



## The Implementation of Syahid Method in Teaching Nahwu at Pondok Pesantren Al Husna

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### Abstrak

Penelitian ini bertujuan untuk mengkaji implementasi Metode Syahid dalam pembelajaran Nahwu di Pondok Pesantren Al Husna, serta faktor-faktor pendukung dan penghambatnya. Pembelajaran Nahwu sering dianggap sulit, sehingga Metode Syahid diterapkan untuk mempermudah pemahaman siswa melalui contoh-contoh konkret yang menyederhanakan kaidah gramatikal. Meskipun metode ini telah digunakan selama kurang lebih 15 tahun, masih ditemukan variasi tingkat pemahaman siswa dan ketidakkonsistenan dalam penerapannya di berbagai kelas. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian meliputi seorang guru Nahwu dan siswi kelas I Wustho A. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi Metode Syahid dilakukan melalui tiga tahap utama, yaitu perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, guru menyiapkan administrasi pembelajaran dan memilih materi yang sesuai. Pada tahap pelaksanaan, guru menjelaskan kaidah Nahwu dan langsung menerapkannya melalui analisis tabel Syahid. Evaluasi dilakukan melalui tanya jawab lisan dan tes mingguan. Faktor pendukung meliputi latar belakang pendidikan guru, ketersediaan buku ajar, sarana dan prasarana yang memadai, serta respons positif siswa. Sementara itu, faktor penghambat meliputi keterbatasan waktu, kelelahan siswa, tuntutan hafalan yang tinggi, serta perbedaan gaya mengajar antar guru.

**Kata kunci:** Implementasi, Metode Syahid, Pembelajaran Nahwu.

### Abstract

*This study examines the implementation of the Syahid Method in teaching Nahwu at Al Husna Islamic Boarding School, as well as its supporting and inhibiting factors. Nahwu is often perceived as a difficult subject; therefore, the Syahid Method is applied to facilitate students' understanding through concrete examples that simplify grammatical rules. Although this method has been implemented for approximately 15 years, variations in students' comprehension and inconsistencies in its application across classes are still evident. This research employs a descriptive qualitative approach. The subjects include a Nahwu teacher and first-grade Wustho A female students. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data presentation, and conclusion drawing techniques. The findings reveal that the implementation of the Syahid Method consists of three main stages: planning, implementation, and evaluation. In the planning stage, teachers prepare teaching administration and select appropriate materials. In the implementation stage, teachers explain Nahwu rules and apply them through the analysis of Syahid tables. Evaluation is conducted through oral questioning and weekly tests. Supporting factors include teachers' educational background, availability of textbooks, adequate facilities, and positive student responses. Inhibiting factors include limited time, student fatigue, heavy memorization demands, and variations in teaching styles.*

**Keywords:** Implementation, Nahwu Learning, Syahid Method

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## INTRODUCTION

The Arabic language holds a highly distinguished position in Islam, as it is the language used in the Qur'an, the primary source of Islamic teachings. Beyond serving as a means of communication, Arabic functions as a vital tool for a profound understanding of Islamic teachings, given that all divine revelations were conveyed in this language. This is affirmed in the Qur'an, Surah Yusuf (12:2), which states that the Qur'an was revealed in Arabic so that humankind may understand it clearly. Therefore, proficiency in Arabic is a fundamental requirement for every Muslim, particularly in comprehending Islamic sources in a comprehensive manner (Ni'mah, 2011). In addition, Arabic language learning is closely related to the mastery of linguistic sciences that support comprehension, including grammar (*nahwu*), morphology (*shorof*), and rhetoric (*balaghah*). In addition, Arabic language learning is closely related to the mastery of linguistic sciences that support comprehension, including grammar (*nahwu*), morphology (*shorof*), and rhetoric (*balaghah*) (Al-Ghalayaini, n.d.) (Al-Hasyimi, n.d.)

