



Implementation of the Al-Iktisyaf Book Memorization Method to Improve Vocabulary Mastery Among Students at Nurur Rohman Islamic Boarding School Jember

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Chicago Manual of 17th edition (full note) Style Citation:

Mawaddatul Jannah et al., "Implementation of the Al-Iktisyaf Book Memorization Method to Improve Vocabulary Mastery Among Students at Nurur Rohman Islamic Boarding School Jember,". *BENJOLE*, 5(1), 16-29.

Abstract

Arabic is one of the important languages learned for spiritual, educational, and communicative purposes. One of the main challenges in learning Arabic is mastering the vocabulary, which is the foundation for understanding and using the language. This study aims to explore the implementation of the al-iktisyaf book memorization method to improve vocabulary mastery among students at nurur rohman islamic boarding school. This study uses a descriptive qualitative approach with primary data obtained through observation, interviews with teachers, students, and Islamic boarding school administrators, as well as secondary data from books, journals, and related documentation. The results of the study indicate that the Al-Iktisyaf Book memorization method, which includes the technique of memorizing nash, nadhom, and the rules of nahwu sharraf, significantly improves the mastery of the students' vocabulary. The memorization process is carried out with flexible time, where students submit their memorization to the teacher individually. Supporting factors for the success of this method include motivation from the teacher through praise and support, memorization repetition strategies, and routine evaluation. In addition, this method is supported by initial learning using the bandongan method which provides basic understanding to students before they memorize. This study concludes that the application of the Al-Iktisyaf Book memorization method at the Nurur Rohman Jember Islamic Boarding School is effective in enriching vocabulary and improving students' Arabic language skills. This is indicated by the

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increasing ability of students to remember and use new vocabulary in the context of vocabulary in the context of learning the Al-Iktisyaf book. With this method, students not only expand their vocabulary but also improve their ability to read and understand Arabic texts, which supports holistic mastery of language skills.

Keywords : memorization method, al-iktisyaf book, mufrodat mastery

A. Introduction

Arabic is a foreign language that recently many people have started to study and study.¹ both those oriented towards a normative and spiritual approach with the belief that Arabic is a religious language because the Qur'an was revealed in Arabic, as well as through an educational and consumer approach, which assumes that Arabic is a language that deserves to be studied in depth to understand its historical and aesthetic studies.²

Learning Arabic is considered a means for students to master knowledge in the field of religion.³ Among the forms of effort that can be done to master Arabic is to increase the number of vocabulary or mufrodat. Therefore, learning a foreign language cannot be separated from vocabulary or mufrodat which is the initial foundation of a student in learning the language. Vocabulary is one of the elements of language that must be possessed by foreign language learners including Arabic. Adequate Arabic vocabulary can support someone in communicating and writing in the language.⁴ Thus, it can be said that speaking and writing are language skills that must be supported by a wealth of knowledge and mastery of vocabulary.⁵

The importance of vocabulary aspects in learning a foreign language means that in teaching it is necessary to use certain methods and strategies in order to achieve the desired learning outcomes. A method will be considered effective if the method produces interest and ability in students. The use of the right method will determine the effectiveness and efficiency of learning.⁶

In the learning process, teachers must have a strategy so that students can learn effectively and efficiently, hitting the expected goals. One step to having this

¹ Ahmad Hidayatullah Zarkasyi, Zain Irsyad Gandhi, and Rahmad Maulana Tazali, "Pembelajaran Bahasa Arab Menggunakan Metode Qawwaid Dan Tarjamah Pada Era Modern" 3 (2023): 3451–65.

² Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab," *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021): 2721–7078, <https://ejournal.iaifa.ac.id/index.php/salimiya>.

³ Mawaddatul Jannah Dkk, "Technology-Based Learning Management of Maharah Istima ' At" 4, no. 2 (2024): 303–17.

⁴ Muhammad Firdaus Ansori, "Kompetensi Pedagogik Guru Bahasa Arab," *Al-Miskawaih: Journal of Science Education* 1, no. 2 (2020): 273–96, <https://journal.centrisism.or.id/index.php/mijose/article/view/174>.

