

Research Article

Interactive and Participatory Methods to Improve Learning Outcome of Nahwu-Sharf

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Abstract.

The mastery of nahwu-Sharf's is inseparable from learning Arabic, in learning there are often problems faced by students. The focus of this study is to improve learning outcomes of nahwu-Sharf. This study uses a qualitative approach with a classroom action research method. The researcher using observation, interview and group discussion for collecting the data. For the analysing is using descriptive analysis model to describe the state of increasing achievement indicators of success of each cycle. The steps of the analysis include data collection, data simplification, data presentation and conclusion making and verification. The results of the research in the participatory-interactive method planning stage identified that students experienced difficulties in learning Nahwu-Sharaf in terms of i'rab, giving lines when reading Arabic texts determining illat and wazan fi'il. The results of the research at the implementation stage of participatory-interactive methods revealed an increase in students' understanding of i'rab, giving lines when reading Arabic texts determining illat and wazan fi'il. The results of the study at the evaluation stage showed an increase in learning outcomes about learning Nahwu-Sharaf, especially student understanding of i'rab, giving lines when reading Arabic texts determining illat and wazan fi'il.

Keywords: Interactive, participatory methods; Nahwu-Sharf; Arabic

1. Introduction

Learnings are human's necessities in life. Learning outcomes are influenced by the way students learn and are also supported by other factors such as learning media that are not boring, material that is not interesting, creative teachers as well as suitable approaches and methods. All of these do affect to the learning output. Nahwu-Sharfare the main and the inseparable tools in learning Arabic. Many learning methods have been developed and implemented by experts and researchers. Both the qawa'id-tarjamah method, the qira'ah method as well as the combined method such as the amsalati method and the method using Nazam.

The method is more important than the learning materials, it is rather suitable that this sentence is used when it is related to learning in order to achieve better and improved learning outcomes, especially quantitatively. Various learning methods are implemented

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in the Nahwu-Sharf learning, so the Interactive-Participatory method can be used as a choice of methods that can be used in the implementation of Nahwu-Sharf learning. This method is able to support and improve the learning outcomes of Nahwu-Sharf.

The participatory method is able to provide motivation and encouragement to learners to be directly involved in learning activities both in terms of learning planning, practice and learning activities. The participatory and interactive method that the author means here, is how to participate the active role of students independently and as a group in FGD. With such practices that students will play an active role in learning. According to Renny in [1] Interactive learning has six advantages are (1) students are given more opportunities to involve their curiosity about the object to be studied. (2) Train to express curiosity through the questions asked. (3) Providing play facilities for learners through exploration and investigation activities. (4) the teacher or lecturer becomes the facilitator, motivator, and designer of learning activities. (5) Placing learners as active learning subjects. (5) Learning outcomes are more meaningful.

Based on the analytical framework as above and there are still many methods that can be developed in the implementation of learning, the researchers are interested in using this method, namely the Interactive-Participatory method in Nahwu-Sharf learning in order to improve the learning outcomes of fourth semester students majoring in Arabic education at IAIN Padangsidempuan.

Learning outcomes According to [2] are a number of experiences that students get include cognitive, affective, and psychomotor domains, a similar thing and Sudjana further stated: "learning outcomes include three aspects, namely cognitive, affective, and psychomotor aspects" [3]. [4] Also explains that learning success is a change that occurs in the individual who learns, not only changes in knowledge, but also knowledge to form skills, attitudes, understanding, mastery, and appreciation in the individual learning. learning outcomes can be seen from the changes that occur in the aspects of knowledge (more know/understand/mature), values (more aware/sensitive/mature), attitudes (the better, the more correct) and skills (the more professional) that occur in individuals[5].

2. Methods

The research method of classroom action reaserch (action research) is carried out in several cycles with the following steps; a. Analysis of the problem and the need for action, b. Develop an action's plan, c. Implementation of actions, d. Cyclical reflection

to find a solution to a problem in a case experienced by an institution or a group of people who have the same ultimate goal in learning.

3. Results and Discussion

3.1. Cycle 1

Starting from the vision of the Arabic Language Education Department IV IAIN Padangsidimpun, namely: "to make the Arabic Language Education Study Program (PBA) which is superior in learning Arabic at the international level in 2025". So it is considered important and urgent to fix all areas of learning offered in achieving the vision mentioned above. Directly or indirectly this affects to all areas of learning including material, learning media for teacher competence, including learning methods.

