

EFFECTIVE STRATEGIES IN LEARNING NAHWU AND SHARAF: A LITERATURE REVIEW PERSPECTIVE

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ABSTRACT

Learning Nahwu and Sharaf, two fundamental branches of Arabic grammar, is crucial for understanding Islamic texts and mastering the Arabic language. However, the traditional approaches to teaching these subjects, such as memorization and lectures, are often considered insufficient in the modern educational context. This literature review explores effective strategies for learning Nahwu and Sharaf by comparing traditional and modern approaches. The study highlights the advantages of traditional methods in building a strong foundation of grammatical rules, while also acknowledging their limitations in developing practical language skills. Modern approaches, including the use of technology and communicative methods, are discussed as potential solutions to increase student engagement and promote the practical application of Nahwu and Sharaf. The review suggests that a blended learning approach, combining face-to-face instruction with online learning tools, can optimize learning outcomes by leveraging the strengths of both traditional and modern strategies. Furthermore, the study emphasizes the importance of adapting teaching methods to students' individual needs, such as their language proficiency, access to technology, and learning styles. The review concludes by recommending that educators adopt a flexible approach that integrates technology and communicative methods with traditional teaching practices. Additionally, policymakers are encouraged to support the integration of technology in Arabic language education, while researchers are advised to conduct empirical studies to assess the effectiveness of the proposed strategies in various contexts.

Keywords: Arabic language, Learning strategies, Literature review, Teaching methods, Challenges

ABSTRAK

Mempelajari Nahwu dan Sharaf, dua cabang mendasar dari tata bahasa Arab, sangat penting untuk memahami teks-teks Islam dan menguasai bahasa Arab. Namun, pendekatan tradisional untuk mengajarkan mata pelajaran ini, seperti menghafal dan

ceramah, sering dianggap tidak cukup dalam konteks pendidikan modern. Kajian literatur ini mengeksplorasi strategi yang efektif untuk mempelajari Nahwu dan Sharaf dengan membandingkan pendekatan tradisional dan modern. Studi ini menyoroti keuntungan dari metode tradisional dalam membangun fondasi yang kuat dari aturan tata bahasa, sementara juga mengakui keterbatasan mereka dalam mengembangkan keterampilan bahasa praktis. Pendekatan modern, termasuk penggunaan teknologi dan metode komunikatif, dibahas sebagai solusi potensial untuk meningkatkan keterlibatan siswa dan mempromosikan aplikasi praktis Nahwu dan Sharaf. Kajian ini menunjukkan bahwa pendekatan pembelajaran campuran, yang menggabungkan pengajaran tatap muka dengan perangkat pembelajaran online, dapat mengoptimalkan hasil pembelajaran dengan memanfaatkan kekuatan strategi tradisional dan modern. Selain itu, penelitian ini menekankan pentingnya mengadaptasi metode pengajaran dengan kebutuhan individu siswa, seperti kemahiran bahasa, akses terhadap teknologi, dan gaya belajar. Kajian ini diakhiri dengan merekomendasikan agar para pendidik mengadopsi pendekatan yang fleksibel yang mengintegrasikan teknologi dan metode komunikatif dengan praktik pengajaran tradisional. Selain itu, para pembuat kebijakan didorong untuk mendukung integrasi teknologi dalam pendidikan bahasa Arab, sementara para peneliti disarankan untuk melakukan studi empiris untuk menilai keefektifan strategi yang diusulkan dalam berbagai konteks.

Kata kunci: Bahasa Arab, Strategi pembelajaran, Tinjauan literature, Metode pengajaran, Tantangan

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1. Introduction

Learning Nahwu and Sharaf has a strategic position in Arabic language education. These two sciences are considered as the main tools in understanding the meaning of the Qur'an, Hadith, and Islamic turats. A deep understanding of Nahwu and Sharaf is also a prerequisite for studying Islamic studies derived from Arabic texts. This makes Nahwu and Sharaf a fundamental component in Arabic education, especially in the context of teaching Islam.

