

## **Active Learning in Arabic Syntax (Nahwu): An Innovative Strategy for Islamic University Students in the 21st Century**

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### **Abstract**

This study aims to determine the orientation and steps of Nahwu learning in Arabic I courses. Then analyze the obstacles in Nahwu learning and the factors that cause these obstacles. This research was conducted at the Faculty of Sharia, UIN Sultan Maulana Hasanuddin Banten, using a qualitative research design with a case study type. The results of this study indicate that. Nahwu learning at the Faculty of Sharia is oriented towards active learning with inductive learning strategies and individual conventional learning techniques. The learning steps refer to the components of educational and teaching methods and are based on PAIKEM. The problem of learning Nahwu consists of (a) supporting factors, including internal factors, including the physical condition of students, student competence, student tendencies, and motivation; external factors, including the Arabic language environment, the presence of native speakers, competent lecturers, teaching materials, exercises, and reward and punishment systems. (b) Inhibiting factors include internal factors, including student self-confidence and differences in student backgrounds, as well as lack of student motivation and commitment, lack of Arabic language environment, and low effectiveness of efforts; external factors include lack of supervision and recording, changes in course schedules, and lack of learning media.

**Keywords:** nahwu learning, arabic syntax, learning innovation, development of 21<sup>st</sup>-century education.

## **A. Introduction**

Arabic language learning in Indonesia has a very important role and has been going on since Muslim traders introduced Islam. Initially, Arabic language teaching focused on the ability of Muslims to perform prayers and read the Qur'an.<sup>1</sup> After being able to read the Qur'an, the next step is to understand its contents, aiming that Muslims can understand and practice Islamic teachings more deeply.<sup>2</sup> In the era of globalization, students need to understand nahwu in-depth to read and understand Arabic texts well. Through various active learning methods, students are more involved in the learning process to develop critical and analytical thinking skills.<sup>3</sup> Meanwhile, several Islamic universities have also carried out various innovations and innovations in Arabic language learning to improve students' language skills. These efforts include strengthening competencies in Arabic grammar, such as nahwu and sharaf, which are applied in various Islamic universities in Indonesia.<sup>4</sup> Innovative strategies, such as interactive discussions, utilization of technology, and direct practice, contribute to creating more interesting, effective, and relevant nahwu learning for students at Islamic Higher Education Institutions.

The phenomenon often occurs in Arabic language learning, especially in syntax (nahwu), and still faces various problems in Islamic higher education environments.<sup>5</sup> One of the main obstacles is the learning method that tends to be conventional, such as one-way lectures that make students less active in understanding the concept of nahwu. This causes students to have difficulty mastering grammatical structures in depth and have trouble applying them in reading and understanding Arabic texts that are not integrated with technology in learning nahwu becomes a challenge.<sup>6</sup> Considering that in the digital era, students are more interested in interactive methods that involve digital media, such as language applications, e-learning, and technology-based simulations, that are not

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<sup>1</sup> Mutiah Amini, "Analysing Women's Rights in Islam Through the Critical Perspectives of Javanese Kyai Moechtar Boechari from 1919 to 1926," *Indonesia and the Malay World*, February 2025, 1–15, <https://doi.org/10.1080/13639811.2025.2463267>.

<sup>2</sup> Anharul Ulum et al., "Humanistic Education Perspective of the Qur'an and Hadith," *AL QUDS: Jurnal Studi Alquran Dan Hadis* 8, no. 2 (August 2024): 378–92, <https://doi.org/http://dx.doi.org/10.29240/alquds.v8i2.7806>; Diah Aulia Ulfah et al., "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54.

<sup>3</sup> Asiah Asiah, Zamroni Zamroni, and Muhammad Khairul Rijal, "Problematika Pembelajaran Nahwu Dalam Meningkatkan Keterampilan Berbahasa Arab Di Lembaga Pendidikan Indonesia," *Borneo Journal of Language and Education* 2, no. 2 (December 2022): 170–85, <https://doi.org/10.21093/benjole.v2i2.6104>.

<sup>4</sup> Syamsuddin Asyrofi, *Dinamika Dan Proyeksi Pembelajaran Bahasa Arab* (Nusamedia, 2021).

<sup>5</sup> Isra Hayati Darman, "Pengaruh Penerapan Metode Munazharah (Debat) Dalam Pembelajaran Muhadatsah III Di PBA STAIN Madina," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 4 (June 2022): 1422, <https://doi.org/10.35931/aq.v16i4.1126>.