One of the essential aspects of learning Arabic is the study of *nahwu* (Arabic syntax), a branch of knowledge that examines the grammatical rules governing Arabic sentence structure. This discipline plays a crucial role in determining the meaning of sentences; without mastery of *nahwu*, understanding Arabic texts remains incomplete. Classical scholars have emphasized the importance of *nahwu* as a foundational science for understanding Islamic texts (Syarafuddin, 2005) (Al-Bajury, 2008). This is emphasized in the classical work *Al-Imrithiy*, which states that *nahwu* is among the most important sciences to be learned, as without it, speech cannot be fully understood (Al-Imrithiy). Consequently, mastery of *nahwu* is a primary prerequisite for understanding Islamic texts such as the Qur'an, hadith, and classical Islamic works that serve as primary references in traditional Islamic boarding schools (*pesantren*). (Bakar, 2025)

In practice, the teaching of *nahwu* in Islamic educational institutions, particularly in *pesantren*, still faces various challenges. Although this discipline is taught progressively from elementary to tertiary levels, many students continue to experience difficulties in understanding it. This is due to the abstract and theoretical nature of *nahwu* material, its dense terminology, and conventional teaching methods such as lecturing and memorization. (Khalilurrahman, 2022) (Sopian, 2024). As a result, *nahwu* is often perceived as difficult and monotonous, which negatively affects students' comprehension of Arabic grammatical rules. The importance of effective teaching methods has also been emphasized in various educational studies, which highlight that instructional strategies significantly influence students' understanding and learning outcomes. (درويش, n.d.) ((n.d.), n.d.)

In response to these issues, various instructional innovations have been developed to improve the effectiveness of *nahwu* learning. One such approach is the Syahid method, a teaching strategy that emphasizes the use of concrete examples (*shawāhid*) from authentic texts such as Qur'anic verses, hadith, and Arabic poetry. (Ghifari, 2025) (Masruddin & Faisal, 2022) This method aims to help students understand *nahwu* rules in a more applied and contextual manner, enabling them not only to grasp the theoretical concepts but also to apply them in reading and understanding Arabic texts. (Qomariah, 2022) (Rafiatun Najah Qomariah, Akhmad Muzakki, 2023)

An interesting phenomenon related to the implementation of this method can be observed at Pondok Pesantren Al Husna, where the Syahid method has been used in the teaching of *nahwu* for approximately 15 years. This method was adopted from several Islamic boarding schools in South Kalimantan, such as Nurul Muhibbin and Darussalam, and implemented as an alternative instructional approach considered more effective in helping students understand *nahwu* grammatical rules. However, preliminary observations indicate that its implementation has not been consistently applied in every learning session. In addition, students' levels of understanding of *nahwu* material still vary, with some students finding the method helpful, while others continue to experience difficulties. (Kholifah, 2024)

This condition indicates a gap between the potential of the Syahid method as an effective instructional approach and its actual implementation in practice. On the one hand, the method is believed to enhance students' understanding through a contextual learning approach; on the other hand, the learning outcomes remain uneven. Furthermore, previous studies suggest that research on the Syahid method is still limited and has not extensively examined its direct application in pesantren-based learning contexts, particularly with regard to the consistency of its implementation as well as the supporting and inhibiting factors involved. (Yuliah, 2010) (Sulistiyastuti, 1991)

Based on this gap, this study aims to conduct an in-depth analysis of the implementation of the Syahid method in *nahwu* instruction at Pondok Pesantren Al Husna, as well as to identify the factors that support and hinder its implementation. This research is expected to provide a comprehensive overview of the effectiveness of the Syahid method in improving students' understanding of *nahwu* grammatical rules.

Theoretically, this study is expected to contribute to the field of Arabic language education, particularly in relation to innovative, more applied, and contextual approaches to *nahwu* instruction. Practically, it is expected to serve as a reference for educators in developing more effective teaching strategies, as well as to make a tangible contribution to improving the quality of Arabic language learning in Islamic boarding schools, especially at Pondok Pesantren Al Husna.

## RESEARCH METHOD

This study employed a qualitative research design with a descriptive approach to explore the implementation of the Syahid method in teaching *nahwu* at Pondok Pesantren Al Husna. Qualitative research is used to investigate phenomena in natural settings, where the researcher acts as the primary instrument, data collection is conducted through triangulation techniques, and data analysis is inductive, emphasizing meaning rather than generalization (Sugiyono, 2023). This approach was considered appropriate as the study aimed to gain an in-depth understanding of how the Syahid method is applied in real classroom settings without any manipulation of the learning process.

