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Al-Ajrumiyyah Learning by Using Mnemonic Strategies

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Abstract

Learning Arabic without the knowledge of nahwu cannot be understood. Al-Ajrumiyyah book is one of the books used in studying Arabic grammar (Gunawan et al, 2018: 237). In order to make learning more interesting and easier for students, teachers need to be more creative and innovative in determining learning strategies, one of which is mnemonics. So in writing this article, it is to explain the various techniques contained in mnemonic strategies that can be used in al-Ajrumiyyah learning. The method used is a literature review. With this strategy, it is hoped that al-Ajrumiyyah supporting teachers can create more interesting learning activities and increase students' motivation in learning. Then, this study can be used as a reference for other researchers to carry out further research.

Keyword: Al-Ajrumiyyah, Learning, Mnemonic Strategies

Introduction

Arabic is one of the subjects that has an important position in the world of education (Rasyid, 2018). And as the language of Islam, learning Arabic is very important, especially for Muslims. Learning Arabic is actually enough to learn four language skills (*al-maharah al-lughawiyah*). However, apart from these four skills, there are some rules that we need to pay attention to. One of them is *nahwu* knowledge which is called the father of knowledge, namely the rules in Arabic that discuss changes in sentence endings and sentence position (Handayani et al., 2021; Khairunisa, 2019). Especially in knowledge of Arabic, this knowledge of *nahwu* is an important element to learn. As one of the main sciences of the Arabic language, *nahwu* cannot be ignored, because without the knowledge of *nahwu*, Arabic will become chaotic, and words and sentences will become disorganized. Therefore, it is important to understand the science of *nahwu* when learning Arabic (Huda, 2020). Several books that contain Arabic grammar include *Jurumiyyah*, *Imrithi*, *Alfiyah*, *Amsilah Tashrifiyah*, *Qawa'idul 'Ilal*, *Sborf*, and so forth (Jaeni, 2017).

According to Corey (Fitria et al., 2020), learning is the process of consciously managing a person's environment enabling him to participate in behavior under certain conditions or respond to certain situations. learning is a special part of education. In the Regulation of the Minister of Education Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, it is explained that learning is a process of interaction between students and teachers in a learning environment with learning resources.

The purpose of learning and teaching foreign languages is for students to achieve communicative abilities both inside and outside the classroom (Wyra & Lawson, 2018). Learning cannot be separated from events between learning and teaching that are carried out between teachers and students. Both are interrelated, influence, and support each other (Hidayat, 2012). The role of both is also very meaningful in the learning that is carried out (Shoimin, 2018). Educators as distributors of knowledge by conveying materials that are already available and students as recipients of the knowledge conveyed. As said by Sauri et al. (2010) that the principle and support for educators in teaching is aimed at channeling the

knowledge they have and obtaining the reward of the hereafter. And they must also have adequate scientific capacity. They must have the basics of educating, teaching, and training (Sauri et al., 2010).

As an educator, you should be a role model for each of your students (Sanusi et al., 2020). The teacher is the main character in the learning process and is seen as the center of information (Sauri, et al., 2021). Some things that need to be considered by educators, especially Arabic language educators, are to have great, creative efforts, appropriate learning media, and the use of methods and strategies related to language teaching (Fu'adah, 2021; Rohman, 2018). Because most people think that learning Arabic is boring. With the introduction of the diverse abilities of students, it becomes a must for educators to understand the characteristics of each student (Mufidah & Rohima, 2020).

The *Kitab al-Ajrumiyyah* is a small book that has existed since the 7th century H/13M, discussing Arabic grammar by linguists, he came from Morocco named Abu Abdillah Sidi Muhammad bin Daud Ash-Shanhaji, or commonly called Ibn Ajurrum. The book discusses the basic formulas for traditional Arabic lessons written in rhythmic form to help learners learn it more easily. *Kitab al-Ajrumiyyah* has a lot of content and uses the type of preparation of the Arabic language so that it is not an easy thing to learn the contents of the book for students or the community in general, especially those who still use printed books (Ahmad, 2019; Novianti et al., 2018).

Strategy is a pattern of teacher and student actions to realize learning activities (Hasbullah et al, 2019). Gerlach and Ely describe that learning strategy is an effort to transfer learning material in a certain environment including the nature, extension, and grouping of exercises that provide learning experiences to students. (Hidayat, 2012). State of Garlach and Ely that a relationship between strategies and learning objectives is needed to obtain effective and efficient stages of learning activities (Syahputra, 2014). Therefore, to help students understand the material introduced and the learning objectives to be achieved ideally, an appropriate learning strategy is needed. In the world of education, strategy is considered to have an important role in the success of the learning process (Vindayani, 2019).