<sup>6</sup> Muhammad Yusuf, Sri Mulya Rahmawati, and Zulaeha Zulaeha, "The Language Environment in Supporting Arabic Language Learning in Pesantren South Sulawesi," *Bulletin of Science Education* 3, no. 2 (May 2023): 84, <https://doi.org/10.51278/bse.v3i2.561>.

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boring for students when they are studying.<sup>7</sup> Another problem is the lack of practical training in using Arabic syntax. Students often only understand the theory without applying it directly in communication or text analysis.<sup>8</sup> Innovative active learning strategies are needed to address these challenges, such as interactive discussions, Arabic text-based problem solving, and technology to strengthen students' understanding and syntactic skills.<sup>9</sup>

Learning Arabic syntax (nahwu) is the study of Arabic grammar that focuses on sentence structure, relationships between words, and grammatical rules that determine form and meaning in Arabic. This science is crucial in understanding Arabic texts, especially the Qur'an, hadith, and classical literature.<sup>10</sup> The main objective of learning nahwu is to help students understand and apply Arabic grammar rules correctly in reading, writing, and speaking. In addition, another aim was to improve syntactic analysis skills so that students can understand the meaning of Arabic texts more accurately.<sup>11</sup> Meanwhile, in the context of innovative strategies in learning in the 21st century, it refers to approaches, methods, and teaching techniques that prioritize creativity, the use of technology, and experience-based learning to improve students' understanding and skills. This strategy adapts to the development of the times and the needs of students by developments in the digital era, where access to information is very broad and fast.<sup>12</sup> The main goal of the innovative strategy is to create more interactive, interesting, and effective learning to develop students who can think critically and creatively, communicate, and collaborate to prepare themselves to face global challenges and an increasingly dynamic world of work.<sup>13</sup>

So far, various studies on learning Arabic syntax (Nahwu) in universities have three main trends. First, research focuses on the effectiveness of conventional methods, such as lectures, memorization, and discussions in learning Nahwu. This

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<sup>7</sup> Agung Heru Setiadi et al., "Design of Heyzine Flipbook Based Arabic E-Module as an Alternative Teaching Material for Basic's Level," *An Nabighoh* 26, no. 2 (October 2024): 195–216, <https://doi.org/10.32332/an-nabighoh.v26i2.195-216>.

<sup>8</sup> Vivi Sutinalvi et al., "Tantangan Dan Peluang Pembelajaran Bahasa Arab Di Era Digital," *Mutiara: Jurnal Penelitian Dan Karya Ilmiah* 3, no. 1 (December 2024): 76–86, <https://doi.org/10.59059/mutiara.v3i1.1969>.

<sup>9</sup> Masahiko Keshav, Laura Julien, and Jessica Miezal, "The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education," *Journal International of Lingua and Technology* 1, no. 2 (August 2022): 79–98, <https://doi.org/10.55849/jiltech.v1i2.85>.

<sup>10</sup> M N Annisa, S Muhamad, and ..., "Personality Types in Arabic Comprehension: Literature Review," ... : *Samarinda International ...*, 2024, <https://journalweb.org/ojs/index.php/El-Syaker/article/view/283>; Yudhistira N Nyaran et al., "Analisis Kesalahan Fonologi Dan Sintaksis Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Kota Manado," *Jurnal Al-Mashadir: Journal of Arabic Education and Literature* 2, no. 02 (December 2022): 95–115, <https://doi.org/10.30984/almashadir.v2i02.432>.

<sup>11</sup> Mahir Arriyadli Ma'ruf and Lailatul Mathoriyah, "Analisis Kesalahan Sintaksis Dalam Membaca Teks Arab Pada Siswa Serta Alternatif Peningkatan Kualitas Pembelajaran Bahasa Arab Di Sekolah," *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 7, no. 2 (August 2024): 794–803, <https://doi.org/10.32764/lahjah.v7i2.4902>.

<sup>12</sup> Singgih Prastawa et al., "The Effectiveness of Experiential Learning Based on Creative Industry to Improve Competency of Entrepreneurship of Vocational High School Students," in *Proceedings of the 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)* (Paris, France: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200129.004>.

<sup>13</sup> Samuel Kai Wah Chu et al., *21st Century Skills Development Through Inquiry-Based Learning* (Singapore: Springer Singapore, 2017), <https://doi.org/10.1007/978-981-10-2481-8>.

