

The Use of the Structural Analytic Synthetic Method in Arabic Language Learning: Insights from Islamic Elementary Schools in Indonesia

¹Ahmad Syadi, ²Suparmanto, ³Erli Latifah Dayyinati, ⁴Nur Sahadah Abdan, ⁵Salsabila Khalisah

Email : ¹ahmadsyadi69@gmail.com, ²suparmanto181@gmail.com, ³erilatifahdayyinati@gmail.com,
⁴asyahadah704@gmail.com, ⁵salsabilakhalisah42@gmail.com
^{1,2,3,4,5}Universitas Islam Negeri Mataram, Indonesia

ABSTRACT

Arabic is an essential international language, particularly in the context of Islam and global communication. This study explores the implementation of the Structural Analytic Synthetic (SAS) method in teaching Arabic reading and writing skills at Madrasah Ibtidaiyah. Using a qualitative approach, data were collected through observation, interviews, and documentation. The findings indicate that the SAS method effectively enhances the reading and writing skills of grade II students at MI NWDI 2 Pancor. Teachers, acting as facilitators, creatively integrate the SAS method with other media, such as pictures and word cards. Despite challenges, particularly in maintaining young students' focus, the gradual application of the SAS method demonstrated positive outcomes. This study contributes significantly to the advancement of Arabic teaching methodologies in Islamic educational institutions in Indonesia.

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Introduction

Arabic is an international language that plays a crucial role, especially for students and learners. Nasution and Lubis (2023) state that this language is used in various contexts, such as the language of Islam and an official medium of communication for the United Nations (UN). As the language of the Qur'an, Arabic has many unique characteristics that make it essential to learn, not only as a tool to understand the content of the Qur'an and Hadith (As'ad et al., 2019; Suaibah & Rahman, 2020; Syahidin, 2020), but also as a language of identity for Muslims worldwide (Suparmanto et al, 2021). With its status as a language that endures alongside the Qur'an, Arabic serves as a unifying medium for Muslims until the end of time.

Setyawan (2020) explains that the Qur'an has made Arabic a unique language with characteristics distinct from other languages. This uniqueness is not limited to its religious functions but also encompasses fields such as literature, philosophy, and sciences, including mathematics and medicine, during its golden age. In the context of education, Arabic is crucial for helping younger generations understand the Qur'an, Hadith, and other Islamic literature through school learning (Calafato & Tang, 2019; Letmiros, 2019).

Learning itself is a process of teaching, guiding, and facilitating students to achieve educational goals (Wijoyo, 2016). Nasikin, Suparmanto, and Hidayatullah (2023) emphasize that Arabic proficiency, particularly speaking skills, is one of the four fundamental skills that are vital as it serves as the primary tool for daily communication. Therefore, teaching Arabic requires effective strategies and methods to achieve optimal results.

Arabic has fundamental differences in its writing system compared to Indonesian. Arabic is written from right to left, while Indonesian is written from left to right. Moreover, Arabic letters change their forms depending on their position in a word (initial, medial, or final) and require the use of *harakat* (diacritical marks) as part of the writing system (Putra et al, 2023). This demands that students adapt to these rules in the learning process.

The success of Arabic learning largely depends on the use of effective and efficient teaching methods. Winarto Surakhmad (Saputri et al, 2023) defines a method as a tool to achieve desired learning objectives. Choosing the right method can assist teachers and students in the teaching-learning process, enhancing the effectiveness and efficiency of goal attainment (Ainin et al., 2020; Berbeco, 2018; Golzar, 2020).

The main focus of this research is the implementation of the Structural Analytic Synthetic (SAS) method. According to Putriana (2018), the SAS method is used in early reading and writing instruction for beginner students. This method begins by introducing a complete sentence, analyzing it into its components (words, syllables, and letters), and then reconstructing these components into a complete sentence. Dewi (2018) adds that this method adheres to linguistic principles, recognizing sentences as the smallest unit of meaningful communication.

In the context of Arabic language learning, writing is defined as the process of forming letters clearly and accurately according to Arabic writing conventions (Suparmanto et al, 2023), while reading is understood as a process of communication between the reader and the text through cognitive connections between spoken and written language (Arifin et al., 2021; Atashian & Al-Bahri, 2018; Hamid et al., 2021; Sa'idah et al., 2021).

Although previous studies have demonstrated the effectiveness of the SAS method in language learning, there has been limited research evaluating its application in Arabic instruction

at *madrasah* (Islamic schools). Therefore, this study aims to address this gap and make a significant contribution to the development of Arabic teaching methods in Islamic educational institutions in Indonesia. The application of the SAS method is expected to enhance the quality of Arabic learning in these institutions.

