

Implementation of the Book of Al-Miftah Lil Ulum in Nahwu Learning at Mataram City Islamic Boarding School

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Abstrack

Penelitian ini bertujuan untuk mengevaluasi penerapan kitab Al-Miftah Lil Ulum dalam pembelajaran bahasa Arab, khususnya pada pemahaman kaidah nahwu di Pesantren Darul Falah Pagutan Mataram. Metode yang digunakan adalah kualitatif deskriptif melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa proses pembelajaran dilaksanakan secara sistematis melalui tahapan perencanaan, pelaksanaan, dan evaluasi. Kitab Al-Miftah digunakan sebagai media utama untuk menyederhanakan pemahaman struktur bahasa Arab bagi santri pemula. Namun, ditemukan beberapa hambatan seperti santri tidak membawa kitab, kurangnya pengulangan materi, kesulitan membaca teks Arab, gangguan konsentrasi akibat faktor usia remaja, serta ketidakhadiran guru. Penelitian ini menunjukkan bahwa pendekatan pembelajaran berbasis kitab kontekstual dapat meningkatkan efektivitas pengajaran nahwu di lingkungan pesantren. Hasil studi ini diharapkan menjadi referensi bagi lembaga pendidikan Islam dalam mengembangkan strategi pembelajaran bahasa Arab yang lebih aplikatif dan efisien.

Keywords: Bahasa Arab, Kitab Al-Miftah Lil Ulum, Kaidah Nahwu

Abstract

This study aims to evaluate the implementation of the Al-Miftah Lil Ulum textbook in Arabic language instruction, particularly in the understanding of nahwu (Arabic grammar rules), at Pesantren Darul Falah Pagutan Mataram. The research employs a descriptive qualitative method through observation, interviews, and documentation. The findings indicate that the learning process is carried out systematically through three main stages: planning, implementation, and evaluation. Al-Miftah serves as the primary instructional medium to simplify the understanding of Arabic grammatical structures for beginner-level students. However, several obstacles were identified, including students not bringing their textbooks, lack of material review outside of class, difficulty reading unvowelled Arabic texts, concentration issues due to adolescent age factors, and teacher absenteeism. This study demonstrates that a contextual, textbook-based teaching approach can enhance the effectiveness of nahwu instruction in the pesantren environment. The results are expected to serve as a reference for Islamic educational institutions in developing more practical and efficient Arabic language teaching strategies.

Keywords: Arabic Language, Al-Miftah Lil Ulum, Nahwu Rules

A. Introduction

Arabic has an important position in the Islamic world, especially because it is the main language in the Qur'an, hadith, and classical scientific literature in various disciplines, such as fiqh, tafsir, ushuluddin, and philosophy (Elchafei & Fashwan, 2024; Tashtoush et al., 2025). The superiority of Arabic as a scientific language has been proven since the golden age of Islamic civilization, and to this day remains the main instrument in the study of Islamic texts (Kamel et al., 2025). Therefore, mastery of Arabic is not only linguistically valuable, but also an essential condition in understanding the teachings of Islam in a complete and profound way (Ramadhan et al., 2019).

In Indonesia, pesantren are the most consistent Islamic educational institutions that maintain and develop the tradition of teaching Arabic (Abdullah et al., 2025). One form of Arabic teaching that has survived in the tradition of Islamic boarding schools is the learning of nahwu, which is the rules of Arabic grammar that are the basis for understanding Arabic texts correctly (Skiredj & Berrada, 2025). However, it is undeniable that learning nahwu in Islamic boarding schools is often considered difficult, rigid, and uncontextual by students, especially for those who are still in the early stages of learning (Azzi & Ben Othmane Zribi, 2024).

One of the main challenges in teaching nahwu science is the method of delivery which tends to be theoretical and purely memorized (Taloyout et al., 2024). Students are often burdened with complex grammatical terms without a strong applicative understanding (Alzaidi et al., 2025; Bensoltane & Zaki, 2025). The incompatibility between the teaching method and the learning needs of students causes low absorption of the material. This has an impact on the weak ability to read and understand classical Arabic texts independently, which should be the main goal of Arabic language education in Islamic boarding schools (Saidat et al., 2024).

