PEDAGOGICAL INSIGHTS FROM *AL-MAWAHIB AL-RABBANIYAH*: ENHANCING ARABIC GRAMMAR LEARNING THROUGH THE NAZM OF AL-AJRUMIYYAH

Muhamad Solehudin

Universitas Islam Internasional Darullughah Wadda'wah
muhamadolehudin@uiidalwa.ac.id

Nur Hanifansyah

Universitas Islam Internasional Darullughah Wadda'wah
nurhanifansyah@uiidalwa.ac.id

Abstract

This study explores the pedagogical effectiveness of Nazm Al-Ajrumiyyah and its commentary Al-Mawahib Al-Rabbaniyah in enhancing the learning of Arabic grammar, particularly in the areas of nahwu (syntax) and sharaf (morphology). Utilizing a mixed-method approach, the research involves 200 students from Pon Pes Darullughah Wadda'wah and 100 students from the Arabic Language Education (PBA) department. Quantitative results indicate significant improvement in students' memorization and understanding of grammatical rules after incorporating nazm into their curriculum, with 75% of learners showing enhanced long-term retention. Qualitative findings, based on classroom observations and interviews, reveal that students found the poetic method engaging and effective in simplifying complex grammar concepts. The rhythmic structure of nazm facilitated a more interactive and enjoyable learning experience, while Al-Mawahib Al-Rabbaniyah provided valuable explanations that bridged traditional grammatical rules with contemporary learning needs. The study concludes with recommendations for curriculum development, advocating for the formal integration of nazm in Arabic grammar instruction to improve comprehension and retention.

Keywords: Nazm Al-Ajrumiyyah, Arabic grammar, Al-Mawahib Al-Rabbaniyah, pedagogy, memorization.

Abstrak

Penelitian ini mengeksplorasi efektivitas pedagogis Nazm Al-Ajrumiyyah dan syarahnya Al-Mawahib Al-Rabbaniyah dalam meningkatkan pembelajaran tata bahasa Arab, khususnya dalam bidang nahwu (sintaksis) dan sharaf (morfologi). Menggunakan pendekatan campuran, penelitian ini melibatkan 200 santri dari Pon Pes Darullughah Wadda'wah dan 100 mahasiswa jurusan Pendidikan Bahasa Arab (PBA). Hasil kuantitatif menunjukkan peningkatan signifikan dalam kemampuan memori dan pemahaman tata bahasa setelah penerapan metode nazm dalam kurikulum, dengan 75% peserta didik menunjukkan peningkatan retensi jangka panjang. Temuan kualitatif berdasarkan observasi kelas dan wawancara menunjukkan bahwa siswa menganggap metode puisi ini menarik dan efektif dalam menyederhanakan konsep tata bahasa yang kompleks. Struktur ritmis dari nazm memfasilitasi pengalaman belajar yang lebih interaktif dan menyenangkan, sementara Al-Mawahib Al-Rabbaniyah memberikan penjelasan berharga yang menjembatani aturan tata bahasa tradisional dengan kebutuhan pembelajaran kontemporer. Penelitian ini menyimpulkan dengan rekomendasi untuk pengembangan kurikulum, dengan menganjurkan integrasi formal nazm dalam pengajaran tata bahasa Arab untuk meningkatkan pemahaman dan retensi.

Kata Kunci: Nazm Al-Ajrumiyyah, tata bahasa Arab, Al-Mawahib Al-Rabbaniyah, pedagogi, memori.

مستلخص

تستكشف هذه الدراسة الفعالية التربوية لنظم الآجرومية وشرحها المواهب الربانية في تعزيز تعلم قواعد اللغة العربية، خاصة في مجالي النحو والصرف. وباستخدام نهج البحث المختلط، شارك في الدراسة ٢٠٠ طالب من معهد دار اللغة والدعوة و ١٠٠ طالب من قسم تعليم اللغة العربية. أظهرت النتائجُ الكمية تحسنًا كبيرًا في قدرة الطلاب على الحفظ وفهم القواعد النحوية بعد دمج النظم في المناهج الدراسية، حيث أظهر ٧٥٪ من المتعلمين تحسنًا في الاحتفاظ طويل الأمد. كما كشفت النتائجُ النوعية، من خلال الملاحظات الصفية والمقابلات، أن الطلاب وجدوا الطريقة الشعرية جذابة وفعّالة في تبسيط المفاهيم النحوية المعقدة. وقد ساهمت البنية الإيقاعية للنظم في خلق تجربة تعلم تفاعلية وممتعة، بينما قدّم المواهب الربانية شروحًا قيمة تربط بين القواعد النحوية التقليدية واحتياجات التعلم المعاصرة. وتختم الدراسة بتوصيات لتطوير المناهج، داعية إلى الدمج الرسمي للنظم في تدريس قواعد اللغة العربية لتحسين الفهم والاستيعاب.

الكلمات المفتاحية : نظم الآجرومية، قواعد اللغة العربية، المواهب الربانية، التربية، الحفظ.

INTRODUCTION

The teaching of Arabic, particularly in the field of grammar (nahwu), has long been a central component of Arabic language education across the world, both in Arab and non-Arab countries. One of the most widely referenced texts for teaching Arabic grammar is Al-Ajrumiyyah, a concise yet profound work outlining the fundamental rules of Arabic syntax. As a foundational text in Arabic grammar, Al-Ajrumiyyah has been the subject of numerous commentaries (shuruh) and poetic adaptations (nazm) designed to facilitate learners' comprehension of these rules.

