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## **The Al-Talaqqi Learning Model in Enhancing Understanding of Arab Turats Books and its Analysis in the Mutammimah al-Jurumiyah Book at Madrasah Aliyah Mu'allimat NW Anjani Academic Year 2023-2024**

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### **Article History**

Received: March 27<sup>th</sup>, 2023

Revised: April 18<sup>th</sup>, 2023

Accepted: May 20<sup>th</sup>, 2023

**Abstract:** This study investigates the efficacy of the Al-talaqqi learning model in improving comprehension of Arab Turats books, specifically through the analysis of Mutammimah Al-Jurumiyah at Madrasah Aliyah Mu'allimat NW Anjani during the academic year 2023-2024. The background emphasizes the significance of traditional Arabic grammar texts in Islamic education and the challenges students face in comprehending them. The research employs a qualitative approach, utilizing document analysis as the primary method of data collection. Data is gathered from students' interpretations and insights derived from their engagement with Mutammimah Aljurumiyah using the Al-talaqqi model. Analysis involves thematic coding and interpretation to extract meaningful patterns and insights. Findings indicate that the Al-talaqqi model significantly enhances students' understanding and application of Arabic grammar concepts. Consequently, the study concludes that integrating the Al-talaqqi model into Islamic education curriculum can foster a deeper grasp of Arabic grammar among students. This research suggests implications for curriculum development, highlighting the importance of pedagogical innovations in enhancing educational outcomes in Arabic language studies.

**Keywords:** Al-talaqqi learning model, Arabic Turats books, Mutammimah Aljurumiyah, Islamic education, qualitative research

## **INTRODUCTION**

In the realm of Islamic education, the study of Arabic grammar holds a paramount position due to its foundational role in understanding religious texts and traditions. Central to this educational landscape are the Turats books, which encompass classical Arabic grammar texts that have been instrumental in shaping Islamic scholarship and pedagogy for centuries. Among these texts, Mutammimah al-Jurumiyah stands out as a seminal work, renowned for its systematic approach to grammar instruction. The significance of Arabic grammar within Islamic education cannot be overstated. Mastery of grammar is not merely a linguistic endeavor but a key pathway to accessing and interpreting religious texts such as the Quran and Hadith (Wazqar, 2023). These texts are primarily written in classical Arabic, making a thorough understanding of grammar indispensable for students aspiring to engage deeply with Islamic scripture and scholarly discourse (Taha, 2019).

However, the teaching and learning of Arabic grammar present notable challenges. Students often encounter difficulties in comprehending the complex rules and structures inherent in classical Arabic (Alfakhry et al., 2023). The traditional methods of instruction, which may rely heavily on rote memorization and conventional pedagogical approaches, sometimes fall short in effectively conveying the nuanced concepts of grammar to students in a meaningful and engaging manner (Manan & Nasri, 2023). To address these challenges, educators and researchers have explored various pedagogical models aimed at enhancing the learning experience and outcomes in Arabic grammar education. One such model that has garnered attention is the Al-talaqqi learning model. Al-talaqqi emphasizes a holistic and interactive approach to learning, encouraging students to engage deeply with texts through iterative cycles of reading, reflection, discussion, and application.

The Al-talaqqi learning model is particularly suited for the study of Turats books

like *Mutammimah al-Jurumiyah* (Traina, 2020). By integrating principles of active learning and critical thinking, *Al-talaqqi* not only facilitates comprehension of grammar rules but also promotes deeper insights into the linguistic and cultural contexts in which these rules evolved. This approach encourages students to move beyond mere memorization towards a more profound understanding and practical application of grammar concepts (Srinivasan et al., 2018). In recent years, scholars and educators have increasingly recognized the potential of the *Al-talaqqi* model to address the shortcomings of traditional Arabic grammar instruction (Thohri, 2024). Studies have shown that students who engage with the *Al-talaqqi* approach demonstrate improved retention, comprehension, and application of grammar concepts compared to those taught through conventional methods. This positive shift underscores the transformative impact that innovative pedagogical models can have on Arabic language education within Islamic schools and institutions (Smith et al., 2022). Against this backdrop, this study seeks to explore the effectiveness of the *Al-talaqqi* learning model specifically in the context of enhancing students' understanding of *Mutammimah al-Jurumiyah* at Madrasah Aliyah Mu'allimat NW Anjani during the academic year 2023-2024. By focusing on this specific text and institution, the research aims to provide empirical insights into how the *Al-talaqqi* model can be applied and adapted to optimize learning outcomes in Arabic grammar education within Islamic educational settings (Rulyandi et al., 2024).

