



# Proceeding of International Conference on Arabic Language (INCALA)



Organized by Arabic Department, Faculty of Letters, Universitas Negeri Malang

## Application of the Syahid Method as a Creative Approach in Qira'atul Kutub Learning at the Raudhatut Thalibin Puteri Islamic Boarding School

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### ABSTRACT

Arabic plays a central role in Islamic education as it is the key to understanding the Qur'an, Hadith, and various classical texts. Mastery of the science of grammar is a fundamental aspect in learning Arabic, as it serves to understand sentence structure and determine meaning accurately. However, many students experience difficulties in learning grammar due to the complexity of its rules and branches of discussion. This condition demands creative and contextual learning methods to make the learning process easier and more meaningful. The Syahid method, developed by Banjar scholars such as Sheikh M. Kasyful Anwar al-Banjari and KH. Syukri Unus, presents an innovation in grammar learning through the use of the Syahid table that maps sentence elements systematically. This study aims to analyze the application of the Syahid method in improving qira'atul kutub skills at the Raudhatut Thalibin Puteri Islamic Boarding School and identify supporting and inhibiting factors. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results show that the Syahid method is effective in improving the grammatical analysis skills and understanding of sentence structure of female students. The gradual learning process, accompanied by intensive guidance from female Islamic teachers and a conducive atmosphere in the halaqah (religious circle), fosters active learning and motivation. Overall, the Syahid method plays a significant role in strengthening mastery of grammar and the skills of qira'atul kutub (literary grammar), a hallmark of Salafi Islamic boarding school education.

#### Keyword

Application 1; Syahid Method 2; Creative Approach 3; Qira'atul Kutub 4

## مستخلص البحث

تؤدّي اللغة العربية دورًا محوريًا في التعليم الإسلامي، إذ تُعدّ المفتاح الرئيس لفهم القرآن الكريم والحديث النبوي الشريف والكتب التراثية المتنوعة. وتُعدّ إتقان علم النحو ركناً أساسياً في تعلّم اللغة العربية، لأنّه يُسهّم في فهم تركيب الجمل وتحديد المعاني بدقّة. ومع ذلك، يواجه كثيرٌ من الطالبات صعوباتٍ في دراسة النحو بسبب تعقيد قواعده وتفرد مباحثه. وتتطلب هذه الحالة أساليب تعليمية إبداعية وسياقية تجعل عملية التعلّم أسهل وأكثر معنى. وتُعدّ طريقة الشاهد التي طوّرها العلماء البنجريون، مثل الشيخ محمد كشاف الأنور البنجري وفضيلة الشيخ شكري أنس، ابتكاراً في تعليم النحو من خلال استخدام جدول الشاهد الذي يُنظّم عناصر الجملة بطريقة منهجية. وتهدف هذه الدراسة إلى تحليل تطبيق طريقة الشاهد في تحسين مهارة قراءة الكتب التراثية (قراءة الكُتب) في معهد روضة الطالبات الثالين الإسلامي، والكشف عن العوامل المساعدة والمعوّقة في تنفيذها. وقد استخدمت الدراسة المنهج الوصفي النوعي، مع تقنيات جمع البيانات من الملاحظة والمقابلة والتوثيق. وأظهرت النتائج أنّ طريقة الشاهد فعّالة في تنمية مهارات التحليل النحوي وفهم تراكيب الجمل لدى الطالبات، وأنّ عملية التعلّم التدريجية المصحوبة بالإرشاد المكثّف من المعلّمت الجّهديات والبيئة التعليمية الملائمة في الحلقة تسهم في تعزيز الدافعية والتعلّم النشط. وبصورة عامّة، تؤدّي طريقة الشاهد دوراً مهمّاً في ترسيخ إتقان علم النحو ومهارة قراءة الكُتب، وهي من السمات المميّزة للتعليم في المعاهد السلفية.

تطبيق 1: طريقة الشاهد؛ 2: منهج إبداعي؛ 3: قراءة الكُتب 4

كلمات أساسية

## Introduction (المقدمة)

Arabic plays a crucial role in Islamic education. It serves not only as a means of communication but also as a key to understanding Islamic teachings contained in the Quran, Hadith, and various classical texts. Among the branches of Arabic linguistics, grammar and morphology occupy a crucial position as the foundation for understanding sentence structure and meaning in Arabic texts. Grammar is a field of Arabic linguistics that plays a crucial role in understanding Arabic and the language of the Quran (Hapsah dkk., 2019).

Given the numerous branches of discussion within the science of grammar, classifying each topic with a structured scheme can help reduce the difficulty of learning it. In general, the main goal of Arabic language lessons is for female students to master all the skills contained within it. These skills include speaking (maharah al-kalam), listening (maharah al-istima'), reading (maharah al-qira'ah), and writing

(maharah al-kitabah). These four skills can be divided into two categories: receptive skills and productive skills (Khoiriyah, 2019).

