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## The Implementation of Nahwu Learning Based on Project Based Learning at UIN Imam Bonjol Padang

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### Kata Kunci :

PBL, Nahwu, Al-  
Qur'an,  
Pembelajaran Bahasa  
Arab;

### Abstrak

Latar pendidikan mahasiswa menjadi domain penting terhadap keberhasilan pembelajaran nahwu, sehingga pengajar memerlukan peningkatan dalam menentukan pembelajaran yang akan diterapkan. Strategi PBL menuntut pembelajar untuk mengamati dan menelaah tugas berbasis praktik terhadap objek kajian yang ditelaah, sehingga penelitian ini bertujuan untuk menguji efektivitas pembelajaran nahwu berbasis Project based learning (PBL) di UIN Imam Bonjol Padang dan bagaimana implementasi PBL dalam pembelajaran nahwu. Pendekatan penelitian yang digunakan adalah penelitian mix method dengan sampel kuantitatif berjumlah 35 orang berasal dari dua kelas sedangkan analisis data menggunakan SPSS 16 dan analisis deskriptif berdasarkan observasi serta dokumentasi. Penelitian ini menunjukkan bahwa pembelajaran nahwu menggunakan desain PBL efektif terhadap pemahaman kognitif mahasiswa dengan perhitungan *t-test* lebih besar dari 0,05, sedangkan implementasi PBL berdasarkan analisis kebutuhan

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*dan praktik penelusuran terhadap contoh-contoh kalimat dalam Al-Qur'an. Penelitian ini menguatkan bahwa pembelajaran nahwu menggunakan project based learning mampu meningkatkan pemahaman kognitif berdasarkan teknik induktif dalam penelusuran ayat Al-Qur'an. Penelitian ini merekomendasikan penelitian lanjutan untuk menganalisis strategi pembelajaran nahwu yang lebih bervariasi dengan sampel dan metode yang beragam.*

**Keywords:**

*Arabic Learning,  
Nahwu, Project  
Based Learning;*

**Abstract**

*The educational background of students is an important domain for the success of learning nahwu, so that teachers need improvement in determining the learning to be applied. The PBL strategy requires students to observe and examine practice-based assignments on the object of study being studied, so this study aims to examine the effectiveness of Project based learning (PBL)-based nahwu learning at UIN Imam Bonjol Padang and how to implement PBL in nahwu learning. The research approach used was mixed method research with a quantitative sample of 35 students from two classes while data analysis used SPSS 16 and descriptive analysis based on observation and documentation. This study shows that learning nahwu using the PBL design is effective for students' cognitive understanding by calculating the t-test is greater than the t-table, while the implementation of PBL is based on needs analysis and practice searching for examples of sentences in the Qur'an. This study corroborates that learning nahwu using project based learning is able to increase cognitive understanding based on inductive techniques in tracing verses of the Qur'an. This study recommends further research to analyze nahwu learning strategies that are more varied with various samples and methods.*

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## INTRODUCTION

Learning strategies and learning approaches have an important role in the success of learning outcomes. Especially for teaching materials that have critical analysis power to be applied such as Nahwu in the study of Arabic. Nahwu learning is not only in the form of theoretical studies, but is expected to be able to examine and construct sentences according to established rules.(Yahya, 2021, pp. 109–125) This encourages teachers to choose the right strategy in determining strategies to achieve learning objectives properly.(Fauziyah, 2021, pp. 294–309) The implementation of Project Based Learning has varied. The PBL-based Arabic learning process can facilitate students' practice in order to be able to study the rules of sentence structure practically. Understanding nahwu material requires in-depth study because of the many theoretical presentations. This understanding requires students to understand the theory optimally. Factually it can be studied through the verses of the Koran which are packaged with creative, innovative and collaborative learning systems.

Various studies have revealed that the PBL-based learning process identifies that collaborative project assignments are able to provide opportunities for students to communicate and critically examine teaching materials.(Saptenno, 2019, pp. 1175–1194) This is proven through a problem solving system for projects provided by the teacher. This activity forms a constructive mindset to examine examples in Arabic texts, poetry or verses of the Qur'an.

