The Contribution of *al-'Ilm Sharaf* To the Development of Understanding Classical Arabic Grammar at Islamic Educational Institutions

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ABSTRACT

This study examines the contribution of *al-'Ilm Sharaf* to the development of understanding classical Arabic grammar in Islamic educational institutions. *Al-'Ilm Sharaf* is a key branch of Arabic grammar that focuses on word formation and meaning through the manipulation of root letters. Although this subject has been integrated into the curriculum, there is still a gap between theoretical knowledge and its practical application. This research employs a library research method to gather data from various relevant written sources. The findings show that students often struggle to apply the theoretical aspects of Arabic morphology when analyzing classical texts, and *al-'Ilm Sharaf* instruction requires a more interactive and practice-based approach. Therefore, this study offers valuable insights into how teaching methods and materials can be improved to enhance students' comprehension of classical Arabic grammar.

Keywords: Contribution, al-'Ilm Sharaf, Classical Arabic, Islamic Educational Institutions

INTRODUCTION

Classical Arabic grammar holds a pivotal role in unlocking the meaning of sacred texts, particularly the Qur'an and other foundational Islamic writings (Sirignano 2022). As the language of revelation, mastering its grammatical structure is essential for accurate interpretation and understanding. Islamic scholars have long emphasized the importance of Arabic grammar in maintaining the integrity of Islamic knowledge and tradition.

Among the key branches of Arabic grammar, *al-'Ilm Sharaf*, or the science of morphology, plays a central role in determining the form and meaning of words. It focuses on how root letters are manipulated to convey different meanings, tenses, and forms in a word. Without a strong foundation in morphology, students may struggle to comprehend the nuances of classical texts (Al-Lahim 2024; Hanum 2023). Thus, *al-'Ilm Sharaf* is not only a linguistic tool but also a gateway to deeper insight into the Arabic language.

In Islamic educational institutions, *al-'Ilm Sharaf* holds a significant place in the curriculum. Students of these institutions are expected to master not only the basic grammatical rules but also the intricate patterns of word formation that Sharaf provides. This mastery equips them with the skills needed to understand classical Arabic texts, which are often complex in both structure and meaning.

Furthermore, the ability to accurately interpret these texts is vital for scholars and students alike. Proficiency in *al-'Ilm Sharaf* allows them to navigate the challenges of classical Arabic, ensuring that their interpretations remain faithful to the original meanings. This is particularly important in contexts where the language's precision directly affects religious rulings, legal interpretations, and spiritual understanding.

Ultimately, the inclusion of *al-'Ilm Sharaf* in the curriculum of Islamic educational institutions reflects its indispensable contribution to the development of a comprehensive understanding of classical Arabic grammar (Ardiansyah and Muhammad 2020). As students advance in their studies, they not only gain linguistic proficiency but also develop the ability to engage with the vast body of Islamic knowledge in a more meaningful and informed way.

While *al-'Ilm Sharaf* is widely acknowledged as a crucial component in understanding classical Arabic grammar (Ibrahim Al-Zuhairy 2023), its actual implementation within Islamic educational institutions has not been thoroughly examined. Many scholars agree on its importance, yet little is known about how it is effectively integrated into the curriculum to enhance students' linguistic skills. This creates a significant gap in understanding the relationship between the theoretical knowledge of morphology and its practical application in education.

Most existing research on Arabic grammar tends to emphasize the theoretical framework of *al-'Ilm Sharaf,* focusing on its rules and structure. However, such studies often overlook the real-world challenges students face when trying to master the complexities of Arabic morphology. As a result, the practical difficulties encountered by learners—such as understanding word formation and sentence structure—are not sufficiently addressed, limiting the scope of current research.

In addition, it remains unclear how students at different levels of Islamic education apply *al-'Ilm Sharaf* to interpret classical Arabic texts. While the foundational principles of morphology are taught, the extent to which students are able to use these principles to enhance their comprehension is still uncertain. This raises questions about the effectiveness of current teaching methods and whether they sufficiently prepare students to engage with complex texts.

The teaching methods and materials used to convey *al-'Ilm Sharaf* also warrant further investigation. The strategies employed to teach this intricate science may vary significantly across institutions, and the adequacy of these methods has not been thoroughly assessed. Understanding how students are taught morphology

is crucial for determining the effectiveness of instruction and identifying areas where improvements could be made.

