

Investigating Active Learning Model For Arabic Grammar Lectures

Hafidah¹, Rohmatun Lukluk Isnaini*², Muhammad Nur Kholis³

^{1,3}State Islamic University Raden Mas Said Surakarta, Indonesia,

²State Islamic University Sunan Kalijaga Yogyakarta, Indonesia

hafidah_abdullah@iain-surakarta.ac.id¹, rohmatun.isnaini@uin-suka.ac.id*²,

muhammad.kholis@iain-surakarta.ac.id³

Abstract

Arabic grammar learning is challenging and complex for learners to understand. This research aims to investigate lecturers and students learning Arabic grammar with an active learning model. This research uses a qualitative research method with an investigative approach. The data was obtained through interviews with four lecturers (Nahwu and Sharaf course teachers) and four students. It was then categorized, interpreted, and analyzed. The results showed that Arabic grammar learning already uses an active learning model. This is evidenced by the following five aspects: the application of student-centered learning, the use of engaging learning media, the creation of a pleasant environment, the use of problem-solving-based learning, and teamwork/collaboration in learning. The results of this study have an excellent opportunity to be adopted in Arabic language learning by all Islamic universities around Indonesia, especially in learning Nahwu and Sharaf.

Keywords: Active Learning Model; Arabic Grammar Lecturer; Nahwu; Sharaf

INTRODUCTION

Learning Arabic is still considered difficult and complicated. This is due to the many branches of Arabic linguistics such as grammar, which includes nahwu and sharaf. Arabic is grammatically gendered; there is a distinction and adjustment of male (*mudzakkar*) and female (*mu'annats*), or single distinctions (*mufrad*), dual (*mutsanna*), and plural (*jama'*), etc. (Wahab, 2009; Abdullah et al., 2017; Hastang & R., 2023). The sentence structure in Arabic also contains various phrases or *tarkib*. As Imam Asrori (2004) argues in his research that there are 25 types of phrases contained in the book *Al-Arabiyyah li An-Nasyi'in*, including the phrases *na'ty*, *idhafi*, *athfy*, *badaly*, *zharfy*, *syibhul jumlah*, and *syarthy*. No matter how complex the science of grammar is, it still has an important role in the learning of Arabic. Grammar learning is one of the basic requirements to be able to master Arabic (Isnaini, 2017). Moreover, based on the Indonesian, many Islamic boarding schools and other educational institutions use Arabic grammar (i.e. nahwu and sharaf) lessons to be taught to the students as a pathway to understand Islamic books which are written in Arabic (Ardiansyah & Muhammad, 2020; Huda et al., 2020; Thobib & Amirudin, 2023). According to Effendy, the mastery of [Arabic] grammar is the main key to open the understanding of religious studies (Effendy, 2004). Since students are required to live in the pesantren (Islamic boarding school) during their study time which has a learning control time of 24 hours makes grammar learning and its application run with various forms of activities and supported by a conducive learning environment (Yusuf & Wekke, 2015; Azizah et al., 2024). This is in accordance with the needs regarding the amount of time allocation in learning grammar. However, the

learning of grammar in higher degree institutions is considerably different. Students only take eight credits of grammar courses during their study period with packed material.

Based on the root of the above problem, the lecturers of grammar courses in universities need or even forced to simplify the material without reducing the substance. Therefore, lecturers are also required to be able to package the substance of the material and convey it to learners in a way that is easily understood and applied effectively and efficiently (Wahab, 2009). The lecturer's efforts were realized by implementing an active learning model in the learning of Arabic grammar science. An indicator of active learning is student-centered learning (Sumar & Razak, 2016; Kristin, 2017; Zaini, 2019)(Wahba et al., 2022), which uses interesting learning media, creates a pleasant atmosphere, is problem-solving, allows for new perspectives on students, develops an open attitude to learning outcomes, and involves physical, mental, and overall sensory activity (Zulfahmi, 2013).

