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Implementation of the Grammatical Translation Method in *I'rob Jurumiyah* Learning at Madrasah Diniyah An-Nur Batu

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ABSTRACT

Madrasah Diniyah An Nuur Batu faces challenges in teaching Arabic grammar (*nahwu i'rob jurumiyah*) due to traditional methods. This research investigates the effectiveness of the grammatical translation method in addressing these challenges. The study employed a qualitative case study approach, gathering data through interviews with educators, the headmaster, and students, as well as observations and document analysis. The findings reveal that the grammatical translation method significantly enhances *i'rob jurumiyah* learning at the *madrasah*. The method involves using the students' native language as the medium of instruction, with the teacher actively presenting material and students passively receiving it. This approach focuses on teaching grammatical rules, leading to improved understanding and application of *nahwu* concepts. The supporting factors for the implementation of the grammatical translation method in learning *i'rob jurumiyah* at Madrasah Diniyah An Nuur Batu are adequate facilities, a supportive Arabic language learning environment and the background of students, the creativity of educators in teaching, the existence of *nadzom* by Madrasah Diniyah An Nuur Batu, and the existence of additional exciting methods

Implementation; Grammatical Translation Method; *I'rob Jurumiyah*

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مستخلص البحث

تواجه مدرسة النور الدينية باتو تحديات في تدريس قواعد اللغة العربية (النحو والصرف) بسبب الطريقة التقليدية. يبحث هذا البحث في فعالية طريقة القواعد والترجمة في معالجة هذه التحديات. واستخدمت الدراسة منهج دراسة الحالة النوعية، حيث تم جمع البيانات من خلال مقابلات مع المعلمين، ومدير المدرسة، والطلاب، بالإضافة إلى الملاحظات وتحليل الوثائق. وتكشف النتائج أن طريقة القواعد والترجمة تعزز بشكل كبير من تعلم الإلقاء النحوي في المدرسة. وتنطوي هذه الطريقة على استخدام اللغة الأم للطلاب كوسيلة للتعليم، حيث يقوم المعلم بتقديم المادة بشكل نشط ويتلقى الطلاب المادة بشكل سلب. ويركز هذا المنهج على تعليم القواعد النحوية، مما يؤدي إلى تحسين فهم وتطبيق مفاهيم النحو. العوامل الداعمة لتطبيق طريقة القواعد والترجمة في تعليم الإعراب الأجرومية في المدرسة الدينية نور باتو هي المرافق الكافية، وبيئة تعليم اللغة العربية الداعمة وخلفية الطلاب، وإبداع المعلمين في التدريس، ووجود نادزوم بالمدرسة النور الدينية باتو، وهناك طرق إضافية مثيرة.

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INTRODUCTION

Learning Arabic can be interpreted as learning a foreign language which has been widely taught in madrasas and formal schools, even learning Arabic has also been taught in non-governmental institutions which are community groups or children to study at home (Diah Rahmawati As'ari, 2010). On the other hand, there are also those who think that this learning is very difficult for students or children to accept because this is foreign language learning which is still not widely available to educators in schools or Madrasah Diniyah (Bassar et al., 2021).

Learning methods are really necessary for an educator because with effective and efficient learning methods, students will be able to better understand learning, especially materials related to Arabic (Syahid, 2023). The use of good learning methods will certainly produce maximum learning so that it can improve the quality of Arabic language learning received by students (Gilda Amara Windi Amaris, Tatang, 2023). So in designing learning methods, there are many components or elements that must be considered by an educator such as a good introduction, clear delivery of information and interactive student participation is also expected (Sutikno, 2021).

In essence, learning Arabic is necessary to communicate socially (Khansa, 2016). The goal of learning Arabic is for students to be able to communicate and interact using Arabic. Arabic has a close relationship with the Islamic religion and its teachings to society. Arabic is used to communicate, interact, understand the *qur'an*, *hadith*, and other books written in Arabic (Ekawati & Arifin, 2022). Arabic is a foreign language in Indonesia. Arabic has been taught since childhood and studied in various educational institutions, kindergarten, elementary school, junior high school, senior high school, Islamic boarding schools, and Universities (Maulana, 2023).

