

Analysis of the Book "Ilmu Sharaf Untuk Pemula" by Abu Razin and Ummu Razin Based on Methods and Techniques of Learning

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Abstract

The science of Sharaf focuses on the study of word transformation in Arabic, emphasizing three core concepts: *fi'il* (verb), *ism* (noun), and *harf* (particle). Various reference books have been published on the subject, with *al-Jurumiyah* being one of the most well-known. In addition to traditional Arabic texts, there are also resources available in Indonesian that present the science of Sharaf in a concise and accessible manner. One such book is *Sharaf for Beginners* by Abu Razin and Ummu Razin. This study aims to analyze this book through a qualitative approach, employing descriptive analytical data analysis. The findings indicate that the book utilizes two primary teaching methods: the *manhaji* method and the *tasbriif* method. From a technical perspective, the book incorporates three distinct techniques, which are categorized as mind mapping, descriptive, and testing techniques. These methods and techniques serve to enhance the understanding of Sharaf for beginners and provide a structured approach to learning the subject. The implications of this study suggest that the book effectively combines traditional and modern methods to facilitate a comprehensive learning experience for its readers.

Keywords: Sharaf, Books, Methods, Techniques, Learning.

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Introduction

Ilmu Sharaf, or Arabic morphology, is a fundamental field in the study of the Arabic language. It plays a critical role in understanding the transformation of words and their meaning in different contexts. This science is vital for anyone striving to master Arabic, as it provides the essential knowledge required for understanding grammatical structure and word formation ¹. In Arabic, words undergo systematic changes, influencing their meaning and function across various contexts, making a deep understanding of Ilmu Sharaf indispensable for language mastery ². Given

¹ Muhammad Natsir, "Pendekatan Analisis Morfologi Dalam Pembelajaran Bahasa Arab," *Jurnal Al Bayan* 9, no. 1 (2017): 40–48.

² Wagino H Hamdani, "The Patterns of Arabic Morphological Polysemy and Their Equivalence in Indonesian Language" (2019); Siti Sulaikho, *Analisis Ilmu Sharaf* (LPPM Universitas KH. A. Wahab Hasbullah, 2021).

the complexity of Arabic grammar, learners must familiarize themselves with the rules that govern the transformation of words from one form to another ³. Ilmu Sharaf is often referred to as the "mother of all sciences" in Arabic linguistics, emphasizing its foundational importance in comprehending the core structure of the language ⁴. The science of Sharaf precedes the study of syntax (*Nahwu*), suggesting that understanding the forms of words is essential before exploring their relationships within sentences.

In addition to its theoretical importance, Ilmu Sharaf offers significant practical value in language acquisition. By studying this field, learners gain the ability to recognize and manipulate the forms of words, an essential skill for reading, writing, and interpreting Arabic texts ⁵. The book *Ilmu Sharaf Untuk Pemula* by Abu Razin and Ummu Razin is one of the resources aimed at simplifying the study of Sharaf for beginners. This book presents a clear and concise introduction to Arabic morphology, focusing on key concepts such as *fi'il* (verb), *ism* (noun), and *harf* (particle). It serves as an essential guide for learners looking to gain a foundational understanding of word formation and the transformations that words undergo in various grammatical contexts.

However, while *Ilmu Sharaf Untuk Pemula* is a widely used resource, there has been limited research on its pedagogical approach and effectiveness, particularly regarding the methods and techniques employed by the authors. This research aims to fill this gap by analyzing the methods and techniques of learning utilized in the book. The study will focus on the teaching strategies used to facilitate the understanding of Sharaf for beginners, with particular attention to the *manhaji* and *tashrif* methods. The research will employ a qualitative approach, using descriptive analysis to evaluate the pedagogical techniques presented in the book, such as mind mapping, descriptive methods, and testing techniques. Through this analysis, the study will provide insights into the educational value of the book and offer recommendations for improving the teaching and learning of Arabic morphology.

Recent studies further emphasize the pivotal role of Ilmu Sharaf in Arabic education. Nurbaiti ⁶ examined how the science of Sharaf contributes to enhancing students' understanding of classical Arabic grammar, highlighting the challenges faced by learners in applying theoretical knowledge to real-world situations. These challenges indicate the need for practical and interactive teaching methods to bridge the gap between theoretical learning and practical application. Baque ⁷ also explored various teaching strategies for Sharaf, stressing the importance of adapting methods to the proficiency level of students. From traditional memorization and rule-based learning to

³ Elham Elfiansyah, "Kaidah Kaidah Bahasa Arab Dasar Dasar Ilmu Nahwu Dan Shorof Bagi Pemula Dan Lanjut Usia" (afghanistan, mujahidin press, 2014).

