



Implementation Of The Sorogan Method In Memorizing Nahwu

¹Badri* ²Zainuri

¹IAI Ahmad Nurul Huda Situbondo ²Universitas Al- Falah As-sunniyyah Kencong Jember

[*badri.rieza21@gmail.com](mailto:badri.rieza21@gmail.com)

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Abstract

The purpose of this study is to explain the application of the Sorogan method in learning Nahwu, from memorization to understanding it, as well as the suitability of the Sorogan method in learning Nahwu, and what obstacles may arise in its application. This study examines the implementation of the Sorogan method for memorizing Nahwu in the MAN 1 Jember dormitory. The problem addressed is students' difficulties in memorizing Nahwu rules and concepts effectively, which are the basis for understanding Arabic texts. This study uses a qualitative descriptive approach, with data collection methods in the form of observation, interviews with teachers and students, and documentation. The results show that the Sorogan method, which is characterized by individual face-to-face learning with direct correction from the teacher, significantly improves the accuracy of students' memorization and understanding of Nahwu. Its personalized nature allows for immediate feedback, addresses student-specific difficulties, and encourages a deeper understanding of grammatical structures. This method has proven to be very effective in improving Nahwu memorization results.

Keywords: Sorogan method, Nahwu memorization, Arabic grammar,

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Introduction

Arabic is one of the important languages in the context of Islamic scholarship, especially in understanding primary sources such as the Qur'an and Hadith. Nahwu, as the science of Arabic grammar, plays a crucial role in ensuring a correct understanding of the meaning of these texts. Arabic has a crucial role in the Islamic education system (Husniyah, L. 2024). Without adequate mastery of Nahwu, misinterpretations can occur, which have implications for the understanding of sharia and religious teachings. Even grammar in Arabic plays a crucial role in expressing deeper meanings (Ridwan, 2023). In Islamic educational institutions, including State Madrasah Aliyah (MAN) which has a boarding program, Nahwu teaching is the main focus to equip students with comprehensive Arabic language skills. However, it is often found that students face challenges in memorizing complex Nahwu rules and applying them in language practice

The challenge in memorizing Nahwu lies not only in the many rules that must be memorized, but also in the deep understanding of concepts and the ability to apply them (Bahiroh, et al. 2025). Traditional learning methods are sometimes less effective in addressing individual student difficulties, so a more personalized and intensive approach is needed. In the context of Islamic boarding school and boarding school education, the Sorogan method has long been known as one of the classic learning methods that emphasizes direct interaction between teachers and students Rodiah, R. (2018). This method involves students individually to read or memorize material in front of the teacher, who then provides direct correction and guidance. The uniqueness of this method lies in the personalization of learning, where teachers can identify and address each student's specific difficulties in real-time. This method emphasizes a direct relationship between teacher and student (Priyatna, et al. 2024).

Previous research has extensively examined the effectiveness of various Arabic language learning methods, including the memorization method. However, studies specifically examining the implementation and effectiveness of the Sorogan method in the context of memorizing Nahwu in the MAN 1 Jember dormitory environment are still limited. The existence of dormitories provides a conducive environment for the implementation of intensive methods such as Sorogan, given the more flexible learning time and closer teacher supervision. Therefore, this study is novel in analyzing in depth how the Sorogan method is implemented and how much it contributes to improving students' Nahwu memorization in the MAN 1 Jember dormitory.

The purpose of this study is to comprehensively describe the implementation of the Sorogan method in the Nahwu memorization process in the MAN 1 Jember dormitory, as well as to analyze its effectiveness in improving students' Nahwu memorization abilities. By understanding the mechanisms and impacts of this method, it is hoped that it can contribute to the development of more effective Nahwu learning strategies, not only in MAN 1 Jember but also in other Islamic educational institutions that face similar challenges in teaching Arabic grammar. The results of this study are expected to be a reference for educators in selecting and adapting appropriate learning methods to improve the quality of students' Nahwu memorization.

