

NAHWU SHOROF LEARNING ASSISTANCE THROUGH THE SING METHOD AT MAJLIS TAKLIM AL-HIDAYAH CIHANJAWAR PURWAKARTA VILLAGE IN 2023

Muhamad Fahmi Hidayat¹, Annisa Purwani²

¹²STAI DR KHEZ Muttaqien, Indonesia West Java

*Mufaida2001@gmail.com

ABSTRACT

Arabic has a very close relationship with the Indonesian people since Islam entered this country. Arabic is used to pray, worship and deepen their knowledge of Islam. The influence of Arabic is so thick with the Indonesian nation, it is used to be able to understand and master the teachings of Islam, considering that Arabic is the language used in the primary texts of Muslims, namely the Qur'an and hadith as well as secondary texts such as fiqh, morality and and so on and other sciences. Thus, to be able to read and understand Arabic language literature, one must at least master the supporting sciences, namely *Nahwu* and *Sharaf* Sciences. Because with the knowledge of *nahwu* and *shorof*, children will be more fluent in Arabic or study the yellow book and to keep their mouths so that they are not mistaken in pronouncing Arabic pronunciation, it will be easier to understand the language of the Koran and hadith. With the recitation of the yellow book, in which the yellow book uses Arabic, which in words does not use a vowel, so to know the correct vowel, children must be familiar with the science of *nahwu* and *shorof*. So that children can understand Arabic grammar properly, so that children in the meaning of Arabic are not mistaken. The problem that is happening at Majelis al-Hidayah in Cihanjavar village today is that many children do not know about *nahwu* and *shorof* science. Therefore, researchers were asked by ustadz who teach at majlis taklim al-hidayah to find suitable learning methods to practice as an effort so that children can recognize and understand the science of *nahwu* and *shorof*. In the end the researcher chose the *nahwu shorof* learning method with the singing method. The *nahwu* and *shorof* learning method through the singing method is a learning method that makes it easier for *nahwu* and *shorof* to be presented in a practical and interesting way. So that students can learn to understand the science of *nahwu shorof* comfortably and pleasantly. The research methodology used is Action Research (PAR). PAR has three main pillars, namely the research methodology, the action dimension, and the participation dimension. That is, PAR is implemented with reference to certain research methodologies, must aim to encourage transformative action, and must involve many parties as PAR implementers themselves. based on research results for approximately 14 days, children at Majelis Taklim Al-Hidayah can follow the steps conveyed by the companion properly. Assistance in learning *Nahwu Sharaf* using the singing method is also able to improve children's memory of learning *Nahwu Sharaf*. As well as children are very happy to have new knowledge and learning, namely learning *nahwu* and *shorof* science through the singing method, children also really like the method presented because children become easy to accept knowledge and understanding, with the singing method also the children of the majlis taklim students Al-Hidayah quickly received an understanding even though there were some students of the Majelis Taklim Al-Hidayah who were still small and needed a little extra time to memorize the material, but overall the children of the Majelis Taklim Al-Hidayah students were able to take part in the *nahwu* and *shorof* science learning programs very well ..

Keyword : *Assistance, Learning Nahwu Sharaf, Singing*

1. INTRODUCTION

Looking at the reality that exists today, many people do not delve into the science of *nahwu, shorof*, the yellow book, but nowadays it focuses more on the field of general science, and it seems that studying it is now considered old-fashioned or ancient, even though it can lead us to the path of the afterlife whereas if general science or the world is only mortal, or we use the hadiths Prophet which means that if in the problem of the world then we look at the one below it but if it is a matter of religion then we look at the one above us. 1 From the hadiths we can conclude that in the matter of the world it is told to look at the bottom of it as a matter of religion otherwise, then from the above conclusion we will not think of this mortal world too or *hubb al-dunya*. The science of *nahwu shorof* which discusses the most basic rules of Arabic grammar is precisely indispensable in understanding arabic-language literature, especially the Qur'an, hadiths and the yellow book or classical book which is difficult to understand and even many misinterpret so that in the preamble of the kitab al-'Imriti It is stated that *nahwu* science has the right to be studied first because because kalam arab without *nahwu* science will not be understandable. Such is the importance of *Nahwu Shorof* science that many islamic boarding schools deepen to their roots. From this background, the author takes the title "*Nahwu Shorof* Learning Assistance through the Singing Method at Majelis Taklim Al-Hidayah Cihanjavar Purwakarta Village in 2023" as an illustration where later the author will try to explain in the discussion, to what extent the author responds to all of this.

