

Enhancing Nahwu Learning through the *Al Ikhtishor* Method at Ponpes Durrotu Ahlissunnah Waljama'ah Semarang

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Abstract:

This study aims to evaluate the level of *nahwu* learning, measure students' abilities in *nahwu*, and assess the effectiveness of using the *Al Ikhtishor* method in *nahwu* instruction at Pondok Pesantren Durrotu Ahlissunnah Waljama'ah. The research employs quantitative methods with an experimental design, involving control and experimental classes. Data collection techniques include tests, interviews, and documentation. Data analysis was conducted through normality tests, homogeneity tests, and T-tests (Paired Sample T-Test and Independent Sample T-Test). The results indicate that the application of the *Al Ikhtishor* method was adequate, students' learning abilities were very good, and the use of the *Al Ikhtishor* method proved effective in enhancing students' understanding and mastery of *nahwu*. Specifically, the *Al Ikhtishor* method significantly improved students' comprehension and mastery of *nahwu*. In conclusion, the *Al Ikhtishor* method is effective in improving the quality of *nahwu* learning and is recommended for teaching *nahwu* at Pondok Pesantren.

Keywords : *Al Ikhtishor* method, Nahwu Learning, Experimental Research

Introduction

Nahwu learning is one of the important branches of Arabic grammar, playing a crucial role in understanding religious texts and classical literature.¹ The science of Nahwu aids learners in comprehending sentence structures, identifying words, and interpreting texts accurately.² This ability is indispensable for deeply understanding the Qur'an and hadith and for appropriately interpreting their meanings.³ As the foundation of Arabic grammar, Nahwu enhances learners' understanding of how

¹ S Zaenab, 'A Scientific Approach for Nahwu Learning', *Journal of Islamic Education and Pesantren* 1, no. 1 (2021): 79–100, <https://doi.org/10.33752/jiep.v1i1.1753>.

² Ahmad Mualif, 'Metodologi Pembelajaran Ilmu Nahwu Dalam Pendidikan Bahasa Arab', *AL-HIKMAH (Jurnal Pendidikan Dan Pendidikan Agama Islam)* 1, no. 1 (2019): 26–36, <https://doi.org/10.36378/al-hikmah.v1i1.60>.

³ Adi Supardi, Agung Gumilar, and Rizki Abdurohman, 'Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif', *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman Dan Pendidikan* 3, no. 1 (2022): 23–32.

words and phrases function within sentences and how meaning can be conveyed effectively.⁴

Traditional methods of learning Nahwu often rely heavily on memorization, requiring learners to commit various rules to memory without providing sufficient opportunities for deep and practical understanding.⁵ These methods frequently fail to facilitate the application of learned principles in real-life contexts, leading to frustration and a loss of motivation among learners.⁶ To address this challenge, a more innovative and interactive approach is essential—one that combines theory with practice, enabling students to grasp and apply their knowledge in meaningful, real-world contexts. The practical use of Arabic often differs significantly from theoretical contexts.⁷ This discrepancy can result in students mastering grammatical rules in theory⁸ but struggling to apply them effectively in communication or independent reading of Arabic texts.⁹ To bridge this gap, innovations in Nahwu teaching methods are necessary.¹⁰ Interactive approaches, such as using visual media, digital tools, and hands-on practice in communicative settings, can boost student motivation and understanding.¹¹ This makes Nahwu learning more engaging, relevant, and effective, ultimately helping learners achieve greater mastery of Arabic.¹²

The evolving demands of modern times have also influenced education, including the teaching of Nahwu.¹³ Teachers and education practitioners increasingly recognize the need for innovation in delivering Nahwu material.¹⁴ The delivery of

⁴ Fitriani Gany, 'Problematika Pembelajaran Bahasa Arab Pada Aspek Ilmu Nahwu Di Kelas Viii Smp Alam Al Aqwiya Cilogok Banyumas', *Publisher: IAIN Purwokerto*, 2021.

⁵ M Asy'ari, 'Method Of Nahwu In Arabic Learning', *Akademika : Jurnal Pemikiran Islam* 24, no. 2 (2020): 353–76.

