

Increased Understanding of *Nahwu* through Innovation in the Application of Direct Methods: Experimental Studies on Arabic Language Students

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Abstract

The study aimed to explain the application of the Direct Method in Nahwu learning at the State University of Malang. It analyzed the supporting and inhibiting factors of the Direct Method in Nahwu learning at the State University of Malang and described student applications in Nahwu learning at the State University of Malang. This study used a descriptive design with a quantitative and qualitative approach to describe the application, supporting, and inhibiting factors of the Direct Method in Nahwu learning. The population in this study was the entire 5th-semester academic community (lecturers and students) of the Arabic language education study program, Faculty of Letters, State University of Malang. The sample in this study was selected using Purposive Sampling, with specific criteria for sampling. The model in this study was a student of the class of 2021 Arabic language education study program, Faculty of Letters, State University of Malang, who was taking the application Nahwu Tsanawi course. This lecturer taught the application Nahwu Tsanawi course. The results of this study showed that: 1) Student interest in learning Nahwu in the Arabic study program at the State University of Malang increased

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with the learning steps applied by lecturers, such as the delivery of themes, objectives, and learning materials by linking the new material to the previous material; 2) the innovation of the Direct Method used by teachers in Nahwu learning had a positive impact on students' understanding of Nahwu; 3) the use of the Direct Method in Nahwu learning was categorized as good, evidenced by the percentage of success reaching an average score of 83.3%; 4) the use of learning media by lecturers in Nahwu learning at the Arabic Language Education study program, State University of Malang, increased student interest in learning Nahwu. Based on the findings above, it is concluded that the innovation of the direct Method has a positive impact on students in learning Nahwu in the Arabic Language Study Program State University of Malang.

Keywords: Nahwu lessons; direct method; learning outcomes

Introduction

Nahwu is one of the main lessons in the Arabic Language Study Program State University of Malang. Arabic encompasses four essential skills comprising listening, speaking, reading, and writing. To enhance these four skills, supporting knowledge, such as Nahwu (grammar), is necessary. Nahwu is the study that focuses on the changes at the ends of sentences.¹ One of the key branches of knowledge in Arabic is Nahwu, or Arabic grammar. Without understanding Nahwu, a person learning Arabic will struggle to construct sentences correctly. Therefore, Nahwu is an important knowledge to learn in understanding Arabic.² Learning Nahwu is not only devoted to one skill, but mastery of Nahwu knowledge can improve the four skills learned by students.³ In addition to improving the four skills, Nahwu can help students understand Arabic literature, especially the Qur'an and Hadith. Therefore, there is a need for an innovation made by teachers in teaching Nahwu.⁴ Nahwu knowledge is needed as an initial foundation in learning Arab. Weaknesses in mastering the

¹ Nailis Sa'adah, "Problematika Pembelajaran Nahwu Bagi Tingkat Pemula Menggunakan Arab Pegon," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (December 3, 2019): 15–32, accessed April 1, 2023, <https://ojs.unsiq.ac.id/index.php/liar/article/view/995>.

² Nisa Fahmi Huda, "Penggunaan Media Pembelajaran Spinning Wheel Dalam Pembelajaran Qawa'id Nahwu," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 155–74, <https://doi.org/10.32699/liar.v4i2.1495>.

³ A Mualif, "Metodologi Pembelajaran Ilmu Nahwu Dalam Pendidikan Bahasa Arab," *Al-Hikmah* 1, no. 1 (2019): 26–36.

⁴ Ana Mualimah, Henry Praherdhiono, and Eka Adi, "Pengembangan Kuis Interaktif Nahwu Sebagai Media Pembelajaran Drill And Practice Pada Pembelajaran Nahwu Di Pondok Pesantren Salafiyah Putri Al-Ishlahiyah Malang," *Jurnal Kajian Teknologi Pendidikan* 2, no. 3 (August 2019): 203–212.

knowledge of Nahwu have a very bad impact on students in learning Arabic.⁵ Therefore, the exploration of Nahwu in learning Arabic is needed.⁶

Lecturers need innovative learning methods to improve student learning outcomes in Nahwu lessons. In managing learning, teachers must use fun learning methods so students do not feel bored with the teacher's teaching.⁷ Innovations made by teachers in learning can shape students in exchanging thoughts, collaborating, and communicating to achieve the desired learning goals.⁸ According to Rambe,⁹ innovative education management can help students master the lessons they are interested in, especially in learning Arabic. Creative learning is designed to educate students in active learning that is conditioned according to the needs of today's students. Knowing that teachers manage it innovatively is a learning in the modern era. Innovative learning methods do not mean only student-centered but allow teachers to manage conventional learning models packaged with modern systems such as the Direct learning method.¹⁰ Therefore, the existence of lecturers in the learning process greatly determines the success of students, especially in learning Arabic¹¹. In addition, lecturers are also asked to be professional in teaching.¹²

⁵ Siti Marpuah and . Sulton, "The Mastery Of Arabic Language Communication With Communicative Active Method," *Humanities & Social Sciences Reviews* 7, no. 3 (May 18, 2019): 484–490, accessed February 21, 2024, <https://mgesjournals.com/hssr/article/view/hssr.2019.7371>.