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research focuses on students' understanding of Arabic grammar rules through traditional methods still widely applied in Islamic universities.<sup>14;15</sup> Second, studies exploring technology-based approaches in Nahwu learning, such as digital media, interactive applications, and e-learning. This study emerged with the development of educational technology that allows students to learn more independently and flexibly.<sup>16;17</sup> Third, research that highlights innovative strategies based on student-centered learning, such as problem-based learning (PBL), cooperative learning, and gamification in Nahwu learning. This research aims to increase students' active involvement in understanding Arabic language structures through direct experience and collaborative discussions.<sup>18;19</sup>

Overall, these studies have characteristics and differences in the focus and methods used. Meanwhile, innovative strategy research emphasizes increasing student involvement through more interactive and creative learning for students in understanding Arabic language learning. Therefore, this study has differences from previous studies that can present new theoretical concepts that can be used both in Indonesia and globally.

Seeing the problems that occur, the objectives of this research are (1) to find out the orientation and steps of learning Nahwu in the Arabic language course level 1. (2) to analyze the problems in learning Nahwu and the supporting and inhibiting factors in learning Nahwu. This research was conducted at the Faculty of Sharia, UIN Sultan Maulana Hasanuddin Banten. This research is based on various obstacles in the learning process, especially in teaching Arabic at UIN Banten. Based on the results of observations, it was found that several lecturers still apply traditional learning models and strategies in teaching Arabic. Therefore, innovation is needed from lecturers in compiling and implementing more interactive learning plans with varied strategies. By implementing more interesting, creative, and innovative techniques, students can be more motivated and avoid boredom while studying. To answer this challenge, this article proposes an innovation in Arabic language teaching, namely by utilizing the latest approaches in learning strategies that can increase learning effectiveness.

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<sup>14</sup> Riyan Nuryadin, Nurul Irfan, and Leni Layinah, "Systematic Literature Review: Strategi Pembelajaran Bahasa Arab Ilmu Sharaf Berdasarkan Teori Pembelajaran Terpadu," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (October 2024): 1371–85, <https://doi.org/10.53299/jppi.v4i4.738>.

<sup>15</sup> Sami Sulieman Al-Qatawneh et al., "The Representation of Multiple Intelligences in an Intermediate Arabic-Language Textbook, and Teachers' Awareness of Them in Jordanian Schools," *Heliyon* 7, no. 5 (May 2021): e07004, <https://doi.org/10.1016/j.heliyon.2021.e07004>.

<sup>16</sup> Agung Heru Setiadi et al., "Design of Heyzine Flipbook Based Arabic E-Module as an Alternative Teaching Material for Basic's Level."

<sup>17</sup> Ahmad Muklason et al., "Pembuatan Media Pembelajaran Digital Interaktif Untuk Materi Pembelajaran Bahasa Arab (Nahwu Dan Shorof) Untuk Santri Milenial," *Sewagati* 7, no. 3 (2023), <https://doi.org/10.12962/j26139960.v7i3.505>.

<sup>18</sup> M Abdul Hamid et al., "Penggunaan Aplikasi E-Learning 'HATI' Dalam Pembelajaran Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri," *Arabi: Journal of Arabic Studies* 8, no. 1 (July 2023): 108–22, <https://doi.org/10.24865/ajas.v8i1.595>.

<sup>19</sup> Nurul Hanani, Nur Ahid, and Sufirmansyah Sufirmansyah, "An Eclectic Approach To Arabic Language Education: Implementing Kitab Al-Amtsilah At-Tashrifayah In Modern Indonesian Pesantrens," *Jurnal Pendidikan Islam* 10, no. 2 (October 2024): 192–206, <https://doi.org/10.15575/jpi.v10i2.38651>.

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### B. Method

This research is a field study; the type used is a case study with a qualitative approach. This study requires research with real conditions to find out the source of data in the field objectively by existing conditions. The field method is used in this study, which is about the symptoms or events that occur among students to obtain in-depth data on nahwu learning strategies at the Faculty of Sharia UIN Sultan Maulana Hasanuddin Banten. The acquisition of primary data obtained in this study, namely from observation, interviews, and documentation. While the acquisition of secondary data is from various journal literature, books, and the like that discuss related to the research topic.