The research adopted a field research approach, allowing the researcher to directly observe and interact with participants in their natural environment. This approach enabled a comprehensive understanding of the teaching and learning process of *nahwu* using the Syahid method, including the interactions between teachers (*ustadz/ustadzah*) and students (*santri*) within the pesantren context (Muzijarullah, 2011)

The focus of this study was the implementation of the Syahid method in *nahwu* learning, including how teachers present syahid (examples), the consistency of its application, and students' responses and levels of understanding. In addition, the study examined the supporting and inhibiting factors influencing the implementation of the method. The research subjects consisted of *nahwu* teachers and students involved in the learning process. The subjects were selected using purposive sampling, a technique that selects informants based on specific considerations, particularly those who are most knowledgeable about the phenomenon being studied. (Sugiyono, 2023)

The data sources in this study were divided into primary and secondary data. Primary data were obtained directly from observations and in-depth interviews with teachers and students involved in *nahwu* learning using the Syahid method. Meanwhile, secondary data included learning documents, *nahwu* textbooks, institutional archives, and relevant literature such as books, journals, and previous studies that support the research (Unus, 1990).

In qualitative research, the researcher serves as the main instrument, responsible for determining the focus, collecting data, analyzing findings, and drawing conclusions (Sugiyono, 2023). To support this role, additional instruments such as observation guidelines, interview guides, and documentation tools were used. These instruments were flexible and developed according to field conditions.

Data were collected through triangulation techniques, combining observation, interviews, and documentation to ensure comprehensive and reliable data. (Sugiyono, 2023) Observations were conducted to examine the learning process, particularly how the Syahid method was implemented in teaching nahwu. Interviews were carried out with selected informants to gain deeper insights into their experiences, perceptions, and challenges. Documentation was used to support and validate data obtained from observations and interviews.

To ensure data validity, this study applied source triangulation by comparing and cross-checking data obtained from different sources, such as interviews, observations, and documents. This technique enhances the credibility and trustworthiness of the findings (Handayani, 2022).

Data analysis followed the interactive model proposed by Matthew B. Miles and A. Michael Huberman, which consists of three steps: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting and simplifying relevant data based on the research focus. Data display was carried out in the form of narrative descriptions or tables to facilitate understanding of patterns and relationships. Finally, conclusions were drawn and continuously verified to ensure their validity and consistency. (Sugiyono, 2023)

## RESULTS

The study was conducted at Pondok Pesantren Al Husna, an Islamic boarding school established in 1995 by KH. Mahyudin with the support of the local community. The institution emphasizes salafiyah-based education, focusing on strengthening students' religious understanding, moral character (akhlaqul karimah), and adherence to classical Islamic scholarship rooted in the Al-Qur'an and Hadith.

Located in Samarinda Seberang, East Kalimantan, the pesantren aims to produce students who are knowledgeable, pious, and capable of responding to contemporary challenges. The educational system integrates traditional Islamic learning, particularly kitab kuning (classical texts), with character-building and practical religious application.

### Implementation of the Syahid Method in Nahwu Learning

The findings reveal that the Syahid method has been known and implemented in nahwu learning at the pesantren since the early 2000s. The method was introduced by teachers who graduated from Islamic boarding schools in South Kalimantan, particularly those influenced by the use of the book *Is'āf al-Ṭālibīn*. However, its implementation varies across educational levels and is not uniformly applied.

At the Ulya level, the learning process primarily emphasizes memorization (matan), i'rab analysis, and the mendabit method, with the Syahid method rarely used as a structured approach. Similarly, at the Wustho level, the use of the Syahid method depends largely on individual teachers, with some integrating it occasionally while others rely more on traditional approaches such as lectures and memorization.

A more consistent and structured implementation of the Syahid method was found in Class 1 Wustho A, taught by Ustadzah Bahjatusaniah. In this class, the method is applied regularly and becomes an integral part of the learning process. The implementation consists of three main stages:

### Planning Stage

At this stage, the teacher prepares learning materials based on *Matan Al-Jurmiyah* as the main reference for theoretical understanding and memorization. Meanwhile, *Is'āf al-Ṭālibīn* is used as a supporting reference for constructing Syahid tables. This combination allows students to connect theoretical knowledge with practical examples.

### Implementation Stage

The learning process begins with memorization activities, where students recite parts of *Matan Al-Jurmiyah*. This is followed by reviewing previous lessons through questioning. The

teacher then explains new material by reading, translating, and elaborating on the content before introducing examples.

The Syahid method is applied by presenting example sentences and analyzing them using structured tables. These tables include elements such as word classification (isim, fi'il, huruf), grammatical function (i'rab), governing elements ('amil), grammatical markers, and reasoning (ta'lil). Students are actively involved in observing, recording, and sometimes completing or analyzing the tables.

The findings indicate that students respond positively to this method. They reported that the use of Syahid tables makes it easier to understand sentence structures and grammatical rules compared to purely theoretical explanations. Observations also show increased student engagement and attention during lessons using this method.

