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Scaffolding Instruction of Nahwu and Sharaf through the Kitab al-Kamal

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Abstract

This study is motivated by the limited research on the implementation of the *Kitab Al-Kamal* method in Arabic grammar learning, despite its significant role in strengthening students' understanding of *nahwu* and *sharaf* in Islamic educational contexts. This study aims to explore the implementation process of the *Kitab Al-Kamal* method and analyze its impact on students' grammatical comprehension and learning engagement. A qualitative case study design was employed, involving one Arabic language teacher and a group of students selected through purposive sampling. Data were collected through classroom observations, in-depth interviews, and documentation, and were analyzed using thematic analysis based on an interactive model of data analysis. The findings reveal that the *Kitab Al-Kamal* method contributes significantly to enhancing students' grammatical awareness, analytical skills in sentence structure, and active participation in learning. The results also indicate a shift in students' learning behavior from passive memorization to active and independent understanding. These findings support the theoretical perspective that structured and scaffolded learning approaches can improve language comprehension. The study concludes that the *Kitab Al-Kamal* method plays a crucial role in strengthening students' mastery of *nahwu* and *sharaf*. The

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implications include theoretical contributions to Arabic language pedagogy and practical recommendations for educators to adopt structured, gradual, and interactive learning models. This study also suggests opportunities for future research on the integration of traditional Arabic grammar learning methods with digital learning media.

Keywords: Arabic Grammar; *Kitab Al-Kamal*; Scaffolding Instruction; *Nahwu*; *Sharaf*

INTRODUCTION

Arabic holds a highly strategic position within Islamic education, serving as the primary language of the Quran, the Hadith, and various classical Islamic scholarly literatures. It functions as the principal medium for understanding Islamic teachings, given that the foundational sources of these doctrines are authored in the language (Zedan et al., 2013; Howell et al., 2025). Furthermore, Arabic is an indispensable vehicle for accessing the rich repository of classical Islamic disciplines, such as *tafsir* (exegesis), *fiqh* (jurisprudence), and *tasawuf* (mysticism), the vast majority of which are documented in Arabic (Fitri et al., 2024; Muzakki et al., 2025). Historically, Arabic has operated as the transmission medium for Islamic knowledge across diverse regions, including the Indonesian archipelago since the twentieth century (Romli et al., 2025; Noval, 2026). Consequently, mastering Arabic is an undeniable, fundamental necessity for Muslims—not merely as a linguistic skill, but as a critical means to comprehensively internalize Islamic principles (Hamid, 2025; Wahyuddin et al., 2025). Within educational frameworks, this proficiency empowers learners to access primary Islamic sources directly without relying on translations (Abas et al., 2025). Therefore, Arabic instruction in Islamic educational institutions must be systematically managed to optimize learning outcomes (Howell et al., 2025; Nafi'ah & Maulana, 2026).

Among the various branches of Arabic linguistics, *nahwu* (syntax) and *sharaf* (morphology) constitute the essential baseline sciences required to comprehend the structure and meaning of the language (Marsiah et al., 2024; Husniyah et al., 2026; Hansayani et al., 2026). The science of *nahwu* addresses syntactic structures and word functions within a sentence, including the intricate relationship between form and meaning in linguistic constructions (Jaradat & Alkhawaja, 2024). Conversely, *sharaf* focuses on word transformations—encompassing both derivation and inflection—and their semantic

implications within the Arabic morphological system (Al-Sulaihim et al., 2024). Together, *nahwu* and *sharaf* form the primary foundation for reading and understanding both classical and modern Arabic texts, as both disciplines are closely intertwined with the morphological and syntactic awareness that directly modulates reading comprehension (Smail et al., 2025; Bin Sawad et al., 2022). Without adequate mastery of these grammatical aspects, learners face potential bottlenecks in fully grasping textual meanings, particularly when processing complex word forms and sophisticated sentence structures (Vaknin-Nusbaum & Makhoul, 2025; Asadi & Kasperski, 2024).

