



The effect of Using a Book Al-Qawā'idiu Aş-şarfiyyatu Fī Al-Lughah Al-'Arabiyyah on The Results of Learning Sharaf at The Islamic Education School in Pasia

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ABSTRACT

The study conducted by Nurul Mawaddah Al-Mursal (Student ID 2220002), entitled "The effect of using a book Al-Qawā'idiu aş-şarfiyyatu fi al-lughah al-'arabiyyah on the results of learning Sharaf at the Islamic Education School in Pasia", investigates the impact of using the Arabic grammar book Al-Qawā'idiu aş-şarfiyyatu fi al-lughah al-'arabiyyah on students' learning outcomes in the subject of Sharaf. The research was motivated by the difficulties students encounter in studying Sharaf due to the complexity of the instructional materials, which in turn leads to lower academic achievement. The main objective of this study is to assess whether the use of the mentioned book can serve as an effective alternative resource to enhance student performance in Sharaf at MTI Pasia Islamic Boarding School. This research applies a quantitative approach with an experimental design, specifically a quasi-experimental model. The design involves both an experimental and a control group, with tests administered as the research instrument. Findings reveal that the application of Al-Qawā'idiu aş-şarfiyyatu fi al-lughah al-'arabiyyah significantly improves students' outcomes. This is evidenced by hypothesis testing results showing the calculated t-value exceeds the critical t-value at the 5% significance level ($5.390 > 2.021$). Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Moreover, the effect size test yields a value of 1.28, which surpasses 0.8, indicating a strong effect. These results confirm that the use of this book substantially contributes to improving students' learning achievements in the Sharaf subject.

Keywords: Book of Al-Qawā'idiu Aş-Sarfiyyatu Fī Al-Lughah Al-'Arabiyyah; Ilmu Sharaf; Learning Outcomes

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INTRODUCTION

The focus of this research lies in the teaching of Sharaf (morphology) in Arabic language learning at religious boarding schools, particularly regarding the use of teaching materials. The researcher observed that tenth-grade students at the Islamic Education School in Pasia encountered difficulties understanding Arabic texts due to the use of the book Al-Taftazani, which, although rich in Sharaf content, presents complex explanations and multiple interpretations. These challenges affect students' ability to grasp word formation principles and apply Sharaf theories effectively.

Based on brief interviews, many students expressed the need for a supplementary textbook that presents the material more concisely and practically. Therefore, this study aims to explore the effectiveness of using the book "Al-qawā'idu aṣ-ṣarfiyyatu fi al-lughah al-'arabiyyah" by Professor Afrizal Safyan as an alternative or supporting teaching material for improving students' understanding of Sharaf.

Religious boarding schools are one of the original educational alternatives that emerged in Indonesia. They are educational institutions offering both general and religious studies, emphasizing Islamic education supported by dormitory facilities as permanent residences for students. In their current development, religious boarding schools have shown significant progress, as evidenced by the consistent increase in annual student admissions (Zulhannan & Musyarrofah, 2024).

Arabic language education in Indonesia has long been an integral part of the school curriculum. Arabic is a foreign language widely studied in public and private educational institutions. It is often taught more intensively in religious institutes, where the primary goal is to enable students to understand Islamic texts (Adib, 2018). Mastery of these texts requires a sound understanding of grammar (nahwu) and Sharaf, as both are fundamental components in comprehending Arabic language structures.

Given that the majority of Indonesia's population is Muslim, the study of Islam and the Arabic language is inseparable, especially in religious institutions. This is because Arabic is the language of the Holy Qur'an, regarded as the guide for Muslim life. The Qur'an and Hadith, as primary sources of Islamic law and guidance, are written in Arabic, the medium for spreading Islamic teachings. This is emphasized in Surah Yusuf, verse 2:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لِّعَلَّكُمْ تَعْقِلُونَ ۚ ۲

Moreover, Arabic is used in the pillars of Islam, such as in daily prayers. Therefore, learning Arabic becomes essential for understanding and practicing Islamic teachings. In Arabic linguistics, Sharaf is a vital branch concerned with understanding the root and derivation of words. It enables learners to recognize morphological patterns and interpret changes in meaning through the process of *tashrif* (Dimyati; Mudjiono, 2006). The science of Sharaf closely relates to morphology, the linguistic study of word forms. Etymologically, morphology derives from "morph," meaning form, and "logy," meaning study, thus literally referring to the study of word formation (Imam Fakhrurrazi, 2018).