⁶ Abd Aziz and Saihu Saihu, "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (November 13, 2019): 299, <http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/1000>.

⁷ Nanang Joko Purwanto, "Lagu Sebagai Media Pembelajaran Tata Bahasa Arab (Nahwu)," *Maharat: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 1–13.

⁸ Dewa Gede Purwitha, "Model Pembelajaran Flipped Classroom Sebagai Pembelajaran Inovatif Abad 21," *ADI WIDYA: Jurnal Pendidikan Dasa* 5, no. 1 (2020): 49–55.

⁹ Pangadilan Rambe, "Pengembangan Aplikasi Pembelajaran Inovatif Dalam Pembelajaran Bahasa Arab Berbasis Web," *Arabi: Journal of Arabic Studies* 4, no. 1 (July 1, 2019): 55–64, accessed April 1, 2023, <https://journal.imla.or.id/index.php/arabi/article/view/138>.

¹⁰ Okta Aji Saputro and Theresia Sri Rayahub, "Perbedaan Pengaruh Penerapan Model Pembelajaran Project Based Learning (Pjbl) Dan Problem Based Learning (Pbl) Berbantuan Media Monopoli Terhadap Kemampuan Berpikir Kritis Siswa," *Jurnal Imiah Pendidikan dan Pembelajaran* 4, no. 1 (2020): 185–193, <https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/24719>.

¹¹ Hamidah Hamidah, Noor Amalina Audina, and Mahfuz Rizqi Mubarak, "How Is an Arabic Lecturer's Personality Competence as Expected by Students? An Analysis of Students' Perceptions in Indonesia," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (November 4, 2022): 399, <http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/5088>.

¹² Mohammad Zaelani Musonif and Hanik Mahliatussikah, "Teachers' and Students' Perceptions of the Arabic Language E-Learning Platform," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (November 17, 2023): 437, <http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/7077>.

Applying the Direct learning method can improve student learning outcomes in learning Nahwu. According to Nurkholis,¹³ applying the Direct Method can improve students' learning of Nahwu. According to Supardi,¹⁴ Using the Istiqroi (Deductive) learning method in teaching Nahwu, along with integrative learning tools, helps students construct sentences according to Arabic norms in a straightforward way. This method is particularly beneficial for both beginner and advanced students in understanding Nahwu. Research results of Neli Sa'adah and Aedi¹⁵ explained in addition to the application of the Direct Method; teachers also need integrative learning media so that students can improve their ability to master the field of Arabic, especially in getting the science of Nahwu. Learning media is very important to be used to help manage learning well.

The use of learning media is one of the success factors in applying learning methods. Learning media is a tool to convey information in a structured manner to create an effective learning atmosphere.¹⁶ According to Sulhadi et al.,¹⁷ the use of teaching media in Nahwu learning can increase students' mastery of the norms of Nahwu. In addition, using learning media is considered a solution to learning Arabic, especially in Nahwu lessons.¹⁸ The results of the study of Muklason et al.¹⁹ explained that using learning media in Nahwu learning makes students effective in education. In addition, students are also happy and happy when learning Nahwu. The form of learning media can stimulate students' ideas, feelings, and interests in learning. Therefore, teaching media is very important for managing fictitious and efficient learning.²⁰

¹³ Hariri Kurniawan, Muhammad Wisnu Khumaidi, and Nurkholis, "Penerapan Model Pembelajaran Istiqra'i Untuk Meningkatkan Pemahaman Nahwu Siswi Kelas Vii-A Semester Genap Mts Darul Huffazh Pesawaran Tahun Pelajaran 2013/2014 M," *An Naba* 2, no. 1 (May 20, 2019): 35–49, accessed April 1, 2023, <https://ejurnal.darulhuffazah.ac.id/index.php/Annaba/article/view/17>.

¹⁴ Adi Supardi, "Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif," *Keislaman dan Pendidikan* 3, no. 1 (2022): 24.

¹⁵ "Pengaruh Metode Deduktif Dengan Menggunakan Media Kartu Dalam Memahami Jumlah Fi'liyah," *El-Ibtikar* Vol 7, no. No 2 (2018): 1–17.

¹⁶ Jurnal Tahsinia et al., "Pengaruh Media Flashcard Dalam Meningkatkan Daya" (2018): 99–106.

¹⁷ "Media Pembelajaran Bahasa Arab Berbasis Android Dengan" 19, no. 1 (2020): 37–55.