The problem that occurs in majlis al-hidayah village in Cihanjavar village today is that there are many children who do not know about *nahwu* and *shorof* science. Therefore, researchers were asked by ustadz who studied at majlis taklim al-hidayah in finding suitable learning methods to practice as an effort so that children could know and understand the science of *nahwu* and *shorof*. In the end, the elitist chose the *nahwu shorof* learning method with the singing method. The *nahwu* and *shorof* learning method through the *bernayni* method is a learning method that facilitates *nahwu* and *shorof* which are presented practically and interestingly. So that the students can learn to understand the knowledge of *nahwu shorof* comfortably and pleasantly. According to the Method means a path traveled to achieve the goal. Meanwhile, learning is a series of events that are deliberately designed to influence students so that the learning process can take place easily. Thus, it can be understood that the learning method is a way to present the subject matter to (Haedari & Hanif, 2006) children in the taklim al-hidayah

majlis, both individually and in groups so that the subject matter can be absorbed, understood and utilized by students easily. Unlike other methods of learning Arabic rules, learning *nahwu* and *shorof* through this singing method children in learning *nahwu* science in *shorof* are presented interestingly in the form of nadzom chants. So as to make the atmosphere of learning activities not rigid and not seem formal but able to create a learning atmosphere and fun and not boring. With the singing of nadhom chants containing the rules of *nahwu* and *shorof* science, it is very effective to make it easier for al-hidayah students to memorize and remember about the points of knowledge that have been taught.

The most important thing that even the law is mandatory for students to master while studying the yellow book is the knowledge of *Nahwu* and *Shorof*. *Nahwu* science is an Arabic vocabulary used to know the form of a word and its state when it is still one word (*Mufrod*) or when it is composed (*Murokkab*). Included in it is a discussion of *Shorof*. *Shorof* science is part of *Nahwu* Science, which is more focused on discussing the form of words and their state when they become mufrods. *Nahwu*'s discussion includes an explanation of the form of the word and its state when it has not been composed (*mufrod*), for example the form *Isim Fa'il* follows *wazan* , *Isim Tafdhil* follows *wazan* . However, it is undeniable, it has even become an axiom for the majority of students that when learning *nahwu* and *shorof* knowledge, students find it very difficult and even often used as a scourge. This is because in learning *nahwu* and *shorof* there are many terms released by nahwiyyin ranging from classical to modern times so much that this science seems difficult to learn.

Sometimes this science is ambiguous, inconsistent, multi-interpretation and difficult to find the equivalent of the word in the language. The problem of multi-interpretation of this term is the basic problem why the science of *nahwu* and *shorof* is very difficult to learn. Majlis taklim al-hidayah addressed at KP Soreang RT 07 Cihanjawa Village is one of the taklim majlis whose children are quite a lot. Dalam doing *nahwu shorof* learning saw the enthusiasm of students in learning *nahwu* and *shorof* di majlis taklim al-hidayah antusias was very high. On that basis, it is necessary to conduct a study entitled "*Nahwu Shorof* Learning Assistance through the Singing Method at Majlis Taklim Al-Hidayah Cihanjawa Purwakarta Village in 2023" which will aim to encode and deepen the knowledge of *nahwu* and *shorof*.

Where we already know that bahasa arabic as a guide and panduan of life of students, mastery of arabic will greatly help them in mastery of the Qur'an and As-sunnah. One of the things that needs to be mastered in the Arabic branch of science is *nahwu* and *Sharaf*. In Arabic grammatics, *Sharaf* is the mother of Arabic, while *nahwu* is the father of Arabic. From here we already know how important the learning of *Nahwu* and *Sharaf* knowledge is because the knowledge is inseparable in language learning (Wahyono, 2019a)

Nahwu is the science of knowing the position or position of a *kalimah* and to know the final *harakat* of a *kalimah*, which if the *kwlr* in giving a position or *harakat* on the *kalimah* can bring out different meanings. Meanwhile, *Sharaf* is a science that studies the transfiguration of a *kalimah* from one form to another that can give different meanings.

Thus you can read arabic texts well the reader must specify *syakl* (*fathah, kasrah, dhomah* or breadfruit). This requires the ability to

know the position of the word in the Arabic sentence called *nahwu* science and the ability to determine the form of the word by study the science of *Sharaf*.