The science of grammar plays a crucial role in Arabic language learning because it forms the basis for understanding sentence structure and determining the correct meaning in Arabic texts. Mastering the rules of grammar, particularly recognizing sentence-ending vowels such as rafa', nasab, jar, and jazm, allows students to read and interpret Arabic texts more accurately. Research shows that mastering grammar significantly contributes to improving Arabic reading skills (Rohmah & Dimyathi, 2024).

In addition, considering the many branches in the study of nahwu and sharaf, which often become an obstacle for students, the application of a structured topic classification scheme has been proven to help reduce the difficulties in studying this science (Nurdin & Anshari, 2024). In the context of Islamic boarding schools that use classical books (kutub al-turasiyyah) as the main source of learning, mastery of Nahwu knowledge is not only a literary need, but also a basic need for female students to be able to master the skills of reading books (qira'atul kutub), as well as supporting the skills of speaking, listening, writing, and reading in Arabic as a whole.

Theoretically, the relationship between mastery of grammar and the ability to read scriptures can be explained through grammar's primary function as a tool for uncovering sentence meaning. Without an understanding of grammar rules, learners will have difficulty determining word positions (subject, predicate, object) and will often make mistakes in understanding sentence meaning. As shown in the study of Al-Zamakhshari's work which emphasizes the nahwu and balaghah aspects in his interpretation, mastery of Nahwu is not just linguistic knowledge, but an important analytical skill in understanding Arabic classical books (Khasairi dkk., 2021).

Various studies have shown that understanding the science of Nahwu is closely related to the ability to read classical texts. Research conducted by (Mariyam, 2021) demonstrated a correlation between mastery of Nahwu Sharaf and the ability to read Islamic texts in Islamic boarding schools. Another study demonstrated that understanding Nahwu material plays a crucial role in improving the ability to read classical texts. The study's findings confirm that understanding Nahwu rules is a dominant factor supporting the success of learning Qira'atul Kutub. One of the methods used in Nahwu learning at the Raudhatut Thalibin Puteri Islamic Boarding School is the Shahid method.

The martyrdom method is the result of the development of Nahwu learning which was introduced by a cleric from the land of Banjar named Sheikh M. Kasyful Anwar al-Banjari. He is one of the Mujaddid figures for Islamic education at the Darussalam Martapura Islamic Boarding School. The method of martyrdom was also codified by KH. Syukri Unus in his book Is'af al-Thalibin. Then the martyrdom method was also applied at the Raudhatut Thalibin Puteri Islamic Boarding School,

guided by the book Nahwu Putih written by the boarding school teacher, KH Ahmad Mu'thi.

In the context of Arabic language learning in Islamic boarding schools (pesantren), particularly in South Kalimantan, the implementation of the Syahid method, or Syahid Table, is seen as an effective innovation in training and evaluating female students' mastery of the principles of Nahwu. This method was developed through a tabular format that displays specific columns such as shahid, kalimat, 'alamat, hukum, and maḥal, which help students systematically understand sentence structure. Research (Qomariah dkk., 2023) This study shows that the implementation of the Banjar culture-based Syahid Table can improve students' analytical skills in determining word positions in Arabic sentences. Therefore, the use of the Syahid method in teaching nahwu can be seen as a contextual strategy that supports improving classical Arabic text reading skills in Islamic boarding schools (Kasim dkk., 2023a).

Based on the background that has been explained, This research was formulated to describe how the use of the shahid method in learning nahwu at the Raudhatut Thalibin Puteri Islamic Boarding School, as well as to identify the supporting and inhibiting factors experienced by female students in improving their reading ability. Thus, this research is expected to contribute to the development of Arabic language learning strategies that combine traditional Islamic boarding school values with learning approaches that are relevant for today's generation. This research is expected to provide benefits both theoretically and practically. From a theoretical perspective, this research can enrich studies in the field of Arabic language learning, especially related to strategies for increasing maharah al-qira'ah through the application of the shahid method.

In this context, the focus of this research is directed at analyzing how the application of the shahid method can be an effective approach in improving the qira'atul kutub skills of female students at the Raudhatut Thalibin Puteri Islamic Boarding School. Thus, this research is expected to provide a comprehensive overview of the relevance of the shahid method as an adaptive learning approach to the needs of female students in the modern era, without abandoning the traditional values that have become the hallmark of Islamic boarding school education.

