

## IMPROVING SHARAF MEMORIZATION THROUGH AL-BIDAYAH METHOD BOOK

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### Abstract

This study aims to evaluate the effectiveness of Al-Bidayah method book in improving sharf learning for students of Madrasah Diniyah Darut Taqwa. This study used a pre-experimental design with one group pre-test and post-test. The sample of this study amounted to 20 fourth grade students of Madrasah Diniyah Darut Taqwa in Pasuruan. The results showed that the Al-Bidayah method book was effective in increasing the memorization of sharaf, with an increase in the average post-test score by 18.15 points compared to the pre-test score. This study successfully proved that the use of learning theory from the Al-Bidayah method book is effective in improving students' understanding of sharf science, with consistent and statistically significant results.

**Keywords** : Arabic ; Experiment ; Al-Bidayah Method Book ; Sharaf Knowledge

### INTRODUCTION

Language is a communication tool used by humans in interacting between individuals (Piqri, 2021). The close relationship between Arabic and Islam is manifested in the fact that Arabic is the main medium of the Qur'an and hadith, both of which have Arabic elements (Audani et al., 2020). Arabic, also known as Dhad language, is one of the most common

languages in the Semitic language group. It is spoken by Arab countries as well as in many other regions such as Turkey, Ahwaz, Mali, Chad, Senegal, Ethiopia, Eritrea, Iran, and Sudan. Arabic is considered a sacred language because it is the language of the Qur'an, and worship such as prayer in Islam must be performed using Arabic (Farih, 2023). In addition to being a tool for understanding religious teachings, Arabic also acts as a means of communication. It has global significance as one of the most widely spoken languages around the world.

Learning Arabic can be seen from four orientations according to Muhib, namely: 1) religious orientation, 2) academic orientation, 3) practical-pragmatic orientation, and 4) ideological-economic-political orientation. Learning Arabic with the aim of understanding and teaching Islamic teachings is included in the religious orientation. Meanwhile, academic orientation includes learning Arabic with the aim of exploring the language as a scientific discipline (Muradi, 2016). Proficiency in Arabic opens the door to profitable collaborations and expands professional networks, so learning it today is no longer a backwardness (Maulana, 2023).

Islamic education, especially in the realm of language, plays a crucial role in shaping dialectical understanding for santri. It cannot be denied that pesantren and Arabic language have a very close relationship, because almost every pesantren teaches and even develops Arabic, so it becomes the main study in pesantren, both grammatically and in other aspects. The grammatical study of Arabic, which includes nahwu and sharaf, becomes the daily menu of santri (Hasyim & Fathurrohman, 2018). At the beginning of its growth, the main function of pesantren was to prepare santri to explore and master Islamic religious knowledge, or better known as tafaqquh fi al-din, which was expected to produce cadres of scholars, educate Indonesian society, and proselytize to spread Islam and become a stronghold of the people in the field of morals (Makinuddin, 2021).

Sharaf, which focuses on analyzing the structure and rules of words in Islamic texts, requires an effective learning approach to ensure deep understanding and mastery of Arabic language skills. Sharaf, according to the general understanding, is defined as the grammatical science of the Arabic language that deals with the transformation of the origin of a word into several different words to achieve the desired meaning, in contrast to nahwu, which is oriented towards determining the position of sentences and changing the

harakat at the end of each Arabic word. In Indonesian, the science of nahwu is like the SPOK pattern (Subject, Predicate, Object, and Description) (Azhar, 2022).

Madrasah Diniyah Darut Taqwa as an Islamic educational institution has an important role in shaping the character and knowledge of the students. Committed to the development of Islamic science, there is a challenge that is still faced, namely the use of classical methods of sharaf. At this level, the importance of a basic understanding of Arabic grammar begins to be felt, given that santri begin to explore Islamic texts that require a deeper understanding of grammar. In this context, it needs to be understood that learning sharaf science in grade IV of the Darut Taqwa Diniyah Madrasah is the key to forming a strong foundation in the scientific development of santri. Although the traditional approach has characterized education among madrasahs, the structure of sharaf learning at this level has important needs related to learning adjustments so that the material can be delivered more systematically and effectively (Sofa et al., 2022).

