The Application of the *Qarshun 'Ajibun* Media in Students' Understanding of the *Nahwu* (Grammar) Subject

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Abstract

This research aimed to enhance students' comprehension of the Nahwu subject, hoping to increase motivation and make Nahwu courses more enjoyable. With issues in mind, the difficulty of Ma'arif University Lampung students in understanding Nahwu courses was partly due to the absence of the pesantren education background of some students and the students' boredom with the course. The research method employed was qualitative field research. Data collection methods included observation, interviews, tests, and documentation. This research utilized a quasi-experimental design. Based on the test results, it was evident that the mean score of Group 1 in the initial or pretest was only 68.7, whereas Group 2 scored 77.7. After the learning process was conducted using the Magic Disc Arab Qarshun 'Ajibun media, the mean score of the experimental class (Group 1) reached 82.6, while the control class (Group 2) only reached 81.3. This indicated that the learning process using the Magic Disc Arab Qarshun 'Ajibun media could enhance students' learning comprehension and have a significant impact. Therefore, this media-based teaching method
was a solution for delivering instructional material effectively, especially in the context of Nahwu. Additionally, this research provided a storyboard on the practical implementation of the Qarshun 'Ajibun Media to improve the understanding of Nahwu. For further research, it is recommended to carry out research & development studies on the Magic Disc Arabic Qarshun 'Ajibun media and can also apply the Magic Disc Arabic Qarshun 'Ajibun media as an exciting learning media to increase interest in learning Arabic and can increase anger Arabic, both from improving kalam (speaking) skills, kitabah (writing) skills and qiro'ah (writing) skills.

**Keywords:** Application; media; nahwu; qarshun ‘ajibun; understanding

**Introduction**

Language plays a crucial role in society, and language skills are considered integral to learning a foreign language, including Arabic. Arabic has become a global language, making learning Arabic essential in various aspects of Islamic life. Linguistics is the scientific study of language, distinguishing itself from other language-related fields by delving into language within its own domain; where language serves not only as the subject under scrutiny but also as the very medium through which the study occurs. Learning the Arabic language involves mastering four skills: listening, speaking, reading, and writing.

These various skills are essential for students because social interactions in society often revolve around the educational realm. The support and empathy displayed by group members from diverse backgrounds in Nahwu learning assist students in tackling challenging subject matter, such as the Arabic

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language (Nahwu). This stems from the fact that Arabic language learners frequently encounter intricate challenges, given that Arabic isn't their mother tongue. These issues encompass language-related problems, such as phonetics, vocabulary, sentence structure, writing, and non-linguistic issues. Other problems also arise, both in terms of the teaching media and methods. These constraints can be observed in how the learning process unfolds or in the results obtained by students, which may not be optimal due to the limited use of teaching materials. Some of them have not yet achieved the expected goals.

Language elements and skills exist in linguistic issues, especially in language learning. Language elements include phonology/sound structure, orthography/spelling, vocabulary, sentence structure, and vocabulary. Grammar, or 'qowa'id,' is the study of morphology and syntax. In Arabic language studies, morphology is parallel to 'shorof,' while syntax is parallel to 'nahwu.' Both of these are essential pillars of Arabic grammar.

Based on the issues mentioned above, there is a need for appropriate media, especially for students or those who have never learned Arabic, particularly in Nahwu (Arabic grammar) learning. The teaching method is also one of the elements that must be fulfilled in the learning process. Abdul Rahman in Mahmudah also explains that: ‘The elements that must be achieved in learning are as follows: curriculum, educational materials, the Arabic language, Arabic language teaching methods, educational media, goals of learning Arabic language, students, teachers, and evaluation of Arabic language learning.’

The emerging problems can be formulated through learning using media. One is the Magic Disc Arab media to enhance students' learning.