Nevertheless, empirical realities in instructional settings reveal that many students encounter severe difficulties in mastering *nahwu* and *sharaf*. This struggle is primarily driven by the inherent complexity of the Arabic grammatical system, which demands a deep cognitive grasp of morphological and syntactic operations (Schiff & Saiegh-Haddad, 2018; Wattad & Abu Rabia, 2020). Moreover, this difficulty is exacerbated by instructional approaches that remain rigidly oriented toward rote memorization and theoretical explanations, lacking balanced communicative and analytical practices (Alhamami, 2025; Abdel-Al Ibrahim et al., 2022). Consequently, Arabic learning is frequently perceived as daunting and unengaging, which ultimately leads to low student motivation and substandard academic performance (Dörnyei, 2020; Al-Mallahma, 2026). From a constructivist perspective, learning becomes significantly more effective when students are actively engaged in knowledge construction through meaningful and contextualized learning experiences (Murayama & von Keyserlingk, 2026). Hence, there is an urgent need for innovative pedagogical methods that can harmoniously integrate theoretical and applied dimensions, thereby fostering an effective, student-centered learning ecosystem (Abu-Tineh et al., 2026).

Extant literature demonstrates that *kitab*-based (textbook/classical text) instructional methods can enhance reading skills in Arabic texts (Nabihah et al., 2025; Sholehuddin & Wijaya, 2019). This finding aligns with separate studies affirming that the strategic utilization of authentic texts and literacy-based approaches strengthens both reading fluency and grammatical comprehension (Edidarmo et al., 2025). Additionally, integrating morphological approaches into classroom instruction has proven to contribute significantly to text comprehension, particularly in terms of pattern recognition and semantic identification (Shahbari-Kassem et al., 2025). Furthermore, the employment of instructional strategies rooted in metalinguistic and grammatical awareness has been

reported to facilitate a more comprehensive understanding of the Arabic language (Bakry et al., 2025). Other investigations also indicate that interactive, practice-based learning approaches yield positive impacts on mastering linguistic structures, although they do not specifically target deep proficiency in *nahwu* and *sharaf* (Samir et al., 2025).

Despite these valuable insights, prior research has predominantly focused on general reading skills and broad comprehension, leaving the targeted improvement of *nahwu* and *sharaf* skills—as core linguistic competencies—largely unexamined. Consequently, a distinct literature gap persists, specifically regarding the effectiveness of structured instructional methods in cultivating deep, advanced mastery of *nahwu* and *sharaf* rules (Alsalami, 2025).

To bridge this research gap, *Kitab Al-Kamal* has been introduced as a textbook-based instructional innovation designed in a highly systematic and gradual manner (Nabihah et al., 2025). This structured curricular arrangement directly aligns with scaffolding theory, which emphasizes a phased instructional progression moving from simple foundational concepts to increasingly complex linguistic operations (Hamid & Abbas, 2025). Accordingly, implementing the *Kitab Al-Kamal* method is expected to assist students in mastering *nahwu* and *sharaf* more effectively, systematically, and contextually (Sholehuddin & Wijaya, 2019).

MTs Mambaul Ulum Sukodadi, Paiton, Probolinggo—an Islamic junior high school embedded within a *pesantren* (Islamic boarding school) ecosystem—has integrated this *Kitab Al-Kamal* instructional framework into its Arabic curriculum. However, the empirical efficacy of this method in directly accelerating students' *nahwu* and *sharaf* competencies requires rigorous field investigation. To address this need, the present study aims to analyze the practical implementation of the *Kitab Al-Kamal* method and evaluate its influence on enhancing students' syntactic and morphological skills. Theoretically, this study is intended to enrich the development of Arabic language pedagogy, while practically offering educators a validated alternative for elevating the quality of *nahwu* and *sharaf* instruction in Islamic secondary schools.

METHODS

This study employs a systematically structured approach to examine the implementation of the *Kitab Al-Kamal* method in enhancing students' *nahwu* (syntax) and

sharaf (morphology) skills. This inquiry is designed as a qualitative research utilizing a case study approach, aiming to gain an in-depth understanding of the implementation process of the *Kitab Al-Kamal* method and its impact on *nahwu* and *sharaf* learning within a natural setting. The qualitative approach was selected for its capacity to investigate phenomena holistically and contextually, while focusing on the meanings constructed by the participants (Setiyani et al., 2026). A case study design was adopted as it allows the researcher to explore a bounded system comprehensively within its real-life context (Ridlo, 2023).

The research design utilizes an intrinsic case study, specifically focusing on the practice of *Kitab Al-Kamal*-based Arabic language instruction at MTs Mambaul Ulum Sukodadi Paiton Probolinggo. This study emphasizes the exploration of the instructional process, classroom interactions, and students' learning experiences during the implementation of the method. The intrinsic case study design was chosen because the researcher possesses a particular, deep-seated interest in evaluating this specific phenomenon within its unique context (Rahardjo, 2017).