⁶ Aliyah Aliyah, 'Pesantren Tradisional Sebagai Basis Pembelajaran Nahwu Dan Sharaf Dengan Menggunakan Kitab Kuning', *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 6, no. 1 (2018): 1–25, <https://doi.org/10.23971/altarib.v6i1.966>.

⁷ Gany, 'Problematika Pembelajaran Bahasa Arab Pada Aspek Ilmu Nahwu Di Kelas VIII Smp Alam Al Aqwiya Cilogok Banyumas'.

⁸ A Kirom, MF Salim, and I Amini, 'The Influence of Grammatical Hunting Method on the Interest and Learning of Class 4 Students of TMI Al-Amien Prenduan on Nahwu Subject', *Dzihni: Jurnal Pendidikan Bahasa Arab, Linguistik Dan Kajian Literatur Arab* 1, no. 01 (2023), <https://doi.org/10.28944/dzihni.v1i01.1079>.

⁹ Asy'ari, 'Method Of Nahwu In Arabic Learning'.

¹⁰ A Fairuzah, M Muassomah, and A Muballigh, 'Use of Word Racing Game (سباق الكلمات) for Nahwu Learning at Madrasah Ibtidaiyyah Nurul Amal Mojokerto', *Armala* 4, no. 2 (2023), <https://doi.org/10.24260/armala.v4i2.1552>.

¹¹ F Al Azmi, M Muassomah, and ..., 'The Use of Quizizz as Istiqraiyyah-Based Nahwu Learning Media in the Digital Age', *Lisanudhad; Jurnal Bahasa, Pembelajaran Dan Sastra Arab* 10, no. 1 (2023), <https://doi.org/10.21111/lisanudhad.v10i01.9186>.

¹² I Nujaima and H Kurniawan, 'The Role of Nahwu and Sharf Sciences in Arabic Language Learning', *Jurnal Al-Hibru* 1, no. 1 (2024), <https://doi.org/10.59548/hbr.v1i1.104>.

¹³ Ratih Haryati, Irsyad Azhari, and Wildana Wargadinata, 'Analisis Pemikiran Ibrahim Musthafa Dalam Pembaruan Nahwu (Kajian Linguistik Modern)', *FASHOHAH: Jurnal Ilmiah Pendidikan Bahasa Arab* 4, no. 1 (2024): 1–17.

¹⁴ MI Zamzami and D Syamsiyah, 'The Material Analysis and Learning Method of Nahwu in the Book of Qawa'id Al-Asasiyyah Li Al-Lughah Al-'Arabiyyah', *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2020), <https://doi.org/10.14421/almahara.2020.062.06>.

Nahwu material is taught more effectively and efficiently for students.¹⁵ Efforts are being made to create teaching methods that enable students to better understand Nahwu concepts,¹⁶ methods that go beyond mere memorization and theory.¹⁷ One such innovation is the *Al Ikhtishor* method, a fast-track approach to learning Nahwu.¹⁸ This method offers a quicker and more effective way to understand the "yellow book," a key reference for the study of religious sciences in many Pondok Pesantren. By providing a more interactive and accessible learning process, the *Al Ikhtishor* method addresses many of the challenges traditionally associated with learning Nahwu.¹⁹

The *Al Ikhtishor* method is highly effective because it reduces the time required to master Nahwu from the usual 3-4 years to just 6-12 months. Its concise and systematic structure allows students to quickly grasp the rules of Nahwu without compromising their depth of understanding.²⁰ This is particularly beneficial in addressing the time constraints faced by students in Pondok Pesantren, enabling them to learn and comprehend Nahwu more efficiently within a shorter period.²¹ The *Al Ikhtishor* method is a concise summary of the *Alfiyah Ibn Malik* book, complemented by parts of *Al Imrithi* and *Nadzom Maqshud*.²² This method is uniquely characterized by its division into two discussion books and one *nadzom* (poetic verse) book. The first book covers topics such as *Isim* (noun), *I'rab* (grammatical inflection), *mubtada'* (subject) and *khabar* (predicate), *tawabi'* (dependents), and their derivatives. The second book focuses on *fi'il* (verbs) and their derivatives. Additionally, this method includes a *nadzom* pocketbook, making it easier for students to memorize rules through songs and their meanings.

