THE EFFECTIVENESS OF USING THE GUIDED DISCOVERY METHOD IN NAHWU LEARNING AT SMP-IT IZZATUNA PALEMBANG

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Abstract

The study examines the effectiveness of the guided discovery method on learning nahwu in the VIII grade at SMPIT Izzatuna Palembang. In addition, there is a problem of low motivation and enthusiasm in learning Nahwu using the old methods. Nahwu is considered a difficult and exhausting lesson, requiring innovation in learning methods. With the guided discovery method, students are expected to be able to find the structure of Arabic words in learning nahwu, which is expected to make learners more active and creative in the learning process, where teachers act as facilitators who direct and guide them—research using a quasi-experimental approach with a sample of 34 students. The data collection used pre-test and post-test results. The analysis methods used were descriptive tests, homogeneity tests, normality tests, paired sample T-tests, independent sample t-tests, and N-Gain tests. The research results concluded that the guided discovery method can improve students' learning outcomes, interest, and motivation toward Nahwu learning. This is evident from the average results obtained by the experimental class, which was 80, better and more effective than the control class, which obtained an average result of 60 using the Istiqroiyah method. From the average results, the guided discovery method can improve learning outcomes by 20 points.

Keywords: learning effectiveness, nahwu learning, guided discovery method

INTRODUCTION

One of the foreign languages studied by the Muslim generation in Indonesia is Arabic, which is familiar because it has been taught from an early age, as the Quran was revealed in Arabic. Every language has a set of linguistic features that cannot be separated when learning and teaching a language; Arabic is one of them. So, several aspects of learning Arabic, including sentence structure, are called Nahwu science.

Ibn Khaldun in his book al-muqaddimah, said that "Nahwu Science" as an integral part of all the pillars of the Arabic language (" *Ulûm al-Lisân al Arab* ") consists of four branches of knowledge, namely: Linguistics (*Ilm al Lughah*), Nahwu Science (*'Ilm al Nahwi*), Bayan Science ('Ilm al Bayân) and Literary Sciences (*'Ilm al Adab*). Nahwu Science should correct Arabic readings (especially Al-Qur'an verses) that are considered to violate conventional readings. This type of reading error in the Arabic language and tradition is called "*al-Lahn*" and refers to linguistic mistakes that cause one to be considered no longer fluent.[1]

Nahwu is a science that discusses a word's final line or character, whether the character is *mabni* (fixed), *mu'rob* (changed), *marfu'*, *manshub* , *majrur*, or *majzum*. In

[1] Arif Rahman Hakim, "Mempermudah Pembelajaran Ilmu Nahwu Pada Abad 20," *Jurnal Al-Maqayis*, 1, 2014, P. 353

other words, a word's final line or character is *dhommah* , *fathah* , *kasroh*, or *sukun?*.[2] Nahwu is the science that examines the changes in endings, sentence structures, and word forms in a sentence related to I'rob. Studying Nahwu is very important in learning Arabic because Nahwu is the discipline that studies the rules of the Arabic language.[3]

One of the aims of learning nahwu is to minimize errors in speaking and writing Arabic.[4] In learning nahwu (Arabic grammar), the method is very important to consider. Since teaching methods are essentially systematic ways to achieve instructional goals and enhance teachers' and students' learning capabilities, appropriate learning strategies are needed to anticipate these difficulties and promote students' achievement in studying nahwu. Teachers continuously develop and implement new teaching methods to create a more effective and enjoyable learning environment.[5]

One of the Islamic boarding schools aimed at deepening Arabic language learning, not just the language itself but also its grammar, is SMPIT Izzatuna. This institution has a program designed to prepare its graduates to communicate in Arabic proficiently. Its students are required to understand and apply Arabic according to its grammatical rules.

Based on the researcher's field observations, the method used in Nahwu instruction is still teacher-centered. Specifically, the Istiqraiyyah, or inductive method, is The learning method based on inductive reasoning. In this method, the learning process begins with providing examples as data, which is then followed by analyzing the data by identifying similarities and differences. This analysis concludes by comparing standard rules based on the definitions studied,[6] which is less effective for students as it tends to make them passive. In contrast, nearly all educational programs at Ma'had Izzantuna use the "learning by doing" method, which involves students in applying their knowledge. This issue is similar to the findings of Jabir and Wahyu, who noted low motivation and enthusiasm in learning Nahwu when using the old "*sorogan*" method.[7]

Nahwu is considered a well-developed field. Still, on the other hand, it becomes a daunting challenge for Arabic language learners due to the numerous aspects that need to be mastered and the differing opinions among nahwu experts,[8] Nahwu rules are regarded as one of the most difficult and exhausting subjects to learn. The multitude of rules, the presence of I'rab in every word, harakat muqaddarah (implied vowel marks), and 'amil (grammatical agents) are some of the difficulties faced by learners.[9] Angelina, Khikmah, Ubaidilah, and Umbar state that the problem with using monotonous teaching methods is

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[2] yuyu wahyoedin, *Pelajaran Tata Bahasa Arab* (Jakarta: Mutiara Media, 2011), p.6.

