# EXPLORING TYPES OF *I'LAL* AND EFFECTIVE LEARNING STRATEGIES IN ARABIC LANGUAGE TEACHING

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## ABSTRACT

*This study aims to analyze the types of i'lal in Ilmu Sharaf and explore effective learning strategies to enhance students' understanding of Arabic morphological concepts. A qualitative approach with a descriptive linguistic study design was employed, involving the analysis of classical Arabic morphology texts and classroom observations at Pondok Pesantren Al Hidayah Keputran. The findings indicate that i'lal consists of four main types: i'lal with qalb (substitution of huruf illat), i'lal with taskin (formation of sukun), i'lal with hadzf (elision of huruf illat), and i'lal with naql harakat (transposition of vowel movements on huruf illat). The study confirms that i'lal with qalb is the most dominant form in classical Arabic texts, particularly in ajwaf verbs. Additionally, the research highlights key challenges in learning i'lal, including insufficient comprehension of sharaf rules, the dominance of rote memorization without in-depth analysis, and the limited use of interactive learning media. To address these challenges, the inductive and tamrinan methods were found to be more effective than traditional memorization-based approaches. This study suggests that i'lal instruction should adopt a combined method, incorporating example-driven learning, word analysis exercises, and digital learning tools to enhance students' understanding of morphological transformations in Arabic.*

*Keywords: Arabic Learning, Learning Methods, I'lal.*

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis-jenis i'lal dalam Ilmu Sharaf serta mengeksplorasi strategi pembelajaran yang efektif dalam meningkatkan pemahaman siswa terhadap konsep morfologi bahasa Arab. Studi ini menggunakan pendekatan kualitatif dengan desain studi linguistik deskriptif, melibatkan analisis literatur klasik dan observasi pembelajaran i'lal di Pondok Pesantren Al Hidayah Keputran. Hasil penelitian menunjukkan bahwa i'lal terdiri dari empat jenis utama: i'lal dengan qalb (penggantian huruf illat), i'lal dengan taskin (pembentukan sukun), i'lal dengan hadzf (penghilangan huruf illat), dan i'lal dengan naql harakat (pemindahan harakat pada huruf illat). Temuan ini menegaskan bahwa i'lal dengan qalb merupakan bentuk paling dominan dalam teks-teks klasik Arab, khususnya dalam fi'il ajwaf. Selain itu, penelitian ini menemukan bahwa tantangan utama dalam pembelajaran i'lal meliputi lemahnya pemahaman terhadap kaidah sharaf, dominasi metode hafalan tanpa analisis mendalam, serta keterbatasan penggunaan media pembelajaran interaktif. Untuk mengatasi tantangan tersebut, metode induktif dan tamrinan terbukti lebih efektif dibandingkan pendekatan berbasis hafalan

tradisional. Penelitian ini menyarankan agar pembelajaran i'lal mengadopsi metode kombinatif yang melibatkan pembelajaran berbasis contoh, latihan analisis kata, serta pemanfaatan teknologi digital guna meningkatkan pemahaman siswa terhadap transformasi morfologi dalam bahasa Arab.

**Kata Kunci:** Pembelajaran Bahasa Arab, Metode Pembelajaran, I'lal.

## A.  Introduction

The Arabic language plays a crucial role not only in Arab nations but also for Muslims worldwide. A strong command of Arabic enables individuals to access Islamic teachings directly from primary sources, such as the Qur'an and Hadith, without relying on translations that may introduce interpretational biases (Taufik & others, 2023). In particular, sharaf (Arabic morphology) examines word structure transformations, including concepts like i'lal, ibdal, and idgham, which form the foundation for understanding Arabic morphological rules (Raswan, Abdul Wahab, & Hakki, 2022).

I'lal is one of the fundamental topics in sharaf, dealing with modifications of weak letters (ا ,ي ,و) in word formation. These letters may undergo elision, substitution, or vowel reduction, presenting a major challenge for non-native Arabic learners, as mastering the diverse patterns of transformation requires systematic understanding. For instance, in the qalb process, the word صَوَمَ transforms due to the presence of a weak letter (waw) carrying a vowel preceded by a consonant with a fathah, resulting in waw being replaced with alif, forming صَامَ (Harianto, 2020).

