

AIAM Learning Model (Aktif, Interaktif, Analitis, dan Menyenangkan) for Shorof Private Classes at Anwarul Huda Islamic Boarding School

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Abstract: Pondok Pesantren Anwarul Huda (PPAH) is one of the Islamic boarding schools that implements a classical learning system, where students are divided into several classes based on their abilities. Ideally each class consists of 20-30 students. However, in practice there are classes with more than 30 students, less than 20, and some even contain only one student. Therefore the class which only consists of one student receives special treatment, where all learning material is delivered privately. This makes the delivery of material must be carried out as simply as possible in a relaxed atmosphere and remain oriented towards learning objectives. Among the learning objectives at PPAH through madrasah diniyah is to equip students with religious knowledge through deepening the Salafi Yellow Book. Studying the yellow book cannot be separated from the science of 'tools', namely nahwu and shorof. Nahwu shorof learning requires active participation of students to support the success of learning. Especially if there is only one student, then learning activities are not only active, but must also be packaged in a fun way. This research is a type of qualitative descriptive research that aims to describe the AIAM learning model (Aktif, Interaktif, Analitis, dan Menyenangkan) for private shorthand classes at PPAH. Data collection in this study used the documentation method from books, articles, journals and other references related to the topic. The collected data were analyzed using Miles and Hubberman's theory through the stages of data collection, data presentation, and data simplification. The research results demonstrate a variety of active, interactive, analytical, and enjoyable learning activities. Among them are activities such as lalaran tashrif, Shorof warm-up, practicing of tashrif fi'il orally and in writing, quick and accurate question and answer sessions, memorizing "sighat" with a song, and a 90-minute quiz competition.

INTRODUCTION

Shorof private classes have recently appeared on social media such as Instagram, Facebook, WhatsApp, and the like. Several Arabic language courses and training institutions offer private nahwu and shorof lessons at fantastic fees. There are even several institutions that offer it for free in the context of promotion. The high number of offers for private shorof classes on social media proves that there is more attention from several institutions for the importance of studying shorof. By mastering the science of shorof, one can understand Arabic literature such as the Qur'an and Hadith (Doddy, 2013). Therefore it is not an exaggeration if the scholars' liken shorof to the mother of all knowledge (KAMUS Team, 2018).

As the mother of all knowledge, shorof is widely taught in Islamic boarding schools and schools. In the *pesantren* it self, shorof is a mandatory subject that must be mastered by the students. One of the *pesantren* that requires shorof learning is the *Pondok Pesantren Anwarul Huda* (PPAH) which is located in the city of Malang. Even though the majority of students at PPAH are students and have previously attended *nyantri*, they are still required to take part in shorof lessons in the *Awaliyah* and *Wustho* classes. The unique thing about shorof learning at PPAH is that there is one class that only has one student, namely class 1 *Wustho* MA. The students in this class are PPAH students who are currently in class 11 at *Madrasah Aliyah*. Because there is only one student, learning is carried out privately between the teacher and the students.

Teaching *shorof* to one student in one class is certainly not easy, especially if the student already thinks that shorof is a difficult subject. For this reason, there needs to be a learning model to teach shorof in the class. The model that the author carries as one of the teachers in the class is the AIAM Learning model. AIAM stands for Active, Interactive (Irman et al., 2022), Analytical (Himdi et al., 2022), and Fun (Bustam et al., 2021). The AIAM Learning Learning Model is applied to create a fun shorof learning atmosphere in class 1 *Wustho* MA. Active and interactive learning activities with the aim of facilitating students to actively participate in it (Princess & Susanti, 2021). The AIAM Learning learning model also invites students to think analytically through the analysis of fi'il or verbs in Arabic. Basically the AIAM Learning learning model is applied to divert the difficult impression of shorof science through active, interactive, analytical and fun learning activities.

Starting from the statement above, there is a need for research that reveals a description of the AIAM Learning concept and how it is applied to private shorof classes at PPAH. More than that, this research also aims to reveal the variety of activities that exist in this AIAM Learning model.

Theoretical review

Arabic Learning Model

The Learning Model is one of the important elements that form the basis of the implementation of teaching and learning activities (Asri et al., 2022). According to Joyce, Weil, and Calhoun the learning model contains descriptions of the learning environment such as student behavior and teacher behavior (Bruce et al., 2016). Whereas Udin (in Hermawan) does not define a learning model with a description of the learning environment only, but rather towards systematic practices and procedures in implementing learning activities to achieve goals (Herman, 2013). Trianto further specifies the learning model as a plan, tutorial, or pattern that becomes a guide in preparing lesson plans in the classroom (Afandi et al., 2013). Based on these opinions, it can be defined that the learning model is a systematic pattern that contains strategies, methods, and learning media used to achieve learning objectives. Besides that, the use of appropriate learning models can improve the quality of teaching and learning activities (Octavia, 2020).