The nahwu material in this method is presented in a concise, clear, and accessible manner, simplifying the learning process for students.²³ The books are also

¹⁵ Yuyun Rohmatul Uyuni, 'Peningkatan Peran Guru Bahasa Arab Terhadap Pemahaman Dasar Ilmu Nahwu Di Pondok Pesantren', *Edukatif: Jurnal Ilmu Pendidikan* 5 (2023): 409–20.

¹⁶ AS Rizqia, A Dienana, and A Sopian, 'The Perspectives of Master's Students on the Importance of Ushul Nahwu in Learning Arabic as a Foreign Language', *Al-Fusha: Arabic Language Education Journal* 6, no. 2 (2024), <https://doi.org/10.62097/alfusha.v6i2.1656>.

¹⁷ Supardi, Gumilar, and Abdurrohman, 'Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif'.

¹⁸ Amin Fauzi Badri, *Al Ikhtishor : Metode Singkat Dan Cepat Untuk Memahami Al-Qur'an & Kitab Kuning*, 2nd ed. (Kudus: Menara Kudus, 2022).

¹⁹ Ahmad Muklason et al., 'Pembuatan Media Pembelajaran Digital Interaktif Untuk Materi Pembelajaran Bahasa Arab (Nahwu Dan Shorof) Untuk Santri Milenial', *Sewagati* 7, no. 3 (2023): 383–92, <https://doi.org/10.12962/j26139960.v7i3.505>.

²⁰ S Febriani, Y Yasmadi, and SI Lestari, 'The Implementation Of Nahwu Learning Based On Project Based Learning At Uin Imam Bonjol Padang', *AL-MUTSLA* 5, no. 2 (2023), <https://doi.org/10.46870/jstain.v5i2.442>.

²¹ I Aziza, SM Mardhiyah, and D Hilmi, 'Efektivitas Penggunaan Metode Al Miftah Lil Ulum Dalam Pembelajaran Nahwu Di Pondok Pesantren Miftahul Ulum Bulupayung Malang', *Ebtida': Jurna Pendidikan Dasar Islam*, 2021, <https://doi.org/10.33379/ebtida.v1i2.1031>.

²² (2020) بهاء الدين أبي محمد عبد الله ابن عاقل. شرح ابن عاقل على الفية ابن مالك (سورابايا: نور الحرمين).

²³ I Amelia and M Abidin, 'THE EFFECTIVENESS OF USING GUIDED DISCOVERY METHOD IN NAHWU LEARNING AT SMP-IT IZZATUNA PALEMBANG', *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 25, no. 1 (2024), <http://dx.doi.org/10.22373/jid.v25i1.18352>.

equipped with tables, formulas, and familiar songs to make the content more engaging and memorable for learners. Using songs not only makes learning enjoyable but also helps students recall and understand the rules of nahwu more effectively.²⁴ The *Al Ikhtishor* method is designed to prevent students from becoming easily bored, enabling them to understand and memorize nahwu material more efficiently within a shorter period. Below are some examples of the content from the *Al Ikhtishor* method:

اعْرَابُهُمْ تَغْيِيرَ آخِرِ الْكَلِمِ # تَقْدِيرًا أَوْ لَفْظًا لِعَامِلِ عِلْمِ

The change at the end of a word due to *amil* # is known as *I'rab*, without any musykil/confusion

هَآكَ حُرُوفَ الْجَرِّ وَهِيَ مِنْ إِلَى # حَتَّى خَلَا حَاشَا عَدَا فِي عَنْ عَلَى

مُذْ مُنْذُ رَبِّ اللَّامِ كَيْ وَآوُ وَتَا # وَالْكَافُ وَالْبَاءُ وَلَعَلَّ وَمَتَّى

The particles of *jarr* include *min* and *ila* # *Hatta khola khasa' ada fi 'an ala Mudz mundzu rubba* and *lam kai wawu* and *ta'* # the particles *kaf ba la'alla* and *mata*