Textbooks play a crucial role in supporting successful learning processes, as one of their functions is to serve as a source of knowledge and teaching methods, consequently, textbooks utilized in the process of learning Arabic, particularly at the university level[1], must meet high quality standards one of the prominent commentaries is *Al-Mawahib Al-Rabbaniyah fi Sharh Nazm Al-Ajrumiyyah*, which not only explains grammar rules but also presents them in poetic form, making it easier for learners to memorize and grasp the concepts. Considering the importance of effective teaching methods in enhancing the understanding of grammar, this research seeks to delve into how poetic structures can assist learners in comprehending Arabic syntax and morphology, focusing specifically on the educational value of *Al-Mawahib Al-Rabbaniyah*.

Previous studies that have examined the use of poetry in grammar instruction have demonstrated its benefits in helping students retain and understand grammar rules and

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[1] Firda Aiza Nafisah, "Analysis of Syntax Error in The Preparation Book of Arabic Language Skills in The University," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 2 (2023), http://dx.doi.org/10.22373/ls.v13i2.20139.

memorization[2]. However, much of the prior research has focused primarily on memory enhancement through mnemonic devices without exploring how such methods can deepen students' conceptual understanding and their practical application of grammar in speech and writing[3]. Moreover, there has been little investigation into the use of specific commentaries, such as *Al-Mawahib Al-Rabbaniyah*, as primary tools for grammar instruction.

This research differs from prior studies by examining not only how poetry aids in memorization but also how the teaching approach in Nazm Al-Ajrumiyyah and its commentary can facilitate students' practical application of grammatical rules[4,5,6]. The novelty of this study lies in its comprehensive analysis of using poetic structure within modern classroom settings and exploring how a blend of traditional and contemporary methods can enhance grammar instruction.

The primary aim of this study is to assess how Al-Mawahib Al-Rabbaniyah can serve as an effective educational tool in Arabic grammar instruction, particularly in enhancing learners' ability to memorize, understand, and apply grammatical rules. This research also aims to examine how the poetic structure within this commentary engages students in active learning, leading to improved outcomes in mastering grammar.

The expected outcomes of this research are to offer new insights into the significance of utilizing poetic structures in Arabic grammar instruction and to provide practical recommendations for educators on how to implement commentaries like *Al-Mawahib Al-Rabbaniyah* in modern Arabic language classrooms. Additionally, this study aims to contribute to the development of more engaging, interactive, and effective teaching methods for grammar instruction.

In terms of scientific contribution, this study seeks to enrich the field of Arabic language pedagogy by integrating classical literature with contemporary teaching

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[2] Ainul Yaqin, "Implementasi Pembiasaan Membaca Nadhom Imrithi Pra Pembelajaran Dalam Meningkatkan Hafalan Santri Kecil Pondok Pesantren Darus Syakirin Grujugan Larangan Pamekasan," n.d.

[3] Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, https://doi.org/10.29240/jba.v8i2.11349.

[4] Nur Alimah et al., "Implementasi Nadhom Jurumiyah Jawan Karya KH. Muhammad Adnan dalam Pembelajaran Nahwu Santri Kelas 1 Wustho Madrasah Diniyah Tri Bhakti At-Taqwa Lampung Timur" 2, no. 4 (2024).

[5] Tiara Atikah and Maman Abdurrahman, "Analisis Materi Sintaksis dalam Kitab Jurumiyah bagi Pemula di Pondok Pesantren Tarbiyatul Huda," n.d.

[6] Wildatul Muyasiroh, "Penguasaan Nahwu Menggunakan Kitab Nazm Al-'Imrithi Dan Kemampuan Membaca Kitab Kuning: Studi Analisis Korelasional," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 9, no. 1 (June 30, 2024): 19–34, https://doi.org/10.55187/tarjpi.v9i1.5587.

methodologies. It also aims to provide a valuable resource for researchers and educators looking to understand the impact of using poetic structures within commentaries to enhance students' grammatical proficiency.

Author of Jurumiyyah

Ibn Aajurrom, or Abu 'Abdillah Muhammad bin Muhammad bin Daud Ash-Shinhaji, is the author of the book Al-Muqaddimah al-Ajurrumiyyah, commonly known as Jurumiyyah. He was born in Fez, Morocco, in the year 672 AH (1273 AD) and passed away in 723 AH (1323 AD). Ibn Aajurrom is recognized as a linguist and expert in Arabic grammar (nahwu), and he also had proficiency in various fields such as fiqh and mathematics. His work has become a fundamental text in the study of Arabic grammar[7], frequently used in traditional Islamic schools (pesantren) in Indonesia.

Significance of the Jurumiyyah Book

The book Jurumiyyah consists of 26 chapters that systematically discuss Arabic grammar. The writing method follows the Kufan school, focusing on the basic structure of sentences and word changes. This book is highly valued for its simplicity and ease of understanding, making it an ideal introduction for beginners studying nahwu.

Considering the importance of learning *nahwu* (Arabic grammar) in understanding Arabic texts, scholars have authored various books that cover *nahwu* from the basic to the advanced levels. Among these are *Matan Al-Jurumiyyah*, *Al-Imrithi*, and *Alfiyyah Ibn Malik*. These books are meticulously arranged to facilitate learners in mastering and applying the rules of *nahwu*, particularly when studying classical texts without harokat (*kitab kosongan*)[8].

Nazham Imrithi

One of the notable works that adapts Jurumiyyah is a poem (nazham) written by Al-'Amriithi, whose full name is Muhammad bin Muhammad Al-'Amriithi. He passed away in 989 AH (1581 AD) and created this nazham in the form of 250 verses as an effort to facilitate understanding of the contents of Jurumiyyah. This nazham has become an important reference for students of Arabic, providing an alternative way to memorize and comprehend the grammatical rules taught in the book.

Al-Mawâhib al-Robbâniyyah

Al-Mawâhib al-Robbâniyyah is a commentary (syarah) on the Kitab Imrithi Nazm

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[7] Muhamad Solehudin, *Al-Mawâhib al-Robbâniyyah* (UD. Percetakan Dalwa, 2002).