Efforts to improve the quality of sharaf memorization require a theory that can be applied intensively. However, its implementation still requires a strong conceptual framework as a theoretical basis. One theory that can be used is the Al-Bidayah method book. This method organizes chapters and materials sequentially to facilitate the learning process. This study will explore the effectiveness of the book in improving the quality of sharaf memorization among santri. This approach involves learning by repeating the material systematically and intensively. This experiment aims to assess the positive impact of the book on the quality of santri memorization in understanding and applying sharaf.

Some research on the Al-Bidayah method book conducted by Maturedy & Mukminin (2024). which focuses on pre-requisite material and requisite material, where requisite material is the core of Arabic language learning, while pre-requisite material is the basis that supports core material with classroom action methods, which outlines the basics of Arabic grammar, including categorization of basic rules, sentence concepts, sentence structure, sentence position, and shighat, with the aim of improving the quality of memorization and facilitating participants' understanding in receiving lessons. In conclusion, learning strategies and methods delivered by educators are very important in providing lessons, so that participants are able to read the book accurately and accurately. The difference from the author's research in the focus and core of the discussion, namely sharaf rules and Arabic grammar, but has similarities in the methods used.

Based on the research of Renaldi et al (2023), the selection of the Al-Bidayah method book is based on the needs of students for a more effective method using a qualitative library research approach, and the results show that the book's method is effective in learning maharah qira'ah. The similarity between Frisna's work and the author is the use of the Al-Bidayah method book as a theory and method, while the difference lies in the research approach: Frisna uses a qualitative library research approach, while the author uses a quantitative pre-experiment approach.

Based on the importance of the Al-Bidayah method book to improve students' understanding through memorization, which makes it easier for them to examine the punctuation of the book in nahwu and sharaf (Afifah, 2023). This quantitative research method uses simple linear regression data analysis with a sample of 53 people, and data collected through questionnaires and documentation with the results showing that students' perceptions of the Al-Bidayah method book are 71.6% (satisfactory category), and the influence of the book on students' book reading skills is significant with linear regression test results of 0.000 and a percentage of 62.6%. The difference in this study lies in the research method: the author used quantitative one group pretest posttest design, while Elma used quantitative linear regression. The similarity is that both researchers used the Al-Bidayah method book.

The importance of adjusting the learning method in Madrasah Diniyah Darut Taqwa emphasizes the need for students to be able to master sharaf better. Although the classical method has long been used in this madrasah, there remains a challenge in structuring more effective learning. Therefore, the Al-Bidayah method book is a relevant innovation because of its ability to improve memorization and understanding of sharaf. Research that examines the effectiveness of this method is expected to contribute to improving the way of teaching in madrasas and improving the learning of sharaf as a whole.

## **METHODS**

In terms of the problems and data to be collected, this research uses experiments. The experimental method is a test method that involves giving the effect of certain treatments under controlled conditions (Sugiyono, 2016). The treatment can be in the form of learning innovation products that have been developed (Noperman, 2022). The experimental

method used is the one group pretest posttest experimental method. One group pretest posttest research is used because the test sampling does not use a control group but only involves one group of subjects or participants. This method is commonly applied in educational contexts, including in testing learning innovation products (Noperman, 2022).

The population in this study were fourth grade students of Madrasah Diniyah Darut Taqwa, where the class consisted of 41 students. Of the total population, 20 samples were taken based on the even numbered student attendance numbers. The sampling technique applied is Nonprobability Sampling in the form of systematic sampling. Nonprobability sampling is a sampling technique that does not provide opportunities for the population to be selected. Meanwhile, systematic sampling is a sampling technique using sequential numbers (Cahyaningrum, 2019). The sampling process includes several stages: (1) Define the population to be observed, (2) Establish a sampling frame that includes all relevant items or events, (3) Select the appropriate sampling technique, (4) Collect samples (data), and (5) Re-verify the sampling process. Choosing the right sampling technique can reduce the possibility of errors known as sampling errors (Sumargo, 2020).