Since its introduction by KH Amin Fauzan Badri in 2005, the *Al Ikhtishor* method has garnered significant attention, particularly within the Islamic boarding school (*Pondok Pesantren*) communities in Central Java. Designed to simplify the study of Nahwu, one of the core branches of Arabic grammar, this method helps students learn more quickly and effectively. By focusing on essential materials and adopting a more accessible teaching pattern, the *Al Ikhtishor* method has successfully streamlined what was previously seen as a challenging and monotonous learning process. Many *Pondok Pesantren* across different regions recognized its potential to enhance students' mastery of Arabic grammar efficiently.

The success of the *Al Ikhtishor* method extends beyond improving learning outcomes, it also appeals to students by providing a practical and applicable approach to Nahwu. In the face of challenges often associated with learning Nahwu, this method has been widely embraced for its ability to simplify the process and keep students engaged. As a result, it has received overwhelmingly positive feedback from various *Pondok Pesantren* in Central Java, many of which have incorporated it into their curricula. Among these institutions, Pondok Pesantren Durrotu Aswaja (*Ahlissunnah Waljama'ah*) stands out as an active practitioner of the method. This Islamic boarding school views the *Al Ikhtishor* method as an effective solution for enhancing the quality of Nahwu instruction. Its implementation at Pondok Pesantren Durrotu Aswaja has yielded remarkable results, with students showing a faster grasp of Arabic grammar rules and greater engagement in the learning process.

²⁴ MH Shidqi and A Mudinillah, 'The Effect of Nahwu Learning Understanding for The Insya' Ability of AFL Students in West Sumatra/Fahm An-Nahw Wa Ātsāruh 'alā Qudrah Al-Insyā Ladā ...', *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (2021), <https://doi.org/10.23971/altarib.v9i2.3105>.

Over time, the popularity of the *Al Ikhtishor* method has spread beyond Central Java to other regions. Many *Pesantren* that have adopted the method report significant improvements in their students' Nahwu proficiency, establishing it as a noteworthy educational innovation. The willingness of *Pondok Pesantren* to embrace this new approach demonstrates the adaptive nature of Islamic education in Indonesia, which continues to evolve to meet contemporary needs while preserving the essence of classical sciences that are deeply rooted in the boarding school tradition.

The Pondok Pesantren Durrotu Ahlissunnah Waljama'ah, located in Semarang City, specifically in Banaran Hamlet, boasts a rich history as a prominent Islamic educational institution focusing on religious sciences, including Nahwu. Founded in 1986 by Abah Kyai Masyrochan, a respected scholar in the local community, the institution has upheld a tradition of excellence in Islamic education. Under the leadership of Abah K.H. Agus Ramadhan and Mrs. Nyai Dzirwatul Mudzakkiyah, the *Pesantren* has introduced innovative learning systems while maintaining the scholarly traditions established by its founder. They have continued the vision of preserving the values of *Ahlussunnah wal Jama'ah*, while modernizing teaching methods to ensure their relevance in today's educational context.

In the process of learning Nahwu, the Pondok Pesantren Durrotu Ahlissunnah Waljama'ah uses classic texts that have long served as the primary references among Islamic boarding schools. Some of the books studied by students include *Awamil*, *Jurumiyah*, *Imrithi*, *Al-Mutammimah*, and *Alfiyah Ibn Malik*. These texts form the foundational basis for Arabic grammar studies, which are essential for understanding religious texts and classical Islamic literature. Nahwu instruction at this boarding school is carried out in stages, progressing from basic to advanced levels. Beginners start with foundational texts such as *Jurumiyah*, and as their proficiency grows, they advance to more complex works like *Alfiyah Ibn Malik*, which is considered the pinnacle of Nahwu mastery.