Participants in this study consist of the Arabic language teacher and students at MTs Mambaul Ulum Sukodadi Paiton Probolinggo. Subject selection was carried out using a purposive sampling technique, whereby research subjects are chosen based on specific criteria relevant to the research objectives (Sukriah et al., 2024). The primary participants include one subject teacher and a number of students actively engaged in learning through the *Kitab Al-Kamal* method.

The research instruments comprise observation, in-depth interviews, and documentation. Observations were conducted to directly monitor the instructional process, teacher-student interactions, and classroom learning activities. In-depth interviews were employed to elicit the perceptions, experiences, and responses of both the teacher and students regarding the implementation of the *Kitab Al-Kamal* method. Documentation—consisting of lesson notes, instructional materials, and student work—was utilized as supporting data. Data trustworthiness was maintained through source and method triangulation techniques, alongside member checking to ensure alignment between the compiled data and the participants' actual experiences (González-Salgado et al., 2022).

Data analysis was performed thematically through the stages of data reduction, data display, and conclusion drawing. The analytical process adheres to the Miles and

Huberman interactive model, which encompasses ongoing data collection, data condensation, data display, and continuous verification (Miles, Huberman, & Saldaña, 2014). The retrieved data were categorized into primary themes, such as the instructional process, student engagement, and the comprehension of *nahwu* and *sharaf*. This analysis aims to generate a profound interpretation regarding the effectiveness of the *Kitab Al-Kamal* method within the context of Arabic language pedagogy.

RESULTS

The findings of this study are structured based on the triangulation of data obtained through participant observation, in-depth interviews, and documentation during the instructional process using the *Kitab Al-Kamal* method. A thematic analysis was performed to generate a comprehensive interpretation of the implementation process, specifically focusing on the instructional structure, theory-practice integration, as well as the cognitive and affective impacts on *nahwu* (syntax) and *sharaf* (morphology) mastery.

Implementation Process of the Kitab Al-Kamal Method

a. Systematic and Phased Instructional Stages

Observational data indicate that the implementation of the *Kitab Al-Kamal* method occurs within a structured, tiered, and consistent instructional framework. The learning process follows a logical progression from the simplest concepts to more complex ones (progressive sequencing). This approach enables students to construct understanding gradually and sustainably.

Operationally, the instructional stages are identified across four primary phases:

o Presentation of concrete text-based examples.

o Independent exploration of language patterns by students.

o Formulation and rule consolidation by the teacher.

o Applicative practice, both guided and independent.



Figure 1. *Kitab Al-Kamal*

The teacher actively connects new material with prior knowledge through a process of linking knowledge, thereby establishing cognitive continuity that strengthens students' conceptual frameworks. This is corroborated by the teacher's statement:

"We usually start with examples, then explain the rules, and after that, students immediately practice reading and analyzing." *(Teacher Interview)*

This approach demonstrates an integration of inductive and deductive patterns in learning. Students do not merely receive rules passively; instead, they are given space to discover patterns before receiving formal explanations. This process reinforces active knowledge construction.

Furthermore, this phased structure functions as a form of cognitive scaffolding. The teacher provides intensive support during the initial stages and subsequently reduces intervention (fading) as student competence increases. Consequently, the barrier of cognitive overload is avoided, particularly when students encounter complex concepts in *nahwu* and sharaf.

Observations also show that these systematic stages lead to an increase in student self-confidence. Students find the material easier to follow because it is presented sequentially.

"The material does not feel difficult because it is explained slowly from the basics." *(Student Interview)*

The primary strength of this aspect lies in an instructional design that is structured, sequential, and adaptive to the students' cognitive readiness.

b. Integration of Theory and Practice

Research findings reveal that the *Kitab Al-Kamal* method consistently integrates theoretical aspects (*nahwu* and *sharaf* rules) with direct practice in analyzing Arabic texts. Learning does not stop at declarative knowledge of concepts but extends to application within real contexts (procedural knowledge).

In practice, students are actively engaged in various applicative activities, including:

o Identifying *i'rāb* (inflection) in sentences.

o Determining the syntactic function of each word.

o Analyzing morphological patterns (*wazan*).

o Examining word-form changes within sentence contexts.

These activities demonstrate that instruction takes place within a framework of contextualized grammar learning, where the acquisition of rules is inseparable from their practical usage. This was confirmed by a student:

"If it is just theory, I often forget, but when practicing directly in the textbook, I understand it much better." *(Student Interview)*

Direct involvement in practice contributes significantly to student retention and understanding. This phenomenon aligns with the principle of learning by doing, where direct experience strengthens the internalization of concepts.

Furthermore, this theory-practice integration influences the depth of processing. Students do not merely memorize rules; rather, they understand the rationale behind the use of a particular language structure. Instruction shifts from surface learning to analytical deep learning.