¹⁸Yeniati Ulfah, "Manfaat Penggunaan Media YouTube Untuk Pembelajaran Nahwu" 2, no. 2 (2022): 186–198.

¹⁹ "Pembuatan Media Pembelajaran Digital Interaktif Untuk Materi Pembelajaran Bahasa Arab (Nahwu Dan Shorof) Untuk Santri Milenial" 7, no. 3 (2023).

²⁰ Wahidatur Rizkiyah, "Desain Media Pembelajaran Nahwu Dengan Program Powerpoint Untuk Santriwati Kelas Dua Di Pondok Modern Darussalam Gontor Putri 2 Sambirejo Mantingan Ngawi," *Didaktika Islamika: Jurnal Ilmiah Pendidikan Islam Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Kendal* 13, no. 01 (February 1, 2022): 21–38, accessed April 1, 2023, <https://jurnal.stitmkendal.ac.id/index.php/home/article/view/91>.

At present, student interest in learning Nahwu is very low. This issue is common in Nahwu classes, where some students perceive it negatively. According to Abdurrahman, Asiah et al.,²¹ students' disinterest in Nahwu lessons can be caused by students' saturation and low understanding of Norms.²² The problem of lack of interest in learning is driven by students' educational background and teachers' quiet teaching professionalism. The problems occur because students have difficulty in placing vocabulary following the rules, it is difficult to find interlocutors, and the lack of supporting facilities in learning.²³ According to Ulfah, students lack interest in learning science due to a lack of motivation to learn, a lack of language vocabulary, and a less supportive environment.²⁴

This condition is due to the absence of innovative methods that can improve student learning outcomes applied by educators. The role of educators is very strategic in teaching children through innovations in learning, including as leaders, motivators, inspirers, and innovators.²⁵ Therefore, educators play an important role in shaping innovative teaching so that Nahwu learning objectives can be achieved as expected. According to Zaenudin & Aurora,²⁶ creative learning can make it easier for students to understand the science of Nahwu by applying good methods such as *the Method*. The lack of innovative practices in Nahwu learning will impact linguistic and non-linguistic problems. Mawaddah explained that Nahwu instruction in madrasahs still relies on a traditional method known as the classical pigeon translation system. This approach negatively impacts students' language proficiency. Therefore, there is a need for

²¹ "Penerapan Strategi Cooperative Learning Dalam Meningkatkan Kemampuan Nahwu Mahasiswa," *Jurnal Pendidikan dan Pembelajaran (JPP)* 21, no. 2 (December 5, 2016): 215–226, accessed April 2, 2023, <http://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/view/7534>.

²² "Problematika Pembelajaran Nahwu Dalam Meningkatkan Keterampilan Berbahasa Arab Di Lembaga Pendidikan Indonesia" 2, no. 2 (2022): 70–85.

²³ Melinda Yunisa, "Problematika Pembelajaran Bahasa Arab Dalam Aspek Ilmu Nahwu Dan Sharaf Pada Siswa Kelas X Madrasah Aliyah Laboratorium Jambi," *Jurnal Pendidikan Bahasa Arab Dan Budaya Islam* 3, no. 02 (2022): 63–79.

²⁴ "Kesulitan Belajar Bahasa Arab Bagi Mahasiswa Program Studi Pendidikan Agama Islam Universitas Islam Zainul Hasan Genggong," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (January 30, 2023): 79–92, accessed April 2, 2023, <https://ejournal.iaida.ac.id/index.php/arabiyat/article/view/1824>.

²⁵ Zunidar, "Peran Guru Dalam Inovasi Pembelajaran," *NIZHAMIYAH* 9, no. 2 (December 6, 2019), accessed April 2, 2023, <http://jurnaltarbiyah.uinsu.ac.id/index.php/nizhamiyah/article/view/550>.

²⁶ "Metode Mnemonic: Solusi Kreatif Untuk Meningkatkan Pemahaman Nahwu Bagi Mahasiswa," *International Conference of Students on Arabic Language* 3, no. 0 (2019): 184–195, accessed April 2, 2023, <http://prosiding.arab-um.com/index.php/semnasbama/article/view/371>.

innovative approaches that can make learning more effective and follow the objectives of learning.²⁷

In reality, the methods used by educators are not yet effective. Correspondingly, according to Mardliyyah,²⁸ one of the inhibiting factors of learning is the use of learning methods that are not appropriate and seem less attractive to students. The effectiveness of Nahwu teaching methods relies on two key components: the teachers and the students. Proper preparation enhances a teacher's ability to teach effectively.²⁹ The Nahwu learning method is less effective because learning is monotonous and boring. This condition is explained in Baharun's research³⁰ that bland learning for students seems less effective, so many students lack mastery and understanding of the science. According to Utami,³¹ traditional methods are less effective in Nahwu learning. This condition is shown by the weakness of students in mastering Nahwu material and their inability to apply it to language skills.