A lack of comprehension of i'lal can lead to difficulties in recognizing root words, searching for terms in dictionaries, and identifying correct morphological patterns (wazan). This challenge significantly hinders students' ability to analyze, read, and understand Arabic texts accurately. Furthermore, Arabic linguistic scholars (Nahwiyyun) have differing views regarding the origin of Arabic words. Basran linguists argue that words originate from mashdar (verbal noun), whereas Kufan scholars assert that words stem from fi'il (verbs) (Mahmudah, Sufian, Koderi, & Erlina, 2024). In the tashrif system (word derivation process), mashdar often appears after fi'il in the sequence of word modifications (Khomsah & Imron, 2020).

The significance of this study lies in the complexity of learning i'lal, which often serves as a barrier for Arabic learners, particularly non-native speakers. Many students struggle to grasp the rules governing weak letter transformations, leading to errors in reading, writing, and comprehending Arabic texts.

Several factors contribute to the difficulty of mastering Arabic linguistic concepts. One of the primary reasons is the lack of understanding of Arabic linguistic principles, particularly in systematically applying sharaf rules. A weak grasp of word structures and morphological changes prevents students from identifying and implementing correct patterns in their studies (Yunisa, 2022).

Additionally, low motivation in learning Arabic is another significant obstacle. This issue often arises from monotonous and non-interactive teaching methods, causing students to lose interest and struggle to engage with the material. A lack of motivation directly impacts students' ability to develop a deeper understanding of Arabic linguistic structures (Hamdah, 2022).

Another contributing factor is ineffective teaching methodologies, which result in students struggling to comprehend i'lal thoroughly. A lack of instructional diversity and minimal use of problem-solving-based methods make it difficult for students to bridge theoretical knowledge with practical language applications. Consequently, students fail to apply linguistic concepts accurately in various contexts(Darmiah Nonci Abdul Qahar Zainal & Mustamin, 2023).

To address these challenges, this study explores different types of i'lal and examines effective instructional strategies in sharaf education. One promising approach is the Istiqraiyyah method, which presents examples before introducing grammatical rules, enabling students to identify patterns independently (Khoiri, 2024). Meanwhile, the Tamrinan method employs structured questioning techniques to actively assess students' comprehension and encourage critical thinking in applying i'lal concepts across different linguistic contexts (Fakhiroh, 2021).

By conducting this research, it is hoped that Arabic language education can be further enhanced through more interactive and application-based teaching methods. Such improvements would help students

develop a stronger grasp of i'lal, ultimately enhancing their linguistic proficiency in reading, writing, and comprehending Arabic texts. Additionally, this study aims to serve as a reference for educators in designing a more effective Arabic language curriculum that aligns with students' needs and learning challenges.

## B. Method

This study employs a qualitative approach with a descriptive linguistic study design to analyze the concept of i'lal and understand the challenges learners face in comprehending the phonetic transformations of huruf illat in Ilmu Sharaf. This approach was chosen as the research focuses on Arabic morphological structures and examines the learning process of i'lal within an educational setting. Descriptive linguistic studies facilitate an in-depth analysis of the patterns of huruf illat transformation across different word structures while exploring the experiences of teachers and students in understanding i'lal. This qualitative methodology is reinforced by Creswell's argument that qualitative research seeks to gain profound insights into a phenomenon by exploring individual experiences and analyzing narrative data (Creswell, 2014).

The study was conducted at Pondok Pesantren Al Hidayah Keputran, an Islamic boarding school with a specialized Arabic language curriculum focusing on Ilmu Sharaf. This pesantren was selected because it teaches classical morphology texts, which are fundamental for understanding word structure transformations. The participants included Arabic language instructors and students studying Ilmu Sharaf, allowing for an in-depth exploration of the difficulties students encounter in understanding *i'lal* and an evaluation of the effectiveness of the teaching methods applied.

