan Kemampuan Santri Terhadap Penguasaan Kitab Kuning," *Ngaliman: Jurnal Pengabdian Masyarakat* 2, no. 2 (2023): 114-28.

<sup>3</sup> M Miftahun Najib, "Akselerasi Kemampuan Membaca Turost Santri Melalui Metode Al-Misbah," *AR-ROSYAD: Jurnal Keislaman Dan Sosial Humaniora* 3, no. 1 (2024): 104-19.

<sup>4</sup> Segaf Baharun et al., "Peran Kecakapan Berbahasa Arab Sebagai Penguat Literasi Keilmuan Islam Di Pondok Pesantren Darullughah Waddaâ€™™ Wah, Bangil, Pasuruan," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 02 (2023).

effectively.<sup>5</sup> In this case, the selection of learning methods becomes important, such as the use of sorogan, halaqah, discussion, and routine evaluation methods. These methods can be adjusted to the level of understanding of the students so that they are easier to digest. The active role of the ustadz is the key to success in mastering Arabic.

In addition to the methods used, external challenges also affect the effectiveness of learning, such as limited learning time, and the number of ustadz is not proportional to the number of students.<sup>6</sup> Ustadz must be able to maximize the time and resources available to reach all students optimally. Some ustadz even initiated additional guidance programs outside the official schedule to help students who were experiencing difficulties. This shows the dedication of the ustadz in improving the quality of learning in pesantren. These efforts certainly need attention and support to be maximized.

Some research on the role of teachers in learning Nahwu Sharaf that has been done is Muhammad Ma'rupil Yasir with the title "The Role of Nahwu and Shorof Teachers in Improving Arabic Understanding at the Nurul Hidayah Sadeng Leuwisadeng Islamic Boarding School". The result of his research is the implementation of Arabic language education at the Nurul Hidayah Sadeng Leuwisadeng Islamic Boarding School is carried out twice a day, namely after the isya prayer and the dzuhur prayer. The system used in the Arabic language education system in this pesantren is the salaf system, namely sorogan or wetonan in the teaching method.<sup>7</sup>

Ahmad Lathifi with the title "The Role of Teachers in Improving Understanding of Nahwu through the Srogan Method at Madrasah Diniyyah Annur Rambipuji Jember". The results of this research show that: (1) the role of teachers in Madrasah Diniyyah An-Nur Rambipuji Jember. Very much, this is because they are the ones who will introduce the science of nahwu to beginner students, become knowledge developers at the next level, and become evaluators at a higher level. (2) The results of teachers who have introduced, guided, and helped students who have difficulty in deepening their knowledge and

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<sup>5</sup> Abdur Rozzaq and Mulyanto Abdullah Khoir, "Peran Guru Tahfidz Sebagai Pembimbing Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Santri Di Pondok Pesantren," *Didaktika: Jurnal Kependidikan* 14, no. 1 Februari (2025): 977-86.

<sup>6</sup> Aris Munandar et al., "Manajemen Program Tahfidz Qur'an Di Pondok Pesantren Maskanul Muttaqin Jambi," *Indonesian Research Journal on Education* 5, no. 1 (2025): 226-32.

<sup>7</sup> Muhammad Ma'rupil Yasir, "Peran Guru Ilmu Nahwu Dan Shorof Dalam Meningkatkan Pemahaman Bahasa Arab Di Pondok Pesantren Nurul Hidayah Sadeng Leuwisadeng," *Skripsi Prodi PAI STAI Nida El-Adabi*, hlm 5.

practicing their knowledge in fan nahwu greatly affect the desire/interest of students for the next levels, (3) The impact of the application of these methods is very much which includes the creation of a learning environment in the pesantren area, students feel more responsible.<sup>8</sup>