This experimental research method uses a pre-experiment design. Pre-experiment design is a type of experimental research that has special characteristics, including that the class used as the research sample is not randomly selected, and this research only uses one class without a control class (Ismail, 2018). This pre-experiment design includes a one group pretest and posttest design which is used to examine the effect of the independent variable on the dependent variable. The paradigm in experimental research with the one group pretest and posttest design can be described as follows:

$$\mathbf{O_1 \ X \ O_2}$$

$\mathbf{O_1}$  = Pretest score.

$\mathbf{X}$  = Treatment conducted.

$\mathbf{O_2}$  = Posttest value.

(Priadana & Sunarsi, 2021)

The pre-treatment measurement provides information on the counter-factual principle (albeit rather weakly) related to what might have happened to the subjects if the treatment had not been given. However, differences between and are likely due to factors other than treatment, such as maturity, historical events, testing, and other threats to internal validity.

In this study, the tools used were divided into two parts. First, a test to measure sharf comprehension and memorization, involving ta'wid tables and tadrib tables, was used to evaluate the extent to which the santri understood the material taught, both by using the classical method and the Al-bidayah method book. Secondly, the checklist to measure the practical skills of sharf science is used to assess the santri's ability in practice, including the use of appropriate terms, classification of sentence positions, and other aspects.

The researcher will use a descriptive-analytical approach to make sense of the data. This approach aims to break down the data in detail to gain in-depth insight into the characteristics and trends of the data. All data will be analyzed using SPSS 25 for Windows which is used to analyze Paired Sample T-test to evaluate significant differences between sample groups such as pretest and posttest. Through this statistical test, the researcher will assess the effectiveness of learning by comparing the scores before and after the learning intervention, with the aim of understanding the improvement of students' understanding and memorization quality in sharaf science. It is hoped that the results of the analysis provide a comprehensive understanding and a solid basis for relevant conclusions and recommendations in the context of teaching sharaf in madrasah.

## **RESULTS**

The data in this study were collected through giving worksheets to santri before the start of the learning process, which is referred to as the pre-test, and after the learning process takes place, which is referred to as the post-test. The worksheets used in this study were specifically designed to measure students' understanding of the material taught. Before the learning process begins, students are asked to read the ta'wid V table as a form of pre-test. After the learning process is complete, students are again asked to memorize the tadrib V table as a post-test.

In addition, this study also involved the use of observation sheets to corroborate the test results in the experimental class which focused on the students' understanding of sharf. The purpose of this data collection is to evaluate the extent to which students understand the material taught, as well as to see the difference in learning outcomes before and after the application of the Al-Bidayah learning method.

The study also aimed to evaluate the effectiveness of the Al-Bidayah method in improving sharf learning at Madrasah Diniyah Darut Taqwa. The study participants

consisted of 20 fourth-grade students, with an average age of 14-18 years, who came from either junior high school or high school educational backgrounds. These participants were chosen to reflect the general population of students in this madrasah. The research method used was one group pre-test and post-test, where the Al-Bidayah method was applied for 4 weeks with a total of 8 training sessions. Each session consisted of material introduction, practical exercises, and evaluation. The evaluation used ta'wid tables and tadrib tables as tools in sharf memorization, aiming to measure the extent to which this method is effective in improving the ability of students to understand and memorize sharf material.

The worksheet given in this study consisted of 100 questions in the form of filling in blank tables on sharf istilahi. These questions were designed to assess the students' understanding of various aspects of sharf, including changes in the forms of isim and fi'il.

Observations were conducted using 10 statements on the observation sheet, which aimed to provide an additional picture of the behavior and participation of students during the learning process. Data from observations are scored using a Likert scale with a scoring range of 1 to 5, while test scoring is done by giving a score of 1 for each blank table that is successfully filled in correctly. This assessment provides a clear picture of the students' level of understanding of the material taught, as well as the effectiveness of the learning methods used.

