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## The implementation of mnemonic learning method in enhancing retention of *Ilmu Sorrof*

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Received: January 10, 2025; Revised: January 15, 2025; Accepted: January 30, 2025

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**Abstract:** *Ilmu Sorrof* consists of numerous linguistic components, making it challenging for students to learn and understand. This difficulty is further compounded when teachers rely solely on lecture and rote memorization methods, which often lead to student boredom and hinder comprehension and memorization of the material. As a solution to these challenges in teaching *Ilmu Sorrof*, the mnemonic learning method offers a quick and effective approach to understanding and memorizing the subject. This study aims to describe the implementation of the mnemonic learning method in improving the retention of *Ilmu Sorrof*. The research employs a qualitative case study approach conducted in the 7th-grade language program at SMP Nurul Jadid Paiton Probolinggo. Data collection techniques include observation, interviews, and documentation. Data analysis is carried out through data collection, data condensation, and conclusion drawing. The results show that the mnemonic learning method facilitates easier recall and comprehension in the teaching of *Ilmu Sorrof*.

**Keywords:** Mnemonic Learning, Retention, *Sorrof*

**How to Cite:** Wijaya, M., Setiyawati, F.R.N., & Goda, S.S.H. (2025). The implementation of mnemonic learning method in enhancing retention of *Ilmu Sorrof*. *At-Ta'lim: Jurnal Pendidikan*, 11(1), 1-8. <https://doi.org/10.55210/attalim.v11i1.1946>

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### Introduction

In Indonesia, Arabic language education still faces numerous challenges, particularly in teaching *Ilmu Sorrof* (Abdilah & Al Farisi, 2023; Fadilah & Sulaikho, 2022; Sungkar, 2019; Tarigan & Zulkarnein, 2023; Wahyuningsih, 2018). These challenges are highlighted by various studies. For instance, a study by Khasanah (2021) discusses the management of Nahwu Shorof learning at Pondok Pesantren Apik Kesugihan, emphasizing the importance of effective teaching strategies and the role of teacher competence in improving student outcomes. Another study by Najib (2024) at Pondok Pesantren Modern Al-Amanah Krian-Sidoarjo highlights the significant obstacles posed by time constraints and traditional teaching methods in delivering effective *Ilmu Sorrof* lessons. Similarly, Hawary (n.d.) reports challenges in implementing the Tasrifan method in teaching *Ilmu Sorrof* at Pondok Pesantren Nurul Hidayah, particularly in terms of teaching methods and student engagement.

*Ilmu Sorrof* is a critical branch of Arabic studies that focuses on morphological changes in word forms within sentences to convey different meanings and functions (Hamdah, 2022; Nujaima & Kurniawan, 2024; Rini et al., 2024; Roviin, 2018). However, many students lack the motivation to learn and master *Ilmu Sorrof* effectively. This remains a major obstacle that significantly impacts their learning outcomes (Hardiyanti, 2019; Juryatina & Amrin, 2021; Maghfira, n.d.; Negoro et al., 2022; Yunisa, 2022).

To address this issue, innovations in teaching methods are essential. One proven method for enhancing students' memory retention is the mnemonic learning method (Febriana & Alimuddin, 2024; Heryani et al., 2021; Manshur et al., 2023; Nurbaiti, 2018; Rozi et al., 2022). Mnemonic

learning is a teaching approach that utilizes mental grouping and associations to make information easier to recall. Examples include using songs, acronyms, or mind mapping linked to the subject matter (Darusman, 2018; Yonny & Yunus, 2011).

Empirical evidence suggests that there is still a lack of literature exploring the effective application of mnemonic learning methods in the context of teaching *Ilmu Sorroff* in Islamic boarding schools. The teaching of *Ilmu Sorroff* in pesantren uses the sorogan method (individual learning with the kiai) and the bandongan method (group learning) as part of the traditional approach. Pesantren, as an Islamic educational institution that prioritizes religious learning, utilizes both methods to ensure direct interaction between the teacher and students while reinforcing understanding through effective repetition of the material (Ponpes Al Hasanah Bengkulu, 2020). This research focuses on the limited memory retention of students in understanding morphological changes in *Ilmu Sorroff*, which is a fundamental aspect of mastering the Arabic language.

Previous studies, such as Dian et al. (2023), found that students could grasp the material more easily without feeling pressured or bored by using songs, acronyms, and mind mapping to study *Ilmu Sorroff*. However, the effective implementation of these techniques requires teachers' creativity to develop methods (such as singing, acronyms, concept maps, etc.) aligned with the learning material so that students can better understand and recall the subject matter while enjoying the learning process.