Method

Research Design

This study adopts a qualitative approach to describe the application of the Structural Analytic Synthetic (SAS) method in Arabic language learning at *madrasahs* and to directly implement the method in the classroom. The data collected includes written and oral data from the research subjects, as well as observations of the objects being studied.

Qualitative research, as explained by Yusuf (2014), emphasizes the quality of data and the research process by addressing problems through the exploration of concepts, object characteristics, meanings, phenomena, symbols, and natural descriptions. This study was conducted at MI NWDI 2 Pancor, involving grade II Arabic language teachers and grade II students as the research subjects. The focus of the study is on the development of initial reading and writing skills in Arabic language learning.

Data Collection Techniques

In line with Sugiyono (2017), data collection is a strategic step in research aimed at obtaining valid and relevant information. This study employed three primary data collection techniques: observation, interviews, and documentation. Observation was conducted to monitor the teaching process of reading and writing skills in grade II using the SAS method. This provided insights into how the method was implemented in the classroom and how students responded to it. Interviews were carried out with Arabic language teachers and the school principal to gain deeper insights into the implementation of the SAS method, including challenges and benefits experienced during its application. Documentation was used to collect evidence of students' learning outcomes, such as worksheets, teaching notes, and other relevant materials.

Data Analysis Techniques

The data analysis process consisted of three main stages: data reduction, data presentation, and conclusion drawing. Data reduction involved summarizing and filtering the collected data to focus on the most relevant information. Data presentation was done in narrative form to provide a clear understanding of the findings, while conclusions were drawn from the analysis to address the research questions.

To ensure data validity, this study used source triangulation. This technique involved comparing data collected from various sources, including the school principal, teachers, and

students of grade II at MI NWDI 2 Pancor. Triangulation was carried out through direct interviews with the school principal, teachers, and students, observations of classroom learning activities involving the SAS method, and documentation of teaching instruments and student outcomes. The triangulation process ensured the accuracy and credibility of the data, providing comprehensive support for the conclusions of this research.

Result

This study demonstrates that the Structural Analytic Synthetic (SAS) method can effectively enhance the initial reading and writing skills of grade II students at MI NWDI 2 Pancor. Arabic language teachers at this school understand the implementation of the SAS method well and routinely apply it in a gradual learning process. In addition to textbooks, the teachers utilize supplementary media, such as pictures, to support the teaching of reading and writing for students from grade I to grade III. The teachers' creativity is evident in their integration of the SAS method with other teaching approaches to achieve educational objectives.

In the process of teaching Arabic, teachers use the K-13 textbook published by Yudhistira, authored by Nur Hasaniyah, S.Ag., M.A., and Choirul Ansori, S.Ag., M.Pd.I. This indicates that the teachers do not rely solely on one method but instead employ various resources and techniques to support their teaching.

Interviews with Arabic language teachers and the school principal revealed several challenges in applying the SAS method, particularly for students in grades I to III. At these levels, students tend to have shorter attention spans, making it difficult for them to focus on learning activities, including Arabic. The principal noted that while teaching Arabic can be challenging for young learners, additional study programs held in the afternoons help students master Quranic reading by the time they reach grade III. These special programs are part of the school's efforts to strengthen Arabic language learning.

Teachers creatively combine the SAS method with other teaching strategies to achieve the objectives of Arabic language education. The SAS method is implemented gradually, as it requires time and consistency. This aligns with previous research findings, which suggest that the SAS method necessitates a systematic approach and cannot be applied instantaneously.

The findings highlight the steps followed by teachers in implementing the SAS method for teaching Arabic: (1) The initial step involves introducing students to the hijaiyah letters along with their harakat, enabling them to understand the fundamentals of writing and pronunciation. (2) Teachers demonstrate how to write each hijaiyah letter clearly and simply. Students are then asked to replicate the writing. (3) Teachers explain the changes in letter forms when connected to others and distinguish letters that cannot be joined. This helps students grasp the basic rules

of Arabic letter writing.

Table 1.