[3] Ana Wahyuning Sari, "Analisis Kesulitan Pembelajaran Nahwu Pada Siswa Kelas VIII MTs Al Irsyad Gajah Demak Tahun Ajaran 2015/2016," *Journal of Arabic Learning and Teaching*, 6, 2017, P. 16–20.

[4] Ahmad Sehri, "Metode Pengajaran Nahwu Dalam Pengajaran Bahasa Arab," *Hunafa: Jurnal Studia Islamika*, 7, 2010, P. 50.

[5] Puput Ida Ayu Asmiant and Yhasinta Agustyarini, "Efektivitas Metode Penemuan Terbimbing (Guided Discovery) Terhadap Kemampuan Penalaran Matematis Siswa Kelas V Materi Pecahan," *Journal of Mathematic Education and Learning*, 1, 2021, P. 287–298.

[6] Adi Supardi, Agung Gumilar, and Rizki Abdurohman, "Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif," *al-Urwatul Wutsqo : Jurnal Ilmu Keislaman dan Pendidikan*, 3, 2022, P. 55.

[7] Muhammad Jabir and Wahyu Wahyu, "Efektivitas Metode Sorogan Terhadap Pembelajaran Nahwu Di Pondok Pesantren Raudhatul Mustofah Lilkhairat," *Albariq: Jurnal Pendidikan Bahasa Arab*, 1, 2020, P. 13–24.

[8] Melinda Yunisa, "Problematika Pembelajaran Bahasa Arab Dalam Aspek Ilmu Nahwu Dan Sharaf Pada Siswa Kelas X Madrasah Aliyah Laboratorium Jambi," *Ad-Dhuha: Jurnal Pendidikan Bahasa Arab dan Budaya Islam*, 3, 2023, P. 10–11.

[9] Nurul Fitria, Harum Masitoh, and Rico Fenda Pradana, "Metode Pembelajaran Nahwu Dengan Pendekatan Tutor Sebaya," *SEMNASBAMA (International Conference of Students on Arabic Language) VI*, 6, 2022, P.429.

that it can make students bored and less effective in understanding Nahwu material.[10] Mualif provides a solution from the results of his research, which states that there must be innovation in teaching nahwu science, namely that the topic of discussion must be expanded.[11]

This research aims to address various issues in the learning process that contribute to the low learning outcomes of students, as well as their lack of interest and motivation in learning Nahwu. To make Nahwu learning more understandable and to help students become more active so that they can present the knowledge they acquire through both spoken and written means in accordance with the goals of the learning process, the guided discovery method is one of the methods chosen by the researcher for Nahwu learning. According to its meaning, discovery refers to finding new knowledge, while guided indicates that this process occurs under the teacher's supervision, meaning that the latest discoveries made by students are presented with the teacher's guidance.

According to Muhsetyo, guided discovery is a learning method in which students seek knowledge independently using structured steps. This learning method makes students active in the learning process, with the teacher only serving as a facilitator to manage the learning process.[12] Such a learning process positively impacts the development of students' creative thinking. A similar point is made by Yusuf and Yastuti, who state that Discovery learning is a teaching method that emphasizes student learning activities.[13] In this method, the teacher acts only as a guide and trainer, directing students to discover concepts, theorems, procedures, algorithms, and similar elements. According to Tri Wibowo, the guided discovery method is a teaching strategy that allows students to discover and construct their understanding (knowledge) through learning activities to produce holistic and meaningful knowledge. [14]

From the above problem description, the researcher is interested in studying "The Effectiveness of Using the Guided Discovery Method in Nahwu Learning at Smpit Izzatuna Palembang." The research problem formulation is as follows: Is the guided discovery method effective in improving Nahwu learning outcomes in the eighth grade at SMPIT Izzatuna Palembang? And how effective is the guided discovery method in improving Nahwu learning outcomes in the eighth grade at SMPIT Izzatuna Palembang?

RESEARCH METHODS

The methods that have been used in this research are quantitative. The type of research used in this study is a quasi-experimental method, which involves changing conditions and observing the effects. This method includes dependent variables (related) and independent variables (free).[15] The dependent variable is nahwu learning, while the independent variable is the guided discovery method.