Research data were collected from two primary sources: primary and secondary data. The primary data consisted of an analysis of classical Arabic morphology texts, such as *Ilmu Shighah* by Inayah Ahmad and *Qawaidul I'lal* by Munzir Nazir, as well as classroom observations and interviews with instructors and students. The secondary data were obtained from academic journals, scholarly books, and previous studies discussing the teaching of *i'lal* in Ilmu

Sharaf. This study follows qualitative research techniques outlined by Patton, emphasizing data triangulation to enhance research validity (Patton, 2002).

The data collection methods included document analysis, classroom observations, and interviews. Document analysis was used to examine patterns of *huruf illat* transformation in Arabic morphology textbooks and compare them with theoretical frameworks applied in teaching. Classroom observations helped understand how instructors explain *i'lal* and the difficulties students face during the learning process. Additionally, interviews with instructors and students provided deeper insights into their learning experiences and the challenges they encounter in grasping this concept. To ensure accuracy, data triangulation was applied by comparing findings from various data collection techniques.

The collected data were analyzed using content analysis and thematic analysis. Content analysis was used to examine the phenomenon of *i'lal* within Arabic texts, classifying and explaining patterns of *huruf illat* transformation

based on morphological principles. Meanwhile, thematic analysis, as highlighted by Miles & Huberman, is crucial in qualitative research as it identifies patterns within complex data. This approach was applied to analyze interview and observation data, uncovering learning difficulties in *i'lal* and identifying effective strategies to improve student comprehension (Miles & Huberman, 1994).

By adopting this approach, this study aims to offer a deeper understanding of the *i'lal* phenomenon in Ilmu Sharaf, explore students' challenges in learning it, and propose more effective instructional strategies for teaching Ilmu Alat (linguistic sciences) in the pesantren system.

## C. Hasil Penelitian
### 1. Analisis Jenis-Jenis I'lal dalam Ilmu Sharaf

The findings of this study indicate that the phenomenon of *i'lal* in Ilmu Sharaf consists of four main types: i'lal with *qalb* (substitution of *huruf illat*), i'lal with *taskin* (formation of *sukun*), i'lal with *hadzf* (omission of *huruf illat*), and i'lal with *naql harakat* (transposition of vowel movements on *huruf illat*). This classification is identified in various primary references, such as *Qawaidul I'lal* by Munzir Nazir and *Ilmu Shighah* by

Inayah Ahmad, and is further supported by observations of *i'lal* instruction at Pondok Pesantren Al Hidayah Keputran.

The study reveals that i'lal with *qalb* is the most frequently encountered type in classical Arabic texts, particularly in ajwaf verbs (verbs with a *huruf illat* in the middle). A common example of this transformation is the change from صِيَامٌ to صِوَامٌ, as well as the alteration of رَضِيَ into رَضِوَ, which occurs due to phonetic shifts and phonological balance in the Arabic language.

Furthermore, i'lal with *hadzf* is observed in various forms of *fi'il madhi* (past tense verbs) and *fi'il amr* (imperative verbs), where a *huruf illat* is omitted under specific conditions. A notable example is the word transformation from قُوْمْ to قُمْ, which is a common occurrence aimed at maintaining phonetic equilibrium in Arabic morphology. Observations at the pesantren indicate that students struggle to grasp the rules of this type of *i'lal*, particularly in recognizing the original form of a word after undergoing morphological changes.

These findings align with the study by Adam & Yusuf, which identifies i'lal and ibdal as two distinct phenomena in Ilmu Sharaf. Their research highlights how phonological changes in Arabic—especially in ajwaf verbs—are driven by phonetic balance. Their study further confirms that i'lal with *qalb* is the most dominant form of morphological transformation in classical Arabic (Adam & Yusuf, 2021).

Furthermore, Hanafi's research also demonstrates that in the study of sharaf, morphological changes resulting from i'lal can significantly impact semantic comprehension in classical Arabic texts. This study emphasizes that a thorough understanding of i'lal, particularly in fi'il madhi and fi'il amr, can enhance students' linguistic analytical skills, enabling them to interpret Arabic texts more effectively (Hanafi, 2020).