Asiyah Fauziatul Ulwiyah with the title “Application of the Syawir Method in Improving Understanding of the Book of Fathul Qorib Santri Nadwatul Falah Buntet Pesantren Cirebon”. The results of the study are: (1) the use of the shawir method when learning the book of Fathul Qorib there are three steps, the first step begins with the opening and continues with the division of groups, the implementation step students begin to discuss with their group mates, the closing step students allow asking questions to other group friends and evaluate the results of the shawir carried out. (2) Understanding of the Book of Fathul Qorib, Pesantren Nadwatul Falah Buntet Pesantren Cirebon has met the criteria of understanding translation, interpretation, and extra. (3) The advantages and disadvantages of using the Syawir method have been well understood by the ustadz and students of Nadwatul Falah Buntet Pesantren Cirebon. Asiyah Fauziatul Ulwiyah, Application of the Syawir Method in Improving Understanding of the Book of Fathul Qorib Santri Nadwatul Falah Buntet Pesantren Cirebon, Thesis IAIN Sheikh Nurjati Cirebon, 2022.<sup>9</sup>

This research was conducted at Darul Muslimin Muhammadiyah Islamic boarding school in Pare, Kediri. The choice of location was based on the characteristics that still maintain intensive learning of nahwu and shorof. This pesantren has an organized learning structure and focuses on strengthening the students' Arabic language skills. In addition, the active involvement of the ustadz in accompanying the learning process is one of the attractions of the location to be studied. The pesantren has also implemented various relevant traditional and modern learning methods. With these conditions, the location is considered representative for academic study.

Based on this background, this study aims to examine in depth how the role of ustadz in improving the understanding of nahwu and shorof in the boarding school Darul Muslimin Muhammadiyah Pare Kediri.

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<sup>8</sup> Ahmad Lathifi, “Peran Guru Dalam Meningkatkan Pemahaman Ilmu Nahwu Melalui Metode Sorogan Di Madrasah Diniyyah Annur Rambipuji Jember” (Universitas Islam Tribakti, 2023), hlm 5.

<sup>9</sup> Asiyah Fauziatul Ulwiyah, “Penerapan Metode Syawir Dalam Meningkatkan Pemahaman Kitab Fathul Qorib Santri Pondok Pesantren Nadwatul Falah Buntet Pesantren Cirebon” (S1 PAI IAIN Syekh Nurjati Cirebon, 2022), hlm 5.

This study also aims to identify the obstacles faced by ustadz and the strategies used in overcoming these obstacles. By using a descriptive qualitative approach, it is hoped that this research will be able to provide a real picture of the learning conditions in the field. The results of this study are expected to contribute to improving the quality of Arabic language education in the pesantren environment.

## Method

This study uses a qualitative approach with descriptive methods to describe in depth the role of the ustadz in learning nahwu and shorof.<sup>10</sup> This approach was chosen because it allows researchers to understand phenomena naturally and contextually according to conditions in the field. The focus lies on how the ustadz carries out his duties and the strategies applied in the learning process. The data collection techniques used include observation, in-depth interviews, and documentation as complementary information.<sup>11</sup> The three techniques were chosen to obtain accurate and comprehensive data.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from the ustadz and santri through interviews and observations of teaching and learning activities. Meanwhile, secondary data was obtained from pesantren documents, such as learning schedules, organizational structures, and photos of activities.<sup>12</sup> All data obtained were analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing. The analysis process is carried out systematically so that the research results can be scientifically accounted for.

## Result and Discussion

### A. Ustadz's Efforts in Improving Understanding of Nahwu Shorof at Darul Muslimin Muhammadiyah Islamic Boarding School Pare Kediri

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<sup>10</sup> Iqbal Moha, "Resume Ragam Penelitian Kualitatif," (Sorong, 2019), hlm 1.

<sup>11</sup> Annisa Rizky Fadilla and Putri Ayu Wulandari, "Literature Review Analisis Data Kualitatif: Tahap Pengumpulan Data," *Mitita Jurnal Penelitian* 1, no. 3 (2023): 34-46.

<sup>12</sup> Sofia Nur Arifin Maulana and Diska Arliena Hafni, "Implementasi Sistem Informasi Akuntansi Persediaan Obat-Obatan Pada Rumah Sakit PKU Muhammadiyah Gamping Sleman-DI Yogyakarta," *Liquiditas: Jurnal Riset Akuntansi Dan Manajemen* 10, no. 2 (2021): 174-85.