[8] Risalatul Muawanah and Aulia Faqih Rifa'i, "Analisis Kedudukan I'rab Kalimah Bahasa Arab Pada Kitab Al - Imrithi Menggunakan Algoritma Breadth First Search (BFS)," *JISKA (Jurnal Informatika Sunan Kalijaga)* 3, no. 1 (December 10, 2018): 58, https://doi.org/10.14421/jiska.2018.31-06.

Al-Jurumiyyah[9], which was compiled by Muhamad Solehudin. This book has been taught at Pon Pes Darullughah Wadda'wah since 2004 and continues to be a central part of the Arabic grammar curriculum. Each year, approximately 2,500 students study this text at the institution. The commentary provides detailed explanations of the rules found in Imrithi, facilitating a deeper understanding of Arabic grammar, particularly in the areas of nahwu and sharaf.

METHOD

The methodology employed in this study was designed to assess the effectiveness of using Nazm Al-Ajrumiyyah as a pedagogical tool for enhancing Arabic grammar learning among two distinct groups: 200 students from Pondok Pesantren Darullughah Wadda'wah and 100 Universitas Islam Internasional Darullughah Wadda'wah students majoring in Arabic Language Education (PBA). The mixed-method approach combined both qualitative and quantitative strategies to provide a comprehensive understanding of how the Nazm technique impacted the students' grammar acquisition and overall learning experience.

The quantitative part of the research was primarily focused on measuring the improvement in students' understanding and retention of Arabic grammar rules after being taught through the Nazm Al-Ajrumiyyah method[10]. Pre-tests and post-tests were administered to evaluate their grammatical proficiency before and after the implementation of the Nazm learning method. The pre-test aimed to establish a baseline of the students' knowledge, while the post-test was designed to measure the extent of their progress. Statistical analysis was conducted to compare the results, providing a clear indication of the effectiveness of the Nazm method in improving the students' grammar skills.

The experimental design for the quantitative aspect followed a controlled setup, where both groups of students were exposed to the Nazm method in their grammar lessons. The Nazm Al-Ajrumiyyah text was used as the primary material for teaching Arabic grammar. The teaching sessions involved memorization, recitation, and practical application of the grammar rules embedded within the poetic structure of the Nazm. The students were taught in regular sessions over a defined period, and their progress was monitored through assessments and classroom activities. The control group, which continued with traditional grammar instruction methods, allowed the researchers to draw comparisons and better understand the effectiveness of the Nazm method relative to conventional techniques.

On the qualitative side, the research aimed to explore the students' personal experiences and attitudes towards learning through Nazm. Data collection for the qualitative component was done through classroom observations, open-ended questionnaires, and in-depth interviews. The open-ended questionnaires allowed students to share their thoughts, feelings, and challenges in learning grammar via the Nazm method[11]. These responses were analyzed to identify common

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[9] Solehudin, *Al-Mawâhib al-Robbâniyyah*.

[10] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

[11] Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY* 4, no. 10 (October 2021): 1358–67, https://doi.org/10.1002/jac5.1441.

themes, such as motivation, engagement, and challenges with memorization. Interviews were conducted with selected students from both the Pondok Pesantren and the university group to delve deeper into their subjective experiences and gather detailed narratives on how the *Nazm* method influenced their learning process.

Classroom observations provided additional context by capturing how students interacted with the material during lessons[12]. This approach enabled the researchers to understand the practical dynamics of teaching through Nazm, including how students responded to memorization tasks, their level of participation in recitation exercises, and their ability to apply the grammatical concepts in real-time usage.

This study utilized a robust mixed-methods approach to examine the pedagogical effectiveness of Nazm Al-Ajrumiyyah in Arabic grammar learning. The combination of quantitative and qualitative data offered a well-rounded understanding of both the measurable improvements in students' grammar skills and the more subjective, experiential aspects of their learning journey. This methodology ensured that the research captured not only the statistical outcomes of grammar acquisition but also the personal insights and cultural relevance of using Nazm as an educational tool in an Arabic learning environment.

RESULT & DISCUSSION

Nazm (poetry) significantly aids in learning grammar by providing a structured, rhythmic, and engaging approach to mastering linguistic rules. One of the primary advantages is that *Nazm* simplifies and condenses complex grammatical concepts into shorter, memorable lines. The concise and rhythmic nature of poetry allows students to grasp challenging rules more easily than if they were presented in prose. Additionally, the rhythmic and repetitive structure of Nazm enhances memorization. Since grammar involves recalling intricate rules and exceptions, the flow of *Nazm* helps reinforce this information in the long term through the rhythm and pattern of the verses.

Moreover, the musicality of *Nazm* engages multiple senses—auditory, visual, and emotional—making the learning process more dynamic and effective. Reciting grammar rules through poetry combines cognitive and emotional aspects of memory, which improves retention. Nazm also provides cultural and contextual relevance, often being deeply rooted in classical language and offering historical perspectives on grammatical usage. This immersive experience allows learners not only to understand abstract grammar rules but also to see their application in historical texts.

Furthermore, *Nazm* encourages active engagement from students. Rather than passively memorizing rules, learners actively participate by reciting, repeating, and reflecting on the poetry, which makes the process more interactive and enhances comprehension. The creative and rhythmic qualities of Nazm also boost motivation and interest, making the study of grammar more enjoyable and less monotonous. As a result, students are more likely to stay engaged and

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[12] Kameryn Denaro et al., "Comparison of Cluster Analysis Methodologies for Characterization of Classroom Observation Protocol for Undergraduate STEM (COPUS) Data," ed. David Feldon, *CBE—Life Sciences Education* 20, no. 1 (March 2021): ar3, https://doi.org/10.1187/cbe.20-04-0077.

develop a deeper connection with the material. Finally, the rhyme and rhythm in Nazm facilitate long-term retention, as once a grammatical concept is memorized through poetry, it becomes ingrained in the learner's memory, easily accessible when needed. In this way, Nazm is a powerful tool in mastering the complexities of grammar through an engaging, memorable, and culturally rich approach.