You can read and understand Arabic at least must master the knowledge of *nahwu* and *Sharaf* first and also master the *mufrod* in order to help the reader to understand the content of the text is being read by him. The results of observations made by researchers at the taklim majlis did not have *Nahwu Shorof* material taught at the taklim al-hidayah majlis, therefore the researcher carried out service with the *Nahwu Shorof* Learning Assistance program through the Singing Method at Majlis Taklim Al-Hidayah Cihanjawa Purwakarta Village in 2023.

2. LITERATURE REVIEW

2.1 Understanding Nahwu

Nahwu science is generally tasked with analyzing the i'rab position of a sentence in sum, while *sharaf* science in general is tasked with analyzing the status of words (*sighat*) that string together a sum. According to Abubakar Muhammad *Nahwu* is linguistically Arabic (Arabic grammatics), as for the term *Nahwu* is a rule that explains the form of Arabic both when standing alone and in the form of sentence structure. According to Sheikh Musthafa alGhulayaini defines *Nahwu* science as a science that studies a basis, which with these basics will be able to know the forms of arabic sentences, both in terms of changing the final *harakat* of a sentence and the development of *Shorof* science etymologically is changing. While in terms is the change in the original form of a sentence to other forms to obtain the appropriate meaning that can be achieved by changing (Fadilah & Sulaikho, 2022)(Wahyono, 2019b) . To succeed in learning *nahwu* and *shorof* keywords that must be considered in qawaid learning, either *nahwu* or *shorof* science is systematic. The unsystematic teaching of qawaid science will have the effect of prolonged leaps of thought and chaos. To be able to systematize the material of qawaid science well, so that it is easy to digest and understand, one must first understand the character of each chapter contained in the science of *nahwu* and *shorof* . In addition to being systematic, the teaching of qawaid must also be based on the principle of benefit. An educator of qawaid science as much as possible must strive for the material taught to be directly benefited by (Rahmawati et al., 200 C.E.) students. Materials that are not grounded or rarely appear in Arabic texts as much as possible in the early stages to be abandoned, since learners cannot directly feel their benefits which can ultimately have an impact on saturation, boredom and even dislike of the materials of qawaid science .

2.2 Definition of Shorof

Shorof science is a science that discusses the change in the state of a word from one form to another according to the desired meaning. The science of *shorof* studies the rules by which words of different meanings are produced. The science of *shorof* is only to study the changes of words in terms of *lafadz*, not meaning. This means that the science of *shorof* does not learn the new meaning of the change of the word being studied. And in the introduction of *Nahwu Shorof* science to the students of Majlis Taklim Al-hidayah, namely by explaining in advance the meaning of *nahwu* and *Sharaf* science, how important it is to learn *nahwu* and *Sharaf* knowledge for students in studying the Qur'an and Assunah, especially for students

who study the yellow book of nahwu and Sharaf science is a basis for learning Arabic. As for the method used, it is the singing method, but of course there are many methods that can be used. Method is a method used to achieve a certain goal that has been set before, in teaching and learning activities the method is very necessary by the teacher, with the use of the beneficiary in accordance with the objectives to be achieved. Mastering methods is a necessity, because a teacher will not be able to teach well if he does not master the methods correctly. While singing is to make a pitched sound, to sing (with lyrics or not). According to Novi Mulyani, singing is a fun activity for children. The experience of singing as one of the music experiences that gives them satisfaction and happiness. From the above understanding, the singing method is a method that uses singing and usually with this singing method children become easy to memorize and easy to remember and is also fun. In Majlis Al-hidayah in the study of Nahwu Shorof science.

2.3 Singing method

The method he used was the singing method. So that children can easily memorize and be enthusiastic in learning. In the application of singing methods in the learning of nahwu and Sharaf sciences in Majlis Al-hidayah, children are given a guidebook and then sung together. It is sung every time a meeting in the learning of Nahwu Shorof science.

by it is agreed that this lesson of nahwu science is not the target that is the purpose of learning but the nahwu science is one of the means to help us speak and write correctly and straighten and keep our tongues from mistakes also helps in exposing the teachings carefully proficiently and fluently Some of the purposes of teaching nahwu science are to keep and avoid oral and written errors language in addition to creating language habits that eloquent That is why the ancient Arab and Islamic scholars seeks to formulate nahwu science in addition to maintaining the language of the Qur'an and Hadith of the Prophet Muhammad saw, accustoming Arabic learners to always make observations of logical and orderly thinking and other uses that can help them to conduct an assessment of Arabic grammar critically, helping learners to understand the expressions of Arabic expressions so as to accelerate understanding of the meaning of speech in Arabic sharpens the brain brightening feelings and develops the linguistic treasures of the learners, giving learners the ability to use Arabic rules in various linguistic settings By therefore a very expected result from the teaching of science nahwu is the proficiency of learners in applying these rules in the style of Arabic expression style used by Arabic language learners in their lives in addition to being useful for understanding the classical language inherited by scholars from ancient times, kawa'id can give careful control to students when composing an essay.