Ustadz at Darul Muslimin Islamic Boarding School Muhammadiyah Pare Kediri made various efforts to improve santri understanding of Nahwu Shorof. One of the efforts made is the use of active learning methods such as sorogan and halaqah. This method allows santri to be directly involved in the learning process and get personalized guidance. Santri read and explained the book directly in front of the ustad. So that mistakes can be corrected directly. With this approach, students understand the structure of the Arabic language more quickly.

In addition, Ustadz also implements a regular evaluation system to measure santri understanding. The evaluation is carried out through oral, written exams, and observations during learning activities.<sup>13</sup> This evaluation helps the Ustadz to know the progress and weaknesses of each santri at the present point. With this information, Ustadz can adjust the teaching approach to suit the needs of the santri. Thus, learning becomes more effective and directed.

Ustadz also tries to create a learning atmosphere that is fun and not burdensome for students. They start learning with a brief motivation, encouragement, and instill the importance of Nahwu Shorof knowledge in understanding classical books.<sup>14</sup> A conducive and enthusiastic atmosphere makes students more focused on receiving material. Ustadz is also open to santri questions and provides explanations that are easy to understand. Thus, students feel comfortable and do not hesitate to learn.

Additional guidance is also a form of the Ustadz's efforts to help students who are experiencing difficulties. This activity is carried out outside of formal class hours in groups or individually. The material is explained again slowly with examples that are relevant and easy to understand. Santri who had difficulty began to show improvement in understanding and applying the rules of Nahwu and Shorof. This guidance shows Ustadz's commitment to ensuring that all Santri develop equally.

Another effort made is to give routine exercise tasks so that students are accustomed to applying theory in a practical form.

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<sup>13</sup> Siska Damayanti, "Penerapan Reward Dan Punishment Dalam Meningkatkan Karakter Disiplin Pada Pembelajaran Tematik Siswa Kelas V MI Miftahul Umam", Skripsi FITK UIN Syarif Hidayatullah Jakarta, 2024.

<sup>14</sup> Arifin, Makhmudah, and Zahro, "Upaya Pemberdayaan Madrasah Diniyyah Pondok Pesantren Sufi Al-Kabir Melalui Pengajian Nahwu-Shorof Guna Meningkatkan Kemampuan Santri Terhadap Penguasaan Kitab Kuning." *Ngaliman: Jurnal Pengabdian Masyarakat* 2, no. 2 (2023), 114-128

Exercises include sentence construction, analysis, and simple text translation exercises. The center supervises and corrects the results of the assignments to ensure correct understanding. With consistent practice, students are increasingly familiar with Arabic language patterns. Thus, the learning process takes place more deeply and continuously.

Ustad also uses a gradual approach in delivering Nahwu Shorof material so that students do not feel burdened. The material is divided into small parts that are easy to digest, such as the introduction of isim fi'il, and the letters are presented systematically. Students are given time to understand a concept before moving on to the next material. This approach is very helpful for students in understanding the grammatical structure of Arabic. Thus, students' understanding increases slowly but surely.

Another effort made by Ustadz is to connect Nahwu Shorof material with the practice of daily life in the pesantren environment. For example, the center gives examples of using Nahwu rules in conversations or daily language reading. Santri are trained to apply the rules in prayers, book readings, and religious discussions. This helps santri understand that the science of Nahwu is not only for memorization, but also for real application point. With this contextual approach, santri are more interested in learning Nahwu Shorof.

Ustadz also provides reinforcement of the material through regular repetition. Each important material is repeated several times through re-explanation, exercises, and spontaneous questions during teaching.<sup>15</sup> This repetition aims to make the material more easily embedded in the santri's memory. With this method, students become more confident in applying the rules that have been learned. The repetition strategy point is proven to increase students' absorption of complex grammatical material.

In class, Ustadz also applies the group discussion method to increase interaction between students. Students are divided into small groups to discuss questions or translate sentences based on the rules of Nahwu and Shorof. After the discussion, the results of the group work are presented and evaluated together. This method makes students learn from each other and improve each other's understanding. This interaction also forms activeness and courage in expressing opinions.

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<sup>15</sup> Muhammad Thohir et al., "*Metode Pembelajaran Bahasa Arab*" (kanzum books, 2021), hlm. 113.