Various approaches have been used in nahwu learning, ranging from deductive-classical methods such as sorogan and bandongan methods, to modern communicative approaches. However, the effectiveness of these methods is highly dependent on the readiness of teachers, learning environments, and the readiness of teaching materials. Commonly used nahwu books such as *Musician*, *Imrithi* and *Alfiyah Ibn Malik* has advantages in terms of grammatical completeness, but tends to be difficult for beginners to understand because the delivery is dense, verse, and does not include applicative examples (Abuein et al., 2024; Himdi, 2024).

It is in this context that the book *Al-Miftah Lil Ulum* present as an alternative teaching material that is relatively more applicable and friendly to beginner learners. This book is prepared with a practical approach, containing the basic rules of nahwu science accompanied by simple explanations and example sentences that help students understand the direct application of the grammatical rules learned. In some Islamic boarding schools, this book began to be used as an introduction before students entered the more complex nahwu books (Alsemaree et al., 2024; Dahou et al., 2024).

Nevertheless, the use of the book *Al-Miftah Lil Ulum* in Arabic language learning, especially nahwu science, has not been widely studied scientifically. Research that specifically discusses the effectiveness of this book in the nahwu teaching and learning process is still relatively limited. Some previous studies only touched on it in general without delving into the implementation process, teaching strategies, student responses, or obstacles faced in classroom practice (AL-anazi et al., 2025).

Some studies tend to emphasize the advantages of the content of the book in terms of material structure, but it does not provide a real picture of how the book is used methodologically in the classroom (Selim & Assiri, 2025). In addition, not many have explored the direct experience of teachers and students in using this book systematically in order to improve their understanding of basic Arabic language rules (Electrical et al., 2024). This is where the limitations of the previous literature lie: focusing on content without looking at the implementation process and evaluation of learning as a whole.

This study seeks to bridge this gap by directly researching the practice of learning the book *of Al-Miftah Lil Ulum* at the Darul Falah Pagutan Islamic Boarding School in Mataram. This pesantren was chosen because it actively uses the book in the basic Arabic curriculum, and has a teaching structure that allows for systematic observation and interviews. This research also

explores the role of teachers in facilitating learning, evaluation techniques used, and students' responses to the effectiveness of using this book.

Through a descriptive qualitative approach, this study presents a complete picture of the dynamics of book learning *Al-Miftah Lil Ulum*, covering the planning, implementation, and evaluation stages. Focus not only on the content of the book, but also on how it becomes a living and functional teaching aid in the classroom (Alhamami, 2025; kh. Alnabrisi & Kh. Saad, 2024). This study also reveals practical obstacles that are often overlooked in theoretical studies, such as the lack of discipline in carrying books, the lack of independent learning habits outside the classroom, or the absence of teachers as non-academic factors that affect learning outcomes (Sadik et al., 2025).

Thus, this research not only contributes in the form of a description of the use of the book *Al-Miftah Lil Ulum* alone, but also offers a reflective view of the teaching method of nahwu science that is more contextual and applicative. One of the important contributions of this study is to show that the effectiveness of teaching does not depend only on the teaching material, but is also highly determined by the learning management system that includes teaching strategies, learning disciplines, and process continuity.

This study is also expected to be a reference for educators, curriculum makers, and pesantren managers in evaluating and designing a more effective and sustainable Arabic language learning model, especially in terms of teaching nahwu science at the basic level. In the future, the results of this study may pave the way for further exploration of other applicable nahwu books, as well as comparisons between classical and contemporary approaches in the teaching of Arabic grammar.

B. Method

This research uses a descriptive qualitative approach with the aim of understanding in depth the practice of book learning *Al-Miftah Lil Ulum* in the teaching of nahwu rules at the Darul Falah Pagutan Mataram Islamic Boarding School. This approach was chosen because it is suitable for studying learning phenomena in a natural context, without intervention or manipulation of variables (Sugiono, 2018). The researcher acts as the main instrument in the data collection process through direct observation techniques of teaching and learning activities, interviews with teachers and students, as well as documentation of the learning and evaluation tools used. The main focus is to describe the process, interaction patterns, and obstacles that arise during learning.