The learning process in Indonesia is still centered on teachers. Students only listen and receive information without any interaction between educators and students. This makes students bored and not interested in participating in learning (Tolinggi, 2021). Most teachers still use the lecture and question and answer method. As a result, students tend to be passive and have no desire to think critically (Rikawati & Sitinjak, 2020) The fact that occurs in the learning process, teachers do not fully utilize the abilities possessed by students (Kalsum, 2021). Learning Arabic is seen as something scary because of the idea that Arabic is difficult. As a result, learning objectives are not achieved because students are less motivated to learn (Junaedi Abdilah & Al Farisi, 2023).

Methods are very necessary in the learning process, which is the key to achieving success (Nur, 2017). To achieve optimal learning achievement, students must use methods in learning, one of which is learning activities in the classroom (Ahlaro, 2020). Not only students, the same thing applies to teachers who need methods so that learning objectives in the classroom can be achieved. Before delivering material in the classroom, designing learning activities in the form of selecting learning methods is the task of a teacher (Setyosari, 2017).

Implementation of the right method can increase the efficiency and effectiveness of the learning process. If teachers are able to choose and apply the right learning method, then students will be able to obtain the competencies specified in the curriculum (Ummah,

2019). Students can achieve the competencies set in the curriculum if teachers can choose and apply the right learning methods (Junaedi Abdilah & Al Farisi, 2023)(Mohamed Mohi El-Din Ahmed, 2024). The use of the right method is one way to improve students' abilities. Participatory learning such as active and collaborative learning methods is very important in learning, especially in learning Arabic for students in formal schools and non-formal educational institutions (Indriawati et al., 2021).

Madrasah Diniyah Masjid Agung An Nuur Batu located at Jl. Gajah Mada No.10, Sisir, Kec. Batu, Batu City, East Java 65134, Indonesia is one of the places for students to learn Arabic outside of formal schools. At Madrasah Diniyah Masjid Agung An Nuur Batu, several Arabic language learning materials are taught such as Arabic language learning, *jurumiyah* books, *nabwu*, and *shorof*. Which are taught by teachers who have extensive Arabic language knowledge.

This study focuses on exploring the implementation of the grammatical translation method in learning *i'rob jurumiyah*, where this material has a fairly broad scope of discussion so that an effective and enjoyable learning method is needed, one of which is by using the grammatical translation method. Based on an initial interview with Ustadz Syahrial, one of the teachers at the institution, that Madrasah Diniyah Masjid Agung An Nuur Batu is indeed trying to produce a generation of *'arobiyyah* who are certainly not far from the development of the times.(The Results of an Interview with Ustadz Syahrial on March 16, 2024 at 4:00 p.M., 2024) Especially in the digital era, one of which is through learning *jurumiyah* books. And interestingly, in learning, prioritizing what students understand easily, especially enriching learning methods. One of which we can recognize as the grammatical translation method (Nabiilah, 2024)

The grammatical translation method is a foreign language learning method that has developed earlier. From its name we can understand that in its application this method places a lot of emphasis on the use of grammar and translation practices from language to target language (Ilmiani, 2020). We must even admit that this method is the most popular method used in learning foreign languages both in schools, Islamic boarding schools and in universities (Mustofa, Bisri and Hamid, 2016). In essence, the learning method used by an educator has an important role in developing learning materials that are easy for students to understand. So if the method is very interesting, it will certainly be a magnet for students to flock to learn, especially Arabic language materials at Madrasah Diniyah An Nuur Batu. In this case, the researcher is interested in researching the methods used by educators in the Madrasah Diniyah An Nuur Batu environment. Which has an extraordinary attraction in learning Arabic (Ramadani & Sutriyani, 2023).

METHOD

The approach used by the researcher is a descriptive qualitative research approach. McMillan and Scummacher define qualitative research as an approach that is also called investigative education because in the process the researcher collects data by meeting face to face and interacting with related objects (Syamsuddin AR., 2006). The type of research used by researchers is case studies. In its implementation, researchers analyze and describe research objectively and in detail regarding the symptoms that occur, facts of the incident in depth (Sugiyono, 2018). Case study is a research method that is useful for understanding the complexity of a case in its entirety (Mudzakir, 2015).