Achieving the highest level, marked by proficiency in *Alfiyah*, requires significant time and effort. Typically, students undergo a gradual learning process over five to six years. In the initial years, they focus on understanding the basics of Nahwu, such as sentence structure and fundamental grammatical rules, as taught in *Awamil* and *Jurumiyah*. Over time, they progress to advanced texts like *Imrithi* and *Al-Mutammimah*, which delve deeper into grammatical concepts. Only after mastering these texts are students permitted to study *Alfiyah Ibn Malik*, a text comprising a thousand verses on Arabic grammar. This rigorous process demands a high level of dedication, as students must not only memorize the material but also understand and apply the rules in broader contexts, both in interpreting classical texts (*yellow books*) and in practical applications in daily life. The challenges encountered at each stage contribute to the depth and comprehensiveness of Nahwu learning at this Islamic boarding school.

Interviews conducted with Nahwu teachers at the Pondok Pesantren revealed that many students still struggle to master the rules of Nahwu.²⁵ Students often face difficulties in understanding and applying Arabic grammatical rules, leading to frequent errors in reading and writing Arabic texts. These errors include incorrect

²⁵ V.W Sujarweni, *Metodologi Penelitian* (Yogyakarta: Pustaka Baru Pers, 2019).

harokat (vowel markings), omission or addition of letters, and inaccuracies in determining the *tarkib* (syntactical structure) of sentences. These findings underscore the need for more effective teaching methods to enhance students' understanding and mastery of Nahwu.

Based on various studies, the researcher analyzed the *Al Ikhtishor* method as an effective solution for teaching Nahwu to students. This method not only simplifies the material but also accelerates the learning process, enabling students to achieve the desired competencies in a shorter time compared to conventional methods. By employing the *Al Ikhtishor* method, the researcher assessed improvements in students' understanding and mastery of Nahwu rules, with the goal of achieving better outcomes. This study focuses on evaluating the effectiveness of the *Al Ikhtishor* method in Nahwu learning.

The research design is experimental, comparing the learning outcomes of a control class using the conventional method with an experimental class applying the *Al Ikhtishor* method. The researcher conducted hypothesis testing and a t-test to evaluate the significance of the difference in learning outcomes between the two groups. The results of this statistical analysis are expected to provide a solid foundation for developing improved *Nahwu* teaching methods and to offer practical guidance and recommendations for teachers, schools, and *Pondok Pesantren* in selecting effective strategies for enhancing the quality of *Nahwu* instruction.²⁶ The study utilized a quantitative approach with a quasi-experimental design, involving two groups: a control class taught with the conventional method and an experimental class taught with the *Al Ikhtishor* method.²⁷ The independent variable was the *Al Ikhtishor* method, while the dependent variable was *Nahwu* learning outcomes. The population comprised 44 students from the first-grade boys' and girls' classes of Madrasah Diniyah Ahlissunnah Waljama'ah.

Primary data were collected through test results (pretest and posttest) from the first-grade boys' class (experimental group) and the first-grade girls' class (control group). Additionally, the study included interviews with teachers and administrators of the Pondok Pesantren Durrotu Aswaja and observations from *Nahwu* teachers. Secondary data sources included the *Al Ikhtishor* method book from the Matholi'ul Huda Grobogan Islamic boarding school, as well as books, articles, and relevant websites. The integration of primary and secondary data sources is expected to provide a comprehensive evaluation of the effectiveness of the *Al Ikhtishor* method in teaching *Nahwu*.²⁸ Descriptive statistical analysis was conducted for each variable, with data analyzed based on mean, maximum-minimum values, and standard deviation.²⁹ Hypothesis testing was carried out using a t-test, preceded by normality and homogeneity tests. The statistical analysis was performed with SPSS 25 to assess

²⁶ MH Arsyad, 'Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa', *Jurnal Shaut Al-Arabiyah* 7, no. 1 (2019), <https://doi.org/10.24252/saa.v1i1.8269>.

²⁷ Muchlish Ansori, *Metode Penelitian Kuantitatif Edisi 2* (Surabaya: Airlangga University Press, 2020).

²⁸ Sidel J. L., Bleibaum, R. N., & Tao, K. C., 'Quantitative Descriptive Analysis', *Descriptive Analysis in Sensory Evaluation*, 2019, 287–318.