In addition, today's phenomenon is that there is no use of learning media in Nahwu lessons, which affects learning success. Nahwu learning media plays a role in channeling messages to recipients and, through teaching media, can help students deliver material.³² According to Jumadi & Masithoh,³³ the media commonly used in Nahwu instruction are quite basic; the teaching materials provided by teachers have not evolved to keep pace with modern advancements. Media limitations will have an impact on learning activities and affect the condition of student understanding. Therefore, using learning media is very important to be used to increainterest in learning.

²⁷“Problematika Pembelajaran Nahwu Menggunakan Metode Klasik Arab Pegon Di Era Modern,” *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (April 14, 2022): 102–119, accessed April 2, 2023, <https://journal.umy.ac.id/index.php/maharat/article/view/12976>.

²⁸ “Implementasi Metode Qiyasi Dalam Pembelajaran Nahwu Kelas XI MA Ibnu Qoyyim Putra Yogyakarta” 1, no. 1 (2016).

²⁹Humayro Toha and Wildana Wargadinata, “Efektivitas Efektivitas Metode Al Miftah Lil Ulum Dalam Memahami Ilmu Nahwu Pada Santri Madrasah Tsanawiyah Mambaus Sholihin,” *Al-Fakkaar* 4, no. 1 (February 16, 2023): 1–17, accessed April 3, 2023, <http://www.e-jurnal.unisda.ac.id/index.php/ALF/article/view/3808>.

³⁰ “Penguatan Daya Ingat Mahasantri Melalui Mnemonic Learning,” *PEDAGOGIK: Jurnal Pendidikan* 5, no. 2 (December 16, 2018): 180–192, accessed April 3, 2023, <https://www.ejournal.unuja.ac.id/index.php/pedagogik/article/view/630>.

³¹ “Ta’līm Al-Nahw Bi Madkhal Al-Ta’allum Al-Ta’āwunī Bi Uslūb (STAD) Bi Ma’had Dār Al-‘Ulūm Al-‘Ashrī Banda Aceh,” *Ta’līm al-‘Arabīyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 2 (December 15, 2020): 181–195, accessed April 3, 2023, <https://journal.uinsgd.ac.id/index.php/Talim/article/view/10092>.

³² Talizaro Tafonao, “Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa,” *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018): 103.

³³ “Strategi Dosen Mengatasi Kesulitan Belajar Mahasiswa Non-Muslim Dalam Pembelajaran Bahasa Arab Di Universitas Pendidikan Muhammadiyah Sorong,” *PAIDA: Jurnal Pendidikan Agama Islam UNIMUDA* 2, no. 1 (2023): 156–169.

This study aims to explain the application of *Direct Method* in *Nahwu* learning at the State University of Malang. Analyzing the supporting and inhibiting factors of Direct Method in Nahwu teaching at the State University of Malang, describing student responses to the application of *Direct Method* in *Nahwu* teaching at the State University of Malang.

This research used a descriptive design with a quantitative and qualitative approach to data and data analysis techniques to obtain results based on field studies. A qualitative approach was employed to describe the application, supporting, and inhibiting factors of the Direct Method in Nahwu learning. Meanwhile, the quantitative approach measured student responses to Nahwu learning and teaching methods. The population in this study consisted of the entire 5th-semester academic community (lecturers and students) of the Arabic language education study program, Faculty of Letters, State University of Malang. The sample in this study was selected using Purposive Sampling, with specific criteria for selection. The sample included students of the class of 2021 from the Arabic language education study program, Faculty of Letters, State University of Malang, who were taking the Application of *Nahwu Tsanawi* course, and the lecturer teaching this course.

The source of this research data was the Application of NahwuTsanawi, a course taught by a lecturer to the class of 2021 students. Based on the description above, the data were divided into primary and secondary data according to the source. This study obtained primary data through observation, questionnaires, and interviews. The primary data included descriptions of (1) the application of the Direct Method in Nahwu learning, (2) supporting and inhibiting factors of the Direct Method in Nahwu learning, and (3) student responses to the application of the Direct Method in Nahwu learning. The secondary data consisted of (1) student attendance, (2) photos of learning activities and interviews, and (3) semester lecture plans and attachments to teaching materials used in Nahwu learning.

The key instrument in this study was the researcher, who used auxiliary tools to facilitate data collection and analysis. The researchers used the following additional instruments: (1) interview guidelines, (2) observation guidelines, and (3) questionnaires. Meanwhile, three activities were conducted for data collection: Observation, Interview, and Questionnaire. The data analysis technique in this study employed both qualitative and quantitative analysis. Qualitative analysis involved data processing, data organization, and result discovery stages. The quantitative analysis utilized simple statistical techniques with the following formula.

