# Teaching Grammar for Contemporary Generations at Cendekia Al-Ruwaq Al-Azhar Al-Sharif Secondary School, Pandan Duri, East Lombok, for the academic year 2022-2023

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**Abstract:** This study investigates grammar education for contemporary generations at Cendekia Al-Ruwaq Al-Azhar Al-Sharif Secondary School, Pandan Duri, East Lombok, during the academic year 2022-2023. The objectives are to assess the teaching practices and identify challenges and solutions encountered in teaching grammar to contemporary generations at this institution. Employing a descriptive qualitative approach, data was collected through observation, interviews, and documentation. Observations focused on teaching activities at Cendekia Al-Ruwaq Al-Azhar Al-Sharif Secondary School, while interviews provided insights into the teaching of grammar. Documentation aided in acquiring information about the school's context. Results highlight teaching practices and challenges faced at Cendekia Al-Ruwaq Al-Azhar Al-Sharif Secondary School, Pandan Duri, East Lombok. This research underscores the importance of addressing contemporary educational needs in grammar instruction.

**Keywords:** Cendekia Al-Ruwaq Al-Azhar Al-Sharif Secondary School, Challenges, Contemporary Generations, Grammar education, Solutions, Teaching Practices.

## INTRODUCTION

Education plays a crucial role in shaping a quality generation capable of competing in today's era of globalization. One aspect that cannot be overlooked in language learning is grammar (nahwu). Grammar, or nahwu, serves as a strong foundation for understanding and mastering the Arabic language effectively (Manan & Nasri, 2024). Particularly at the Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif, Pandan Duri, East Lombok, the approach to teaching nahwu has undergone transformation to meet the demands of an increasingly dynamic era. Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif holds a significant role in educating the next generation, providing them with a deep understanding of religious teachings and skills relevant to the needs of modern society (Motawy & Abou Ghaida, 2023). Amidst the ever-changing challenges of the times, teaching nahwu can no longer proceed conventionally but must adapt to the evolving times and students' needs (Hady & Nasri, 2023). Therefore, renewal and innovation in teaching methods become crucial in this educational environment (Nasri, 2023). In the academic year 2022-2023, Madrasah Aliyah

Cendekia Ruwaq Al-Azhar As-Syarif has prioritized enhancing the quality of nahwu education. This aligns with the institution's vision and mission to produce a generation not only academically excellent but also possessing critical thinking, creativity, and high competitiveness (Ahmed et al., 2022). The contemporary approach to teaching nahwu is expected to have a positive impact on students' understanding of the subject matter and increase their interest and motivation to learn (Calafato & Tang, 2019).

Amidst the rapid development of information and communication technology, students' thinking patterns and learning styles have undergone significant changes (Baroudi et al., 2023). Today's younger generation is more accustomed to interactive, visual, and technology-based learning (Gonzalez-Dogan, 2022). They tend to be more responsive to engaging learning methods that are relevant to their daily lives and utilize various media and information sources available (Zeroual et al., 2019). In the context of Arabic language learning, especially nahwu, traditional approaches oriented toward classical literary texts are beginning to feel less relevant to today's youth (Alghazo et al., 2021). They

require more dynamic, practical, and integrated learning methods that meet their contemporary needs (Belinkov et al., 2019). Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif, as an educational institution with a vision to become a center of excellence in Islamic education, needs to address these challenges by developing teaching strategies that align with the characteristics and needs of today's students (Uzum et al., 2021). In this context, the development of contemporary nahwu education becomes an urgent necessity that must be realized (Szczepek Reed et al., 2020).

## METHOD

The study adopts a qualitative approach using a case study method. The research participants consist of Arabic language teachers and students of Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif who are involved in contemporary nahwu learning processes. Data will be collected through direct observation of the learning process, interviews with Arabic language teachers and students, as well as analysis of curriculum-related documents and learning materials. Data analysis will be conducted using a qualitative analysis approach to identify patterns, findings, and meanings emerging from the collected data. Data triangulation will be used to ensure the validity and reliability of the research. Thus, the study is expected to provide a deep understanding of the implementation of contemporary nahwu learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri East Lombok in the academic year 2022-2023. Through detailed data collection approaches and techniques, it is hoped that the research results will provide comprehensive insights into the effectiveness and relevance of contemporary nahwu learning in the Madrasah Aliyah education context {Citation}. Therefore, it can be anticipated that the findings of this study will make significant contributions to the development of curricula and better teaching practices in similar educational institutions in the future.