The subjects of this study consisted of the headmaster, teachers, and students of Madrasah Diniyah An Nuur Batu. The research data were collected from primary data and secondary data sources. First, primary data was obtained by researchers from the main data sources, namely the teachers of *jurumiyah* books, students, and the management of Madrasah Diniyah An Nuur Batu. Second, secondary data as indirect data such as books, scientific magazines, archival data sources, activity documentation, personal documents used by researchers to support the research. Researchers need to use various data sources to gain a comprehensive understanding of the phenomenon being studied (Abdi, 2020)

Data collection is done directly with the method of observation, interviews, and documentation. While the analysis technique uses triangulation techniques. Triangulation techniques are techniques for checking the validity of data that utilize something else. Outside the data for checking purposes or as a comparison to the data. The most widely used triangulation technique is checking through other sources (Harahap, 2020).

Data analysis techniques can be seen in the following image:

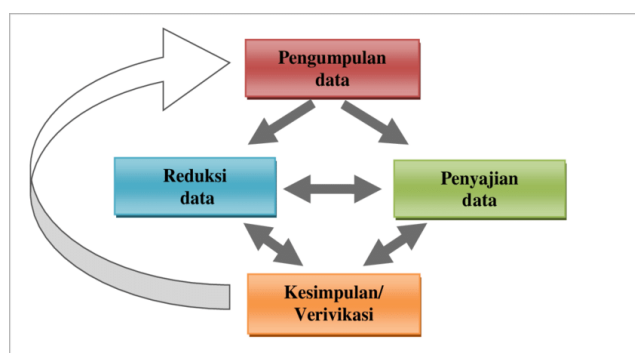


Figure 1. Data Analysis Technique

RESULTS & DISCUSSION

Implementation of the Grammatical Translation Method in I'rob Jurumiyah Learning at Madrasah Diniyah An Nuur Batu

Based on the researcher's findings in the previous chapter, learning *i'rob jurumiyah* in the classroom uses the grammatical translation method, one of the characteristics of which is using the mother tongue during learning. The mother tongue used by educators in learning *i'rob jurumiyah* uses a flexible language, it can use Javanese or Indonesian. The use of the mother tongue in learning *i'rob jurumiyah* using the grammatical translation method aims to support students to make it easier to understand *i'rob jurumiyah*. As a good educator, it should present creative and innovative methods so that students are enthusiastic about learning in the classroom.

Allah commands humans to preach Allah's way with *hikmah* (wisdom) and *mauidzab hasanah* (good advice). As in His words in the Al-Qur'an surah An-Nahl verse 125, namely:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

It is very clear that the verse commands humans to always preach to the way of Allah with *hikmah* (wisdom) and *mauidzab hasanah* (good advice). This verse emphasizes that the best way to invite others to Islam is in a good and loving way. Preaching that is done with force and violence will not produce a positive effect. One way to implement this

command is to educate students in class with the most appropriate method for learning *i'rob jurumiyah*.

The basis of learning is memorizing grammar rules and vocabulary, then translating them literally from the foreign language to the mother tongue, and vice versa. The basis of learning is memorization of grammar rules and vocabulary, then literal translation from the target language to the learner's language and vice versa. In implementing the grammatical translation method in *i'rob jurumiyah* learning, the student's mother tongue is used as the language of instruction in learning activities and the teacher's role is active as a presenter of the material, while the student's role is passive as the recipient of the material.

According to *al-Naqah*, the aim of this method is for students to be good at memorizing and understanding grammar, expressing ideas by translating their mother tongue or second language into the foreign language they are studying, and equipping them to be able to understand foreign language texts by translating them into everyday language or vice versa (Hermawan, 2018). Researchers believe that when educators use methods in the classroom, there must be a response from students during the learning process. The following are the responses of students at Madrasah Diniyah An Nuur Batu in learning *i'rob jurumiyah* using the grammatical translation method, namely:

1. Active response from students aged 14-17 years

Students aged 14-17 years old responded to the learning of *i'rob jurumiyah* using the grammatical translation method actively and enthusiastically. Because the comprehension of students aged 14-17 years old is fast, the learning can be carried out well and in accordance with the learning outcomes. The comprehension of students, or their ability to understand and absorb knowledge, is an important factor in the learning process in Islamic boarding schools.