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

P: Scores obtained

- $\sum x$: Total number of respondents' answers in all items
 $\sum x_1$: The sum of the overall ideal values in one item
 100% : Number constant

The data obtained through these calculations were then interpreted using assessment criteria to determine the success qualifications during the learning process.

Findings and Discussion

Application of direct methods in Nahwu learning

The study's findings revealed that the application of the Direct Method in Nahwu learning involves two main steps. These steps encompass specific themes, objectives, and learning materials. At the first stage, the lecturer began learning by connecting the new material with the previous theme through several example sentences displayed. Additionally, the lecturer conveyed the learning objectives for the meeting, informed the students about the topics to be discussed and the learning boundaries, and explained the learning mechanism to be implemented. This mechanism included example analysis activities, drawing conclusions about the rules, and evaluating learning through practice questions. In the second stage, the lecturer presented examples by displaying several words related to the learning theme with different variations and patterns. Variations were related to numbers (mufrad, tatsniyah, jama'), types of words (mudzakkar/muannats), and changes in word endings (harakat, addition/subtraction of the number of syllables based on i'rab). The patterns presented were related to the tense and function of words in sentences (fail'il, maf'ul bih, and so on) and single word forms (mufrad) or compound (tarkib). In this step, the lecturer introduced students to several variations and patterns of words that often appear in texts (nash) and explained the details of the rules in the following step.

At the third stage, the lecturer provided opportunities for students to ask questions and invited them to jointly explain the elements of the rules contained in each word through a table-shaped scheme while classifying these words based on their type and function. This effort helped students make examples and distinguish variations of these words at the analysis stage. In the fourth step, the lecturer invited students to jointly draw conclusions after explaining the elements of the rules contained in the examples. This was then reinforced by several expert opinions from various books of qawā'id an-nahwi displayed by the lecturer through a PowerPoint slideshow. In the final stage, the lecturer assigned individual practice questions to students related to the learning material. The exercises involved word analysis, expounding the elements of the rules up to the sign of i'rab, or synthesizing exercises such as composing sentences and making paragraphs. Additionally, the lecturer sometimes gave

group assignments, asking students to create concept maps of rules and then present them in front of the class.

Increased interest in studying Nahwu

Student interest in learning Nahwu in the Arabic study program at the State University of Malang increased with the learning steps applied by lecturers. These steps included delivering themes, objectives, and learning materials by linking the new material to previously learned material. Examples were presented by displaying vocabulary related to themes with different variations and patterns. The rules were explained by providing opportunities for students to ask questions and inviting them to jointly explain the elements of the rules in each word through a table-shaped scheme while classifying these words based on their type and function. The conclusion of the rules involved inviting students to summarize the rules after explaining each practice contained in the examples, further reinforced by several expert opinions from various books on the norms of Nahwu displayed by lecturers through PowerPoint slideshows. Assignments included providing exercises in the form of word analysis that described the elements of rules with the sign of I'rab or synthetic activities, such as arranging sentences into a paragraph. The details of the variations in the methods applied in learning Nahwu are as follows:

Table 1. Application of the Direct Method in Class A Semester 5

No.	Learning Steps	Method	Media
1.	Delivery of themes and learning objectives	Lectures	<i>PowerPoint</i>
2.	Sample presentation	Lectures	<i>PowerPoint</i>
3.	Penjelasan norms	Discussion	Concept Map, <i>PowerPoint</i>
4.	Rule inference	Discussion	<i>. PowerPoint</i>
5.	Assignment	Recitation	-

The following conclusions were obtained based on the needs analysis conducted through interviews and observations: 1) The learning steps of the Direct Method consisted of conveying themes and learning objectives, presenting examples, and explaining rules for inferring rules and assignments; 2) Learning method variations included lecture, discussion, and recitation methods; 3) Learning media consisted of PowerPoint presentations and concept maps; 4) Lecturers did not modify learning methods but used variations of methods, with a dominance in the Direct Method; 5) Lecturers effectively utilized media and teaching materials and coordinated classes well; 6) The majority of students paid attention to lecturer statements and were responsive during learning, although some students still lacked focus; 7) Lecturers invited students to review practice questions, then justified and re-explained related rules.

Applying learning methods requires a good plan to achieve effective and efficient learning. According to Nadzir, good learning requires good program planning, affecting students' success.³⁴ Barbara explained that the planning process requires good cooperation in the learning process so that it can be arranged in learning methods developed to respond to students' cognitive, affective, and psychomotor aspects.³⁵ This condition affects the success of a teacher in applying Method. An educator can also apply several variations of methods in learning. The use of variations of Method aims to overcome the saturation of students in education.³⁶ The variety of methods applied in spending varies, such as the Direct learning method and the Direct (istinbathiyah) learning method³⁷. This Direct Method begins by presenting the rules first and then mentions examples. In contrast, the Direct process is the opposite of the Direct approach, where teaching begins by displaying models and then concludes with Nahwu rules.³⁸

Innovation in the application of the Direct Method

It was found in this study that lecturers made several innovations in applying the Direct learning method. This condition was evidenced by the use of varied approaches, including lecture methods; for example, lecturers delivered monologues to convey information related to the upcoming learning session without involving students. The lecture method was applied by lecturers when delivering themes and learning objectives and when presenting several examples of words that would be analyzed in the next learning step.