The findings revealed that students exposed to the nazm form of Al-Ajrumiyyah with *Al-Mawahib Al-Rabbaniyah* commentary showed improved memorization and understanding of Arabic grammar rules. The poetic structure facilitated easier recall of grammatical terms, while the commentary provided necessary clarification and contextual examples. Moreover, students reported a higher level of engagement and interest in the lessons.

The discussion highlights the significance of integrating classical poetic pedagogy into modern Arabic language education. The nazm form's rhythmic and rhymed patterns align with cognitive strategies for memorization, while *Al-Mawahib Al-Rabbaniyah* offers detailed explanations that bridge the gap between classical texts and contemporary learners' needs. The study advocates for the broader use of nazm in teaching other foundational Arabic texts and emphasizes the importance of commentary like *Al-Mawahib Al-Rabbaniyah* in simplifying complex content.

The research demonstrates that combining the nazm form of Al-Ajrumiyyah with *Al-Mawahib Al-Rabbaniyah* commentary offers an effective pedagogical strategy for enhancing Arabic grammar learning. The rhythmic structure aids memory retention, while the commentary provides clarity, ensuring that students not only memorize but also understand the grammatical rules. This method can serve as a model for integrating classical and modern approaches in Arabic language instruction.

This research involving 200 students from Pon Pes Darullughah Wadda'wah and 100 students from the Arabic Language Education (PBA) department:

Improved Understanding of Arabic Grammar (Nahwu and Sharaf)

The use of *Al-Mawahib Al-Rabbaniyah* provided students with a structured, easy-to-memorize framework. The findings show that 75% of the learners significantly improved their understanding of complex grammatical rules through the use of this poetic structure, with long-term retention being enhanced due to the rhymed and rhythmic nature of the text.

Al-Mawahib Al-Rabbaniyah method played a significant role in improving the students' understanding of Arabic grammar, particularly in the areas of Nahwu (syntax) and Sharaf (morphology). Traditionally, learning Arabic grammar has been considered a challenging and somewhat tedious task, often involving the memorization of complex rules and structures. However, the integration of the Nazm method, which utilizes poetic verses to explain grammatical concepts, introduced a new dimension to the learning process, making it not only more engaging but also more effective.

The rhythmic nature of Nazm Al-Ajrumiyyah which is explained by *Al-Mawahib Al-Rabbaniyah* allows students to internalize the rules of Nahwu and Sharaf more naturally, as the repetition and cadence of the poetry help in embedding the concepts into long-term memory. For instance, one of the key challenges in Nahwu is understanding sentence structures, the roles of nouns, and the rules of agreement between subjects and predicates. The Nazm method simplifies these concepts by presenting them in a structured and rhythmic format, making the rules easier to grasp and recall. Similarly, in Sharaf, which deals with the patterns and forms of verbs, the poetic verses help students quickly recognize and remember verb conjugations, roots, and patterns, which are essential in mastering this aspect of grammar.

The use of *Al-Mawahib Al-Rabbaniyah* also encourages active participation during the learning process. As students recite the verses together, they are engaging with the material in a communal and collaborative way, reinforcing their understanding through collective learning. This method taps into auditory learning styles, which many students find beneficial when tackling difficult subjects like Nahwu and Sharaf. The collective recitation not only strengthens their grasp of the grammar rules but also promotes a deeper connection to the language, as the rhythmic flow of the Nazm feels more intuitive compared to traditional rote memorization techniques.

Additionally, students reported that the *Nazm* method made grammar feel less abstract. By translating theoretical grammar rules into poetic verses, the concepts became more concrete and accessible. The structured patterns of the Nazm created a mental framework that students could rely on when analyzing Arabic sentences or parsing complex texts. This framework helped demystify many of the more intricate aspects of Nahwu and Sharaf, leading to improved overall comprehension. Students found that when faced with real-life Arabic sentences, they could more easily apply the rules they had learned through the Nazm, as the poetic structure had already trained their minds to recognize the patterns of the language.

Moreover, the method's emphasis on repetition, through frequent recitations, contributed significantly to their retention of the material. Students mentioned that revisiting the Nazm verses regularly, either individually or in group settings, allowed them to reinforce their learning

without the pressure of intense study sessions. This constant reinforcement helped them retain the grammar rules over a longer period, making it easier to apply them both in writing and speaking. In fact, many students reported that their ability to parse sentences, identify grammatical structures, and conjugate verbs improved dramatically after incorporating Nazm Al-Ajrumiyyah into their study routine.

Influence of *Al-Mawahib Al-Rabbaniyah* on Teaching Strategies

The book *Al-Mawahib Al-Rabbaniyah* emphasizes the use of Nazm in teaching basic Arabic grammar. Qualitative analysis revealed that teachers at Pon Pes Darullughah Wadda'wah and PBA students reported that this strategy promotes repetitive memorization and discussion, leading to deeper comprehension compared to traditional methods.

The influence of *Al-Mawahib Al-Rabbaniyah* on teaching strategies for Arabic grammar, especially in the context of enhancing student learning, has been profound. This classical text, with its deeply rooted methodologies, offers a wealth of pedagogical insights that have shaped modern teaching approaches. One of the most significant contributions of *Al-Mawahib Al-Rabbaniyah* is the way it integrates traditional teaching techniques with a more structured and accessible format, allowing educators to present complex grammatical rules, particularly Nahwu (syntax) and Sharaf (morphology), in a simplified and memorable manner.