2. Passive response from students aged 12-13 years

Students aged 12-13 years old respond to the learning of *i'rob jurumiyah* using the grammatical translation method passively and become listeners as in learning using the lecture method. Because the learning of *i'rob* is very complex, students aged 12-13 are still guessing and need a little time to understand the learning of *i'rob jurumiyah*. In general, students aged 12-13 years old need real examples to understand complex learning. In the elementary school phase, children's cognitive development has different levels starting from the age of 7-12 years and above.

In this phase, the child's cognitive development is in two phases, namely the first concrete operational phase is the phase when the child is between 7 and 11 years old and the second formal operational phase is the phase when the child is between 11 and 12 years old and above. The cognitive development of each individual is different, some are fast and some are slow (Bujuri, 2018).

According to the researcher, Madrasah Diniyah An Nuur Batu has been implementing *i'rob jurumiyah* learning using the grammatical translation method for a long time. However, educators do not know the name of the method. *I'rob jurumiyah* learning using the grammatical translation method is considered effective for students and educators, supported by the situation and conditions in the classroom. This method is a hybrid method that combines grammar methods and translation methods. This method focuses on three processes: memorizing rules, grammatical analysis of sentences, and translating foreign languages into the learning language. The essence of this method is not only to train students' communication skills, but also requires students to use language

logically, based on grammatical rules. Many theories discuss the grammatical translation method put forward by experts. By providing an overview of the core or purpose of the grammatical translation method.

The purpose of the translation grammar method is for students to be good at memorizing and understanding grammar. In addition, students are able to express ideas by translating their mother tongue or first language into the foreign language being studied (Aziz Nurzaha, 2022). The grammatical translation method has an important role in equipping students to be able to understand everyday language texts in a foreign language or mother tongue, helping to improve foreign language reading and writing skills because it focuses on grammar and vocabulary. By combining the grammatical translation method with other additional methods, it will increase interesting, creative, and innovative learning to achieve optimal learning outcomes.

Every educator certainly has their own characteristics in practicing the knowledge they have, but not all educators are able to practice this knowledge with innovative methods and are increasingly interesting in each meeting. Educators who have high motivation and great enthusiasm for teaching will find it easier to find ways to make their learning interesting and will continue to look for new ideas and try to improve the quality of their learning. In addition, teachers are motivators who can increase students' motivation in learning in various creative and effective ways. They realize that motivation is the main key to achieving academic success and student personal development. Therefore, teachers use a variety of approaches to motivate students and help them find interest and enthusiasm in the learning process (Hanaris, 2023).

According to the researcher, in learning *i'rob jurumiyah* using the grammatical translation method, one of the characteristics of which is when learning takes place using the mother tongue, an *i'dad* (preparation) class is also needed before entering the class that focuses on studying the yellow book. The *i'dad* class is a preparatory class designed to equip students with the necessary foundation in the mother tongue and religious knowledge before they enter formal classes at the Islamic boarding school. This is important because the mother tongue is the main means of communication for students and will be used in learning the book. The main objective of the *i'dad* class is to improve students' ability to use their mother tongue orally and in writing, including the pegon script (Ekawati & Arifin, 2022). This ability is very important to understand the texts of books that are generally written in Arabic using pegon letters. And provide basic religious knowledge to students, such as *tajwid*, *fiqh*, and *aqidah*. This helps students understand the basic concepts of religion and makes it easier for them to study religious books (Ahmad Roisuddin Ritonga, Apri Wardana Ritonga, Mahyudin Ritonga, 2024).

Inhibiting and Supporting Factors of the Grammatical Translation Method in *I'rob Jurumiyah* Learning at Madrasah Diniyah An Nuur Batu

The existence of inhibiting and supporting factors shows that the success of implementing the grammatical translation method in learning *i'rob jurumiyah* at Madrasah Diniyah An Nuur Batu does not only depend on the method itself, but also on various external and internal factors. The following are the inhibiting factors of the grammatical translation method in learning *i'rob jurumiyah* at Madrasah Diniyah An Nuur Batu:

1. Complex *I'rob* Learning

I'rob is a change in the end of a sentence (word) caused by the difference in the 'amil that enters it, either in terms of pronunciation or estimation (*taqdiri*). Complex *i'rob*

learning makes students need quite a long time to understand it. In the *jurumiyah* book there are several materials, one of which is *i'rob* material. In the discussion of *i'rob* there are still many sub-materials that must be discussed (*rofa'*, *nashob*, *jar*, and *jazm*). Therefore, learning *i'rob jurumiyah* requires a longer time so that students can understand it intensively. Complex *i'rob* learning refers to a more in-depth and detailed study of Arabic grammar compared to the initial stage of learning.