The second innovation was the discussion method, which was applied when explaining and concluding the rules. Another variation was the recitation method, applied in the final learning step when giving assignments to students. Although there were variations in learning methods, lecturers predominantly used the Direct Method in Nahwu learning. Additionally, within this method, lecturers involved students in learning activities by inviting them to analyze the

³⁴ Nadlir Nadlir, "Perencanaan Pembelajaran Berbasis Karakter," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 2, no. 2 (2013): 339–352.

³⁵ Isnawardatul Bararah, "Efektifitas Perencanaan Pembelajaran Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 7, no. 1 (September 24, 2017): 131–147, accessed April 5, 2023, <https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/1913>.

³⁶ Fatniation Adawiyah et al., "Variasi Metode Mengajar Guru Dalam Mengatasi Kejenuhan Siswa Di Sekolah Menengah Pertama," *Jurnal Paris Langkis* 2, no. 1 (August 17, 2021): 68–82, accessed April 5, 2023, <https://e-journal.upr.ac.id/index.php/parislangkis/article/view/3316>.

³⁷ Mochamad Mu'izzuddin, "Implementasi Metode Qiyasyiah Terhadap Kemampuan Santri Dalam Memahami Kitab Al-Jurumiyah," *an Nabighob* 21, no. 01 (2019): 93–113.

³⁸ Ihin Solihin, "Strategi Pembelajaran Nahwu Di Pesantren Ciloa Garut Dan Al-Ihsan Bandung," *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam* 14, no. 2 (2017): 359–372, accessed April 5, 2023, <https://journal.uinsgd.ac.id/index.php/jat/article/view/2004>.

displayed examples, formulate the elements of Nahwu rules, and, in the final stage, draw conclusions related to the ongoing learning theme. The method was applied by lecturers when explaining and concluding the rules.

The third innovation was the recitation method, where lecturers provided exercises to students at the end of the lesson to be done outside the classroom, first explaining the purpose of the assignment and how to complete it. At the next meeting, students took responsibility for the results of their work, and then the lecturer and students reviewed the practice questions. This method was applied by lecturers in the final step of learning when assigning tasks.

Based on the results of the study and the findings above, Supardi et al. explained that Nahwu learning should continue to innovate so that it seems attractive to students because Nahwu is not only a theoretical and memorization discipline but also must be able to answer the needs of the times.³⁹ Learning innovation responds to educational problems and the demands of the times and provides the desired expectations. Innovation in learning can make it easier for educators to understand the material to their students.⁴⁰ Therefore, innovative learning methods can motivate students to learn to improve students' learning abilities and achievements.⁴¹ In addition, learning Arabic for non-speakers requires more variety and innovation, including in the selection of teaching materials, learning methods, and learning media.⁴²

The effectiveness of the Direct Method

The Direct Method was very effective in developing Nahwu learning in the Arabic Language Education study program at the State University of Malang. Significant changes in student proficiency in mastering Nahwu norms were observed. Students were highly willing to engage in Nahwu learning because the instruction began with examples and then provided detailed explanations, making the material easier to understand. Additionally, students found it easier to solve practice questions because lecturers taught them how to

³⁹ Supardi, "Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif."

⁴⁰ Mutia Fiddien, "Efektivitas Pembelajaran Anwa'ul Kalimah Menggunakan Metode Tamyiz Di Pondok Tahfidzul Qur'an Tarbiyyatul Ummah Ngruki Sukoharjo," *Sanaamul Qur'an* 4, no. 1 (February 1, 2023): 49–62, accessed April 5, 2023, <https://jurnal.stimsurakarta.ac.id/index.php/sanaamul-quran/article/view/52>.

⁴¹ Rosalinda, Charul Bariah, and Lasri, "Pembelajaran Qawa'id (Nahwu) Dengan Menggunakan Metode Mind Mipping," *Jurnal Pendidikan dan Pengabdian Vokasi (JP2V)* 3, no. 3 (October 3, 2022), accessed April 5, 2023, <https://ojs.serambimekkah.ac.id/JP2V/article/view/5507>.