To strengthen the memorization of rules, Ustadz also provides a method of directed memorization of important points of Nahwu and Shorof. Memorization is carried out together with repeated recitations led by the Ustad. Students are given an understanding first before memorizing, so that memorization is not just outside the head. Memorization is also trained through small quizzes and direct questions and answers in class. This method keeps the santri's memory sharp on important rules.

Ustad also involves students in the practice of reading the yellow book from an early age as a form of application of Nahwu Shorof knowledge. The reading is carried out with direct guidance, where the Ustad shows the application of the rules in the text. Students are encouraged to read independently, after which the ustadz provides immediate corrective feedback. With this direct practice, santri are accustomed to identifying sentence structures and patterns. This exercise is one of the most effective ways and hones santri's grammatical skills.

#### **B. Obstacles in the Process of Improving Understanding of Nahwu Shorof Pesantren Darul Muslimin Muhammadiyah Pare Kediri**

The main challenge when teaching nahwu shorof at the Darul Muslimin Muhammadiyah Pare Kediri Islamic Boarding School is that the ability to read, write, and master vocabulary is an important basis in learning nahwu and shorof. These three aspects must be mastered gradually so that santri can understand the material well and develop in the learning process.

The interest of santri at the Darul Muslimin Muhammadiyah Islamic Boarding School in Pare Kediri is also an important factor in understanding nahwu and shorof material. Santri who has a high interest, tends to be more active, focused, and quick to understand lessons, while a lack of interest can hinder the learning process. Therefore, fostering interest in learning is a strategic step that needs to be considered to improve learning effectiveness.

One of the main obstacles in improving the understanding of Nahwu Shorof is the low basic ability of santri in Arabic.<sup>16</sup> Many santri have not mastered basic vocabulary or simple sentence structures. This makes it difficult for them to follow grammatical learning. Students

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<sup>16</sup> Nevin Nismah, Abdul Wahab Rosyidi, and Nuril Mufidah, "Peran Lingkungan Bahasa Arab Untuk Meningkatkan Keterampilan Berbicara Pada Santri Pondok Pesantren Babul Khairat Pasuruan," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 10, no. 1 (2025): 104-13.

often only memorize without understanding the meaning and function of the rules. This condition makes the learning process slow and less effective.

Low santri interest in learning is also a significant obstacle in learning Nahwu Shorof. Some santri consider Nahwu and Shorof as difficult and boring lessons. The lack of initial understanding and previous learning methods also affects the negative perception of this material.<sup>17</sup> As a result, students become less active in participating in lessons and tend to be passive in class. This certainly makes it difficult for Ustadz to arouse their enthusiasm for learning.

The diverse educational backgrounds of the students also pose a challenge for the teacher. Some students come from formal schools with a foundation in Arabic, while others have never had any formal grammar lessons before.<sup>18</sup> This disparity creates a gap in ability within the class. Teachers must devise strategies to ensure that all students can follow the lessons effectively. Without adjustments, students with lower abilities will fall further behind.

One of the most common obstacles faced by teachers is the low internal motivation of students in learning Nahwu Shorof. Most of them attend classes out of obligation, not because of internal motivation. This results in them being less enthusiastic about receiving the material and less active in the learning process.<sup>19</sup> When students lack awareness of the importance of Nahwu and Shorof, they tend to neglect these subjects. Therefore, motivation is a crucial factor that must be addressed in the learning process.

Some students have difficulty memorizing the rules of nahwu and shorof due to weak memory or a lack of proper memorization strategies.<sup>20</sup> Memorization that is only done orally without visual or written methods causes the material to be quickly forgotten. Without a deep understanding, memorization becomes futile and cannot be

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<sup>17</sup> Fitriyah Samrotul Fuadah and Hary Priatna Sanusi, "Manajemen Pembelajaran Di Pondok Pesantren," *Jurnal Isema: Islamic Educational Management* 2, no. 2 (2017).

