

Research Article

Analysis of Arabic, Nahwu, and Shorof Teachers' Perspectives on the Study of Nahwu and Shorof at Madrasah Aliyah Al-Hidayah in East Tanjung Jabung

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Abstract: This study was motivated by the fact that students still experience difficulties in understanding Nahwu and Shorof despite studying both sciences in Islamic boarding schools. The purpose of this research was to examine the perspectives of Arabic language, Nahwu, and Shorof teachers regarding the importance of Nahwu and Shorof in Arabic language learning, their understanding of the concepts and applications, and the effectiveness of learning implementation at Madrasah Aliyah Al-Hidayah East Tanjung Jabung. This research employed a descriptive qualitative approach using interviews, observations, and documentation as data collection techniques. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings revealed that teachers considered Nahwu and Shorof as the fundamental basis of Arabic language learning because these sciences regulate sentence structures, word transformations, and meanings in Arabic texts. Teachers believed that mastery of Nahwu and Shorof is essential for understanding the Qur'an, hadith, and classical Islamic books. The learning process was considered fairly effective since many students already had prior knowledge from pesantren education and showed progress during the learning process. However, the effectiveness of learning still faced several obstacles, including low student motivation, differences in students' basic abilities, limited learning time, and the complexity of the material. This study concludes that improving the quality of Nahwu and Shorof learning requires more varied teaching methods, continuous motivation, regular material reinforcement, and stronger institutional support.

Keywords: Arabic Language; Madrasah Aliyah; Nahwu; Shorof; Teacher's Perspective.

1. Introduction

Arabic is one of the international languages that plays a significant role in the world of Islamic education. Arabic is studied not only as a means of communication but also as a tool for understanding the primary sources of Islamic teachings, namely the Qur'an and the hadith (Rohman, 2015). In Indonesia, Arabic language learning has developed quite rapidly, especially in Islamic educational institutions such as Islamic boarding schools, madrasahs, and religious universities. Arabic language learning is closely related to the mastery of linguistic sciences, which form the basis for understanding the structure and meaning of language (Amin, 2021).

In the study of Arabic, the disciplines of Nahwu and Shorof play a crucial role. Nahwu serves to understand sentence structure and the changes in final vowel marks within a sentence, while Shorof serves to understand word inflection and the formation of meaning (Khasanah, 2021). These two disciplines form the primary foundation for understanding Arabic texts, whether in the form of classical texts or contemporary ones. In reality, the study of Nahwu and Shorof is still considered difficult by the majority of students. The complexity of the material, the large number of rules, and teaching methods that tend to be monotonous

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are often the causes of low student interest and motivation in studying these two disciplines. This situation is also found at Madrasah Aliyah Al-Hidayah in East Tanjung Jabung. Although the students at this madrasah are boarding school students who also study Nahwu and Shorof in their religious studies, some students still struggle to understand the Arabic language curriculum.

Nahwu is the science that examines the state of every word ending whether inflected (mu'rab) or fixed (mabni) within a sentence (Ihwan et al., 2022). Nahwu is of great importance because without this science, the Qur'an and Sunnah are difficult to understand correctly. Meanwhile, the science of Shorof or tashrif is a branch of knowledge that studies the origins of words and their morphological changes to convey the intended meaning. Scholars liken Shorof to the "Mother" of knowledge and Nahwu to its "Father." The integration of both provides a solid foundation for students to avoid communication errors, whether verbal or written (Pransiska, 2015).

A perspective is a fundamental viewpoint or stance within a discipline regarding the core issues at hand. In an educational context, a teacher's perspective constitutes a conceptual framework, a set of assumptions, and values that influence the teacher's perceptions and actions in specific situations. This perspective significantly determines how a teacher assesses classroom phenomena and makes pedagogical decisions (Batmang, 2023).

These challenges indicate that learning success is not solely determined by the inclusion of Nahwu and Shorof in the curriculum, but is also influenced by how teachers perceive, understand, and implement the teaching of these two disciplines in the classroom. Teachers' perspectives are a key factor because they shape the strategies, methods, and approaches to learning applied in the classroom (Rini, 2019). Teachers, as the primary implementers of learning, play a crucial role in creating an effective and engaging learning process. Teachers' perspectives on Nahwu and Shorof can provide insight into the extent to which these disciplines are considered essential in Arabic language learning, how teachers understand their fundamental concepts, and how they are applied in daily instruction (Sari, 2020).

Several previous studies indicate that the teaching of Nahwu and Shorof still faces various challenges. Adhimah's (2024) study indicates that the use of singing methods can enhance students' understanding of Nahwu and Shorof. Fadliansyah's (2024) research highlights the management of the Nahwu and Shorof curriculum as a local content component in madrasahs, while Alwan's (2023) study discusses online learning of Nahwu and Shorof using the titis method. However, research specifically addressing teachers' perspectives on Nahwu and Shorof remains relatively limited.