Furthermore, this research contributes to the broader discourse on educational innovation and curriculum development in Islamic studies. By examining the impact of the *Al-talaqqi* model on students' comprehension and application of Arabic grammar, the study seeks to inform pedagogical practices and curriculum design strategies that can enrich Arabic language education and strengthen students' engagement with Islamic scholarly traditions (Nasri & Indinabila, 2024). In conclusion, the integration of effective pedagogical models such as *Al-talaqqi* holds promise for revitalizing Arabic grammar education in Islamic schools. By fostering a deeper understanding and appreciation of classical Arabic grammar texts like *Mutammimah al-Jurumiyah*, educators can empower students to navigate and contribute

meaningfully to the rich intellectual heritage of Islamic scholarship (Tang & Chan, 2019). Through empirical investigation and critical reflection, this study aims to contribute valuable insights and recommendations for advancing Arabic language education within Islamic educational contexts.

## METHODS

This study employed a qualitative research approach to investigate the effectiveness of the *Al-talaqqi* learning model in enhancing students' understanding of *Mutammimah al-Jurumiyah* at Madrasah Aliyah Mu'allimat NW Anjani during the academic year 2023-2024 (Cissé & Rasmussen, 2022). Qualitative methods were chosen to allow for an in-depth exploration of students' experiences, perceptions (Nasri, 2023a), and learning outcomes within the context of Arabic grammar education (Campos Pinto & Hickey, 2023).

### Participants:

The participants in this study were students enrolled in Arabic language courses at Madrasah Aliyah Mu'allimat NW Anjani. A purposive sampling method was used to select participants who had completed the study of *Mutammimah al-Jurumiyah* using the *Al-talaqqi* learning model (Mason & Hargreaves, 2001). The sample size was determined based on theoretical saturation, ensuring that data saturation was achieved where no new significant information or themes emerged from additional participants (Freitas et al., 2020).

### Data Collection:

Data collection methods included semi-structured interviews and document analysis (Douglas, 2022). Semi-structured interviews were conducted with selected students to gather their perceptions, experiences, and insights regarding their engagement with *Mutammimah al-Jurumiyah* through the *Al-talaqqi* model. Interviews were audio-recorded with participants' consent and transcribed verbatim for analysis (Moult et al., 2023).

Document analysis focused on students' written reflections, notes, and assignments related to their study of *Mutammimah al-Jurumiyah* (Mahsin, 2022). These documents provided additional insights into how students applied grammar concepts and engaged with the text using the *Al-talaqqi* approach. Document

analysis complemented the interview data by offering a broader perspective on students' learning processes and outcomes (Li & Zhang, 2022a).

#### **Data Analysis:**

Thematic analysis was employed to analyze the qualitative data collected from interviews and document analysis (Li & Zhang, 2022b). Thematic analysis involved several iterative steps: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Mahsin, 2022). This approach allowed for the identification of patterns, recurring ideas, and meaningful insights related to students' understanding and application of Arabic grammar concepts through the Al-talaqqi model (B. Miles et al., 2014).

#### **Trustworthiness:**

To ensure the trustworthiness and rigor of the study, several strategies were implemented (Adler, 2022). These included prolonged engagement with the data, where researchers spent sufficient time collecting and analyzing data to develop a deep understanding of the phenomenon under study (Graneheim & Lundman, 2004). Peer debriefing and member checking were also conducted to enhance the credibility and confirmability of findings. Peer debriefing involved discussions with colleagues familiar with qualitative research methods to validate interpretations and analytic decisions (Krefting, 2020). Member checking allowed participants to review and confirm the accuracy of findings, ensuring that their perspectives were accurately represented (Korstjens & Moser, 2018).

#### **Ethical Considerations:**

Ethical considerations were paramount throughout the research process (Mali, 2015). Informed consent was obtained from all participants prior to data collection, detailing the purpose of the study (Ayesta et al., 2022), their rights as participants, and the voluntary nature of their participation. Participants were assured of confidentiality and anonymity, with pseudonyms used to protect their identities in all research outputs (Jalilian et al., 2023).

#### **Limitations:**

Potential limitations of this study include the small sample size and its focus on a single

institution and academic year (Bergen & Labonté, 2020). While findings from this study provide valuable insights into the application of the Al-talaqqi model in Arabic grammar education, generalizability to other contexts may be limited. Future research could explore larger and more diverse samples to further validate and extend the findings of this study (Rozenbaum et al., 2023). In conclusion, the methods employed in this study aimed to rigorously explore the impact of the Al-talaqqi learning model on students' comprehension and application of Mutammimah al-Jurumiyah in an Islamic educational setting. By utilizing qualitative methods such as interviews and document analysis, the study generated rich, detailed data that provided insights into students' experiences and learning outcomes. These findings contribute to the broader discourse on innovative pedagogical approaches in Arabic language education within Islamic schools, offering implications for curriculum development and instructional practices aimed at enhancing students' engagement and proficiency in classical Arabic grammar.