2. METHODS

The method used in this research is Participatory Action Research (PAR). PAR has three main pillars, namely research methodology, action dimension, and participation dimension. This means that PAR is carried out with reference to a particular research methodology, must aim to encourage transformative action, and must involve many parties as PAR implementers themselves. PAR

is carried out by providing learning assistance for *Nahwu Shorof* through the Singing Method at the Majlis Taklim Al-Hidayah, Cihanjawa Village, Purwakarta. The provision of assistance began on 22 February 2023 to 8 March 2023 which was attended by 22 students of Majlis Taklim Al-Hidayah.

3. Research methodology:

Research methodology (problem). In this devotion, the students of dimajlis taklim al-hidayah have the potential to learn nahwu and shorof because the children of majlis taklim al-hidayah in learning nahwu and shorof knowledge can follow it well but at first the children of majlis taklim al-hidayah have not been at all familiar with learning nahwu and shorof science.

Dimensions of action:

Perencanaan aksi, the devotee designed some information about the virtues and how important it is to learn about nahwu and shorof science, and how about studying the yellow book without knowledge of nahwu and shorof sciences so as to cause interest to the students of majlis taklim al-hidayah.

Participation Dimensions:

The devotee applies the habituation of learning nahwu and shorof knowledge through the singing method or can be mentioned with *nadzoman*. The *nadzom* method referred to by the author is a form of systematic working method whose material is poured in the form of *nadzoman* and also the children of al-hidayah students are carried out rote tightening so as to bring an atmosphere of learning that becomes active, fun because it can provide a good stimulus to brain stimuli so as to make students / pilgrims easy to digest a learning material that bert bert the four organized for this program are Majlis Ta'lim AL-Hidayah kampung Soreang RT.07 RW.01 Cihanjawa Village- kec. Bojong – Purwakarta District – West Java.

4. RESULTS & DISCUSSION

This mentoring activity was carried out in two weeks at the same location. The activity started on February 22, 2023, which is located at the majlis taklim al-hidayah RT 07 RW 03 KP Soreang Desa Cihanjawa Kec Bojong Kab Purwakarta.as for the object of my research in the *Nahwu Shorof* Learning Assistance activity program through the Singing Method at Majlis Taklim Al-Hidayah Cihanjawa Purwakarta Village in 2023, namely the children of students of majlis taklim al-hidayah. The preparation stage is carried out by the service team by planning activities in the form of time arrangements so that activities can run smoothly and in accordance with the goals to be achieved. Basic knowledge regarding the selection of themes and titles of this devotion is determined by observation and surveys. The permit application was made orally to the chairman of the Majlis Taklim Al-hidayah. Before conducting *Nahwu Shorof* Learning Assistance through the Singing Method at Majlis Taklim Al-Hidayah Cihanjawa Purwakarta Village, researchers conducted silaturahmi to ngaji teachers at majlis taklim al-hidayah which was done for introduction, asking for permission and to find out the learning system carried out in majlis taklim al-hidayah with wawanacara and friendship to umi, ustadz oyok and ustadz ogin ,

after conducting a gathering the researcher also conducted observation at the taklim al-hidayah majlis by looking at learning and participation as well as in learning at the taklim al-hidayah majlis with the data obtained through observation the researcher draws conclusions to determine the program needed at the taklim al-hidayah majlis then conducts program design and Determination of the program to be applied at the Taklim Al-Hidayah Majlis, where the researcher directly prepared for the implementation of the first day of the program, carried out the researcher M collected data first about the students at the Taklim Al-Hidayah Majlis to find out the character of the students in the Taklim Al-Hidayah Majlis after that, the researcher continued to do P Enyampaian the first phase of the program with self-introduction and explaining the program to be carried out and on the next day proceed to the stage of learning *nahwu* and *shorof* knowledge so that researchers deliver material with lecture methods and fun questions in order to make children happy and not bored. In the next phase, it is continued to convey the importance of *nahwu* and *shorof* science where researchers explain the benefits of learning *nahwu* and *shorof* science. Then continued with a discussion of material on *nahwu* science where the researcher delivered material about *nahwu* science and examples of *isim dhomir* and tomorrow the researcher delivered material about *Shorof* science, namely *fiil tsulatsi mujarrod* then the students did the material by singing method which is memorization material through the singing method is very effectively applied in the children of al-hidayah students, because in addition to the fun memorization of material through the singing method can also make it easier for the children of al-hidayah students to memorize the basics of ilmu *nahwu* and *shorof* after the students have memorized the material, anak-anak santri al-hidayah is also required to *murojaah* the material that has been taught because in this *murojaah* way children can continue to remember and the stronger the memory in memorizing *nahwu* and *shorof* science material. After the students memorized the material, the researcher also conducted evaluation and also tested the students of Majlis Taklim Al-Hidayah about the extent of memorization on the basis of *nahwu* and *shorof* science.

