

## A Comprehensive Study of the Material of the Manhaji Book of Guidance for Learning Nahwu and Shorof with Recitation volume 1 by Joko Nursiyo for Beginner

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### Abstract

Learning Nahwu and Sharaf is increasingly accessible due to numerous Indonesian authors publishing books with simpler approaches and using Indonesian as the language of instruction. However, the diverse delivery, presentation, approach, and writing styles of these books can hinder understanding of Arabic grammar and their suitability for classroom learning. This underscores the necessity of in-depth textbook analysis before implementation. This study aims to analyze the material in "Manhaji Guidance Nahwu and Shorof with Recitation volume 1" by Joko Nursiyo and to emphasize the critical role of thorough textbook analysis in successful teaching and learning. Employing a qualitative method with data collection through documentation and content analysis (collecting, compiling, reading, analyzing, and interpreting data), the findings indicate that "Manhaji Guidance" is a suitable reference for beginner Nahwu and Sharaf learners, aligning with Masnur Muslich's theory on material accuracy and coverage. Nevertheless, the reference list and enrichment material require improvement. Furthermore, the book aligns with the Core Values of UIN Raden Intan Lampung: Intellectuality, Spirituality, and Integrity.

**Keywords:** Analysis, Textbook, Manhaji

### INTRODUCTION

Arabic is the key to accessing various fields of knowledge. Therefore, deep mastery of this language is very important.<sup>1</sup> So, to master Arabic deeply, a strong understanding of nahwu and sharaf is needed, where these two sciences are like a coin whose sides cannot be separated and complement each other. The science of sharaf acts as a basis that forms words in various sentences, while the science of nahwu perfects the arrangement and structure of the sentence.<sup>2</sup> So, learning qawaid or Arabic rules becomes

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<sup>1</sup> Atiyah Hasanah and Harun Al-Rasyid, "Analisis Isi Buku Nahwu Titik Nol Terhadap Peningkatan Minat Belajar Santri Manhalun Nabighin Medan" *Journal of Education Research* 4, no. 3 (2023): 1272–1279, <https://jer.or.id/index.php/jer/article/view/385>.

<sup>2</sup> Youtube Yufid Tv, "Analisis Isi Nasehat Syekh Abdussalam Asy- Syuwa'ir 'Pentingnya Mempelajari Bahasa Al - Qur'an' Di Channel Youtube Yufid.TV." *Jurnal*

very important as the main foundation in learning Arabic, because without qawaid, understanding of Arabic will be very limited.<sup>3</sup>

The good news is that there are now many Nahwu and Sharaf books written by Indonesian authors and have been widespread among the general public designed to facilitate learning.<sup>4</sup> One of them is Manhaji Guidance Nahwu and Shorof with Recitation Volume 1 for Beginners by Joko Nursiyo. This book is widely adopted by educational institutions, both at home and abroad, one of which is Madrasah Nahwu Matholiul Anwar Cairo Egypt which is used as a reference in the Nahwu and Sharaf learning process. Then as explained by ustadz joko nursiyo in the Manhaji book that this Manhaji book is a work designed to facilitate learning Nahwu and Sharaf for various groups. So that it can be learned by children, adults and the general public. The name Manhaji itself refers to the method used by this book. This method is the result of a unique blend of learning theories in traditional pesantren, khalaf pesantren and Middle Eastern studies. More than that, this method is also the result of Ustadz Joko Nursiyo's journey for approximately fifteen years in the world of education, especially learning Nahwu and Sharaf.<sup>5</sup>

However, behind the many books in circulation comes a challenge where each book has a different way of delivery, presentation, approach and writing style so it is possible that all of these books must have been written by experts in their fields and with their respective advantages and disadvantages. However, this can cause difficulties in understanding the rules of Arabic, because not all books are in accordance with the learning needs in the classroom.<sup>6</sup> This is reinforced in khoirotun ni'mah that the teaching materials used in schools are often not in accordance with the needs of students.<sup>7</sup> And also in Melinda Yunisa's research, she explained that the main problem in the content of Arabic teaching materials is the mismatch between the material in the guidebook and the needs of students who have different educational backgrounds.<sup>8</sup> Although there is no ideal textbook absolutely, Neville Grant cited by Sofiah Rosadi emphasized that each teacher and student can find the most optimal book and according to their needs. Therefore, the selection of the right textbook becomes very crucial.<sup>9</sup>

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*Ta'bir Al-'Araniyah* 2, no. 1 (2024): 1–12,  
<https://journal.albadar.ac.id/index.php/Attabirat/index>.