### **Evaluation Stage**

Evaluation is conducted through questioning at the end of the lesson to assess students' understanding. In addition, the Syahid method is also used as an evaluation tool, where students are asked to complete tables or analyze sentences independently. Weekly assessments are conducted to measure learning outcomes, with performance indicators based on students' scores.

Overall, the findings demonstrate that the Syahid method is not used as a standalone approach but is combined with memorization and lecture methods. Memorization provides the theoretical foundation, while the Syahid method facilitates practical application. This combination enhances students' understanding of nahwu, particularly in analyzing sentence structures.

However, the implementation of the Syahid method is not yet evenly distributed across all levels. Its effectiveness is most evident in classes where it is applied consistently and systematically.

### **Supporting and Inhibiting Factors**

The study also identified several factors influencing the implementation of the Syahid method. The successful implementation of the Syahid method is supported by several key factors: 1) *Appropriate Learning Materials*: The use of *Is'af al-Ṭālibīn* facilitates the application of the method, as it provides relevant examples for analysis. 2) *Memorization of Matan Al-Jurmiyah*: This strengthens students' foundational understanding of nahwu. 3) *Teacher's Explanation Skills*: Clear and structured explanations by the teacher enhance students' comprehension. 4) *Supportive Learning Environment*: The pesantren environment, which emphasizes kitab kuning studies, supports the implementation of the method. 5) *Positive Student Response*: Students show enthusiasm and increased engagement when the method is applied.

These findings align with the principle that effective learning occurs when appropriate methods, materials, and environments are integrated. Despite its benefits, several challenges hinder the optimal implementation of the Syahid method: 1) *Limited Time Allocation*: The one-hour duration of lessons is insufficient for comprehensive implementation. 2) *Student Discipline Issues*: Some students arrive late, reducing effective learning time. 3) *Low Motivation in Memorization*: Some students are reluctant to memorize, which affects their understanding. 4) *Cognitive Load*: The large amount of memorization required at the Wustho level can overwhelm students. 5) *Physical Factors*: Morning classes often lead to fatigue and lack of focus among students. These constraints indicate that while the Syahid method has strong potential, its effectiveness depends on supporting conditions such as time management, student readiness, and instructional consistency.

## **DISCUSSION**

The findings of this study indicate that the Syahid method implemented at Pondok Pesantren Al Husna is not a newly introduced approach but rather part of a long-standing

pedagogical tradition. Its presence can be traced back to the early 2000s and is closely related to the educational background of teachers who graduated from pesantren in South Kalimantan, particularly those influenced by learning traditions from Darussalam Martapura. This reflects that instructional practices in pesantren are strongly shaped by the transmission of knowledge (*sanad keilmuan*), where teaching methods are inherited and adapted across generations. This finding is in line with the characteristics of pesantren education, which emphasizes continuity of knowledge through tradition and teacher authority (Muzijarullah, 2011). This tradition is also supported by classical Islamic educational literature that emphasizes the importance of structured knowledge transmission and moral-based learning in pesantren environments (Ruyani, 2010).

However, the study also reveals that the implementation of the Syahid method is not uniformly applied across all levels of education. At the Ulya level, learning tends to focus on traditional approaches such as *mendabit* (text reading and translation), memorization of *matan*, and oral *i'rab* analysis. In this context, students primarily engage in adding *harakat* to unvoweled Arabic texts and translating them, while the structured use of the Syahid method is minimal. This finding explains why the researcher narrowed the focus to the Wustho level, where traces of the method are still observable. This condition indicates that the effectiveness of a teaching method is highly influenced by the teacher's pedagogical competence and consistency in applying instructional strategies (Effendy, 2012) (Ni'mah, 2011)

At the Wustho level, variation in implementation is evident. Some teachers integrate the Syahid method with other approaches, while others rely solely on oral *i'rab* practices. Interestingly, several teachers perceive oral *i'rab* as having similar essence to the Syahid method, although it lacks the structured tabular format. This indicates that the use of the method is highly dependent on individual teaching styles and educational backgrounds, rather than institutional standardization. (Ni'mah, 2011)

A more consistent application of the Syahid method is found in Class 1 Wustho A, where it is systematically implemented. The findings show that the method is carried out through three main stages: planning, implementation, and evaluation.