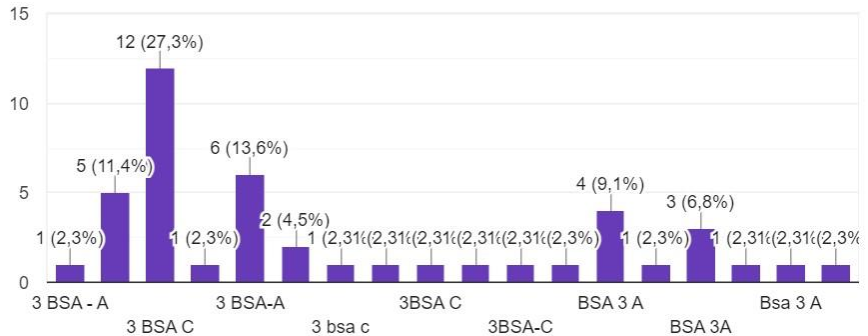
Several studies have revealed a learning system based on Project based learning. One example is PBL-based learning used to improve the quality of Arabic writing, the quality of writing is more constructive due to the existence of a peer review system for projects being worked on.(Hastang, 2019, p. 62) In addition to the elements of language skills, Project-based learning is also able to improve Arabic language skills from environmental elements so

that they are recognized in the use of innovative and creative approaches and methods.(Saputra, 2019, pp. 1077–1094) The development of learning from time to time shows an increase in quality, marked by the achievement of maximum learning goals by adopting the PBL system.(A. S. R. dan M. Abdurrahman, 2017, pp. 189–202) Traditional system learning is still needed as a theoretical reinforcement for students, but it is necessary to be active in exploring scientific sources to practice nahwu learning.(Chaqoqo, 2017, pp. 17–36)

Several factors influence success in learning including the integration of the PBL system with the use of digital media which can integrate learning elements more optimally(Affan, 2017, p. 37), the classroom management system also ensures an increase in the quality of learning.(Solihin, 2017, p. 372) Various methods provide maximum output, so that students can be active in exploring examples of the use of nahwu material in everyday life.(Huda, 2020, pp. 121–131) Such as the use of cooperative learning.(M. Abdurrahman, 2014, pp. 215–226) Although there are still various obstacles such as a lack of experience, access and facilities for learning.(Ahmadi, 2021, pp. 179–196) Various learning variations show an increase in the quality of student learning.(Syamsuddin, 2021, pp. 22–31)

## **METHOD**

This study uses a mix method research design using experimental research and qualitative descriptive. The research sample was 3rd semester students of Arabic Language and Literature consisting of two classes with a total of 44 people who had implemented the Nahwu Fil Marfu'at learning system with a Project Based Learning system. The sample distribution can be seen in the following figure.



***Figure 1. The Distribution of Data***

Figure 1 explains the distribution of data in this study with details consisting of student's in class A and C.

Data were obtained based on pre-test and post-test scores as well as observations through Nahwu learning activities and analysis of documentation in the form of student work on assignments given. Data analysis used SPSS 16.00 for quantitative data, while for qualitative data using the Miles and Hubberman (Huberman, 1992) design with data source triangulation techniques. Observations were carried out in 15 learning meetings with a duration of 2x45 minutes. Data validation was carried out based on triangulation of data sources and checking the validity of the research instrument in the form of a test.

## **FINDINGS**

Project Based Learning-based learning has been implemented at the beginning of the meeting. Each student