⁴ Hamdani, "The Patterns of Arabic Morphological Polysemy and Their Equivalence in Indonesian Language"; Viar Aprila Carieska and Syarif Husein Husein, "Urgensi Memahami Morfologi Shorof Menggunakan Metode Tasrif," in *International Conference of Students on Arabic Language*, vol. 4, 2020, 483–488.

⁵ Lailatul Zuhriyah, Ahmad Sholihuddin, and Muhammad Thohir, "Proses Afiksasi Morfologi Ism (Nomina) Dalam Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2018): 292–313.

⁶ Nurbaiti Nurbaiti, "The Contribution of Al-'Ilm Sharaf To the Development of Understanding Classical Arabic Grammar at Islamic Educational Institutions," *Jurnal Al-Fikrah* 13, no. 1 (2024): 112–121, <http://dx.doi.org/10.54621/jiaf.v13i1.876>.

⁷ Abdul-Baquee M. Sharaf, "Knowledge Representation of the Quran through Frame Semantics," *Comp.Leds.Ac.Uk* (2014).

modern approaches like the direct method and sentence pattern practices, these strategies engage students more effectively in the learning process.

The relationship between Ilmu Sharaf and Nahwu is another critical aspect of Arabic language learning. Nujaima & Kurniawan⁸ emphasize the interconnectedness of these two fields, as both provide a comprehensive understanding of Arabic grammar. While Nahwu focuses on the relationships between words within sentences, Sharaf addresses the internal structure of words, particularly how they transform in different contexts. This relationship is essential for achieving fluency in reading, writing, and interpreting Arabic.

Innovative learning methods have also proven effective in enhancing students' engagement with Sharaf. Muzakki⁹ suggests that creative approaches, such as the hijā'iyah letter formula method, can increase student interest and participation in morphological studies. Similarly, the analysis of *Ilmu Sharaf untuk Pemula* by Mirma et al.¹⁰ identifies both strengths and weaknesses in current educational materials, noting that the book successfully integrates psychological and pedagogical principles but could benefit from further refinement, particularly in addressing the needs of younger learners.

Teaching Sharaf also faces certain challenges, as noted by Faedurrohman et al.¹¹, who identify gaps in the systematic presentation of Sharaf material. These challenges emphasize the need for more structured and practical learning designs that combine both theoretical knowledge and hands-on practice. By incorporating techniques such as habituation, memorization, and active learning, educators can better prepare students to master the complexities of Arabic morphology.

Kurniawan et al.¹² further demonstrate how morphological analysis can enhance vocabulary acquisition, specifically in the context of the Qur'an. Their study introduces a table-based approach that helps learners visualize word transformations and understand the connections between different word forms derived from a single root. This method highlights the richness of Arabic morphology and its role in deepening students' comprehension of the language¹³.

In conclusion, the study of Ilmu Sharaf is indispensable for mastering the Arabic language, as it provides critical insights into word formation and transformation. The effectiveness of learning resources such as *Ilmu Sharaf untuk Pemula* plays a key role in facilitating students' understanding of

⁸ Ismi Nujaima and Hendra Kurniawan, "The Role of Nahwu and Sharf Sciences in Arabic Language Learning," *Jurnal Al-Hibru* 1, no. 1 (2024): 14–23, <http://dx.doi.org/10.59548/hbr.v1i1.104>.

⁹ Akhmad Muzakki, "Reconstruction of Morphological ('Ilmu Sharf) Learning Methods For Arabic Language and Literature Students/ Rekonstruksi Metode Pembelajaran Morfologi ('Ilmu Sharf) Bagi Mahasiswa Jurusan Bahasa Dan Sastra Arab," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020), <http://dx.doi.org/10.18860/ijazarabi.v4i1.9873>.

¹⁰ Afdhal Fikri Mirma, Talqis Nurdianto, and Zainal Abidin Hajib, "Analysis of Textbook 'Ilmu Saraf Untuk Pemula' Third Edition Written by Abu Razin and Ummu Razin (Development Textbook Principles)," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (2023), <http://dx.doi.org/10.22219/jiz.v6i1.22562>.

¹¹ Faedurrohman Faedurrohman, Agung Muttaqien, and Muhammad Afthon Ulin Nuha, "مشكلات تعليم الصرف وحلولها," *Kalimatuna: Journal of Arabic Research* 2, no. 1 (2023): 105–118, <http://dx.doi.org/10.15408/kjar.v2i1.34204>.