## Methods (منهجية البحث)

This study uses a qualitative approach with a descriptive type. The descriptive qualitative approach was chosen because it is oriented towards an in-depth understanding of phenomena in a contextual and natural way. This approach allows researchers to thoroughly explore the meanings, experiences, and interpretations of subjects, thus producing a rich and accurate description of the phenomenon under study. Therefore, this approach is considered most appropriate

for describing the application of the Syahid method in learning Nahwu science and identifying supporting and inhibiting factors in improving the qira'atul kutub skills of female students at the Raudhatut Thalibin Puteri Islamic Boarding School.

This research was conducted at the Raudhatut Thalibin Puteri Islamic Boarding School, an Islamic educational institution that utilizes classical texts (kutub al-turatsiyyah) as the primary source for Arabic language learning. This location was chosen because it is one of the Islamic boarding schools that actively implements the Syahid method in teaching Nahwu. The research subjects consisted of Nahwu teachers and female students who participated in learning using this method. Subject selection was carried out using purposive sampling, namely based on the consideration that they were directly involved in the application of the Syahid method and therefore could provide relevant and in-depth information in accordance with the research focus. Data collection was carried out through three main techniques, namely observation, interviews, and documentation, as explained by (Mohajan, 2018) that qualitative research seeks to understand phenomena in depth by utilizing various data sources through a natural approach.

## Results & Discussion (نتائج البحث ومناقشاتها)

### 1. Description of the Qira'atul Kutub Learning Context at the Raudhatut Thalibin Puteri Islamic Boarding School

Raudhatut Thalibin Puteri Islamic Boarding School is one of the Islamic educational institutions in South Kalimantan with a salafiyah system that emphasizes mastery of the science of tools, especially the science of nahwu and sharaf, as the main basis in understanding classical books (kutub al-turatsiyyah) namely Arabic books without harakat. Nahwu learning at this boarding school is directed so that female students are able to understand the rules and sentence structures in Arabic, so that they can realize one of the boarding school's visions and missions, namely improving the ability to read books. The emphasis on mastery of the science of tools in salafiyah boarding schools has proven to be an important factor in improving the skills of reading yellow books, as shown in previous research in various boarding schools (albi, 2018) emphasized that learning nahwu and sharaf is the main basis for understanding the yellow books in Salafi Islamic boarding schools (Mariyam, 2021b) found a positive relationship between mastery of grammar and grammar and the ability to read yellow books at the Riyadhul Huda Islamic Boarding School. This previous research confirms that focusing on mastery of the science of tools is an effective strategy for achieving learning objectives at the Raudhatut Thalibin Puteri Islamic Boarding School.

Of all the subjects taught at the Raudhatut Thalibin Puteri Islamic Boarding School, grammar (nahwu) is the most prioritized. Within a week, nahwu lessons are taught more frequently than any other subject. Even in the afternoons, when the

female and male teachers have free time, the female teachers often hold additional classes to deepen their nahwu principles. This demonstrates that learning nahwu is considered a primary foundation for the female students before they study more advanced texts. Research by (Kasim dkk., 2023b) stated that in traditional Islamic boarding schools, Arabic language learning is mostly focused on mastering the science of grammar with the aim of understanding the yellow books. In addition, research by (Aliyah, 2018) shows that in the traditional Islamic boarding school system, nahwu and sharaf books are taught first as a "tool" for understanding the yellow books without harakat. Thus, the practice at the Raudhatut Thalibin Puteri Islamic Boarding School aligns with previous research findings that emphasized that emphasizing nahwu knowledge as a foundation is an effective strategy in Salafiyah Islamic boarding schools.

Activity *qira'atul kutub* at the Raudhatut Thalibin Puteri Islamic Boarding School, it takes place concurrently with nahwu lessons. In each meeting, the female teacher first reads the text from the book, while providing an explanation of the book being read. Then, she asks the female students to reread the book in turns, both to practice pronunciation and to strengthen their understanding of the sentence structure that has been explained. Sometimes, after the female teacher reads and explains the contents of the book, she asks the female students to continue reading as a form of comprehension practice. This activity can also be done in other lessons that use Arabic books without harakat, such as fiqh books and others. Through this activity, female students are trained to dare to read, understand, and apply nahwu rules in the context of real texts because the main goal is to develop grammatical analysis skills and an understanding of Arabic language structure. Research by (2025) Identifying Learning Methods of Arabic Reading Skills in Islamic Boarding Schools in Indonesia shows that one of the learning methods in Islamic boarding schools is through rotating and alternating reading classes of yellow books, which helps students' reading skills. Furthermore, research (Mustafa, 2018) The Effectiveness of Using the Qira'ah Method in Improving the Ability to Read Kitab Kuning at the Darul Ulum Padang Magek confirms that the qira'ah method has been systematically proven to improve the ability to read Kitab Kuning without harakat, especially when combined with mastery of the science of nahwusharaf. Thus, the practice at the Raudhatut Thalibin Puteri Islamic Boarding School is in line with the findings of previous studies which emphasize that the use of the method of reading in turns (*qira'atul kutub*) together with mastery of the science of tools (nahwu and sharaf) is an effective strategy in equipping female students to understand classical Islamic texts.