The learning process itself is understood as the organized activity of shaping and arranging the environment to facilitate optimal student engagement. According to Hamzah, learning involves systematic planning and design as part of the effort to teach students (Nasution, 1995). Nata defines learning as an endeavor to guide students and build an environment conducive to knowledge acquisition (B.Uno, 2008). Similarly, Dimyati and Mudjiono emphasize that learning is the teacher's principal duty, aimed at ensuring students truly learn (Nata, 2001).

From these perspectives, learning can be understood as an educator's effort to influence students emotionally, intellectually, and spiritually by creating a structured environment that motivates independent learning. Learning is also viewed as a process in which individuals acquire new behaviors through experiences and

interactions with their surroundings (Slameto, 2013). It encompasses cognitive, affective, and psychomotor changes resulting from practice and experience (Yulis, 2010). According to Shaleh Abdul Aziz and Abdul Majid, learning represents transformations in knowledge or behavior emerging from prior experiences (Komalasari, 2017).

Learning outcomes are indicators of educational success. They represent the abilities students gain after undergoing the learning process. According to Mulyono Abdurrahman, learning outcomes are the achievements obtained after instruction, while Nana Sudjana expands the scope to include knowledge, skills, and attitudes (Rusman, 2013). These outcomes span three domains: cognitive (thinking ability), affective (attitudes and values), and psychomotor (skills and abilities) (Sudjana, 2010). Learning success is reflected when students effectively absorb materials, achieve objectives, and exhibit expected behavioral changes—categorized into exceptional, optimal, and minimal levels.

The success of Arabic language learning can thus be evaluated through students' mastery of linguistic components such as Sharaf. The "Al-qawā'idu aṣ-ṣarfiyyatu fi al-lughah al-‘arabiyyah" textbook, written by Professor Afrizal Safyan, offers concise and practical explanations supplemented with exercises in every section. This structure provides a more straightforward and systematic approach to learning Sharaf, starting from conceptual foundations to application-based tasks. Such practicality makes it a suitable supplementary resource for improving student comprehension.

Another important factor influencing learning outcomes is the use of teaching materials. Teaching materials encompass all resources used to assist teachers and learners in achieving learning objectives (Mudlofar, 2012). Their functions include: (1) supporting independent learning, (2) enhancing interactivity and effectiveness, (3) shifting the teacher's role from instructor to facilitator, and (4) expanding student knowledge beyond classroom limitations (Maghfirul A'yuni, 2019). Therefore, selecting appropriate teaching materials, such as the Al-qawā'idu aṣ-ṣarfiyyatu fi al-lughah al-‘arabiyyah book, can directly impact the learning process and student achievement.

In the case of the Islamic Education School in Pasia, the researcher found that the use of the Al-Taftazani book, though comprehensive, is less practical for tenth-grade students. Its complex explanations make it difficult for learners to understand and apply Sharaf theories, particularly in analyzing Arabic word structures. Hence, the need arises for more accessible teaching resources that simplify morphological concepts and enhance comprehension.

In light of the aforementioned phenomenon, the researcher is interested in proposing a pedagogical solution by applying Afrizal Sufyan's Arabic Sharaf book as a supplementary learning material to enhance students' achievement in Sharaf studies. Despite the existence of various Arabic morphology books, most of them—such as Al-Taftazani and Mulakhkhash al-Qawā'id—are designed for advanced learners and prioritize theoretical explanations rather than practical comprehension. Previous studies on Sharaf instruction in Indonesian Islamic schools have generally focused on improving students' understanding through teaching methods or digital

media integration, yet few have investigated the impact of modern, systematically structured textbooks as companion materials in traditional learning settings. This gap highlights the limited exploration of how alternative textbooks can influence learning outcomes in Arabic morphology, particularly in the context of religious boarding schools that maintain a classical approach to teaching.