Ghalebi et al (2020) describe that language learning strategies have been of interest to researchers since the 1970s when they tried to find the type of learning strategies that were suitable for use for second language/foreign language learning that provided success for students (e.g. Rubin, 1975). O'Malley & Chamot (1990) divided the types of strategies into cognitive, metacognitive, and social/affective strategies. On the other hand, Oxford (1990) suggests a classic taxonomy of classifying language learning strategies into six categories, namely cognitive, metacognitive, mnemonic, compensatory, affective, and social strategies.

Mnemonics are a strategy that helps a person manage information to reach the maximum stage of long-term memory (Winoto, 2017). Student memory is a place to store all information and knowledge in the brain, so memory is one of the important components in learning. Between learning and memory are interconnected and cannot be separated, because individuals can remember something that is learned (Purnamasari, 2018).

Based on the background above, the author will discuss the mnemonic strategies that can be used in *al-Ajrumiyyah* learning. The discussion will begin by describing the mnemonic learning strategy, then the concept of *al-Ajrumiyyah* learning using the mnemonic strategy.

Method

This research is based on literature review. The problem in this research is to describe *al-Ajrumiyyah* learning by using mnemonic strategies. The research stages are carried out by collecting library sources, either as primary data or secondary data (Darmalaksana, 2020). According to Hadi (Harahap, 2015) it is said to be library research because the data or

materials needed in research come from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on. The analytical method used is descriptive qualitative. According to Moeleong in the book Siyoto & Sodik (2015), the qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from the observed object.

The chain of activities in this study are related to collecting library data, reading sources of data acquisition and making notes, processing notes, then processing information according to the need to answer the existing problem formulation. Before carrying out a study of library materials, researchers need to know for sure several sources that will be the acquisition of scientific information. The data sources that the author uses are books and journals related to the study in this paper.

The following are the procedures for this research, namely: a) exploring general ideas related to the research to be carried out, b) seeking supporting information related to the study of mnemonic strategies, c) the focus of research being emphasized towards mnemonic strategies in *al-Ajrumiyyah* learning and collecting materials in accordance with discussion, d) searching and finding data sources in the form of books and articles in scientific journals, e) regrouping materials and conclusions from data sources, f) reviewing the information that has been analyzed and in accordance with the problem formulation, g) enriching data sources to strengthen analysis, 8) compiling study results. This is in line with that described by Tahmidaten & Krismanto (2019).

Results and Discussion

Al-Ajrumiyyah Learning Using Mnemonic Strategies

Rusman explained that learning is basically a process of interaction between teachers and students, both direct (such as face-to-face) and indirect (such as learning activities using learning media). Through these interactions, Barry Morris suggests four learning patterns, namely: a) traditional learning patterns 1, b) traditional learning patterns 2, c) Teacher and Media learning patterns, and d) Meditation learning patterns (Tayeb, 2017).

Gagne, Briggs, and Wager explain that learning is a series of activities that affect learning or students so that the learning process can take place smoothly. Therefore, learning is a whole process in which teachers and students participate together. Dick and Kelly mention five recommended learning components, namely (1) pre-learning activities; (2) presentation of information; (3) student participation; (4) testing; (5) follow-up activities (Sharif, 2017).

Al-Ajrumiyyah is a basic book that discusses the science of *nabwu* (Fatimah et al. 2021). The author of the book is one of the famous scholars, namely Abu Abdillah Muhammad bin Muhammad bin Daud Ash-Shanhaji. He is commonly known as Ash-Shanhaji rather than Al-Jurum by the Islamic Boarding school. With his intelligence in the field of *nabwu*, in 719 AH / 1319 AD Ash-Shanhaji wrote *matan al-Ajrumiyyah*, about four years before he died (Gunawan et al., 2018).

This book has its own history and story. It is narrated when Imam As-Shanhaji had finished writing the book, then he threw it into the sea and said: "If this book is useful, even if I throw it into the sea, it will come back". When he got home, the book was already on the table in his room. This is one of the greatness and glory of *al-Ajrumiyyah*. This is very well known and becomes a reference for novice *nabwu* learners (Audani & Fani, 2021).

Kitab al-Ajrumiyyah is included in the type of fact and concept study material. Because according to theory, the facts found in the book of *al-Ajrumiyyah* are mentioned that the book includes a definition and is equipped with examples with special characteristics (Audani & Fani, 2021). Compared to other books, the book of *al-Ajrumiyyah* has its own characteristics. In addition to its thin and beautiful shape, its material content is also very concise and dense.

The arrangement and presentation of this book is very interesting, so that scholars are interested in providing an interpretation of the book. In fact, most of the students who live in the *Salafiyah* Islamic Boarding School are studying the book. Not only can understand the meaning, but also can read the contents of the text, and even participate in various competitions.