⁵ NURUL CHASANAH, "Upaya Peningkatan Penguasaan Mufrodat Baru Dengan Metode Menyanyi Pada Siswa Kelas Viii Madrasah Tsanawiyah Negeri 2 Semarang," *SECONDARY: Jurnal Inovasi Pendidikan Menengah* 3, no. 3 (2023): 219–26, <https://doi.org/10.51878/secondary.v3i3.2397>.

⁶ Ridwan Ridwan and A. Fajar Awaluddin, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufrodat Dalam Pembelajaran Bahasa Arab Di Raodhatul Athfal," *DIDAKTIKA: Jurnal Kependidikan* 13, no. 1 (2019): 56–67, <https://doi.org/10.30863/didaktika.v13i1.252>. dan Nissa Maisarah Azzahra and Usep Setiawan, "Penerapan Metode Bernyanyi Untuk Penguasaan Kosakata Bahasa Arab Pada Anak Madrasah Diniyah Di Kampung Tegal Heas," *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi Dan Perubahan* 3, no. 3 (2023): 66–71, <https://doi.org/10.59818/jpm.v3i3.471>.

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strategy is to master presentation techniques or usually called teaching methods.⁷ Teachers are required to be able to choose and apply various learning methods that are appropriate to the characteristics of students, subject matter, available resources and learning objectives to be achieved. Choosing the right learning method is an art.

In language learning, there are various methods that can be applied and with learning methods can have an impact on success in the Arabic language learning process.⁸ One of the methods often used by Arabic teachers to improve the effectiveness of learning is the memorization method. This memorization method is a classic learning method that has been used by the Arab nation since Islam first came. Until now, this method is still often used in traditional and modern Islamic boarding schools.⁹ Meanwhile, the word hafalan comes from the basic word hafal, Arabic. *حفظ يحفظ* - which means to maintain, to keep memory. In Indonesian, the word hafal means a lesson that has entered the memory, or can be said by heart (without looking at a book or other notes). The word memorizing means trying to absorb into the mind so that it is always remembered. So the word hafalan can be interpreted as remembering or keeping memory.¹⁰

The memorization method is one of the methods applied in learning the iktisyaf book at the Nurur Rohman Jember Islamic Boarding School. This method is a technique used by teachers by calling on students to memorize a number of Mufrodat or sentences or rules. So that with the memorization system for students, it automatically increases the vocabulary of students through the demands of students to memorize the Arabic vocabulary or texts that are the learning materials for the iktisyaf book.

Previous studies that are almost the same as this study are 1) Irvan Maulana Tamsil's study in 2019 entitled "Application of the Singing Method in Improving Vocabulary Mastery in Arabic Language Learning at Raodhatul Athfal" which describes the application of the singing method in children's vocabulary mastery because the singing method is considered an effective method for children so that they can remember their vocabulary memorization quickly, 2) Rahma Nanda Nur Azizah's study in 2022 entitled "Create Sentence Method in Improving Vocabulary Memorization in Class XI MIA II Students of Madrasah Aliyah al-Amiriyah Blokagung in the 2021/2022 Academic Year" using the Create Sentence method with a technique where students observe the translation of the vocabulary and then combine it into a sentence that is easy to remember. So, they only memorize Arabic vocabulary following the form of the sentence they make. 3) Nia Musanti conducted a study in 2022 entitled "Implementation of the Memorization Method to Improve Vocabulary

⁷ I Gusti Ayu Rai, Kadek Yuniari Suryatini Suryatini, and I Wayan Budiayasa, "Upaya Meningkatkan Motivasi Dan Hasil Belajar Melalui Penerapan Beberapa Metode Pembelajaran Inovatif," *Emasains* 6, no. 2 (2017): 180–93.