Letters That Cannot Be Connected to the Following Letter

الرقم	الحروف	في الابتداء	في الوسط	في اللاحق	من تفس الأحرف
١	ا	أمن ، أمل	سال ، قال	دعا	أدار
٢	د	دفن ، دبر	قدر ، مدح	قعد	دار
٣	ذ	ذقن ، ذكر	قذف ، كذب	نوافذ	ذاب
٤	ر	رمل ، ربح	كرم ، قرب	قفر	راو
٥	ز	زمن ، زكم	لزم ، بزغ	رمز	زاد
٦	و	وعد ، وثب	قويم ، قوم	يقسو	ورد ، روي

All letters, except for the six letters (ا د ذ ز و), can be connected to the following or adjacent letters. The form of these letters can also change depending on their position (at the beginning, middle, or end of a word). These variations in letter shapes can be categorized based on their structural similarities and are often distinguished by the placement or number of dots, which serve as identifying features. For instance, letters can be grouped as follows: (ب ت ث ن ي), (ح خ ج ع غ), (س ش ص ض ف ل), (ط ظ ك م ه).

Table 2.

Letters That Can Be Connected to the Following Letter

رقم	حروف	الإبتداء	الوسط	في اللاحق	الأمثلة
1	ب	ب...	بـ	بـ	بين ، ثبت ، كتب
2	ت	ت...	تـ	تـ/ة	ترب ، ستر ، بيت / لمحة ، ك رة
3	ث	ث...	ثـ	ثـ	ثقب ، كثر ، لبث
4	ن	ن...	نـ	نـ	نبت ، جنب ، فتن
5	ي	ي...	يـ	يـ	يلج ، نيل ، قضي
6	ج	ج...	جـ	جـ	جعل ، هجر ، ثلج
7	ح	ح...	حـ	حـ	حبس ، بحر ، نجح
8	خ	خ...	خـ	خـ	خبر ، بخل ، سلخ

9	ع	ع...	ع	عين ، لعب ، نبع
10	غ	غ...	غ	غرق ، بغض ، بلغ
11	س	س...	س	سلم ، بسم ، جلس
12	ش	ش...	ش	شرب ، حشر ، قبش
13	ص	ص...	ص	صبر ، بصر ، خلص
14	ض	ض...	ض	ضمن ، نضج ، نبض
15	ف	ف...	ف	فكر ، غفر ، شغف
16	ق	ق...	ق	قبل ، فقر ، قلق
17	ل	ل...	ل	لطف ، بلد ، قتل
18	ط	ط...	ط	طير ، بطن ، بسط
19	ظ	ظ...	ظ	ظهر ، نظر ، غيظ
20	ك	ك...	ك	كبر ، مكر ، ملك
21	م	م...	م	مكث ، سمع ، علم
22	هـ	هـ...	هـ	هرب ، سهل ، نيه

In teaching early reading and writing skills using the Structural Analytic Synthetic (SAS) method, the teacher begins by preparing relevant learning media. After introducing the hijaiyah letters along with the differences between letters that can and cannot be connected, the teacher provides various learning materials such as picture books, images of different types of plants and flowers, and hijaiyah letters in the form of cards. These media help students understand the concepts visually and engagingly.

The next stage involves displaying pictures and reading them. The teacher shows a picture to the students and uses it as material for storytelling. For example, the teacher can display a picture of a house on the board while teaching simple sentences such as:

- هذا بيت
- هذا البيت أحمر
- هذا بيت كبير
- هذا بيت محمد

Afterward, students are given picture cards with vocabulary (*mufradat*) related to the images. At this stage, students begin interacting with the provided media to deepen their understanding.

During the Structural process, the previously shown pictures are removed or hidden, allowing students to focus on the content presented earlier without additional visual aids. The

teacher then writes sentences related to the pictures on the board. These sentences are read and written by the students. Next, the teacher breaks the sentences into words, provides their meanings, and further breaks each word into its component letters. For instance:

- هذه مدرسة كبيرة
- هـ - ذ - هـ ... م - د - ر - س - ة
- هـ - ذ - هـ ... م - د - ر - س - ة

The final stage is the Synthetic process, where the teacher guides students to recombine the letters into the original words and sentences. During this process, the teacher explains the steps of combining the letters while reminding students of the meaning of each word in the sentence. Through this method, students systematically learn the relationship between letters, words, and sentences, allowing their reading and writing skills to develop gradually.

From the observations conducted by the researcher on May 20, 2024, at MI NWDI 2 Pancor, specifically at the end of the even semester, the researcher interviewed grade 2 students and found the following: in reality, the students' Arabic reading and writing skills were generally adequate. However, approximately 5 out of 25 students still struggled to read the sentences provided fluently, faced difficulties in writing hijaiyah letters correctly, and often ignored diacritical marks. Most of the grade 2 students were unable to write hijaiyah letters accurately because, as mentioned during the researcher's interview with the principal, they were more frequently taught to read than to write. On average, grade 2 students were already able to read the Quran, with only 7 students still learning *Iqra* (a guidebook for learning Quranic reading).