The location of the study is the Darul Falah Islamic Boarding School located in Pagutan, Mataram, with the subject of the study including nahwu teachers and elementary level students who use the book *Al-Miftah Lil Ulum*. The research period lasted for three months, starting from March to May 2025. The validity of the data was tested by triangulation techniques of sources and methods, namely comparing the results of observations, interviews, and documentation to ensure the consistency of information. Data analysis is carried out interactively with the stages of data reduction, data presentation, and conclusion drawn. This approach allows researchers to capture the reality of the field in its entirety and provide a real picture of *the effectiveness of using the book Al-Miftah Lil Ulum* as a teaching medium in learning Arabic in the pesantren environment.

C. Results and Discussion

The Learning Process of the Book of Al-Miftah Lil Ulum

The learning of nahwu at the Darul Falah Pagutan Islamic Boarding School in Mataram using the book *Al-Miftah Lil Ulum* takes place through a systematic and structured process in three main stages: planning, implementation, and evaluation. As in table 1. The Learning Process of the Book of *Al-Miftah Lil Ulum*.

No.	Phase	Activity	Purpose
1	Planning	Determining learning objectives- Compiling a learning schedule- Choosing methods (bandongan,	Develop structured learning policies and directions

		questions and answers)- Preparing book materials	
2	Implementation	Opening (prayer, review)- Reading and explanation of the text of the book- Discussion and sentence exercises- Closing (summary, assignment)	Building understanding and active student involvement
3	Evaluation	Weekly oral quiz- Level-up exam- Teacher and student performance assessment	Assess the understanding and development of students periodically

Based on this process, the planning stage becomes the initial foundation before learning activities are carried out. Based on field data, teachers start by setting specific learning goals, namely understanding the basics of nahwu rules and being able to apply them in reading simple Arabic texts. The scheduling is arranged according to the running pesantren education program, where nahwu learning is placed in the morning when the students' concentration power is considered optimal.

Teachers also choose the dominant teaching method using *the bandongan* approach (lectures and presentations from the teacher) which is then combined with *the question and answer* method and practice of writing sentence structure. The material is arranged in the order in the book *Al-Miftah Lil Ulum* with adjustments to the level of understanding of students. This book was chosen because of its simple structure, accompanied by examples of applicable sentences, and relatively easy to understand compared to other classic nahwu books such as *Jurumiyah* or *Imrithi*.

The learning implementation process begins with an opening activity which is usually in the form of a reading of intentions or prayers together, followed by a brief warm-up in the form of re-questions of previous material. The teacher then reads the text from the book *Al-Miftah Lil Ulum*, explains each sentence in detail, and gives examples of applying the rules directly.

The discussion was carried out interactively where students were given the opportunity to ask if there were parts that had not been understood. In some meetings, sentence structure exercises are carried out by asking students to compose sentences based on the rules being studied. The teacher then gives feedback directly. This implementation shows the teacher's efforts to bridge the theory of nahwu with language practice. The conclusion of the learning is usually in the form of a summary of the material and giving light homework, such as memorizing definitions or composing one or two Arabic sentences according to the rules learned.

Active and participatory learning in the teaching of nahwu science, especially when using the book *Al-Miftah Lil Ulum*. Interactive discussions conducted in the classroom not only create a space for dialogue between teachers and students, but also show a shift from traditional methods that tend to be one-way towards a more dialogical and responsive learning model. In the context of pesantren education, this model strengthens the position of students as active learning subjects, not just recipients of material. The opportunity to ask questions given to students is a concrete form of a constructivist approach, where understanding is built through a question and answer process and clarification.

Providing practice in composing sentences based on the rules being studied is a form of direct application of the theory that has been conveyed. This strategy has high pedagogical value because it encourages students to think and apply the rules of nahwu independently in the form of concrete sentences (Sadik et al., 2025). This is an indicator that teachers not only transfer knowledge, but also strive to build applicative grammatical thinking skills. In other words, learning does not stop at verbal mastery of definitions or rules, but moves towards productive structural mastery (Shoubaki et al., 2024).