## FINDINGS AND DISCUSSION

### Findings

The findings section presents key observations and insights derived from the study on contemporary nahwu learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri East Lombok for the academic year 2022-2023. This section provides a detailed analysis of the implementation of contemporary nahwu learning approaches, student responses and participation, as well as the experiences and opinions of teachers regarding this innovative pedagogical method. By examining these findings, this section aims to shed light on the effectiveness, challenges, and potential benefits of contemporary nahwu learning in the educational context under study.

1. **Implementation of Contemporary Nahwu Learning**
   a. Arabic language teachers adopt a more dynamic and interactive approach to teaching contemporary nahwu.
   b. The use of information technology and digital media is an integral part of the learning process, such as the use of multimedia presentations and online learning applications.
   c. Integrating nahwu content with the students' daily life contexts, such as interactive dialogues and practical exercises, aims to enhance understanding and relevance of the material.

2. **Student Responses and Participation**
   a. Students show positive responses to more interactive and relevant contemporary nahwu learning, reflecting higher interest in the subject.
   b. Student participation in discussions and practical activities increases, indicating a greater engagement in nahwu learning.
   c. The use of technology in learning also attracts students' interest and helps reinforce their understanding of the material.

3. **Teachers' Experiences and Opinions**
   a. Teachers report that contemporary nahwu learning presents new challenges but also opens opportunities to enhance creativity and teaching effectiveness.
   b. The integration of technology in learning is acknowledged as an effective means to increase student engagement and facilitate better concept understanding.

Through the analysis of these findings, this section sets the stage for a comprehensive discussion on the implications of contemporary nahwu learning for educational practice and policy.

## Discussion

The discussion section delves into the implications of the findings regarding contemporary nahwu learning in Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri East Lombok for the academic year 2022-2023. Through the examination of these findings, this section aims to provide insights into the effectiveness, challenges, and opportunities associated with the implementation of contemporary nahwu learning approaches. Furthermore, recommendations for future actions and improvements in the teaching and learning process will be discussed based on the identified implications.

### 1. Effectiveness of Learning Approaches

a. Findings indicate that a more dynamic and interactive learning approach in the context of contemporary nahwu improves student interest and understanding.
b. The integration of technology and relevant content with students' daily life contributes positively to the effectiveness of learning.

The statement reflects the effectiveness of learning approaches supported by the theories of constructivism, ICT in education, and relevance in learning (Rulyandi et al., 2024b). Based on constructivism, a more dynamic and interactive learning approach allows students to actively engage in the learning process, aligning with the concept that active student involvement enhances understanding and retention of information (Nuryani et al., 2023). The integration of technology in learning, as highlighted in statement (b), aligns with the theory of ICT in education, emphasizing the use of technology as a tool to enhance the quality of learning (Fitriyah et al., 2023). Appropriate technology integration can increase students' interest, engagement, and understanding (Sahrir & Alias, 2012).

Furthermore, the theory of relevance in learning emphasizes the importance of content that is relevant to students' daily lives in enhancing the effectiveness of learning (Saigh & Schmitt, 2012). By integrating nahwu content with situations and examples familiar to students, learning becomes more meaningful and useful for them, thereby enhancing their understanding and application of the material (Kaddoura & Nassar, 2024). Thus, a more dynamic, interactive, technology-enabled, and relevant approach to learning can effectively enhance students' interest and understanding of nahwu material (Sherif et al., 2023).

### 2. Challenges and Opportunities

a. Despite bringing many benefits, the implementation of contemporary nahwu learning also presents challenges, such as the need to develop teachers' technology skills and ensure equitable access to technology facilities in the educational environment.
b. However, these challenges also present opportunities for teacher professionalism development and innovation in teaching.