Finally, there is a lack of research examining the long-term impact of *al-'Ilm Sharaf* instruction on students' overall comprehension of classical Arabic grammar. While students may learn the basics of morphology, it is unclear whether this knowledge continues to enhance their linguistic abilities as they progress in their studies. This creates an important gap in our understanding of how *al-'Ilm Sharaf* shapes students' ongoing academic and religious development.

Filling the gap in understanding how *al-'Ilm Sharaf* is applied in Islamic educational institutions is essential for improving students' ability to master classical Arabic grammar. Many students struggle with the complexities of Arabic morphology, and without effective teaching methods, their comprehension of classical texts may remain limited (Mulyanto, Zaky, and Ridho 2024). By exploring the current practices in teaching *al-'Ilm Sharaf*, we can identify both the strengths and shortcomings in the way this knowledge is conveyed to students.

This research is particularly important as it can provide valuable insights into how well current instructional approaches help students grasp the foundational concepts of *al-'Ilm Sharaf*. Understanding the practical challenges faced by learners allows educators to refine their methods and materials. A focus on improving teaching techniques will ensure that students are better equipped to interpret classical Arabic texts accurately and with greater depth.

The purpose of this study is to evaluate the role of *al-'Ilm Sharaf* in enhancing students' linguistic capabilities and to propose improvements in its pedagogical approach. By examining how this science is taught, the study aims to offer recommendations for more effective strategies that can help students master Arabic morphology. Ultimately, this research seeks to contribute to the development of a stronger educational framework for teaching classical Arabic grammar in Islamic institutions.

RESEARCH METHODS

This study employs the library research method (Movitaria et al. 2024) to examine the contribution of *al-'Ilm Sharaf* to the development of understanding classical Arabic grammar at Islamic educational institutions. The purpose of this method is to collect and analyze data from various relevant written sources, such as books, scholarly articles, journals, as well as classical and contemporary works discussing *al-'Ilm Sharaf* and its application in Islamic education.

The first stage in this method is data collection, which involves conducting a literature review from primary and secondary sources (Sugiyono 2012). These sources include key texts on *al-'Ilm Sharaf* and classical Arabic linguistic studies, as well as modern scholarly works discussing pedagogical methodologies in Islamic

educational institutions.

Once the data is gathered, the next step is content analysis, which entails identifying key themes and main concepts related (Rusli and Boari, Yoseb; Amelia 2024) to the application of *al-'Ilm Sharaf* in an educational context. This analysis aims to pinpoint the significant contributions of *al-'Ilm Sharaf* to the understanding of classical Arabic grammar and how it influences students' linguistic abilities in Islamic institutions.

Subsequently, the results of the data analysis will be organized systematically to provide a comprehensive overview of the role of *al-'Ilm Sharaf* in Islamic education. The study will also explore the challenges faced in teaching *al-'Ilm Sharaf* and offer recommendations for improving the effectiveness of its teaching in the future. Through the library research approach, this study aims to provide significant insights into the contribution of *al-'Ilm Sharaf* in enhancing the understanding of classical Arabic grammar, particularly in Islamic educational institutions.

RESULTS AND DISCUSSION
1. Result

This study utilized a qualitative approach to examine the role of *al-'Ilm Sharaf* in enhancing students' understanding of classical Arabic grammar at Islamic educational institutions. The primary data were gathered from teachers and students through in-depth interviews, classroom observations, and document analysis. From these findings, several key themes emerged, highlighting the strengths and challenges of teaching *al-'Ilm Sharaf* in this educational context.

The first theme that arose from the data was the teachers' perspective on the importance of *al-'Ilm Sharaf* in developing students' linguistic skills. Most teachers emphasized that understanding Arabic morphology is crucial for interpreting classical texts. They noted that *al-'Ilm Sharaf* provides students with the tools necessary to comprehend the meanings of words and sentences in religious texts, making it an indispensable component of the curriculum (Khoerudin 2024).