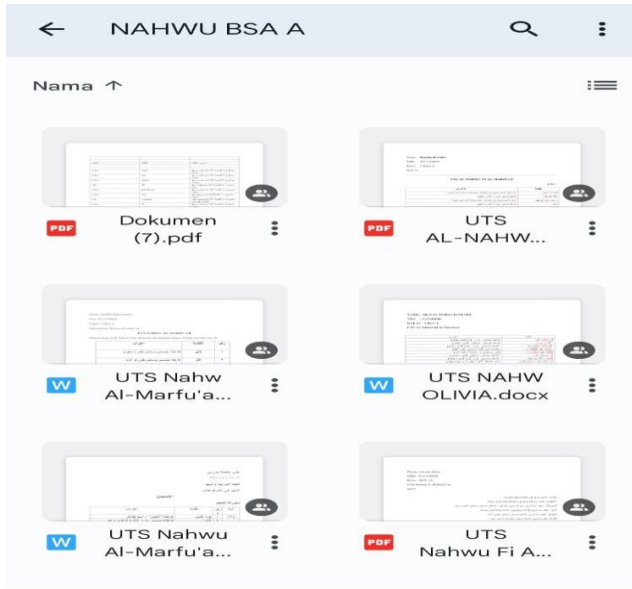
examines the examples contained in the Qur'an about the material for each meeting. Before learning begins, the lecturer tests students and carries out a pretest on student understanding, but the pretest is given in the form of basic questions with 5 multiple choice questions and 5 questions in the form of essays. After that, the teacher provides learning with a project based learning system.

### ***Implementation of Nahwu Learning based on Project Based Learning***

Nahwu learning in the Arabic language and literature study program at UIN Imam Bonjol consists of 16 meetings for 2 x 45 minutes at each meeting. The project based learning approach provides opportunities for students to be able to complete projects instructed by their lecturers. Lecturers can provide directions for students, one of which is to examine examples of nahwu studies found in the Qur'an. For example, in Nahwu Fil-Marfu'at material, students can explore examples belonging to teaching materials such as understanding the forms of Faa'il, Naa'ibul-Faail, Mu'tada' and Khabar. Each student examines examples of these rules in each juz in the Qur'an, each student has a different Juz composition.

These findings can be classified based on the themes studied, for example the examples in the Fa'il are grouped into one section; as well as other materials. It also gives students the opportunity to study the I'rab of each theme in Nahwu Fil-Marfu'at material.

As an example of the Nahwu Fil-Marfu'at learning assignment is the following picture.



**Figure 2. Project-Based Learning Mastery Document**

Based on Figure 1, project-based assignments are analyzed in material. For example, this week, students collect and study examples of Fa'il material in the Qur'an, and are given I'rob or word positions in a verse. Each student has different responsibilities, for example one student studies the first juz, and another student analyzes the second juz. The process of assigning assignments is random but still under the control of the teacher.

### ***The Effectiveness of Project Based Learning for Nahwu Material***

Based on the pretest and posttest tests on 44 students, the results are shown in the following table.

**Table 1. Data Description**

<b>One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	44	74.50	9.098	1.372
Posttest	44	87.09	9.464	1.427

Based on the table above, the increase in class average was very significant, marked at first with an average score of students' understanding of nahwu learning with a value of 74.50, while a post-test score of 87.09. On that basis, there was a significant increase in students' understanding of nahwu teaching materials. In addition, the researcher also tested the t-test with the results as shown in the following table.

**Table 2. Uji-t Analysis****One-Sample Test**

Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	54.319	43	.000	74.500	71.73	77.27
Posttest	61.039	43	.000	87.091	84.21	89.97

Based on the calculation results, the t-test value is  $<0.05$ . This shows that there is a significant influence on students' understanding of nahwu by using Project Based Learning learning. Some of the activities carried out in the learning class are as follows.





**Figure 3. Project Based Learning**

After students are given an assignment-based project, they present the assignment in front of the class. Other friends will provide feedback on the work done. There are several learning activities, such as conveying arguments against the task of looking for examples related to Nahwu Fil Marfuu'aat material, while a collection of assignment documents can be archived via the Google form as shown in Figure 1, while the form of the assignment can be seen in the following figure.