Tabel 1. *Descriptive Statistics*

	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Pre-Test	66,25	1,803	20
Post-Test	84,40	2,741	20

The table above shows that the pre-test mean score was 66.25 with a standard deviation of 1.803, while the post-test mean score was 84.40 with a standard deviation of 2.741. This shows that after the intervention, the average score of the students increased by 18.15 points. The relatively small standard deviation indicates that the students' scores did not vary too much from the mean, indicating fairly consistent results among the students.

This table shows the descriptive statistics of the pre-test and post-test scores. The pre-test mean score was 66.25 and the post-test was 84.40 indicating an increase in the mean of 18.15 points after the intervention. The standard deviation of the pre-test was 1.803 and the post-test was 2.741, showing how far the students' values were scattered from the mean.

Tabel 2. Uji Normalitas

<i>Test</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Pre-Test (KS)	.156	20	.200
Pre-Test (SW)	.936	20	.205
Post-Test (KS)	.129	20	.200
Post-Test (SW)	.967	20	.687

The normality test was conducted using two methods: Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW), to ensure that the data is normally distributed. The normality test results for the pre-test showed a KS statistical value of .156 and SW of .936 with p-values of .200 and .205 respectively. For the post-test, the KS statistical value was .129 and SW was .967, with p-values of .200 and .687 respectively. Since all p-values are greater than 0.05, this indicates that the distribution of pre-test and post-test scores is normal, allowing the use of parametric statistical techniques for further analysis. This table shows the results of the normality test using Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW). A p-value > 0.05 indicates that the data follows a normal distribution, validating the assumption for further statistical analysis.

Tabel 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	66.25	20	1.803	.403
	posttest	84.40	20	2.741	.613

Paired Sample Statistics provides an overview of the differences between the pre-test scores with an average of 66.25 and the post-test has an average value of 84.40. With a total of 20 samples or students studied. For the Std Deviation value on the Pre Test 1.803 and Post Test 2.741. For the Std Error Mean value on the Pre Test .403 and Post Test .613.

Because the average value of learning outcomes in the Pre Test 66.25 < Post Test 84.40, descriptively there is a difference in the average results of memorization improvement between the Pre Test and Post Test results.

**Tabel 4. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	-.032	.894

Based on the correlation table output above, it displays that the Pre Test and Post Test relationship value is -.032 in the Correlation value and .894 in the Sig value. So if Sig > 0.05 then Ho is ACCEPTED and if Sig < 0.05, then Ho is DENIED. From the output results above, the Sig value is obtained.  $.894 > 0.05$ , then Ho is accepted. So the relationship between Pretest and Posttests on student memorization is quite large with a correlation level of -.032.

**Tabel 5. Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-18.150	3.329	.744	-19.708	-16.592	-24.383	19	.000

The paired sample t-test results show that the difference between the pre-test and post-test scores is statistically significant. The t-value obtained is -24.383 with a degree of freedom (df) of 19. Sig. (2-tailed) is .000, which is much smaller than 0.05, indicating that the difference is highly significant. This means that the applied learning method has a real and positive effect on improving the students' memorization. This table shows the results of the paired sample t-test to evaluate the significance of the difference between the pre-test and post-test scores. The highly negative t-value (-24.383) indicates that there is a significant difference between the pre-test and post-test scores. Sig. (2-tailed) is very small (.000) indicating that the difference is statistically significant, supporting the effectiveness of the applied learning method.

## DISCUSSION

The study showed a significant increase in understanding and memorization of sharf material after the Al-Bidayah method book learning treatment. The pre-test average score of 66.25 increased to 84.40 in the post-test, with an average difference of 18.15 points. This shows that the Al-Bidayah method is effective in improving the ability of students to understand and memorize sharf material.

The use of worksheets and observation sheets in this study supports the validity and reliability of the test results. The worksheet in the form of 100 questions about sharf istilahi provides a comprehensive picture of the santri's understanding of various aspects of sharf science, while the observation sheet provides additional information about santri participation during the learning process.