Based on the above description, this study aims to examine the perspectives of Arabic, Nahwu, and Shorof teachers regarding the study of Nahwu and Shorof at Madrasah Aliyah Al-Hidayah in East Tanjung Jabung. It is hoped that this study will contribute to the development of Arabic language education, particularly by improving the quality of Nahwu and Shorof instruction at the madrasah.

2. Literature Review

Teachers' Perspectives on Learning

A teacher's perspective refers to their views, understanding, and assessment of the learning process, which are based on their experience, knowledge, and educational background. Teachers' perspectives have a significant influence on the success of the learning process because they determine how teachers design teaching methods, strategies, and assessments in the classroom (Faizin, 2015). In an educational context, teachers do not merely act as conveyors of content but also as facilitators who shape students' ways of thinking and motivation to learn (Monica, 2020).

According to constructivist theory, a teacher's perspective can influence how students construct their understanding of the material being studied. Teachers who hold a positive view of a subject tend to be able to create more effective and engaging learning experiences. Conversely, a less positive perspective can affect the quality of instruction and students' interest in learning (Novrizal et al., 2023). Therefore, a teacher's perspective on the disciplines of Nahwu and Shorof is a crucial aspect of Arabic language instruction in madrasahs.

Definition of Nahwu

Nahwu is a branch of Arabic linguistics that deals with the rules governing changes in word endings within a sentence based on their grammatical functions. Nahwu serves to identify the position of words within a sentence so that the meaning contained in a text can

be correctly understood. This discipline forms the primary foundation for understanding Arabic sentence structure, both in spoken and written forms (Khoirunnisa, 2025).

In Arabic language learning, Nahwu plays a crucial role because it helps students understand sentence structure accurately. Errors in understanding Nahwu can lead to misunderstandings of a text's meaning. Therefore, mastery of Nahwu is essential, particularly for understanding the Quran, hadith, and classical Arabic texts (Sofwan et al., 2024). Additionally, the science of Nahwu serves as a tool for ensuring the correct use of the Arabic language. By understanding the rules of Nahwu, students can construct sentences well and correctly in accordance with Arabic linguistic norms. This makes Nahwu one of the foundational sciences that must be studied in Islamic education (Mu'minin, 2022).

Definition of Shorof

Shorof is a branch of Arabic linguistics that studies word inflection and word formation in the Arabic language (Shobirin, 2020). Shorof examines how words change from one form to another to produce different meanings according to specific patterns. Therefore, Shorof is often referred to as the study of Arabic morphology (Najah, 2019). Shorof is closely related to Nahwu. While Nahwu deals with the position of words in a sentence, Shorof deals with the forms and changes of the words themselves. Mastery of Shorof helps students understand the origins of words, changes in meaning, and the use of words in various sentence contexts (Muryanti, 2023).

In Arabic language learning, Shorof is very important because it forms the foundation for understanding vocabulary and the formation of verbs and nouns. By understanding Shorof, students will find it easier to read, translate, and comprehend Arabic texts. Therefore, the study of Shorof is an essential component of the Islamic education curriculum in madrasahs.

3. Method

This study employs a qualitative approach with a descriptive research design. The qualitative approach was used to gain an in-depth understanding of the phenomenon based on the perspectives and experiences of the research subjects. The study was conducted at Madrasah Aliyah Al-Hidayah, East Tanjung Jabung, located in Bangun Karya Village, Rantau Rasau Subdistrict, East Tanjung Jabung Regency, Jambi Province. The research subjects consisted of Arabic language teachers, Nahwu teachers, and Shorof teachers who were actively teaching at the madrasah. Subject selection was conducted purposively, taking into account their direct involvement in the Nahwu and Shorof learning process.

Data collection techniques in this study included interviews, observations, and documentation. In-depth interviews were conducted with the teachers to obtain information regarding their perspectives on the importance of Nahwu and Shorof, learning concepts, and the effectiveness of the implemented learning methods. Observations were conducted to directly observe the learning process in the classroom, interactions between teachers and students, and the learning methods used. Documentation was used to obtain supporting data in the form of school profiles, learning materials, and other relevant documents.

Data analysis was conducted using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction involved selecting and simplifying data relevant to the research focus. Data presentation was carried out in the form of descriptive narratives to ensure ease of understanding. Conclusions were then drawn based on the patterns and findings obtained during the study (Naamy & Si, 2019). Data validity was tested using source triangulation and methodological triangulation. Source triangulation was conducted by comparing information from multiple informants, while methodological triangulation was conducted by comparing the results of interviews, observations, and documentation.