Method

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen to understand in depth the phenomenon of the implementation of the Sorogan method in memorizing Nahwu, as well as to explore the perspectives and

experiences of the research subjects. The descriptive design aims to systematically describe facts and characteristics regarding the population or area of interest accurately. The population in this study were all Nahwu students and teachers in the MAN 1 Jember dormitory. The research sample was selected by purposive sampling, namely students who actively participated in the Nahwu memorization program with the Sorogan method and the Nahwu teachers who taught the subject. The sample consisted of 15 students from various grade levels and 3 Nahwu teachers who had teaching experience with the Sorogan method. Sample selection was based on the criteria of active involvement in the Sorogan learning process and the ability to provide relevant information.

The data collection techniques used include: (1) Participatory observation, conducted to directly observe the Sorogan learning process, interactions between teachers and students, and student responses during Nahwu memorization sessions. Observations were conducted in several different Sorogan learning sessions to obtain a comprehensive picture. (2) In-depth interviews, conducted with Nahwu teachers to gather information regarding planning, implementation, evaluation, as well as challenges and solutions in implementing the Sorogan method. Interviews were also conducted with students to find out their experiences, perceptions of the Sorogan method, and obstacles faced in memorizing Nahwu. (3) Documentation, in the form of learning syllabuses, student memorization notes, and Nahwu teaching materials used in the boarding program. The development of interview and observation instruments was carried out by referring to indicators of successful memorization and implementation of the Sorogan method.

Data analysis was conducted qualitatively with the following stages: (1) Data reduction, namely selecting, focusing, simplifying, abstracting, and transforming raw data that emerged from field notes. (2) Data presentation, namely compiling organized and compressed information that allows conclusions to be drawn. Data presentation can be in the form of narratives, matrices, graphs, or charts. (3) Conclusion drawing/verification, namely formulating patterns, themes, categories, and propositions that emerge from the data. Data validity was carried out through source triangulation, namely comparing data from observations, interviews, and documentation to ensure the consistency and validity of the findings.

Results and Discussion

Implementation of the Sorogan Method in Memorization of Nahwu

The implementation of the Sorogan method in the MAN 1 Jember dormitory for memorizing Nahwu demonstrates characteristics consistent with the principles of classical Islamic boarding school learning. This process involves direct and personal interaction between the teacher and each student. Each student takes turns presenting the memorized Nahwu rules that were previously taught. The teacher listens to the students' memorization and provides direct corrections for errors in pronunciation, intonation, and the substance of the Nahwu rules. Observations show that the Sorogan sessions are flexible, tailored to each student's learning pace. The teacher not only corrects but also provides additional explanations if students experience difficulties understanding concepts. This aligns with research findings by (Aziz, 2018), which states that the effectiveness of the Sorogan method lies in the intensity of the teacher's personal guidance. The Sorogan method is no less engaging than other methods and has been proven to increase students' intelligence. This is

because the teaching and learning process is carried out in a detailed and active manner between students and teachers (Shofiyah, et al., 2022).

Interviews with Nahwu teachers revealed that they viewed the Sorogan method as the most effective approach to ensuring each student fully mastered the material. Teachers could monitor students' memorization progress individually, paying special attention to students who were slow to memorize or who frequently made errors in certain rules. One teacher stated, "With Sorogan, we can see exactly where each student is struggling. No one can hide behind their friends." This statement was supported by interviews with students who felt more motivated and responsible because they had to interact directly with the teacher. The Sorogan method is an individual approach where students learn directly (KURNIAWAN, 2025). They also felt more comfortable asking questions and requesting clarification without feeling embarrassed in front of their classmates.