Nahwu teaches the principles of recognizing Arabic sentence structure, including determining the harakat at the end of words in a sentence. These harakat play an important role in emphasizing the function and meaning of words in a sentence structure. By mastering Nahwu, a learner is able to understand the relationship between words in Arabic sentences more clearly and accurately (Ibn Aqil, 2020).

Sharaf, on the other hand, focuses on recognizing word patterns and their changes in form. It includes discussions on original letters, additions, shohih words, and illat. Sharaf helps learners understand the various transformations of words that

affect their meaning and use in sentences. Therefore, Sharaf is called the "mother of all sciences" because it is the basis for the formation of Arabic words (Ibn Malik, 2019).

Both Nahwu and Sharaf have a complementary relationship. Nahwu gives structure to sentences, while Sharaf provides the basis for word formation. The combination of the two allows for a comprehensive understanding of the Arabic language. Imam Ghazali even emphasized that learning Arabic, including Nahwu and Sharaf, is an obligation because the Islamic shari'ah is conveyed in Arabic (Al-Ghazali, 2021).

Teaching Nahwu and Sharaf as the foundation of Arabic language education presents various challenges that need to be overcome in order for the learning process to run optimally. One of the main challenges is the abstract and technical nature of the material. Nahwu and Sharaf are often considered difficult to understand, especially by beginners, due to the many complex grammatical concepts and technical terms that must be mastered. This makes it difficult for students to understand and apply the material taught.

In addition, not all students have a high interest in learning Nahwu and Sharaf. Most students are more interested in other aspects of the Arabic language, such as conversation or literature, compared to grammatical learning which is considered monotonous. This factor is often exacerbated by conventional and less innovative teaching methods, so students lose motivation to learn.

Limitations in terms of teaching staff are also an obstacle. Not all Arabic teachers have sufficient competence in teaching Nahwu and Sharaf. The lack of training or in-depth understanding of these two sciences causes the teaching process to be less effective. This is also exacerbated by the lack of use of interactive and interesting learning media, which should be able to help students understand the material more easily.

In terms of the education system, the overcrowded curriculum is often another challenge. Teachers often do not have enough time to teach Nahwu and Sharaf in depth because they have to complete other learning targets. On the other hand, the negative perception that learning Nahwu and Sharaf is difficult and boring is still strong among students. This perception can hinder learning motivation and cause learning to be less effective.

To face these challenges, comprehensive efforts are needed, both from teachers, students, and educational institutions, so that Nahwu and Sharaf learning can run optimally and have a positive impact on the mastery of Arabic as a whole.

The purpose of this review is to identify effective Nahwu and Sharaf learning strategies based on relevant literature. This study seeks to explore methods, approaches, and learning innovations that have been studied in various previous studies, so as to provide a comprehensive picture of the best practices in teaching these two sciences. In addition, this study aims to develop strategic recommendations for educators, educational institutions, and policy makers so that Nahwu and Sharaf learning can be done optimally and provide significant results in mastering Arabic.

2. Literature Review

2.1 Definition and Urgency of Nahwu and Sharaf

Nahwu and Sharaf are the main branches of Arabic grammar that serve as tools for understanding and analyzing the structure of the Arabic language. Nahwu is defined as the study of grammatical rules that regulate the relationship between words in sentences, including the final harakat of words that determine their grammatical function (Ibn Aqil, 2020). This science provides guidance to understand how words are arranged in sentences so that the intended meaning can be conveyed correctly.

Meanwhile, Sharaf is the science that discusses the forms and changes of words in Arabic. It covers various aspects of morphology, such as the recognition of original and additional letters, shohih and mu'tal words, and patterns of word changes to form various grammatical structures (Ibn Malik, 2019). Sharaf is the basis of vocabulary formation in Arabic, so it is often referred to as "the mother of all sciences."