²⁹ Amos Neolaka, *Metode Penelitian Dan Statistik* (Bandung: Rosda Karya, 2019).

the effectiveness of the *Al Ikhtishor* method compared to conventional teaching methods in improving students' understanding of *Nahwu*.³⁰

Results and Discussion

The *Al Ikhtishor* method for learning *Nahwu* was developed by K.H. Amin Fauzan Badri from Pondok Pesantren Matholi'ul Huda Grobogan. This method is designed to simplify *Nahwu* learning, making it easier for students to understand and apply, particularly in a more efficient timeframe. By focusing on the most essential core materials, the method enables students to grasp the fundamental concepts of Arabic grammar without requiring a lengthy and monotonous learning process.

Over time, the *Al Ikhtishor* method has been implemented not only at Pondok Pesantren Matholi'ul Huda but also in numerous other Pondok Pesantren across Central Java. It has proven effective in enhancing students' understanding of *Nahwu*. Among these institutions, Pondok Pesantren Durrotu Aswaja consistently applies the *Al Ikhtishor* method as part of its efforts to improve learning efficiency and accelerate the mastery of *Nahwu*. Through this method, students can save time without compromising the quality of their learning, allowing them to master Arabic grammar more quickly. This mastery facilitates their ability to understand classical texts and apply their knowledge in daily life, including effective communication.

The success of the *Al Ikhtishor* method in *Pondok Pesantren* demonstrates the importance of innovation in *Nahwu* teaching methods to address contemporary educational needs. In addition to speeding up the learning process, this method improves the quality of instruction by emphasizing not just memorization but also the practical application of concepts. As a result, the *Al Ikhtishor* method has become one of the most sought-after and widely adopted approaches to *Nahwu* learning in Islamic educational institutions in Indonesia. The researcher conducted a study involving two classes: one boys' class and one girls' class at Madrasah Diniyah Ahlussunnah Waljama'ah in Semarang. The purpose of the study was to evaluate the level of mastery of *Nahwu* among students following different teaching methods. The boys' class served as the experimental group, where the *Al Ikhtishor* method was applied to *Nahwu* instruction, while the girls' class functioned as the control group, using traditional *Nahwu* learning methods without the *Al Ikhtishor* approach. This comparison allowed the researcher to measure and analyze the learning outcomes of the two distinct methodologies.

After conducting the test, the results revealed a significant difference between the two classes. Students in the experimental class, who learned using the *Al Ikhtishor* method, demonstrated a better and deeper understanding of *Nahwu* compared to those in the control class. This difference was evident not only in the test results but also through observations during the learning process. Students in the experimental class were more active, engaged in discussions, and responded to questions more quickly and accurately. This difference highlights the effectiveness of the *Al Ikhtishor* method in enhancing students' understanding of *Nahwu*. These findings can serve as valuable feedback for teachers at *Madrasah Diniyah* and other *Pondok Pesantren*,

³⁰ Adi Sulistyo Nugroho and Walda Haritanto, *Metode Penelitian Kuantitatif Dengan Pendekatan Statistika:(Teori, Implementasi & Praktik Dengan SPSS)* (Yogyakarta: Penerbit Andi, 2022).

encouraging them to consider adopting the *Al Ikhtishor* method as a more efficient and effective alternative for teaching *Nahwu*. The results also open opportunities for further research, such as applying this method at different educational levels or incorporating it into the teaching of more complex Arabic language materials. With further refinement and development, the *Al Ikhtishor* method has the potential to address future challenges in *Nahwu* learning.

Tabel 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	22	58	77	67.95	6.028
Post-Test Experiment	22	80	92	85.68	3.695
Pre-Test Control	22	55	84	67.23	8.077
Post-Test Control	22	67	89	77.68	5.121

Table 1 presents the results from both the experimental and control class, showing a striking difference in the average scores of *Nahwu* proficiency. The average score for the experimental class, where the *Al Ikhtishor* method was implemented, was 85.68, while the control class, which used conventional learning methods, achieved an average score of only 77.68. This difference strongly suggests that the *Al Ikhtishor* method positively impacts students' ability to learn *Nahwu*.