**Table 1. Distribution of Informant Identities**

No	Initials	Position	Educational Level	Gender
1	MRP	Lecturer in Arabic & Qiroatul Pole	S2	Man
2	FW	Lecturer of Arabic Language & Bahsul Kutub	S2	Man
3	FNA	HTN Student	S1 (smt 3)	Man
4	AUA	HKI Student	S1 (smt 3)	Woman
5	FB	HES student	S1 (smt 3)	Man
Total: 5 informants				
Source: processed by researcher (2024).				

Then, the data analysis uses an interactive model from Miles et al.,<sup>20</sup> namely by collecting, reducing, displaying, and concluding data. Then, this study uses a data analysis model through three stages in the data analysis of this model, namely data reduction, data presentation, and conclusion. First, data reduction. This stage is reduced to selecting, focusing on simplifying, and transforming raw data that emerges from written records in the field related to implementing superior programs. Data reduction in this study was carried out after obtaining data from the results of observations and interviews. Second, data presentation. This process is carried out by presenting data from observations and interviews with research informants through research sources by concluding. Third, concluding. This last stage is by writing a brief conclusion obtained from the review of field notes to be used as an answer obtained by the research topic. To check the validity of the data, the technique of extended participation and in-depth observation is used, as well as the technique of triangulation and asking for expert views.

### C. Findings and Discussion

#### Nahwu Learning Strategy in Arabic Language Course 1

The results of the field research conducted by the researcher on the lecturers in charge of the Arabic language course regarding the nahwu learning strategies and learning steps applied in the Sharia Faculty of UIN Sultan Maulana Banten as well as the problems and factors causing the issues are as follows.

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<sup>20</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis. A Methods Sourcebook* (California: SAGE Publications, 2020).



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### Nahwu Learning Orientation

Based on the results of the interview with MRP as the lecturer in charge of the Arabic language course, he explained that Nahwu learning at the Faculty of Sharia applies active learning. Active learning is an effort in learning activities built into the learning process of student activity in participating in learning activities. The Nahwu learning process at the Faculty of Sharia uses an inductive learning strategy model, which is a strategy model that initially presents examples (*amtsilah*) that will conclude to reveal the rules of Nahwu related to the examples (*amtsilah*). The learning techniques applied in applying the inductive model to Nahwu learning are individual conventional learning techniques that foster student activity by giving examples (*amtsilah*) to them.

Based on the results of field observations conducted by researchers, the growth of the Arabic-speaking environment within the Faculty is by using the *mubasyaroh* method in the learning process in the classroom and accustoming students to use Arabic in interacting in class and outside the classroom. This is evidenced by the active participation of students in speaking Arabic.

According to FW, the lecturer of the Arabic and Bahsul Kutub course, the model used in Nahwu learning is an inductive learning strategy also called the *al-istiqrâ'iyah* (*al-istinbâthiyah*) learning technique using Inductive theory in Nahwu learning. The technique is a learning pattern that begins by presenting examples (*amtsilah*) and then concluding with the Nahwu Rules. The stages of learning activities are: first, the lecturer determines the topic of discussion; second, displaying examples of sentences related to the subject of debate; Third, students are asked to analyze these examples; fourth, the lecturer explains the rules of Nahwu contained in the example; fifth, lecturers and students concluded about the regulations of Nahwu; The six students worked on the exercise.

### Nahwu Learning Steps

After the researcher observes nahwu learning activities in Arabic courses directly in class and documentation studies, the researcher can conclude the steps of nahwu learning as follows:

**Table 2. Steps for Learning Nahwu**

Activity	Learning Steps
Opener	Lecturers start learning activities with greetings and prayers Motivating students to be enthusiastic in the learning process Reading attendance records Conducting apperception, namely by repeating previous material and linking it to the material to be taught.
Core activities	The lecturer stimulates the students' analytical skills regarding the material to be taught. Creates a concept map with a network tree type to explain the material to be taught. Provides examples of sentences related to the discussion title. Students analyze the examples of sentences and the lecturer asks students to create other examples Gives special marks to examples in parts that are considered

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	<p>important and explains them.</p> <p>Providing a magic formula to strengthen understanding and make it easier for students to memorize the rules of Nahwu.</p> <p>Lecturers and students summarize the rules of Nahwu about the material taught in detail.</p> <p>Providing opportunities for students to ask questions about material that is thought to be not yet understood.</p>
<b>Closing</b>	<p>The lecturer makes a conclusion from the discussion of the material that has been studied.</p> <p>Provides an evaluation of practice questions to determine students' understanding of the material discussed.</p> <p>Provides structured assignments to ensure students' understanding of the material taught.</p> <p>The teacher closes the learning activity with greetings and prayers.</p>