⁸ H Holis, L Fitriani, and A Aziz, "Implementasi Metode Focus Group Discussion (FGD) Pada Pembelajaran Bahasa Arab Di Institut Nahdlatul Ulama Ciamis," ... *Journal of Language and ...* 4, no. 2 (2024): 205–18, <http://repository.uin-malang.ac.id/19106/>. Dan *اللغة العربية طرائق وأساليب تدريسها*, زين العارفين (Padang: Hayfa Press, 2008).

⁹ Devi Suci Windariyah, "Kebertahanan Metode Hafalan Dalam Pembelajaran Bahasa Arab," *TA'LIM : Jurnal Studi Pendidikan Islam* 1, no. 2 (2018): 309–24, <https://doi.org/10.52166/talim.v1i2.954>.

¹⁰ Muhamad Zaedi, "Metode Pembelajaran Hafalan Pada Pelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Dan Studi Islam* 9, no. 1 (2023): 232–44, https://doi.org/10.31943/jurnal_risalah.v9i1.380. dan Qusnul Qhotimah, Muhammad Ja, and Herri Gunawan, "Pengaruh Penerapan Metode Talaqqi Terhadap Keberhasilan Hafalan Al-Qur'an," *MODELING: Jurnal Program Studi PGMI* 10, no. 3 (2023): 139–52.

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Mastery in Arabic Subjects for Class VII MTS Pondok Pesantren Muallimin Muhammadiyah Bangkinang" which discusses the application of the Arabic memorization method for the Albaitu Wa Ma Fih material which was carried out in 2 cycles through classroom action research observations to measure the increase in vocabulary mastery with the memorization method for the Albaitu Wa Ma Fih material.

Furthermore, 4) a thesis that was studied in 2024 by Sahibul Marbath with the title "Application of Simulation Learning Method to Determine the Ability to Memorize Arabic Vocabulary of Man 1 Palu City" which describes the researcher implementing the Simulation Learning method to Determine the Ability to Memorize Arabic Vocabulary of students with the stages of planning, implementation, evaluation of the learning method. 5) a journal article entitled "Application of the Singing Method in Improving Mastery of Vocabulary in Arabic Language Learning at Mts Al-Jam'iyatul Washliyah Tembungmedan" by Mita Atiiqah Br Ginting et al (2023) describes the method used by Mts Al-Jam'iyatul Washliyah Tembung Medan, namely the singing method to improve mastery of vocabulary so that students can more easily, and avoid boredom when remembering vocabulary and become sharper memorization of vocabulary. Meanwhile, the researcher's discussion this time is almost the same as the previous research, namely mastery of vocabulary, but the researcher specifies mastery of vocabulary with the memorization method of the Al-Iktisyaf book.

Based on the explanation that has been described above, this article aims to discuss how the implementation and implementation of the Al-Iktisyaf book memorization method in improving the mastery of the vocabulary of students at the Nurur Rohman Islamic Boarding School and besides that, research directed at mastery of vocabulary when implementing the Iktisyaf method is interesting to be studied by researchers because the majority of researchers do not discuss in detail the section but focus on the realm of fluency in reading books after implementing the Iktisyaf method. So based on this, the researcher conducted a study entitled "Implementation of the Al-Iktisyaf Book Memorization Method to Improve Vocabulary Mastery Among Students at Nurur Rohman Islamic Boarding School".

B. Method

The type of research in compiling this scientific paper, the researcher uses a descriptive qualitative research method related to the application of the book al-iktisyaf in mastering the vocabulary with cognitive theory. The data sources obtained through two data, namely:¹¹ Primary data obtained directly from the teachers, students and caretakers of the Nurur-Rohman Islamic boarding school who know and understand clearly the application of the Al-Iktisyaf book in learning to improve the vocabulary of students. While secondary data is obtained through journals, books, the Book "Al-Iktisyaf", and documentation related to the object of research.

The data collection techniques used include interviews, observations, and documentation. With this as a process of analyzing data then explaining in detail and systematically using easy-to-understand language so that it can be conveyed

¹¹ Hari Sutra Disemadi, "Lenses of Legal Research: A Descriptive Essay on Legal Research Methodologies," *Journal of Judicial Review* 24, no. 2 (2022): 289, <https://doi.org/10.37253/jjr.v24i2.7280>.