Several studies have proven that the use of active learning model can improve students' learning outcomes and teacher's lesson delivery (Hasanah, 2019; Ritonga et al., 2021). The principle of active learning also mentions that knowledge comes from the direct experience of learners through giving them the opportunity to be actively involved in learning, ranging from hearing, seeing, speaking, and doing (Warsono & Hariyanto, 2013). Active learning is also included in the demands that must be met in realizing 21st century education. Not only should teachers be active in their mode of delivery, students should also be more active in order to learn more until they can learn independently. The creativity and innovation of teachers in the classroom is also a must for 21st century education (Boholano, 2017). In this case, the teacher must integrate their knowledge and skills related to information and communication (Suwartini, 2017; Zaman, 2020; Diwali et al., 2022). The image of the teacher should change from traditional to transformational (Miftari, 2014). Teachers need to regularly improve their skills in teaching.

Therefore, the researcher is interested in examining how the process of learning Arabic grammar is using the active learning model at the Department of Arabic Language Education of Raden Mas Said Surakarta Islamic State University. The selection of this research setting is based on department's success in gaining an A from The National Accreditation Board of Higher Education (BAN-PT) which is Indonesian's government sole accreditation body for higher degree education. For that reason, the results of this study are hoped to be able to provide an overview of the pattern of the learning process of Arabic grammar lessons which apply active learning that can then be replicated in other Arabic education departments in Indonesian Islamic universities throughout Indonesia. This research also has an element of novelty because research on learning Arabic grammar science is still limited to the setting of *pesantren* or *madrasa* thus far, not yet at the university level. This research describes 1) how is the nahwu and sharaf learning at the Department of Arabic Language Education of Raden Mas Said Surakarta Islamic State University? 2) How is the use of learning media in the department? and 3) How is the learning atmosphere in these lessons? The results of the interviews have been transcribed and methodologically organized.

METHOD

The approach chosen in this study is a qualitative method which is an investigative approach. The data was obtained through face-to-face interactions with people who are in the research environment (James & Sally, 2003). The types of data in this study are

primary and secondary. Primary data includes data from interviews with four lecturers of nahwu and sharaf courses and four students in their classes.

The list of questions asked relates to the experience of lecturers in applying active learning Model and student experiences in following the nahwu and sharaf lessons. From the results of the transcripts, the data was coded and presented in the form of a report of research results (Miles & Huberman, 1984). The secondary data was obtained from the the documentation of the learning device. In addition, field observations during the learning process are considered as supporting data. Qualitative data analysis is the stage of the researcher in compiling data systematically from interviews, observations, and document searches (Cohen et al., 2018). The data can then be displayed and analyzed into simpler and more meaningful data. Three methods are used in data analysis according to Miles and Huberman (2014), namely by data condensation, data presentation and conclusion drawing. In addition, the qualitative data analysis strategy is an attempt to conduct inductive analysis of research data and the entire research process. This qualitative analysis strategy functioned as a tool to analyze the ongoing social processes and various meanings of various facts that are seen empirically.

After the results of the report are compiled, there are three tasks for future researchers, namely: first, reconfirming the answers from the research subjects that have not corresponded to the focus of the question. Secondly, the researcher presented the data according to the group of answers from the participants onto the sheet of paper that had been given codes previously. The presentation of this data is intended to facilitate the researcher in describing the answers of each research subject. Third, care has been given when drawing conclusions from research participants' answers that have been written on the piece of paper to avoid any mistakes (Fadlillah, Wahab, & Ayriza, 2020). The three things above were done so that the conclusions drawn from the research results are free from errors.

RESULTS AND DISCUSSION

From the results of the interviews, observations, and documentation studies, it shows that the active learning process in learning Arabic grammar can be seen from the following 5 aspects, namely: the application of student-centered learning, the use of engaging learning media, the creation of a pleasant environment, the use of problem-solving-based learning, and the teamwork/collaborations in learning.