In the context of learning Arabic, choosing a learning model is very important to do. The Arabic language learning model is a pattern of activities specifically designed to achieve the objectives of learning Arabic with existing methods, strategies and media. So that the learning activities that take place are able to arouse students' learning motivation. students are more active, learning activities are more lively, and there is no feeling of boredom and boredom (Nur, 2013). For this reason, experts have developed learning models based on the principles of education, psychology, sociology, psychiatry, and other related theories (Ihdatul Hidayah & Novi Kusumaningrum, 2021). As previously stated,

the learning model is closely related to strategies, methods, techniques and learning media. This is as described by Nasution in Muhbib which illustrates this linkage in the following chart:

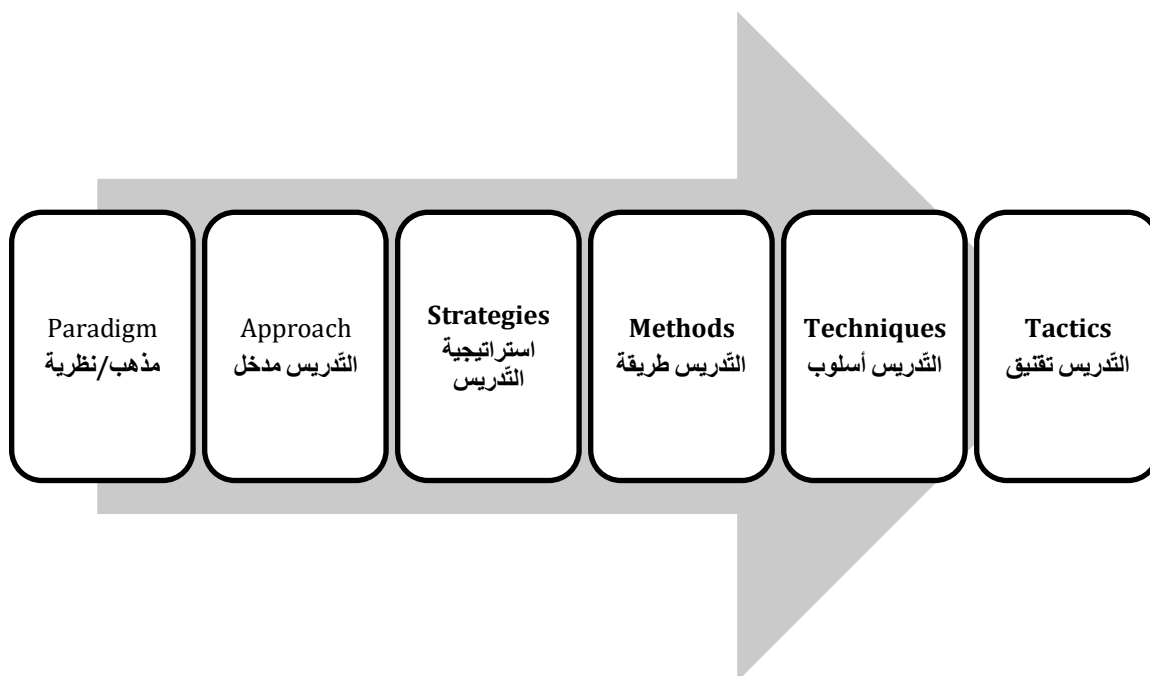


Image 1: Relationship Between Paradigms, Approaches, Strategies, Methods, Techniques, and Tactics

A good Arabic learning model should have the following characteristics:

- a. Comprehensive, meaning that it is generally accepted, both in public schools and in schools with Islamic characteristics. In addition, it also has a language competency orientation and linguistic competence
- b. The principle of interaction, meaning that one element with another is related
- c. Multifactor view, meaning that it includes all learning factors such as government, schools, education and educational staff, materials, media, and learning evaluation systems
- d. Multidisciplinary approach, meaning that language teaching is based on various disciplines such as education, linguistics, psycholinguistics, sociolinguistics and so on.