A key aspect of this influence lies in the text's methodical breakdown of difficult concepts into smaller, more digestible components[13]. By offering detailed explanations and examples within the context of Nazm Al-Ajrumiyyah, the book provides a scaffold that helps students gradually build their understanding of grammar. Instead of overwhelming students with vast amounts of information at once, *Al-Mawahib Al-Rabbaniyah* advocates for a more incremental approach, encouraging the use of step-by-step instruction that allows students to internalize each concept before moving on to more advanced material.

One of the notable teaching strategies influenced by *Al-Mawahib Al-Rabbaniyah* is the use of mnemonics and rhythm. The text frequently employs Nazm, or poetic verses, to convey key grammatical rules. This rhythmic approach transforms the process of memorization from a tedious task into an engaging and even enjoyable activity. The use of poetry not only makes learning more dynamic but also taps into auditory learning, which can significantly enhance students' retention of material. By setting grammatical rules to a melody or rhythm, teachers are able to help students remember rules more

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[13] Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, https://doi.org/10.23971/altarib.v12i2.9082.

effectively, as the cadence of the Nazm reinforces the grammatical structures in the students' minds.

Success in Classroom Practice

In the implementation of this methodology, 85% of the 200 students showed significant improvement in mastering basic Arabic sentence structures after three months of learning with this approach. PBA students also acknowledged that Nazm Al-Ajrumiyyah helped them in structuring sentences and applying grammatical rules more naturally.

Success in classroom practice, particularly when applying the teachings of *Al-Mawahib Al-Rabbaniyah*, is rooted in the ability to effectively translate the text's pedagogical insights into practical and engaging learning experiences for students[14]. One of the primary indicators of success is the visible improvement in students' comprehension and application of Arabic grammar, specifically in Nahwu and Sharaf. When students are able to confidently understand and utilize grammatical rules in both written and spoken forms, it is clear that the teaching strategies have been successful.

Effective classroom practice with *Al-Mawahib Al-Rabbaniyah* involves several key components. First, the Nazm method used in the text provides a foundation for memorization, which is critical in learning Arabic grammar. Teachers who successfully implement this method often report that students show increased enthusiasm for reciting and learning the *Nazm*. This approach turns what could be a dry and difficult subject into an engaging and even enjoyable activity. The success is evident when students not only memorize the Nazm but also demonstrate an understanding of the grammatical rules embedded within them, applying these rules in sentence construction and analysis.

Another key to success in classroom practice is student participation. The interactive nature of the *Al-Mawahib Al-Rabbaniyah* methodology encourages active engagement, and classrooms that incorporate group discussions, recitations, and practical exercises typically see higher levels of student involvement. This participation leads to greater retention of material, as students are not merely passive recipients of information but are actively involved in their learning process. Teachers who successfully foster this interactive environment often observe that students are more motivated and invested in mastering Arabic grammar.

A significant aspect of success also comes from tailoring instruction to meet the diverse needs of students. Not all students learn at the same pace or in the same way, and teachers who are able to adapt the strategies from *Al-Mawahib Al-Rabbaniyah* to individual learning styles tend to see better outcomes. For instance, slower learners may benefit from additional recitation practice or more time spent on specific grammatical points, while more advanced students can be challenged with complex texts or sentence parsing exercises. Success in this area is marked by students progressing at their own pace while still meeting the overall learning objectives.

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[14] Muhamad Solehudin and Nur Hanifansyah, "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics," *International Journal of Arabic Language Teaching* 6, no. 02 (December 22, 2024): 143–56, https://doi.org/10.32332/ijalt.v6i02.9920.

Furthermore, contextual learning plays a vital role in classroom success. Teachers who integrate real-life examples and practical applications of grammar, as suggested by *Al-Mawahib Al-Rabbaniyah*, often report higher levels of comprehension among students. When students see how grammatical rules apply to everyday language or classical texts they encounter, they are more likely to grasp the relevance of what they are learning. Success in this context is measured by students' ability to apply grammatical rules in both familiar and unfamiliar contexts, demonstrating not just rote memorization but a deeper understanding of the language.

Lastly, the long-term success of classroom practice is also a critical measure. While immediate improvements in grammar comprehension are important, true success is seen when students retain this knowledge and continue to build on it in future studies. Classrooms that follow the incremental and spiral learning model suggested by *Al-Mawahib Al-Rabbaniyah*— where concepts are revisited and expanded upon—tend to produce students with a stronger and more enduring grasp of Arabic grammar. This success is reflected in students' ability to recall and apply previously learned material as they encounter more advanced grammar concepts, ensuring a cumulative and sustained understanding.

Interactive Approach through Poetry

Nazm Al-Ajrumiyyah was integrated into interactive classroom learning. Among the 100 PBA students, 70% reported feeling more confident in teaching using Nazm to students, as this method blends memorization with conceptual understanding.

The interactive approach through poetry, especially in the context of learning Arabic grammar using texts like *Al-Mawahib Al-Rabbaniyah*, transforms traditional rote learning into an engaging and dynamic experience. Poetry, specifically the *Nazm* style utilized in Arabic grammatical texts, plays a pivotal role in making the learning process more interactive by encouraging students to actively engage with the material rather than passively absorbing information.

This approach begins with the use of rhythmic and structured verses that summarize complex grammatical rules in a form that is easier to remember and recite. *Nazm*, by nature, is highly mnemonic, and students often find it easier to memorize and recall grammar points when they are presented in the form of poetry. The rhythm and rhyme serve as cognitive tools that help students retain information more effectively. When teachers introduce these poetic forms, students are not only reading or listening but are also reciting, which involves more active mental and vocal participation. This engagement creates a more interactive learning environment, where memorization is coupled with understanding.

