Analysis of Twelfth Grade Students' Difficulties in Understanding Nahwu and Sharaf: A Case Study at Madrasah Aliyah Miftahul Ulum Al-Azizah

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Abstract
This research analyzes the factors that cause students' difficulties in understanding Nahwu and Sharaf and explores effective learning strategies to improve their understanding. This research uses a qualitative approach with a case study design to analyze the difficulties of twelfth grade students in understanding nahwu and sharaf at Madrasah Aliyah Miftahul Ulum Al-Azizah. This research shows that the difficulties of class The dominance of the memorization method without contextual application causes students' low understanding of the structure of the Arabic language.

Keywords: Analysis of student difficulties, Nahwu dah Sharaf, Madrasah Aliyah, Case Study.

Introduction

Nahwu and Sharaf are two scientific disciplines that have an important role in understanding Arabic, especially in understanding classical Islamic texts such as the Al-Qur'an and Hadith. Both are the main basis for learning Arabic in various Islamic educational institutions, including madrasah aliyah (Al-Azizah & Rahman, 2021). However, in practice, many students experience difficulties in understanding these two sciences due to the complexity of the rules that must be mastered and the limitations of the teaching methods applied (Fauzi, 2022). This difficulty has an impact on students' low understanding of Arabic texts and reduces their motivation to study Arabic in more depth (Rasyid, 2023).

Several previous studies have discussed various factors that cause difficulties in understanding Nahwu and Sharaf. A study conducted by Zainuddin (2020) shows that the lack of use of interactive learning methods is one of the main obstacles in Nahwu and Sharaf's learning. Meanwhile, other research by Maulana (2021) highlights that the minimal use of technology in teaching Arabic also contributes to students' low understanding. In addition, a study by Hidayat (2022) found that differences in students' mother tongue backgrounds also influenced the level of difficulty in understanding concepts in Nahwu and Sharaf. Although various studies have been carried out, studies regarding the specific factors that cause difficulties for twelfth grade students at Madrasah Aliyah Miftahul Ulum Al-Azizah have not yet been found.

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This research offers novelty in analyzing the factors that cause difficulties for twelfth grade students in understanding Nahwu and Sharaf with a more holistic approach. Different from previous research which focused more on aspects of teaching methods and use of technology, this research seeks to explore factors including psychological aspects, learning environment and student learning strategies in a more comprehensive manner (Anwar, 2023). Thus, it is hoped that the results of this research can provide a broader perspective in an effort to increase the effectiveness of Nahwu and Sharaf learning in madrasah aliyah.

Based on the literature review that has been presented, there are several research problems that need further analysis, namely: (1) What are the main factors that cause difficulties for twelfth grade students at Madrasah Aliyah Miftahul Ulum Al-Azizah in understanding Nahwu and Sharaf? (2) What is the level of students' understanding of Nahwu and Sharaf based on these factors? (3) What strategies can be applied to overcome students' difficulties in understanding Nahwu and Sharaf? These questions are the basis for formulating a hypothesis that students' difficulties in understanding Nahwu and Sharaf are influenced by a complex combination of internal and external factors (Rahman, 2024).

The aim of this research is to analyze the factors that cause twelfth grade students' difficulties in understanding Nahwu and Sharaf and explore effective learning strategies to improve their understanding. It is hoped that the results of this research can contribute to the development of Nahwu and Sharaf learning methods that are more innovative and in line with the needs of students at Madrasah Aliyah (Fauzan, 2024). Apart from that, it is also hoped that this research can become a reference for educators and policy makers in improving the quality of Arabic language learning in Islamic educational institutions.

Research method

This research uses a qualitative approach with a case study design to analyze the difficulties of twelfth grade students in understanding nahwu and sharaf at Madrasah Aliyah Miftahul Ulum Al-Azizah. Case studies were chosen because they allow in-depth exploration of phenomena that occur in certain learning environments (Fitri, Adnan, and Irdawarni 2020). Qualitative research aims to understand the experiences, perspectives and obstacles faced by students in learning Arabic, especially in the grammatical aspect (Utami 2017). This approach is relevant because nahwu and sharaf are essential components in understanding classical and modern Arabic texts, but often pose challenges for students at the madrasah level (Mawaddah 2022).

Data collection was carried out through in-depth interviews, participant observation, and document analysis as data triangulation to increase research validity (Habeahan, Perdanakusuma, and Nugraha 2019). The research subjects were twelfth grade students who had difficulty understanding nahwu and sharaf, as well as Arabic teachers at the madrasah. The data analysis technique uses the Miles and Huberman model (Kase, Sukiatni, and Kusumandari 2023), which includes data reduction, data presentation, and drawing conclusions. The data was analyzed thematically by identifying patterns of difficulties faced by students in understanding the concepts of nahwu and sharaf and the factors that influence them (Mulyadi 2020). With this approach, it is hoped that research can provide deeper insight into the obstacles

to nahwu and sharaf learning and provide recommendations for more effective teaching strategies.