The students at the Raudhatut Thalibin Puteri Islamic Boarding School come from various regions in South Kalimantan, and some even from outside the province. They also have diverse backgrounds. Some already have a foundation in nahwu from their previous Islamic boarding school, while others are still at a beginner level and

have never studied nahwu. To accommodate this difference in ability, the students who have studied nahwu and those who are beginners are taught in stages under direct guidance from the female teacher. In practice, the female teacher not only conveys theory and rules but also provides intensive practice in analyzing Arabic sentence structures through the application of the shahid method, so that the students can more easily understand sentence structure and the relationships between words in Arabic texts, thus facilitating the process of practicing reading books.

Thus, learning *qira'atul kutub* at the Raudhatut Thalibin Puteri Islamic Boarding School it not only functions as an academic activity, but also as a means of familiarization so that female students are able to understand classical Arabic texts independently. Previous research shows that the development of learning and assessment instruments for *qirā'atul poles* in Islamic boarding schools has succeeded in improving students' reading and analysis skills of the yellow book. For example, research by (Wahyuni & Kartowagiran, 2018) on Developing Assessment Instrument of *Qirā'atul Kutub* at Islamic Boarding School shows the importance of systematic instruments in assessing learning of the yellow book. In addition, research by (Novita dkk., 2024) The role of Musabaqah *Qirā'atil Kutub* in Arabic Language Learning in Islamic Boarding Schools confirms that the habitual activity of reading books (*qirā'a*) in a structured and competitive manner can improve Arabic language understanding, including sentence structure, nahwushorof rules, and maharah *qirā'ah*. The implementation of the habitual *qira'atul kutub* in the Raudhatut Thalibin Puteri Islamic Boarding School is in accordance with the findings of the study, because through practice, habituation, and guidance from the female teacher, female students can develop their reading skills.

In the process of reading the holy book, female students often feel nervous and afraid of making mistakes, especially when reading in front of female teachers and friends. However, this actually becomes a means of developing courage and accuracy in analyzing the text. Learning is carried out using the *halaqah* method, namely groups sitting in a circle with the teacher/female teacher to read, discuss, and practice Arabic texts directly. Research on the Development of Understanding of Yellow Book Literacy Using the *Halaqah* Method Technique Among Students at the Darunnajah Islamic Boarding School in Jakarta (Rokimin & Much. Hasan Darojat, 2024) shows that the *halaqah* method significantly increases the understanding of yellow books and the motivation of students towards learning.

The integration of *Qira'atul Kutub* and nahwu lessons shows that at the Raudhatut Thalibin Puteri Islamic Boarding School, nahwu is not only taught as theory, but also applied practically (Mariyam, 2021) Mastery of grammar and morphology significantly influences students' ability to read Arabic texts. The application of *Qira'atul Kutub*, which is combined with grammar lessons, strengthens the students' ability to directly understand Arabic texts.

From the affective side, the Raudhatut Thalibin Puteri Islamic Boarding School shows that the instillation of the values of adab, solemnity and barakah al-'ilm are the main strengths in this learning. The attitude of ta'dzim towards teachers forms the character of female students who are patient and humble. The principle of "al-adab qablal 'ilm" is implemented in real terms in this Islamic boarding school education system. As found in research by (Putri, 2022) The Concept of Manners in Seeking Knowledge According to the Book of Tanbihul Muta'allim and Its Relevance to Islamic Education in Indonesia, which shows that before seeking knowledge, a person must have manners towards the teacher, oneself, and the environment, so that the knowledge obtained will be beneficial for oneself and society. Other research such as the Study of Manners of Knowledge Seekers in Ḥilyatu Ṭālib al'Ilmi and Its Implications for Islamic Religious Education Learning (Miftahul et al., 2022) He also emphasized that adab is an "adornment" for students and has implications for successful learning. Thus, the teaching of qira'atul kutuk at this Islamic boarding school reflects the continuity between tradition, spiritual values, and pedagogical effectiveness, making Salafi Islamic boarding schools worthy of national-level scientific study.

## **2. Implementation of the Martyr Method in Nahwu Learning**

According to Ustadzah MJ, learning nahwu has various methods, such as at the Al-Falah Islamic Boarding School in Banjarbaru using the Amtsilati method, some other Islamic boarding schools also directly use the i'rob method and the Raudhatut Thalibin Puteri Islamic Boarding School uses the syahid method. The application of the Syahid method in learning nahwu at the Raudhatut Thalibin Puteri Islamic Boarding School is carried out in stages and in a structured manner.