Student-Centered Learning

In the learning process, lecturers use various methods and strategies that lead to a student-centered learning model. Lecturers no longer dominate by continuing to deliver material but rather play a role as learning facilitators. As the following statement from TM: I give many opportunities to students to explain nahwu and sharaf material. Each student is appointed one by one to respond and give feedback to the answers of their peers. The statement above is also reinforced by the statement from student A which states that: The learning process invites a lot of people to talk and be asked one by one. So, in the nahwu and sharaf classes, all students are required to study beforehand in order to be able to answer questions and be able to provide feedback. Learning situations such as this make students feel like they have a responsibility to prepare and study the material to be discussed in lectures. So, when asked and given the opportunity to comment, they can do well.

According to student B: "It has been explained in the learning contract, if you are active in discussions such as giving responses or questions, it will be claimed as the value of activeness in class". It is in accordance with the statement from lecturer AB: "Students who are active in class and can master the material during presentations and discussions will get a plus." Thus, students can be encouraged to create an active learning atmosphere to give each other arguments and give each other input. Then, the lecturer will provide feedback in the form of corrections and evaluations at the end of the lesson.

Use Of Engaging Learning Media

The presentation of nahwu and sharaf material uses interesting media, such as slides prepared by lecturers and students. The various slides displayed contain material presented with systematic explanations through tables. In addition, flash cards were also used several times. The following is a statement from AF: During lectures, the lecturer must be ready with his power point presentation. The presentation of the material is ordered according to the level of difficulty. In each learning topic, for example about man'ut naat and mudhaf-mudhaf ilaih, it is necessary to explain the difference with a table. This can make it easier for students to understand.

According to SI "I always present an interesting presentation. The nahwu material needs to be presented in an attractive manner so that students are interested and willing to pay attention. In addition, I also prepared worksheets to be distributed to students as a form of learning from the empty outline method to distinguish idhafi and man'ut na'at phrases. They are really engaged in the process."

From the student's perspective, C said that they were happy when they were learning using flash card. Such as when we studied sharaf about *isim musytaq (isim fa'il, isim maf'ul, shifah musyabbahah, isim zaman & isim makan, sighat mubalaghah*, we learned using flash cards. So it's fun to learn. Memorizing can also be fast and not easy to forget. Student D also conveyed his impression that "during nahwu or sharaf lessons, lecturers often asked students to fill out tables on a piece paper or write one by one on the white board in front of the class. We must be able to conclude the learning outcomes, such as distinguishing the difference between the structure of idhofi and man'ut na'at". It turns out that the use of engaging media can give the impression of learning that is attached to students' memories without having to force them to pay attention.

Creating A Pleasant Atmosphere

A pleasant atmosphere can be created at the time of learning nahwu and sharaf because the lecturers have good communication skills. During lessons, the lecturers use simple and easy-to-understand language. In addition, the lecturers also use statements that contain analogies or metaphors and occasionally tells funny stories related to learning. There is also a friendly relationship between lecturers and students. As explained by lecturer AB: I try to use simple language which would be easy to understand. The material is already difficult, don't add difficult language in the mix too. Lecturer AF also said that they often asked students to joke about Arabic, such as Arabic phrases about love. It is meant to break the ice so that students can be more relaxed".

Student A also has a similar notion on the lesson: Nahwu and sharaf learning become different. The lecturer can provide an easy overview for learning grammar. In the classroom we also feel valued and included. The lecturer is like a friend. They want to mingle with students. So I become excited to learn qawaid. Student B also mentioned that their qawaid

learning is fun because it is delivered using simple language which is easy to understand. In addition, lecturers also like to make jokes. So, a pleasant atmosphere can be achieved through the delivery of material that is easily understood and involves students at every stage of learning. In addition, it can also be done by giving funny stories. Lecturers must also be accessible for students.