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perfectly.¹² The location of the research was at the Nurur Rohman Islamic boarding school in Jember because this Islamic boarding school implements learning with the Al-iktisyaf book, while the students who take the iktisyaf class are specifically students at the 2024/2025 high school (Madrasah Aliyah) level.

C. Findings and Discussion

Profile of Nurur Rohman Islamic Boarding School Jember

The Nurur Rohman Islamic boarding school was first established by KH. Ahmad Ali Syakir and Nyai Nur Laila in 1987 and is located on Jl. KH Abd. Aziz, Tegal Waru Village, Mayang District, Jember Regency, East Java. The leadership of KH. Ahmad Ali Syakir (1987-2022 AD) The Nurur Rohman Tegal Waru Jember Islamic boarding school was established by him around 1880 AD. This boarding school was originally a small prayer room that was used as a place of worship and to teach religious knowledge to local residents. After mid-1999, this Islamic boarding school began to develop into a boarding school that taught general education that was not only based on religious knowledge. The founder of the school was KH. Atikurrahman S. Ag. M.Sy, son-in-law of K. Ahmad Ali and Nyai Nur Laila, who was the husband of Nyai Sayyidatul Hasanah as the first child of KH. Ahmad Ali Syakir and Nyai Nur Laila.

On June 16, 2022, KH. Ahmad Ali Syakir passed away to Rahmatulloh, K. Fawaidurrahman as the second child of the late KH. Ahmad Ali Syakir and Nyai Nur Laila then replaced the position of KH. Ahmad Ali Syakir the late as the caretaker of the K. Fawaidurrahman M. H boarding school as the caretaker until now. Meanwhile, the implementation of Al-iktistaf learning at the Nurur Rohman Islamic boarding school was first carried out in 2019. Since the caretaker decided to take on assignment teachers from the Puncak Darusslam Patoan Dajah Islamic boarding school, Palengaan District, Pamekasan Regency, Madura, the teachers who are usually taken are students who have graduated from the Madrasah Aliyah at the dormitory. The implementation of this iktisyaf learning has provided very rapid development for the students of the Nurur Rohman Jember Islamic boarding school so that until now this boarding school has consistently taken on assigned teachers from the Puncak Darusslam Islamic boarding school every year to teach, or share the knowledge gained related to the material on the iktisyaf book.

Introduction to the Book of Al-Iktisyaf

Al-Iktisyaf Book Lexically, it is the masdar phrase of **إكتشف-يكتشف** which means "Finding". In the etymology of the perspective of the Caretaker of the Puncak Darussalam Islamic Boarding School and the author of this book, namely KH. Abdul Hannan Tibyan, "**الإكتشاف**" means "New Discovery", which in terminology gives birth to the meaning of "New Discovery of the Accelerated Method of Reading the Yellow Book". There is no other hope for him than to return his students to understand religion directly from its original source, the Qur'an and Hadith, through the yellow book, a monumental work of the Salaf scholars.¹³

¹² Ardiansyah, Risnita, and M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *Jurnal IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–9, <https://doi.org/10.61104/ihsan.v1i2.57>.

¹³ Herman Hakiki, "Pembelajaran Kitab Al-Iktisyaf Di Pondok Pesantren Annur Kalibaru Banyuwangi" (2021).

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Figure 1. Kitab Iktisyaf

The Al-Iktisyaf book is one of the textbooks used in learning Arabic, this book is compiled in Indonesian and consists of three combined books, namely Taqrib, Al Imrity, and Amstilatus tasrif and consists of three parts, namely Matan taken from the Taqrib book, Nahwu's point of view in Indonesian, and Tasrif which is taken from several words in the matan. This book consists of two volumes, namely volume one and volume two. Volume one of this book consists of 58 pages with 32 discussion topics, and volume two consists of 60 pages with 31 discussion topics. The methods used in learning the al-iktisyaf book at the Nurur Rohman Islamic boarding school are the bandongann method, the caramah method, and the memorization method. While the researcher emphasizes more on the memorization method because it is related to the mastery of the students' vocabulary.