The novelty of this research lies in the utilization of Afrizal Sufyan's book "Al-Qawā'idu aṣ-ṣarfiyyatu fī al-Lughah al-'Arabiyyah" as an innovative teaching aid in Sharaf learning. Unlike conventional sources, this book emphasizes concise explanations, conceptual mapping, and practice-based exercises designed to align with modern learning principles. Its use represents a new pedagogical approach that bridges classical Islamic linguistic education with contemporary learning needs. Through this innovation, the study aims to examine whether implementing this book can significantly improve students' learning outcomes in Sharaf by fostering better comprehension, retention, and application of morphological concepts among tenth-grade students at the Islamic Education School in Pasia.

METHOD

The researcher uses a quantitative approach to solve the problem at hand carefully and systematically. The data collected consists of a series of numbers (Syatori Nasehuddin; Nanang Gozali, 2015), for which the researcher used an experimental approach. Experimental research can be defined as a research approach aimed at analyzing the effect of an intervention on certain variables in a controlled setting (Sugiono, 2015).

The research was conducted at Madrasah Aliyah Swasta Tarbiyah Islamiyah (MAS TI) Pasia, involving two groups of participants, namely an experimental class consisting of 21 students who were taught using the "Al-Qawā'idu aṣ-ṣarfiyyatu fī al-Lughah al-'Arabiyyah" book by Afrizal Sufyan, and a control class consisting of 21 students who continued using the conventional Al-Taftazani textbook. This quasi-experimental design allows the researcher to estimate the effect of using the new Sharaf book on students' learning outcomes by comparing the results between both groups (Suryabrata, 2013).

The methodological design utilized includes both an experimental group and a control group. Class X (b) was assigned as the experimental group, where students were instructed with the aid of the book Al-Qawā'idu aṣ-ṣarfiyyatu fī al-lughah al-'arabiyyah. In contrast, Class X (a) was designated as the control group and did not employ the book. Two tests were used to gather data: a pre-test and a post-test. The corresponding research design is shown in the following table.

Table 1. Research Design

Grade	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Within quantitative research, data analysis is carried out using statistical approaches, namely descriptive statistics and inferential statistics (Sugiono, 2015). Data in descriptive analysis are summarized using frequency distribution tables, histograms, mean scores, and standard deviation values. In contrast, inferential

analysis relies on statistical techniques such as normality tests, homogeneity tests, and hypothesis testing.

RESULT AND DISCUSSION

The purpose of this research was to analyze the impact of utilizing an Arabic Sharaf book on student achievement. Classified as experimental research, the study seeks to identify the effect of this instructional material by applying a special treatment in the experimental class, whereas the control class was not exposed to the treatment.

The data collected in this research consists of several methods, namely observation, testing, and documentation. The researcher used the observation method to monitor the school's conditions, including the facilities of the Islamic Education School in Pasia, the organizational structure of teachers and students, and the process of learning Sharaf.

The researcher used the testing method to determine the learning outcomes of students in the subject of morphological inflection and verb weights for the tenth grade at the Islamic Education School in Pasia.

She used the documentation method to determine the names and number of tenth-grade students at the Islamic Education School in Pasia, the geographical location of the school, and the structure of the teaching staff, in addition to photographs taken during the research.

Regarding the testing method, four essay questions were presented to assess the students' learning outcomes, with a total of 25 sub-questions, each worth 4 points, so that if all questions were answered correctly, a score of 100 would be obtained. The validity and reliability of these questions were tested based on verification conducted by two faculty members, as shown in the attachments.

These questions were presented to the research sample, i.e., the tenth grade, divided into tenth grade (B) as the experimental class and tenth grade (A) as the control class. A pretest and posttest were conducted. A pre-test was given to both the experimental and control classes in order to assess students' abilities prior to the intervention.