The data can be elucidated through several relevant theories. Firstly, the Organizational Change Theory highlights the challenges organizations face when implementing new learning methods, such as the contemporary nahwu approach (Tachicart & Bouzoubaa, 2022). According to this theory, change inevitably brings about challenges, including the need to develop teachers' technology skills and ensure equal access to technology resources, as mentioned in statement (a). Secondly, the Innovation and Change Theory emphasizes that challenges can serve as opportunities for innovation and professional growth (Schlam Salman & Haskel-Shaham, 2023). For instance, the challenges encountered in enhancing teachers' technology skills may motivate them to seek further training and adopt more innovative teaching methods (Al-Thanyyan & Azmi, 2023), as suggested in statement (b). Lastly, the Professional Development Theory underscores the significance of continuous education and skill enhancement for professionals, including teachers (Bahou et al., 2017). Challenges related to technology skills development can be addressed through targeted professional development programs (Nasri, 2024), such as workshops and collaborative learning opportunities (Nasri, 2016b). Therefore,

statements (a) and (b) can be explained by considering these theories within the educational context (Nasri, 2019).

### 3. Recommendations for the Future

a. Based on the findings and discussion, it is recommended that the school continue to support the development of contemporary nahwu learning by providing necessary training and resources for teachers.

b. Additionally, collaboration among the school, teachers, students, and relevant stakeholders needs to be enhanced to ensure the sustainability and continuity of implementing contemporary nahwu learning in the future.

In conclusion, the recommendations drawn from the findings and discussions underscore the importance of ongoing support and resources for the advancement of contemporary nahwu learning at the school (Nasri et al., 2016). Providing necessary training and resources for teachers is crucial to ensuring their proficiency in implementing innovative teaching methods effectively (Nasri, 2017). Moreover, fostering collaboration among the school community, including teachers, students, and stakeholders, is essential for sustaining the implementation of contemporary nahwu learning in the long term (Nasri, 2016a). By working together, the school can create an environment conducive to continuous improvement and innovation in nahwu education, thereby enhancing the overall quality of Arabic language instruction. In summary, the recommendations emphasize the need for proactive measures to support the development and sustainability of contemporary nahwu learning initiatives (Rulyandi et al., 2024a). By prioritizing teacher training and fostering collaborative efforts among all stakeholders, the school can ensure the continued success and effectiveness of its nahwu education program, ultimately benefiting students' learning outcomes and educational experiences.

### CONCLUSION

The study on contemporary nahwu learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri East Lombok for the academic year 2022-2023 has provided valuable insights into the implementation, effectiveness, challenges, and opportunities associated with this innovative pedagogical approach. The findings highlight the positive impact of dynamic and interactive teaching methods, the integration of technology, and real-life contexts on student engagement and understanding of nahwu concepts. However, the study also identifies challenges such as the need for teacher training and equitable access to technology. Overall, contemporary nahwu learning holds great potential for improving the quality and relevance of Arabic language education in Madrasah Aliyah settings.

### Recommendations

1. Continuous Teacher Training: Schools should invest in ongoing professional development programs to enhance teachers' skills in implementing contemporary nahwu learning approaches. Training sessions should focus on integrating technology into teaching, developing interactive learning activities, and adapting curriculum content to real-life contexts.

2. Infrastructure Development: Efforts should be made to ensure equitable access to technology facilities for both teachers and students. Schools should invest in modern educational resources, such as multimedia tools and online learning platforms, to support the implementation of contemporary nahwu learning.

3. Collaborative Learning Communities: Establishing collaborative networks among teachers, students, parents, and educational stakeholders can foster a supportive learning environment for contemporary nahwu education. These communities can facilitate knowledge sharing, peer mentoring, and continuous improvement in teaching practices.

4. Research and Evaluation: Further research is needed to evaluate the long-term impact of contemporary nahwu learning on student achievement and language proficiency. Continuous monitoring and evaluation of the implementation process can provide valuable insights for refining teaching strategies and addressing emerging challenges.

By implementing these recommendations, Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri East Lombok can strengthen its commitment to providing high-quality Arabic language education that meets the needs of contemporary learners and prepares

them for success in an increasingly globalized world.

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