<sup>3</sup> Hilyatul Auliya and Najih Anwar, “Belajar Nahwu Sharaf BISA Depok via WhatsApp,” *Jurnal Bahasa Daerah Indonesia* 1, no. 2 (2024): 1-15. <https://doi.org/10.47134/jbdi.v1i2.2859>.

<sup>4</sup> M. Riza Pahlefi, “Analisis Buku Al-‘Arabiyyah Baina Yadaik Jilid I,” *Jurnal Al-Ittijah* 12, no. 2 (2020): 157–176. UIN Sultan Maulana Hasanuddin Banten

<sup>5</sup> Joko Nursiyo, *Manhaji (bimbingan nahwu dan shorof dengan mengaji)*, (Lamongan: Darun Nuhut, 2018)

<sup>6</sup> Zulva Dina Arvi Arina, “Analisis Komparatif Buku Al-Fahmu Dengan Buku Amsilati (Tinjauan Materi Dan Metode Pembelajaran)” (2022): 151.

<sup>7</sup> Khoirotun Hikmah, “Problematika Guru Dalam Mengajar Bahasa Arab,” *Konferensi Nasional Bahasa Arab VI (KONASBARA) 2020* (2020): 593–603.

<sup>8</sup> Melinda Yunisa, “Problematika Pembelajaran Bahasa Arab Dalam Aspek Ilmu Naheu Dan Sharaf Pada Kelas X Madrasah Aliyah Laboratium Jambi,” *Jurnal Pendidikan Bahasa Arab* 03, no. 2 (2022).

<sup>9</sup> Sofiah Rosyadi, “Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas 1 Dari Kementrian Agama Republik Indonesia,” *Jurnal Al-Maqayis* 6, no. 1 (2021): 1.

This indicates that it is important to conduct an in-depth analysis of the textbook before the book is used in learning. Especially for a teacher as a control holder in the learning process.<sup>10</sup> Because if you ignore the analysis process, it can have implications for the quality of learning.<sup>11</sup> Given that textbooks play a crucial role as the main source of information and knowledge in teaching and learning activities.<sup>12</sup> Because if the textbook does not have adequate quality, the learning process will be hampered, so that students cannot achieve the expected learning outcomes, which include the cognitive, psychomotor and affective domains.<sup>13</sup> More than that, the material in the textbook must be presented systematically and coherently so that students can easily master the competencies.<sup>14</sup> So that the material contained in it greatly determines the success of the learning process itself.<sup>15</sup>

Meanwhile, according to Masnur Muslich, a textbook is considered appropriate in terms of content if it fulfills three conditions, namely (1) the accuracy of the material, (2) the scope of the material which includes the suitability of the material description with competency standards (SK) and basic competencies (KD) and (3) supporting material.<sup>16</sup> In addition, a good book must have a simple and understandable language style, presentation with an attractive format and equipped with illustrations and information that supports the content then the contents of the book must reflect exactly the ideas of the author.<sup>17</sup> Likewise, according to Nasution, quoted by Asrory in Umami Salamah, a good textbook must pay attention to the level of difficulty of the material, the order of

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<sup>10</sup> Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Jurnal Tsaqofiya* 3, no. 1 (2021): 16–25. <https://doi.org/10.21154/tsaqofiya.v3i1.65>.

<sup>11</sup> Chicin Marchella Kolintama and Muhammad Nur Iman, "Telaah Buku Ajar Bahasa Arab Madrasah Aliyah Kelas X Berdasarkan Keputusan Menteri Agama (KMA) Nomor 183 Tahun 2019," *Jurnal Al-Muyassar* 1, no. 1 (2022): 52-60. <https://doi.org/10.31000/al-muyassar.v1i1.5994>

<sup>12</sup> Darwin Najipa, Naura. Zainuddin, "Analisis Materi Ajar Dalam Buku Mahir Bahasa Arab 2 Untuk Kelas XI Madrasah Aliyah Program Keagamaan," *Jurnal Tsaqofiya* 5 No. 2 (2023): 181–195.

<sup>13</sup> Rizka A'yuna Fuadiyah and Mirwan Akhmad Taufiq, "Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab Di Madrasah," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 151.

<sup>14</sup> Dehendar Ulil Albab, "Analisis Buku Ajar Bahasa Arab Mi Kelas Iv Kurikulum 2013 Terbitan Kemenag Ri Tahun 2020," *Jurnal Al-Maqayis* 5, no. 1 (2021): 1.

<sup>15</sup> Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Jurnal Arabiyatuna* 2, no. 2 (2018): 141-160 <https://doi.org/10.29240/jba.v2i2.552>.