Similarly, Sholehuddin & Wijaya, in their study on pedagogical methods in Islamic boarding schools (pesantren), found that i'lal involving hadzf often poses a major challenge for students. Their research highlights that the omission of harf 'illat in fi'il amr, such as in the transformation of قُمْ from قُوْمْ, frequently leads to difficulties in recognizing the original root form of words. Consequently, they underscore the importance of analogy-based teaching methods and

intensive practice to facilitate students' comprehension (Sholehuddin & Wijaya, 2019).

Another study conducted by Fahrurrozi further revealed that a constructivist approach in Arabic morphology instruction can systematically aid students in understanding the phenomenon of i'lal. This research underscores that a solid grasp of phonetic and morphological transformations within i'lal can significantly improve students' reading and writing proficiency in Arabic (Fahrurrozi, 2021).

Thus, the findings of this study reinforce previous research, which indicates that i'lal with qalb and hadzf are the most prevalent types, and that a deep understanding of i'lal patterns contributes significantly to enhancing Arabic literacy skills.

Therefore, it is essential for learners to comprehend the phonetic alteration rules underlying the i'lal process to apply sharaf principles with greater precision.

## 2. Challenges in Learning I'lal

Classroom observations and interviews with educators reveal that the primary challenge in learning i'lal lies in students' difficulties in systematically understanding word structure changes. Many santri struggle to differentiate the types of i'lal occurring within a word, particularly in verbs that undergo multiple morphological modifications. The main factors contributing to these difficulties include a lack of comprehensive understanding of sharaf rules, the dominance of rote memorization in learning methods, and insufficient analytical exercises on word structures. In Pondok Pesantren Al Hidayah Keputran, instructors highlight that many students focus on memorizing i'lal patterns without grasping the linguistic rationale behind these transformations.

Additionally, the limited use of interactive learning media further affects students' comprehension. Most santri rely solely on classical sharaf books, without access to visual or digital resources that could provide a more concrete understanding of i'lal concepts. This finding aligns with a study by Sholehuddin & Wijaya, which identified students' difficulties in distinguishing morphological changes as a key challenge in learning sharaf, particularly i'lal. Their study also revealed that the Amtsilati method helps students grasp word structure

changes more systematically through repetitive exercises (Sholehuddin & Wijaya, 2019). Similarly, Abdullah found that the prevalence of rote learning without in-depth linguistic analysis is a major obstacle, preventing students from understanding the phonological and morphological reasons behind i'lal transformations, which in turn hinders their ability to read and translate classical Arabic texts (Abdullah, 2018).

In line with these findings, research by Kamiliya & Wardi emphasizes that the lack of interactive learning media in sharaf studies, including i'lal, poses a challenge in the teaching and learning process. Their study highlights that most pesantren still rely on traditional textbooks without incorporating visual aids or digital tools that could enhance students' conceptual grasp of i'lal (Kamiliya & Wardi, 2022). Furthermore, Mulyani stresses that the limited use of analytical approaches in Arabic grammar instruction prevents students from effectively linking theory with practical language applications. Problem-solving and word-analysis-based methods were found to be more

effective than mere memorization of grammatical rules (Mulyani, 2020).

Another study by Ainifarista found that the Amtsilati approach in Nahwu-Sharaf education improves students' ability to read kitab kuning (classical Islamic texts). However, this method still needs to be combined with linguistic analysis exercises to enhance their understanding of i'lal. Meanwhile, Harahap & Rohanda, in their study on the epistemology of Matan Kailani, state that one of the major challenges in learning sharaf in pesantren is students' limited understanding of the relationship between morphological changes and Arabic phonetic rules. Many santri perceive i'lal as merely a change in word form without recognizing the underlying phonological principles (Harahap & Rohanda, 2024).

Furthermore, Hanum found that proficiency in sharaf is closely correlated with students' Arabic speaking skills. Difficulties in identifying morphological transformations caused by i'lal can hinder santri from developing fluency in active Arabic usage. Therefore, a more application-based and practice-oriented learning approach is

recommended to address this challenge (Hanum, 2023).

