

IMPLEMENTATION OF THE SOROGAN METHOD IN TEACHING ARABIC THROUGH THE BOOK AF'AL YAUMIYYAH TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SIRAJUL MUKMININ AZZAKIYAH ISLAMIC BOARDING SCHOOL PESAGUAN KANAN VILLAGE, KETAPANG 2026

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Abstract

This study aimed to describe the implementation of the Sorogan method in Arabic language learning using the Af'al Yaumiyyah book to improve students' Arabic vocabulary mastery at Sirajul Mukminin Azzakiyah Islamic Boarding School, Pesaguan Kanan, Ketapang Regency, during the 2025/2026 academic year. This research employed a qualitative approach with a phenomenological design. The participants consisted of the Islamic boarding school leader, Arabic language teacher, and third-grade male students of the Ibtidaiyah level. Data were collected through observation, interviews, and documentation, while data analysis followed the Miles and Huberman interactive model consisting of data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the Sorogan method consisted of four stages: planning, implementation, evaluation, and identification of supporting and inhibiting factors. Planning involved determining learning objectives, teaching schedules, and students' readiness. The learning process was conducted individually through direct recitation of the Af'al Yaumiyyah book, followed by immediate correction and guidance from the teacher. Evaluation was carried out continuously by assessing students' reading ability, vocabulary memorization, and the use of Arabic vocabulary in simple communication. Supporting factors included teacher competence, systematic learning materials, students' motivation, and a conducive boarding school environment. Inhibiting factors included differences in students' abilities, limited instructional time, and inadequate preparation by some students. Overall, the Sorogan method effectively improved students' Arabic vocabulary mastery through intensive, individualized, and continuous learning.

Keywords: Sorogan Method, Arabic Learning, Af'al Yaumiyyah, Vocabulary Mastery, Islamic Boarding School.

INTRODUCTION

Arabic is one of the international languages that holds a strategic position in Islamic education, as it is the primary language of the Qur'an, Hadith, and various classical Islamic literature (*turath*). Mastery of Arabic is not only necessary for understanding the sources of Islamic teachings textually but also serves as a means of developing students' academic knowledge, communication skills, and critical thinking abilities. Therefore, Arabic language learning in Islamic educational institutions, particularly Islamic boarding schools (*pesantren*), plays a very important role in developing students' academic competencies.