3.1.1. Learning Problems of Nahwu-Shorof in Department of Arabic Language Education IAIN Padangsidimpun

Based on observations and research interviews that researchers conducted on fourth semester students of the Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, IAIN Padangsidimpun, researchers found several problems faced by Nahwu-Sharof's learners, researchers classified as follows: (1) The problems in i'rab especially to identify the fourteen i'rab in the practice of reading Arabic texts, (2) The problems of Arabic qawa'id especially determine marfu'at, manshubat, majrurat and majzumat, (3) Problems in determine the Syakal or the last line of Arabic words or sentences, (4) The problem of determining the sentence or mufradat; isim, fi'il and letters, (5) The problem of changing wazan fi'il and its meaning, (6) The problem of changing Arabic words, especially Arabic words with tashdid, (7) Problems of tashrif in Arabic words.

3.1.2. Analysis of Action Needs

Based on the problems found and raised above, the researchers formulated the needs of students which should be done as follows: (1) Formulating and preparing actions that lead to an understanding of the ways of i'rob and their position including mufradat; isim, fi'il and letters, (2) Reexplaining about qawa'id in Arabic, (3) Explaining about the elements of words and sentences in Arabic, (4) While analyzing the need to solve the

problem of changing wazanfi'il , changes in meaning, determining illat, and tashrif of words.

3.1.3. Implementation of Interactive-Participatory Methods

In implementing the Interactive-Participatory method, in general, such as the analysis that the researchers put forward above, the action that the researchers took was the implementation of Nahwu-Sharf learning with materials as analyzed in an effort to overcome the probematics felt by students in learning Nahwu-Sharf, the general description of the learning materials that the researcher has prepared as a plan of action is as follows: (1) Providing and explaining the learning materials about fourteeni'rob, namely the rafa'sign of four kinds, five kinds of nashab, three kinds of khafad signs and two kinds of jazam signs , (2) Explaining and deepen the material of qawa'idNahwu-Sharf, especially determining marfu'at, manshubat, majrurat and majzumat, and determining the shakal or the last line of words or sentences in Arabic, by re-explaining the isim marfu', namely seven kinds, isim mansub, namely fifteen kinds, isim makhfud three kinds and jawazim explanation by grouping into subject groups, predicates, objects and adjectives, (3) Actions that researchers take to solve problems in determining sentences or mufradat; isim, fi'il and letters, is to use and re-explain the problem of the elements of words and sentences in Arabic, (4) Meanwhile, in providing follow-up and overcoming problems, changes in wazan fi'il, changes in meaning, determining illatwords, and word's tashrif, the researcher provides and deepens the learning material about the chapters of fi'il starting from tsulasi and ruba'i, humasi, and sudasi, the learning material for the form of the word mudha'af and repeating and deepening the learning material of tasriffi'il madhi, mudhari'tasrif isim and tasrif ten.

Giving action to the problems felt by students, the researcherscarrying out this interactive and participatory method, designed by researchers using Arabic texts which are then given to the fourth semester students of IAIN Padangsidempuan in Department of Arabic Language Educationincluding the main topics in Nahwu-Sharf, namely with regard to the understanding of words, sentences and numbers, then presents the i'rab related to marfuat, manshubat, majrurat and majzumat which in this case the researcher classifies them into groups, subjects, predicates, objects and groups of information. In terms of the sharf, the researcher includes the discussion of the chapters contained in the sharfoftsulatsi and the mazid.

3.1.4. Results of Cycle I Actions

Based on the implementation of the action in cycle I, the researcher gets an analysis for the researcher to continue in cycle II. The description of the provisional results of the first cycle can be seen from the results of observations which then take action by conducting tests on students, in general, there has been an increase in students' understanding of i'rob 14, as well as about qawa'id Nahwu-Sharf especially determines marfu'at, manshubat, majrurat and majzumat, and determines syakal or the last line of Arabic words or sentences.

Students understanding has also increased in determining sentences or mufradat; isim, fi'il and letters, after re-explaining the problem of the elements of words and sentences in Arabic using interactive and participatory methods, especially in the implementation of FGD, each of which has been able to provide ideas related to marfu'at, manshubat, majrurat and majzumat.

Meanwhile, after giving and deepening the material about the chapters of fi'il starting from tsulasi and ruba'i, humasi, and sudasi, the learning material of mudha'af and repeats and deepens the material of tasrif the words of fi'il madhi, mudhari 'tasrif 10 students have experienced improvements in these learning materials.