At the beginning of the lesson, the female teacher writes example sentences on the board, then guides the female students to identify each word according to the columns in the Syahid table. The first column (syahid) is filled with the word that is the object of analysis, followed by the second column (sentence) which contains the type of word, whether it is an isim, fi'il, or surat. The column (address) is used to write the identifying marks of the word, such as alif lam or tanwin in isim, qabul ta' or ta' ta'nits in fi'il, and 'adamiyah in surat. Next, the column (law) is filled with the status of the word in the rules of nahwu, such as rafa', nasab, khafad, or jazm. The column (maḥal) functions to explain the position or status of the word in the sentence, especially for words that do not experience changes in the final form (mabni). After that, the column (lisy tengah) is used to determine the function of the word in the sentence, for example as mubtada', khabar, or fa'il. The ('amil) column indicates the element that causes the i'rab change, while the (second address) column lists the identifier or final line mark according to applicable law. Finally, the (lisy akhir) column explains the final form of the word, such as isim mufrad, isim jamak, and so on. Ustadzah MJ said that studying nahwu using the shahid method is

very detailed, because each sentence element is analyzed until the relationship between 'amil and ma'mul is found as a basis for understanding Arabic sentence structure.

Previous studies support this. For example, research by (Qomariaha et al., 2022) found that Nahwu learning in Islamic boarding schools in South Kalimantan uses the "Syahid" table which includes the columns of shahid, sentence, address, law, mahal, middle lisy, 'amil, address, and final lisy exactly the same as the structure explained by Ustadzah MJ and shows that the use of the shahid table in nahwu learning makes it easier for female students to recognize Arabic grammar rules.

This systematic table structure helps female students analyze each element of a sentence in a more focused manner, making it easier for them to understand the relationships between words in Arabic text. Based on observations, the female teacher provides detailed explanations of the material, then continues with sentence exercises to be written and corrected together. Through this process, the female students learn to recognize errors while strengthening their understanding of grammar rules. This finding aligns with the opinion of (Mansyur, 2022) Which emphasized that the learning model based on practice and joint correction in the context of qawa'id was proven to strengthen the students' ability to detect i'rab errors and deepen their understanding of Arabic sentence structure. As conveyed by N, one of the female students of the Raudhatut Thalibin Puteri Islamic Boarding School, the Syahid method really helps beginners understand the rules of nahwu in detail through exercises given by the female teacher and corrected together, so that she can find out her mistakes directly so that N can correct them again because N admitted that she is still often less careful in answering. The FA female student also assessed that learning nahwu with the Syahid method helped her understand the structure of words in detail and with the Syahid exercises, she trained her accuracy in analyzing sentences.

In nahwu learning at the Raudhatut Thalibin Puteri Islamic Boarding School, the roles of teachers and students are key factors in the successful implementation of the Syahid method. Teachers act as guides, not only delivering material but also guiding students to think analytically and systematically in understanding Arabic sentence structure. On the other hand, students play an active role as learning subjects. They not only receive teacher explanations but also practice independently to analyze each sentence. This practice is carried out repeatedly through daily assignments and class activities. Ustadzah MF also emphasizes the importance of repeated practice in implementing the Syahid method. Intensive practice is considered the most effective way to sharpen students' analytical skills in classical Arabic texts. Like a knife that must be continuously sharpened, the ability to analyze sentences will become sharper with frequent use. Therefore, teachers provide various forms of practice both in class and as assignments taken home to the

dormitory so that students become accustomed to analyzing sentences independently.

According to RM, the Syahid method makes learning nahwu easier for beginners to understand compared to the i'rab method she had learned at her previous Islamic boarding school. She felt helped because the teacher explained the rules in detail and with enthusiasm. NH expressed a similar sentiment, saying that the Syahid method helped her understand nahwu gradually. As a public school graduate who had never studied the science, she admitted that she initially found nahwu difficult, but after learning using the Syahid method, she found it easier and more enjoyable to understand. NM also said that she found it easy to understand the structure of Arabic rules because when she first learned nahwu, she immediately used the Syahid method, which discussed it in detail.

The strategy for strengthening understanding of sentence structure is implemented in stages. The female teacher begins with the simplest sentences before moving on to more complex structures. Each sentence element is carefully examined so that the students understand its function, position, and the relationships between sentence structures. In this regard, the shahid method is an effective means of developing in-depth analytical skills in classical Arabic texts. This finding is in line with research (Heru Setiadi et al., 2025) which shows that learning nahwu with an active learning approach and gradual steps can significantly improve understanding of Arabic sentence structure. Furthermore, the female teachers also adapt their methods to the students' characteristics and learning interests. If a student is less interested in nahwu (Islamic grammar), the teachers strive to vary their methods to keep the learning engaging and prevent boredom. This is in accordance with the study "Grammar Learning Strategies Practice" by (Ismail & Dedi, 2021) emphasized that learning strategy training that is adapted to student character includes repeated practice, selection of graded material, and a variety of methods that make a real contribution to students' grammatical competence.