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8 Ahmad Izzan, Metodologi Pembelajaran Bahasa Arab (Bandung: Humaniora, 2011).
absorption. Furthermore, it is also to observe the increase and improvement in students' grades after the treatment using Magic Disc Arab media and to identify the strengths and weaknesses of using this media. The term 'media' or 'wasîlah' comes from the Latin word 'medius,' which means 'medium,' signifying something in the middle. Learning is something new that seeks knowledge either by oneself or with the assistance of others to help change one's behavior. Learning media serves as a bridge that delivers knowledge to learners.

Learning media is one of the components of teaching and learning that plays a crucial role in the teaching and learning process. The incorporation of media should be a focal point for educators, instructors, or facilitators in every instructional endeavor. Hence, teachers, lecturers, or facilitators must learn how to select learning media to effectively achieve the learning objectives in the teaching and learning process, especially in Nahwu (Qawa'id) lessons. Qawa'id consists of a set of fundamental rules and language patterns that govern the use of a language, both orally and in writing. In Arabic, Qawa'id encompasses Nahwu (syntax) and Sharaf (morphology).

Research on the development and utilization of media for grammatical or linguistic aspects has been conducted several times. Rifai's research combined learning and media to enhance students' learning absorption or memory in understanding the material. It is an experimental study with a quantitative-qualitative approach. The results showed an improved understanding of Arabic language materials, especially Nahwu (Arabic grammar). Then, the following

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14 Sri Anitah, Media Pembelajaran (Surakarta: Yuma Pustaka, 2012), 5.
research, written by Husna et al., aims to determine the feasibility of designing NahShorNa as a bilingual medium to meet the learning needs of students in basic Nahwu-Shorof instruction. This research and development (R&D) study concludes that the NahShorNa media is considered interesting, the material is attractive, and the media's overall feasibility is rated as Good. Furthermore, Jubaidah's research aims to develop effective and efficient interactive PowerPoint-based Nahwu learning media for students. It is a research and development (R&D) study, and the results fall into the "satisfied" category. In addition, Shabrina and Hikmah's research aims to make students more interested and motivated to learn Adad Ma’dud (Nahwu) to understand it better. The research method used is Research and Development (R&D), and the results obtained a very positive response. The disparity between prior research and this study lies in the inadequately addressed facets of I’rab within previous literature. Leveraging the resources provided in this study can enrich Arabic language advocacy efforts and enhance or broaden current understandings in media utilization within the field.

Considering the importance of utilizing media in learning and the significant need for students to master grammar (Nahwu), this research finds using the Magic Disc Arab media suitable and appealing for implementation as an alternative Nahwu learning medium. The application of media in the form of a circular disc like the Arabic language disc, named Qarshun 'Ajibun, was developed by Purnamasari. With a Bachelor's degree in Arabic Language Education from the State University of Malang, it is hoped that this will become a solution to address the difficulties and boredom in Nahwu learning. This media serves as a viable substitute for Nahwu instruction due to the following reasons: 1) Visual aids enhance comprehension. 2) Through its utilization, students engage actively in the learning process, thereby enhancing retention and comprehension. 3) It enriches the learning experience by introducing diverse learning methodologies. In general, the advantage of using this media is

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23 Almira Shabrina and Khizanatul Hikmah, “Development of Interactive Animation Video Learning Media in Nahwu Learning for Grade 8 Muhammadiyah 1 Sidoarjo Middle School,” Journal of Islamic and Muhammadiyah Studies 5 (2023), https://doi.org/10.21070/jims.v5i0.1559.
that it can be a useful tool for independent learning. By using this media, students can learn Nahwu anywhere and anytime according to their needs. It also allows students to learn at their own pace, which can increase the effectiveness of learning.

The type of research used in this study was quantitative. This research supported data using numbers to measure the percentage of student achievement in completing the material or the increase in grades that changed during the pretest. Conducting a pretest was a crucial step in processing initial data, so having a class design was used as the experimental class in learning using the Magic Disc Arab media. Then, the researcher divided the students into the control and practical courses.