The research findings in this cycle were obtained from the results of the nahwu-Sharf knowledge description test given to the fourth semester students of IAIN Padangsidimpuan Department of Arabic Language Education, from 40 students giving their tests in learning NahwuSharf the results obtained were: 20 students had difficulties in the part of reciting Arabic words, the remaining 50% of the students, they had difficulty in determining qawaid, namely 22%, wazan fi'il as much as 18%, it's tasrifand meanings 13%, determining how to determining illatArabic words and determine the shakal and sentences 7%.

However, it is still necessary to evaluate and deepen the learning materials which are problematic for the fourth semester students of IAIN Padangsidimpuan, so for that researchers take action and deepen the material in the second cycle.

3.2. Cycle II

3.2.1. Nahwu-Sharf Learning Problems

As the researcher pointed out in cycle I above that the learning problems of *IlmuNahwu* and *Sharf* in fourth semester students of the Arabic Language Education Department,

Tarbiyah Faculty and Teacher Training, IAIN Padangsidempuan have experienced an increase even though in general they still experience the same problem in general, but already began to narrowed down, namely around *i'rab*, *qawa'id* and *wazan fi'il* and to determine *illat* of word.

3.2.2. Analysis of Cycle II Action Needs

From the data distribution above, the temporary conclusions of the researchers in this first cycle research are based on the results of interviews and provide open questions about what problems are felt by students, so most of them feel the problems in learning Nahwu-Sharf are mostly on the problem of *i'rab*.

3.2.3. Implementation of Cycle II Actions

I'rab is inseparable from *Nahwu-Sharf* in reading Arabic texts, especially when practicing reading Arabic books that are not lined up, so *i'rab* is the most dominant thing in determining the reading as well as the meaning of a text readed, and has a very big influence when wrong in *i'rab*, as an example in the verses of the al-qur'an:

إنما يخشى الله من عباده العلماء (الطبر : 28)

Only those fear Allah, from among His servants, who have knowledge.

If we take a glimpse of this verse, and we follow the pattern of our mother tongue, then we see as if this verse has a pattern of object, predicate and object (SPO) like an ordinary sentence, but it turns out that wrongly positioning *i'rab* from the sentence above is very risky and fatal, namely when someone put the wrong position from a word, the meaning that arises is very different from what is meant by the text and this is only influenced by the last line of the word which in turn is the position of *i'rab*, in this case it is considered important *Nahwu-Sharf* knowledge to be studied and understood in order to be able to provide intelligence to think logically and intelligently in building arguments, why is that, this is because the patterns contained in *Nahwu* and *Sharf* are the same pattern and originate from the al-qur'an itself.

Based on the explanation above the researcher tries to emphasize the material *i'rab* and the word pattern/*wazan fi'il* the researcher explains in detail, namely by using the Interactive-Participatory method, the explanation related to *i'rab* the researcher starts from the meaning of *i'rab*, which is a change in the final line on a word, both *isim* and *fi'il*, there are four kinds of changes, namely *Rafa'*, *nashab*, *khafad*, and *jazam*. *Rafa'*

becomes the sign of *i'rab* in 4 kinds; 1) *dhammah*, *waw*, *alif* and *nun* with their respective parts.

The implementation of the above actions was also a follow-up to the results of the FGD exposure that the researcher raised was related to the problematics of *Nahwu-Sharf* learning which originated from the many findings in terms of problems in *Nahwu-Sharf* Science, he said in the FGD forum:

الصرف أم العلوم والتحرر أيوها

The sharf is the mother of knowledge and Nahwu it's father

The above illustrates how important it is to master these two sciences, namely *Nahwu-Sharf* in order to be able to master the other Arabic Language Sciences. In addition to knowing the word patterns or *wazan* words, it is also very important. If *Nahwu* determines *i'rab* and the position of the word and the *sakal* or line, then for *wazan* problems and word patterns with their derivations are determined by *Sharf*, the form of each word and pattern of each chapter, *Sharf* also becomes a determining factor of the meaning of a word or *wazan* of the sentence.

In summary, the explanation above, according to the researcher, is very helpful in understanding *Nahwu-Sharf*, when students want to realize and try to learn more deeply, their understanding and knowledge of *Nahwu* and *sharf* will increase, it is possible for novice students to learn *Nahwu-Sharf*.

In this case, the use of participatory and interactive methods which are packaged with discussion groups or group discussions will be very helpful and contribute a lot in increasing understanding of *Nahwu-Sharf*, because in participatory students will play an active role in their groups to provide ideas or ideas as well as their views on his group friends will also be very helpful when he forgets to be reminded by other friends, by way of interactive discussions among them guided by a lecturer or teacher. Thus, the problems faced by these students will be able to solve the learning problems of *Nahwu-Sharf*.