Application of the Al-Iktisyab Book in Improving Mastery of Vocabulary at the Nurur Rohman Islamic Boarding School in Jember

Nurur Rohman Islamic boarding school uses the iktisyaf book in implementing one of the memorization methods in learning. While the memorization method can be defined as a technique used by an educator by calling on his students to memorize a number of words (mufradat) or sentences or rules.¹⁴ From the explanation above, it can be said that the method is a precise and fast way in teaching. The method factor should not be ignored, because the method here will affect the teaching objectives.¹⁵ So, the memorization method is the right and fast way to carry out teaching and learning activities in a subject area by implementing memorization, namely saying it out loud without looking at books or other notes in teaching the subject.¹⁶ The important role of memorization methods for students who want to have a large vocabulary.

¹⁴ Nur Maya Badriyatul Jamroh and Khoiratun Nisa, "Implementasi Metode Drill Dalam Meningkatkan Hafalan Kosakata Bahasa Arab Di Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 1, no. 02 (2021): 317–33, <https://doi.org/10.30739/arabiyat.v1i02.1405>.

¹⁵ Asnimar Asnimar, Rengga Satria, and Rini Rahman, "Metode Pendidikan Dalam Perspektif Al-Zarnuji Pada Kitab Ta'lim Al-Muta'alim," *An-Nuha* 2, no. 3 (2022): 479–91, <https://doi.org/10.24036/annuha.v2i3.234>.

¹⁶ Devi Suci Windariyah, "KEBERTAHANAN METODE HAFALANDALAM PEMBELAJARAN BAHASA ARAB," *TA'LIM: Jurnal Studi Pendidikan Islam* 1, no. 2 (2018): 119–31.

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Every application of learning methods certainly aims to achieve the predetermined target. It is also related to the learning of the iktisyaf book which studies the science of nahwu and sharraf especially in the reading of the yellow book which aims to provide understanding to students, either with the bandongan method or others. In addition, the memorization method in learning the Al-Iktisyaf book aims to strengthen and accelerate students' understanding of the contents of the book.

Vocabulary mastery is a person's understanding or ability to use vocabulary (words) in real communication. In addition to knowing the form, meaning and function, they are also able to pronounce and write the vocabulary properly and correctly. It is important to master Arabic vocabulary or vocabulary in learning Arabic. Proper vocabulary mastery will make it easier for students to apply Arabic. In addition, vocabulary mastery can support students in successfully mastering four Arabic language skills, namely reading skills, writing skills, listening skills, and speaking skills.¹⁷ So that students do not easily forget the vocabulary they have learned, learning media is needed that allows students to repeat the vocabulary repeatedly.¹⁸ So, mastering vocabulary provides many benefits for students in learning Arabic, especially in honing their skills.

Based on the field analysis of observations and interviews that have been collected, it is known that the iktisyaf learning with the memorization method applied in the Nurur Rohman Islamic boarding school, Ustadz Bakhtiar Wahyu Ilahi as the teacher in charge of the iktisyaf material said that: "Memorization is not bound by time. Students are given the freedom to memorize by Ustadz outside of class hours and students who have memorized the memorization material immediately face the teacher one by one to submit their memorization during the learning hours. This system allows students to remember a lot of memorized vocabulary so that when the practice of reading the book takes place they are already fluent in reading the text of the book because they already have the material, one of which is the vocabulary". This is clearly illustrated according to the observations made by researchers at the Nurur-Rohman Jember Islamic boarding school. This is in accordance with what was said by Linda, one of the students in the iktisyaf class, namely: "we follow the learning well and understand the explanation and follow all the learning processes well but we sometimes have difficulty memorizing. That is our obstacle, besides that there are satisfying benefits for us with the iktisyaf book memorization method, we can remember all the material that has been explained by the ustadz and automatically increase our vocabulary from day to day."