The study population consisted of 20 students, with ten being selected as the sample of students who would support and respond to the ongoing research. Thus, the population was the entire number that was studied, while the sample was the smallest part of the population. The total population, or whole, was 20 students. The researchers conducted an initial pretest on Nahwu skills to determine 1 group (control) of 10 students and 1 group (experimental) of 10 students.

The research design used by the researcher was a quasi-experimental design, which is one of the experimental research designs that keeps the classes or groups constant. The use of this design did not alter the functions of variables that affected the implementation of the experiment. This design utilized pretest and posttest as initial steps to determine students' proficiency in understanding Arabic (Nahwu). Therefore, the researcher employed the formula:

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O1 X O2
O3 O4
It can also be written as
(O1-O2) (O3-O4)
The explanation of the formula above is as follows:
O1 : The initial values of the experimental group
O2 : The final values of the experimental group
X : Practicing in the experimental class
O3 : The initial values of the control class
O4 : The final values of the control class

The research was conducted at the Ma'arif University Lampung, Arabic Language Education Program campus during the 3rd semester. Since this study aimed to analyze or make generalizations about a population by selecting a representative class, the results were more likely to reflect the general characteristics of the population.

Results and Discussion

The Arabic Magic Disc Media Qarshun 'Ajibun

Qarshun 'Ajibun is a media that contains grammar information as a circular disc. Each time the disc is rotated by its pointer to the desired type of word, related materials to that type of word will appear. This makes it easier to memorize and understand Nahwu materials. Qarshun 'Ajibun is a non-electronic learning media designed in a circular shape with a diameter of 30 cm for the larger circle and 23 cm for the smaller circle. This circular media is made from relatively thick paper using A3++ size AP 260 colored paper, both in large and small sizes, and it also includes a set of raincoat buttons placed in the center of the circle to fasten the paper together.

Different I'rab marks along with corresponding examples are centrally positioned on the larger circle, arranged in a circular fashion. Surrounding the outer edge of the circle are various types of I'rab sentences. Instructions for usage are located on the back of the larger circle. Meanwhile, the smaller circle has a chart of I'rab marks along with their examples. This chart consists of boxes containing I'rab marks and one example each. The box size is 3.5x1.5 cm, with 11 boxes on this chart.

On the smaller circle, some images correspond to the I'rab materials. Additionally, a hand image serves as a pointer to the types of sentences on the larger circle. As the pointer image is adjusted towards the desired sentence type,
a chart at the center of the circle will be revealed. This media is packaged in a clear plastic bag to prevent damage when it is carried around.

**Table 1. I'rab Marks According to Word Types**

<table>
<thead>
<tr>
<th>ابج</th>
<th>ء</th>
<th>و</th>
<th>ع</th>
<th>ـ</th>
<th>ئ</th>
<th>ـ</th>
<th>ـ</th>
<th>ـ</th>
<th>ـ</th>
<th>ـ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Picture 1. Front View of the Arabic Magic Disc Media Qarshun 'Ajibun**
The application of the Arabic Magic Disc Media Qarshun 'Ajibun

In the 3rd semester of the Arabic Language Education Program at Ma'arif University Lampung, there were 20 students. These students were divided into an experimental group (Group 1) and a control group (Group 2), each consisting of 10 students.

The pretest was conducted separately for each group, with an estimated duration of 2 sessions, each lasting 50 minutes, or equivalent to 2 credit hours for the course.

Table 2. The pretest scores for Group 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Student</th>
<th>Pretest Numbers</th>
<th>Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AIN</td>
<td>78</td>
<td>B+</td>
</tr>
<tr>
<td>2</td>
<td>EA</td>
<td>50</td>
<td>C-</td>
</tr>
<tr>
<td>3</td>
<td>KLN</td>
<td>80</td>
<td>A-</td>
</tr>
<tr>
<td>4</td>
<td>MZ</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>NH</td>
<td>57</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>RH</td>
<td>65</td>
<td>B-</td>
</tr>
</tbody>
</table>
Upon observation of the aforementioned tables, it was apparent that certain values were not exceptionally high, thus facilitating the Arabic language learning process through the utilization of the Magic Disc Arab Qarshun 'Ajibun media. Consequently, the researcher opted for group 1 as the experimental cohort to bolster the assimilation of Arabic language comprehension via the Magic Disc Arab Qarshun 'Ajibun media.