كلمة	اعراب
عَاثَلَكُنَّ اِيْمَانِكُمْ	فاعله ضمير مستتير تقديره "هي"
وَ اٰجِلٌ لَّكُمْ	نائب فاعله "هو" مقدره مرجعة للنساء
اَنْ تَتَّبِعُوْا بِاٰمُوْلِكُمْ	فاعله ضمير بارز (و) تقديره "هم"
فَعِمْنَ مَّا مَلَكَتْ اِيْمَانِكُمْ	فاعله ضمير مستتير تقديره "هي"
وَ اللّٰهُ اَعْلَمُ بِاِيْمَانِكُمْ	مبتدأ لفظ جلاله
وَ اللّٰهُ اَعْلَمُ بِاِيْمَانِكُمْ	خير مرفوع علامة رفعه ضمه
الَّذِيْنَ مِنْ قَبْلِكُمْ وَتُؤْتِب	مبتدأ اسم موصول
الَّذِيْنَ مِنْ قَبْلِكُمْ وَتُؤْتِب	خير مرفوع علامة رفعه الواو
يُرِيْدُ اللّٰهُ لِيُبَيِّنَ	فاعله من "يُرِيْدُ" علامة رفع ضمه
اللّٰهُ يُرِيْدُ اَنْ يُتُوْب	مبتدأ لفظ جلاله
اللّٰهُ يُرِيْدُ اَنْ يُتُوْب	خير مرفوع علامة رفعه الضمة
الَّذِيْنَ يَتَّبِعُوْنَ الشَّهْوٰتِ	فاعله ضمير بارز (و) تقديره "هم"
الَّذِيْنَ يَتَّبِعُوْنَ الشَّهْوٰتِ	مبتدأ اسم موصول
الَّذِيْنَ يَتَّبِعُوْنَ الشَّهْوٰتِ	خير مرفوع علامة رفعه الواو
وَ خَلِقِ الْاِنْسَانَ ضَعِيْفًا	نائب فاعله "هو" مقدره مرجعة للنساء

**Figure 4. Assignment of PBL for each material**

Figure 3 explains that the nahwu learning project can be in the form of an analysis of Al-Qur'an verses based on the themes studied. For example, the classification of examples of Faail, Naaibul Faail and others. on that basis, teachers can instruct clearly regarding a given project. Each student examines a different juz in

the Qur'an. There are those that belong to chapter 1, chapter 2 to chapter 30.

In addition to practicing practice in understanding nahwu learning, students can critically examine the parts that are appropriate to their project. The results of the analysis are classified based on the verse by expressing the position of I'rob in a word. The teacher provides directions and provisions for study such as giving I'rob (word position) in a verse with material that has been studied. Nahwu learning is not only theoretical, but practically they examine every verse of the Qur'an. In addition, peers can provide direction and input on the assignments given. (Hew, 2020) Having a peer review requires students to think critically in responding and making arguments in their friends' assignments. (Martin, n.d., pp. 34–43) Peer review also provides an opportunity for other students to think logically about the mistakes contained in student assignments. (Maskeliunas, 2016, pp. 291–301) This Project-based student assignment system strives for authentic assessments, where students have a variety of arguments against the results of their analysis. Other research also confirms that measurement using a project learning system is more effective. (Mohamadi, 2017, pp. 29–40) Project-based learning-based systems are in line with the demands of the 21st century which lead to critical and creative thinking processes. (Goradia, 2018, pp. 43–61)

Nahwu learning with the process of tracing the verses of the Qur'an requires students to understand and analyze according to the theory obtained. After that, teachers can reinforce the assignments given and provide direction on the results of their studies in this assignment system. PBL learning directs students to think critically about word phenomena and their changes in the verses of the Qur'an. Based on the results of the pre-test and post-test, PBL-based learning is able to improve students' ability to study the changing words in Nahwu teaching materials. Al-Qur'an

verse study activities are adapted to the theories that have been studied by students, so that there is a balance between theoretical and practical learning in understanding teaching material.

## CONCLUSION

This study shows that learning nahwu using PBL design is effective for students' cognitive understanding, while the implementation of PBL is based on needs analysis and practice searching for examples of sentences in the Qur'an. This study corroborates that learning nahwu using project based learning is able to increase cognitive understanding based on inductive techniques in tracing verses of the Qur'an. This research is still limited to samples and objects of study, so researchers recommend further research to analyze more varied strategies for learning nahwu with various samples and methods.

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