In the planning stage, the instructional design follows the pesantren curriculum structure, where the first semester focuses on *shorof* (morphology) and the second semester on *nahwu* (syntax). This sequencing provides students with a foundational understanding of word formation before moving to sentence structure. The teacher utilizes *Matan Al-Jurmiyah* as the primary reference for memorization and theoretical understanding, while *Is'af al-Ṭālibīn* serves as a guide for constructing Syahid tables. This approach aligns with the view of Ahmad Fuad Effendy, who emphasizes that grammar learning should not be limited to memorization but should lead to meaningful understanding in context. (Effendy, 2012)

In the implementation stage, the learning process begins with prayer and memorization activities, followed by reviewing previous material through questioning. The teacher then explains new material by reading, translating, and elaborating on grammatical rules. The Syahid method is applied through the use of structured tables, where example sentences are analyzed in terms of word classification, grammatical function (*i'rab*), governing elements (*'amil*), grammatical markers, and reasoning (*ta'lil*).

These findings are consistent with previous studies which state that the Syahid method involves presenting examples, understanding texts, analyzing structures, formulating rules, and practicing reinforcement (Ghifari, 2025). In addition, similar approaches that emphasize structured analysis and contextual understanding have been shown to improve students' comprehension of Arabic grammar (Masruddin & Faisal, 2022) (Wijayanto, R. W., Syuhadak, S., & Fitriani, 2025). Observational data confirm that these stages were effectively implemented in the classroom, leading to increased student engagement and better comprehension of grammatical structures.

This process demonstrates that the Syahid method promotes active student participation, as students are not only passive recipients but are also involved in analyzing and completing

the tables. These findings are consistent with the steps of the Syahid method proposed (Ghifari, 2025), which include presenting examples, understanding texts, analyzing structures, formulating rules, and practicing reinforcement (Khalilurrahman, 2022). Observational data confirm that these stages were effectively implemented in the classroom, leading to increased student engagement and better comprehension of grammatical structures.

In the evaluation stage, assessment is conducted both formatively and summatively. Formative evaluation occurs during each lesson through questioning, table completion, and direct i'rab analysis. Meanwhile, summative evaluation is conducted weekly through written tests. This approach reflects the principle that evaluation should be an integral part of the learning process, not merely conducted at the end of instruction. The integration of evaluation within the learning process supports continuous monitoring of student understanding and allows for immediate feedback (Hamalik, 2019) (Handayani, 2022)

The study further identifies several supporting and inhibiting factors influencing the implementation of the Syahid method. Supporting factors include the use of appropriate learning materials such as *Is'āf al-Ṭālibīn*, students' memorization of *Matan Al-Jurmiyah*, clear teacher explanations, and positive student responses. These elements create a conducive learning environment that enhances the effectiveness of the method (Ni'mah, 2011). The use of Malay-translated texts also reduces linguistic barriers, enabling students to focus more on understanding grammatical structures.

On the other hand, several inhibiting factors were identified. Limited instructional time (only one hour per session) restricts the depth of implementation, especially since a significant portion of time is allocated for memorization activities. Additionally, student-related factors such as fatigue due to early morning classes, lack of motivation in memorization, and cognitive overload from multiple subjects affect learning concentration. These constraints highlight that the success of the Syahid method is not solely determined by the method itself but also by contextual and psychological factors (Khalilurrahman, 2022) (Sopian, 2024).

Overall, the findings demonstrate that the Syahid method is effective in facilitating students' understanding of nahwu when implemented consistently and supported by appropriate conditions. The method bridges the gap between theoretical knowledge and practical application by presenting grammar in a structured and visual manner. However, its effectiveness remains context-dependent, requiring proper time allocation, teacher consistency, and student readiness to achieve optimal results.

## CONCLUSION AND RECOMMENDATIONS

This study examined the implementation of the Syahid method in nahwu learning at Pondok Pesantren Al Husna. The findings indicate that the method has not been applied uniformly across all educational levels. Its most consistent implementation was found in Class 1 Wustho A, where it is conducted through three stages: planning, implementation, and evaluation. The method contributes positively to students' understanding by connecting theoretical knowledge with practical analysis through structured Syahid tables. However, its effectiveness is influenced by several factors, including time limitations, student motivation, and instructional consistency.

Based on these findings, it is recommended that the institution enhance instructional evaluation and support teacher collaboration to ensure consistency in applying the method. Teachers are encouraged to develop more interactive strategies while maintaining the analytical strengths of the Syahid method. Students should improve discipline in memorization and actively engage in learning activities. Future researchers are suggested to conduct quantitative or experimental studies to further examine the effectiveness of the Syahid method in different educational contexts.

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