Thus, this study reinforces previous research findings that the main challenges in learning i'lal include a lack of comprehensive understanding of sharaf rules, the dominance of rote memorization without analysis, and the limited use of interactive learning media. To overcome these difficulties, more innovative teaching methods in sharaf education are necessary to enhance students' comprehension of i'lal and improve their linguistic skills.

### 3. *Effectiveness of Learning Methods in Understanding I'lal*

The inductive method, which begins with concrete examples before explaining grammatical rules, has been proven to assist students in recognizing morphological changes in i'lal more effectively. Santri who learn using this approach find it easier to identify the types of harf 'illat transformations in various words compared to those who rely solely on memorizing rules. This method enables students to develop an intuitive understanding of word structure modifications before engaging with explicit theoretical explanations.

Additionally, the tamrinan method, or exercise-based learning, has shown a positive impact on students' comprehension. Through structured word analysis exercises, santri become more engaged in identifying different types of i'lal in the texts they study. Interviews with instructors indicate that practice-based worksheets and group discussions significantly enhance students' understanding of morphological transformations by allowing them to actively explore patterns within linguistic structures.

This finding aligns with Amnar's study, which revealed that the inductive method is more effective in learning sharaf as it allows students to first grasp patterns of word modification before studying morphological rules explicitly (Amnar, 2015). His research emphasized that example-driven learning makes it easier for santri to recognize types of i'lal, especially in fi'il ajwaf (defective verbs with middle weak radicals). Similarly, Setyawan found that qawaid-based learning using an inductive linguistic approach enhances students' ability to understand Arabic morphological changes (Setyawan, 2015). His study

suggests that the inductive method is more intuitive than the deductive approach, as it allows students to observe real-world word transformations before systematically understanding the underlying rules.

Furthermore, Suaibah (2017) found that repetitive practice exercises (tamrinan) significantly improve students' comprehension of morphological changes caused by i'lal. This study highlights that word analysis drills and collaborative discussions play a crucial role in deepening students' understanding of linguistic transformations. Similarly, Basith stated that combining the inductive method with tamrinan in sharaf instruction enables students not only to memorize rules but also to understand the linguistic principles underlying word modifications. His research underscores that a practice-driven and discussion-based approach helps santri develop linguistic analytical skills essential for advanced Arabic studies (Basith, 2008).

A study by Jazuli further supports the effectiveness of practical sharaf learning using an inductive approach in madrasah diniyah. His research confirms that beginning with concrete examples before introducing grammatical rules enhances students' ability to distinguish complex morphological changes (Jazuli, 2012). Similarly, Misbah found that implementing the Amtsilati method with an inductive approach in Nahwu-Sharaf learning improves students' reading comprehension and understanding of classical Arabic texts. This method allows students to familiarize themselves with word structures before delving into the theoretical framework of grammatical rules (Misbah, 2006).

Additionally, research by Rohayati & Wasilah (2024) suggests that applying the istiqraiyyah method (empirical analysis) in exercise-based sharaf instruction helps students recognize intricate word modification patterns. This gradual learning approach, which transitions from concrete examples to abstract linguistic concepts, facilitates deeper comprehension of morphological transformations in Arabic.

Thus, this study reinforces previous findings that highlight the effectiveness of combining the inductive method with tamrinan in i'lal instruction. This dual approach not only enhances students'

understanding of morphological transformations but also strengthens their linguistic analytical skills, providing them with a more comprehensive grasp of Arabic morphology.

## 4. Implications of Findings on Arabic Language Learning

This study highlights the importance of interactive learning media in enhancing students' comprehension of i'lal. The integration of interactive whiteboards, digital worksheets, and animated videos is recommended as alternative tools to facilitate visual learning of morphological changes in Arabic words. These resources allow students to engage with linguistic concepts more dynamically, improving their ability to recognize and analyze word transformations.

Moreover, the findings emphasize the necessity of a problem-solving approach in Arabic language instruction. Students who were exposed to case-based word analysis exercises demonstrated a deeper understanding of i'lal compared to those who solely relied on memorizing grammatical rules. This suggests that engaging students in practical application and analytical exercises

fosters a more profound grasp of morphological patterns, thereby reinforcing their linguistic competence.

