**Innovation in the application of direct methods improves the understanding of Nahwu Students: Experimental Studies on Arabic Language Students State University of Malang.**

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**Abstract**

The failure of students in learning Nahwu Science is due to the lack of use of effective learning methods. The purpose of this study is to explain the application of *direct Method* in *nahwu* learning at the State University of Malang. Analyzing the supporting and inhibiting factors of direct Method in nahwu learning at the State University of Malang, Describing student responses to the application of in *nahwu* learning at the State University of Malang. This study uses a descriptive design with a quantitative, qualitative approach to describe the application*,* supporting, and inhibiting factors of *direct Method* in *nahwu* learning. At the same time, the quantitative approach is used to measure student responses to *nahwu* learning and learning methods. At the same time, the quantitative approach is used to measure student responses to *nahwu* learning and learning methods. The population in this study is the entire 5th-semester academic community (lecturers and students) of the Arabic language education study program, faculty of Letters, State University of Malang. At the same time, the sample in this study uses Purposive Sampling, in which there are limitations of criteria in sampling. The model in this study is a student of the class of 2021 Arabic language education study program, Faculty of Letters, the State University of Malang, who is taking the application Nahwu Tsanawi course. This lecturer teaches *the application Nahwu Tsanawi course.* The results of this study show that: 1) Student interest in learning science in the Arabic study program of the State University of Malang increases with the learning steps applied by lecturers such as the delivery of themes, objectives and learning materials by linking the material to be learned with the previous material, 2) The innovation of the Direct Method used by teachers in Nahwu learning has an impact on students' understanding of Nahwu Science, 3) The use of *direct methods* in *nahwu* learning is categorized as good, this is evidenced by the percentage of success reaching an average score of 83.3%. 4) The use of learning media by lecturers in nahwu learning at the Arabic Language Education study program State University of Malang increases student interest in learning nahwu. Based on the findings above, it is concluded that the innovation of the direct Method has a positive impact on students in learning Nahwu Science in the Arabic Language Study Program State University of Malang.

Keywords: *Direct Method, Nahwu Lessons, Learning Outcomes*.

**INTRODUCTION**

Nahwu science is one of the main lessons in the Arabic Language Study Program State University of Malang. Arabic has four skills: listening, speaking, reading, and writing. In improving these four skills, there is a need for supporting science such as nahwu science. Science is a science that discusses changing the end of sentences[[1]](#footnote-1). One of the main sciences in Arabic is the science of nahwu, and it is because a person who learns Arabic without knowing the science of nahwu will not be able to arrange sentences in an orderly manner. Therefore, nahwu is an important science to learn in understanding Arabic[[2]](#footnote-2). Learning nahwu science is not only devoted to one skill, but mastery of nahwu knowledge can improve the four skills learned by students[[3]](#footnote-3). In addition to improving the four skills, nahwu science can also help students in understanding Arabic literature, especially in understanding the Qur'an and Hadith. Therefore, there is a need for an innovation made by teachers in teaching nahwu science[[4]](#footnote-4).

Lecturers need innovative learning methods to improve student learning outcomes in Nahwu lessons. In managing learning, teachers are required to use fun learning methods so that students do not feel bored with the teaching carried out by the teacher[[5]](#footnote-5). Innovations made by teachers in learning can shape students in exchanging thoughts, collaborating, and communicating to achieve the desired learning goals[[6]](#footnote-6). According to Rambe,[[7]](#footnote-7) The management of innovative education can help students in mastering the lessons they are interested in, especially in learning Arabic. Creative learning is designed to educate students in active learning that is conditioned according to the needs of today's students. Knowing that it is managed innovatively by teachers is a learning in the modern era. Innovative learning methods do not mean only student-centered but allow teachers to manage conventional learning models that are packaged with modern systems such as the Direct learning method[[8]](#footnote-8).

The application of the Direct learning method can improve student learning outcomes in learning Nahwu Science. According to Nurkholis,[[9]](#footnote-9) Applying the Direct Method can improve students' learning of Nahwu science. According to Supardi,[[10]](#footnote-10) The application of the Istiqroiy (Deductive) learning method in Nahwu learning, accompanied by integrative learning media, can train students to make a sentence following Arabic norms in simple terms; this Method also contributes greatly to students at the beginner and high stages in understanding Nahwu Science. Research results of Neli Sa'adah and Aedi[[11]](#footnote-11) explained in addition to the application of the Direct Method; teachers also need integrative learning media so that students can improve their ability to master the field of Arabic, especially in getting the science of nahwu. Learning media is very important to be used to help manage learning well.