In general, the material for *nahwu* rules in *al-Ajrumiyyah* is divided into twenty-five chapters that are discussed, that is *kalām*, chapter *al-i'rāb*, chapter *ma'rifati 'Alāmātīlī'rābi*, chapter *al-af'āl*, chapter *marfū'ātil aṣma*, chapter *al-fā'il*, chapter *almaf'ūlilladzī lam yusamma fā'iluhu*, chapter *al-mubtada'i wal khabari*, chapter *al-'awāmili addākilati'alal mubtada, inwal khabari*, chapter *an-na'ti*, chapter *al-'atfi*, chapter *al-taukidī*, chapter *al-badali*, chapter *aṣma manshubātil*, chapter *al-maf'ūli bihi*, chapter *al-maṣdari*, chapter *zharfīzzaman wazarfilmakan*, chapter *al-bāli*, chapter *al-tamyīzi*, chapter *al-istitsnā'i*, chapter *lā*, chapter *al munādā*, chapter *al-maf'ūli min ajlibi*, chapter *almaf'ūli ma'abu*, and chapter *makhfūdātī al-asmā'* (Gunawan et al., 2018).

Based on the division above, the discussion of the material is grouped into only six parts, that is: a) *kalām*; b) *I'rāb* with its characteristics and division; c) *af'āl*; d) *marfuatul asma*; e) *manṣubatul asma*; f) *makhfudbatul asma*.

Kitab al-Ajrumiyyah is only used in *traditional pesantren*, because the *uslub* and method of delivery are easier, so this book is the most popular among students who study *nahwu* and *sharaf* (Aliyah, 2018). The *al-Ajrumiyyah* learning process is carried out between students and teachers as educators as the main curriculum in Islamic academics which takes place in line with the growth of the entry of Islam in Indonesia. *Al-Ajrumiyyah* is a learning module that can improve the skills of students to understand the rules of *nahwu fusha* as a learning medium, so that they can read and master the contents of classical books (Mu'izzuddin, 2019).

Imam As-Shanhaji managed to write and compile systematically and carefully, the learning materials in the *Kitab al-Ajrumiyyah*. Although small and thin, the contents are very dense and accurate. This is because the author is able to carefully structure the material, which is a rich and profound work. The author is also successful in making examples that are easy for students to remember, that is repeating the same words in making different examples. The goal is to make it easier for students to pursue *nahwu* science, and provide the same example so that they can think about mature concepts and make it easier to distinguish the chapters they are studying. This means that they can focus more on the discussion in each chapter without being distracted by examples, because almost everything is the same (Audani & Fani, 2021).

To facilitate the teaching of *al-Ajrumiyyah*, an effective and efficient strategy is needed, one of which is the mnemonic strategy. Mnemonic is strategies used to stimulate a person's memory. The word mnemonic has emerged since Greek times taken from the name of an ancient Greek god, more specifically "Mnemosyne" which means the god of memory. At that time mnemonics were only used as memorizing speeches of a leader so that the audience was interested in the ability to remember and argue in government, but later mnemonics were used as a strategy to improve overall memory with a number of aids such as abbreviations, presuppositions with an item, or remembering things. by associating starting with one thing then on to another (Baharun, 2018; Fitriana, 2019).

Nakita explained that mnemonic strategies are used to coordinate the material obtained so that it is more significant and easy for someone to remember. The meaning of mnemonics in language is memory, and has a way of working with the process of remembering. The process of remembering has three stages: encoding, storing, and recalling. This mnemonic is at the pairing stage, so an interesting strategy is needed to help information enter memory and can be structured properly (Alfiyah, 2017).

Djiwatampu (Verdianingsih, 2020) explains that the power of mnemonics is based on three principles, namely:

- a. Practice repeatedly the material you want to remember.
- b. Insert material into available memory.
- c. The presented techniques aid in the recovery of information from memory.

***Al-Ajrumiyyah* Learning Concept Using Mnemonic**

According to the perspective of the Shah in (Zaenudin & Asror, 2019; Rohmah, 2015) the techniques in various mnemonic strategies, but the more dominant are:

- a. **Rhyme**, which contains words and terms that students need to remember, is made rhythmically.

For example:

الكلام هو اللفظ المركب المفيد بالوضع
وأقسامه ثلاثة اسم وفعل وحرف جاء لمعنى
فالاسم يعرف بالخفض والتنوين، ودخول الألف والام، وحروف الخفض، وهي من، وإلى، وعن،
وعلى، وفي، وربّ، والباء، والكاف، والآم، وحرف القسم، وهي الواو، والباء، والتاء
والفعل يعرف بقد، والستين وسوف وتاء التأنيث الساكنة
والحرف ما لا يصلح معه دليل الاسم ولا دليل الفعل.

The stanza above can be given a rhythm, so that learning is more fun, and it is easier for students to remember the material they receive.

- b. **Abbreviations**, which consist of terms that students need to remember. In this technique, the teacher prepares the material, then the material is formed into an abbreviation.