This integration also fosters higher-order thinking skills, particularly in language analysis and evaluation. Students are able to determine answers while logically explaining the underlying grammatical reasons.

"We are asked to explain why the *i'rab* is formatted that way, so we really have to understand it." *(Student Interview)*

On the other hand, this theory-practice integration contributes to the advancement of learner autonomy. Students become accustomed to performing analyses independently before seeking confirmation from the teacher.

"Now I try to analyze it by myself first, and then I ask if I am still unsure." *(Student Interview)*

This condition indicates a shift from teacher-dependent learning toward learner autonomy. The integration of theory and practice in the *Kitab Al-Kamal* method successfully enhances conceptual understanding, applicative capability, analytical skills, and independent learning.

Enhancement of Nahwu and Sharaf Comprehension

a. Increased Grammatical Awareness

The results show a significant increase in students' grammatical awareness, particularly in their ability to recognize parts of speech and word-form variations in Arabic. This awareness develops up to the level of understanding grammatical functions within sentence structures.

Students are capable of identifying differences between *fi'il* (verb), *isim* (noun), and *huruf* (particle), while understanding the characteristics of each category in terms of both meaning and morphological variation. Additionally, students demonstrate the ability to recognize word transformation patterns (*tashrif*) within sentence contexts, which was previously a primary obstacle in learning *sharaf*.

"Now I can differentiate between *fi'il*, *isim*, and *huruf*, and I know how the words change." *(Student Interview)*

This statement indicates development in morpho-syntactic awareness, which is the ability to understand the relationship between word forms (morphology) and their functions within a sentence (syntax). This aspect is a critical indicator of Arabic language mastery because its structure heavily relies on morphological changes and syntactic positions.

Observational data reveal that students begin to comprehend the grammatical roles of words in forming the holistic meaning of a sentence. Students can distinguish the functions of *fa'il* (subject), *maf'ul bih* (direct object), as well as *mubtada'* (subject) and *khabar* (predicate) across various sentence variations. This development demonstrates that learning has progressed from rote learning (memorization of rules) to meaningful grammatical understanding. This grammatical awareness also increases students' precision in reading Arabic texts, as they become more sensitive to the final short vowels (*harakat*) of words.

"Now when I read, I pay closer attention to the end of the words because it alters the meaning." *(Student Interview)*

b. Language Structure Analysis Skills

The study reveals significant progress in students' syntactic analysis skills. Students no longer merely recognize language elements in isolation; instead, they are able to systematically analyze the relationships between these elements within a sentence construction.

This capability is reflected in students' activities when conducting *i'rab* analysis. They are able to determine the position of a word in a sentence, explain its grammatical function, and link it to the relevant *nahwu* rules.

"I used to be confused when determining *i'rab*, but now I can do it, even though it's not yet perfect." *(Student Interview)*

This reflection shows a transition from cognitive confusion to an emerging analytical competence. Observations indicate that students are able to:

o Identify the relationship between the subject (*fa'il*) and the predicate (*fi'il*).

o Determine the object (*maf'ul bih*) in various sentence forms.

o Analyze the structures of *jumlo ismiyah* (nominal sentences) and *jumlo fi'liyah* (verbal sentences).

o Explain the reasons for *i'rab* changes based on word positions.

Students have entered the stage of structural awareness, where language is understood as a system characterized by regularity and internal relationships. Through repeated discussion and practice, students become accustomed to providing grammatical arguments for every answer.

"We have to explain why the answer is like that, so it must be thoroughly understood." *(Student Interview)*

This demonstrates the development of metalinguistic awareness, which is the ability to consciously reflect on and explain language structures. This skill is vital for comprehending classical texts (*kitab kuning*).

Although some students still experience difficulties with complex structures, they have developed adaptive problem-solving skills.

"If it gets difficult, I start by looking for the *fi'il* first, and then the rest follows." *(Student Interview)*

Increased Student Activity and Participation

a. Active Engagement in Learning

Observations indicate a significant increase in student activity during the learning process. This activeness is evident from the frequency of participation and the quality of student involvement in cognitive and interactive activities. Students demonstrate the initiative to ask questions, answer inquiries, and respond to the teacher's explanations or peers' opinions.