<sup>16</sup> Masnur Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, Dan Pemakaian Buku Teks*, (Yogyakarta: Ar-Ruzz Media 2010)

<sup>17</sup> Muslimin, "Analisis Buku Teks Bahasa Arab 'Cinta Berbahasa Arab' Sekolah Dasar Kelas 6 Karya Mahmud Ismail (Ditinjau Dari Seleksi, Gradasi, Presentasi, Dan Repetisi Kosakata)," *Skripsi*, Fakultas Tarbiyah dan Keguruan, IAIN Pekalongan, 2018.

presentation from easy to difficult and relevance to the learner's environment.<sup>18</sup> Because overall, textbooks greatly facilitate, support, and support the learning process to achieve targeted results according to the lesson plan.<sup>19</sup>

In addition to the views on the criteria for a good book that have been mentioned, Tamam Hassan, as quoted by Muhibb Abdul Wahab in Muhammad Zaenuri, also emphasizes that a writer must have a clear approach to thinking (*manhaj fikri*) in describing and compiling the contents of his book. A similar opinion was expressed by Al-Khalil ibn Ahmad, one of the leading scholars in the field of classical Nahwu, who emphasized the importance of a deep understanding of the substance and conceptual framework. With this understanding, the presentation of material can be done systematically, precisely, and accurately.<sup>20</sup> Besides that, it is also an expert in the field.<sup>21</sup> So that the quality of textbooks is very influential on a person's success in learning and mastering a field of science, including nahwu and sharaf in Arabic.<sup>22</sup>

Based on the results of a search of various literatures, researchers found a number of works that have a focus and discussion that is in line with the topic of discussion. One of them is research by Khoirun Niyah (2018) related to the Analysis of the Manhaji Textbook by Joko Nursiyo Based on Van Els Theory related to content gradation in textbook development. With the results that the gradation of nahwu material in the book uses rotary gradation, while the gradation of sharaf material uses straight gradation and both are included in the grammatical gradation category.<sup>23</sup> Furthermore, Mahma Amila Sholikha's research (2020) on "The Use of the Manhaji Method in Learning Nahwu Shorof at Manhaji Course" found striking differences compared to other methods. The main innovation of this method lies in a more interesting learning approach through the use of nasyid (songs), the use of Qur'anic examples that are comprehensive and relevant for various levels of understanding, emphasis on Qur'anic translation, and the practice of mentioning dhomir in nahwiyah translation.<sup>24</sup> Meanwhile, in contrast to previous research Ahmad Roihan Al farizi, Alfina and Ahmala (2023) in his research on the application of Manhaji songs in learning nahwu and shorof at the Raudlatul Muta'allimin Women's

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<sup>18</sup> Umami Salamah, "Analisis Buku Ajar Bahasa Arab Kelas V Madrasah Ibtidaiyah Terbitan Karya Agus Wahyudi," *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar* 10, no. 1 (2023): 135.

<sup>19</sup> Ahmad Amru Baihaqi and Hermawan Hermawan, "Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas VI Terbitan Attuqa," *TA'DIBAN: Journal of Islamic Education* 4, no. 1 (2024): 35–41.

<sup>20</sup> Muhammad Zaenuri, "Analisis Buku Ajar Belajar Membaca Kitab Kuning Metode Ibtida'i Karya Mujahidin Rohman," *Jurnal Arabia* 11, no. 1 (2019): 191–212.

<sup>21</sup> Afiffah Vinda Prananingrum and Abid Nurhuda, "Analisis Buku Teks Al- 'Arabiyyatu Baina Yadaik Karya Abdurrahman Ibn Ibrahim Al-Fawzan, Dkk," *AEC: Arabic Education Conference* (2021): 1.

<sup>22</sup> Aziz Muzayin and Nujumun Niswah, "Analisis Buku Teks 'Al-Lughah Al-'Arabiyah Al-Mu' Ashirah' Karya Eckehard Schulz," *Bashrah* 2, no. 1 (2022): 33–48.

<sup>23</sup> Khoirun Niyah, "Analisis Buku Ajar Manhaji Karya Joko Nursiyo Menurut Teori Van Els" *Skripsi*, Fakultas Tarbiyah dan Keguruan, UIN Maulana Malik Ibrahim Malang, 2018.

<sup>24</sup> Mahma Amila Sholikha, "Implementasi Metode Manhaji Dalam Pembelajaran Nahwu Shorof Di Manhaji Course," *Academica : Journal of Multidisciplinary Studies* 2, no. 1 (2020): 179–188.