In learning the book of al-Iktisyâf, the instructor asks the students about the material of the book related to the form of its pronunciation, the position of its sentences and its structure. With this, students can review all memorization related to the book of iktisyaf including the vocabulary contained therein. Therefore, the memorization method applied in learning iktisyaf is very closely related to improving the mastery of the students' vocabulary.

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¹⁸ Amrina, Adam Mudinillah, and Defitri Nur Isnain Isnain, "Pemanfaatan Aplikasi Canva Untuk Meningkatkan Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab Siswa Kelas III Madrasah Ibtidaiyah," *Jurnal Informatika Dan Teknologi Pendidikan* 1, no. 2 (2022): 55–65, <https://doi.org/10.25008/jitp.v1i2.14>.

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The application of the memorization method is a technique used by educators to ask students to memorize words, sentences, or rules related to learning.¹⁹ Nurur Rohman Islamic Boarding School The application of memorization methods is very important in improving students' mastery of vocabulary because by memorizing the material of the book, students' vocabulary increases. Based on the results of the study, it was found that one of the factors that triggers enthusiasm for students to memorize is the praise from the Ustadz every time the student succeeds in memorizing and other statements that foster students' enthusiasm.

Based on the facts in the field which have been explained in the research results, it can be seen that the application of this memorization method begins when students have completed writing translations through the *bandongan* method. And have understood the learning that has been explained by the teacher. As explained by Ustadz Bakhtiar Wahyu Ilahi as the teacher in charge of the *iktisyaf* material: "the memorization method is applied after students have gone through other methods in sequence so that the learning process is directed and in accordance with learning objectives". The process of implementing this memorization method is focused on each individual student themselves. Where the teacher only orders students to start memorizing. And as evaluation and assessment material, students are required to make deposits every day or night.

Abdullah also stated that the role of memorization in mastering vocabulary is very important to increase students' knowledge in relation to reading, writing, speaking and listening skills.²⁰ Memorizing is one way to gain breadth of knowledge that he has previously memorized so that it can be put into practice as safely as possible.²¹ Then the existence of memorization method in *iktisyaf* learning has an effect on increasing students' mastery of vocabulary. But besides the benefits of implementing memorization method in *iktisyaf* learning.

One of the methods used in learning the *iktisyaf* book is the memorization method which is useful for strengthening students' understanding of the *iktisyaf* book material, besides that the memorization method can influence students in honing their mastery of vocabulary. Taufik Siraj stated that the word memorization or memorization is the planting of Arabic language material, so that later it can be repeated according to the material. In the memorization process, students will face material presented in the form of language that can be heard and read. Students will be greatly helped in memorizing Arabic vocabulary by understanding and listening carefully to the meaning contained in the material about Arabic vocabulary. And increasingly able to memorize many Arabic vocabulary.²² The application of memorization in the *Iktisyaf* book consists of several materials contained in the *Iktisyaf* book, namely as follows:

¹⁹ Nur Ali, "Analisis Terhadap Metode Pembelajaran Hafalan," *Annual Conference on Islamic Education and Thought* 1, no. 1 (2020): 136–44.

²⁰ Ihda Himmatai, *Meningkatkan Penguasaan Kosakata Bahasa Arab Dengan Media Flash Card* (NEM, 2022).

²¹ Bulqis, Nelly Mujahidah, and Media Aprilyanti, "Efektivitas Permainan Puzzle Tebak Gambar Terhadap Kemampuan Menghafal Mufrodat Peserta Didik Pada Mata Pelajaran Bahasa Arab," *Armala IAIN Pontianak*, 2022, 13–31, <http://e-journal.iainpntk.ac.id/index.php/armala/article/view/877>.

²² Taufik Siraj et al., "Penggunaan Media Lagu Anak-Anak Dalm Meningkatkan Kemampuan Menghafal Kosakata Bahasa Arab Pada Siswa MI," *Jurnal Pendidikan* 6 (2023): 54–64.