According to another study by Manshur et al. (2023), mnemonic learning facilitates memory retention by engaging the right brain, allowing information to be stored for a longer duration and easily recalled when needed because it is stored in long-term memory.

Therefore, this research aims to address this knowledge gap by investigating the effectiveness of implementing the mnemonic method in enhancing students' understanding and learning outcomes in *Ilmu Sorroff* at SMP Nurul Jadid Paiton. The findings of this study are expected to provide new insights and practical recommendations for improving memory retention and developing more effective teaching methods in educational institutions.

### **Method**

This research, conducted at SMP Nurul Jadid Paiton Probolinggo, employed a qualitative research method with a case study approach from October to December 2024. The case study participants included the language program coordinator at SMP Nurul Jadid Paiton Probolinggo and two *Ilmu Sorroff* educators. The selection of participants for this case study was carried out using purposive sampling technique, where participants were chosen based on specific criteria relevant to the research objectives. The language program coordinator at SMP Nurul Jadid Paiton Probolinggo and two *Ilmu Sorroff* educators were selected because they possess in-depth knowledge and experience related to the teaching of *Ilmu Sorroff* at the school, and are directly involved in the implementation of the learning program.

Data collection techniques involved direct observation and documentation in the 7th-grade language program classrooms at SMP Nurul Jadid Paiton Probolinggo. Additionally, semi-structured interviews were conducted with the language program coordinator, two *Ilmu Sorroff* educators, and two students from the 7th-grade language program to gather data comprehensively. The selection of participants for this case study was carried out using purposive sampling technique, where participants were chosen based on specific criteria relevant to the research objectives. The language program coordinator at SMP Nurul Jadid Paiton Probolinggo, two *Ilmu Sorroff* educators, and two students from the 7th-grade language program were selected to gather data comprehensively. In line with qualitative research practices, validation strategies, such as triangulation of methods or sources, were used to ensure the reliability and validity of the findings.

Interviews and documentation were carried out during on-site activities to capture in-depth information. These semi-structured interviews allowed for flexibility in exploring insights from the

language program coordinator, educators, and students, ensuring a rich and detailed understanding of the implementation of the mnemonic learning method. These semi-structured interviews allowed for flexibility in exploring insights from the language program coordinator, educators, and students, ensuring a rich and detailed understanding of the implementation of the mnemonic learning method.

## **Results and Discussion**

### **Improving Memory Skills through the Mnemonic Learning Method**

This study demonstrates that the implementation of the mnemonic learning method in the 7th-grade language program at SMP Nurul Jadid successfully enhanced students' ability to recall and comprehend *Ilmu Sorof* lessons.

### **Implementation of the Mnemonic Learning Method**

The language program coordinator at SMP Nurul Jadid explained that the mnemonic learning method is employed to make it easier for students to understand and memorize *Ilmu Sorof* material. The Learning and Teaching Activities (Kegiatan Belajar Mengajar/KBM) for *Ilmu Sorof* are conducted every Friday from 8:00 PM to 9:00 PM. Given the limited time, teachers are required to optimize the learning process with innovative approaches.

In the 7th-grade language program, the mnemonic learning method was applied using songs or rhythms, acronyms, and mind mapping. The results showed that 85% of students improved their memory retention and mastery of *Ilmu Sorof* material. In the 7th-grade language program, the mnemonic learning method was applied using various techniques, such as songs or rhythms, acronyms, and mind mapping, as a way to help students improve their memory retention of *Ilmu Soroff* material. Through the implementation of this method, students who initially struggled to remember and master the material began to show significant improvement. This flexible approach provided them with the opportunity to connect new information to things that were easier to remember, such as melodies or word associations. Over time, this mnemonic-based teaching allowed students to more easily recall and understand the fundamental concepts of *Ilmu Soroff*, which had previously been considered difficult. This process demonstrates how creative and enjoyable learning approaches can foster greater improvement in the understanding of the material.

### **Learning Activities in the 7th-Grade Language Program at SMP Nurul Jadid**

#### **Opening with a Group Prayer**

First, the learning session begins with a group prayer aimed at fostering teamwork, preparing students' minds, and creating a calm atmosphere. Additionally, the prayer is conducted in a U-shaped seating arrangement, enabling the teacher to be the focal point in the middle of the students. This approach supports a focused and conducive learning environment (Chatib, 2013; Leo, 2021).