⁴² Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (October 25, 2021): 197, <http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/2730>.

analyze examples and explain the Nahwu rules derived from those examples. The advantages of the Direct Method, based on student responses, included the ability to directly analyze models and formulate rules effectively, the organization of teaching materials according to learning steps, and the use of PowerPoint media and concept maps in the learning process. However, there were inhibiting factors in using the Direct Method: the lecture time was insufficient relative to the amount of material to be covered in one semester, there was a lack of student creativity in developing the presented material, and the varying abilities of individual students in understanding the material sometimes hindered the learning process. The details of the effectiveness of the Direct Method application can be seen in the following table:

Table 2. Student Response to the application of the Direct Method in class A semester 5

No Question	Number of Respondents		Perscentage	
	Yes	No	Yes	No
1	25	3	89.3%	10.7%
2	24	4	85.7%	14.3%
3	22	6	78.6%	21.4%
4	21	7	75%	25%
5	23	5	82.1%	17.9%
6	22	6	78.6%	21.4%
7	23	5	82.1%	17.9%
8	25	3	89.3%	10.7%
9	28	0	100%	0%
10	17	11	60,7%	39,3%
11	22	6	78.6%	21,4%
12	20	8	71,4%	28,6%
13	20	8	71,4%	28,6%
14	23	5	82.1%	17.9%
15	24	4	85.7%	14.3%
	Average		83.3%	16.7%

The following results were obtained based on the questionnaire analysis in Table 2. In the first statement, "the method used by lecturers is effective to improve *understanding of Nahwu*," 89.3% of students answered "Yes," and 10.7% of the rest answered "No." In the second statement, "With the method used by the lecturer, I experienced an improvement in *understanding Nahwu*," 85.7% of students answered "Yes," while the remaining 14.3% answered "No." In the third statement, "the method used by lecturers is interesting and not boring," 78.6% of students answered "Yes," while the remaining 21.4% answered "No." In the fourth statement, "With the method used by the lecturer, I have a high willingness to follow *Nahwu* lessons," 75% of students answered "Yes," while

the remaining 25% answered "No." In the fifth statement, "With the method used by the lecturer, I can study with friends better," 82.1% of students answered "Yes," while the remaining 17.9% answered "No."

In the sixth statement, "With the method used by the lecturer, I find it easier to solve the questions given," 78.6% of students answered "Yes," while the remaining 21.4% answered "No." In the seventh statement, "the method used by the lecturer makes me more motivated in learning *Nahwu* material," 82.1% of students answered "Yes," while the remaining 17.9% answered "No." In the eighth statement, "With the method used by the lecturer, I can follow *Nahwu* learning well," 89.3% of students answered "Yes," while the remaining 10.7% answered "No." In the ninth statement, "lecturers seem to master the material and can deliver *the material* well," 100% of students answered "Yes." In the tenth statement, "the method used by lecturers does not make me feel bored in learning *Nahwu*," 60.7% of students answered "Yes," while the remaining 39.3% answered "No."

The eleventh statement, "The media used by lecturers makes it easier for me to understand *Nahwu* material." 78.6% of students answered "Yes," while the remaining 21.4% answered "No." The twelfth statement, "The method used by the lecturer makes me sleepy," 71.4% of students answered "Yes," while the remaining 28.6% answered "No." The thirteenth statement, "The method used by the lecturer makes me more active in learning *Nahwu*." 71.4% of students answered "Yes," while 28.6% answered "No." In the fourteenth statement, "the method used by lecturers makes *Nahwu* material easy to remember," 82.1% of students answered "Yes," while the remaining 17.9% answered "No." The fifteenth statement, "the method used by the lecturer does not confuse me in understanding *the Nahwu* material." 85.7% of students answered "Yes," while the remaining 14.3% answered "No."

From the exposure to the questionnaire above, the cumulative percentage of each question can be taken on average that 83.3% of students agree and feel helped by the inducmethod used by lecturers in *Nahwu* learning. Meanwhile, 16.7% of students did not agree and felt less supported by the inducmethod used by lecturers in *Nahwu* learning. Based on the results of the needs analysis obtained through interviews and questionnaires, the following conclusions were obtained: 1) The application of Direct methods in *Nahwu* learning helps students to have a high willingness to follow learning, 2) The application of *Direct methods* in *Nahwu* learning Fairly good, proven by the percentage of success reaching an average score of 83.3%, according to Aliana et al.⁴³ Learning effectiveness is a measure related to the success rate of a

⁴³ Aas Aliana et al., "Efektivitas Pembelajaran Daring Di Masa Pandemi Covid-19," *JURNAL SOSIAL Jurnal Penelitian Ilmu-Ilmu Sosial* 21, no. 2 (November 4, 2020): 53–56, accessed April 6, 2023, <http://sosial.unmermadiun.ac.id/index.php/sosial/article/view/61>.

learning process. The effectiveness of learning methods that are applied intensively can affect the quality of good learning.⁴⁴ Correspondingly, according to Reonaldi et al.,⁴⁵ The effectiveness of learning can be seen from increasing understanding of learning and can also improve teacher professionalism. This condition explains that the effectiveness of learning methods using the Direct Method can be known from the ability of students to understand Nahwu learning material.