The experimental class was 10th grade (B) with 21 participants, while the control class was 10th grade (A), also with 21 participants. Subsequently, a post-test was administered to examine the distinction between the two groups in Sharaf learning, focusing on aspects of inflection and verb conjugation.

Thus, the present research provides a new perspective by situating Afrizal Sufyan's "Al-Qawā'idu as-Šarfiyyatu fī al-Lughah al-'Arabiyyah" as a pedagogical innovation within a traditional Islamic school context.

Unlike prior studies that emphasized external learning media, this research highlights the potential of a structured, exercise-based textbook to foster both conceptual understanding and practical mastery of Sharaf.

By combining classical linguistic rigor with modern didactic design, the study contributes a novel viewpoint to Arabic language education research—particularly in bridging the gap between conventional kitab learning and contemporary educational methodologies.

Table 2. Descriptive Statistics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Kelas Eksperimen	21	40	90	62.95	14.333
PostTest Kelas Eksperimen	21	70	96	85.24	6.707
PreTest Kelas Kontrol	21	20	80	48.95	13.822
PostTest Kelas Kontrol	21	58	88	72.86	8.113
Valid N (listwise)	21				

After collecting the data, it is necessary to analyze it. Before analyzing the data, the researcher tested the research tool by conducting a verification test with specialists in the field being studied. The verification test was conducted with two university professors who are experts in the field being studied.

In addition, preliminary tests were also conducted on the necessary conditions to ensure that the estimation bases used later could rely on the t-test model. In the condition test, two tests are conducted, namely normality and homogeneity, and a hypothesis test in the form of a t-test is used.

1. Normality test

The pre-test and post-test results of the experimental and control groups were subjected to a normality test to examine the data distribution. Using SPSS 22 for Windows and the Kolmogorov-Smirnov test, the analysis was performed at a 5% significance level.

According to the decision rule, data with a significance value greater than 0.05 are normally distributed, while data with a significance value less than 0.05 are not (Iskandar et al., 2025).

The detailed results of the normality test for both classes are provided in the subsequent table.

Table. 3 Normal test results in pre- and post-test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest Kelas Eksperimen	.188	21	.051	.933	21	.162
	PostTest Kelas Eksperimen	.097	21	.200*	.974	21	.819
	PreTest Kelas Kontrol	.167	21	.130	.921	21	.090
	PostTest Kelas Kontrol	.096	21	.200*	.982	21	.954

*. This is a lower bound of the true significance.

As shown in the analysis, since the significance values of the pre- and post-test scores in both groups are greater than 0.05, it can be concluded that the data meet the assumption of normality

2. Homogeneity test

To evaluate whether the samples shared homogeneous or heterogeneous variances, a homogeneity test was conducted. Specifically, the Levene test was performed using SPSS 22 for Windows in order to assess the equality of variances.

The significance level applied in this study was 5%. A sig value above 0.05 indicates homogeneity of variance, while a sig value below 0.05 indicates heterogeneity (Iskandar et al., 2025).

The results of the pre-test homogeneity analysis for the experimental and control groups are shown in the table below.

Table 4. Test result Homogeneity in the pre-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.265	1	40	.609
	Based on Median	.185	1	40	.669
	Based on Median and with adjusted df	.185	1	39.801	.669
	Based on trimmed mean	.287	1	40	.595

The results of the homogeneity test in the post-test between the experimental and control groups are presented in the following table.

Table 5. Test result Homogeneity in the post-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.025	1	40	.317
	Based on Median	.956	1	40	.334
	Based on Median and with adjusted df	.956	1	39.687	.334
	Based on trimmed mean	1.008	1	40	.321

From the calculation results, it was found that the significance values for both the pretest and posttest were above 0.05. Thus, it can be concluded that the data obtained in this study have equal variance (homogeneous).

3. Hypothesis testing (t-test)

Hypothesis testing was performed using a t-test (t-test for independent samples) or a test of the difference in means for the results of the pretest and posttest for students. The t-coefficient in the independent samples t-test is calculated using SPSS 22 for Windows. The study is considered statistically significant if the actual t-value (thitung) is greater than the critical t-value (ttabel) at a significance level of 5%, and the sig value is less than 0.05 (A Goss-Sampson, 2022).