The study further confirms that i'lal in sharaf consists of four primary types: qalb (substitution), taskin (vowel reduction), hadzf (elision), and naql harakat (movement transfer). In learning i'lal, many santri face challenges, particularly in identifying the root form of a word after undergoing morphological changes. These difficulties stem from a lack of conceptual understanding of sharaf rules, an overemphasis on rote memorization, and limited use of interactive learning tools.

The results indicate that the inductive and tamrinan methods are more effective in enhancing students' comprehension of i'lal compared to traditional memorization-based methods. By incorporating analytical and practice-based approaches, students develop a stronger ability to recognize and understand harf 'illat transformations in various word structures.

The implications of this research suggest the need for a combined instructional method in i'lal learning, the integration of interactive educational tools, and the adoption of

problem-solving approaches to improve students' understanding of Arabic morphological structures.

These findings align with Fara's study, which demonstrated that application-based interactive learning significantly enhances students' grasp of morphological concepts in sharaf. Her study developed the "Hayya Nata'allam As-Sharfa" application, which utilizes visual animations to explain word transformations caused by i'lal, proving to be an effective tool in improving students' retention of linguistic concepts (Fara, 2020).

Additionally, research by Fadilah & Sulaikho found that digital media using iSpring Suite in Nahwu-Sharaf instruction provides a more interactive learning experience and encourages students to gain a deeper understanding of word transformation patterns. With features such as interactive quizzes and analysis-based exercises, this approach proves to be more effective than traditional memorization-based methods, as it enhances student engagement and conceptual retention (Fadilah & Sulaikho, 2022).

Similarly, Wahyuningsih's research highlights that the use of computer-based interactive games can enhance linguistic analytical skills in understanding sharaf. This method facilitates students' comprehension of word transformations in i'lal through a problem-solving approach, where they are presented with morphological cases that they must analyze and solve, fostering a deeper and more engaging learning experience(Wahyuningsih, 2018).

Furthermore, Hadi's study (2023) emphasizes the importance of digital interactive learning in supporting students' understanding of sharaf. His research demonstrates that technology-based tools, such as interactive whiteboards and digital simulations, can significantly aid students in identifying the root forms of words by providing a clearer visualization of morphological transformations.

Similarly, research by Fikrotin & Sulaikho (2021) found that a problem-solving approach in Arabic morphology instruction is more effective than traditional memorization methods. By engaging students in case-based exercises, this approach encourages active participation, enabling learners to analyze word transformations caused by i'lal more effectively and recognize

morphological patterns in Arabic with greater ease.

Thus, the findings of this study reinforce previous research, which highlights that interactive learning media and problem-solving methods play a crucial role in enhancing students' comprehension of i'lal in sharaf. Therefore, sharaf instruction should not only focus on theoretical concepts but also incorporate digital technology and analytical learning strategies to improve learning effectiveness.

## Conclusion

The findings of this study reveal that i'lal in sharaf consists of four primary types: qalb (substitution), taskin (vowel reduction), hadzf (elision), and naql harakat (movement transfer). Many santri struggle to recognize the original root forms of words that have undergone morphological changes, primarily due to a lack of conceptual understanding of sharaf rules and the dominance of rote memorization methods in learning. Additionally, the limited use of interactive learning media exacerbates students' difficulties in analyzing harf 'illat transformations within Arabic words.

This research highlights that the inductive method and tamrinan exercises are more effective than traditional memorization-based approaches. An analysis- and practice-driven approach allows students to comprehend harf 'illat transformation patterns systematically across various word structures. Therefore, i'lal instruction should adopt a combined method, integrating inductive learning, problem-solving exercises, and interactive media to optimize students' understanding of Arabic morphology.

For future research, it is recommended to explore the integration of technology in i'lal instruction, such as digital applications or online learning platforms that can enhance students' comprehension through interactive simulations. Additionally, further studies should investigate the implementation of project-based learning (PBL) strategies in sharaf education to assess how this approach can improve students' morphological analysis skills in Arabic linguistics.

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