Use of Learning Media

The use of learning media by lecturers in Nahwu teaching in the Arabic Language Education study program at the State University of Malang increased student interest in learning Nahwu. This condition was evidenced by lecturers utilizing PowerPoint media in Nahwu lessons. The presentations contained material created by the lecturers themselves as well as material from native speakers. On several occasions, lecturers displayed learning videos in PowerPoint slideshows to introduce students to Nahwu learning as practiced by native speakers. Additionally, lecturers often used concept map models to describe and explain the division of Nahwu rules.

This approach was an effort by lecturers to make it easier for students to understand the structure of Nahwu. Furthermore, lecturers created concept maps in PowerPoint to describe and classify the types and functions of each word, simplifying the explanation of rules. Occasionally, lecturers assigned group projects where students were tasked with creating a concept map of rules and then presenting it in front of the class.

According to Astari,⁴⁶ The learning media implemented has the aim of helping students and teachers understand Nahwu learning material following the needs presented. According to Shabrina, media in Nahwu learning can add a different, fun, and increase the interest and motivation of learning students⁴⁷. Therefore, the role of this media is very important in learning to facilitate and

⁴⁴ Achmad Muhlis, "Pengembangan Model Pembelajaran Qawaid Sharraf Dengan Pendekatan Qiyasyiah Di Mts Negeri Sumber Bungur Pamekasan," *NUANSA: Jurnal Penelitian Ilmu Sosial dan Keagamaan Islam* 13, no. 1 (2016): 23.

⁴⁵ Arbi Reonaldi, Yuyun Rohmatul Uyuni, and Mochamad Mu'izzuddin, "Peningkatan Peran Guru Bahasa Arab Terhadap Pemahaman Dasar Ilmu Nahwu Pondok Pesantren" (2023).

⁴⁶ M Rizky Astari et al., "Rancangan Aplikasi Chatbot Telegram 'Tanya Zaid' Sebagai Media Pembelajaran Nahwu," *Konferensi Integrasi Interkoneksi Islam dan Sains* 5, no. 1 (March 30, 2023): 313–323, accessed April 6, 2023, <https://ejournal.uin-suka.ac.id/saintek/kiiis/article/view/4001>.

⁴⁷ Almira Shabrina and Khizanatul Hikmah, "Development of Interactive Animation Video Learning Media in Nahwu Learning for Grade 8 Muhammadiyah 1 Sidoarjo Middle School," *Journal of Islamic and Muhammadiyah Studies* 5, no. 0 (August 28, 2023): 10.21070/jims.v5i0.1559, accessed April 6, 2023, <https://jims.umsida.ac.id/index.php/jims/article/view/1559>.

support the Nahwu learning process.⁴⁸ In addition, the role of learning media makes it easier for teachers to teach various sciences, especially in learning Arabic⁴⁹

Conclusion

Implementing the Direct Method of teaching Nahwu within the Arabic Language Education Study Program at the State University of Malang represents a notable advancement in pedagogical methodology. This innovative pedagogical approach has significantly increased students' enthusiasm for understanding Nahwu. Incorporating multimedia resources in Nahwu learning has also played a crucial role in strengthening students' comprehension of Nahwu within the context of the Arabic Language Education Study Program at the State University of Malang.

The effectiveness of the Direct Method is evident in its positive impact on the acquisition of Nahwu knowledge among students enrolled in the Arabic Language Education Study Program at the State University of Malang. This empirical evidence highlights the pedagogical importance and transformative potential of utilizing innovative methodologies in the teaching and learning of Nahwu knowledge because these empirical findings and this investigation contribute to the ongoing discussion on effective pedagogical approaches and provide valuable insights that can guide the continuous implementation of successful and groundbreaking teaching strategies in the field of Nahwu instruction. The desired outcome of this research is to foster a culture of ongoing improvement and advancement in Nahwu education, ensuring that future teaching practices remain dynamic, engaging, and conducive to achieving optimal learning outcomes. As educators and educational institutions strive for excellence in delivering Nahwu education, the intentional incorporation of innovative methods, such as the Direct Method and multimedia resources, emerges as a crucial consideration for enhancing students' comprehension in this specialized study area.

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⁴⁸ Atik Husna, Iin Baroroh Ma'arif, and Akhmad Kanzul Fikri, "Pengembangan Media NahShorNa" dengan Menggunakan Dua Bahasa Untuk Pembelajaran Nahwu-Shorof Dasar," in *Prosiding Seminar Nasional Multidisiplin*, vol. 2, 2019, 39–46.

⁴⁹ Muhammad Arif Mustofa, "Analisis Penggunaan WhatsApp Sebagai Media Pembelajaran Bahasa Arab Di Era Industri 4.0," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 333.

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