To ensure the validity of the results, the researchers conducted a series of in-depth statistical analyses. The first stage of this process involved prerequisite tests, including a normality test, a homogeneity test, and a t-test. The normality test ensured that the data from both classes were normally distributed, allowing for accurate further statistical analysis. The homogeneity test confirmed that there were no significant differences in variance between the groups, validating the comparison between the two classes. Once these prerequisites were met, the t-test was conducted to test the hypothesis: whether the observed difference in average *Nahwu* scores between the experimental and control classes was statistically significant.

The results of the t-test are expected to provide robust evidence regarding the effectiveness of the *Al Ikhtishor* method. If the test shows a significant difference in average scores between the two classes, it can be concluded that the *Al Ikhtishor* method has a positive impact on improving students' understanding of *Nahwu*. Conversely, if the difference is not significant, other factors may need to be considered when evaluating the effectiveness of the method. This statistical analysis is a crucial step in solidifying the research conclusions and providing a strong scientific foundation for future development of *Nahwu* teaching methods.

Tabel 2. Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	.119	22	.200	.940	22	.194
Post-Test Experiment	.121	22	.200	.948	22	.291
Pre-Test Control	.105	22	.200	.959	22	.466
Post-Test Control	.166	22	.118	.955	22	.396

The analysis results in Table 2 indicate that the significant value (Sig.) in the Kolmogorov-Smirnov test is 0.200 and in the Shapiro-Wilk test is 0.194, both of which are greater than 0.05. This confirms that the data is normally distributed. Ensuring data normality is a critical prerequisite in statistical analysis to verify that the data conforms to the parametric statistical assumptions required for further testing. Since the data meets the normality requirements, the researcher proceeded with parametric statistical methods for analysis. Relevant tests in this context include the paired sample t-test and the independent sample t-test. The paired sample t-test is used to compare two data sets from the same group, such as before and after an intervention. Meanwhile, the independent sample t-test compares two distinct data groups, such as the experimental and control classes. These methods allow researchers to determine whether there are significant differences between the groups, particularly in students' mastery of *Nahwu* after the application of the *Al Ikhtishor* method.

Tabel 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimen – Post-Test Experimen	-17.591	7.481	1.595	-20.908	-14.274	-11.029	21	.000

The results presented in Table 3 show a significant improvement in *Nahwu* learning outcomes among students in the experimental class. This improvement is indicated by a *Sig. (2-tailed)* value of 0.000, which is less than 0.05. This statistically

significant value confirms that the observed differences in learning outcomes before and after the application of the *Al Ikhtishor* method are not due to chance.

Based on these findings, it can be concluded that the *Al Ikhtishor* method positively influences students' *Nahwu* proficiency in the experimental class. Students who were taught using this method showed greater improvements in understanding compared to those taught with conventional methods. This conclusion reinforces the argument that innovative teaching methods, such as the *Al Ikhtishor* method, can enhance the quality of education, particularly in the learning of Arabic grammar.

Tabel 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.558	1	42	.459
	Based on Median	.556	1	42	.460
	Based on Median and with adjusted df	.556	1	33.484	.461
	Based on trimmed mean	.558	1	42	.459

The analysis in Table 4 indicates that the significant value (*Sig.*) based on the mean is 0.459, which is greater than 0.05. This value confirms that the variance of the post-test data from the experimental and control classes is homogeneous. Homogeneity of variance indicates that the differences in the distribution of scores between the two classes are not substantial, ensuring that the results of the analysis are valid and unbiased by disparities in data distribution.

Given that the test results confirm homogeneity of variance, the researcher proceeded to the next stage of analysis using an independent sample t-test. This test compares two distinct groups—in this case, the experimental and control classes—to determine whether there is a significant difference in *Nahwu* learning outcomes after the application of the *Al Ikhtishor* method. The independent sample t-test provides robust support for conclusions about the effectiveness of the *Al Ikhtishor* method in enhancing students' understanding of *Nahwu* compared to conventional learning methods.