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1. Matan Buku Taqrib: pieces of text from the book of taqrib or commonly called matan fathul qarib become memorization material that students must memorize. According to research information by Ach Syarif Hidayatullah (2019), the book Taqrib written by Sheikh Abu Syuja' is a book of Fiqh which is explained from a nahwu perspective, this main part is usually called matan.²³

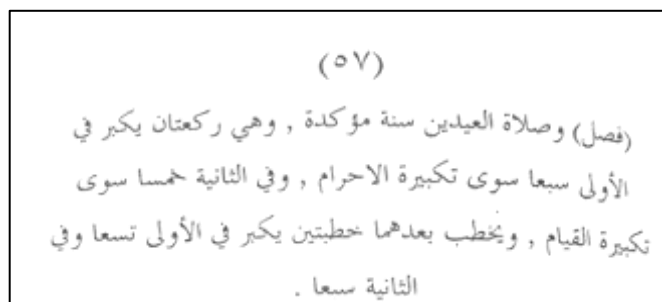


Figure 2. Nash's excerpt from the book Fathul Qarib

2. Nadhom from the book of imriti is nadhom taken from the book of imriti related to the discussion of material on the science of nahwu or sharraf. In line with the research of Ach Syarif Hidayatullah about nadhom Al-Imriti, this is to train students to pronounce Arabic correctly, because many of the students are lacking in pronouncing Arabic. After it is felt that the students can pronounce it correctly, the teacher will give the meaning of the nadhom so that students can understand the meaning of the nadhom they read, only then will the students memorize it.²⁴

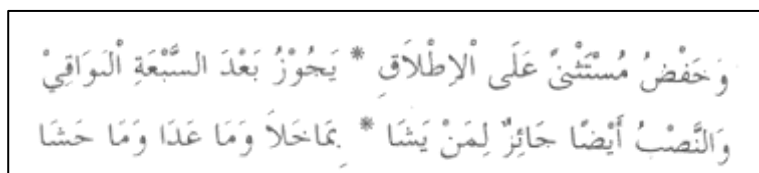


Figure 3. Nadhom Kitab Imriti

3. The rules of nahwu or shoraf science: the theory presented about nahwu or sharaf becomes an explanation of the theory that is in accordance with the stated fathul qarib text. In line with the research of Rina Dian Rahmawati (2021) which states that the rules of nahwu and shoraf science are very effective in making it easier for students to memorize and remember the points of knowledge that have been taught.²⁵

²³ Ach Syarif Hidayatullah and Imam Fauji, "Analysis of the Al-Iktisyaf Book in Nahwu Learning at the An-Nur Islamic Boarding School Kalibaru Banyuwangi Analisis Buku Al-Iktisyaf Dalam Pembelajaran Nahwu Di Pondok," 2019, 1-8.

²⁴ Hidayatullah and Fauji.

²⁵ Rina Dian Rahmawati and Siti Nur Ainun, "Pengaruh Metode Pembelajaran Al Miftah Untuk Meningkatkan Pemahaman Ilmu Nahwu Dan Shoraf Santri as Salma Bahrul Ulum Tambakberas," *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 9, no. 3 (2021): 200-203.

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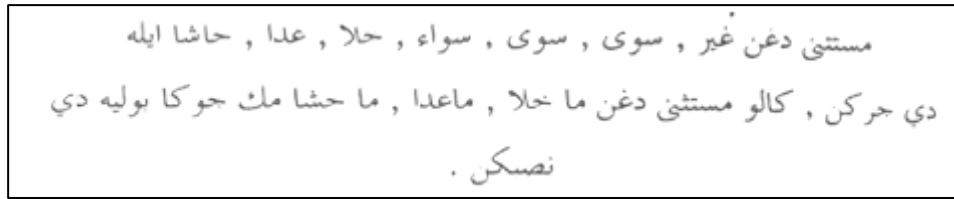