### Problems in Learning Nahwu and the Causal Factors

There are supporting and inhibiting factors for Nahwu learning; the supporting factors are divided into internal and external factors. Internal factors include the physical condition of the students, the competence of the students, and the tendencies and motivations of the students. Meanwhile, external factors consist of the Arabic-speaking environment, the presence of native speakers, competent lecturers, teaching materials, exercises, and reward and punishment systems. Meanwhile, the supporting factors of the institution consist of the efforts of the Faculty leaders and lecturers who teach Arabic courses in motivating students and the Arabic Language Improvement Program, which includes *muhadatsah usbu'iyah* (weekly conversation), *insha yaumiyyah* (daily writing), *tasji'ul lughoh* (language motivation), and *tahsinul lughoh* (language improvement). (Informants: MRP and FW, 2024)

On the contrary, some factors inhibit Nahwu's internal and external learning. External factors include a lack of supervision and recording, changes in course schedules, and a lack of available learning media. Internal factors consist of student confidence and differences in student backgrounds, lack of student motivation and commitment, lack of Arabic-speaking environment, and low effectiveness of efforts. (Informants: FNA, AUA, and FB, 2024)

### Discussion

#### Nahwu Learning Orientation

The educational and learning process is strongly influenced by educational objectives, which are influenced by world education trends in various disciplines, including nahwu learning strategies in Arabic language courses. The main aspect of learning nahwu depends on developing teaching method trends.<sup>21</sup> As at the Faculty of Sharia UIN Sultan Maulana Hasanuddin Banten, the trend of applied nahwu learning is oriented towards a linguistic approach, with a special emphasis on qowaid or Arabic grammar, better known as nahwu science.

<sup>21</sup> Masnun, Segaf Baharun, and Sultan Abdus Syakur, "Interactive Whiteboard as a Medium for Nahwu Learning: Bridging Technology and Arabic Grammar Education," *International Journal of Arabic Language Teaching* 7, no. 01 (January 2025): 1–20, <https://doi.org/10.32332/ijalt.v7i01.9977>.

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The science of nahwu, in general, is tasked with analyzing the position of i'rab of a sentence in numbers. In contrast, the science of sharaf, in general, is tasked with investigating the status of words (sighat) that make up a number.<sup>22</sup> Linguistically, nahwu refers to Arabic grammar or grammar in Arabic. Meanwhile, terminology, nahwu, is a collection of rules that explain the structure of the Arabic language, both in the form of stand-alone words and in the form of sentences. Nahwu is a discipline that studies the basics of Arabic grammar, which allows one to understand various forms of sentences, including changes in the meaning at the end of words and *bina'* characteristics in Arabic.<sup>23</sup>

To succeed in learning nahwu, some keywords must be considered in *qawaid* learning; the science of nahwu or shorof is systematic. Teaching *qawaid* science that is not systematic will impact thinking leaps and prolonged complexity. Where this can systematize the material of *qawaid* knowledge well, so that it is easy to digest and understand, one must first understand the character of each chapter contained in the science of nahwu and shorof.<sup>24</sup> In addition to being systematic, *qawaid* teaching must also be based on the benefit principle. An educator of *qawaid* science must strive as much as possible for the material taught to be directly felt by students. Materials that are not grounded or rarely appear in Arabic texts as much as possible in the early stages are to be abandoned because students cannot directly feel the benefits, which can ultimately impact saturation, boredom, and even dislike for *qawaid* science materials.<sup>25</sup>

The learning orientation that focuses on the discussion of nahwu (*qawaid*), by the learning strategies put forward by Joyce & Weil, namely Systematic (operational stages in learning), Social Systems (the atmosphere and norms that apply in learning), Reaction Principles (the way teachers install how teachers treat and respond to students), Support Systems (means, materials, tools, or learning environments that support learning), Instructional Impact and Accompanying Impact (learning outcomes achieved directly based on targeted objectives and learning outcomes outside of those objectives).

### Nahwu Learning Steps

In general, strategy is defined as the main guideline that plays a role in achieving predetermined goals. In education, a strategy is a plan that includes a series of activities designed to achieve learning objectives.<sup>26</sup> Educational strategy can also be interpreted as a design for using methods and resources in the

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<sup>22</sup> Mohammad Sofi Anwar & Wati Susiawati, "AIAM Learning Model (Aktif, Interaktif, Analitis, Dan Menyenangkan) for Shorof Private Classes at Anwarul Huda Islamic Boarding School," in *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor*, 2024, 14–30.