These two sciences have a very high urgency in understanding Islamic texts. The Qur'an, Hadith, and classical scholars' turats use Arabic as the main medium of delivery. Without mastery of Nahwu and Sharaf, understanding of these texts tends to be inaccurate, and can even lead to errors in interpretation. Imam Al-Ghazali emphasized the importance of learning Nahwu and Sharaf, because Islamic shari'ah was revealed in Arabic, and mastery of this language is the key to understanding religious teachings correctly (Al-Ghazali, 2021).

Thus, Nahwu and Sharaf not only act as grammatical tools, but also become a means to access broader Islamic sciences. Mastery of these two sciences is the foundation for anyone who wants to explore Arabic, both in the context of science and religious practice.

2.1 Definition and Urgency of Nahwu and Sharaf

Nahwu and Sharaf are fundamental parts of Arabic grammar that have a fundamental function in building a correct understanding of Arabic texts. Conceptually, Nahwu is the study of grammar rules to determine the position and

function of words in a sentence. This science focuses on how words interact in the sentence structure, including the determination of the final harakat of words that indicate the position of the word, such as subject, object, or adverb (Ibn Aqil, 2020). Understanding Nahwu allows one to read and interpret Arabic texts accurately, especially in the linguistic context of the Qur'an and Hadith.

Sharaf, on the other hand, studies word patterns and changes in Arabic. It highlights morphological aspects, including how words are formed from roots (mashdar) and how changes to word forms affect their meaning. Sharaf also includes classifying words into shohih and mu'tal, as well as analyzing additional letters that give them specific meanings (Ibn Malik, 2019). By understanding Sharaf, one can recognize the various forms of verbs, nouns, and their derivatives, which form the basis for constructing correct sentences.

These two sciences have a very important significance in understanding Islamic texts. The Qur'an, as the holy book of Muslims, was revealed in Arabic which is full of complex grammatical structures. Without mastery of Nahwu and Sharaf, understanding of the Qur'anic verses can be biased or erroneous. Similarly, Hadith and the books of Turats, which are the main references in Islamic studies, use Arabic with a high level of fluency that requires a deep mastery of these two sciences.

Imam Al-Ghazali even emphasized that mastering Nahwu and Sharaf is an obligation for every Muslim who wants to explore Islamic shari'ah. This is because Arabic, as the language of revelation, is the main means of understanding and practicing Islamic teachings. Without a good command of Arabic, which is based on Nahwu and Sharaf, a person has the potential to be wrong in interpreting Islamic texts (Al-Ghazali, 2021).

Therefore, Nahwu and Sharaf not only function as grammatical tools, but also as keys to understanding and applying Islamic teachings correctly and deeply.

2.2 Theoretical Approaches to Arabic Language Learning

Approaches in Arabic language learning are often classified based on the method of delivering the material and the learning objectives. One of the main divisions is between the grammatical approach (deductive) and the communicative approach (inductive).

The grammatical or deductive approach emphasizes teaching grammar rules first, followed by the application of these rules in understanding and forming sentences. In this approach, students are taught the rules of Nahwu and Sharaf explicitly before starting to read or speak. This approach is effective for building a

deep understanding of language structure, but it is often considered less attractive because it seems rigid and too theoretical (Harmer, 2015).

In contrast, the communicative or inductive approach focuses more on using language in real contexts before introducing grammatical rules. This approach allows students to learn through interaction and practical experiences, such as reading texts or communicating directly, so learning feels more natural. Although more engaging, this approach often takes longer for students to understand in depth the more complex grammatical aspects (Richards & Rodgers, 2020).

In the context of learning theory, several relevant theoretical approaches are used in learning Nahwu and Sharaf:

1. Behaviorism

The behaviorism approach emphasizes repetition and reinforcement in learning. In the context of Nahwu and Sharaf, this method is applied through question exercises, memorization of patterns, and drilling to accustom students to recognize and use language patterns automatically (Skinner, 1957).