<sup>18</sup> Nurul Chaniago, Yusrain Yusrain, and Sera Yuliantini, "Implementasi Pendekatan Kontekstual Dalam Pembelajaran Matematika Kelas Iv Pada Materi Aproksimasi Di Sds Tarbiyatul Islam Sambas Tahun Pelajaran 2024-2025," *Netizen: Journal Of Society And Bussiness* 2, no. 2 (2025): 21–28.

<sup>19</sup> Sofiatius Zahriyah, "Problematika Santri Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren An Nasyiin Pamekasan," *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)* 3, no. 2 (2023): 156–64.

<sup>20</sup> Ahmad Hidayatullah Zarkasyi, Zain Irsyad Gandhi, and Rahmad Maulana Tazali, "Pembelajaran Bahasa Arab Menggunakan Metode Qawwaid Dan Tarjamah Pada Era Modern," *INNOVATIVE: Journal Of Social Science Research* 3, no. 4 (2023): 3451–65.

applied in text analysis. Teachers also must repeatedly explain the same material over an extended period. This hinders the efficient continuation of the learning process.

Another obstacle lies in the inability of some students to connect the rules they have learned with their application in reading the book. They understand the rules separately but have difficulty using them when faced with Arabic texts. The disconnection between theory and practical application renders the material abstract and less meaningful to students. However, the essence of studying Nahwu Shorof is to enable students to read and understand the contents of the text independently. Therefore, a more integrated approach between theory and practice is necessary.

Some students study only because they want to graduate or fulfill their obligations, not because of a genuine interest in the subject. This attitude causes students to study passively without long-term motivation. As a result, they are less enthusiastic about learning and do not try to understand the material in depth. This view needs to be changed through a motivational approach that instills the importance of nahwu shorof in religious life. This shift in mindset will influence their attitude and learning outcomes.

The lack of self-evaluation on the part of the students themselves is a hidden but highly influential obstacle. Students who are not accustomed to reflecting on their understanding or evaluating their mistakes in learning will find it difficult to progress. They are unaware of their weaknesses and therefore do not actively seek solutions. The learning process will be more effective if accompanied by self-awareness and personal responsibility. Therefore, it is important to instill a culture of self-evaluation among students as part of good learning attitudes.

Another obstacle is the difficulty students face in understanding technical terms in Nahwu and Shorof, which use Arabic. Terms like "rofa'," "nashob," "majrur," and "jazm" are often confusing, especially for beginner students. They not only need to understand the meanings but also recognize the functions and applications of these terms. This requires repeated explanations and a patient approach from the teacher. Therefore, choosing the right language of instruction greatly aids the learning process.

Psychological factors also influence the learning process of students, such as fear of making mistakes or embarrassment when asking questions in front of their peers. Some students lack the confidence to express their opinions or ask questions about material

they do not understand. As a result, they keep their confusion to themselves and do not receive immediate clarification. This attitude can hinder their ability to understand the material. Therefore, it is necessary to create a more open and enjoyable learning environment.

The large number of students in a single class also poses a challenge to the effectiveness of learning. In large classes, teachers find it difficult to monitor the progress of everyone comprehensively. Passive students often go unnoticed when they are struggling. Yet they require a specialized approach to fully grasp the material that has been presented. Therefore, learning through small group approaches could be one solution.

The imbalance between theory and practice in Nahwu Shorof learning is also an obstacle to the students' understanding. Students receive too much theoretical material without sufficient practice in applying the rules they have learned. As a result, they memorize but do not understand the function and application in the text. In routine exercises, students find it difficult to develop comprehensive Arabic language analysis skills. Therefore, it is important to include concrete examples and targeted exercises in every learning session.

Another obstacle arises from the lack of structured self-study guidance outside of class. Students do not have a specific schedule or guidance when they want to review the material independently. Without reinforcement outside of class, the material that has been taught is easily forgotten. The limited time that teachers must assist students individually further exacerbates this situation. Therefore, an additional mentoring system has been implemented to address the gap in self-study time.

### **C. Efforts by Ustadz to Overcome Obstacles in Improving Understanding of Nahwu Shorof at the Darul Muslimin Muhammadiyah Islamic Boarding School in Pare, Kediri**

The strategy to overcome obstacles in improving the understanding of nahwu shorof at the Darul Muslimin Muhammadiyah Islamic Boarding School in Pare Kediri is to provide additional guidance outside of class hours. This approach is considered effective in helping students who need more guidance, as well as promoting equal understanding through personal attention and more intensive learning.