The use of learning media is one of the success factors in applying learning methods. Learning media is a tool to convey information in a structured manner to create an effective learning atmosphere[[12]](#footnote-12). According to Sulhadi et al.[[13]](#footnote-13), The use of teaching media in Nahwu learning can increase the mastery of norms of nahwu in students. In addition, the use of learning media is considered a solution to learning Arabic, especially in Nahwu lessons[[14]](#footnote-14). The results of the study of Muklason et al.[[15]](#footnote-15) explained that using learning media in Nahwu learning makes students effective in education. In addition, students are also happy and happy when learning Nahwu Science. The form of learning media can stimulate students' ideas, feelings, and interests in learning. Therefore, learning media is very important to be used in managing fictitious and efficient learning[[16]](#footnote-16).

Currently, students' interest in learning nahwu science is very lacking. This problem often occurs in learning nahwu science, which is considered negative by some students. In line with that, according to Abdurrahman,[[17]](#footnote-17) The phenomenon behind students' disinterest in nahwu science lessons can be caused by students' saturation and students' low understanding of Norms, according to Asiah et al.[[18]](#footnote-18) The problem of lack of interest in learning is caused by the educational background of students and the quiet professionalism of teachers in teaching. The problems occur because students have difficulty in placing vocabulary following the rules, it is difficult to find interlocutors, and the lack of supporting facilities in learning[[19]](#footnote-19). According to Ulfah, the lack of interest of students in learning science is due to a lack of motivation to learn, a lack of language vocabulary, and a less supportive environment. [[20]](#footnote-20)

This is due to the absence of innovative methods that can improve student learning outcomes applied by educators. The role of educators is very strategic in teaching children through innovations in learning, including as leaders, motivators, inspirers, and innovators [[21]](#footnote-21). Therefore, educators play an important role in shaping innovative teaching so that nahwu learning objectives can be achieved as expected. According to Zaenudin & Aurora,[[22]](#footnote-22) creative learning can make it easier for students to understand the science of nahwu by applying good methods such as *the mnemonic* Method. The lack of innovative practices in nahwu learning will have an impact on linguistic and non-linguistic problems. Mawaddah explained that nahwu learning among madrasahs still uses a traditional approach, namely with a hanging translation system called the classical pigeon translation method so that it has an impact on students' language problems. Therefore, there is a need for innovative approaches that can make learning more effective and follow the objectives of learning[[23]](#footnote-23).

In reality, the methods used by educators are not yet effective. Correspondingly, according to Mardliyyah,[[24]](#footnote-24) one of the inhibiting factors of learning is the use of learning methods that are not appropriate and seem less attractive to students. The effectiveness of the Method in nahwu learning is also inseparable from 2 important components, namely teachers and learning objects called students, and good preparation supports the value of a teacher's effectiveness when teaching[[25]](#footnote-25). The nahwu learning method is less effective because learning is monotonous and boring. This is explained in Baharun's research[[26]](#footnote-26) That bland learning for students seems less effective, so many students lack mastery and understanding of the science. According to Utami,[[27]](#footnote-27) The use of traditional methods is less effective in nahwu learning. This is shown by the weakness of students in mastering nahwu material and their inability to apply it to language skills.

In addition, the phenomenon that occurs today is that there is no use of learning media in nahwu lessons, which affects learning success. Nahwu learning media plays a role in channeling messages to recipients and, through teaching media, can help students in delivering material[[28]](#footnote-28). According to Jumadi & Masithoh[[29]](#footnote-29) That, the media often used in nahwu learning is very simple; the learning media used by teachers has not kept up with the development of the times. Media limitations will have an impact on learning activities and affect the condition of student understanding. Therefore, the use of learning media is very important to be used to increase student interest in learning.

The purpose of this study is to explain the application of *Direct Methode* in *nahwu* learning at the State University of Malang. Analyzing the supporting and inhibiting factors of Direct Methode in nahwu teaching at the State University of Malang, Describing student responses to the application of *Direct Methode* in *nahwu* teaching at the State University of Malang.

**METHOD**

This research uses a descriptive design with a quantitative, qualitative approach to data and data analysis techniques used to obtain results based on field studies. A qualitative approach to describe the application*,* supporting, and inhibiting factors of *Direct Methode* in *nahwu* learning. At the same time, the quantitative approach is used to measure student responses to *nahwu* learning and learning methods. At the same time, the quantitative approach is used to measure student responses to *nahwu* learning and learning methods.