2. Cognitivism

Cognitivism emphasizes the importance of understanding the structure and mental processes of students in learning something. In learning Nahwu and Sharaf, this approach encourages students to understand the logic behind grammatical rules, such as cause-and-effect relationships in changes in harakat or morphological patterns of words (Piaget, 1972).

3. Constructivism

The constructivism approach emphasizes the role of students in constructing their own knowledge through experience and interaction with the environment. In Arabic language learning, this approach can be applied by providing contextual tasks, such as analyzing original Arabic texts or forming sentences based on real-life situations (Vygotsky, 1978).

Each approach has its own advantages and disadvantages, so the selection of the right approach must consider the needs, abilities, and learning goals of students. A combination of various approaches is often the best choice to optimize the learning process of Nahwu and Sharaf.

3. Methods

Qualitative research based on library research plays an important role in analyzing topics that are not fully understood or that require a comprehensive approach with readily available data sources. In the context of this research, the focus is on learning Nahwu and Sharaf, two branches of Arabic grammar that have deep

significance in the understanding of Islamic texts and the Arabic language in general. This method allows the researcher to collect various views and results of relevant studies to describe the problem in greater breadth and detail (Sugiyono, 2019).

The main data sources in this study are books, journal articles, and previous researches that discuss Nahwu and Sharaf learning. The books referenced cover the basic theories that review the structure of Arabic grammar, while journal articles provide the latest perspectives on the methods and strategies used in teaching the two sciences. Relevant past research also provides insight into the challenges and solutions that have been identified in Nahwu and Sharaf learning practices in various educational institutions (Al-Athari, 2020).

The data analysis technique used in this research is descriptive analysis, which aims to describe and explain the findings of the collected literature. Through descriptive analysis, researchers can synthesize various effective learning strategies based on existing literature data. This synthesis makes it possible to identify which methods are most suitable in the context of learning Nahwu and Sharaf, and how these strategies can improve students' understanding of these two sciences (Miles & Huberman, 2014).

The discussion of learning strategies for Nahwu and Sharaf includes an understanding of the traditional approaches that are often used in teaching the two sciences. These traditional strategies, which include memorization, lecture, and grammatical exercises, have long been applied to build the foundations of structural understanding in Arabic. Although these methods are still in use, their effectiveness in the modern educational context needs to be evaluated, given technological developments and changing learning needs (Al-Qudah & Al-Sheikh, 2017).

It is important to assess the effectiveness of such traditional strategies in today's context, especially with the advent of technology that affects the way learning is conducted. Therefore, more innovative strategies, such as the use of online learning applications or interactive media, are starting to be implemented to increase students' motivation and engagement in learning Nahwu and Sharaf. The combination of traditional methods and technology can offer an optimal solution to improve students' understanding and learning outcomes in learning Arabic (Abdullah & Al-Saad, 2019).

4. Discussion

4.1 Traditional Strategies in Nahwu and Sharaf

Learning Traditional Nahwu and Sharaf learning is generally dominated by memorization methods, lectures, and grammatical exercises. The memorization method is considered important because Arabic grammar relies heavily on the

mastery of word structures and rules that must be memorized precisely. Lecture is a method often used by teachers to convey basic theories about the rules of Nahwu and Sharaf. Although this method is still widely applied in many educational institutions, especially in pesantren, its effectiveness is often questioned in the context of more interactive and technology-based educational needs (Al-Athari, 2020).

The use of grammatical exercises is also an important strategy in learning Nahwu and Sharaf. This exercise aims to strengthen students' understanding of Arabic sentence structure and word form changes. Through repeated practice, students are expected to recognize grammatical patterns and apply them appropriately in reading and writing Arabic texts. Although this method has proven to be effective in building structural understanding, the challenge faced is the lack of variety in the types of exercises provided, which can make students feel bored and demotivated (Al-Qudah & Al-Sheikh, 2017).