Based on observations and interviews, it can be concluded that the application of the Syahid method plays a significant role in helping female students gradually understand the rules of grammar and sentence structure. Through intensive guidance from female teachers and regular practice, female students not only understand the theory but also develop skills in analyzing sentence structure. The active role of female teachers, a conducive learning environment, and female students' involvement in discussions are important strategies in strengthening their understanding of sentence structure through the application of the Syahid method.

### **3. The Influence of the Syahid Method on the Qira'atul Kutub Ability of Female Students**

The implementation of the Syahid method has a positive influence on improving the ability of female students to recite the Quran at the Raudhatut

Thalibin Puteri Islamic Boarding School. In the learning process, female students not only memorize the rules, but also practice applying them directly through Syahid exercises using Arabic sentence examples. Through systematic Syahid table filling exercises for beginners, female students are trained to analyze each element of a sentence more carefully and thoroughly so that when they have mastered the Syahid method, it will make it easier for female students to recite sentences and understand Arabic text sentences, thus making it easier for female students to practice Qira'atul Kutub. Research by (Mariyam, 2021) found that mastery of nahwu-sharaf science contributed 76.1% to the ability to read yellow books, which confirms that grammatical analysis ability is indeed an important factor in qira'atul kutub.

Based on the interview results, BA revealed that before studying nahwu, he considered the subject difficult because he often heard stories from seniors. However, after taking lessons using the Syahid method, he felt that nahwu lessons were not as difficult as he imagined and turned out to be easy to understand because the presentation was structured and accompanied by repeated exercises that really helped him in practicing qira'atul kutub. Meanwhile, DAR actually felt interested and curious to learn nahwu after hearing the experiences of his seniors. After taking lessons using the same method, his mastery of the Syahid method really helped him determine i'rob quickly because it provided a detailed understanding of the rules and sentence structures and made it easier to practice qira'atul kutub. According to him, each Syahid exercise strengthened his memory of the correct i'rab pattern and made it easier to read Arabic texts directly. However, they admitted that when practicing reading the book, they often felt nervous because they were in front of the ustadzah and friends, so that because of this nervousness, they sometimes even stuttered when reading the book.

AF and PN female students at the Raudhatut Thalibin Puteri Islamic Boarding School, both of them also said that the desire to be able to read books was the main motivation for them to be enthusiastic about studying and understanding the science of nahwu, because nahwu is an important intermediary in achieving this ability. They said that learning nahwu using the Syahid method was very helpful in making it easier to practice reading books. According to both of them, the Syahid column, especially in the second address or identification mark after the position of the word, is very helpful in remembering sentence structures and i'rab patterns, so it becomes an important intermediary in understanding Arabic texts. Apart from that, the book reading practice carried out directly during class time also strengthens their ability to apply the results of the martyrdom analysis into reading practice, although sometimes both of them often feel embarrassed when asked by the ustadzah to read the book.

Based on the overall results of observations and interviews, it appears that the Syahid method has a significant impact on the activeness and accuracy of female students in learning nahwu. Female students became more involved in class

activities, both when filling out tables, answering exercises, and discussing sentence structure. Furthermore, the accuracy of their i'rab and ability to read the book improved because they were accustomed to analyzing each word in depth. Thus, the application of the Syahid method can be said to be effective in improving the ability of qira'atul kutub female students because it is able to foster activeness, accuracy, and courage in practicing reading classical books.

#### **4. Supporting and Inhibiting Factors in the Implementation of the Martyrdom Method**

The success of the implementation of the shahid method in learning nahwu science at the Raudhatut Thalibin Puteri Islamic Boarding School is due to a number of strong supporting factors, both from the female teacher as a teacher, the Islamic boarding school environment and the motivation of the female students to learn. Female teacher MF explained that the shahid method has advantages because of its very detailed learning method, where each element of the sentence is described thoroughly starting from the sentence, address, law, mahal, middle lisy, 'amil, second address to the final lisy. Thus, female students are accustomed to examining the structure of sentences thoroughly and understand the causes of the emergence of a form of i'rob. Repeated practice of mensyah sentences is the main key to the success of this shahid method. As female teacher MJ likened female students to knives that must be sharpened frequently through practice to become sharper in analyzing Arabic texts. Another supporting factor is the creativity of the female teachers in varying their learning methods, for example by changing the form of exercises into interactive discussions, Q&A sessions, or group games so that the female students do not get bored while still using the principles of the martyr method. The results of research by (Hamidah dkk., 2024) shows that the development of context-based Arabic grammar teaching materials in Islamic boarding schools is able to significantly improve students' grammatical understanding.