The rules of *i'rob* are quite numerous and vary depending on the position of the word in the sentence and its grammatical role. Understanding and memorizing all these rules requires practice and repetition. In learning *i'rob jurumiyah* using the grammatical translation method, the role of the teacher is very important and dominates the learning. While the students in the class become the listeners of their teachers. So it would be better when the teacher explains *i'rob jurumiyah* using the grammatical translation method, adding other methods so that learning is more lively, students in the class are more active, creative, and innovative (Pradana & Rahmaini, 2024).

2. Student Age Factor (Students' Receptiveness)

The age of the students is one of the important factors that need to be considered in *i'rob* learning. The students' comprehension and cognitive abilities develop with age, so the *i'rob* learning methods and approaches need to be adjusted. The students' comprehension and cognitive abilities develop with age. At an early age, students find it easier to learn through games, songs, and interesting activities. As they get older, the students' cognitive abilities develop and they begin to be able to understand more complex rules and concepts (Abyadh & Abyadh, 2023).” Learning *i'rob* requires abstract abilities to understand grammatical concepts such as *isim*, *fiil*, and *harf*. This abstract ability develops with age. Early age students may still have difficulty understanding these abstract concepts. Students' learning motivation is also influenced by age (Efendi & ., 2021). Age is an important factor in choosing the *i'rob* learning method. The right approach can make this material more effective and interesting for students of all ages.

3. Limited Learning Time

One of the main challenges in learning *i'rob* is limited time. The amount of material that must be learned and the complexity of *i'rob* rules often make it difficult for teachers and students to complete all the material in the time available. The curriculum used by Madrasah Diniyah An Nuur Batu is the pesantren curriculum which is collaborated with the learning methods brought by the teachers here. Learning in boarding schools has a very long time, teachers and students are free to carry out learning by understanding deeply and maximally. In contrast to Madrasah Diniyah An Nuur Batu, the students who do not live in residence make learning must be arranged in such a way as possible to keep running optimally with many subjects.

In learning *i'rob*, students may not have enough time to understand the rules of *i'rob* deeply and thoroughly. This can lead to misunderstandings and difficulties in applying *i'rob* rules to Arabic sentences. With limited time, teachers find it difficult to achieve all the learning objectives that have been set. This can cause students to not achieve the expected competencies in *i'rob*. The *i'rob* learning process with limited time and a lot of material has the potential to trigger boredom and boredom in students. This can reduce learning motivation and make students not focus on participating in learning. Limited time can limit interaction and discussion between teachers and students. This can hinder students' understanding and make learning less effective. The limited time of *i'rob* learning has

several shortcomings that can hinder the effectiveness of learning and achieving learning objectives.

4. Many Students Do Not Understand Their Mother Tongue

The mother tongue is the first language a person learns and plays an important role in cognitive and emotional development. Learning *i'rob jurumiyah* at Madrasah Diniyah An Nuur Batu uses Javanese and Indonesian. Learning begins with reading nadzom using Arabic, explaining the grammar of *i'rob jurumiyah* using Indonesian, then translating it with pegon writing and translating it back into Indonesian. Students who do not understand their mother tongue will have difficulty understanding the concepts of *nahwu* in *jurumiyah*. This is because *jurumiyah* uses Arabic and sometimes Indonesian, which may not be familiar to students. Students who understand their mother tongue well have a strong foundation for understanding the grammatical concepts found in Arabic.

Mother tongue can be understood as the first language heard which in turn is then used as the language of communication during the growing years. That means, the mother tongue becomes the linguistic background of a person's growth (Widodo, 2021). No less important is the function of the mother tongue as the language of education. This is an aspect of the educational function of the mother tongue. Of course, if examined further, this cannot be separated from the two functions of the mother tongue that have been mentioned above, namely the emotional function and the cultural function which in fact support the educational function of the mother tongue.