Problem Solving Based Learning

Student involvement in learning can be done by giving them a list of questions. Then ask them to overcome the difficulty of the questions. The first opportunity is attempted to be done individually. After the agreed time is up and the question has not been answered, it is allowed to ask other friends for help. This activity was revealed by the following lecturer TM: After several meetings, I will ask students to work on questions as a form of evaluation of the material that has been presented. Usually I ask them to do i'rab, to see whether they understand the correct position of the word in the sentence. Lecturer IS also revealed that "students need to be trained to solve problems in learning, every time they finish one material there is an evaluation, so that they are trained to solve problems".

This process is also confirmed by student B: At the beginning of the semester, the lecturer explained that every meeting has a material review. We are given questions to work on. Then our peers will take a look at it and evaluate it. We correct each other. At that time the material was about *Badal, Taukid, Istitsna', Ta'ajjub, Isim tafdhil*. Student D also said that "so far, every chapter has been reviewed with a test. We are tested to what extent the our ability to understand the material. This form of problem-solving-based learning is done by using questions that require students to find answers.

Learn With A Team/ Collaborate

The form of assignments given by lecturers to students to train them to study with teams and collaborate is through dividing the class into several groups. Students are asked to find and read references related to their respective material topics. Each group was also asked to make slides and present them according to a predetermined schedule. In addition, students are also required to respond to questions and statements from other friends. As stated by lecturer AF that: I divide the group to discuss each material. They are tasked with making learning media in the form of power points, presenting them, and responding to opinions or questions from other friends. I aim to stimulate new perspectives in students, develop an open attitude towards learning outcomes, and involve physical, mental, and all five senses activity. Lecturer SI also divides the class into several groups in each meeting. According to them, "Students must be trained in cooperation and collaboration. This is the demand of the 21st century, therefore students need to be equipped with 21st century abilities. The active method that I often use is the jigsaw". It is in line with the statement from student C: One class is divided into several groups to discuss one material. And later on we will be asked to come forward alternately according to the order of the schedule. Our tasks are to present and to answer questions. There is always a discussion session in each meeting. After the discussion, we are sometimes divided into groups to provide conclusions on the material that has been discussed. Student A also explained that "there is a mandatory task for groups to work on or discuss one topic and then there is a schedule for us to do a presentation of the material. This process requires students to be able to work in groups". Thus, through learning with teams

and collaborating, they can avoid monotonous routine in class. This aims to stimulate new perspectives in students, develop an open attitude towards learning outcomes, and involve physical, mental, and all five senses activity.

The Arabic grammar lessons at the Arabic Department of the Raden Mas Said Surakarta State Islamic University has fulfilled 5 indicators of active learning, namely the use of engaging learning media (Sumar & Razak, 2016; Kristin, 2017), the creation of a pleasant environment, the use of problem-solving-based learning, and the teamwork/collaborations in learning (which allows for new perspectives on students, develops an open attitude to learning outcomes, and involves physical, mental, and all five senses activities) (Zulfahmi, 2013; Aisida, 2019; Rois & Diniyah, 2020). Visually, it can be described in the following pattern:

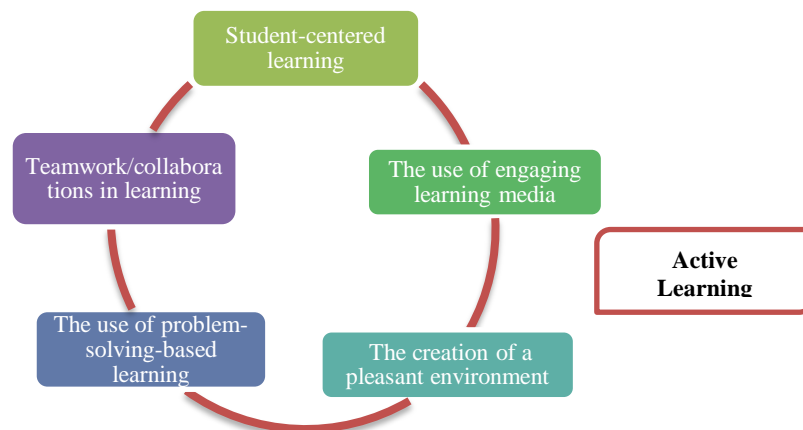


Figure 1. Active Learning Model in Arabic Grammar Lectures

Each of these indicators will be presented in this section one by one. Student-centered active learning can make students enjoy learning nahwu and sharaf. They actively follow the stages of learning. With active learning, they can avoid boredom and the material being studied feels easier for them (Asmawati et al., 2020). Lecturers no longer dominate by continuing to deliver material but rather play a role as learning facilitators.