In addition to support from the female teacher, internal factors such as motivation, mastery of vocabulary, and basic sharf skills also determine success. This is as conveyed by female teacher SR, who stated that mastery of Arabic vocabulary and sharf strengthens the ability of female students to understand sentence structure and assists them in the process of filling in the Syahid column. Furthermore, the students' enthusiasm for learning and intellectual abilities are also important assets. A conducive Islamic boarding school environment, intensive guidance, and the female teacher's policy of providing additional classes for female students who have missed material are also significant supporting factors. These findings align with research (Masruroh & Hizmatul Himmah, 2025) which explains that learning motivation, a conducive environment, and teacher creativity play an

important role in increasing the success of Arabic language learning in Islamic boarding schools.

The main inhibiting factor in the implementation of the Syahid method is the low interest of some female students in nahwu lessons. Ustadzah MJ emphasized that interest is the main key to successful learning, even the same thing is the main key to other subjects, without a love for nahwu, learning with any method will feel difficult. As the results of her discussion with Ustadzah YH, when female students do not like or have no interest in nahwu lessons, then learning nahwu becomes difficult and difficult to understand. Therefore, the ustadzah needs to find a more creative approach to keep female students motivated, for example through question and answer methods, group discussions, or educational games that are still based on the principles of the syahid method. Research (Sari dkk., 2024) shows that learning motivation has a significant influence on the success of Arabic language learning, where students who have high interest tend to achieve better learning outcomes. The same thing was also expressed by (Ah dkk., 2019) that there is a positive relationship between motivation, interest in learning, and Arabic language learning outcomes; the higher the motivation and interest of students, the more optimal their learning outcomes.

According to Ustadzah MJ, one of the drawbacks of the Syahid method is that it takes a long time. This is because in one sentence analysis, there are eight columns to fill in, starting from the sentence column, address, law, expensive, middle lisy, 'amil, second address, and final lisy. The Syahid method is indeed very detailed and effective for beginners in understanding Arabic sentence structure, but the process tends to be slow. Once female students have mastered this method, they are advised to switch to the i'rab method to be able to read Arabic texts or books without harakat more quickly. Because, in the practice of reading books, it is impossible to shaheed each sentence one by one, so the ability to i'rab is important for efficiency in qira'atul kutub. This finding is supported by research (M. Asy'ari, 2020) which shows that one of the main challenges in learning nahwu is the large number of rules and the time needed to process them in depth, which affects the speed and effectiveness of learning.

Furthermore, according to Ustadzah J, one of the obstacles in learning nahwu using the syahid method is the lack of understanding among female students when working on problems, especially when the problems combine previously learned material. In such situations, female students often feel confused and unsure about determining the correct answer due to the lack of mutala'ah activities or reviewing the material outside of class hours. This aligns with the findings of (Hastang & R., 2023) In his research, he stated that one of the main factors contributing to students' difficulty learning nahwu is a weak mastery of basic material and minimal independent repetition outside of class. Continuous repetition and practice have been shown to strengthen memory and understanding of nahwu rules, enabling

students to connect old and new material more effectively. Similar findings were also expressed by (بنيت مسلم dkk., 2018) which emphasizes that syntactic difficulties often arise due to weak learning strategies that focus on practice and repetition. To address this, Ustadzah J usually re-explains the material taught to strengthen and deepen the students' understanding.

Based on the results of interviews with female students from RW (RW), it was found that one of the inhibiting factors in learning nahwu using the shahid method came from differences in the students' basic abilities. RW admitted that she had never studied nahwu before entering the Islamic boarding school, so at first she considered nahwu a difficult subject and required more time to understand each rule. However, due to her perseverance and motivation in participating in the learning, she gradually began to understand Arabic sentence structure well. This shows that although differences in ability backgrounds are an initial obstacle, motivation and perseverance in learning can support female students in understanding nahwu using the shahid method. This shows that although differences in ability backgrounds are an initial obstacle, motivation and perseverance in learning can support female students in understanding nahwu using the Syahid method. This finding is consistent with research (Yamani & Husni, 2022) The Influence of Educational Background and Ability to Write the Qur'an on Arabic Language Learning shows that students' educational background influences the success of Arabic language learning.

On the other hand, female student K admitted to having difficulty learning nahwu because she often lost focus during class. Similarly, female student L felt hampered by frequent drowsiness while studying. However, thanks to the enthusiasm and teaching style of the female teacher, both of them recovered and were motivated to participate better in class. This aligns with research by (Juryatina & Amrin, 2021) which shows that teacher factors including teaching style and the ability to create an interesting classroom environment have a big influence on increasing students' interest and attention in learning Arabic.