The population in this study is the entire 5th-semester academic community (lecturers and students) of the Arabic language education study program, faculty of Letters, State University of Malang. At the same time, the sample in this study uses Purposive Sampling, in which there are limitations of criteria in sampling. The model in this study is a student of the class of 2021 Arabic language education study program, Faculty of Letters, State University of Malang, who is taking the Application Of NahwuTsanawi course, a lecturer who teaches *the Application Of NahwuTsanawi course.*

The source of this research data is the *Application Of NahwuTsanawi, a* course lecturer offering A class of 2021 students. Based on the description above, the data according to the source is divided into two, namely primary data and secondary data. In this study, preliminary data were obtained by observation, questionnaires, or questionnaires and interviews. The primary data obtained are descriptions of (1) the application of Direct Methode in nahwu learning, (2) supporting and inhibiting factors of Direct Methode in nahwu learning, and (3) student responses to the application of *Direct Methode* in *nahwu* learning*.* In this study, secondary data were in the form of (1) student attendance, (2) photos of learning activities and interviews, and (3) semester lecture plans and attachments to teaching materials used in *nahwu learning.*

The key instrument in this study is the researcher himself, by uses auxiliary tools to facilitate data collection and data analysis. Researchers use the following additional instruments: (1) interview guidelines, (2) observation guidelines, (3) questionnaires. Meanwhile, in collecting data, there are three events carried out, namely: Observation, Interview, and Questionnaire. The data analysis technique in this study researchers used qualitative and quantitative analysis. Qualitative analysis is carried out using data processing, data organization stage, and result discovery stage. The quantitative analysis of researchers uses simple statistical techniques with the following formula.

P: Scores obtained

 : Total number of respondents' answers in all items

 : The sum of the overall ideal values in one item

100% : Number constant

The data obtained through these calculations are then interpreted using assessment criteria to determine success qualifications during the learning process.

**RESULTS AND DISCUSSION**

1. **Increased interest in studying Nahwu Science**

Student interest in learning science in the Arabic study program at the State University of Malang increases with the learning steps applied by lecturers, such as the delivery of themes, objectives, and learning materials by linking the material to be learned with the previous material. Presentation of examples, such as displaying some vocabulary related to themes with different variations and patterns. Explanation of rules, such as providing opportunities for students to ask questions and inviting students to jointly explain the elements of the directions in each word through a table-shaped scheme while classifying these words based on their type and function. The conclusion of the rules, such as inviting students to conclude the rules after explaining all the practices one by one contained in the example, is further strengthened by several expert opinions from various books on the *norms of Nahwu* displayed by lecturers through *PowerPoint slideshows*. Assignments, such as providing exercises in the form of word analysis that describe the elements of rules with the sign of I'rabnya or with activities that are synthetic, namely Arranging sentences into a paragraph. The details of the variations in the methods applied in learning nahwu science are as follows:

Table 1.

Application of the Direct Method in Class A Semester 5

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Learning Steps** | **Method** | **Media** |
| 1. | Delivery of themes and learning objectives | Lectures | *PowerPoint* |
| 2. | Sample presentation | Lectures | *PowerPoint* |
| 3. | Penjelasan norms | Discussion | Concept Map*, PowerPoint* |
| 4. | Rule inference | Discussion | *. PowerPoint* |
| 5. | Assignment  | Recitation | - |

Based on the results of the needs analysis obtained through interviews and observations, the following conclusions were obtained. 1) The learning steps of *Direct Methode* consist of conveying themes and learning objectives, presenting examples, and explaining rules for inferring rules and assignments. 2) Variations of learning methods consist of lecture methods, discussion methods, and recitation methods. 3) Learning media consists of *power points* and concept maps. 3) Lecturers do not modify learning methods, only use variations of methods, and their dominance remains in *Direct Methode***.** 4) Lecturers can utilize media and teaching materials and coordinate classes well; 5) The majority of students pay attention to lecturer statements well and are responsive during learning, but there are still some students who lack focus; 6) Lecturers invite students to *review* practice questions then justify and re-explain related rules.