The low interest of students in nahwu and shorof at Darul Muslimin Muhammadiyah Islamic Boarding School in Pare, Kediri, is addressed through diverse approaches, such as quizzes with prizes and

submission of materials. Instilling awareness of the importance of this knowledge is also key to building students' motivation to learn.

To address the low motivation of students, the teacher strives to instill an awareness of the importance of nahwu shorof from the very beginning of the learning process. The teacher explains that mastering this subject is the key to understanding Islamic texts and classical Islamic literature.<sup>21</sup> This value is instilled gradually through advice, motivation, and real-life examples of its application. With this approach, students begin to understand that nahwu shorof is not merely memorization, but an essential component of Islamic scholarship.<sup>22</sup> As a result, students become more eager to engage in lessons with dedication.

In overcoming difficulties in understanding technical Arabic terms, the ustadz uses simple and repetitive explanations in Indonesian. Terms such as “rafa’,” “nashab,” or “majrur” are explained not only through definitions but also with practical examples. The teacher provides practice questions that include these terms in various sentence contexts.<sup>23</sup> The explanations, which are given slowly and gradually, make it easier for students to grasp the meaning of these terms. This strategy is very helpful in improving students' understanding of the basic concepts of Arabic grammar.

To overcome the students' shyness and lack of confidence, the teacher created a friendly and relaxed classroom atmosphere. Students are encouraged to ask questions and share their opinions without fear of being reprimanded. The teacher also acknowledges all effort students make to understand the material, no matter how small. This helps build courage and self-confidence that were previously low.<sup>24</sup> In this supportive environment, students become more active and open in the learning process.

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<sup>21</sup> Ning Mukaromah, Nur Anisah, and Bunga Surawijaya, “Implementasi Metode Dirosati Dalam Meningkatkan Kemampuan Membaca Al Qur’an Bagi Anak Usia Dini (Studi Kasus Di Taman Pendidikan Al-Qur’an Pondok Pesantren Anak Al Qodiri Jember),” *At-Tahsin: Jurnal Manajemen Pendidikan* 3, no. 1 (2023): 55–71.

<sup>22</sup> Dedi Munajat, Aep Kusnawan, and Abdul Mujib, “Penerapan Bimbingan Agama Islam Dalam Meningkatkan Kepercayaan Diri Dan Motivasi Belajar Siswa Broken Home,” *Prophetic: Professional, Empathy, Islamic Counseling Journal* 7, no. 1 (2024): 96–105.

<sup>23</sup> Ahmad Rifa’i, “Kajian Filosofi Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab,” *Revorma: Jurnal Pendidikan Dan Pemikiran* 1, no. 1 (2021): 60–74.

<sup>24</sup> Muhammad Zidni Alfian Barik, “Implementasi Metode Al-Miftāḥ Lil’Ulūm (Mudah Belajar Membaca Kitab) Dalam Pembelajaran Nahwu Sharaf Di Madrasah Miftahul Huda Mayak” (IAIN Ponorogo, 2024).

Facing a large class size, the teacher divides the students into small study groups. Each group consists of several students with varying levels of ability, so they can help one another. In these groups, students can discuss, solve problems, and review material they have not yet understood. The teacher also monitors the groups in rotation to ensure the process is effective. This method provides more equitable attention to all students.

To balance theory and practice, the teacher provides regular exercises as part of the learning activities.<sup>25</sup> These exercises include composing sentences, identifying i'rab, and applying rules in simple texts. In addition, the teacher uses books as materials for reading and translating practice. With continuous practice, the students' understanding is not only theoretical but also practical. This hands-on practice is key to reinforcing mastery of the material.

Regarding tutoring outside of class, the teacher sets aside special time for students who need further clarification on the material. This tutoring is conducted informally, either individually or in small groups.<sup>26</sup> Students can discuss the challenges they face and receive more in-depth explanations. This additional tutoring time serves as an important space for students who are falling behind in their understanding. This effort demonstrates the teacher's commitment to ensuring that all students have equal opportunities to learn.