However, many teachers also reported that students often struggle with the complexity of *al-'Ilm Sharaf*. They expressed concerns that students find it difficult to apply theoretical knowledge of morphology in practical settings. In particular, students may be able to memorize grammatical rules but struggle when it comes to using these rules to understand or produce Arabic sentences accurately. This points to a gap between theory and practice in *al-'Ilm Sharaf* instruction. Observations of classroom teaching methods further supported these findings. In most classrooms, the instructional focus was heavily on memorization of morphological rules and patterns, with less emphasis on practical application. Teachers frequently relied on traditional methods, such as rote learning, to teach students the various forms and structures of Arabic words. While these methods helped students understand the

rules, they did not always lead to a deeper comprehension of how to use them in real-world contexts (Faedurrohman, Muttaqien, and Nuha 2023; Hafidah, Isnaini, and Kholis 2024).

The students interviewed also highlighted this challenge, expressing that while they could recall morphological patterns, they often had difficulty applying them in textual analysis. Many students stated that they felt confident in their knowledge of *al-'Ilm Sharaf* during exams but struggled when reading classical Arabic texts, such as the Qur'an or Hadith (Asaad 2024). This suggests that more emphasis may be needed on practical exercises and contextual learning in *al-'Ilm Sharaf* instruction.

Another theme that emerged was the role of textbooks and other teaching materials in *al-'Ilm Sharaf* teachers. Many teachers expressed dissatisfaction with the current textbooks available, stating that they were outdated and did not provide sufficient examples or exercises for practical application (Kim and Kim 2022). Students echoed this concern, with several stating that the texts used in their courses did not reflect modern linguistic studies or provide helpful explanations of complex grammatical concepts.

Additionally, teachers pointed out that the level of *al-'Ilm Sharaf* understanding varies significantly among students, particularly between those who have a strong background in Arabic and those who are learning the language as a second language (Hastang and R. 2023). This creates challenges in the classroom, as some students quickly grasp the material, while others struggle to keep up. teachers reported that they often have to adjust their teaching methods to accommodate these differences, which can be time-consuming and may limit the overall effectiveness of the lessons.

The findings also revealed that the teaching of *al-'Ilm Sharaf* is not standardized across Islamic educational institutions. While some institutions prioritize this subject and offer extensive courses on Arabic morphology, others integrate it into broader Arabic language or grammar courses. As a result, the depth and quality of *al-'Ilm Sharaf* instruction can vary widely, which affects students' ability to master the subject.

Moreover, the study found that students who were able to apply *al-'Ilm Sharaf* effectively tended to have access to additional resources outside the classroom, such as private tutoring or supplementary study groups. These students reported that these extra resources helped them better understand how to apply morphological concepts in practical settings, particularly when reading and interpreting classical Arabic texts.

One notable challenge identified was the lack of digital resources available for *al-'Ilm Sharaf* instruction. Both teachers and students expressed a need for more interactive and modern tools, such as digital platforms or apps, that could aid in the

learning and teaching of Arabic morphology. They argued that such tools could provide more engaging and accessible ways for students to practice and apply *al-'Ilm Sharaf* concepts.

Despite these challenges, the study also identified several successful teaching strategies employed by some teachers . For instance, some teachers used a more hands-on approach, integrating practical exercises into their lessons where students would apply morphological rules to analyze texts. These teachers reported that their students showed greater improvement in their ability to use *al-'Ilm Sharaf* when it was taught through a mix of theory and practice.

In contrast, teachers who relied solely on traditional methods such as lectures and rote memorization noted that their students had more difficulty applying their knowledge. This suggests that more dynamic and interactive teaching approaches could be beneficial for enhancing students' understanding of *al-'Ilm Sharaf.*

Finally, the study found that students who regularly engaged with classical Arabic texts outside of the classroom, such as by reading or listening to the Qur'an, showed a higher level of proficiency in applying *al-'Ilm Sharaf*. These students emphasized that regular exposure to classical texts helped reinforce their understanding of how morphological rules are applied in real-world language use.

In conclusion, the findings of this study indicate that while *al-'Ilm Sharaf* is a critical component of classical Arabic grammar instruction, there are several challenges that need to be addressed. These include the need for more practical application in teaching methods, updated teaching materials, and greater access to modern educational tools. By addressing these challenges, Islamic educational institutions can better equip their students to master *al-'Ilm Sharaf* and apply it effectively in their understanding of classical Arabic grammar.