In terms of participatory research, researchers really expect from all students when learning *Nahwu-Sharf* so that they will automatically be mutually motivated and stimulated to participate actively in learning, theoretically it can be concluded that when someone is motivated and wants to know something, he will also it's easy to be driven to find out something until it does.

Furthermore, their fellow interactions will also be very helpful in deepening and strengthening the understanding and knowledge of *Nahwu-Sharf* because each student in each group will present and communicate their ideas to others and exchange information with one another.

Furthermore, the actions taken on the *Sharf* problem, the researcher provided material related to *Tsulatsi Mujarad*, divided into 6 chapters or 6 patterns which the researcher summarized to make it easier to become AU, AI, AA, IA, UU and I-I. wazan AU is abbreviated from the term (فعل- يَفْعَلُ), AI is abbreviated from the term (فعل- يَفْعَلُ), IA is abbreviated from the term (فعل- يَفْعَلُ), II is abbreviated from the term (فعل- يَفْعَلُ), IA is abbreviated from the term (فعل- يَفْعَلُ), I-I is abbreviated from the term (فعل- يَفْعَلُ), UU is abbreviated from the term (فعل- يَفْعَلُ), A-A abbreviated from the term (فعل- يَفْعَلُ).

In addition to *tsulasi mujarad*, there are also 12 chapters or patterns called *tsulatsi mazid*, namely the first three chapters add one letter then the next five chapters add two letters and the next four chapters add three letters whose original basis is only three letters or in a *tsulatsi*, the rest is called *ruba'i mujarad* and *ruba'i mazid*, *rubai mujarad* only one pattern or one chapter.

3.2.4. Results of Cycle II Action

After taking action in the second cycle the researcher tried to do a test to see the results of the implementation of cycle II, in this case the researcher did after analyzing and formulating needs and actions in cycle II by only emphasizing problems there were still not well understood after carrying out cycle I, in this case the researcher perform the test after performing the action in cycle II, namely on the *i'rab* and *wazan fi'il* position and the change in their meaning. After conducting the test at the end of the second cycle the researcher found the results of the implementation of cycle II as follows:

The description of the test results at the end of the implementation of cycle II means that the average students has increased their understanding and knowledge of *i'rob* and the position of words in sentences and *wazan fi'il* and changes in their meaning. This is illustrated by the test results, namely as many as 37 participants who were given the action had answered correctly all the questions that were raised in the test 3 more people there were still a little less than perfect in giving answers, this question the researchers designed using Arabic language texts given to students then from the test they were asked to look for what was called the number of *fi'liyah* and the number of *ismiyah* in terms of the position or position of the word in which sentence was the subject, predicate, object and description, and which one had the sign *i'rob*

rafa', *nasab*, *jar* and *jazam*. Then they were also instructed from the given text to find which *Sharf* chapters were the *tsulatsi*, *ruba'i*, *khumasi* and *tsudasi* chapters and determine the meaning in each of the existing chapters. So it was found that there were 37 students who could answer correctly in determining the meaning and *wazan* as many as 3 students.

From the distribution of data that the researchers got by carrying out the written test above, it can be concluded that it has reached 96% of students who have taken action has experienced an increase in the results of *Nahwu-Sharf* in cycle II and there are still about 4% more that still needs action from 40 people are all students who follow the action by using the Interactive-Participatory method in learning the Science of *Nahwu* and *Sharf*.

From the increase in learning outcomes above, according to researchers, the Interactive-Participatory method in the learning of *Nahwu-Sharf* can be used as an effort to enrich the method in addressing student learning problems, especially if it is practiced more than two cycles. Because discussion groups formed as student participation really support students' understanding and knowledge in *Nahwu-Sharf* lessons.

4. Conclusions

After implementing interactive and participatory learning methods with steps including the identification of problems faced by students, the analysis of action needs, the implementation of problem solving, the sharing and discussion stages, and the stage of assessing the learning outcomes of *Nahwu-Sharf*, It can be concluded that the application of interactive and participatory methods in the learning of *Nahwu-Sharf* can improve student learning outcomes in the fourth semester of Arabic language education at IAIN Padangsidempuan. Based on the research results that have been described, learning outcomes have increased after the application of interactive and participatory learning models in cycle I and cycle II.

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