This activity is carried out every day. The place where this assistance was carried out was carried out at Majlis Taklim Al-hidayah Kp. Tanjung Sarana RT.7 / RW.3, Ds.Cihanjavar, Kec.Bojong with consideration of the availability of facilities at Majlis Taklim Al-hidayah. After being given assistance to children at Majlis Taklim Al-hidayah regarding the singing method in learning *Nahwu Shorof* science, it can be seen that the children are very enthusiastic in learning *Nahwu Shorof* science with the singing method. By using the singing method the child becomes easily memorized and very excited.

The first phase on the first to the fourth day of the researchers applying for permission was carried out orally and directly came to the house of the elder Majlis Taklim Al-hidayah. Before conducting *Nahwu Shorof* Learning Assistance through the Singing Method at Majlis Taklim Al-Hidayah Cihanjavar Purwakarta Village, researchers conducted a gathering with salaried teachers at the taklim al-hidayah majlis which was carried out for introduction, asking for permission and to find out the learning system carried out in the taklim al-hidayah majlis. The researcher introduced himself to the students of Majlis Taklim Al-Hidayah and introduced the program that the researcher will do in Majlis Taklim Al-Hidayah and researchers collected data first about students at

Majlis Taklim Al-Hidayah to find out the character of the students at Majlis Taklim Al-Hidayah after that, the researcher continued to deliver the first phase of the program with self-introduction and explained the program to be carried out by the researcher conveying an understanding of how important *nahwu* and *shorof* science are where researchers explain the benefits of learning *nahwu* and *shorof* science. Then continued by providing material on *nahwu* science where researchers delivered material about *nahwu* science and examples of *isim dhomir*



Figure 1.1 Activities Nahwu Material Introduction and Shorof

The second stage on the fourth to the ninth day of the researcher provides material on *nahwu* science where the researcher delivers material about *nahwu* science and examples of *isim dhomir* and tomorrow the researcher delivers material about *Shorof* science, namely *fiil tsulatsi mujarrod* then the students memorize the material with the singing method where the memorization of the material through the singing method is very effectively applied in the children of al-hidayah students. Evaluation of material about *nahwu* and *shorof* science so that children can continue to remember and the stronger their memory in memorizing *nahwu* and *shorof* science materials, after the students memorize with the material, the researcher also gives gifts to the children of al-hidayah students.

The third stage on the ninth to the fourteenth day the researcher gave 3 books to the elders of the majlis al-hidayah, the first book there is the book of *tashrif lughowi* which is very common among students and is very useful for the progress of this program because the content in the book contains a deep study of the science of *shorof*. And the second book there is the book of *mukhtassor jiddan* which is often called the book of *jurumiyah*, in this book there are many explanations about *nahwu* science that will be useful for the children of students of majlis taklim al-hidayah, and the third there is the book of *safinatunnaja* which explains the science of fiqh and also when the children of santri al-hidayah have understood the book of *tashrif* and *jurumiyah* earlier will certainly be able to read this book of *safinatunnaja*.



Figure 1.2 symbolic giving activities to majlis elders

At the evaluation stage, ini is very effective but in between studying the children of majlis taklim al-hidayah there are still children who joke when studying with their friends because there are children who like to joke who are admitted to be more senior than other students, but in a while with a good emotional approach the child continues to obey discipline and maintain ethics.

In the *Nahwu Shorof* Learning Assistance program through the Singing Method at Majelis Taklim Al-Hidayah Cihanjawa Purwakarta Village in 2023 which was followed by 22 students of the Taklim al-hidayah majlis before mentoring the average ability to know *nahwu shorof* was 36.8% after mentoring to 87.5%.