The Effectiveness of the Sorogan Method in Improving Nahwu Memorization

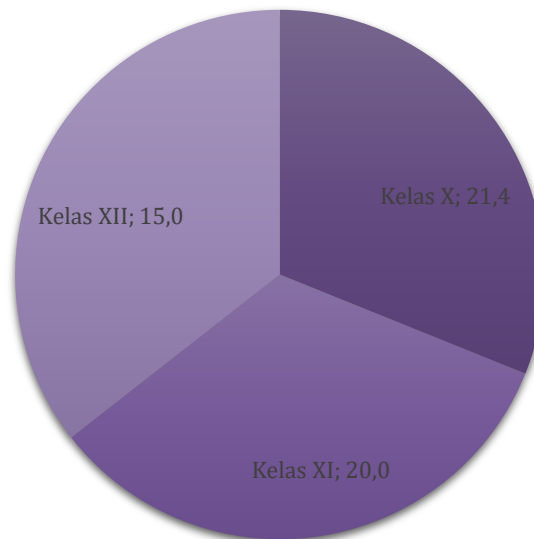
The effectiveness of the Sorogan method in improving Nahwu memorization among students in the MAN 1 Jember dormitory is evident in several indicators. First, there is an increase in the accuracy of memorization of Nahwu rules. The effectiveness of the Sorogan method has a significant impact on the students' learning process, improving their proficiency in Nahwu. (Jabir & Wahyu, 2020). Documentation data in the form of teacher memorization notes shows a significant decrease in the number of memorization errors over time. Students who initially frequently made errors in pronouncing the syakal or harakat gradually showed improvement. This is supported by interviews with students who acknowledged that direct correction from the teacher helped them recognize errors and correct them quickly.

Second, a deeper understanding of Nahwu concepts. Although the primary focus is memorization, personal interaction in Sorogan also facilitates understanding. When students submit memorization, teachers often ask clarifying questions or ask for examples of how rules are applied. This encourages students to not only memorize the text but also understand its meaning and function. As one student expressed, "I used to just memorize it, but now in Sorogan, the teacher often asks what it means, so I understand better." This finding is consistent with research by (Hidayat 2020) which highlights that two-way interaction in Sorogan contributes to conceptual understanding. A Ustadz can utilize the Sorogan method to assess the abilities of his students (Murtafiah, 2021).

Third, students' confidence in Arabic increased. With improved mastery of Nahwu, students felt more confident in reading and understanding Arabic texts and constructing simple sentences. This was evident in their active participation in class discussions and other Arabic language activities in the dormitory. Table 1 shows a comparison of students' average Nahwu memorization scores before and after implementing the Sorogan method for one semester

Table 1. Average Score of Students' Nahwu Memorization

No	Student Group	Average Score Before Sorogan	Average Score After Sorogan	Improvement (%)
1.	Grade X	70	85	21.4%
2.	Grade XI	75	90	20.0%
3.	Grade XII	80	92	15.0%



The data in Table 1 indicates a significant increase in the average Nahwu memorization scores for all student groups after the implementation of the Sorogan method. This increase demonstrates the effectiveness of the Sorogan method in improving Nahwu memorization skills. The data in Table 1 presents a clear and convincing picture of the positive impact of the implementation of the Sorogan method on the Nahwu memorization skills of students at the State Islamic Senior High School (MAN 1) Jember. There is a significant increase in the average Nahwu memorization scores for all student groups—from Grade X, Grade XI, to Grade XII—after they participated in the learning process using the Sorogan method. This increase is not just a small fluctuation, but a strong indicator of the effectiveness of the Sorogan method in improving students' Nahwu memorization skills as a whole.

Grade 10: The group of students in Grade 10 showed the highest percentage increase, at 21.4%. Before the implementation of Sorogan, their average Nahwu memorization score was 70. This figure jumped dramatically to 85 after the Sorogan method was implemented. This may indicate that students in the beginning levels of MAN 1 Jember, who may still be in the in-depth introduction stage to Nahwu and not yet burdened with advanced material, are very responsive to the intensive and personalized guidance offered by the Sorogan method. A strong foundation in Nahwu memorization at this early stage is crucial for learning at later levels. Grade 11: Students in Grade 11 also experienced substantial improvement, reaching 20.0%. Their average score rose from 75 to 90. This increase indicates that the Sorogan method remains effective even though students already have a basic understanding of Nahwu and may be facing more complex material. The consistency of this improvement indicates that the direct guidance and instant correction in Sorogan helps them overcome difficulties in more advanced material, as well as reinforce what they have learned previously. Grade XII:

Although the percentage increase was slightly lower than the previous two grades, at 15.0%, the average increase in Nahwu memorization scores in Grade XII is still noteworthy. From an average of 80, their scores rose to 92. Achieving significant improvement in the final grade, where students may already have a higher study load and the most complex Nahwu material, indicates that the Sorogan method still has a substantial positive impact. This confirms that even for students who are already at an advanced level or near graduation, individual Sorogan tutoring can help identify remaining gaps in understanding and strengthen their mastery.