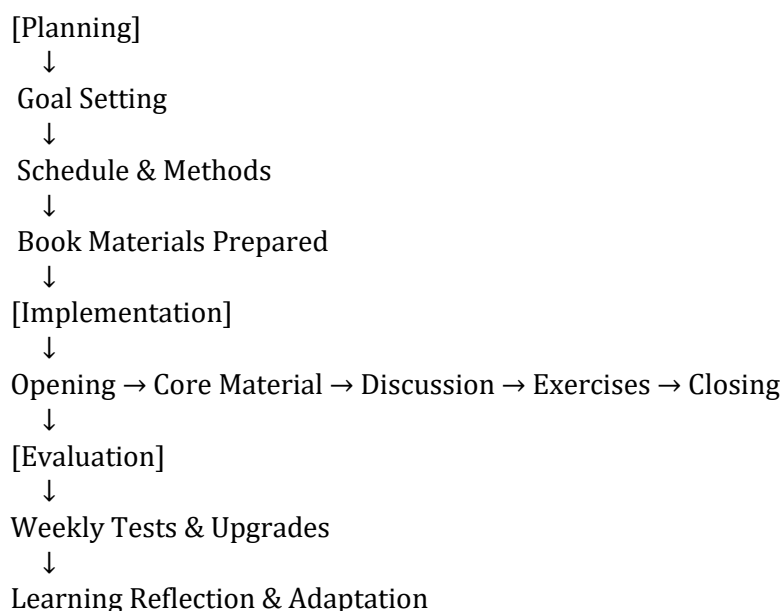
Direct feedback by teachers plays an important role in the process of strengthening understanding. This feedback allows students to know their mistakes in real-time, correct inappropriate sentence structures, and revise their way of thinking about nahwu rules. In a continuous learning process, feedback like this becomes a control mechanism that not only improves, but also forms a more accurate and organized language thinking pattern. The teacher,

in this case, acts as a facilitator as well as a mentor who accompanies the linguistic growth and development process of students (Mousa et al., 2024).

The closing activity in the form of a summary of the material and the provision of light household tasks is a complement that is no less important. The summary serves to reaffirm the main points of learning and strengthen the students' short-term memory of the material they have just learned. Meanwhile, light homework, such as memorizing definitions or composing sentences, is a reinforcement strategy or strengthening learning outside the classroom. Although light, this task maintains the continuity of students' learning and encourages them to stay connected to the material independently (Abdelsamie et al., 2026).

Learning evaluation is carried out in several forms. Daily or weekly evaluation in the form of spontaneous oral quizzes at the beginning of the next lesson. Formal evaluations are conducted through written or oral exams at the end of each month and ahead of the level increase. Teachers' assessments of students include cognitive aspects (material comprehension), affective (seriousness of learning), and psychomotor (ability to compose Arabic sentences).

In addition, teachers are also evaluated by the pesantren management through classroom monitoring and student development reports. This evaluation is used to improve methods or approaches if they are considered less effective. An effective flow is also a key element: based on the results of observation of the flow of the Nahwu Learning Process with the Book of Al-Miftah Lil Ulum can be seen in Figure 1.



In these stages, it is shown that the learning process does not begin spontaneously, but begins with the determination of a clear learning goal—namely the understanding of the basics of nahwu and its application in reading Arabic texts. Scheduling is done to adjust to the pattern of student activities, while the methods used (such as bandongan and guided discussions) are chosen to suit the learning style of the pesantren. Material readiness—that is, the book of Al-Miftah—is a key component that supports the success of the next stage.

In the process of learning interaction, starting from the opening (prayer, review), followed by the delivery of the core material, active discussions, application exercises, and ending with a closing. This pattern shows a spiral learning model that begins with the activation of previous knowledge, then progresses to new understanding, followed by reinforcement through hands-on practice. The learning process is not only one-way, but dynamic and participatory. The book of Al-Miftah acts as a spark for discussion and practice, not just a memorized text. The success of this stage is highly determined by the active role of the teacher as a facilitator and the ability of the students to be directly involved.

Evaluations are conducted in various forms: weekly quizzes, leveling exams, and teacher performance assessments. This shows an orientation towards the continuous learning process, not just measuring the end result. Evaluation is also used as a material for reflection to improve learning methods or approaches. Evaluation serves as a feedback tool for performance

measurement tools. In addition, there is a reflective cycle in a progressive learning model that is based on continuous improvement.

Aspects that hinder the application of the method

Even though the learning process is systematic, there are still a number of obstacles that affect the effectiveness of learning the book *Al-Miftah Lil Ulum*. These barriers were found consistently through interviews and observations in the field.