<sup>23</sup> Ismi Nujaima and Hendra Kurniawan, "The Role of Nahwu and Sharf Sciences in Arabic Language Learning," *Jurnal Al-Hibru* 1, no. 1 (January 2024): 14–23, <https://doi.org/10.59548/hbr.v1i1.104>.

<sup>24</sup> Achmad Choirul Umam, "Metode Inquiry-Discovery Learning Dalam Pembelajaran Shorof Untuk Siswa-Siswi MTs Nurul Ummah," *La-Tahzan: Jurnal Pendidikan Islam* 12, no. 1 (May 2020): 114–31, <https://doi.org/10.62490/latahzan.v12i1.88>.

<sup>25</sup> Ahmad Mizan Rosyadi Abdul Jalil Mannan & Muhammad Shokhibul Hidayah, "Pendampingan Pembelajaran Kaidah Nahwu Dengan Kitab Al-Ajrumiyyah Di Pondok Pesantren Darus Sibyan Jombang Jember," *An-Nuqthah* 3, no. 1 (2022): 46–51, <https://doi.org/https://doi.org/10.62097/an-nuqthah.v3i1.1026>.

<sup>26</sup> Charles R. Berger, *Planning Strategic Interaction: Attaining Goals Through Communicative Action* (Routledge, 2020), <https://doi.org/10.4324/9781003064190>.



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educational process to achieve the desired results. In learning, a strategy serves as a plan that includes various steps designed to support achieving learning objectives.<sup>27</sup> Therefore, educational strategy is a series of activities by educators and students to effectively and efficiently achieve learning goals.

Educational strategy is a matter that needs to be observed by a lecturer in the educational process. There are three types of strategies that are suitable for education, namely (a) educational organization strategies, (b) education delivery strategies, and (c) education management strategies.<sup>28</sup> On the other hand, educational strategy is a step by a lecturer in delivering or carrying out educational activities to achieve learning goals from the beginning to the end of education.<sup>29</sup> According to Teng & Wang, there are four components of the education strategy, namely preliminary educational activities, information delivery, student participation, and testing.<sup>30</sup>

The Arabic language learning process in the Nahwu science aspect consists of four stages: planning, implementation, methods, and learning evaluation. Every language learning will not be separated from the approaches, models, media, or strategies used to achieve the learning goals quickly, effectively, and efficiently. This requires a teacher's expertise to concoct, process, and look for new innovations in learning strategies to get maximum and encouraging results.<sup>31</sup>

The learning approach used in the Arabic language learning strategy uses the PAIKEM concept steps (learning, active, innovative, creative, effective, and fun), which in its application consists of four characteristics: experience, interaction, communication, and reflection.<sup>32</sup> In the learning process, the researcher pays attention to four Arabic language skills (*al-maharat al-lughawiyyah*) as the main achievements of the learning process. By implementing these strategies, PAIKEM-based Nahwu learning measures in Arabic language courses at the Sharia faculty can create a supportive social system where the prevailing atmosphere and norms help students to grow academically and socially.<sup>33</sup>

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<sup>27</sup> Chamim Chabibi et al., "Synergy to Strengthen the Quality of Islamic Education in Achieving Sustainable Development Goals (SDGs)," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 1 (March 2025): 153–70, <https://doi.org/10.31538/tijie.v6i1.1395>.

<sup>28</sup> Lorico DS. Lapitan et al., "An Effective Blended Online Teaching and Learning Strategy during the COVID-19 Pandemic," *Education for Chemical Engineers* 35 (April 2021): 116–31, <https://doi.org/10.1016/j.ece.2021.01.012>.

<sup>29</sup> Bima Fandi Asy'arie et al., "Strengthening Learning Priorities in the 21st Century: Review of Islamic Education Policy in Indonesia," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 10, no. 02 (November 2024): 279–94, <https://doi.org/10.32678/tarbawi.v10i02.10615>.

<sup>30</sup> Yilian Teng and Xia Wang, "The Effect of Two Educational Technology Tools on Student Engagement in Chinese EFL Courses," *International Journal of Educational Technology in Higher Education* 18, no. 1 (December 2021): 27, <https://doi.org/10.1186/s41239-021-00263-0>.

<sup>31</sup> Endang Switri et al., *Penerapan Metode Manhaji Pada Pembelajaran Bahasa Arab* (Penerbit Qiara Media, 2022).