Tabel 5. Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.558	.459	5.942	42	.000	8.000	1.346	5.283	10.717
Equal variances not assumed			5.942	38.204	.000	8.000	1.346	5.275	10.725

Based on the results presented in Table 5, the *Sig. (2-tailed)* value is 0.000, which is less than 0.05. This indicates a statistically significant difference between the average scores of students' *Nahwu* abilities after the application of the *Al Ikhtishor* method compared to conventional methods. Thus, it can be concluded that the *Al Ikhtishor* method has a greater impact on improving students' understanding of *Nahwu*. This finding aligns with the primary goal of the *Al Ikhtishor* method: to simplify Arabic grammar concepts, making them easier for students to understand and apply.

The use of the *Al Ikhtishor* method at Pondok Pesantren Durrotu Aswaja has been proven to be more effective than conventional methods previously employed. The hypothesis was tested using a t-test, which measured the significance of the differences between the two variables being compared: *Nahwu* learning outcomes using the *Al Ikhtishor* method and conventional learning methods. The t-count value of 5.942 obtained from the independent sample test demonstrates that the observed difference between the two methods is not coincidental but is instead attributable to the application of the *Al Ikhtishor* method.

This method's proven effectiveness provides a solid foundation for *Pondok Pesantren* and other Islamic educational institutions to consider adopting similar approaches to enhance the quality of Arabic grammar instruction. By employing the *Al Ikhtishor* method, students can achieve better and faster mastery of *Nahwu*, ultimately improving their understanding and application of Arabic grammar.

The comparison of the calculated t-value and the t-table results leads to a conclusion based on the following guidelines:

a. if t calculated t-value > t-table value, then the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating a significant difference between the average score of *Nahwu* knowledge in boys' and girls' first-grade classes.

b. if the calculated t-value < t-table value, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is accepted, indicating no significant difference between the average score of *Nahwu* knowledge in boys' and girls' first-grade classes.

With a calculated t-value of 5.942 and the formula $(\alpha/2)$; (df), where $(0.05/2)$; (42) equals 0.0025; 42, the t-table value was determined to be 2.018. Since the calculated t-value of 5.942 is much greater than the t-table value of 2.018, it is concluded that H_0 is rejected and H_a is accepted. This indicates a significant difference between the average scores of *Nahwu* students in the first-grade boys' and first-grade girls' classes.

Conclusion

Based on the results of the study, it has been proven through the paired sample t-test that there is a significant increase in *Nahwu* learning outcomes. This is evident from the Sig. (2-tailed) value of 0.000, which is less than 0.05. Therefore, it is concluded that the *Al Ikhtishor* method positively influences the *Nahwu* knowledge abilities of students in the experimental class. The independent sample t-test further confirms that the Sig. (2-tailed) value of $0.000 < 0.05$ indicates a significant difference in the average *Nahwu* proficiency results of students after applying the *Al Ikhtishor* method compared to conventional methods. The use of the *Al Ikhtishor* method in *Nahwu* learning at Pondok Pesantren Durrotu Aswaja has been proven to be more effective than conventional learning methods. With a calculated t-value of 5.942 and the formula $(\alpha/2); (df)$, where $(0.05/2); (42)$ equals 0.0025; 42, the t-table value was found to be 2.018. Since the calculated t-value of 5.942 exceeds the t-table value of 2.018, it is concluded that H_0 is rejected and H_a is accepted. This confirms a significant difference between the average scores of *Nahwu* students in the first-grade boys' and first-grade girls' classes.

Pondok Pesantren and other Islamic educational institutions are strongly encouraged to adopt the *Al Ikhtishor* method for teaching *Nahwu*, given its proven effectiveness in enhancing students' understanding. Additionally, training and workshops for *Nahwu* teachers on the *Al Ikhtishor* method are essential to ensure effective implementation. Learning materials based on the *Al Ikhtishor* method should also be developed and tailored to meet students' needs and abilities to achieve optimal results. Further research with larger sample sizes and more diverse class variations is recommended to strengthen the findings regarding the effectiveness of the *Al Ikhtishor* method in teaching *Nahwu*. Periodic evaluations of its implementation are also crucial to ensure its continued relevance and effectiveness as the curriculum evolves over time.

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