¹² Taufik Rahmat Kurniawan, Moch Arif Bijaksana, and Arief Fatchul Huda, "Development of a Sharaf Table for Vocabulary in the Qur'an Using Rule Based," *2019 7th International Conference on Information and Communication Technology (ICoICT)* (IEEE, 2019), <http://dx.doi.org/10.1109/icoict.2019.8835361>.

¹³ Muhammad Aqil Luthfan and Syamsul Hadi, "Morfologi Bahasa Arab: Reformulasi Sistem Derivasi Dan Infleksi," *Alsina: Journal of Arabic Studies* 1, no. 1 (2019): 1–22.

this complex field. By analyzing the pedagogical methods and techniques used in the book, this research aims to contribute to the improvement of Sharaf education, offering valuable insights into how Arabic morphology can be taught more effectively to beginners.

Methods

The methodology applied in this study is qualitative research. The subject of this research is the teaching methods used in the book *Ilmu Sharaf untuk Pemula* by Abu Razin and Ummu Razin. The primary data source for this study is the content of the book itself, particularly focusing on the teaching methods and techniques employed to facilitate the understanding of Sharaf. Data collection was carried out through in-depth and repeated readings of the book, with the aim of elaborating on and extracting relevant information about the teaching approaches. These findings were then connected to the broader discourse on Ilmu Sharaf.

Secondary data sources, such as books, journals, and other academic writings related to the topic, were used to support and enrich the analysis. The data analysis method employed in this study is descriptive analysis. This process involves carefully examining and summarizing the key elements from the book, including studying, analyzing, and drawing conclusions based on the data gathered through the reading and interpretation of the book. The results of this analysis are aimed at providing a comprehensive understanding of the teaching methods used in the book and their effectiveness in facilitating the learning of Arabic morphology for beginners.

Result And Discussion

Result

Ilmu Sharaf, Urgency, and Content of Learning Material

Ilmu Sharaf, or Arabic morphology, plays a fundamental role in understanding how words transform in Arabic, as well as their meanings and functions across different contexts. The study of Ilmu Sharaf involves understanding three key concepts: *Isim* (noun), *Fi'il* (verb), and *Harf* (particle). Each of these categories is crucial for mastering Arabic grammar and communication.

- a. *Isim* (Noun): *Isim* refers to words that denote persons, places, things, or abstract concepts. In Ilmu Sharaf, we study the morphological changes that nouns undergo, depending on the context and role they play within a sentence. For instance, singular forms can change into plural, or there can be transformations due to possession.
- b. *Fi'il* (Verb): *Fi'il* denotes actions or states. In Ilmu Sharaf, we explore how verbs change, including the alteration of the root, the addition of prefixes, and other transformations in accordance with established rules. Mastery of verb morphology is critical for constructing grammatically correct sentences.
- c. *Harf* (Particle): *Harf* represents small words functioning as particles or conjunctions. In Sharaf, we delve into the role and proper use of these particles in Arabic sentences.

The study of Sharaf offers several real-world benefits, especially for those using Arabic actively. Among these benefits are improved text comprehension, proper writing, accurate word choice,

translation, speaking skills, and understanding the Quran¹⁴. For instance, learning Sharaf enhances one's ability to decode and comprehend complex Arabic texts, ensures the correct usage of words in writing, and aids in selecting the right vocabulary for both oral and written communication.

Book Structure Analysis

Ilmu Sharaf untuk Pemula by Abu Razin and Ummu Razin is structured into nine chapters, with each chapter focusing on different aspects of Arabic morphology. The first chapter serves as an introduction to the Arabic language, explaining basic elements like Fi'il, Isim, and Harf. The second chapter discusses Ilmu Sharaf in more depth, providing foundational concepts such as basic terminology, types of tashrif (word transformation), and various forms of wazan (patterns of word formation). Subsequent chapters delve into specific topics, such as *Tsulatsy Mujarrad* (three-letter root words) and *Tsulatsy Maz'id* (words with additional letters), progressing to more complex topics like *Ruba'iy Mujarrad* and *Ruba'iy Maz'id* (four-letter root words). By chapter nine, the book transitions into practical exercises, offering readers opportunities to practice tashrif through examples from the Quran, providing a comprehensive approach to applying theoretical knowledge.

Method and Technique Analysis in Teaching

The book uses a variety of teaching methods and techniques to facilitate the learning of Sharaf for beginners. These methods are structured to progressively build the reader's understanding of Arabic morphology.