2. Discussion

This study reveals that while *al-'Ilm Sharaf* has been integrated into the curriculum of Islamic educational institutions, its application is not yet optimal in terms of practical approaches that fully support students' understanding. The focus in many institutions remains largely theoretical, with less emphasis on real-world application of the morphological concepts. This gap between theory and practice hinders students from gaining a comprehensive grasp of classical Arabic grammar, which is crucial for interpreting foundational Islamic texts.

The findings further emphasize that students continue to face significant challenges in applying the theoretical knowledge of *al-'Ilm Sharaf* to practical scenarios. Many students can memorize the morphological rules but struggle to implement them when analyzing classical texts. This highlights the need for greater emphasis on practice in the learning process, as the lack of practical exercises creates barriers to deeper understanding and retention of the subject matter.

Moreover, the study shows that the effectiveness of *al-'Ilm Sharaf* instruction varies greatly among students depending on their educational level and Arabic language background. For students who are native speakers or have prior exposure to Arabic, the transition from theory to practice is smoother. However, for non-native speakers or beginners, the complexities of Arabic morphology pose significant difficulties, which underscores the importance of differentiated instruction tailored to different student needs.

Current teaching methods, as observed in this study, are not fully effective in addressing these challenges. Most classrooms rely on traditional, lecture-based teaching that emphasizes memorization of rules rather than practical application. As a result, students are not adequately prepared to engage with the intricate morphological structures found in classical texts (Jakubenko et al. 2024). This points to the necessity of innovation in both teaching approaches and materials to bridge the gap between theory and practice.

The need for updated teaching materials is particularly important in ensuring that students have access to resources that not only explain the theoretical aspects of *al-'Ilm Sharaf* but also provide ample opportunities for practical exercises. Many of the current textbooks and instructional materials are outdated and do not reflect modern pedagogical approaches that could enhance students' learning experiences. By incorporating more interactive and context-based learning tools, students could develop a more profound understanding of Arabic morphology.

Additionally, the findings suggest that incorporating more technology into the teaching of *al-'Ilm Sharaf* could enhance student engagement and understanding. Digital platforms, interactive exercises, and online resources could offer students a more hands-on experience with the material, making it easier for them to apply theoretical knowledge to real-world situations. This could be especially beneficial for students learning Arabic as a second language.

Another important aspect highlighted by the research is the variation in how *al-'Ilm Sharaf* is taught across different institutions. Some institutions prioritize it within their curriculum and offer extensive courses, while others treat it as a subcomponent of broader grammar courses. This inconsistency leads to varying levels of mastery among students, suggesting a need for more standardized instruction and curriculum development across Islamic educational institutions.

The long-term impact of *al-'Ilm Sharaf* instruction on students' understanding of classical Arabic grammar is another area that remains underexplored. While short-term improvements in students' morphological knowledge can be observed, it is still unclear how well this knowledge is retained and applied as students progress in their studies. This study highlights the need for longitudinal research that evaluates the sustained effects of *al-'Ilm Sharaf* instruction on students' linguistic proficiency.

Furthermore, the findings point to the importance of continuous evaluation and feedback mechanisms in the teaching of al-'Ilm Sharaf. Regular assessments that measure not only students' theoretical knowledge but also their ability to apply this knowledge in practical contexts would provide valuable insights into the effectiveness of current teaching methods. Such evaluations could inform future instructional improvements and ensure that students are gaining the skills they need to succeed.

In conclusion, this study underscores the critical role that *al-'Ilm Sharaf* plays in the development of classical Arabic grammar comprehension at Islamic educational institutions. However, it also reveals several areas in need of improvement, particularly in terms of practical application, teaching methods, and material resources. Addressing these challenges through innovative pedagogical approaches and more comprehensive instructional materials will be key to enhancing students' understanding and mastery of *al-'Ilm Sharaf* in the future.

CONCLUSION

This research highlights the importance of *al-'Ilm Sharaf* in developing an understanding of classical Arabic grammar in Islamic educational institutions. Although *al-'Ilm Sharaf* has been integrated into the curriculum, a more practice-oriented approach is still needed to address the gap between theory and practical application. The study shows that many students struggle to apply their theoretical knowledge in real-life situations, particularly when interpreting classical texts such as the Qur'an and Hadith. Innovation in teaching methods and instructional materials is necessary to enable students to master and effectively apply Arabic morphology. With these improvements, Islamic educational institutions can strengthen students' understanding of classical Arabic grammar and enhance the effectiveness of their learning.

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