In classroom settings that use the Nazm method, interactive recitation sessions become a key part of the learning process. Students often recite the verses in groups or individually, which promotes a participatory atmosphere. As they recite, teachers can ask questions or prompt discussions about the specific grammatical rules embedded in the verses. This not only reinforces memorization but also deepens understanding, as students are required to analyze and explain the rules they are reciting. The act of reciting aloud, especially in a group setting, also

enhances students' confidence in speaking and their ability to articulate complex grammatical concepts in an accessible manner.

Another important aspect of the interactive approach through poetry is the collaborative nature of learning it encourages. In many instances, students work together to practice and perfect their recitations, helping each other with pronunciation, rhythm, and understanding of the grammar embedded in the poems. This peer-to-peer interaction strengthens the learning experience, as students learn not only from their teacher but also from one another. This collaborative environment fosters a sense of community and shared learning, where students are motivated to engage more deeply with the material.

The *Nazm* method also allows for creative teaching techniques that make the classroom more interactive. For example, some teachers may incorporate competitions or recitation challenges, where students are rewarded for their ability to memorize and correctly recite the grammatical verses. These activities make learning enjoyable and encourage healthy competition, further increasing student engagement. Moreover, teachers can adapt the pace of learning by slowing down or speeding up the recitations, depending on the students' levels, ensuring that all students are actively participating and benefiting from the interactive nature of the lessons.

Furthermore, poetry allows for a more contextual and experiential learning experience. As students progress in their learning, they can be encouraged to compose their own poetic verses that incorporate new grammatical rules they are learning. This activity not only reinforces their understanding of the grammar but also allows them to express their creativity, making the learning experience more personal and meaningful. Such activities deepen the interaction between the student and the material, moving beyond simple memorization to true mastery[15].

The interactive approach through poetry also aligns well with the oral tradition of Arabic language learning, where oral transmission and recitation have long been central components of pedagogy. By engaging students through the oral recitation of grammatical poetry, teachers are drawing on this rich tradition while making the learning process more lively and effective for modern students.

Effectiveness in Memorization and Repetition

The study found that the memorization method through Nazm, as recommended in *Al-Mawahib Al-Rabbaniyah*, enhanced retention of grammatical rules by up to 80%. Both students and PBA learners were better able to recall grammar rules during final examinations.

The effectiveness of memorization and repetition when using poetry, particularly in the context of learning Arabic grammar through texts like *Al-Mawahib Al-Rabbaniyah*, lies in its structured and rhythmic nature. Memorization and repetition are essential components of mastering grammar, and when integrated into the Nazm (poetic) form, they become significantly

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[15] Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyah* 12, no. 2 (November 29, 2024), https://doi.org/10.24252/saa.v12i2.52825.

more effective and enjoyable for learners[16].

The poetic structure, characterized by rhyme and meter, offers a natural framework for the repetition of grammatical rules[17]. This structured repetition allows students to internalize complex rules without feeling overwhelmed by the dry, technical language often associated with grammar learning. The musical quality of poetry makes it easier for students to remember sequences of rules, as the rhythm helps anchor these rules in their memory. The predictability of rhyme schemes and rhythmic patterns aids the brain in processing and storing information more efficiently than in prose.

Furthermore, repetition in poetry serves as a cognitive reinforcement tool. As students recite the same verses over time, they begin to cement their understanding of grammatical principles through the act of repeated verbalization. Each recitation strengthens neural connections, making it easier for students to recall the information when needed. This method of consistent repetition also allows students to correct their mistakes as they become more familiar with the verses, enabling them to fine-tune their pronunciation, rhythm, and understanding of the embedded grammatical rules.

The repetition inherent in Nazm also allows for incremental learning, where students build upon their knowledge over time. They start by memorizing simpler grammatical concepts in the early verses and gradually progress to more complex rules. As they repeat the earlier verses while learning new ones, they are constantly reviewing previously learned material, ensuring long-term retention. This cyclical approach to repetition makes it less likely for students to forget the rules they have already learned, as these rules are revisited frequently in a structured manner.

Additionally, the use of group recitations in classroom settings amplifies the effectiveness of memorization and repetition. When students recite the verses together, they benefit from the collective rhythm and energy of the group, which further reinforces their memory. The repetition in a group setting also provides opportunities for peer correction and support, where students can help each other improve their memorization and understanding. This collaborative learning environment enhances both individual and collective retention of the material.

Another factor contributing to the effectiveness of memorization through repetition in

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[16] Ahmad Kausari, Ridha Darmawaty, and Fatwiyah Noor, "The Model of Kitab Mutammimah Al-Ajurumiyyah Card Series Development Based on Mind Mapping for Student's Grammar Learning | Namuudzaj Tathwiir Silsilah Al-Bithaaqaat Li-Kitaab Mutammimah Al-Ajurumiyyah 'Ala Asaas Al-Khariithah Al-Dzihniyyah Li-Ta'liim Al-Qawaa'id Al-Nahwiyyah Lil-Thullaab," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 1 (July 1, 2023): 111–26, https://doi.org/10.23971/altarib.v11i1.6480.

[17] Yahya Saleh Hasan Dahami, "THE EMINENCE OF POETIC ARABIC LANGUAGE: LAMIYYAT AL ARAB OF ASH-SHANFARA EXAMPLE (1)," *Fair East Publishers* 2, no. 1 (June 2020): 8–19, https://doi.org/10.51594/ijarss.v2i1.74.

poetic form is the emotional and psychological engagement it creates [18]. The act of reciting poetry, especially when done rhythmically and melodically, can evoke positive emotions and a sense of accomplishment. This emotional connection to the learning process motivates students to engage more deeply with the material and to practice repetition willingly[19]. When students enjoy the process, they are more likely to engage in repeated recitations outside of the classroom, reinforcing their learning further.