- a. Manhaji Method: This method is rooted in traditional Arabic education, where learners study Arabic grammar alongside the Quran or Hadith. The Manhaji approach is used throughout the book, particularly in the first chapter, where the author introduces concepts like Fi'il, Isim, and Harf using Quranic verses to illustrate their meanings and forms.
- b. Tashrif Method: The Tashrif method is widely used in traditional Islamic education, especially in Salafi-based institutions. This method focuses on memorizing the transformations of Arabic words, such as how verbs change from *fi'il madhi* (past tense) to *fi'il mudhari'* (present tense), as well as variations in noun forms. The book integrates this method in chapter nine, where readers are introduced to various wazan forms and practice them using examples.

In terms of learning techniques, the book incorporates the following:

- a. Mind Mapping Technique: Mind mapping is used to present the concepts of Sharaf in a visual and organized manner. This technique helps learners connect different concepts in a more digestible format, ensuring that complex ideas are presented clearly. The visual maps provided in the book allow readers to visualize the relationship between different forms and patterns in Arabic morphology.

¹⁴ Desi Maharani Safitri, "Internalisasi Berpikir Kritis Peserta Didik Melalui Metode Inquiry Pada Pembelajaran Ilmu Shorof Di Lembaga Musyawarah Pondok Pesantren Al-Mahrusiyah" (Institut Agama Islam Tribakti, 2022).

- b. Descriptive Technique: The book employs descriptive explanations to help readers understand the intricacies of Sharaf. This approach ensures that readers can grasp the core concepts thoroughly and apply them systematically. Descriptive methods are particularly used when explaining complex transformations, such as the differences between *fi'il ma'lum* (active verb) and *fi'il majhul* (passive verb), and their application in various contexts.
- c. Post-Test Technique: Unlike many textbooks that only provide theoretical knowledge, *Ilmu Sharaf untuk Pemula* offers practical exercises that allow learners to apply what they have learned. The post-test technique is used to evaluate the learner's understanding by providing exercises at the end of each chapter. These exercises test the student's ability to use the morphological rules they have learned, which helps solidify their understanding and skills.

The book *Ilmu Sharaf untuk Pemula* offers a structured and methodical approach to learning Arabic morphology, employing a variety of teaching methods and techniques to enhance the comprehension of Sharaf. The integration of the Manhaji and Tashrif methods, along with techniques like mind mapping, descriptive explanations, and post-tests, provides a comprehensive learning experience. The book is effective in making complex concepts accessible to beginners, allowing them to gradually build their knowledge and apply it in practical contexts.

However, as with any educational resource, further refinement could be made in areas such as addressing the psychological needs of younger learners and enhancing the interactivity of certain sections. Nonetheless, the book remains a valuable resource for anyone seeking to understand the fundamentals of Ilmu Sharaf and its application in both everyday Arabic and more advanced studies such as Quranic interpretation.

Discussion

The findings of this study on *Ilmu Sharaf untuk Pemula* by Abu Razin and Ummu Razin highlight the effectiveness of the book's structure, teaching methods, and techniques in facilitating the learning of Arabic morphology for beginners. The book uses both traditional and modern methods, offering a clear and systematic approach to learning Sharaf. The results of this study align with theoretical frameworks on language learning, particularly in the context of language acquisition, where understanding word transformations is central to mastering a language. The use of methods such as the *Manhaji* and *Tashrif* methods, alongside techniques like mind mapping and descriptive explanations, supports the idea that comprehensive, structured learning approaches are key to language proficiency.

In comparison with previous research on the teaching of Ilmu Sharaf, this study shows some similarities and differences. Previous research, such as Nurbaiti¹⁵, has emphasized the importance of applying practical, interactive methods to bridge the gap between theoretical knowledge and real-world application. This study's findings align with that perspective, as the *Ilmu Sharaf untuk Pemula* book incorporates exercises and practical tests at the end of chapters to engage students

¹⁵ Nurbaiti, "The Contribution of Al-'Ilm Sharaf To the Development of Understanding Classical Arabic Grammar at Islamic Educational Institutions."

and assess their understanding. Furthermore, the study's findings that the book uses *Tashrif*—a method widely utilized in traditional Islamic educational institutions—are consistent with earlier works¹⁶, which discuss how this method has been effective in teaching Arabic morphology.

However, one key difference is that *Ilmu Sharaf untuk Pemula* also includes innovative techniques such as mind mapping, which has not been emphasized in other texts. The use of mind mapping as a tool for visualizing Arabic morphological transformations offers a unique approach not frequently found in other Arabic language textbooks. This could be seen as a significant contribution to the field, as mind mapping not only aids in comprehension but also helps students retain complex information by organizing it visually.