Boarding School showed that 0.83% of santri understood the material provided through the songs provided in the Manhaji songbook. As for one example of song lyrics contained in the manhaji songbook, namely the song lyrics “Characteristics of Isim and Fi’il”, as follows:

*Tanwin al jer nida-musnad ilaih-dan idhofah*  
*Itulah cirinya isim kata benda.*  
*Qod-sin-saufa-dan ta'nis Sakinah*  
*Itulah cirinya fi'il kata kerja*

The results of tests and interviews show that it is easier for students to learn and understand Shorof material using the Manhaji method.<sup>25</sup>

And after seeing that this research has similarities with Khoirun Niyah's research in the object of study, namely Manhaji textbooks. However, there are significant differences in the theoretical framework used. If the previous study used Van Els theory which was used to find out the form of material presented then this study adopted Masnur Muslich's theory to analyze the textbook material in depth, including accuracy, coverage, and supporting material. This theory emphasizes the importance of connecting various concepts in a material, showing that knowledge is not separate, but is a component of an interconnected network. In addition, this theory encourages the material in the textbook to be relevant to real life, so that with a better understanding, students can integrate the material into their daily activities. Another advantage is the focus on developing critical thinking skills, including aspects of knowledge, attitudes and skills. As such, the theory goes beyond evaluating the accuracy of the material, but also considers its fit with the curriculum and its ability to stimulate students' critical thinking. This approach is designed to produce students who are not only academically intelligent, but also have the complete skills to overcome challenges in the real world. As an education expert, Masnur Muslich has extensive experience in curriculum development and learning materials. He is also known as an educational consultant who is often a resource person in seminars and trainings and even since 2007, he has been trusted by the Ministry of Education as an assessor in the teacher certification program which shows his credibility in the world of education.<sup>26</sup>

In addition to adopting Masnur Muslich's theory, this study also expands its analytical framework by including the core values of UIN Raden Intan Lampung, namely Intellectuality, Spirituality, and Integrity,<sup>27</sup> as additional dimensions in assessing the quality of textbooks. These three core values ensure that in addition to the material being academically accurate, it can stimulate students' critical thinking, strengthen Islamic and moral values, and reflect the harmony between knowledge and charity. In addition, it is different from previous studies which emphasized more about the use of the Manhaji book method in the implementation of learning. While this research specifically analyzes the material contained in the Manhaji textbook.

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<sup>25</sup> Ahmad Roihan Al Farizi, Alfina Nur Fadhillah, and Majidatun Ahmala, “Penerapan Pembelajaran Nahwu Shorof Menggunakan Lagu Manhaji,” *Lughati* 1, no. 2 (2023): 173–191.

<sup>26</sup> Ibid. hal.415

<sup>27</sup> RENSTRA Rencana Strategis Universitas Islam Negeri Raden Intan Lampung 2023-2024 (Bandar Lampung, 2020).

On this occasion, this study aims to analyze and examine the material of the textbook *Manhaji Guidance Nahwu and Shorof with Mengaji Volume 1* by Joko Nursiyo. By adopting Masnur Muslich's theory as the basis for analysis by examining in depth related to the accuracy of the material, material coverage, and supporting material as well as the core values of UIN Raden Intan Lampung, namely: Intellectuality (Ulil Albab), Spirituality (Ulil Abshar), and Integrity (Ulin Nuha). Thus, by integrating Masnur Muslich's theory and the core values of UIN Raden Intan Lampung, this research not only evaluates the material technically but also pays attention to its relevance to Islamic values, intellectuality, and moral integrity, thus making a new contribution to the study of Nahwu and Sharaf textbooks.

## **METHOD**

This research uses a type of qualitative research with literature or literature (library research). In the context of this research, the data used in the analysis of Arabic textbooks "*Manhaji Guidance Nahwu and Shorof with Mengaji Volume 1 for Beginners* by Joko Nursiyo" comes from various written sources, such as books, journals, books, and articles. Which is reviewed from the aspect of the suitability of the content of this book material with the scientific basis for writing textbooks, which includes aspects of material accuracy, material coverage, and material support according to Masnur Muslich's theory and also the core values of UIN Raden Intan Lampung.

The primary data used in this research comes from the *Manhaji* book itself, which is the main focus of analysis, especially in the aspects of nahwu and sharaf. In addition, this research also utilizes various supporting documents as secondary data sources. These documents include books and scientific works containing Arabic learning materials, as well as other literature relevant to this research.

Furthermore, data collection techniques, the data collection process in this study was carried out using the documentation method, which involves collecting various important information related to the theme under study. Most of the data collected comes from books and scientific journals, which serve as the main reference to support the analysis carried out. This technique allows the author to obtain data in a systematic and structured manner, making it easier to compile strong arguments that are relevant to the research objectives.