Nazm often simplifies the learning process by condensing extensive grammatical explanations into concise, memorable verses. Instead of memorizing long, detailed grammatical rules, students only need to remember a few lines of poetry that encapsulate the key points. This reduction in cognitive load makes it easier for students to commit the rules to memory and recall them when needed.

Curriculum Development Recommendations

Based on these findings, it is recommended that the integration of Nazm Al-Ajrumiyyah become a formal part of Arabic grammar curricula in both pesantren and universities, with a focus on interactive learning and memorization to strengthen grammatical comprehension.

These research findings support the implementation of Nazm, as highlighted in *Al-Mawahib Al-Rabbaniyah*, as an effective strategy for teaching Arabic grammar at various educational levels.

Curriculum Development Recommendations based on the implementation of *Al-Mawahib Al-Rabbaniyah* and the use of Nazm (poetry) in Arabic grammar instruction offer several key insights that can significantly enhance the learning experience and outcomes for students. These recommendations aim to create a more engaging, effective, and student-centered curriculum that aligns with contemporary educational needs while retaining the strengths of traditional learning methods like poetry and memorization.

First, curriculum developers should consider incorporating Nazm as a core teaching tool in the Arabic grammar syllabus[20]. Poetry, particularly Nazm, presents complex grammatical rules in a condensed and rhythmic format, making it easier for students to memorize and internalize. This method should not be seen as supplementary but as a primary instructional tool that can be integrated into daily lessons. By embedding Nazm into the curriculum, educators can encourage students to engage with grammar in a way that is not only intellectually stimulating but also culturally enriching, as they connect with classical Arabic linguistic traditions.

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[18] Khaled Ahmed Abdel-Al Ibrahim et al., "Psychological Factors Affecting Language-Learning Process in Saudi Arabia: The Effect of Technology-Based Education on High School Students' Motivation, Anxiety, and Attitude through Flipped Learning," ed. Mehdi Nasri, *Education Research International* 2022 (December 14, 2022): 1–14, https://doi.org/10.1155/2022/8644890.

[19] Arina Nur Sofiana, Nur Hapsari Paramitha, and Nurul Huda, "The Problems of Reading Arabic Text in Terms of Phonological Aspects (Case Study in Fifth Grade Students of SD Qurrota A'yun Babadan Bantul DIY Academic Year 2020/2021)," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 30, 2021): 138–62, https://doi.org/10.14421/almahara.2021.071-08.

[20] Rika Astari, Alvinda Yunaz, and Muhammad Irfan Faturrahman, "The Grammatical Deviations in The Arabic Debate Competition in Indonesia," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (December 31, 2022): 178–90, https://doi.org/10.15408/a.v9i2.29008.

A significant recommendation for curriculum development is to adopt a sequential and scaffolded approach to teaching Arabic grammar through Nazm. The curriculum should be designed to introduce Nazm-based learning progressively, beginning with simpler grammatical concepts and gradually advancing to more complex ones. This allows students to build a solid foundation and increase their confidence as they move through the curriculum. Scaffolded learning ensures that students are not overwhelmed by difficult concepts at the outset and can instead develop their skills incrementally through consistent exposure to Nazm.

In addition, the curriculum should include a balance between traditional and modern teaching methods. While Nazm provides a strong foundation for memorization and mastery, integrating modern pedagogical tools such as digital resources, interactive learning platforms, and multimedia content can further enhance students' understanding. For example, digital platforms can be used to create interactive Nazm recitations, quizzes, and games that reinforce grammar rules. This blend of tradition and technology can cater to different learning styles and keep students engaged, especially in a modern educational context where technology plays a critical role.

Another recommendation is to emphasize active student participation in the learning process. Rather than having students passively memorize Nazm, the curriculum should encourage students to participate in recitations, group activities, and creative projects that involve writing their own grammatical verses. This active engagement can deepen their understanding and encourage critical thinking about how Arabic grammar functions. Students could also be tasked with analyzing the grammatical rules embedded in Nazm, discussing their applications, and reflecting on how the rules impact sentence structure and meaning.

The curriculum should also promote regular assessments and feedback based on students' engagement with Nazm[21]. These assessments should not only evaluate memorization but also comprehension and application. Educators can design oral and written tests that require students to apply grammatical rules from the poetry in new contexts, ensuring that they have not only memorized the content but also internalized its practical use. Furthermore, providing ongoing feedback helps students identify areas for improvement and refine their understanding of the material.

To ensure the long-term success of Nazm-based instruction, teacher training and professional development should be a priority in the curriculum design process. Educators must be well-versed in both the content of Nazm and the pedagogical methods required to teach it effectively. This could involve workshops, seminars, and continued education courses focused on the use of poetry in grammar instruction, as well as strategies for making the learning experience more interactive and student-centered.

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[21] Abd Karim Amarullah, Hapzi Ali, and Kasful Anwar, "The Influence of Teaching Staff, Curriculum, Work Culture on the Management of Islamic Education," *Journal of Accounting and Finance Management* 4, no. 1 (March 29, 2023): 118–24, https://doi.org/10.38035/jafm.v4i1.198.

Curriculum development should pay attention to cultural relevance and the diversity of learners. For example, while Al-Mawahib Al-Rabbaniyah is rooted in traditional Arabic education, it should be adapted to meet the needs of students from various linguistic backgrounds, particularly non-native Arabic speakers. This might involve simplifying certain verses, providing translations and explanations, or including supplementary materials that help bridge the gap between students' native languages and Arabic.

Interview Responses from Pondok Pesantren Darullughah Wadda'wah Students:

Student A (17 years old, 3rd year):
"Before we started learning through Nazm, I found it difficult to remember all the grammar rules. When we were introduced to Nazm Al-Ajrumiyyah, the poetry format made it easier for me to memorize the rules. At first, I was confused because I wasn't used to learning through poetry, but after a few weeks, I got used to it, and now it feels much more natural. Reciting the lines helps me recall the rules more easily during exams and daily conversations."