#### **Reviewing Previous Lessons**

Second, After the prayer, students are asked to review or revisit the material studied in the previous session. This is followed by singing the material that was previously learned to refresh their memory and enhance retention. This review process lasts about ten minutes. For example, the teacher might say: "*Before we start today's lesson, yesterday we sang a song about Bina'. Does everyone still remember? To reinforce our memory, let's sing it together again!*"

#### **Concept Introduction and Comprehension**

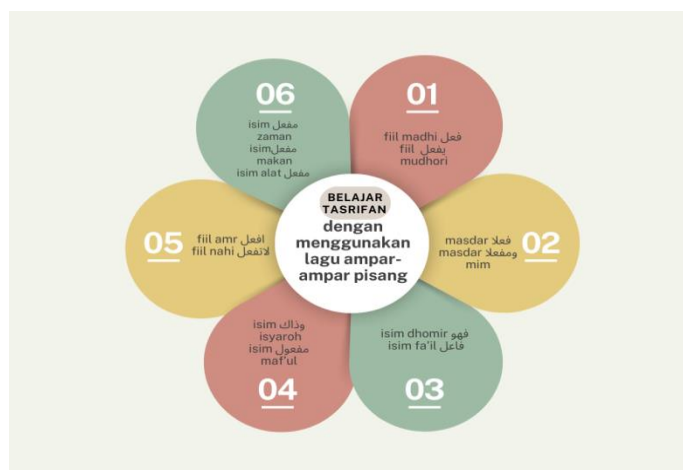
Third, In this stage, teachers use the mnemonic method to introduce new material to students. This activity typically takes 30 minutes.

### **Mnemonic Techniques Used in Teaching Ilmu Sorof**

#### **a. Singing (Rhymes/Songs)**

This method is employed in the 7th-grade language program and has proven effective in helping students memorize, recall, and master *Ilmu Sorof* material (Korankye-Mensah, 2022; Sugiarti, 2017). It increases students' learning enthusiasm, leading to excellent learning outcomes (Firdaus & Hafidah, 2020).

To design a memorable and structured learning process for *Ilmu Sorof*, students are first asked to write definitions and classifications of the material. To facilitate recall, teachers introduce engaging songs or rhythms related to the material. This approach makes it easier for students to grasp and retain the lessons over a longer period. Using songs and rhythms creates a relaxed and enjoyable classroom atmosphere, allowing for more effective learning (Hidaya, 2011).

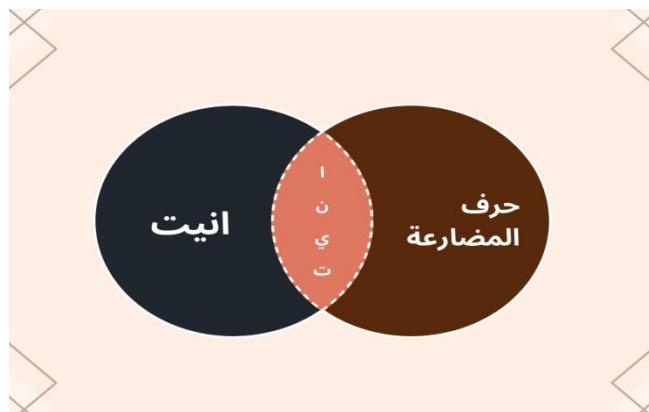


**Figure 1.** Example of the Singing Method

### b. The Acronym Method

The acronym method (combining letters or abbreviations) is a teaching approach applied at SMP Nurul Jadid to make it easier for students to recall and memorize *Ilmu Sorof* material. Similar to the singing method, this approach focuses on word or letter abbreviations. For example, the letters of *mudhoroah* (prefixes) are combined into the acronym "ANIITA" (alif, nun, ya', ta').

The *Ilmu Sorof* learning concept using the mnemonic learning approach in the form of creating acronyms or abbreviations in the 7th-grade language program at SMP Nurul Jadid has proven highly effective. It significantly aids students in mastering *Ilmu Sorof* material with greater ease and understanding.



**Figure 2.** Example of the Acronym Method

### c. Mind Mapping

Mind mapping is a method used in the 7th-grade language program at SMP Nurul Jadid to evaluate material that has been learned. Its purpose is to help students recall previously studied *Ilmu Sorof* material. The mind mapping method involves creating a schematic representation that highlights only key points. Students can enjoy various mind map models, such as tree shapes, charts, and others (Komis et al., 2007; Ojima, 2006).

By utilizing the mnemonic learning approach through mind mapping for *Ilmu Sorof* material, SMP Nurul Jadid students can easily master and memorize the material.