One of the most common obstacles is students who do not bring books to class. This certainly makes it difficult for them to follow the lessons optimally, considering that learning is highly dependent on the text of the book. The absence of books causes students to be passive and only rely on oral explanations from teachers, without being able to directly observe the structure of the text being discussed. This factor is caused by several things, ranging from personal negligence, economic conditions that do not allow buying books, to lack of control from the dormitory or caregiver.

The process of repeating material independently or in groups is very minimal by students. Many of them only learn during class hours, without repeating the material outside of class. This lack of an independent learning culture causes understanding to not last long and makes it difficult for students when facing evaluations. Some teachers said that the lack of repetition was influenced by the tight schedule of pesantren activities and the lack of internal motivation from the students themselves.

Most novice students have difficulty reading Arabic texts without harakat. This is the main obstacle because the book *Al-Miftah Lil Ulum* is not fully meaningful. This weakness makes them unable to understand the sentence structure correctly, let alone apply the nahwu rules that are being studied. Efforts to get used to reading Arabic texts have not been carried out intensively in the pesantren curriculum, so this ability develops slowly. As a result, learning nahwu becomes less meaningful because it is not supported by basic reading skills.

Students in the early stages of pesantren education are generally in their teens, who are psychologically unstable, easily distracted, and do not have strong motivation to learn. This also affects their concentration and active involvement in learning. Some students show low interest in nahwu lessons because they are considered difficult and unpleasant. Another non-academic factor that is quite significant is the absence of teachers. Several times learning could not take place because teachers were unable to attend without a replacement. This disrupts the continuity of the material, creates learning gaps, and decreases the students' motivation to learn.

This research is local and contextual because it is only conducted in one institution, namely the Darul Falah Pagutan Mataram Islamic Boarding School. The social, cultural, and learning system conditions in this pesantren are certainly different from other pesantren in Indonesia. Therefore, the results of this finding cannot be generalized widely for all Islamic boarding schools.

In addition, the qualitative approach used provides depth of information, but does not provide quantitative data that can be used to measure the level of learning effectiveness statistically. This research is also limited to the implementation aspect, not yet to the stage of measuring the improvement of students' Arabic language competence longitudinally. This limitation does not diminish the importance of this research's contribution, as it has provided a complete and contextual picture of the real practice of using the book *Al-Miftah Lil Ulum* in the teaching of nahwu, which has not been explored much before.

The results of this study have important practical implications for other Islamic boarding schools that want to develop nahwu teaching methods in a more structured and applicable manner. The book *Al-Miftah Lil Ulum* can be used as a friendlier alternative for beginner students, because it uses simple language and is accompanied by applicative examples that strengthen understanding.

The three-stage learning model (planning – implementation – evaluation) applied at the Darul Falah Islamic Boarding School can also be replicated by adjusting the local context. Especially in terms of the integration of daily evaluations and hands-on exercises, which have been proven to help students absorb the material better. For teachers, this study reminds the importance of consistency in attendance and fostering student learning discipline, including encouraging the repetition of material outside of formal lesson hours. Learning strategies that are not only theoretical, but also participatory and based on real practice are needed.

D. Conclusion

This study can conclude that the implementation of the book runs through a systematic and structured process in three main stages, namely planning, implementation, and evaluation. These three stages not only show the existence of a consistent pedagogical framework, but also reflect the teacher's efforts in adapting classical grammatical material into a learning format that is more applicable and easy to understand for elementary level students. The teacher sets the learning objectives clearly, prepares a schedule that is relevant to the rhythm of pesantren activities, chooses methods that suit the characteristics of the students, and prepares teaching materials based on the book *Al-Miftah Lil Ulum*. The implementation stage shows active interaction between teachers and students through openings, delivery of core materials, discussions, sentence preparation exercises, and closing in the form of summaries or independent assignments. Meanwhile, the evaluation stage is carried out periodically through weekly quizzes, level-up exams, and performance assessments, which show an orientation to continuous development in the learning process. A number of obstacles that significantly affect the effectiveness of learning. Among them are the indiscipline of students in bringing books to class, lack of repetition of material outside of class hours, fundamental weaknesses in the ability to read Arabic texts without expectations, as well as psychological factors of adolescence that affect concentration and motivation to learn. In addition, the absence of teachers on several occasions is also a significant obstacle that has an impact on the continuity of the material and the rhythm of learning.

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