"Students appear more active compared to previous lessons." *(Observation Notes)*

This increase suggests a change in learning engagement, specifically regarding behavioral engagement (active participation in learning activities) and cognitive engagement (involvement in thinking processes). Students are no longer passive recipients of information; they serve as active participants in the process of knowledge construction. This is further supported by an upgrade in students' learning confidence:

"Now I am more courageous to answer, even though I am still wrong sometimes." *(Student Interview)*

From a pedagogical standpoint, this increased activeness is closely tied to the teacher's strategy in establishing a low-anxiety learning environment. Students feel un-intimidated to try, make mistakes, and learn from those errors.

b. More Dynamic Classroom Interaction

Classroom interaction has shifted from a one-way pattern (teacher-to-student) to a more dynamic and multidirectional interaction. This interaction pattern is highly visible during discussions, group work, and collaborative efforts in resolving sentence structure analyses.

"We often discuss together to determine the *i'rab*." *(Student Interview)*

This phenomenon indicates the development of collaborative learning, where the classroom functions as a learning community that facilitates active knowledge exchange.

Group discussions allow students to explore various possible answers and understand the rationale behind each grammatical analysis through a process of negotiation of meaning.

"By discussing, I find out why a classmate's answer can be different." *(Student Interview)*

The dynamics of this interaction reflect a paradigm shift from teacher-centered learning to student-centered learning. The teacher acts as a facilitator directing the flow of discussion, while the students become the primary subjects of learning. This intense interaction creates a lively, non-monotonous classroom atmosphere and plays an important role in reducing language anxiety.

"Learning is not boring because we have frequent discussions." *(Student Interview)*

Affective Impact: Student Motivation and Perception

a. Shift in Perception Toward the Arabic Language

The research results show a transformation in students' perceptions of Arabic language learning, particularly regarding *nahwu* and *sharaf*. Prior to the implementation of the *Kitab Al-Kamal* method, most students regarded *nahwu-sharaf* as difficult, abstract, and confusing material. After undergoing a systematic and applicative learning process, this perception shifted toward a positive learning orientation.

"I used to feel that *nahwu* was difficult, but now it is easier to understand." *(Student Interview)*

This change indicates a transition from a negative learning perception to a positive learning orientation. This transformation is driven by three main factors:

o Phased presentation of material that minimizes cognitive load.

o Consistent integration between theory and practice.

o Opportunities to master concepts through direct exercise.

A meaningful learning experience plays a major role in reshaping how students view the Arabic language. The downstream impact is a reduction in fear and language anxiety, making students more comfortable and less likely to avoid *nahwu* and *sharaf* topics.

"Now I am not as afraid when it's time for the *nahwu* lesson." *(Student Interview)*

b. Increased Learning Motivation

In addition to perceptual shifts, this study identified an increase in student learning motivation, characterized by heightened enthusiasm, diligence in completing assignments, and consistency in practice.

"I am more motivated to study because I can understand it little by little." *(Student Interview)*

Success in comprehending the material in stages serves as the primary driver for the emergence of intrinsic motivation. Students experience a sense of achievement, which nurtures an internal drive to keep learning. This type of motivation tends to be more stable and has a longer-lasting impact compared to extrinsic motivation. The increase in motivation is marked by several sociological indicators in the classroom, including:

o Increased attendance and active student involvement.

o Willingness to attempt exercises with higher levels of difficulty.

o The emergence of self-study initiatives outside of class hours.

"If I don't understand something yet, I try to review it by myself at the dormitory." *(Student Interview)*

When students begin to view the Arabic language as material that can be mastered logically, their psychological barriers decrease, and their learning motivation increases linearly.

Supporting and Inhibiting Factors

a. Supporting Factors

The successful implementation of the *Kitab Al-Kamal* method is supported by a number of internal and external factors working in synergy:

o **Systematic Textbook Structure:** *Kitab Al-Kamal* presents material in a progressively organized manner. This structure serves as an instructional roadmap for the teacher and supports the formation of cumulative understanding in students.

"The material is already neatly arranged, so we just need to follow the flow." *(Teacher Interview)*

o **Intensive Teacher Guidance:** The teacher acts as an adaptive facilitator who provides direct guidance, re-explains difficult concepts, and delivers instant feedback during *i'rab* analysis practice. This intensive accompaniment is a practical manifestation of scaffolding.

o **Repetitive and Contextual Practice:** The exercises provided are repetitive and context-based (contextual practice). This repetition functions as a reinforcement mechanism that enhances students' long-term retention.

"Because they practice often, students become accustomed to it and understand faster." *(Teacher Interview)*

b. Inhibiting Factors

Alongside the supporting factors, several constraints affect the field effectiveness of this method:

o **Varied Initial Competence of Students:** Students possess diverse backgrounds in Arabic language competence. Students with low initial proficiency require more time and more intensive guidance, creating challenges of classroom heterogeneity that necessitate differentiated learning strategies.