Result/Findings

Based on the results of interviews with several twelfth grade students at Madrasah Aliyah Miftahul Ulum Al-Azizah, it was found that the majority of students had difficulty understanding the basic concepts of nahwu and sharaf. Following are excerpts from interviews with several students:

"I am often confused by changes in word forms in sharaf, especially in fi'il madhi and mudhari'. Sometimes I misrecognize the pattern of word changes." (RA, twelfth grade *student)*

"My understanding of nahwu is still weak, especially in determining the i'rab of a word in a sentence. I often confuse the difference between marfu', manshub, and majrur." (AH, twelfth grade *student)*

Apart from that, data from the results of the mid-term exam (UTS) shows that of the 30 students tested, only 10 students (33.3%) achieved a score above 75, while 20 other students (66.7%) got a score below 75. The following is a table of UTS score results for the nahwu and sharaf subjects:

Table 1. Mid-term exam results.

Value Range	Number of Students	Percentage (%)
0 - 50	8 students	26,7%
51 - 75	12 students	40,0%
76 - 100	10 students	33,3%

From the data obtained through interviews and exam results, it can be concluded that the majority of students experience difficulties in understanding changes in word forms in sharaf and in determining i'rab in nahwu. This difficulty can be seen from the low percentage of students who obtain high scores in exams. The majority of students scored below the minimum standard (75), which shows that their understanding of this material is still low. In addition, from classroom observations, some students appeared to experience confusion when receiving the material, which indicates that the teaching methods or learning media used may be less effective in helping their understanding.

Based on the data that has been analyzed, there are three main trends in the difficulties of twelfth grade students in understanding nahwu and sharaf:

1. Difficulty in Analyzing Sentence Structure (Nahwu)
   Many students have trouble in determining the i'rab of a word, especially in distinguishing between marfu', manshub, and majrur. This shows that their understanding of Arabic grammar rules is still weak.
2. Difficulty in Applying Word Change Patterns (Sharaf)

Students often experience confusion in changing verb forms according to the pattern of changes in the tenses. This error often occurs in the formation of fi'il madhi, mudhari', and isim mashdar.

3. Limitations of Using Interactive Learning Methods

   From the results of observations, it was found that the learning methods used were still conventional, such as lectures and memorizing rules without much contextual practice. This hinders students from understanding concepts more deeply and applicably.

With these findings, it is necessary to evaluate learning strategies so that students understand nahwu and sharaf more easily, for example by using visual media, context-based exercises, and more interactive learning methods.

Based on interviews with Arabic subject teachers in twelfth grade, it was found that many students had difficulty understanding the rules of nahwu and sharaf. One teacher stated:

"Most students experience problems in understanding Arabic sentence structures. They often make mistakes in determining the function of words in a sentence, for example between fa'il and maf'ul." (Ustadz MN, Arabic Language Teacher)

Meanwhile, observation results showed that when students were given training to determine i'rab in a sentence, more than 60% of students experienced errors in determining the final meaning of words. Apart from that, from the results of the questionnaire given to 30 students, the following data was obtained:

Table 2. Percentage of Student's Difficulty.

Difficulty Type	Number of Students Experiencing Difficulty	Percentage (%)
Understanding word changes in sharaf	18 students	60,0%
Determining the i'rab of words in nahwu	21 students	70,0%
Memorize the rules of nahwu and sharaf 15 students	15 students	50,0%

From these data, the majority of students experience difficulties in the fundamental aspects of nahwu and sharaf, especially in memorizing the rules and applying them in the analysis of Arabic texts.

The data obtained shows that the majority of twelfth grade students experience difficulties in understanding the basic concepts of nahwu and sharaf. The most dominant difficulties are in determining the i'rab of words in sentences, understanding changes in word forms in sharaf, and memorizing Arabic grammar rules. From the results of the questionnaire, more than 60% of students found it difficult to change word forms, and 70% of students experienced problems in determining i'rab. This indicates that students' understanding of the structure of the Arabic language is still low. The results of interviews with Arabic teachers also

support this finding, where the teacher stated that many students experienced errors in analyzing sentence structure.

Based on the analysis of research results, there are three main trends in students' difficulties in understanding nahwu and sharaf:

1. Lack of Conceptual Understanding of the Nahwu and Sharaf Rules.
   The majority of students have difficulty understanding the nahwu and sharaf theories conceptually. This can be seen from the many errors in determining i'rab and understanding changes in word forms.
2. Domination of Memorization-Oriented Learning Methods.
   Learning that focuses more on memorizing rules rather than practical application causes students to have difficulty applying the rules of nahwu and sharaf in understanding Arabic texts.
3. Minimal Practice and Use of Interactive Learning Media.
   Students who are not familiar with contextual-based practice questions and the lack of use of visual media in learning cause their understanding of this material to be weak.