<sup>32</sup> Rahmah and Weng Martin, "Efforts to Improve Student Learning Achievement by Applying the PAIKEM Learning Model for Islamic Religious Education Materials About Believing in Angels in Class IV Students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency, 202," *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam* 8, no. 1 (March 2022): 61–73, <https://doi.org/10.55849/attasyrih.v8i1.107>.

<sup>33</sup> Abdul Muid, "ICT-Based Arabic Learning: A 21st Century Learning Innovation (Pembelajaran Bahasa Arab Berbasis ICT: Sebuah Inovasi Pembelajaran Abad 21)," *Edu Journal Innovation in Learning and Education* 2, no. 1 (June 2024): 1–13, <https://doi.org/10.55352/edu.v2i1.886>.

### **Nahwu Learning Problems and Their Causative Factors**

Based on the researcher's analysis of the Nahwu learning strategy at the Faculty of Sharia UIN Sultan Maulana Hasanuddin Banten, the researcher can conclude that the most significant problems in the Nahwu learning process are. First, students' lack of motivation and commitment to learning Arabic is a big challenge in the academic world. Many students find Arabic difficult to understand, especially in grammatical aspects such as nahwu and sharaf. This lack of interest is often due to less interesting learning methods and a lack of understanding of the relevance of Arabic in their lives.<sup>34</sup> In addition, the lack of an environment that supports Arabic-speaking practices is also an inhibiting factor. To overcome this problem, lecturers need to implement innovative strategies that are interactive and technology-based so that students are more motivated and committed to mastering the Arabic language.<sup>35</sup>

Second, low student confidence is an obstacle in the learning process, especially in courses that require communication skills such as Arabic. Many students fear making mistakes when speaking, so they are reluctant to participate in class actively. The main factors affecting this are the lack of practice, less supportive learning methods, and opportunities to interact in Arabic.<sup>36</sup> Therefore, innovative learning strategies, such as group discussions, role-playing, and technology, are needed so that students are more confident in developing language skills and able to overcome their fear of communication.<sup>37</sup>

Third, the lack of an effective Arabic-speaking environment is one of the main factors that hinder students' ability to master Arabic. The lack of use of Arabic in daily communication, both inside and outside the classroom, causes students to have difficulty developing speaking and writing skills.<sup>38</sup> Selain itu, kurangnya media pendukung, seperti forum diskusi, komunitas bahasa, dan program imersi, membuat siswa tidak terbiasa menggunakan bahasa Arab secara aktif.<sup>39</sup> Therefore, efforts are needed to create a conducive environment, such as accustoming conversations in Arabic, interactive technology, and practice-based activities so that students are more skilled and confident.<sup>40</sup>

Fourth, the lack of adequate learning media is an obstacle to improving the quality of Arabic language learning. Many educational institutions still rely on

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<sup>34</sup> Fera Andriani Djakfar, "Analisis Problematika Pembentukan Lingkungan Bahasa Arab," *Qismul Arab: Journal of Arabic Education* 2, no. 01 (March 2024): 19–30, <https://doi.org/10.62730/qismularab.v2i01.22>.

<sup>35</sup> Yusuf, Rahmawati, and Zulaeha, "The Language Environment in Supporting Arabic Language Learning in Pesantren South Sulawesi."

<sup>36</sup> Darman, "Pengaruh Penerapan Metode Munazharah (Debat) Dalam Pembelajaran Muhadatsah III Di PBA STAIN Madina."

<sup>37</sup> Rachmad Arif Ma'ruf et al., "Islamic Boarding Schools and Technology: Efforts to Overcome Social Changes in Santri Misuse of Gadgets," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 2024): 2472–84, <https://doi.org/10.35445/alishlah.v16i2.5338>.

<sup>38</sup> Muhammad Azhar, Hakmi Wahyudi, and Promadi Promadi, "Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability," *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora* 1, no. 2 (October 2022): 92–101, <https://doi.org/10.56113/takuana.v1i2.33>.

<sup>39</sup> Vivi Sutinalvi et al., "Tantangan Dan Peluang Pembelajaran Bahasa Arab Di Era Digital."