The paired sample t-test results showed that the difference between the pre-test and post-test scores was statistically significant ( $t = -24.383$ ,  $df = 19$ ,  $p < 0.001$ ). This confirms that the observed improvements in comprehension and memorization are not due to mere chance, but rather the real effect of applying the Al-Bidayah learning method.

Normality tests using the Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) methods showed that the pre-test and post-test data followed a normal distribution ( $p > 0.05$ ). This validates the use of parametric statistical techniques in data analysis, so that the results can be considered reliable and accountable.

The findings of this study have significant implications both for curriculum development in madrasah diniyah and for educational policy. The Al-Bidayah method can be used as a reference in improving the effectiveness of sharf learning, with the potential to be applied more broadly in the context of Islamic religious education.

Thus, this research not only provides a theoretical contribution in understanding the effectiveness of learning methods, but also provides practical direction for educators in making policies in improving the quality of learning in Islamic educational institutions. This study has several limitations that need to be considered. First, the generalizability of the results of this study may be limited because the sample only consisted of 20 fourth grade students from one particular madrasah diniyah, which indicates that the findings of this study cannot be directly applied broadly to the population of students from other madrasah diniyah or different Islamic education institutions. In addition, the duration and intensity of the Al-Bidayah method intervention in this study was limited to 4 weeks with a total of 8

training sessions, so it is unclear whether the improvement in learning outcomes will continue in the long term or require changes in its use over a longer period of time. Lastly, the use of measurement instruments such as pre-test and post-test tests, as well as observation sheets, may face challenges of varying interpretations between raters, thus the need for further consistency in the application of these instruments to reduce potential bias.

This research has important implications in Islamic religious education. First, the Al-Bidayah method is proven effective in improving the understanding and memorization of sharf, indicating the need for a more dynamic curriculum that is responsive to the needs of students. Second, the use of ta'wid and tadrīb tables as memorization aids is effective in strengthening the learning process. Third, this research supports the development of educational policies with empirical evidence that can influence resource allocation and improvement of educational infrastructure. Fourth, this study also inspires further research to explore the factors that influence the effectiveness of the Al-Bidayah method in various Islamic education contexts.

## CONCLUSION

Make sure that every writer is really collapsed and according to the rules of scientific writing, that in every paragraph there is the main idea that contains core sentences and supporting sentences (Zainuddin 2020, 212). The main finding of this study is that the Al-Bidayah method book proved to be successful in improving the understanding and memorization of sharf knowledge among students. The use of ta'wid and tadrīb tables as memorization aids also proved effective in strengthening the learning process. The implications of these results are very relevant in the context of Islamic religious education, suggesting the importance of developing a more dynamic and responsive curriculum and supporting the development of empirical evidence-based educational policies. The study also encourages further research to explore the factors that influence the success of the Al-Bidayah method book in various Islamic education contexts. Data were collected through a pre-test before learning began and a post-test after learning was completed. The method used was a one group pre-test post-test, in which 20 fourth grade students of Madrasah Diniyah Darut Taqwa, with ages 14-18 years old and educational backgrounds of junior or senior high school, participated. Over the course of 4 weeks, the students underwent 8

learning sessions that included introduction to the material, practical exercises, and evaluation. Tests were conducted using ta'wid tables for the pre-test and tadrib tables for the post-test, each consisting of 100 questions on sharf istilah.

The results showed an increase in the mean score from 66.25 in the pre-test to 84.40 in the post-test, with an increase of 18.15 points. Normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk methods confirmed that the data were normally distributed. Further statistical analysis using paired sample t-test showed that the difference between pre-test and post-test scores was statistically significant ( $t$  value = -24.383, Sig. = .000), supporting the effectiveness of the Al-Bidayah method book in improving students' understanding of sharf science. Overall, this study successfully demonstrated that the Al-Bidayah method book learning method is effective in improving students' understanding of sharf material, with consistent and statistically significant results.

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