Supporting factors:

1. Adequate Facilities

Adequate facilities are one of the important factors in supporting the learning of *i'rob jurumiyah* with the grammatical translation method. Facilities such as comfortable classrooms, interesting learning media, and various teaching aids are very important to support the success of learning *i'rob jurumiyah* with the grammatical translation method at Madrasah Diniyah An-Nuur Batu. A library that provides reference books on *i'rob jurumiyah* and Arabic can help students deepen their understanding. Access to online learning resources, such as scientific journals and ebooks, can help students get broader information. Adequate facilities can help students learn *i'rob jurumiyah* with the grammatical translation method more effectively and enjoyably. Complete and attractive facilities can increase students' focus, concentration, and motivation in learning.

2. Supportive Arabic Learning Environment

Supportive Arabic Language Learning Environment A supportive Arabic language learning environment is one of the important factors in *i'rob jurumiyah* learning. A supportive environment can be seen from educators who prepare a curriculum appropriately and structured, namely a curriculum that is in accordance with the level of ability of students that covers all *i'rob jurumiyah* materials systematically and provides a balance between theory and practice. *I'rob jurumiyah* learning using the grammatical translation method only has a little time in its learning. With little time, educators are required to provide understanding to students intensively. So, when students get an Arabic language learning environment outside the madrasah diniyah, this becomes a supporting factor for *i'rob jurumiyah* learning. A conducive Arabic language learning environment is very influential in motivating students to master language skills and apply them in everyday life.

3. Educator Creativity in Teaching

The creativity of educators in teaching is one of the important factors in learning *i'rob jurumiyah* using the grammatical translation method. Classroom learning requires competent and efficient educators who have a deep understanding of *i'rob jurumiyah* and are able to convey it concisely and clearly, focus on important points and core materials, provide relevant and easy-to-understand examples, and utilize learning time optimally and effectively.

The effective learning objectives of *i'rob jurumiyah* at Madrasah Diniyah An-Nuur Batu can be achieved through the creativity of educators in presenting complex materials in a more interesting way. The creativity of educators is very important in creating interesting and effective learning by combining various learning methods and media that are in accordance with the learning styles of students. Good interaction between educators and students is very necessary to ensure understanding of the material presented and overcome obstacles in the learning process. Educators are expected to be able to convey the material clearly and completely, and provide opportunities for students to ask questions and discuss so that learning becomes more effective (Izzah & Faizah, nd).

The process of interaction in classroom learning, an educator is expected to be able to convey the material taught clearly, concisely, correctly and capture or complete. Meanwhile, students are expected to communicate if in the explanation there is something that has not been understood or is not clear, this is a response to the learning that has been carried out by the educator. The purpose of communication between educators and students so that there is no failure in the learning process that cannot be avoided. Not infrequently we encounter deficiencies that trigger the quality, quantity and clarity of the content that has been delivered by educators. With these shortcomings, educators are expected to communicate with students optimally (Fahmi, 2023).

4. The existence of the Nadzom for the work of the An Nuur Batu Islamic School



Figure 2. Documentation of *Nadzom* by Madrasah Diniyah An Nuur Batu

Nadzom is one of the effective and efficient learning methods for learning Arabic and Islamic science. The existence of *nadzoms* created by the Diniyah An Nuur Batu Madrasah itself, makes it easier for students to understand learning, especially learning *i'rob jurumiyah*. The *nadzom* that was created was then read and memorized every day by the students. Self-created *nadzoms* are one of the effective ways to improve the quality of learning at Madrasah Diniyah An Nuur Batu.

This *nadzom* helps the students to memorize and remember information more easily, increases the spirit of learning, fosters love for Madrasah Diniyah An Nuur Batu, and strengthens the identity of Madrasah Diniyah An Nuur Batu. *Nadzom* by Madrasah Diniyah An Nuur Batu contains regulations that must be obeyed by the students, daily prayers commonly read by the students, *nadzom aqidatul awam*, *jurumiyah* along with explanations using the mother tongue (Javanese and Indonesian). *Nadzom jurumiyah* learns about the science of tools, to be able to understand Arabic orally and in writing, a science is needed, namely the science of tools. The science of tools in Arabic is known as '*ulum al-lughah al-'arabiyyah*'. Such as *shorof* science, *nahwu* science, and *balaghah* science. The importance of Arabic as a tool for Muslims to deepen religion is a primary thing that cannot be negotiated, which in turn will lead people to be able to live their values and practice them in life.