Applying learning methods requires a good plan to achieve effective and efficient learning. According to Nadzir, good learning planning requires good program planning; this affects the success of students[[30]](#footnote-30). Barbara explained that the planning process requires good cooperation in the learning process so that it can be arranged in learning methods that are developed to respond to the cognitive, affective, and psychomotor aspects of students[[31]](#footnote-31). This affects the success of a teacher in applying his Method. An educator can also apply several variations of methods in learning. The use of variations of this Method aims to overcome the saturation of students in education[[32]](#footnote-32). The variety of methods applied in spending varies, such as the Direct learning method and the Direct (istinbathiyah) learning method[[33]](#footnote-33). This Direct Method begins by presenting the rules first and then mentions examples. In contrast, the Direct process is the opposite of the Direct approach, where teaching begins by displaying models and then concludes with nahwu rules[[34]](#footnote-34).

1. **Innovation in the application of the Direct Method**

It was found in this study that there were innovations made by lecturers in applying the Direct learning method. This is evidenced by the use of varied approaches, including lecture methods; for example, lecturers' monologues convey information related to learning that will take place and do not involve students. The second innovation is the discussion method; this Method is applied when explaining the rules and concluding them. Another variation is the recitation method that is applied to the final step of learning when giving assignments to students. Although there are variations in learning methods, the dominant of lecturers use the Direct Method in nahwu learning.

Supardi et al. explained that nahwu learning should continue to innovate so that it seems attractive to students because nahwu science is not only a theoretical and memorization discipline but also must be able to answer the needs of the times[[35]](#footnote-35). Learning innovation is a response to educational problems and the demands of the times and provides the desired expectations. Innovation in learning can make it easier for educators to understand the material to their students[[36]](#footnote-36). Therefore, innovative learning methods can motivate students to learn to improve students' learning abilities and achievements[[37]](#footnote-37).

1. **The effectiveness of the Direct Method**

The Direct Method is very effective in developing nahwu learning in the Arabic Language Education study program of the State University of Malang. Significant changes in student proficiency in mastering Norm nahwu show this. Students have a high willingness to follow *nahwu* learning because learning starts from examples and then explains in detail, making it easier to understand. In addition, students find it easier to solve practice questions because lecturers teach how to analyze examples and explain *the rules of nahwu* from these examples. The advantages of the Direct Method based on the results of student responses are that students can directly analyze models and formulate rules well, teaching materials are arranged based on learning steps, and lecturers use PowerPoint media and concept maps in learning. The inhibiting factors in using the Direct Method are the lack of lecture time that is not proportional to the amount of material to be achieved in learning one semester, lack of student creation in developing the material presented, lack of ability of each individual in understanding the material that can hinder the learning process. The details of the effectiveness of the application of the Direct Method can be seen in the following table:

Table 2.

Student Response to the application of the Direct Method in class A semester 5

|  |  |  |
| --- | --- | --- |
| **No Question** | **Number of Respondents** | **Perspercentage** |
| **Yes** | **No** | **Yes** | **No** |
| 1 | 25 | 3 | 89.3% | 10.7% |
| 2 | 24 | 4 | 85.7% | 14.3% |
| 3 | 22 | 6 | 78.6% | 21.4% |
| 4 | 21 | 7 | 75% | 25% |
| 5 | 23 | 5 | 82.1% | 17.9% |
| 6 | 22 | 6 | 78.6% | 21.4% |
| 7 | 23 | 5 | 82.1% | 17.9% |
| 8 | 25 | 3 | 89.3% | 10.7% |
| 9 | 28 | 0 | 100% | 0% |
| 10 | 17 | 11 | 60,7% | 39,3% |
| 11 | 22 | 6 | 78.6% | 21,4% |
| 12 | 20 | 8 | 71,4% | 28,6% |
| 13 | 20 | 8 | 71,4% | 28,6% |
| 14 | 23 | 5 | 82.1% | 17.9% |
| 15 | 24 | 4 | 85.7% | 14.3% |
| **Average** | **83.3%** | **16.7%** |

Based on the questionnaire analysis in Table 2, the following results were obtained. In the first statement, "the method used by lecturers is effective to improve *understanding of nahwu*," 89.3% of students answered "Yes," and 10.7% of the rest answered "No." In the second statement, "With the method used by the lecturer, I experienced an improvement in *understanding nahwu*," 85.7% of students answered "Yes," while the remaining 14.3% answered "No." In the third statement, "the method used by lecturers is interesting and not boring," 78.6% of students answered "Yes," while the remaining 21.4% answered "No." In the fourth statement, "With the method used by the lecturer, I have a high willingness to follow *nahwu* lessons," 75% of students answered "Yes," while the remaining 25% answered "No." In the fifth statement, "With the method used by the lecturer, I can study with friends better," 82.1% of students answered "Yes," while the remaining 17.9% answered "No."