Several factors influence students' reading and writing skills. these factors can be categorized into two types: internal factors, which include health, interest, talent, and motivation; and external factors, which include family, the surrounding environment, and the school. Among these factors, the school environment plays a significant role in affecting students' reading and writing skills. To address this, the researcher implemented engaging and enjoyable learning strategies, creating a better, more interesting, and effective learning atmosphere through the use of the SAS method.

Discussion

The findings of this study highlight the effectiveness of the Structural Analytic Synthetic (SAS) method in improving the initial reading and writing skills of grade II students at MI NWDI 2 Pancor. The gradual and systematic application of this method, complemented by the use of diverse teaching media such as picture books, images, and hijaiyah letter cards, has proven effective in enhancing student engagement and learning outcomes. The teachers' ability to integrate the SAS method with other teaching approaches further underscores their creativity

and adaptability in achieving educational goals (Hamidah et al., 2022).

Despite its effectiveness, challenges in applying the SAS method were noted, particularly for younger students in grades I to III. These students often have shorter attention spans, making it difficult for them to focus on structured learning activities like reading and writing Arabic. The principal also emphasized that while teaching Arabic at an early age is challenging, supplementary programs such as afternoon Quranic reading sessions significantly contribute to the students' progress. By the time they reach grade III, most students are able to read the Quran fluently, with only a few still using the *Iqra* guidebook.

The structured stages of the SAS method—introducing hijaiyah letters, analyzing their forms and connections, and synthesizing them into meaningful sentences—provide a systematic framework for teaching. The steps ensure that students not only recognize the shapes and forms of Arabic letters but also understand their functional roles in forming words and sentences. This gradual approach aligns with the principle that language learning, especially at the foundational level, requires consistent reinforcement and repetition.

However, the findings reveal that some students still face difficulties, such as hesitancy in reading sentences fluently, errors in writing hijaiyah letters, and neglect of diacritical marks. These challenges are likely influenced by a heavier emphasis on reading instruction over writing practice, as noted during the interview with the principal (Hamidah et al., 2020). This imbalance suggests a need for more focused writing activities to complement the reading-centric curriculum.

The study also identifies factors influencing students' reading and writing skills, categorized into internal and external aspects. Internal factors include health, interest, talent, and motivation, while external factors involve family, the surrounding environment, and the school. Among these, the school environment emerges as a critical determinant (Marlius et al., 2021). The role of engaging teaching strategies, such as the SAS method, becomes essential in addressing these challenges. By creating a more enjoyable and effective learning atmosphere, teachers can mitigate some of the barriers and improve student outcomes.

The inclusion of practical examples, such as introducing hijaiyah letters and demonstrating their connections, highlights the hands-on nature of the SAS method. The gradual transition from recognizing individual letters to forming complete sentences ensures that students develop a strong foundational understanding of Arabic script. This step-by-step approach, combined with creative use of teaching aids (Abdelhadi et al., 2020), allows students to build confidence and competence in reading and writing.

In conclusion, while the SAS method proves effective, its success depends on consistent implementation and addressing the unique needs of students. Enhancing writing practice

alongside reading activities, as well as tailoring teaching strategies to individual learning needs, can further optimize the impact of this method. This study contributes valuable insights into the use of the SAS method in Arabic language education and underscores the importance of a balanced and engaging approach to foundational language learning.

Conclusion

This study concludes that the Structural Analytic Synthetic (SAS) method effectively enhances the initial reading and writing skills of grade II students at MI NWDI 2 Pancor. Its structured and systematic implementation, supported by engaging media such as picture books, images, and hijaiyah letter cards, boosts student participation and learning outcomes. However, challenges persist, particularly among younger students in grades I to III, who have shorter attention spans and struggle with writing due to the curriculum's greater focus on reading. These findings emphasize the need for balanced instruction in reading and writing, as well as additional support through programs like Quranic reading sessions.

To address these challenges and further improve Arabic language education, future studies should focus on integrating writing activities alongside reading instruction, developing age-appropriate approaches, and providing comprehensive teacher training. Exploring the use of digital tools and conducting longitudinal research could also enhance the implementation of the SAS method. Additionally, examining cultural and environmental influences on the method's effectiveness would help tailor strategies to diverse educational contexts, ensuring more impactful and inclusive learning experiences.

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