Shorof and Shorof Learning

Shorof is one of the elements of the Arabic language. For Arabic learners, shorof is a very important knowledge to learn. With it, a learner is able to know the form of changing one word to another (Razin & Razin, 2014). *Shorof* science itself is also called tashrif which literally means change. Whereas in terms there are many definitions expressed by experts such as Remon Al Tohan, Baha'udin Abdullah, and Abu Hasan Ali bin Hisyam Al Kailani. Remon Al Tohan distinguishes the scope of shorof and tashrif. According to him, shorof discusses *isim-isim* that have a fixed nature, while tashrif discusses *fi'il-fi'il* which can change form (Al Tohan, 1972). Shorof himself according to

Baha'uddin Abdullah bin Aqil is the science used to determine the construction or arrangement of words in terms of addition, validity, defects, transference, and other similar things (Bin 'Aqil, 1998). Meanwhile, Abu Hasan Ali bin Hisyam Al Kailani specifically interprets tashrif by changing one word to another according to the intended meaning, such as changing *fi'il madhi* to isim *fail*, *isim maf'ul*, and *isim tafdhil*. Or changing the form of *mufrod* to *tastsniyah* and *jama'* (Al Kailani, 2020). From some of the meanings above, it can be concluded that *shorof* or *tashrif* is a change from one form of word to another either in the form of addition, subtraction, and transfer of one letter to another. Therefore in *shorof* there are several basic terms, including:

- a. *Wazan*, namely scales, references, and formulas. *Wazan* is a standard formula in which every verb that enters one of the existing *wazan*. In the *shorof* itself there are 35 *wazan* or formulas.
- b. *Mauzun*. If *wazan* is a scale, then *mauzun* is a word that is compared or weighed with *wazan*.
- c. *Bina'*. *Bina'* is the form of the word in terms of letters and layout.
- d. *Sighat*, there is *bina'* there is *sighat*. *Sighat* is the form of the word in terms of meaning. In general, in Arabic there are three kinds of *sighat*, namely *fi'il* (verb), *isim* (noun), and letters (Muhammad, 1995).

In general, learning *shorof* cannot be separated from the four things above. Students are taught to determine *wazan*, *mauzun*, *bina'*, and *sighat*. Students are also taught to change word forms based on tashrif lughawi and terminology so that they recognize various forms of *sighat* such as *fi'il madhi*, *fi'il mudhori'*, *mashdar*, *mashdar mim*, and so on (Muhajirunnajah, 2019). The media used also varies, some use the Qur'an (Sholikha, 2018), classic books (Mubarok, 2018), even one of the caretakers of the Islamic boarding school who made his own book formulas and learning strategies to be implemented in his institution (Wahyono, 2019). As the times progress, many *shorof* learning methods are used in several educational institutions, both formal and non-formal, such as Al Miftah Sidogiri which is used in Tambakberas (Rahmawati & Ainun, 2021), The *Manhaji* method used in course institutions (Sholikha, 2018), to learning methods that use digital media for millennial students (Muklason et al., 2023).

AIAM Learning Model (Aktif, Interaktif, Analitis, Menyenangkan) in Shorof Learning

The AIAM Learning model is actually a formulation of several previous learning models. This learning model combines Aktif, Interaktif, Analitis, dan Menyenangkan learning activities. Active and fun learning is taken from the PAIKEM learning concept (Active, Innovative, Creative, and Fun Learning). Meanwhile, analytical learning is adopted from bloom taxonomy theory in the C4 cognitive domain. This realm is one of the stages of higher order thinking. Meanwhile, interactive learning is a learning model in schools that involves active participation of students.

1. Active

There are several definitions expressed by experts regarding active learning (Zainiyati, 2010). First, Meyers & Jones defines active learning as learning in which there are meaningful discussion activities. Both Paulson and Faust revealed that active learning is learning that requires students to listen and write. Listening as an active activity digesting information, while writing as an active

activity to apply learning material. And the third is Chickering & Gamson which defines active learning as learning that connects learning activities with previous experiences and applies them in everyday life. From several existing definitions it is concluded that active learning is learning that provides opportunities for students to find their understanding through active activities such as discussions,

In the context of shorof learning, learning is said to be active if the teacher involves students to be active in learning activities. For example, students are invited to discuss changes in fi'il in tashrif terms. Why did the fi'il change, how did it change, and where is the difference. After discussing them, they were asked to mentashrif independently but still under the supervision of the teacher. Therefore the teacher must also be creative in managing learning, so that the learning that takes place has meaning for the teacher himself and students. Therefore Mc. Keache in Warsono suggests seven dimensions of implementing active learning (Neni, 2023), that is:

- a. Student involvement in determining learning objectives
- b. The effectiveness of learning is an aspect that is emphasized
- c. Active participation through interaction between students
- d. The teacher accepts student actions that are less relevant because students make mistakes
- e. Proximity of class relations as a group
- f. Students are given the opportunity to make important decisions in class
- g. The amount of time spent on students' personal problems, both related and unrelated to learning materials

Basically active learning aims to strengthen the stimulus and response of students in learning, so that learning activities take place fun. For this reason, there are several special activities that make learning active, including:

- a. Provide opportunities for students to know and observe models directly.
- b. Exchange of thoughts and experiences with fellow friends and teachers
- c. Problem solving activities to realize higher order thinking
- d. There are discussion activities to analyze, assess, and compare

2. Interactive

Interactive learning is a form of innovative learning. Innovative learning itself does not always talk about implementing completely new learning methods and strategies. More than that, innovative learning is learning that is able to change the traditional learning mindset which is synonymous with the teacher's central role towards contemporary learning that involves the active participation of students. Through this active participation, it is hoped that interaction will emerge between students and teachers and vice versa (Arifianto, 2021). This kind

of interaction is obtained through the process of class discussions, small group discussions, group assignments, and collaboration between students.

In the context of *shorof* learning, *shorof* learning is said to be interactive if there is interaction between the teacher, students, and the teaching materials. This interaction can be raised by discussion activities as is done in active learning. The teacher can also conduct questions and answers regarding changes in *fi'il madhi* to *fi'il mudhori* or into other forms. In addition, the teacher can also divide students into several groups and each group is given a task, for example the task of interpreting a *fi'il*. The division of this group can build interaction between students and they will directly interact with each other to complete the tasks given.

Dasna (Dasana, 2015) and Darling-Hammond (Darling et al., 2019) express the principles of interactive learning as follows:

- a. The learning design is adapted to intellectual, emotional, social, creative growth, and the times
- b. Involve students' active participation both collectively and individually
- c. Learners are directed to understand the material, not memorize the material
- d. The material taught attracts the attention of students
- e. Learning activities and materials give meaning to students
- f. Appreciate each student learning outcomes
- g. Learning based on culture, morals, and political context.
- h. Reflection

3. Analytical

As previously stated, analytical is one of the higher-level thinking domains contained in Bloom's taxonomy. According to Bloom, the ability to think analytically is included in the C4 cognitive domain. When a student has arrived at this realm, it means that he has understood and is able to apply the learning material that has been taught. By continuing to hone analytical thinking skills, the cognitive aspects of students will also increase (Assegaf & Sontani, 2016). According to Arnold and Wade, the ability to think analytically includes the skills to apply logical thinking to collect and analyze information, find solutions to a problem, and make a plan (Arnold & Wade, 2015). In addition, the ability to think analytically also includes the ability to modify information and use it in everyday life (Pennycook et al., 2015). By having analytical thinking skills a person can improve his professionalism so that he becomes an expert in the field he is in.

There are lots of learning activities that invite students to think analytically, one of which is problem-based learning (Yuwono et al., 2020). Problem-based learning is a student-centered learning concept. Problem-based learning can trigger students to actively participate in learning activities starting from researching, connecting theory and practice, and solving a problem based on the knowledge and experience gained. According to Anderson and Karthwol in Septi Budi's research

et al (Sartika & Nuroh, 2017). There are at least 3 learning activities that train analytical thinking, namely:

- a. Distinguish relevant and irrelevant learning materials
- b. Determine how each element works or functions as a structure
- c. Determine the point of view, values, and goals behind the material being taught.

Based on Anderson and Karthwol's statement, analytical *shorof* learning is learning that invites students to think analytically, for example analyzing *fi'il* and its changes. Students are asked to distinguish the forms of *fi'il madhi*, *fi'il mudhori*, *mashdar*, and so on. In addition to distinguishing students are also asked to indicate the location of the differences in each change that occurs.

4. Enjoyable

Fun learning is also called joyful learning or Fun Learning (Hanifah, 2021). Learning activities are said to be fun if learning takes place effectively and efficiently (Darmansyah, 2010). This is because the learning material is delivered with the right methods and strategies so that students become happy (Saifuddin, 2014). The term fun is not interpreted as learning interspersed with jokes, singing and applause. The term fun is defined as learning taking place in a pleasant and memorable atmosphere. A good impression of fun learning activities will attract students' attention to be actively involved in it (Damayanti et al., 2022).