Thus, it can be concluded that the successful implementation of the Syahid method is highly dependent on the balance between existing supporting and inhibiting factors. The support of the female Islamic teacher as a creative teacher, a conducive Islamic boarding school environment, and the motivation of the female students to learn are important aspects that strengthen the effectiveness of this method in learning nahwu. However, obstacles such as low interest among some female students, limited time in the sentence analysis process, and the lack of mutala'ah activities can reduce the optimization of learning outcomes. Therefore, innovative strategies are needed from the female Islamic teacher to combine the Syahid method with other learning approaches such as the i'rab method and continuous practice-based learning so that the qira'atul kutul process runs more effectively and efficiently.

## 5. Synthesis of Discussion

Based on the results of research conducted at the Raudhatut Thalibin Puteri Islamic Boarding School, it can be concluded that the application of the shahid method in learning nahwu provides a significant contribution to the ability of qira'atul kutub. The shahid method is not merely a traditional method inherited from previous Banjar scholars, but has developed into a creative and contextual approach that is in line with the learning needs in modern Islamic boarding schools. The application of this method is not only oriented towards mastering grammatical rules, but also emphasizes the ability of structural analysis of classical Arabic texts through a systematic table-based approach. The table structure consisting of the elements of shahid, sentence, address, law, mahal, middle lisy, 'amil, second address, and final lisy makes the learning process more focused and easy to understand for female students of various ability levels. This approach brings together two learning paradigms, namely the traditional approach based on the sanad of knowledge and the modern approach based on systematic linguistic analysis.

This finding extends the research results (Qomariah dkk., 2023) And (Kasim dkk., 2023) which confirms the effectiveness of the shahid table in training nahwu accuracy, by showing that its application not only improves i'rab skills, but also forms a reflective learning habitus among female students. Thus, the shahid method not only functions as a grammar learning technique, but also as a holistic approach that combines cognitive elements (understanding of language structure), affective (manners and sincerity in learning), and psychomotor (text analysis skills). This synthesis shows that the shahid method can be used as a contextual learning model in teaching nahwu in Islamic boarding schools, especially in improving the ability of qira'atul kutub in an integrated manner between theory, practice, and values.

Thus, the shahid method can be used as a reference in designing a value- and analysis-based Arabic language learning model that can foster both linguistic skills and the scholarly character of students. Further research can be directed at testing the effectiveness of this method in other Islamic boarding school contexts or integrating it with modern learning technology to continuously strengthen students' cognitive and reflective dimensions.

## Conclusions (الختامة)

Based on the results of research conducted at the Raudhatut Thalibin Puteri Islamic Boarding School, it can be concluded that the application of the Syahid method plays a significant role in improving the qira'atul kutub skills of female students. This method has proven effective not only in strengthening mastery of the rules of nahwu and i'rab, but also in fostering reflective and analytical thinking skills regarding classical Arabic texts. The systematic, table-based approach makes the

learning process more focused and interactive, enabling students to connect grammatical theory with the practice of contextual text comprehension.

This finding strengthens the research results (Ardiansyah dkk., 2025) which emphasizes that learning based on linguistic structures and the cultural context of Islamic boarding schools can significantly improve yellow book literacy. In addition, (Hasnah dkk., 2024) also proves that contextual learning strategies encourage the formation of meaningful learning experiences and support the achievement of integrative competencies in Arabic language education. Furthermore, as explained by (Febriani dkk., 2023) The success of implementing this kind of method cannot be separated from the educator's ability to integrate values, methods, and the character of the students as a complete pedagogical unit.

Thus, the Syahid method can be recommended as a contextual learning model based on the integration of values and practices in teaching nahwu in Islamic boarding schools. In addition to contributing to improving the linguistic abilities of students, this method is also relevant for development in the teaching of classical texts in various Islamic educational institutions that prioritize a balance between tafaqquh fi al-din and modern academic skills.

## Acknowledgment

The researcher would like to express sincere gratitude to STIQ Amuntai for the valuable support and opportunity provided in completing this research. Special appreciation is extended to the sponsors who have supported this study, both materially and morally, enabling the smooth progress of the research process. The researcher also wishes to convey heartfelt thanks to the teachers and students of Raudhatut Thalibin Puteri Islamic Boarding School for their cooperation and participation during data collection. Deep appreciation is also given to academic advisors and mentors, whose insightful guidance, encouragement, and constructive feedback have been instrumental in the development and completion of this article. Finally, the researcher prays that all contributions and kindness will be rewarded abundantly by Allah SWT.

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