"Some students understand quickly, but there are also those who need repeated explanations." *(Teacher Interview)*

o **Limited Instructional Time:** The available time allocation is considered insufficient to optimally accommodate all instructional stages, particularly for advanced material that requires deep exploration, intensive practice, and individualized guidance.

o **Difficulties with Advanced Material:** Upon entering material with higher syntactic complexity, students who have not fully mastered the foundational concepts tend to experience a learning gap and require re-guided intervention.

"When the material gets difficult, some students still need extra guidance." *(Teacher Interview)*

Scaffolding-Based Learning Patterns

The instructional process using the *Kitab Al-Kamal* method applies the principles of scaffolding, which involves providing temporary support to students in the initial phases, which is then gradually faded out as students achieve a certain degree of independence.

"Initially they are guided, but over time, the students can do it on their own." *(Teacher Interview)*

a. Stages of Scaffolding in Instruction

Based on observations, the scaffolding pattern within this method operates through four main stages:

o **Modeling (إِعْطَاءُ النَّمُوذَج):** The teacher demonstrates examples of language analysis verbally (e.g., how to determine *i'rab* or word patterns), providing students with a cognitive blueprint of the expected analytical thinking.

o **Guided Practice (التَّدْرِيبُ الْمُوَجَّهُ):** Students begin to attempt analysis under the direct guidance of the teacher. The teacher actively offers hints, corrections, and immediate clarifications regarding student errors.

o **Collaborative Practice (التَّدْرِيبُ التَّعَاوُنِيُّ):** Students work together in groups to complete analytical assignments. Peer interaction serves as a social scaffolding mechanism for mutual correction.

o **Independent Practice (التَّدْرِيبُ الْمُسْتَقِلُ):** Students perform the analysis individually without teacher intervention, signifying that the internalization of concepts has occurred.

b. Impact of Scaffolding on Cognitive Development

The application of scaffolding patterns delivers a significant impact on the development of students' cognitive abilities in understanding *nahwu* and *sharaf*. A consistent shift in learning orientation is observed:

o From total dependence on the teacher to learner autonomy.

o From conceptual confusion to structured understanding.

o From textual rule memorization to analysis based on contextual understanding.

Scaffolding is proven to minimize students' cognitive load because the material is presented in accordance with their level of cognitive readiness.

"If it's immediately difficult, it usually causes confusion, but going slowly allows us to keep up." *(Student Interview)*

c. The Teacher's Role as an Adaptive Facilitator

The teacher acts as an adaptive facilitator capable of adjusting the volume of assistance according to the students' actual needs. The teacher modifies question difficulty and provides gradual prompts to ensure each student remains within their Zone of Proximal Development (ZPD)—the stage where they cannot yet master a concept independently but can achieve it through teacher support and guidance.

d. Success Indicators of Scaffolding

The successful application of scaffolding in this study is demonstrated by:

o Increased student capacity to analyze *i'rab* independently.

o Decreased frequency of explicit instructional prompts from the teacher.

o Enhanced self-confidence in completing linguistic tasks.

o The emergence of self-regulated learning strategies among students.

"Now I try it by myself first before asking." *(Student Interview)*

Transformation of Student Learning Skills

The implementation of *Kitab Al-Kamal*-based instruction brings about a significant transformation in students' learning skills. A learning paradigm shift occurs, moving away from traditional patterns toward active, reflective, and independent learning habits.

a. From Passive to Active

Students who initially showed passive tendencies (merely listening to teacher explanations, taking notes, and waiting for instructions) underwent a significant behavioral change. Students began to actively ask questions, engage in group discussions, and courageously present their analysis results openly.

"Now if I don't understand, I ask right away or try to answer first." *(Student Interview)*

This activeness represents both physical and cognitive engagement in thinking about and evaluating the material. The right method is proven capable of shifting the student's positioning from a passive recipient to an active learner.

b. From Memorizing to Understanding

Prior to the implementation of this method, instruction tended to orient toward rule-based memorization without contextual understanding. Following the deployment of the *Kitab Al-Kamal* method, the learning orientation shifted toward conceptual and applicative understanding. Students are able to comprehend the function of rules within sentence structures, connect concepts with concrete examples, and apply rules when analyzing new texts.

"I used to just memorize it, but now I understand better why it works that way." *(Student Interview)*

This shift indicates that learning has moved from surface learning to deep learning, characterized by the capacity for transfer of knowledge.

c. From Dependence to Independence

Students who were initially highly dependent on teacher explanations began to exhibit the ability to solve exercises independently, reflectively identify analytical errors, and develop personal self-directed learning strategies.