Based on these findings, a more innovative learning approach is needed, such as direct practice-based methods, the use of digital media, and contextual exercises so that students can more easily understand nahwu and sharaf in an applied way.

Discussion

The results of this research show that class From the data obtained, more than 60% of students experienced difficulties in the sharaf aspect, while 70% of students experienced problems in understanding nahwu. The main factors causing this difficulty are the lack of conceptual understanding of Arabic language rules and the dominance of memorization-based learning methods without practical application (Ali 2020). Apart from that, the lack of use of interactive learning media and context-based practice questions also worsens students' understanding (Yanto 2019). Thus, the main challenge in learning nahwu and sharaf in madrasas is the weakness of pedagogical approaches that suit student needs and the limitations of innovative learning methods (Karim 2018).

The difficulties experienced by students in understanding nahwu and sharaf can be caused by several main factors, one of which is teaching methods that are still conventional (Asmedy 2021). Arabic language learning in madrasas tends to focus on memorizing grammatical rules without providing enough space for contextual exercises and practice reading texts analytically. Apart from that, the minimal use of technology in learning Arabic is also an obstacle in improving students' understanding (Maziyah 2018). Teachers often only use lecture methods and giving assignments without a variety of more interactive learning strategies, such as group discussions, use of learning applications, or project-based approaches (Norhikmah et al. 2022). As a result, students find it difficult to connect grammar concepts with their application in reading and understanding Arabic texts comprehensively (Syukri 2019).

The impact of these difficulties is very significant on students' overall Arabic language skills. Students who do not understand nahwu and sharaf well tend to experience difficulties in reading, understanding and translating Arabic texts (Serlita Rosilia and Abdullah 2022). As a result, they also experience obstacles in developing higher Arabic language skills, such as writing essays or speaking with correct language structures (Akbar and Prasetyo 2022). This difficulty also has an impact on student learning outcomes in general, where low understanding of grammar causes low test scores in Arabic subjects (Supardi 2021). If these difficulties are not immediately overcome, students will continue to experience difficulties in understanding classical and modern Islamic texts that use complex Arabic language structures (Sugiyono 2013).

The findings in this study have several differences from previous studies. Research by Anwar (Patonah, Sambella, and Az-Zahra 2023) shows that students' difficulties in understanding nahwu and sharaf are more due to the lack of learning references that are easy to understand, whereas in this research, the main factor is teaching methods that are less varied. Another study by Hasan (Nopalia 2022) highlights that the use of technology in learning Arabic can improve students' understanding, but in the context of Madrasah Aliyah Miftahul Ulum Al-Azizah, technology is still rarely used in the learning process. In addition, research by Syaifuddin (Wisada, Sudarma, and Yuda S 2019) revealed that students' motivation in learning Arabic also influences their understanding, while in this research, student motivation was not found to be the main factor causing difficulties, but rather a lack of context-based practice and application of concepts in learning. Thus, this research enriches the study of obstacles in nahwu and sharaf learning by emphasizing the importance of innovation in teaching methods.

Based on these findings, there are several recommendations that can be implemented to improve students' understanding of nahwu and sharaf. First, a more innovative learning approach is needed by integrating practice-based methods, such as project-based learning and interactive discussions (Janah and Maftuhah 2023). Second, the use of technology in learning, such as Arabic language learning applications and digital media, can help students understand grammar concepts more effectively (Suharsono 2024). Third, teachers need to increase the variety of teaching methods by using active learning strategies, such as analytical text reading exercises, language games, and conversation simulations in Arabic (Nugraha et al. 2023). Apart from that, there needs to be a policy from the madrasah to provide training for teachers in using more interactive and effective teaching methods (Wasiri 2023). By implementing this strategy, it is hoped that students' understanding of nahwu and sharaf can increase, so that they are better prepared to face challenges in learning Arabic as a whole.

Conclusion

This research shows that the difficulties of class The dominance of the memorization method without contextual application causes students' low understanding of the structure of the Arabic language. Apart from that, the lack of text analysis-based training also hinders their ability to apply the rules of nahwu and sharaf practically. This difficulty has an impact on students' low learning outcomes, especially in reading and understanding Arabic texts well.

To overcome this problem, innovation is needed in learning strategies that are more interactive and applicable. The application of practice-based methods, the use of educational technology, and increased contextual practice can help students understand Arabic grammar in more depth. With a more effective approach, it is hoped that students' understanding of nahwu and sharaf can increase, so that they are able to master Arabic better and apply it in various academic and religious contexts.

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