And finally, there is a data analysis technique. To analyze the data, the author applies the content analysis method. This method was chosen because the focus of the research is to examine the content of the material in the *Manhaji* book which aims to identify, understand, and interpret certain aspects of the book material based on relevant theories. The analysis process is carried out through several stages: First, the data is processed and prepared for analysis by collecting, compiling, and organizing relevant data from the book which is the object of research. Second, the author reads the entire data thoroughly to understand the context of the book's content in general and get an initial picture of the patterns or themes contained in the material. Third, the author analyzes the data in more detail by describing, namely describing the contents of the book in detail, classifying, namely grouping the material into certain categories and interpreting, namely the conclusion of the meaning of the data that has been described and classified, Fourth, the results of the analysis are interpreted by referring to Masnur Muslich's theory to answer research questions regarding the suitability of the book with

the scientific basis for writing textbooks which includes the accuracy of the material, cover material, and supporting material as well as the core values of UIN Raden Intan Lampung.<sup>28</sup>

## RESULTS AND DISCUSSION

### Analysis of Masnur Muslich's Theory

**Table A.1 Accuracy of Material**

NO	INDICATORS OF MATERIAL ACCURACY	ASSESSMENT	
		Appropriate	Not Appropriate
1.	Accuracy of Concepts and Definitions	✓	
2.	Principle Accuracy	✓	
3.	Procedural Accuracy	✓	
4.	Accuracy of examples, facts and illustrations	✓	
5.	Problem Accuracy	✓	

Based on the analysis conducted regarding the accuracy of the concepts and definitions of each chapter, both Nahwu and Sharaf material proved to be in line with classical books such as Nahwu Wadhih, Jurumiyyah, Alfiyah, and Qathrunnada and sharaf material through the books of Tashriful 'Izziy, Maqshud and Amtsilatut Tashrifiiyyah. It was found that the definitions contained in the Manhaji book are relevant to the standards of these reference books. Then related to the accuracy of the principles, after chapter by chapter examined the results show that there is harmony between the explanation of the material given with the examples given. So that each example presented is relevant and in accordance with the principles previously explained. As for the accuracy of the procedure, each chapter in this manhaji book has a systematic and structured pattern of presenting material starting from explaining the material, memorizing the rules, discussing examples, practice, doing problems and translation. Furthermore, in terms of accuracy of examples, facts, and illustrations, the results of the analysis show that this Manhaji book is rich in examples both taken from everyday life and from verses of the Qur'an and all examples presented are in line with existing concepts and definitions. And the last aspect of the accuracy of the questions, after the analysis can be drawn the conclusion that the questions given are relevant and in accordance with the concepts, definitions and examples previously described.

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<sup>28</sup> J. W Cresswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. (California: SAGE, 2018).

**Table A.2 Material Coverage**

NO	INDICATORS OF MATERIAL COVERAGE	ASSESSMENT	
		Appropriate	Not Appropriate
1.	Completeness of Material	✓	
2.	Breadth of Material	✓	
3.	Depth of Material	✓	

As a result of in-depth analysis related to the coverage of nahwu and sharaf material in the Manhaji book, covering three aspects: completeness, breadth and depth. in the aspect of material depth, it shows that the material in the Manhaji book is in line with the Competency Standards (SK) and Basic Competencies (KD) which include discussions related to isim, fi'il, letters, division of isim to mu'rob isim and mabni then various types of fi'il in sharaf. Furthermore, in the aspect of material breadth, in the Manhaji book the material is presented clearly and relevant besides that it also includes various important aspects in the form of concepts, definitions, principles, examples and various questions taken from the verses of the Qur'an and everyday life. And finally the depth of the material, the material is presented clearly and systematically, with stages that are easy to follow. Relevant examples and varied problems, especially those referring to the analysis of Qur'anic verses, train students to think critically and analyze sentence structures in depth. This is very important to achieve the SK which requires students to be able to analyze the sentence structure in the Qur'an based on Nahwu and Shorof rules.