## **RESULTS AND DISCUSSION**

This study investigates the effectiveness of the Al-talaqqi learning model in enhancing students' comprehension and application of Arabic grammar concepts, focusing specifically on their engagement with Mutammimah al-Jurumiyah at Madrasah Aliyah Mu'allimat NW Anjani during the academic year 2023-2024. The Al-talaqqi model emphasizes active learning strategies and iterative cycles of reading, reflection, discussion, and application, aiming to deepen students' understanding of classical Arabic grammar texts within Islamic educational settings. This introduction provides an overview of the study's findings across seven key points, highlighting students' perceptions, improvements in comprehension, application of grammar concepts, motivation, challenges encountered, comparisons with traditional methods, and implications for pedagogy and curriculum development.

### **Results**

#### **Positive Student Perceptions of the Al-talaqqi Learning Model**

Students overwhelmingly expressed positive perceptions of the Al-talaqqi learning

model. They appreciated its active learning approach, which encouraged them to engage deeply with *Mutammimah al-Jurumiyah*. Interviews revealed that students found the model stimulating and effective in fostering a thorough understanding of Arabic grammar concepts. Many students remarked on the model's ability to make complex grammar rules more accessible through interactive learning activities and group discussions.

### **Enhanced Comprehension of Arabic Grammar Concepts**

Analysis of students' reflections and interviews confirmed significant improvements in their comprehension of Arabic grammar concepts. Students reported clearer understanding of grammatical rules and structures, attributing this to the iterative learning process of the *Al-talaqqi* model. They demonstrated a heightened ability to articulate and apply grammar rules in both written assignments and classroom discussions, indicating a deeper grasp of the subject matter.

### **Application of Grammar Concepts in Practical Contexts**

A notable outcome of the study was the enhanced application of grammar concepts in practical contexts. Students showed proficiency in analyzing classical Arabic texts, applying grammar rules learned from *Mutammimah al-Jurumiyah* to interpret and discuss these texts critically. This practical application underscored the model's effectiveness in bridging the gap between theoretical knowledge and practical proficiency in Arabic grammar.

### **Increased Motivation and Engagement**

Participants exhibited higher levels of motivation and engagement in learning Arabic grammar using the *Al-talaqqi* model. They enjoyed the collaborative learning activities, such as group discussions and peer feedback sessions, which encouraged active participation and deeper exploration of grammar concepts. The model's emphasis on interactive and experiential learning contributed to a more stimulating and rewarding learning experience for students.

### **Challenges and Limitations**

Despite the positive outcomes, students encountered initial challenges with the *Al-talaqqi* model. Common difficulties included adjusting

to the self-directed nature of learning and managing time effectively within the structured learning cycles. Some students also mentioned the initial complexity of certain grammar concepts as a barrier to their understanding, suggesting a need for additional support and guidance.

### **Comparison with Traditional Instructional Methods**

Comparative analysis highlighted several advantages of the *Al-talaqqi* model over traditional instructional methods. Unlike traditional approaches that often rely on rote memorization and passive learning, the *Al-talaqqi* model encouraged active engagement and critical thinking. Students exposed to the *Al-talaqqi* approach demonstrated improved retention of grammar concepts and deeper engagement in learning activities, indicating its potential to enhance overall learning outcomes in Arabic grammar education.

### **Implications for Pedagogy and Curriculum Development**

The findings of this study have significant implications for pedagogical practices and curriculum development in Arabic language education within Islamic schools. By demonstrating the effectiveness of the *Al-talaqqi* model in enhancing students' comprehension and application of Arabic grammar concepts, the study advocates for its integration into educational curricula. The model's emphasis on active learning, critical thinking, and practical application aligns with contemporary educational theories and can contribute to enriching students' linguistic and analytical skills in studying Islamic texts. In conclusion, the *Al-talaqqi* learning model emerges as a promising pedagogical approach to Arabic grammar education in Islamic schools. Its ability to enhance students' comprehension, application, motivation, and engagement underscores its potential to foster deeper learning experiences and prepare students to engage meaningfully with classical Arabic texts. These findings contribute valuable insights to ongoing efforts in educational innovation and curriculum development aimed at enhancing Arabic language education within Islamic educational contexts. Future research could further explore the long-term impact and scalability of the *Al-talaqqi* model across diverse educational settings.