This study is based on two hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a), which are formulated as follows: H_0 : The use of the Arabic Sharaf textbook does not affect students' learning outcomes. H_a : The use of the Arabic Sharaf textbook affects students' learning outcomes. The hypothesis testing was carried out to examine the differences in learning outcomes between students in the experimental class and those in the control class. The independent t-test results for both groups' learning outcomes are presented as follows:

Table 6. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean	Std. Error	95% Confidence Interval of the Difference		
						Difference	Difference	Lower	Upper	
Hasil Belajar Siswa	Equal variances assumed	1.025	.317	5.390	40	.000	12.381	2.297	7.738	17.024
	Equal variances not assumed			5.390	38.634	.000	12.381	2.297	7.733	17.029

The results of the independent t-test demonstrate that the obtained F value is 1.025 with a significance of 0.317. Because the significance value exceeds 0.05, this suggests that the variance of students' learning outcomes between the experimental and control groups is consistent. Thus, it can be inferred that both groups possess homogeneous variance.

Subsequently, the t-test was carried out under the assumption of equal variances. The results showed a calculated t-value of 5.390 with a significance value of 0.000. The critical t-value at a 5% significance level with 40 degrees of freedom was 2.021. Since the calculated t-value exceeded the critical value ($5.390 > 2.021$), the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

After finding a significant difference in student learning outcomes between the class that uses the Arabic Sharaf textbook and the class that does not use the Arabic Sharaf textbook, the next step is to look for the effect size to see the effectiveness of the textbook used. The effect size is calculated using Cohen's effect size formula, which is denoted by d . The criteria for the success of the effect size are that it has a small effect if $0 < d < 0.2$, a medium effect if $0.2 < d < 0.8$, and a large effect if $d > 0.8$.

The effect of using the Arabic grammar book on student results can be seen in the following calculations:

$$d = \frac{\text{mean of the experimental group} - \text{mean of the control group}}{\text{SD (Standard Deviation)}}$$

$$d = 85.24 - 72.86$$

$$9.66$$

$$d = 1.28$$

The calculation of the effect size yielded a value of $d = 1.28$. Referring to Cohen's criteria, this value falls into the category of a large effect since $d > 0.8$ ($1.28 > 0.8$). This indicates that the application of the Arabic Sharaf textbook had a substantial impact

on students' learning outcomes. Hence, it can be concluded that the use of the Arabic Sharaf textbook was effective in enhancing learning achievement in the subject of Sharaf among tenth-grade students at the Islamic Education School in Pasia. Overall, the findings confirm that the textbook's implementation significantly influenced students' performance in learning Sharaf.

CONCLUSION

Based on the test results in the experimental class and the control class in the tenth grade at the Islamic Education School in Pasia, the experimental class that used the Arabic Sharaf textbook achieved an average score of 85.24, while the control class achieved an average score of 72.86, with a significant level of effectiveness of 1.28. This indicates a difference between students who use the Arabic Sharaf textbook in the learning process and those who do not. The conclusion of this research is that the use of the Arabic Sharaf textbook has an effect on students' learning outcomes in Sharaf at the Islamic Education School in Pasia.

Future research directions from this study could focus on expanding the implementation of the Arabic Sharaf textbook to different educational levels, such as junior high schools or higher education institutions, to determine its broader applicability and effectiveness. Additionally, further studies could integrate digital learning media or technology-based platforms with the Sharaf textbook to explore their combined impact on students' motivation, engagement, and mastery of Arabic morphology. Researchers may also consider longitudinal studies to observe the long-term retention and transfer of Sharaf knowledge among learners, as well as qualitative investigations to gain deeper insights into students' and teachers' perceptions, challenges, and experiences in using the textbook. This would enrich understanding and provide a more comprehensive framework for improving Arabic language instruction within Islamic education contexts.

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