According to Trinova, there are 3 indicators that learning activities are enjoyable, first, students participate in learning activities with enthusiasm and pay attention to learning activities, second, students are brave enough to try and are not ashamed to ask questions if there is material that is not clear. Third, their faces look happy, sing along, clap hands, and active in debriefing. For that there are several things that must be done to create a pleasant learning atmosphere (Layyinah, 2017), including:

1. Greet students in a friendly and enthusiastic manner to create a good impression
2. Classrooms are designed in such a way, decorated with pictures, knick-knacks, and so on
3. Teachers must always motivate students to be enthusiastic about learning and working
4. Using a variety of learning methods and strategies.

Based on the 3 indicators revealed by Trinova, there are several things that teachers must do to create fun *shorof* learning activities. First, the teacher must have a high enthusiasm in teaching *shorof* and transmit this enthusiasm to students. The two teachers provide space for students to actively participate in learning activities, either through discussions, asking for opinions, or simply asking questions. Third, the teacher should also provide distractions in the form of songs, songs, or the like related to *shorof*. For example, singing *tasrifan* with songs that are currently popular with young people.

Method

This research is a qualitative descriptive research. This study aims to describe learning activities with the AIAM model (Aktif, Interaktif, Analitis, dan Menyenangkan) for private *shorof* learning at Anwarul Huda Islamic Boarding School. The data in this study were collected using the documentation method from books, articles, journals, and the latest research related to the topic. The collected data were analyzed using the Miles and Hubberman model which went through three stages. The following is the analysis scheme performed:

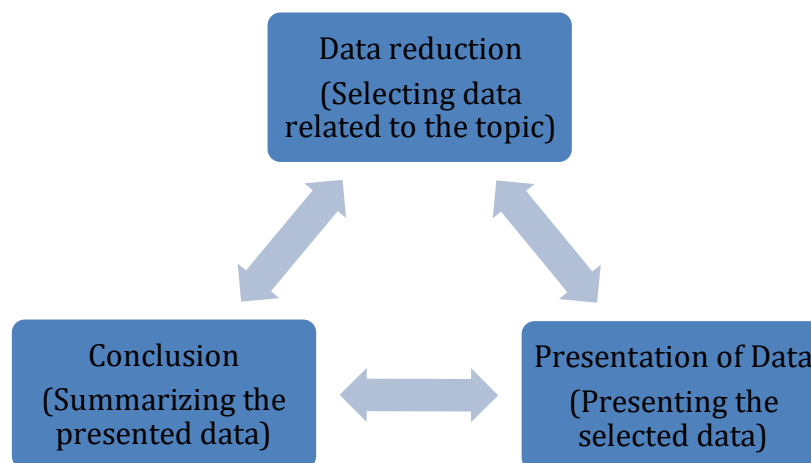


Image 2: Miles and Hubberman Analysis Technique Scheme

Data reduction is done by selecting all the data obtained according to the needs of the researcher. Data comes from books, articles, journals and other references related to the topic of discussion. The selected data is collected and presented clearly and clearly. For example data related to the AIAM Learning Model concept, how to apply it, and what activities are included in it. After that, in the last stage, the researcher makes conclusions based on the data that has been presented.

Result and Discussion

Shorof Learning at Anwarul Huda Islamic Boarding School (PPAH)

Shorof learning at PPAH held once a week and divided into several levels. Each level uses a different book as a learning resource. The book used is a book that has been proposed by the *Madrasah Diniyah Nurul Huda Pondok Pesantren Anwarul Huda* (Madin NH-PPAH). These books include *al amsilah al tasrifiyah* for class 1 Awaliyah, *al kailani* for class 2 Awaliyah, *qowa'id shorfiyah* for class 1 *wustho*, and *qowa'id i'lal* for class 2 *wustho*. The books that have been mentioned are the main teaching sources and teachers are allowed to add explanations from other teaching sources. Madin NH-PPAH has also provided modules as additional teaching resources with a clearer and more structured presentation of material.

Shorof learning activities at PPAH use the weton method where the teacher reads the book while the students write the meaning read in their respective books. Shorof learning at PPAH also applies the rote method by submitting it to the respective homeroom teacher. As for the memorization material, there are tasrifan chapters 1 to chapter 6 for the

Awaliyah level and *Nadzaman* for the *Wustho* level. The number of *tasrifan* and *nadzam* that have been memorized by students will be accumulated with the Midterm Exam and Final Exam scores to boost the end of semester scores. Apart from functioning to boost the final grade, depositing *tasrif* memorization also serves as punishment for students who do not take part in madrasah activities without permission.