4. Results and Discussion

Teachers' Perspectives on the Importance of Nahwu and Shorof

Based on the findings, the teachers at MA Al-Hidayah agreed to designate Nahwu and Shorof as the core foundations that students must master. Mr. Salafuddin Akbar, an Arabic language teacher, emphasized that these two disciplines play a crucial role in Arabic language learning. He stated:

“The study of Nahwu and Shorof is not merely important; it is essential for students to understand. The Arabic language has very strict rules. If students do not understand Nahwu, they will have difficulty identifying the function of words in a sentence. Likewise, without

Shorof, students will not understand the origin of words and how their meanings change.” This statement indicates that Nahwu and Shorof are regarded as the primary foundations for correctly understanding the structure of the Arabic language (Faizin, 2015).

In line with this, Mr. Bambang Madiyo, a Nahwu instructor, explained that the Arabic language has a high degree of semantic sensitivity, meaning that even a minor error can alter the overall meaning of a sentence. He stated:

“In Arabic, a difference of just one letter or one vowel can drastically alter the meaning. Therefore, Nahwu and Shorof are essential tools, particularly for understanding the Qur’an, Hadith, and classical texts.” This view indicates that teachers regard Nahwu and Shorof as the primary tools for accurately understanding Arabic texts.

The same point was also conveyed by Mr. Ahmad Masruh, a Shorof teacher. He emphasized the importance of mastering the rules so that students do not make mistakes in understanding the meaning of the text. In an interview, he said:

“If students master the rules of Nahwu and Shorof, they will find it easier to understand the content of Arabic texts in their entirety. Mistakes in understanding word forms or sentence structure can lead to misinterpretation, so mastering these rules is very important.” This statement demonstrates that mastery of Nahwu and Shorof is considered a key step toward improving the ability to understand Arabic texts correctly and comprehensively.

The Importance of Nahwu and Shorof as the Primary Foundation

Based on the findings, all informants agreed that Nahwu and Shorof are essential prerequisites for mastering the Arabic language. Mr. Salafuddin Akbar, emphasized that without Nahwu, students would not understand the relationships between elements in a sentence; and without Shorof, they would be at a loss when determining the origins of words.

Teachers view these disciplines not merely as material to be memorized, but as tools for preserving the authenticity of the interpretation of the Qur’an and Hadith. Observations show that teachers consistently link every reading text to grammatical rules, compelling students to think analytically about the final vowel marks of each word.

Application of Concepts in Learning

Concepts are applied through three main stages: memorization, analytical practice, and repetition. : a.) Memorization: Students are required to memorize verses (nadzom) from the Matn al-Ajurumiyah or Imrithi texts, as well as conjugation patterns, b.) I’rab Analysis: The teacher provides exercises on the blackboard where students must identify the grammatical function of words (fa’il, ma’ful, etc.), c.) Conjugation Practice: Students practice changing the form of words from the past tense (fi’il madhi) to other forms and apply them in simple sentences.

Learning Effectiveness and Obstacles

The effectiveness of learning at MA Al-Hidayah is rated as “Fairly Good” but has not yet reached its full potential. This success is supported by the fact that the students also study at an Islamic boarding school, so they are not starting from scratch. Indicators of effectiveness are evident in the students’ ability to memorize portions of the nadzom and tashrif patterns, as well as an estimated learning achievement rate of 70%. The effectiveness of learning at MA Al-Hidayah falls into the “Fairly Good” category, with the following achievement indicators: a.) Achievement Scores: Based on evaluation documents, the average student success rate is 70%, b.) Environmental Support: The students’ status as active boarding school students is very helpful because they receive similar material at the Madrasah Diniyah (boarding school).

Inhibiting Factors

Teachers experience significant obstacles, including: a.) Low motivation, characterized by students' tendency to be reluctant to rehearse memorization, b.) Time constraints: formal lesson hours are considered insufficient for complex material, c.) Differences in basic abilities: not all students have a strong Islamic boarding school background from elementary school.

5. Conclusions

Based on the results of a study on the perspectives of teachers at MA Al-Hidayah, the sciences of Nahwu and Shorof are regarded as irreplaceable pillars of the Arabic language curriculum. Although the effectiveness of instruction reaches 70%, challenges related to motivation and time management remain major obstacles. Teachers have attempted to integrate theory and practice through memorization and text analysis, but more varied and innovative learning strategies are needed to increase student interest. Teachers at MA Al-Hidayah share a consistent perspective on the urgency of Nahwu and Shorof as the primary

foundation of Arabic language learning. They view these two disciplines as an absolute prerequisite for avoiding misinterpretations when understanding religious texts. Concept application is carried out through the memorization of nadzom, i'rab exercises, and tashrif practice. The effectiveness of learning is considered quite good with the support of the pesantren environment, but it is still hampered by student motivation and time constraints.

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