<sup>40</sup> Muhammad Al Mahameed et al., "The Implementation of Sustainability Practices in Arab Higher Education Institutions," *Journal of Financial Reporting and Accounting*, February 2023, <https://doi.org/10.1108/JFRA-11-2022-0415>.

conventional methods without the support of interesting interactive media. The lack of digital teaching materials, academic applications, and technology-based learning resources makes students less motivated to understand the material.<sup>41</sup> In addition, limiting access to audiovisual media and e-learning platforms also limits a more dynamic learning experience. Therefore, innovations are needed in developing learning media, such as interactive videos, digital simulations, and Arabic-based applications, to make the learning process more effective and interesting for students.<sup>42</sup>

Fifth, Weak supervision and recording of learning violations can impact the Arabic learning process's lack of discipline and low effectiveness. Indecisiveness in supervising academic governance causes students to lack awareness of their responsibilities.<sup>43</sup> In addition, without systematic recording, it isn't easy to conduct evaluation and training on an ongoing basis. This can result in a pattern of undisciplined behavior that continues without any improvement.<sup>44</sup> Therefore, a strict supervision system and structured recording are needed to follow up every violation with the right solution to create a conducive and quality learning environment.<sup>45</sup>

This is to the results of research conducted by Yasri & Yoyo,<sup>46</sup> regarding the problems in learning Nahwu science; the issues in the field are triggered by several factors, including (1) Student factors, namely the educational background of students, which greatly influence the success of the learning process, and the lack of interest in learning of students which also greatly affect the achievement of the success of Nahwu learning because learning interest is one of the keys to students' activeness in following the process learning so that it can affect learning outcomes. (2) Educator factors, namely the low professionalism of teachers and teachers' skills in managing learning, so that learning goals are not achieved. (3) The factor of teaching materials, the incompleteness of the material taught because the learning objectives are not achieved or completed in Nahwu learning, greatly affects students' understanding in understanding Nahwu knowledge. (4) The factor of learning time, time limitation greatly affects the success of Nahwu learning because, as previously said, Nahwu science is a science that studies Arabic

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<sup>41</sup> Mustapha Qureshi et al., "Scale For Measuring Arabic Speaking Skills In Early Children's Education," *Journal International of Lingua and Technology* 1, no. 2 (August 2022): 114–30, <https://doi.org/10.55849/jiltech.v1i2.81>.

<sup>42</sup> Muhammad Adhiem Bahri et al., "The Effectiveness of Digital Comics in Arabic Vocabulary Teaching," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (November 2024): 421, <https://doi.org/10.24042/albayan.v16i2.24197>.

<sup>43</sup> Izhar Oplatka and Khalid Arar, "The Research on Educational Leadership and Management in the Arab World since the 1990s: A Systematic Review," *Review of Education* 5, no. 3 (October 2017): 267–307, <https://doi.org/10.1002/rev3.3095>.

<sup>44</sup> Keshav, Julien, and Miezal, "The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education."

<sup>45</sup> Bima Fandi Asy'arie, Suci Zuhri Nurfadila Rahma, and Zainul Fuat, "Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung," *Al-Jawhar : Journal of Arabic Language* 2, no. 1 (June 2024): 30–45, <https://doi.org/10.69493/ajol.v2i1.38>.

<sup>46</sup> Akhsani Sholihati Yasri and Yoyo Yoyo, "Kesulitan Pembelajaran Nahwu Dengan Model Blended Learning Pasca Pandemi Covid-19," *An Nabighoh* 24, no. 2 (December 2022): 199, <https://doi.org/10.32332/an-nabighoh.v24i2.4803>.

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grammar, which includes very complex rules in Arabic, so limited time does not allow to get maximum results in Nahwu learning.

### D. Conclusion

Based on the analysis and discussion results, it can be concluded that nahwu learning focuses on applying active learning methods. The learning process uses an inductive strategy, with the techniques applied as conventional individual learning methods. Meanwhile, the learning steps refer to the components of the educational plan, namely the preliminary stage, material delivery, active student participation, and evaluation. In addition, the approach adopts the concept of active, innovative, creative, effective, and enjoyable learning (PAIKEM), thus creating a more interactive and meaningful learning experience for students. The problems of learning nahwu consist of supporting factors, including internal, including the physical condition of students, student competence, and student tendencies and motivation; external, including the Arabic language environment, the presence of native speakers, competent lecturers, teaching materials, exercises, and reward and punishment systems. Inhibiting factors include internal, including student self-confidence and differences in student backgrounds, as well as lack of student motivation and commitment, lack of Arabic language environment, and low effectiveness of efforts; external, including lack of supervision and recording, changes in course schedules, and lack of available learning media.

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