### **Learning Evaluation**

The Fourth, Once students have mastered the material presented by the teacher, the next step is to evaluate their learning outcomes by asking the students about the material they have learned. This evaluation helps students to better understand and master the *Ilmu Sorof* lessons taught (Surya, 2017; Tabroni & Qutbiyah, 2022; Yulianti et al., 2018). This is proven by the learning achievement data of the students after implementing the mnemonic learning method to improve memory retention in *Ilmu Sorof*. All 32 students in the 7th-grade language program at SMP Nurul Jadid achieved above-average scores, with a minimum score of 75 and a maximum score of 100. This demonstrates a significant improvement in students' learning achievements, as the material is presented in an easy-to-understand manner, coupled with the use of appropriate methods.

### **Fifth, After all the steps have been completed, the next activity is the closing prayer and farewell.**

The teacher leads the closing prayer to conclude the session, which is recited together so that students maintain their unity during the learning process. Additionally, the prayer teaches students to be grateful for what they have learned and gained (Anwar & Pd, 2015; N. Safitri, 2019).

**Table 1.** Time Allocation for *Ilmu Sorof* Lessons Using the Mnemonic Learning Method

No.	Step	Material	Technique	Time
1	First Step	Greetings and Opening Prayer	Classical	5 minutes
2	Second Step	Review of Material	Classical	10 minutes
3	Third Step	Concept Introduction and Understanding (Mnemonic)	Classical	30 minutes
4	Fourth Step	Learning Evaluation	Classical	10 minutes
5	Fifth Step	Closing Prayer and Farewell	Classical	5 minutes

Mnemonic learning has a significant effect on students' learning achievements, especially in terms of memory retention and memorization. This is one of the methods and steps applied above. Previous studies have shown that mnemonic education leverages cognitive, affective, and psychomotor aspects simultaneously to help students retain information for a longer period. Therefore, it becomes easier for students to achieve satisfactory learning outcomes (Rozi et al., 2022).

The learning method used during the learning process is a component that significantly influences students' achievements (Audie, 2019; Fatmawati et al., 2021; Wahid, 2018). Students' learning achievements can be improved with the right teaching method. The mnemonic method is one of the popular learning methods (Anshorulah, 2008; Handayani & Irawan, 2022; Hasanah, 2023; A. O. Safitri et al., 2022). Since mnemonic learning aligns with brain functions, there is a relationship between students' learning abilities and their learning outcomes, particularly through the use of cognitive abilities (Selvia, 2019). This method helps students remember and store information for the long term, thereby improving their cognitive abilities and learning achievements (Manuputty et al., 2024; Tandungan, 2024).

Mnemonic learning becomes a strategy to help students remember by involving the right hemisphere of the brain, so the information is stored longer and can be recalled when needed, as it is stored in long-term memory.

The successful implementation of the mnemonic learning method in enhancing memory retention in Ilmu Sorof in the 7th-grade language program at SMP Nurul Jadid Paiton Probolinggo validates Umar Manshur's (2023) claim that mnemonic learning is an effort by educators to help students understand and remember information through the right hemisphere of the brain, which is part of long-term memory. This study's success also proves the purpose of mnemonic learning: to review material that was learned a long time ago, so students can recall it when needed, while also providing an effective learning environment through mnemonic learning techniques. The successful implementation of the mnemonic learning method in enhancing memory retention in Ilmu Sorof in the 7th-grade language program at SMP Nurul Jadid Paiton Probolinggo validates Umar Manshur's (2023) claim that mnemonic learning is an effort by educators to help students understand and remember information through the right hemisphere of the brain, which is part of long-term memory. This study's success also proves the purpose of mnemonic learning: to review material that was learned a long time ago, so students can recall it when needed, while also providing an effective learning environment through mnemonic learning techniques. However, the study faced some challenges, such as the varying levels of student engagement with the mnemonic methods and the difficulty some students had in adapting the techniques to their individual learning styles. These limitations should be considered when applying mnemonic learning in future settings, as they could influence the overall effectiveness of the method.

### Conclusion

The implementation of the mnemonic learning method can help SMP students enhance their memory retention. They are able to quickly memorize and master material using this method. To improve mastery of Ilmu Sorof and enhance memory, students in the 7th-grade language program at SMP Nurul Jadid Paiton Probolinggo use mnemonic learning methods such as singing, acronyms, and mind mapping. To apply this, teachers must be creative in using methods (such as singing, acronyms, mind mapping, etc.) that are appropriate for the learning material. The goal is for students to feel happy and not burdened during the learning process, making it easier for them to master and remember the material. The mnemonic learning method for improving mastery of Ilmu Sorof at SMP Nurul Jadid is highly effective and helps the learning process run smoothly, resulting in outcomes that meet expectations.

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