Learning *shorof* in Madin NH-PPAH it is only carried out in the *Awaliyah* and *Wustho* classes. As for classes at the '*ulya* level, *shorof* is no longer taught. The students who are at the '*ulya* level are more focused on learning *nahwu* as a science of '*tools*'. Even so, the spirit of the *shorof* material is spread in the books they study. Spontaneously, the students at the '*ulya* level will be asked to name the root of a word and its interpretation. Indirectly they have to call their own *tasrif* rules that they have learned to be presented back in class. Because each derivative of a word in Arabic has a different meaning. Therefore, to know the meaning of the word, the students must master the science of *shorof*.

Based on the statement above, it can be concluded that learning *shorof* at Madin NH-PPAH has a purpose to equip students with knowledge of '*tools*' so that students can know the roots of words in Arabic and their derivatives. By knowing the root words and their derivatives, the students are expected to be able to understand the Islamic literature they study as a source of Islamic teachings.

The *Shorof* Learning Concept With the AIAM (Aktif, Interaktif, Analitis, dan Menyenangkan) Learning Model

As previously stated, the AIAM Learning learning model is a combination of active, interactive, analytical and fun learning activities. This learning model arises because there is only one student in one class, so learning activities are like private classes. In the context of *shorof* learning, this learning model is applied to teach *shorof* in order to create active, interactive, analytical and fun learning.

As is well known, that learning *nahwu* and *shorof* has become a scourge for some students. This is evidenced by the many studies that have developed methods, strategies, and media in learning *nahwu shorof*. The large number of studies is also a sign that many students have difficulty learning *shorof*. Especially if there is only one student in one class, of course the learning activities seem tense. For this reason, the AIAM Learning learning model is here to divert that impression.

In general, the concept of learning with the AIAM Learning model is to invite students to actively participate in learning through a series of learning activities. AIAM Learning it self is a combination of pre-existing methods, strategies and learning models. Active and fun learning activities come from the PAIKEM learning model (Active, Innovative, Creative, and Fun Learning). Meanwhile, analytical learning activities are adopted from bloom taxonomy theory in cognitive domain C4. This realm is one of the stages of higher-order thinking to train students to think critically. Meanwhile, interactive learning is learning that gives rise to interactions between students, teachers, and learning resources.

In practice the AIAM Learning Model involves the active participation of students through guided assignments that are given periodically. The task can be in the form of reciting, memorizing, or writing *fi'il* changes from *fiil madhi* to *isim* '*tool*'. In addition, the teacher also builds interaction with students through question and answer activities, asking for opinions, or just asking how they are. Students are also invited to think analytically through *fi'il* analysis along with its roots and derivatives, what forms the words are in, and what they mean. This analytical thinking activity aims to hone students' understanding

through the questions given during question and answer. Through these activities it is expected to be able to create fun *shorof* learning.

Application of the AIAM Model (Active, Interactive, Analytical, and Enjoyable) Learning for Shorof Private Classes at PPAH

The AIAM Learning model is a combination of active, innovative, analytical and fun learning. This learning model is applied in class 1 *wustho* MA at *Madrasah Diniyah Nurul Huda Pondok Pesantren Anwarul Huda* (Madin NH-PPAH) in shorof lessons using the book *al amsilah al tashrifiyah*. This learning model arises because there is only 1 student in the class, so the learning is like a private class. Therefore the author as a teacher in the class combines active, interactive, analytical and fun learning activities so that learning activities take place effectively and efficiently while still involving the active participation of students and giving the impression of fun learning. There are several steps in applying the AIAM learning model for shorof learning in class 1 *wustho* MA Madin NH-PPAH, namely:

1. Opening
 - a. Say hello and send *Al Fatihah* to the author of the book
One of the characteristics of learning in Islamic boarding schools is reading *Al Fatihah* to the author of the book. The goal is none other than to get a blessing in the form of ease in understanding the book being studied.
 - b. Greet students in a friendly manner and ask how they are doing
Greeting students in a friendly manner can give a good initial impression of learning activities. As for asking news, it can initiate good two-way communication between the teacher and the students. Apart from asking how they are doing, it can also be started with small talk about the Islamic boarding school such as "have you eaten in the kitchen or not", "what are the side dishes in the kitchen", or just activities that have just been carried out. This is done so that students feel relaxed at the beginning of learning activities
 - c. Reflect on the subject matter taught in the previous meeting
Reflection on the material at the previous meeting aims to restore the focus of the students to study and prepare them to accept the material to be taught. At this stage the teacher also relates the material from the previous meeting to the ongoing meeting.
2. Core activities
The core activity in the AIAM Learning model is delivering material. For example, in this article the author wants to convey shorof material in the book of *Amsilah Tasrifiyah* chapter 1 (فَعَلٌ - يَفْعُلُ), at least there are several steps, namely:
 - a. Ask students to read tasrifan chapter 1 starting فَعَلٌ - يَفْعُلُ until أَمَلٌ - يَأْمُلُ with songs and rhythms as needed
 - b. Show the students shighat or the word form of each word and its derivatives such as fi'il madhi, fi'il mudhori', mashdar, mashdar mim, isim fail, and so on.
 - c. Teaches bina' and its characteristics from each madhi fi'il

- d. Guide the students to memorize chapter 1 tasrifan. This can be done by asking the students to read 1 line first (eg. **نُصِرَ يَنْصِرُ**). Then ask students to read the same tasrifan again but one word is closed (eg **يَنْصِرُ**). Students are asked to read the same tasrifan again but there are 2 words that are closed (eg **نُصِرَا** And **مَنْصِرَا**). This is done repeatedly, the only difference being the number of closed words starting from 3, 4, 5, and so on.
 - e. Guiding the students to interpret orally and in writing based on the words (*fi'il*) in the book
 - f. Ask students to interpret words (*fi'il*) that are not in the book orally and in writing
3. Closing and Evaluation

In the closing activity, the students were given reinforcement of understanding with spontaneous questions from *sighat*, *bina'*, and *mentashrif*. This can be done with a quick and precise strategy. This means that the spontaneous questions given must be answered quickly and precisely. This kind of strategy also aims to foster a spirit of competition within students, namely to compete with themselves and the time that goes on. Learning activities will be more challenging.

As for the evaluation activities carried out 3 times, namely at the end of each lesson, midterm exams, and final exams. Evaluation at the end of each lesson is given in the form of quizzes and assessments that must be answered quickly and precisely. As for Midterm Exam, there are two choices, namely memorizing *tasrif* 1 chapter or answering questions within a predetermined time. The Final Exam follows the guidelines from Madin NH-PPAH, namely in the form of multiple choice questions and essays. However, students must still be given question and answer quizzes so that the teacher can monitor their understanding at every meeting.

Variations of Learning Activities in the AIAM Learning Model for Shorof Private Classes at Madin NH-PPAH

As previously stated that the AIAM Learning Model is a learning model that combines active, interactive, analytical, and fun. To realize this, the learning activities carried out must reflect Aktif, Interaktif, Analitis, dan Menyenangkan learning. The following are variations of the AIAM Learning model learning activities as shorthand learning innovations for private classes:

1. *Lalaran tashrif*

Lalaran is one of the memorization techniques in which students memorize verses of poetry that are studied together. Usually *lalaran* is done before starting learning activities while waiting for the teacher to enter the class. There are lots of tones in *tasrif* reasoning. Santri can choose to use tones

according to taste and agreement with the teacher. The following barcode contains songs that are commonly used for tasrif readings:



Image 3: *Tashrif* song barcode

2. *Shorof* warm-up

Warming up the shorof is an activity that is carried out after reading the tashrif. This activity is in the form of spontaneous question and answer relating to the material taught at the previous meeting. This warm-up is done to restore the focus of the students on the material being taught. In addition, this *shorof* warm-up also aims to prepare the students psychologically that they will learn and accept new material that is still related to the material taught at the previous meeting.

3. *Tashrif* word (*fi'il*) orally and in writing

The activity of interpreting words orally and in writing is one of the core activities in applying the AIAM Learning model for private shorof classes at Madin NH-PPAH. This activity is an activity that involves the active participation of students directly. In this case the teacher can also supervise students directly. If there are students who are not precise in their interpretation, the teacher can remind them right away or be reminded at the end of the main activity. The ability of students to interpret words orally and in writing is the main goal to be achieved by Madin NH-PPAH.