Arabic as an instrumental science is the main key in studying Islam, because through Arabic, Muslims can understand the meaning of the *qur'an* and practice the values in it, as we know that the holy book of Muslims, namely the *qur'an* was revealed in Arabic, as Allah says in the *qur'an*, Surah Yusuf verse 02, namely:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Understanding the *qur'an* and *hadith* correctly requires a good mastery of the science of grammar, because these two sciences explain the procedures for reading and understanding words in Arabic. The science of grammar and grammar is the basis for understanding Arabic, because these sciences teach about changes in word form and sentence structure that affect the meaning of a sentence (Nasution, 2024).

Looking at the sentence above, it is very important for someone who wants to understand a book (in Arabic) to study the science of *nahwu* and *shorof*. By studying the science of *nahwu*, someone will be able to understand religion (written in Arabic) well and correctly. Thus studying, knowing, and understanding the science of *nahwu* is very important, especially in Islamic boarding schools and Islamic schools which are the spearhead of religious education.

5. There are Additional Exciting Methods



Figure 3. Documentation of Singing Method in the Classroom

I'rob Jurumiyah is one of the classic *nahwu* books that is widely studied by Islamic students and students. However, learning *i'rob jurumiyah* can be boring and difficult for some people. Therefore, additional exciting methods are needed to increase interest and motivation in learning *i'rob jurumiyah*. One method that can be used in learning *i'rob jurumiyah* is the singing method.

The singing method is an effective and enjoyable way to help students memorize *nadzom* and understand the *i'rob jurumiyah* material at Madrasah Diniyah An-Nuur Batu. This

method was chosen because it is considered capable of improving students' memory and making Arabic language learning more interesting, especially for children. As an alternative method, singing is expected to overcome the difficulties and boredom that students often experience in learning Arabic. The purpose of using the singing method is so that students who feel bored, afraid, lazy, and do not like Arabic become interested and happy in participating in learning. This method can provide a new color in learning Arabic, through singing students can express everything that is interesting and fun will be easier to remember in their minds (Karimah et al., 2022). This systematic singing method not only facilitates the learning process, but also makes communication between educators and students more effective (Hanifah, 2021).

CONCLUSIONS

Based on theoretical and empirical discussions of the results of this study, it can be concluded that the implementation of the grammatical translation method has a significant role in learning *i'rob jurumiyah* at Madrasah Diniyah An Nuur Batu. The method used in Madrasah Diniyah An Nuur Batu in implementing *i'rob jurumiyah* learning uses the grammatical method of translation, by referring to the mother tongue which is used as the language of instruction in *i'rob jurumiyah* learning activities, the role of the teacher is active as a presenter of material, while the role of the learner is passive as a recipient of material, students learn the rules of *nahwu* (grammar) and a list of bilingual vocabulary that is closely related to the reading material in the lesson in question then studied deductively with the help of long and detailed explanations.

This study shows that the implementation of the grammatical method of translation in learning *i'rob jurumiyah* has inhibiting and supporting factors. The inhibiting factors of the implementation of the grammatical method of translation on *i'rob jurumiyah* learning in Madrasah Diniyah An Nuur Batu are complex *i'rob* learning, the age factor of students (*santri's* capacity to capture), limited learning time, many students who do not understand their mother tongue. The supporting factors for the implementation of the grammatical translation method on *i'rob jurumiyah* learning at Madrasah Diniyah An Nuur Batu are adequate facilities, a supportive Arabic language learning environment and the background of students, the creativity of educators in teaching, the existence of *nadzom* by Madrasah Diniyah An Nuur Batu, and the existence of additional exciting methods.

In addition, other inhibiting factors such as students' weakness in writing and reading Javanese meaning, the need for intense assistance in the learning process, students easily feel bored with the methods used, and so on. Therefore, it is important for schools and teachers to continue to evaluate and make new innovations related to the combination of grammatical translation methods with other methods. In addition, strong support from the school, teachers and parents is essential to create a conducive learning environment. The grammatical translation method is an effective method for learning *i'rob jurumiyah*, especially to help students understand the rules of *nahwu* and *shorof* systematically. However, this method needs to be combined with other methods to improve students' oral communication skills and make the learning process more interesting.

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