Student B (18 years old, 4th year):
"The Nazm method brought a new excitement to our grammar classes. Memorizing the rules through poetry made me more motivated to study because it didn't feel boring like the usual textbooks. When we recite the Nazm together, it feels like a shared activity, and I feel more engaged in the learning process. The rhythm helps me remember the lessons better, and I also feel proud when I can recite the verses from memory."

Student C (16 years old, 2nd year):
"I had trouble understanding certain grammar concepts before, but when they were explained through the Nazm, it became clearer. The teachers were patient, and the way the grammar rules are embedded in the verses helped me understand and memorize them faster. Although sometimes the poetic language was challenging, the consistent recitations made it easier over time. I think this method works because it combines both understanding and memorization."

Interview Responses from University Students Major in Arabic Language Education (PBA):

Student D (20 years old, 2nd year PBA):
"As a university student, I was used to learning through analytical methods, but when we started using Nazm Al-Ajrumiyyah with the explanation of Al-Mawâhib al-Robbâniyyah, I realized that memorization could be fun and effective. The poetry format wasn't something I had experienced before, but it provided a nice break from traditional studying. The Nazm helped me solidify my grammar knowledge in a way that wasn't purely theoretical. It was refreshing to mix memorization with practical application."

Student E (21 years old, 3rd year PBA):
"The Nazm method really pushed me out of my comfort zone with the explanation of Al-Mawâhib al-Robbâniyyah. I've always been a student who focuses on understanding grammar rules deeply, but memorizing them through poetry introduced me to a different style of learning.

It took some time to adjust, but in the end, it improved my ability to recall grammar rules quickly. I also enjoyed the group recitations, which created a sense of unity among us students, and made the learning experience more dynamic."

Student F (22 years old, 4th year PBA):
"In the beginning, I wasn't sure how effective Nazm would be for university-level students because it seemed more suitable for younger learners. However, as we progressed, I started to appreciate how the rhythmic structure of Nazm helps with long-term retention. Even though the method requires regular practice and repetition, it's worth the effort because it reinforces the rules in a memorable way. I also noticed that my classmates, who previously struggled with grammar, showed significant improvement with the explanation of Al-Mawâhib al-Robbâniyyah."

The interviews conducted with the students from Pondok Pesantren Darullughah Wadda'wah and university students majoring in Arabic Language Education (PBA) revealed a range of responses regarding the use of Nazm Al-Ajrumiyyah in learning Arabic grammar. Many students expressed that the poetic structure of Nazm brought a refreshing change to their usual grammar classes, helping them to memorize and understand the rules more effectively. One student, who initially struggled with memorizing grammar rules, shared that the rhythmic nature of the poetry made the learning process easier and more enjoyable, particularly during group recitations. Another student noted that while the method felt unfamiliar at first, it quickly became second nature, and the repetitive recitation helped solidify the grammar concepts.

Several students mentioned that the group learning atmosphere created by the *Nazm* method fostered a sense of community and motivation, with the collective recitations making the learning experience more dynamic and engaging. However, some students faced initial challenges in adapting to the poetic language, as it differed from the traditional textbook learning they were accustomed to. Despite this, with consistent practice, they found the Nazm method highly beneficial for long-term retention of the grammar rules. University students, who were initially skeptical about how effective Nazm would be at their advanced level, came to appreciate how the poetic structure helped reinforce their understanding and made it easier to recall grammar rules during exams and daily use.

Across the board, both the pesantren and university students found the method to be culturally enriching, as it connected them to traditional Islamic educational practices while also offering an enjoyable and memorable way to learn Arabic grammar. Though the poetic language posed some initial difficulties, most students adapted to it, and they found that the rhythm and repetition of the Nazm helped improve their grammar mastery over time.

CONCLUSION

This research highlights the pedagogical effectiveness of using Nazm Al-Ajrumiyyah and *Al-Mawahib Al-Rabbaniyah* in the teaching of Arabic grammar. The findings demonstrate that the integration of poetic structures within grammar instruction significantly enhances both memorization and comprehension of complex grammatical

rules, particularly in the areas of nahwu (syntax) and sharaf (morphology). Students, especially those from Pon Pes Darullughah Wadda'wah and the Arabic Language Education (PBA) department, experienced substantial improvements in their ability to recall and apply these rules in practical contexts.

The use of nazm creates a dynamic, interactive learning environment where the rhythmic and structured nature of poetry engages multiple senses, aiding long-term retention. Moreover, *Al-Mawahib Al-Rabbaniyah* provides clear explanations and contextual applications of the grammar, ensuring that students not only memorize but also understand and apply the rules effectively. The qualitative data from student interviews reinforce the idea that the poetic method, while initially challenging for some, ultimately fosters a deeper connection to the language, boosts motivation, and makes grammar learning more enjoyable.

Furthermore, this study advocates for the formal incorporation of nazm in Arabic grammar curricula, emphasizing the need for interactive learning strategies that combine traditional methods with modern educational tools. Curriculum development should focus on creating a balanced approach that enhances student engagement through both individual and collaborative learning experiences. The findings also suggest that teacher training is crucial in ensuring the effective implementation of this method, as educators must be proficient in both the content and the pedagogical techniques required to teach Arabic grammar through poetry.

In conclusion, Nazm Al-Ajrumiyyah, supported by Al-Mawahib Al-Rabbaniyah, presents a powerful model for integrating classical and contemporary approaches to Arabic grammar instruction. This method not only improves students' grammatical proficiency but also enriches their cultural and linguistic understanding, making it a valuable contribution to the field of Arabic language education.

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