"Now I try to analyze it myself first before checking the answer." *(Student Interview)*

Students have reached the stage of self-regulated learning, where they are capable of managing their learning process autonomously.

d. Synthesis of Learning Skills Transformation

Overall, the transformation of student learning skills in this study can be mapped onto Table 1.

Table 1. Matrix of Student Learning Skills Transformation

Learning Dimension	**Before Instruction**	**After Instruction**
Participation Pattern	Passive (Passive Recipient)	Active (Active Learner)
Cognitive Approach	Memorization (Surface Learning)	Understanding (Deep Learning)
Level of Autonomy	Dependent (Teacher-Dependent)	Independent (Self-Regulated)

This transformation demonstrates that instructional success is measured not only by short-term academic gains, but rather by changes in student learning approaches that are more adaptive, critical, and sustainable for long-term educational success.

DISCUSSION

Analysis of Findings

The findings of this study demonstrate that the implementation of the *Kitab Al-Kamal* method exerts a significant impact on comprehensively enhancing *nahwu* (syntax) and *sharaf* (morphology) instruction, encompassing cognitive, affective, and learning skill dimensions. From a procedural standpoint, instruction progresses systematically and hierarchically through the stages of text-based example presentation, independent pattern exploration, rule consolidation, and applicative practice. This instructional architecture proves highly effective in progressively building students' conceptual understanding while concurrently preventing cognitive overload.

The consistent integration between theoretical tenets and practical application emerges as a pivotal finding that elevates the quality of the instructional environment. Students transition from acquiring declarative knowledge of grammatical rules to successfully deploying them in contextualized text analysis. Consequently, this shift stimulates a greater depth of processing, fosters long-term retention, and sharpens syntactic analysis skills.

Furthermore, a significant enhancement is observed in students' grammatical awareness and morpho-syntactic awareness, as evidenced by their newfound proficiency in identifying parts of speech, determining *i'rab* (inflection), and interpreting syntactic functions within sentences. This competence eventually matures into metalinguistic awareness, enabling students to reflectively articulate underlying grammatical rationales.

In the affective domain, this inquiry reveals heightened learning motivation alongside a paradigm shift in students' perceptions of the Arabic language. The systematic, contextual, and applicative nature of the lessons successfully mitigates language anxiety while amplifying student self-confidence and classroom participation. Crucially, these affective shifts catalyze a profound transformation in learning skills—steering students from passivity to active engagement, from rote memorization to deep conceptual comprehension, and from teacher-dependence to learner autonomy through self-regulated learning.

Literature Comparison

The findings of this study align closely with established literature positioning Arabic language mastery as a fundamental competency within Islamic education, particularly for accessing the Quran, Hadith, and classical scholarly texts (Zedan et al., 2013; Hamid, 2025). The documented growth in *nahwu* and *sharaf* proficiency reinforces the scholarly consensus that grammatical precision serves as an essential prerequisite for a holistic understanding of Arabic texts (Smail et al., 2025; Asadi & Kasperski, 2024).

Regarding pedagogical approaches, the results substantiate constructivist frameworks which argue that active learner engagement in meaningful learning experiences is vital for robust knowledge construction (Murayama & von Keyserlingk, 2026). The highly structured, step-by-step instructional progression observed in the classroom is likewise consistent with scaffolding theory, which highlights the strategic deployment and gradual fading of teacher support based on immediate learner readiness (Hamid & Abbas, 2025).

Furthermore, the insights regarding theory-practice integration reinforce contemporary critiques against traditional, memorization-heavy instructional methods (Alhamami, 2025; Abdel-Al Ibrahim et al., 2022). This study builds upon prior evidence indicating that contextualized grammar learning significantly deepens linguistic comprehension compared to isolated rule memorization (Edidarmo et al., 2025; Shahbari-Kassem et al., 2025).

The development of metalinguistic awareness and structural analysis skills mirrors the work of Bakry et al. (2025), who emphasize the role of heightened grammatical consciousness in successful second-language acquisition. Similarly, the vibrant classroom dynamics and multi-directional interactions observed align with Samir et al. (2025) concerning the efficacy of interactive learning models.

Nevertheless, this study provides a novel contribution to the field by demonstrating that text-based (*kitab*) methods, when systematically re-engineered, do not merely enhance reading fluency but specifically foster a profound, analytical mastery of *nahwu* and *sharaf*. This specific focus effectively addresses a critical research gap in current literature, where the mechanical sub-components of grammar within modern *kitab*-based paradigms have remained under-explored (Alsalami, 2025).