The following researchers present the data in each table according to the test order: Group 1 (experiment) and Group 2 (control). The test was conducted from the pretest to the posttest results for group 1, and the improvement was found in Table 4. Tests were conducted from the pretest to the posttest results for group 2, and the improvement was found in Table 5. And finally, the statistical calculation in Table 6 of the two groups.

**Table 3. The pretest scores for Group 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Student</th>
<th>Pretest Numbers</th>
<th>Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>SNA</td>
<td>55</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>TMA</td>
<td>67</td>
<td>B-</td>
</tr>
<tr>
<td>9</td>
<td>EAR</td>
<td>62</td>
<td>C+</td>
</tr>
<tr>
<td>10</td>
<td>DANB</td>
<td>88</td>
<td>A</td>
</tr>
</tbody>
</table>

**Table 4. The Results of the Pretest and Posttest Scores for Group 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Student</th>
<th>Pretest Numbers</th>
<th>Letters</th>
<th>Posttest Numbers</th>
<th>Letters</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AIN</td>
<td>78</td>
<td>B+</td>
<td>83</td>
<td>A-</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>EA</td>
<td>50</td>
<td>C-</td>
<td>75</td>
<td>B+</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>KLN</td>
<td>80</td>
<td>A-</td>
<td>87</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>MZ</td>
<td>85</td>
<td>A</td>
<td>90</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>NH</td>
<td>57</td>
<td>C</td>
<td>74</td>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>RH</td>
<td>65</td>
<td>B-</td>
<td>80</td>
<td>A-</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>SNA</td>
<td>55</td>
<td>C</td>
<td>79</td>
<td>B+</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>TMA</td>
<td>67</td>
<td>B-</td>
<td>82</td>
<td>A-</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>EAR</td>
<td>62</td>
<td>C+</td>
<td>84</td>
<td>A-</td>
<td>22</td>
</tr>
<tr>
<td>10</td>
<td>DANB</td>
<td>88</td>
<td>A</td>
<td>92</td>
<td>A</td>
<td>4</td>
</tr>
</tbody>
</table>
The table above illustrates a change in students' post-test scores after the experiment using the Magic Disc Arab Qarshun 'Ajibun media was conducted. This indicated that if learning with the Magic Disc Arab Qarshun 'Ajibun media could be absorbed well by students, it could enhance students' memory in the learning process due to continuous repetition in the Magic Disc Arab Qarshun 'Ajibun game. By dividing the playgroups, the learning process continued to enhance active communication among students and the lecturer. The discussion of the material also became interesting because it aligned with the questions presented in Magic Disc Arab Qarshun 'Ajibun. Although there were no significant changes in the scores, this research indicated that using Magic Disc Arab Qarshun 'Ajibun media in the learning process could be a solution to enhance students' learning absorption.

**Table 5. The Results of the Pretest and Posttest Scores for Group 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Student</th>
<th>Pretest Numbers</th>
<th>Pretest Letters</th>
<th>Posttest Numbers</th>
<th>Posttest Letters</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AN</td>
<td>80</td>
<td>A-</td>
<td>81</td>
<td>A-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>87</td>
<td>A</td>
<td>87</td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>MRS</td>
<td>65</td>
<td>B-</td>
<td>69</td>
<td>B-</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>MS</td>
<td>75</td>
<td>B+</td>
<td>80</td>
<td>A-</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>NR</td>
<td>68</td>
<td>B-</td>
<td>70</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>NCN</td>
<td>83</td>
<td>A-</td>
<td>83</td>
<td>A-</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>NE</td>
<td>78</td>
<td>B+</td>
<td>81</td>
<td>A-</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>NA</td>
<td>67</td>
<td>B-</td>
<td>82</td>
<td>A-</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>SR</td>
<td>89</td>
<td>A</td>
<td>90</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>VA</td>
<td>85</td>
<td>A</td>
<td>90</td>
<td>A</td>
<td>5</td>
</tr>
</tbody>
</table>