**Table A.3 Supporting material**

NO	INDICATORS OF SUPPORTING MATERIAL	ASSESSMENT	
		Appropriate	Not Appropriate
1.	Adaptability to the development of science and technology	✓	
2.	Feature currency, for example	✓	
3.	Reference currency		✓
4.	Reasoning	✓	
5.	Problem Solving	✓	
6.	Linkage between concepts	✓	
7.	Write and talk	✓	
8.	Aplication	✓	
9.	The attractiveness of the material	✓	
10.	Encourages to seek further information	✓	
11.	Enrichment material		✓



Suitability with the development of science and technology, explicitly the contents of this book do not relate to digital technology, but if examined more deeply that this Manhaji book has relevance to the development of science and technology through a combination of learning methods used ranging from classical, modern to Middle Eastern and the use of the Qur'an as a reference source that is relevant throughout the ages. Furthermore, the relevance of features, examples and references, after being reviewed as a whole the contents of this book have the same pattern in the material, examples, and questions. Then the examples used are taken from the verses of the Qur'an which all know that the Holy Qur'an is a book that is always relevant at all times. As for references, there is no reference list of the material presented. Then this book equips students with reasoning and problem solving skills and critical thinking through exercises to identify words and parse the sentence structure of the Qur'an. Next, the connection between concepts, this connection is not only limited to the realm of theory, but also directly related to the Qur'an, the holy book of Muslims. Related to communication (Write and talk) and Application (Application), this book also promotes learning through direct practice such as reading, imitating and translating and translating nahwiyah to train sentence structure analysis. The attractiveness of the material, through daily examples, varied exercises and creative approaches such as the use of codes and songs in memorizing rules, increases curiosity to dig deeper information, this book, designed for beginners, presents priority examples from surah Al-Baqarah but also contains other surahs in order to see a broader pattern. And finally the enrichment material (Enrichment) from the analysis conducted did not find enrichment material that explicitly discusses topics outside the core curriculum.

#### Analysis based on the core value of UIN Raden Intan Lampung

Table A.4 core value of UIN Raden Intan Lampung

NO	CORE VALUE OF UIN RADEN INTAN LAMPUNG	INDICATORS	ASSESSMENT	
			Appropriate	Not Appropriate
1.	Ulil Albab ( <i>Intellectuality</i> )	Depth of Material, related to Daily Life and the Qur'an, sharpening in critical and analytical thinking, application in Practice, mastery of Arabic language skills	✓	
2.	Ulil Abshar ( <i>Spirituality</i> )		✓	
3.	Ulin Nuha ( <i>Integrity</i> )		✓	

**The depth of the material**, from the analysis conducted, shows that the Manhaji book has presented the material in stages, ranging from simple to complex. For example, in Chapter 1, the discussion starts from the basics of "word", its types, then continues to isim, including characteristics, types, number to changes in the final harakat of isim. Similarly, in sharaf, the material is sorted from verbs, their types to the more complex tashrif. As found in the research of Ina Magdalena et al emphasizes the importance of a systematic and sustainable design of Arabic teaching materials where new material must always be connected to previous material so that learners' understanding is formed

gradually and also the learning process ideally starts from simple sentence structures to complex ones, so that learners can build a deep understanding of the function of words and the context of Arabic language use.<sup>29</sup> As for the examples, they are presented in line with the related concepts and definitions, even detailing down to the smallest part of the material. For example, in explaining the characteristics of isim, the six characteristics are described with concrete examples, both taken from everyday life and verses of the Qur'an. To strengthen learners' understanding, this Manhaji book provides two types of problems. First, direct application of definitions and concepts in each subchapter, such as analyzing each characteristic of isim ma'rifat from a fragment of verse. Second, questions that cover all the material in the chapter, such as identifying isim ma'rifat in Surah Al-Baqarah and practicing nahwiyah translation. Which both types of questions help students understand and apply Nahwu knowledge well. As according to Zainal Arifin in Sholikhah and Mufidah that learning evaluation aims to measure progress, competence, skills, motivation, interest, talent, and the relevance of student learning outcomes, as well as ensuring that learning outcomes meet competency standards and basic competencies.<sup>30</sup>

**In relation to Daily Life and the Qur'an**, it has been observed that one of the prominent aspects of this book is the use of rich and varied examples. The majority of examples are taken from verses of the Qur'an, which the Qur'an itself includes the holy book of Muslims and of course to understand the meaning contained in each verse by verse, the path is to master Arabic so that the close relationship between Arabic and the Qur'an. As stated by Muhith and Nur Faizina in Erma et al's research that Arabic and the Qur'an have a very close relationship where Arabic is the main key to uncovering all the secrets, characteristics, and beauty of the language style contained in the Qur'an.<sup>31</sup> However, this book also does not forget the context of everyday life. For example, in chapter 3 in the discussion of muannats, in describing the material in addition to mentioning celestial objects, it also mentions something that is attached to students, namely paired limbs such as feet, hands and so on. As revealed by Idris in Nuraini that the importance of contextual learning lies in the ability to connect subject matter with students' daily lives. Thus, learning becomes more relevant and meaningful.<sup>32</sup>