This study contributes to the existing body of research by providing an in-depth analysis of a specific teaching resource for Ilmu Sharaf. While many studies have discussed the theoretical importance of Sharaf and its relationship to Arabic syntax, few have analyzed the specific pedagogical methods used in textbooks aimed at beginners. The integration of both traditional and modern teaching methods in *Ilmu Sharaf untuk Pemula* provides valuable insights into how these methods can be combined to enhance the learning process for Arabic language students.

Additionally, the analysis of the post-test technique used in the book is another contribution. While other studies have noted the importance of assessment in language learning, the inclusion of practical exercises and post-tests in this book highlights how such evaluations can be integrated with theoretical learning to ensure that students are actively applying their knowledge. This approach moves beyond theoretical teaching, allowing for a more holistic learning experience that fosters both the acquisition of knowledge and its practical application.

The findings of this research have important implications for Arabic language learning, particularly for beginners. The use of structured methods and innovative learning techniques, such as mind mapping and post-tests, is an effective way to simplify the learning process and make complex concepts more accessible. The results also suggest that a combination of traditional and modern methods can cater to a wider range of learners, ensuring that students from various educational backgrounds and learning styles can benefit from the material.

Moreover, the book's focus on practical exercises, such as the Quranic tashrif exercises in chapter nine, provides students with opportunities to apply their learning in a meaningful context. This approach is crucial for mastering Arabic morphology, as it not only teaches theoretical knowledge but also promotes the application of this knowledge in real-world scenarios, such as understanding the Quran.

This study affirms the value of *Ilmu Sharaf untuk Pemula* as a comprehensive and effective resource for beginners learning Arabic morphology. The book's combination of traditional methods, such as the *Manbaji* and *Tashrif* methods, with modern techniques like mind mapping and post-tests, creates a balanced approach to learning. This research adds to the field by demonstrating how these methods and techniques can be effectively integrated into language teaching materials. Future research could focus on the long-term impact of these teaching methods on students' language proficiency, as well as explore how these approaches can be further refined to address the specific needs of different learner demographics.

¹⁶ Sharaf, "Knowledge Representation of the Quran through Frame Semantics."

Conclusion

Understanding Arabic requires the mastery of various tools, one of which is Ilmu Sharaf, the science of word transformation or morphology in the Arabic language. This field is essential for anyone learning Arabic, as it provides the foundation for understanding how words change their forms and meanings in different contexts. Throughout history, numerous classical texts such as *Al-Jurumiyah* and *Nahw al-Wadhib* have been written by scholars to help learners grasp both the theoretical and practical aspects of Arabic grammar. These texts have played a pivotal role in the study of Arabic, offering structured approaches to learning.

In addition to these classical texts, simpler books have been developed to serve as beginner-friendly resources for learning Ilmu Sharaf. One such book is *Ilmu Sharaf untuk Pemula* by Abu Razin and Ummu Razin. This book offers a well-organized presentation of Sharaf, beginning with introductory material and progressing to more complex theories and concepts. Through its systematic approach, the book elaborates on two key teaching methods: the *Manhaji* and *Tashrif* methods. The *Manhaji* method incorporates examples from the Quran and Hadith to illustrate the forms of fi'il (verbs), isim (nouns), and harf (particles), while the *Tashrif* method focuses on the vocalization and pronunciation of word transformations, ranging from past tense verbs (*fi'il madhi*) to noun forms (*isim alat*).

Moreover, the book employs three specific learning techniques to enhance the understanding of Sharaf: mind mapping, descriptive techniques, and post-tests. The use of mind mapping provides a visual representation of complex concepts, helping students organize and retain information more effectively. Descriptive techniques offer detailed explanations of the material, ensuring that students gain a comprehensive understanding of each topic. Finally, the post-test technique allows for active learning and assessment, providing students with the opportunity to apply what they have learned through practical exercises.

The findings of this study not only highlight the effectiveness of the teaching methods and techniques employed in *Ilmu Sharaf untuk Pemula*, but also suggest that such an approach can be highly beneficial for beginners in learning Arabic morphology. The combination of traditional and modern teaching methods ensures a well-rounded educational experience that caters to a variety of learning styles.

Looking ahead, future research could further explore the long-term impact of these teaching techniques on students' mastery of Arabic, as well as investigate how these methods can be adapted to suit learners of different proficiency levels. Furthermore, there is potential to develop more interactive and engaging learning resources that integrate digital tools and multimedia to enhance the learning process.

This research contributes to the field by demonstrating how effective teaching methods and techniques can be applied to the study of Arabic morphology. It also emphasizes the importance of providing accessible and structured resources for beginners, which can have a significant impact on the broader field of Arabic education. The insights from this study can guide educators in refining their teaching practices, ensuring that students gain a deeper understanding of Arabic grammar and are better equipped to apply their knowledge in real-world contexts.

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