The use of interesting learning media is done by lecturers using power point slides, paper, and flash card. The use of card as a learning media is commonly referred to as the active learning model with card sorting method. By using engaging media, students are more impressed with the learning process and what they learn is imprinted in their mind. Lecturers also do not need to forcefully ask them study anymore since they are already interested in learning. They pay attention to learning without being asked to do so (Silberman, 2007). On the other hand, interesting media can also indirectly create a pleasant learning atmosphere (Asmawati, 2020).

Another thing that can also create a pleasant learning atmosphere is the ability to interact and communicate well between lecturers and students. The lecturers often invite students to always be involved in learning (Sriwahyuni, 2017). The lecturers also have a good sense of humor, often teach the material with analogies that create a fluid learning atmosphere, and lecturers also build friendly relationships (Asiah, 2017).

Problem solving based learning trains students to be analytical (Muhasim, 2019). They are accustomed to solving problems by thinking critically. Students as the learning subjects are trained to find concepts (Asmawati et al., 2020) through solving questions regularly from lecturers as a form of learning evaluation (Komaruddin, 2018). The

process of learning with teams or collaborating or small group discussions can increase learning activities that involve students (Makruf, 2009; Syamsiyati, 2019). In this process, they feel challenged because they are required to work in teams, collaborate, engage in activities, create learning materials, present, discuss, express opinions, and respond to the opinions of others (Silberman, 2007). The role of the lecturer here is as a facilitator in providing feedback, correcting the accuracy of the material presented by students, and evaluating it (Inayati et al., 2021).

Another active learning model used by lecturers is the *jigsaw method*. This method is used in the process of enriching lecture material and deepening the material. It is usually done after finishing the discussion. The lecturer divides groups of students and each group gets an assignment to discuss the lecture material that has been studied. For the rest of the time, the group members are asked to go to other groups so that a new group is formed which is a combination of members of each old group. After that, each student in turn is asked to present the results of the discussion from the old group so that each student gets all the material discussed (Makruf, 2009; Nurlaila & Nurdiniawati, 2018). By using an active learning model in Arabic grammar lectures, students find it easy to understand lecture materials that have been considered complicated. From the explanation above, it can be said that active learning is one suitable approach for 21st century language learning that requires creativity, critical thinking and problem solving, communication and collaboration skills, and language skills (Nurdyansyah & Toyiba, 2016; Fitriani & Arifa, 2018). The active learning approach is a constructivist theory that focuses on student learning. To improve the quality of students' active learning in the classroom, they should play an active role in project decision making, communication and meaning creation rather than memorizing information provided by the teacher. Meaningful learning activities are used in the learning process (Mubayyinah & Ashari, 2017). The point is that student activities and learning processes are integrated. Moreover, this learning activity is student-centered and requires knowledge construction and concept development.

CONCLUSION

Learning Arabic grammar at the Department of Arabic Education at Raden Mas Said Surakarta State Islamic University has implemented an active learning model. Students enjoy learning nahwu and sharaf because of the student-centered learning, the use of interesting learning media, the fun atmosphere, problem-solving-based learning, and team/collaborative learning. The delivery of difficult Arabic grammar lecture material can be easily understood practiced by using an active learning model. The successful application of the active learning model also needs to be supported by the abilities and skills of the lecturers. This is justified in the Arabic expression that the method is more important than the material, but the spirit of the teacher is more important than the method itself. For this reason, future research can discuss teacher skills in determining the right model and method in learning Arabic.

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