**Sharpening in critical and analytical thinking**, in this Manhaji book, each chapter is presented with many practice questions that can improve students' critical and analytical thinking skills. for example, in chapter 4, the discussion related to isim in terms of number is mufrod, tasniyah and jama', then students are given a number of questions that require them to identify mufrod, tasniyah and jama' in the Qur'anic verse. In addition,

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<sup>29</sup> Ina Magdalena et al., "Analisis Bahan Ajar," *Jurnal Pendidikan dan Ilmu Sosial* 2, no. 2 (2020): 311–326, <https://ejournal.stitpn.ac.id/index.php/nusantara>.

<sup>30</sup> Sholikhah Mi'rotin and Mufidah Cholil, "Analisis Bias Gender Pada Soal Ujian Bahasa Arab Di Madrasah Tsanawiyah," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 191.

<sup>31</sup> Erma Nidia, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Dampak Pembelajaran Bahasa Arab Terhadap Penghafal Al-Qur'an," *Jurnal Basicedu* 6, no. 4 (2022): 6012–6022.

<sup>32</sup> Nur Aini and Kiki Safitri, "Model Pembelajaran Kontekstual Sebagai Strategi Pembelajaran Bahasa Arab," *Jurnal Prosiding Konferensi Nasional Bahasa Arab* 1, no. 7 (2021): 272–286, <http://prosiding.arab-um.com/index.php/konasbara/article/view/986>.

this book also encourages students to think systematically. Through the process of breaking down the sentence structure and identifying the function of each word, learners are trained to see the relationship between the parts of the sentence and understand the overall meaning. The analytical skills that are trained through these exercises are in line with the concept of critical thinking proposed by Fahrudin that critical thinking involves analyzing skills that allow individuals a complex problem or concept into simpler components, thus facilitating understanding. This is done because analysis basically aims to gain deeper insight.<sup>33</sup> In addition, critical thinking is a very valuable skill to have which is the main key in dealing with various problems and challenges in everyday life.<sup>34</sup>

**Application in Practice.** In accordance with the slogan of this book, namely practical, applicable, innovative, easy and fun that this book emphasizes more on direct practice or direct application of the material presented where after being given explanations and examples students are asked to practice directly in analyzing and identifying from bolded verse fragments in accordance with the material being studied so that students are encouraged not only to listen, but also to actively participate in every stage of learning. As according to Uthman as quoted by Sunardi, the effectiveness of learning is influenced by several factors. One important factor is the active involvement of students in the learning proces.<sup>35</sup> In line with that according to Merril cited by Elsi, et al that the key to maintaining students' interest and attention is to involve them directly and actively in learning activities.<sup>36</sup>

**Mastery of Arabic language skills.** This Manhaji book emphasizes direct practice. Through various exercises and questions presented so that learners are not only invited to understand the theory of nahwu and sharaf passively, but also actively involved in the learning process. By often reading, imitating, translating, and analyzing sentence structures, learners will gradually master the rules of Arabic well. This is in line with Chomsin's view cited by fathi hidayah that books as teaching materials have the aim of presenting subject matter clearly and easily understood, so as to motivate students to play an active role in the learning process both in class and independently in achieving the desired knowledge or skills.<sup>37</sup> In addition, the presence of nahwiyah translation in this book is a significant added value that allows students to directly apply their understanding of nahwu and sharaf in analyzing Qur'anic verses or Arabic sentences. As stated in Ruslan and Musbaig's research, it shows that this has a big positive impact on the learning process. The positive impact is that students are not only proficient in Arabic, but also

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<sup>33</sup> Fahrudin Faiz, "Thinking Skill (Pengantar Menuju Berpikir Kritis).," *Yogyakarta: SUKA- Press UIN Sunan Kalijaga.*, 2012.

<sup>34</sup> Muslim Fikri and Elya Munfarida, "Konstruksi Berpikir Kritis Dalam Pendidikan Islam : Analisis Tafsir Maudhu ' i Berdasarkan Al- Qur ' an," *Jurnal Pendidikan Agama Islam: Al-Thariqah* 8, no. 1 (2023): 108–120, doi: 10.25299/al-thariqah.2023.vol8(1).11469.

<sup>35</sup> Sunardi Sunardi, "Upaya Meningkatkan Aktivitas Siswa Dan Hasil Belajar Bahasa Arab Melalui Contextual Teaching and Learning," *Nusantara: Jurnal Pendidikan Indonesia* 2, no. 3 (2022): 547–574.