The results presented in the table above are the data of Group 2, which did not receive treatment using the Magic Disc Arab Qarshun 'Ajibun media and underwent regular teaching as usual. The table shows that the pretest scores of students in Group 2 outperformed those in Group 1 before the treatment with the Magic Disc Arab Qarshun 'Ajibun media. However, the situation changed during the posttest, where Group 1's scores improved and enhanced. On the other hand, Group 2's scores did not experience significant changes, and some students even had a decrease in their scores.

**Table 6. Statistical Description**

<table>
<thead>
<tr>
<th></th>
<th>Eks_Pre</th>
<th>Eks_Post</th>
<th>Kon_Pre</th>
<th>Kon_Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mean</td>
<td>68,7</td>
<td>82,6</td>
<td>77,7</td>
<td>81,3</td>
</tr>
<tr>
<td>Minimum</td>
<td>50</td>
<td>74</td>
<td>65</td>
<td>69</td>
</tr>
<tr>
<td>Maximum</td>
<td>88</td>
<td>92</td>
<td>89</td>
<td>90</td>
</tr>
</tbody>
</table>

Mean : Median score of both researched groups
Minimum : Lowest score of both researched groups
Maximum : Highest score of both researched groups
The table indicates that the median score for Group 1 at the beginning of the pretest was only 68.7, while for Group 2, it was 77.7. After the learning process was conducted using the media, we found that the median score for the experimental class (Group 1) reached 82.6, and the control class (Group 2) only reached 81.3. This indicated that the learning process using the Magic Disc Arab Qarshun 'Ajibun media enhanced students' learning absorption and had an impact, making this teaching method with this media a solution for effectively delivering teaching materials, especially Nahwu subjects.

Conclusion

The results of the experimental research conducted in the Arabic Language Education program (PBA) for 3rd-semester students at Ma'arif University Lampung demonstrate a shift in students' learning patterns in understanding the teaching materials during Teaching and Learning Activities (KBM). This shift occurs because students have more opportunities for discussion and can provide accurate answers related to the subject matter at their educational level. The classroom learning pattern has transformed from students merely listening and practicing to understand a lecturer's explanation to students being encouraged to understand independently. This transformation was achieved by learning the Magic Disc Arab Qarshun 'Ajibun media.

The Magic Disc Arab Qarshun 'Ajibun media serves as a knowledge transfer bridge that hones students' abilities in dialogue, argumentation, and acquiring additional knowledge. It also enables the correction of any misconceptions or misunderstandings. Of course, learning using the Magic Disc Arab Qarshun 'Ajibun media requires an enjoyable learning environment. Therefore, the researcher combined learning, media, and games using the Magic Disc Arab Qarshun 'Ajibun media. Students generally prefer learning activities with many games because they are not dull. However, a lecturer needs to allocate sufficient and extended time to create a conducive learning environment.

The researcher suggests that when using the Magic Disc Arab Qarshun 'Ajibun media, lecturers should thoroughly master the material before conducting the learning process. Students should also be provided with stimuli or an overview of the material to be discussed and given guidance during the game. The role of the lecturer in this research is to assess each student's participation to identify their abilities that may not have been previously evident. Furthermore, the researcher suggests that future researchers understand the local context and the student's needs so that the Teaching and Learning Activities (KBM) can be conducted efficiently in delivering the subject matter.
Acknowledgment

Media Magic Disc Arab Qarshun 'Ajibun is highly suitable for enhancing students' understanding of the Nahwu course. The researcher expresses gratitude to the Arabic Language Education Program (PBA) of the 3rd semester and Ma'arif University Lampung for their participation in making this research successful.

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Nailul Izzah, et.al: The Application of the Qarshun ‘Ajibun…… | 297