## Discussion

The findings of this study align with several relevant theories in educational psychology and pedagogy, providing insights into why the Al-talaqqi learning model appears to be effective in enhancing students' understanding and application of Arabic grammar.

### Constructivist Learning Theory

According to constructivist theories of learning, learners actively construct their understanding of concepts based on their experiences and interactions with the environment. The Al-talaqqi model, with its emphasis on active engagement and iterative learning cycles, aligns well with constructivist principles (Nasri, 2019, p. 101). By encouraging students to explore and apply grammar concepts in meaningful contexts, the model supports the construction of knowledge and the development of deeper comprehension.

### Social Learning Theory

Bandura's social learning theory posits that learning occurs through observation, imitation, and social interaction. The Al-talaqqi model incorporates collaborative learning activities such as group discussions and peer interactions, which are central to social learning processes. Through these activities, students not only learn from their teachers but also from their peers, enhancing their understanding through shared experiences and perspectives (Nasri, 2023b, p. 73).

### Experiential Learning Theory

Kolb's, experiential learning theory emphasizes the importance of concrete experiences, reflective observation, abstract conceptualization, and active experimentation in the learning process. The Al-talaqqi model supports experiential learning by providing students with opportunities to engage in hands-on activities, reflect on their learning experiences, conceptualize abstract grammar rules, and apply these rules in practical scenarios (Nasri, 2017b).

### Cognitive Load Theory

Sweller's is optimized when instructional materials are presented in a manner that minimizes extraneous cognitive load and maximizes germane cognitive load. The Al-talaqqi model may reduce extraneous cognitive load by promoting active learning strategies that

scaffold students' understanding of complex grammar concepts gradually. This approach helps students manage cognitive resources more effectively, leading to deeper learning and retention of knowledge (Nasri, 2020).

The integration of these theoretical frameworks provides a comprehensive explanation for why the Al-talaqqi learning model appears to enhance students' comprehension and application of Arabic grammar concepts. By aligning with principles of constructivist, social, experiential learning, and cognitive load theories, the model offers a pedagogical approach that is well-suited to the complexities of Arabic language education within Islamic schools (Nasri, 2017a).

In conclusion, the findings underscore the relevance and efficacy of the Al-talaqqi learning model in improving Arabic grammar education. By fostering active engagement, collaborative learning, and practical application of grammar rules, the model not only enhances students' linguistic proficiency but also prepares them to critically engage with Islamic scholarly texts. These insights contribute to ongoing efforts in educational innovation and curriculum development aimed at enriching Arabic language education in Islamic educational contexts. Future research could further explore the long-term impact of the Al-talaqqi model on students' academic achievement and proficiency in Arabic language skills.

## CONCLUSION

In conclusion, the study has demonstrated that the Al-talaqqi learning model is highly effective in enhancing students' comprehension and application of Arabic grammar concepts at Madrasah Aliyah Mu'allimat NW Anjani. Through its emphasis on active learning, iterative cycles of learning, and practical application of grammar rules, the Al-talaqqi model has proven instrumental in deepening students' understanding and fostering critical thinking skills. The positive perceptions and significant improvements observed among students underscore the model's potential to enrich Arabic language education within Islamic schools by bridging the gap between theoretical knowledge and practical proficiency.

## Recommendations

Based on the findings of this study, several recommendations can be made for educators and

curriculum developers in Arabic language education:

1. Integration of the Al-talaqqi Model:

Educational institutions should consider integrating the Al-talaqqi model into their Arabic language curricula to enhance students' engagement and proficiency in grammar concepts.

2. Professional Development:

Educators should receive training and professional development opportunities to effectively implement active learning strategies and optimize the benefits of the Al-talaqqi model.

3. Further Research:

Future research could explore the long-term impact of the Al-talaqqi model on students' academic achievement and proficiency in Arabic language skills across diverse educational settings. Implementing these recommendations can contribute to advancing Arabic language education and improving educational outcomes for students studying Islamic texts worldwide.

## ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to my two supervisors, Prof. Dr. Fahrurrozi and Dr. Syamsu Saqani, for their invaluable guidance, support, and encouragement throughout this research endeavor. Their expertise and insights have been instrumental in shaping this study and enriching its outcomes. Additionally, I extend my sincere thanks to Madrasah Aliyah Mu'allimat NW Anjani for granting permission and providing the necessary support for conducting this research.

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