4. Quick and Precise Q&A (Question and Answer)

Quick and precise question and answer is one of the core learning activities to train understanding and instill a spirit of competition in students. Even though there is only one student in one class, the spirit of competition must still be cultivated. Quick and precise question and answer also aims to train students' ability to think analytically. In addition, question and answer is also a means of interaction between students and teachers. Therefore the questions given in this question and answer pattern are as follows:

***Determining Sighat – Determining Word Origin – Determining Bina'-
Reason for Naming Bina' – Mentashrif***

Image 4: Quick and precise question and answer pattern

Based on the pattern above, the following are examples of questions given in quick and precise Q&A:

- a. Sighat from said صَائِنٌ
- b. Say صَائِنٌ derived from the word....
- c. Build' from the word صَانَ is....
- d. Why is it called bina'.... (according to the answer to question c)
- e. Word tasrif صَانَ

The questions above aim to train students to think analytically and structured. The questions above also invite students to recall the material and concepts they have learned.

5. Memorize the names of sighat with songs

The use of songs in learning activities is nothing but to create a fun learning atmosphere. The effectiveness of using songs in learning Arabic has been proven based on several studies conducted by academics. Therefore the use of songs in the AIAM Learning model is used to introduce sighat to students. The songs that are commonly used are, for example, prayerullah salamullah, Oh Adek in the blue headscarf, and so on

The following is the text of the song to introduce the sighat:

Sighat

(Lyrics of Qosidah Indung-Indung)

*Fi'il madhi nomor satu
Fi'il mudhori' nomor dua
Mashdar tiga
Mashdar mim empat
Isim fa'il nomor lima
Isim maf'ul nomor enam
Fi'il Amar nomor tujuh
Fi'il Nahi nomor delapan
Isim Makan nomor sembilan
Isim Zaman nomor sepuluh
Isim 'Alat nomor sebelas
Ini semua nama-nama shighat
Bentuk kata bahasa Arab*

6. 90 minute quiz

The 90 minute quiz is used for midterms. So in Midterm Exam, students are asked to choose one chapter's assessment or answer 10 questions within 90 minutes. The 10 questions are plus one word in writing. Students are given a few words and asked to choose 1 to be interpreted.

7. Santri are given the freedom to choose the exam model

As previously stated, the exam is carried out three times, namely the exam at the end of each meeting, Midterm Exam, and Final Exam. The exam at the end of each meeting is an activity carried out by the teacher himself in order to strengthen the students' understanding. For Midterm Exam, because there is only one student, the teacher gives two choices, namely memorizing the tasrif terminology of chapter 1 or an oral exam with 10 questions that must be answered within 90 minutes. The questions given are similar to quick and precise question and answer questions. The following are the Midterm Exam questions that were tested in class 1 wusto MA some time ago:

1. Sighat from said ناصر is... (1)
2. Sighat from said أغز is... (1)
3. أغز derived from the word غزا. Build' from the word غزا is.... (1)
4. Tasrif said غزا... (3)
5. Sighat from said ييسر is... (1)
6. ييسر came from يسر. Build' from the word يسر is.... (1)
7. Why is it called bina' example (2)
8. Mention the letters of ilat (1)
9. Word tasrif يسر is... (3)
10. Build' from the word ترك is.... (1)

Each of the questions above already has a value which if calculated the result is 15. Then the students are presented with 6 fi'il which must be assessed in writing. Here are the 6 fi'il:



Image 5: 6 Fi'il for Midterm Exam

Santri are welcome to choose at least 1 fi'il for interpretation in writing on the paper provided. Santri are also allowed to assign more than 1 fi'il, but only as additional. The scores that have been obtained by the students on quick and

precise question and answer questions are added up with the correct number of tasrifan. If the sum reaches 40 then multiply by 2,5. If the sum reaches 50 then multiply by 2.

As for the end of semester exams, they usually follow directions from the madrasah diniyah by giving multiple choice questions and essays. The material tested is the last material taught. Multiple choice questions totaled 20 items, while essays totaled 5 items. The questions given are in the form of *fi'il* changes, reasons for changes, *bina'*, determining *sighat*, and what is equally important is the *fi'il* *mentashrif*.

CONCLUSION

The AIAM Learning AI Model for Private Shorof Classes aims to shift the perception of difficulty in learning Shorof through active, interactive, analytical, and enjoyable learning activities. By using this model, it is hoped that Shorof learning in Class 1 Wustho MA Madin NH-PPAH, which only has students, can be carried out effectively and efficiently. Students should feel engaged and enjoy participating in the learning activities, leading to the achievement of learning objectives. Based on the results of the midterm exams that have been conducted, the students have a good understanding of the material. This is evidenced by their scores reaching an average of 8 out of 10 and successfully answering around 80% of the questions correctly.

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