However, while this traditional method is still effective in terms of basic understanding, it is often considered insufficient to meet the challenges of learning in the digital age. The rigid use of lectures and memorization lacks the ability to attract the younger generation who are more accustomed to more dynamic and fun learning methods. Therefore, although traditional methods have their place, many educators have started to look for more innovative approaches to improve students' understanding of Nahwu and Sharaf.

4.2 Modern and Innovative Strategies

With the advancement of technology, various modern approaches have been implemented in learning Nahwu and Sharaf. One innovation that is widely used is online learning applications that allow students to learn flexibly and independently. This application provides a variety of subject matter that can be accessed anytime and anywhere. By using technology, students can learn through videos, interactive quizzes, and independent exercises that provide immediate feedback. This gives students the opportunity to learn Nahwu and Sharaf in a more interesting and interactive way, and allows teachers to track their progress in real-time (Abdullah & Al-Saad, 2019).

One example of an application that is widely used in Arabic language learning is a game-based learning application, such as Duolingo or a specialized application that teaches Arabic grammar. These apps use a gamification approach to make learning more interesting and reduce boredom in learning. In addition, these apps often provide features that allow students to practice directly with native speakers or

practice their speaking skills, which are skills that are difficult to teach through traditional methods (Sugiyono, 2019).

Communicative methods, which emphasize the use of language in real contexts, are also becoming part of more modern learning strategies. This approach focuses on social interaction and language use in situations that are more practical and relevant to everyday life. In Nahwu and Sharaf learning, this method involves conversations, debates, or discussions that allow students to learn to directly use Nahwu and Sharaf rules in active communication. In addition, this approach encourages the development of language skills as a whole, whether in speaking, listening, reading, or writing (Miles & Huberman, 2014).

The use of communicative methods in teaching Nahwu and Sharaf is also supported by technology that enables context-based learning. For example, online platforms allow students to interact in discussion forums or simulate conversations relevant to certain topics. Through this method, students not only learn grammatical rules in isolation, but they are also given the opportunity to see how these rules are applied in real and communicative contexts (Al-Athari, 2020).

In addition, the blended learning method, which combines face-to-face learning with online learning, has also begun to be applied in teaching Nahwu and Sharaf. With this approach, students can follow face-to-face learning that involves interactive discussions, while additional materials or grammatical exercises can be done online. This approach combines the advantages of both methods, namely direct learning and technology utilization, which can increase students' engagement and motivation in learning Arabic (Abdullah & Al-Saad, 2019).

While these modern approaches promise to increase student motivation and comprehension, the challenge is the adoption of technology among teachers and limited access to technology in some areas. Most teachers are still accustomed to traditional methods and feel less skilled in utilizing technology to support learning. Therefore, training and mentoring for teachers is needed so that they can optimize the use of technology in the learning process of Nahwu and Sharaf (Al-Qudah & Al-Sheikh, 2017).

In addition, the integration of technology in learning should be adapted to the local context and existing educational culture. Some regions in Indonesia may face limited access to the internet or the devices needed to access online learning applications. Therefore, it is important to develop flexible strategies that can accommodate these various conditions, so that technology can be used effectively to support Nahwu and Sharaf learning.

4.3 Critical Analysis of the Learning Strategy

Comparison between Traditional and Modern Approaches

A comparison between traditional and modern approaches to learning Nahwu and Sharaf provides valuable insight into the strengths and weaknesses of each approach. The traditional approach, with its emphasis on memorization and lectures, has the advantage of building a strong foundation for understanding the basic grammatical rules of Arabic. The memorization method allows students to memorize those rules in depth, which is crucial in mastering the complex structures of Arabic. However, this method also has limitations in terms of the ability to develop practical skills in using the language directly (Al-Qudah & Al-Sheikh, 2017).