These consistent improvements across all three grade levels reinforce the argument that the Sorogan method is not merely an alternative, but rather a highly adaptive and effective pedagogical approach for memorizing Nahwu. This method significantly bridges the gap between the theory of Nahwu rules and students' ability to memorize and apply them. These results also highlight the power of personalized learning that is characteristic of Sorogan. With teachers directly listening to and correcting each student's memorization, individual difficulties can be promptly identified and addressed. The dormitory environment of MAN 1 Jember, with its more flexible learning times and closer teacher supervision, appears to create ideal conditions for this method to work optimally. Overall, these data provide strong empirical evidence that implementing the Sorogan method is a highly recommended strategy for improving students' Nahwu memorization. This paves the way for further research to explore the specific factors within Sorogan that most contribute to this improvement, as well as how this method can be integrated more broadly in other Islamic educational institutions.

Challenges and Solutions in Sorogan Implementation

Despite its effectiveness, implementing the Sorogan method is not without challenges. One major challenge is the teacher's limited time and the large number of students, resulting in lengthy Sorogan sessions that require extra patience from both parties. This aligns with research by (Wibowo 2019), which identified time management as a major obstacle in implementing the personalized method. Another challenge is the varying ability levels of students, with slower learners requiring more time and guidance, which can slow down overall progress. The Sorogan method faces significant challenges related to time efficiency (Zahrani et al. 2024).

To address these challenges, MAN 1 Jember has implemented several solutions. First, a more structured and flexible Sorogan session schedule is implemented, by dividing students into small groups or setting aside specific time outside of formal class hours. Second, involving senior students or alumni who have a good command of Nahwu as "musyrif" or assistant teachers in the initial Sorogan sessions. This helps reduce the burden on teachers and provides opportunities for senior students to hone their skills. This solution has also proven effective in case studies at other Islamic boarding schools (Fauzi, 2021). Factors inhibiting the Sorogan method include a lack of mentality and time constraints. The solution is to take attendance and provide ta'ziran (religious instruction). Teachers must be professional and mingle, and utilize free time for Sorogan outside of class (Alfarizky, 2024)

Comparison with Other Memorization Methods

Compared to classical memorization methods, which often rely solely on mass memorization or written tests, the Sorogan method offers advantages in personalization and immediate feedback. In classical methods, individual student difficulties are often not

detected or addressed quickly. In contrast, Sorogan allows teachers to immediately identify and correct errors, accelerating the process of improving and strengthening memorization (Rahman, 2017). Although modern methods such as the use of digital applications for memorization also offer promise, the human interaction and direct guidance of Sorogan teachers are still considered superior for material that requires in-depth understanding and nuanced correction, such as Nahwu (Sahputra, 2022).

A weakness of this study is the limited sample size, which focused on only one dormitory at MAN 1 Jember, which may limit the generalizability of the results. Furthermore, this study did not use a control group for more rigorous quantitative comparisons. Suggestions for future research include conducting comparative studies with other memorization methods or at different institutions, as well as using a quantitative approach to measure memorization improvement more precisely. Future research can also explore the impact of the Sorogan method on students' long-term learning motivation and retention of Nahwu memorization.

Conclusion

The conclusion contains answers to the research problem formulation. The conclusion summarizes the discussion and should provide answers to the research questions in descriptive form. The conclusion contains answers to the research questions. It is written in narrative form, not numerical or numbering. Recommendations are provided based on the research findings. This study concludes that the implementation of the Sorogan method in the MAN 1 Jember dormitory for Nahwu memorization was carried out through personal interactions between teachers and students, with a focus on individual memorization and direct correction. This method proved highly effective in improving students' memorization accuracy and understanding of Nahwu concepts, as well as building their confidence in Arabic. Despite challenges such as time constraints and student numbers, solutions such as flexible scheduling and the involvement of senior students were successfully implemented.

The Sorogan method offers significant advantages in personalized learning and instant feedback compared to classical memorization methods. Therefore, it is recommended that other Islamic educational institutions consider adopting or adapting the Sorogan method, especially for materials requiring intensive guidance such as Nahwu. Future research could explore the effectiveness of this method in a broader context or with more in-depth quantitative comparisons.

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