Table 1. Hasil belajar

No	Name	Gender	Before Mentoring	After Mentoring
1	M S	L	30%	85%
2	R A F	L	40%	85%
3	A B	L	20%	70%
4	F N	L	60%	95%
5	M R A	L	40%	85%
6	L P	L	40%	85%
7	R F	L	40%	85%
8	A and M	L	40%	85%
9	R R P	L	30%	75%
10	P A	P	40%	85%
11	N S	P	30%	80%
12	D S A	P	30%	80%
13	S M	P	30%	80%
14	E D K	P	40%	85%
15	P M	P	40%	85%
16	N Z A	P	30%	75%

17	A T	P	40%	90%
18	Z F	P	50%	95%
19	S F	P	50%	95%
20	S R	P	20%	75%
21	S R	P	20%	75%
22	R M	P	50%	95%



Figure 1.3 Rewarding

5. CONCLUSION

From the results of the *Nahwu Shorof* Learning Assistance program through the Singing Method at Majelis Taklim Al-Hidayah, Cihanjawa Purwakarta Village in 2023, based on the research conducted for approximately 14 days, children in Majelis Taklim Al-hidayah were able to follow the steps delivered by the companion well. The assistance in learning *Nahwu Sharaf* science using the singing method improved children's memory of learning *Nahwu Sharaf* knowledge. Children were very happy to have new knowledge and learning, namely learning *nahwu* and *shorof* knowledge through the singing method, children also really liked the method conveyed because children found it easy to accept knowledge and understanding. With the singing method also the children of majlis taklim al-hidayah students quickly accept understanding even though there is a small student of majlis taklim al-hidayah and needs a little extra time in memorizing the material, However, overall the students of Majelis Taklim Al-Hidayah can take part in the *Nahwu* and *Shorof* science learning programs very well.

6. ACKNOWLEDGMENTS

The devotee would like to thank all parties who have been involved in this assistance, so that this service journal can be carried out properly This report is prepared as one of the assessments of the entire Community Service Lecture (KPM) program and to find out the extent to which the student activity program in implementing KPM can be realized properly. Therefore, let us express our gratitude to Allah Almighty, who is always there every step of the way, and all His conveniences. Thank you to the beloved campus of STAI DR KHEZ MUTTAQIEN PURWAKARTA for giving us the opportunity to be able to take part in Community Service Lecture (KPM) activities placed in one of the cihanjawa villages, especially in KP. Soreang rt/rw/ 07/03. Thank you to Mrs. Annisa

Purwani M.Pd as the supervisor for the guidance and direction that has been given. Thank you to the people of cihanjavar village, especially kp. Soreang rt/rw 07/03 for all its assistance and cooperation so that this Community Service Lecture (KPM) can run smoothly. And thank you to all parties who have participated and provided support, both materially and non-materially that we cannot write down one by one.

7. REFERENCES

- Ministry of National Education, *Big Dictionary of Indonesian*, (Jakarta: PT Gramedia Pustaka Utama, 2011), p. 790
- Pupuh Fathurrohman and Sobry Sutikno, *Teaching and Learning Strategies through The Cultivation of General Concepts & Islamic Concepts*, (Bandung: PT Refika Aditama, 2011), p. 15
- Novi Mulyani, *Early Childhood Art Development* (Bandung : PT REMAJA ROSDAKARYA, 2017) p. 18
- Fadilah, Y. W., & Sulaikho, S. (2022). Eligibility of Android-Based iSpring Suite Learning Media on Nahwu Shorof Subjects. *Arabia*, 13(2), 315. <https://doi.org/10.21043/arabia.v13i2.10710>
- Haedari, M. A., & Hanif, A. (2006). *The future of pesantren: in the challenges of modernity and the challenges of global complexity*. Ird Press.
- Rahmawati, R. D., Ainun, S. N., Faculty, A., Islam, K. A., & Wahab, H. (200 C.E.). *THE INFLUENCE OF AL MIFTAH LEARNING METHODS TO INCREASE THE UNDERSTANDING OF NAHWU SCIENCE AND SHOROF SANTRI AS SALMA BHRUL ULUM TAMBAKBERAS*.
- Wahyono, I. (2019a). Kiai strategy in the success of Nahwu and Shorof learning at the Al-Bidayah Islamic Boarding School Tegalbesar Kaliwates Jember. *Tarbiyatuna Journal: Studies in Islamic Education*, 3(2), 106–121.
- Wahyono, I. (2019b). *KIAI'S STRATEGY IN THE SUCCESS OF NAHWU AND SHOROF LEARNING AT THE AL-BIDAYAH ISLAMIC BOARDING SCHOOL TEGALBESAR KALIWATES JEMBER*.