Example:

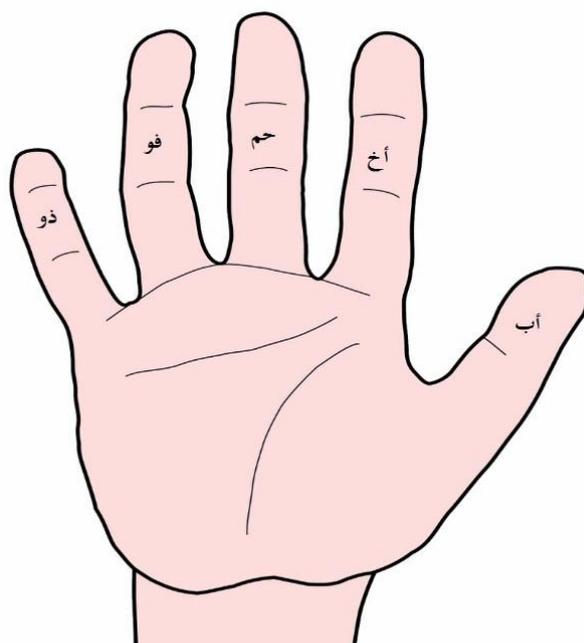
When the teacher teaches material about various *isims* in terms of the number of individuals or persons, namely the *isim mufrod*, *mutsanna*, and *jamak*. So it can be formed an abbreviation "MUMUJA".

- c. **The word peg** is a technique as a new memory hook by utilizing the parts that have been arranged and made in pairs, for example: when the teacher wants to teach about two types of *isim* (*isim mudzakkar* and *isim muannats*), the teacher forms the word into "a pair of men and women", meaning that men show *isim mudzakkar*, while women show *isim muannats*.

- d. **The loci method** is the use of a well-known and firm location as an instrument for allocating information that students need to remember.

For example:

Regarding the material of *Asma'ul Khomsah*, namely the five *isims*, which have special characteristics that are not found in other *isims*. The names are أبو، أخ، حم، فو، ذو. To remember the material using the loci technique, you can use five fingers as an allocation.



Based on the picture above, students can remember and understand the types of "*Asma'ul Khomsab*" by looking at their five fingers, that the thumb for أب, index finger for أخ, middle finger for حم, ring finger for فو, and the little finger for ذو.

- e. **Keyword system**, this technique was basically developed by two psychologists in 1975, specifically Raugh and Atkinson. The system includes two stages, first, the learner re-codes the foreign vocabulary into a known code based on the orthographic nature of the mother tongue word. Second, the learner produces a set of pictures containing known codes and the intended reference (Atkinson & Raugh, 1975).

An example of the use of this word: when the teacher mentions the words "*dhummah-wawu, alif, and nun*" which are signs of *rafa'*, the students are given a key word to remember in the form of the name "Rafa".

Conclusion

Based on the results and discussion above, it can be concluded that the *al-Ajrumiyyah* book is one of the most important reference books in learning the science of *nabwu*. The book written by Abu Abdillah Muhammad bin Muhammad bin Daud Ash-Shanhaji or commonly called Ash-Shanhaji, is small or thin, but its contents are concise, solid, and clear. The book is usually used by novice learners before studying the next level of science. In learning to make it easier for students to understand and remember the material that has been taught, one of the learning strategies can be used, namely mnemonics which are used to stimulate one's memory by coding to help store and respond back to the information obtained, both in the short and long term.

With mnemonics, there is the development of each individual's brain ability to connect words, ideas, and fantasies, as well as test students' knowledge of the material or information obtained. Furthermore, the right brain of students will work to produce rhythms, illustrations, pictures, and so on, so that the material in the *al-Ajrumiyyah* book will look more

unique, interesting, and fun to learn. This is as stated by (Verdianingsih, 2020). And if the use of mnemonics is done consistently, it will give maximum results.

This strategy has a variety of techniques that can be used, as stated by Shah (Zaenudin & Asror, 2019; Rohmah, 2015), namely first, rhyme, the material is made in rhythmic form using songs that are familiar or liked by students, and of course it is appropriate to apply the material being taught. Second, the abbreviation, the material is formed into an abbreviation that can stimulate the memory of students, so that they will more easily remember the information that has been obtained. The third, said the stake, using the part that has been arranged, then formed in pairs. Fourth, the local method (loci) by utilizing the allocation to make it easier to remember the information obtained. The way of allocation can vary using existing allocations in the surrounding environment, it can even use limbs as a place of allocation. And fifth, the keyword system can take advantage of familiar vocabulary or codes.

In the explanation that has been described in the discussion section, an overview of each technique used is also given in the form of several examples based on the material in the al-Ajrumiyyah book. This can be used as a reference and an illustration for teachers in implementing it. Existing techniques can be used individually or in combination, and adjusted to the material to be delivered.

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