Theoretical Implications

Theoretically, this study validates the ongoing relevance of constructivist paradigms and scaffolding models within Arabic language pedagogy, specifically for complex morpho-syntactic domains. The *Kitab Al-Kamal* method can be conceptualized as an integrated instructional model that effectively balances cognitive, metacognitive, and affective educational domains.

The findings of this study offer significant practical implications for multiple stakeholders in the educational context. For educators, the results emphasize the importance of implementing tiered, integrative, and practice-oriented instruction to move students beyond rote memorization toward deeper grammatical understanding and functional language use. For educational institutions, particularly pesantren and madrasah, a systematically structured *kitab*-based approach presents an innovative strategy to enhance the quality and relevance of Arabic language programs while maintaining their traditional foundations. For students, this approach fosters learner autonomy and self-regulated learning by gradually shifting responsibility from teacher dependence to independent cognitive engagement. Furthermore, for curriculum designers, the study underscores the need to integrate theory and practice through contextualized and coherent learning activities, ensuring that grammatical knowledge is comprehensive, interconnected, and applicable to authentic text interpretation.

In a broader context, the systematic enhancement of *nahwu* and *sharaf* mastery directly empowers students to access primary Islamic sources independently—fulfilling the ultimate objective of Arabic language pedagogy within Islamic educational frameworks.

Limitations

Despite the significant contributions of this study, several limitations should be acknowledged. First, the research was conducted within a single institutional setting characterized by specific environmental and pedagogical conditions, thereby limiting the broader generalizability of the findings across diverse educational contexts. Second, the heterogeneity of learners' prior Arabic proficiency posed practical challenges during implementation, which may have affected the consistency of instructional outcomes across participants. Third, time constraints in instructional delivery restricted the full optimization of certain pedagogical stages, particularly in advanced topics that inherently require extended exploration and deeper cognitive engagement.

Furthermore, the qualitative nature of this study emphasized rich, in-depth insights rather than quantitative validation, meaning that the observed improvements in linguistic competence were not measured through statistical or experimental approaches. Additionally, the inherent complexity of advanced *nahwu* and *sharaf* concepts remained a cognitive challenge for some learners, underscoring the importance of differentiated instructional strategies to accommodate varying levels of cognitive readiness.

Overall, while these limitations do not diminish the value of the findings, they provide important considerations for interpreting the results and for guiding future research. Notwithstanding these constraints, the study confirms that the *Kitab Al-Kamal* method serves as an effective approach to enhancing *nahwu* and *sharaf* pedagogy through a systematic, contextual, and scaffolding-based framework, as reflected not only in improved cognitive outcomes but also in the sustainable development of students' learning behaviors and attitudes.

CONCLUSION

The findings of this study indicate that the implementation of the *Kitab Al-Kamal* method has a positive impact on students' learning of *nahwu* and *sharaf*. Improvements were observed in several key aspects: (1) the development of students' grammatical awareness in recognizing word functions and morphological changes; (2) the enhancement of students' ability to analyze sentence structures, including the gradual determination of *i'rāb*; (3) increased student activity and participation in learning through more dynamic classroom discussions and interactions; and (4) affective changes reflected in heightened motivation and more positive perceptions toward Arabic language learning. Furthermore, the learning process demonstrates a scaffolding pattern, in which students gradually progress from dependence to independence, indicating that they are operating within the Zone of Proximal Development (ZPD).

This study contributes to the development of Arabic language pedagogy, particularly in the teaching of *nahwu* and *sharaf* through classical text-based methods. Theoretically, the findings reinforce the concept that gradual learning (*tadarruj*) and scaffolding are effective in enhancing students' grammatical understanding. Moreover, this study enriches the literature on the integration of traditional instructional methods with modern pedagogical approaches, especially within the context of pesantren and madrasah-

based education. The findings also emphasize that mastery of *nahwu* and *sharaf* should not be limited to rote memorization, but can be developed through analytical and contextual approaches.

Future research is recommended to: (1) examine the effectiveness of the *Kitab Al-Kamal* method using quantitative or mixed-methods approaches to obtain more objective measurements; (2) expand the research subjects across different educational levels and institutions to enhance the generalizability of the findings; (3) investigate the integration of classical text-based methods with digital learning media to increase student engagement; and (4) explore more deeply the relationship between *nahwu–sharaf* learning and other language skills, such as reading and writing in Arabic.

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