Figure 4. Nahwu Rules

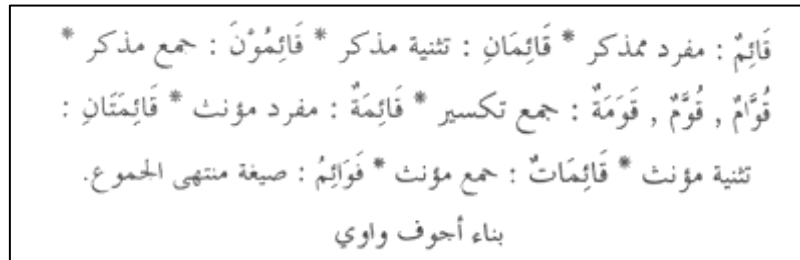


Figure 5. Sharraf's Rule

The memorization system of iktisyaf material implemented at the Nurur Rohman Islamic boarding school is: first, students have the task of memorizing material that has been explained by the iktisyaf teacher outside of class hours. Second, students are required to memorize and submit their memorization when they enter class hours to the teacher. Third, the teacher listens to the material that the students have memorized. Fourth, after all students have submitted their memorization and it is certain that they have truly memorized it, the teacher orders all students in the iktisyaf class to read the memorized material together. Fifth, after reading together, a question and answer session is continued regarding the memorized material from the beginning to measure the students' memory of the previous material. Sixth, the teacher continues to explain the material that will be memorized in the next meeting.

The implementation of the iktisyaf book memorization method at the Nurur Rohman Islamic boarding school itself is quite good, and is supported by the bandongan method which is the initial understanding for students so that it helps students memorize the material well. However, teachers must be able to ensure that all students have understood the material explained by the teacher which will later be memorized. So, how do teachers explain and provide the material themselves so that all students can understand the material presented.



Figure 6. Iktisyaf Learning Activities Using Memorization and Bandongan Methods

There are obstacles experienced by teachers and students based on the results of interviews and observations related to learning the iktisyaf book, namely: 1) obstacles

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from teachers in responding to students who are generally students in the iktisyaf class who are still beginners in the field of nahwu sharraf so that teachers need extra energy to hone the students' abilities, sometimes lacking ideas to create a learning atmosphere that is suitable for the situation and conditions needed by the students. 2) obstacles experienced by students so far iktisyaf learning has greatly helped students in increasing their potential in general Arabic language knowledge. However, students often find it difficult to apply the memorization method optimally because the average level of their memorization ability is not that fast so that it is not uncommon when the memorization submission to the teacher is less than satisfactory. So, it is needed from the teacher to strengthen their memorization again in the question and answer session and *tikror* during class hours.

D. Conclusion

Effective memorization method in improving students' mastery of Arabic vocabulary. The systematic process of memorizing books helps students not only understand the meaning but also expand their mastery of vocabulary and overall Arabic language skills. The implementation of the iktisyaf material memorization method consists of several materials contained in the book, including: the text of the Taqrib book, the text of the imrithi book, and the qawaid nahwu sharraf as a basic theory to be applied in learning to read books. Meanwhile, the memorization system is implemented flexibly outside of class hours, students are free to memorize anytime, anywhere, the most important thing is that when class hours start again, students have memorized it and it is time to submit their memorization to the teacher. As a result, students' mastery of the mufrodat has increased significantly, because it is influenced by the memorization method. The suggestions from this study are as follows: 1) Method Development: Teachers can develop memorization methods by utilizing learning technology such as digital-based applications to facilitate access and evaluation of students' memorization. 2) Increasing Motivation: The addition of a memorization-based reward or competition system can encourage students' enthusiasm for learning. 3) Intensive Guidance: More intensive guidance from teachers is needed to ensure that all students achieve the expected memorization targets, especially for those who need additional assistance. The results of this study explain that the application of this memorization method begins when students have completed writing translations through the *bandongan* method, which is important as a reference in designing Arabic language learning strategies, especially in improving vocabulary as a development of Arabic language skills.

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