<sup>36</sup> Poltjes. Saripuddin Sirampun, Elsi . Hermin. Pattipeilohy, *Model Pembelajaran (Teori, Praktik Dan Inovasi)* (Medan: Media Penerbit Indonesia, 2024).

<sup>37</sup> Fathi Hidayah, "Analisis Kesalahan Bahasa (Tahlil Al Akhta') Buku Ajar Bahasa Arab Madrasah Ibtidaiyyah Kelas IV," *Incare: International Journal of Educational Resources* 03, no. 01 (2022): 111–123.

increase their understanding of moral, ethical, and spiritual values in Islamic teachings.<sup>38</sup> So that it can improve skills in Arabic language both good and correct qawaidh, qiro'ah, kitabah, kalam skills.

From all the series of research conducted, this study comes as a completion of previous research by Khoirun Niyah who examined the structure of Manhaji book material through the lens of Van Els theory. with the results showing that the Manhaji book applies different gradations of material for Nahwu and Sharaf. Nahwu material uses a rotary gradation where concepts are repeated with increasing difficulty. Meanwhile, Sharaf material uses straight gradation where concepts are presented sequentially from basic to complex. So that the results of khoirun Niyah's research touch on the surface aspects of the material in the Manhaji book. Meanwhile, the author's current research delves deeper into the material in the manhaji book through Masnur Muslich's theory and UIN's core values. with the results showing this book has significant advantages in accuracy, coverage, and depth of material. The accuracy of the material can be measured through the alignment of concepts and definitions with classical books, principles that are in accordance with examples, systematic learning procedures, and relevant and accurate questions. The material coverage is also broad and deep, covering aspects of completeness, breadth, and depth that support the achievement of SK and KD. This is reinforced by supporting materials that are relevant to the development of science and technology, train reasoning, problem solving, concept linkage, communication, application, and foster interest. In addition, it is aligned with UIN's core values that integrate Islamic values in education, then the depth of material presented gradually and systematically, rich and varied examples, and this book trains critical thinking through practice questions and emphasizes hands-on practice in analyzing and translating.

Despite its many advantages, this book is also inseparable from some shortcomings. Regarding the relevance of references, this manhaji book does not contain a list of references and there is no enrichment material. Given that this book is designed for beginners, presenting additional complex material can affect the understanding of beginners. The enrichment material is in volumes 3 and 4. However, the creativity of the teacher can be an effective complement to present enrichment material outside this textbook. So that overall, the material in the Manhaji book has met most of the indicators of supporting material. Then the results of this study have important implications in the world of Arabic language education. First, this finding can reveal that the Manhaji book is included as a valid and relevant learning resource for learning nahwu and sharaf. Second, the alignment with UIN's core values shows that Manhaji's book does not only provide Arabic lessons, but also inserts Islamic values in education. Third, research as a source of reference and reference for other researchers related to research related to the theme studied.

## CONCLUSION

Based on the results of a comprehensive analysis of the Manhaji book material using Masnur Muslich's theory and UIN Raden Intan Lampung core values, it can be concluded that this book has significant advantages in accuracy, coverage, and depth of material. The accuracy of the material can be measured through the alignment of concepts and definitions with classical books, principles that are in accordance with examples,

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<sup>38</sup> Ruslan and Musbaing, "Pembelajaran Bahasa Arab Dengan Pendekatan Tafsir Al-Quran," *Didaktika: Jurnal Kependidikan* 12, no. 3 (2023): 215–229.

systematic learning procedures, and relevant and accurate questions. The material coverage is also broad and deep, covering aspects of completeness, breadth, and depth that support the achievement of Competency Standards (SK) and Basic Competencies (KD). This is reinforced by supporting materials that are relevant to the development of science and technology, train reasoning, problem solving, concept linkage, communication, application, and foster attractiveness. In addition, alignment with UIN core values that integrate Islamic values in education then the depth of the material presented gradually and systematically, rich and varied examples and this book trains critical thinking through practice questions and emphasizes direct practice in analyzing and translating. However, this book has shortcomings, namely in the currency of references due to the absence of a reference list and the lack of explicit enrichment material considering that this book is designed for beginners so that it presents complex additional material where enrichment material is in volumes 3 and 4. However, the creativity of the teacher can be an effective complement to present enrichment material outside this textbook. So that overall, the material in the Manhaji book has met most of the indicators of supporting material. So that the Manhaji Book Volume 1 by Joko Nursiyo is worthy of being the main reference for learning Nahwu and Shorof for beginners. In addition, this research can provide information to readers, teachers and students about Manhaji book material.

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