The teacher also arranges the lesson material in stages, from the most basic to the most complex. Students are not immediately given difficult material but are instead guided to understand basic concepts such as types of words and word forms. This gradual approach makes it easier for students to build a strong foundation of understanding before moving on to higher levels. This gradual process is implemented to prevent students from feeling overwhelmed and to boost their confidence in learning. Therefore, the sequencing of materials is one of the key strategies in teaching.

To address the differences in the students' educational backgrounds, the teacher applies a differentiated approach. Students who understand more quickly are given additional tasks or are asked to help their classmates. Meanwhile, students who have difficulties are given guidance and simpler exercises first. In this way, all students can

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<sup>25</sup> Arman Paramansyah et al., "Karakteristik Pembelajaran Kitab Kuning Di Pondok Pesantren," *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga* 4, no. 2 (2022): 221–47.

<sup>26</sup> Elfauz Baihaqi, "Peran Musyirifin 'Kamar Kitab' Untuk Meningkatkan Pemahaman Nahwu Sharaf Santri Pondok Pesantren Darul Huda Mayak Tonatan Ponorogo" (Iain Ponorogo, 2022).

follow the lessons according to their respective abilities. This approach ensures that no student is left behind in the learning process.

The teacher also uses question-and-answer sessions as a tool to clarify the students' understanding directly. Students are allowed to answer questions orally or express their opinions in front of the class.<sup>27</sup> Through question-and-answer sessions, the teacher can assess the extent of the students' understanding of the material taught. This technique also trains the students' courage and communication skills in explaining the rules of Nahwu Shorof. Thus, this method becomes an important tool in evaluating understanding spontaneously.<sup>28</sup>

In the learning process, the teacher instills discipline as a form of positive academic habit formation. Students are accustomed to bringing their textbooks, taking notes, and completing exercises daily. This discipline not only helps them become more organized but also strengthens their memory of the material studied. The teacher also provides educational reprimands if there are students who are not serious about learning. With this habit, learning becomes more structured and sustainable.

The last effort made by ustadz was to establish good communication with the students' guardians so that the learning process was not limited to the pesantren. The ustadz regularly reported on the students' learning progress and provided suggestions for additional guidance at home. This communication is important so that the students' guardians can support and understand their children's learning process. With the synergy between the ustadz and the guardians, learning becomes more effective and comprehensive. Therefore, cooperation between parents and the boarding school is a key factor in the success of students in understanding Nahwu Shorof.

## Conclusion

Based on the research findings, it can be concluded that the role of the ustadz in improving the understanding of nahwu shorof at the Darul Muslimin Muhammadiyah Islamic Boarding School in Pare, Kediri, is very important. Ustadz not only delivers material but also guides, motivates, and adjusts teaching methods to suit the needs of

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<sup>27</sup> Mualim Wijaya, "Penerapan Model Pembelajaran Improve Pada Materi Nahwu Dalam Meningkatkan Maharoh Qiro'ah Santri PP Darul Lughah Wal Karomah," *Impressive: Journal of Education* 1, no. 4 (2023): 172-79.

<sup>28</sup> Hilyatul Auliya and Najih Anwar, "Belajar Nahwu Sharaf BISA Depok via WhatsApp," *Jurnal Bahasa Daerah Indonesia* 1, no. 2 (2024): 15.

students. Various strategies are applied, such as the sorogan method, halaqah, discussion, routine exercises, and periodic evaluations. These efforts are carried out consistently and gradually to ensure that the students' understanding improves evenly. Therefore, the success of learning is greatly influenced by the active involvement of the ustadz in the teaching process.

However, in practice, ustadz also face several challenges, such as low student motivation, time constraints, differences in educational backgrounds, and a large number of students. To overcome these challenges, ustadz apply individualized approaches, reinforce learning outside the classroom, and create a conducive learning environment. Additionally, communication with the students' guardians also helps support the learning process comprehensively. Through these ongoing efforts, students' understanding of nahwu shorof can develop significantly. This demonstrates that the role of the ustadz is crucial in shaping students' competencies in the field of Arabic language studies.

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