On the other hand, the modern approach, which involves technology and communicative methods, offers advantages in terms of student engagement and practical application of Nahwu and Sharaf rules. Technology allows for more flexible and interactive learning, while communicative methods prioritize the use of language in real contexts, which are more in line with everyday communication needs. However, the main challenges in the modern approach are the need for higher technical skills from teachers and limited access to technology in some regions (Abdullah & Al-Saad, 2019). Thus, while both approaches have their advantages, they also face challenges that need to be addressed to improve learning effectiveness.

Identifying a Combination of Strategies for Optimal Learning Outcomes
To achieve optimal learning outcomes in teaching Nahwu and Sharaf, it is important to identify and adopt a combination of traditional and modern approaches. One way to do so is by using a blended learning approach, which combines face-to-face methods with online learning technology. With this approach, students can utilize the advantages of both methods, namely gaining a deep understanding of language structures through face-to-face lectures and exercises, while also getting the opportunity to learn independently and more interactively through online learning applications (Sugiyono, 2019).

In addition, it is important to include practical elements in the learning of Nahwu and Sharaf by utilizing communicative methods, such as group discussions or conversations in Arabic. Thus, students can see how the rules they have learned are applied in real communication contexts. This can also strengthen students' motivation, as they can experience the direct benefits of mastering Arabic in their daily lives. This combination of theoretical and practical approaches provides a good balance between structural understanding and more applicable language skills (Al-Athari, 2020).

Furthermore, the use of technology as a tool in learning can improve teaching efficiency and effectiveness. The use of online learning applications or game-based

learning platforms can help students learn independently in a more enjoyable way. However, technology should be used as a complement and not a substitute for direct interaction between students and teachers. Teachers still have an important role in providing direction and motivation to students, as well as in overcoming challenges that may arise in the learning process (Al-Qudah & Al-Sheikh, 2017).

This combined approach should also take into account students' characteristics, such as their language level, access to technology, and their learning style. Some students may be more inclined to technology-based learning, while others may prefer a more structured traditional approach. Therefore, teachers should be able to adapt learning strategies to the individual needs of students to achieve maximum results. Thus, the success of Nahwu and Sharaf learning largely depends on the flexibility and openness of the teacher in applying various approaches that suit the learning situation and conditions (Abdullah & Al-Saad, 2019).

5. Conclusions and Recommendations

5.1 Conclusion

Based on the literature review, learning Nahwu and Sharaf can be done effectively by using various strategies that combine traditional and modern approaches. Traditional approaches, such as memorization and lectures, are still relevant in building a basic understanding of the structure of the Arabic language, but need to be updated with more interactive and applicable methods. On the other hand, modern approaches that utilize technology, such as online learning applications and communicative methods, can increase student engagement and allow them to practice Arabic in a more real context. The combination between these two approaches, through the use of blended learning, can result in more balanced and effective learning, which strengthens not only theoretical understanding but also practical language skills.

5.2 Recommendations

For educators, it is recommended to apply a flexible approach, blending traditional methods with technology and communicative approaches, so that students not only understand Arabic language theory, but can also use it effectively in daily conversation. This approach will help overcome the challenge of learning that is too focused on memorization and structure, and emphasize the practical application of Nahwu and Sharaf. In addition, educators need to provide training for themselves in using learning technology to ensure its effectiveness in the learning process.

For Arabic language education policy makers, it is important to pay attention to technological developments and modern educational needs by supporting the integration of technology in the Nahwu and Sharaf learning curriculum. Providing facilities that support the use of technology in schools or universities will enhance students' learning experience, which in turn can improve their Arabic language acquisition. In addition, curriculum development that allows a combination of theory and practice in learning should also be an important concern in education policy.

For further research, it is recommended to conduct empirical tests of the various strategies proposed in this study, especially related to the effectiveness of using technology in learning Nahwu and Sharaf. Such research could explore how the blended learning approach can be applied in a broader context and how the various elements in this approach contribute to learning outcomes. As such, these empirical findings could provide a stronger basis for the development of more effective learning strategies in the future.

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