In the sixth statement, "With the method used by the lecturer, I find it easier to solve the questions given," 78.6% of students answered "Yes," while the remaining 21.4% answered "No." In the seventh statement, "the method used by the lecturer makes me more motivated in learning *nahwu* material," 82.1% of students answered "Yes," while the remaining 17.9% answered "No." In the eighth statement, "With the method used by the lecturer, I can follow *nahwu* learning well," 89.3% of students answered "Yes," while the remaining 10.7% answered "No." In the ninth statement, "lecturers seem to master the material and can deliver *the material* well," 100% of students answered "Yes." In the tenth statement, "the method used by lecturers does not make me feel bored in learning *nahwu*," 60.7% of students answered "Yes," while the remaining 39.3% answered "No."

The eleventh statement, "The media used by lecturers makes it easier for me to understand *nahwu* material." 78.6% of students answered "Yes," while the remaining 21.4% answered "No." The twelfth statement, "The method used by the lecturer makes me sleepy, " 71.4% of students answered "Yes," while the remaining 28.6% answered "No." The thirteenth statement, "The method used by the lecturer makes me more active in learning *nahwu*." 71.4% of students answered "Yes," while the remaining 28.6% answered "No." In the fourteenth statement, "the method used by lecturers makes *nahwu* material easy to remember, " 82.1% of students answered "Yes," while the remaining 17.9% answered "No." The fifteenth statement, "the method used by the lecturer does not confuse me in understanding *the nahwu* material." 85.7% of students answered "Yes," while the remaining 14.3% answered "No."

From the exposure to the questionnaire above, the cumulative percentage of each question can be taken on average that 83.3% of students agree and feel helped by the inductive Method used by lecturers in *nahwu* learning. Meanwhile, 16.7% of students did not agree and felt less supported by the inductive Method used by lecturers in nahwu learning.

Based on the results of the needs analysis obtained through interviews and questionnaires, the following conclusions were obtained: 1) The application of Direct methods in nahwu learning helps students to have a high willingness to follow learning, 2) The application of *Direct methods* in *nahwu* learningFairly good, proven by the percentage of success reaching an average score of 83.3%.

According to Aliana et al.[[38]](#footnote-38) Learning effectiveness is a measure related to the success rate of a learning process. The effectiveness of learning methods that are applied intensively can affect the quality of good learning[[39]](#footnote-39). Correspondingly, according to Reonaldi et al.[[40]](#footnote-40) The effectiveness of learning can be seen from increasing understanding of learning and can also improve teacher professionalism. This explains that the effectiveness of learning methods using the Direct Method can be known from the ability of students to understand nahwu learning material.

1. **Use of Learning Media**

The use of learning media carried out by lecturers in nahwu teaching in the Arabic Language Education study program of the State University of Malang increases student interest in learning nahwu science. This is evidenced by lecturers utilizing *PowerPoint* media in nahwu learning*.* The press contains material made by lecturers themselves as well as material from native speakers. On several occasions, lecturers display learning video shows on *PowerPoint slideshows* to introduce students to *nahwu* learning carried out by people themselves. In addition, lecturers often use concept map models to describe and explain in detail the division of *nahwu* rules. This is an effort made by lecturers to make it easier for students to understand the structure of *nahwu* science.

According to Astari,[[41]](#footnote-41) The learning media implemented has the aim of helping students and teachers understand Nahwu learning material following the needs presented. In line with that, according to Shabrina, media in nahwu learning can add a different, fun, and able to increase the interest and motivation of learning students[[42]](#footnote-42). Therefore, the role of this media is very important in learning to facilitate and support the nahwu learning process[[43]](#footnote-43).

**CONCLUSION**

The innovation of the application of the Direct Method carried out by lecturers in nahwu learning at the Arabic Language Education Study Program, State University of Malang, provides a significant increase in student interest in learning Nahwu Science. The use of integrative media in Nahwu learning increases students' understanding of mastering Nahwu Science in the Arabic Language Education Study Program, State University of Malang. The Direct Method is effective in improving the knowledge of Nahwu Science in Arabic Language Education Study Program Students at the State University of Malang. This research is expected to contribute to determining the maintenance of effective and innovative learning methods in applying Nahwu learning.

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