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[10] Vitri Angelina et al., "Problematika Pemahaman Nahwu Mahasantri Yayasan Munashoroh Indonesia Pusat Ciputat Tangerang Selatan," *LUGATUNA: Journal Prodi PBA*, 2, 2023, P. 28–42.

[11] A Mualif, "Metodologi Pembelajaran Ilmu Nahwu Dalam Pendidikan Bahasa Arab," *AL-HIKMAH (Jurnal Pendidikan dan Pendidikan Agama Islam)*, 1, 2019, P. 35.

[12] Zam Immawan Alam and Firdha Razak, "Pengembangan Lembar Kegiatan Siswa Berbasis Metode Penemuan Terbimbing Untuk Pembelajaran Matematika Pada Siswa Kelas XII SMA Negeri 1 Segeri," *Mosharafa: Jurnal Pendidikan Matematika,* 7, 2018, P. 3.

[13] A Yusdarwati Yusuf M and Herni Yastuti, "Efektivitas Pembelajaran Dengan Metode Penemuan Terbimbing," *Cakrawala Indonesia* , 6, 2021, P. 89.

[14] Tri Wibowo, "Metode Diskoveri Terbimbing (Guided Discovery): Konsep Dan Aplikasi Dalam Pembelajaran Sains MI/SD," *Elementary : Islamic Teacher Journal*, 7, 2019, P. 55.

[15] Edy Purwanto, *Metode Penelitian Kuantitatif*, semarang: Universitas Negeri Semarang, 2013, P. 103.

This research uses a two-group pre-test and post-test design, where 2 classes are given different treatments, namely the experimental and control classes. Both classes were given *a pre-test* to determine the initial situation and whether there were differences between the experimental and control classes. Then, the two classes were given different treatments. The experimental class used the guided discovery method, and the control class used the "conventional" method, a traditional approach used in the teaching process. After completing the treatment, the two classes were given *a post-test*, which aimed to determine the condition of the students regarding the treatment that had been given.

The location of this research is SMPIT Izzatuna Putri, which is located on Jl. Sulaiman Amin, Perumdam Kartika, KM 7 Palembang, in the center of Palembang city. The research population was all class VIII students, consisting of 4 classes. The sample is part of the number and characteristics of the population. The researcher used random sampling techniques. In this approach, the researcher mixes subjects from the population to consider each subject equal. The sample taken in this study consists of two classes categorized with a "*jayyid*" grade. Therefore, classes VIII A and B were selected, with class VIII A as the experimental class and class VIII B as the control class, with 34 students.

To obtain data supporting the findings, the researcher requires several techniques for data collection. Researchers use *pre-test* and *post-test results* and documentation to receive information and data. In addition to primary data, the sources used by the researcher include secondary data. Secondary data is obtained from various sources, such as literature articles and relevant websites related to the research conducted.

After the data is obtained from the *pre-test* and *post-test scores*, it is tested with the help of the SPSS application. The analysis stages used are:

1. Description analysis,
   to explain and describe research data by covering the amount of data, maximum value, minimum value, average, and so on.
2. normality test,
   Normal data is an absolute requirement before carrying out parametric statistical analysis to determine whether the research data is normally distributed. If the significance level is > 0.05, the data is normally distributed, and statistical analysis can be carried out parametrically.
3. homogeneity test,
   to test whether the variances of two or more distributions are the same. If the significance level is > 0.05, then the data is homogeneous, and vice versa. The homogeneity test is usually used as a requirement for independent sample t-tests.
4. paired sample test T-Test,
   to find out whether or not there are differences in the influence of the guided discovery method on nahwu learning, as well as to compare before and after the guided discovery method is used.
5. Independent sample T-test,
   to determine whether there are significant differences between the two samples. The rule for this test is that the data must be normally distributed and homogeneous (not absolute). The test comes from the results of two unpaired post-tests.
6. N-Gain test,
   to assess the efficiency of the guided discovery method for nahwu learning.

RESEARCH RESULT AND DISCUSSION

In this research, the guided discovery method was used as a classroom learning method carried out in 4 x 35-minute sessions. In the learning process, did the researcher start by dividing the class? Into 5 groups, each consisting of 3–4 students. Then, the teacher identifies the daily problems that students usually face. In this case, students must be active when learning. In this case, students are asked to present the issues presented to each group and the media provided by the researcher. Students appear enthusiastic at the beginning of learning, but the learning objectives cannot be achieved optimally because students are not used to offering solutions to problems that often arise in daily life through discussions, so the next meeting provides more motivation so that students can better understand the Nahwu lesson provided.

On the second day, students are invited to find the formula from the *al-jumlah al-mufidah material* in this nahwu learning by completing the sentence activity on the worksheet provided by the teacher so that students can find the formula themselves. Then, students are asked to discuss with each group to conclude simultaneously. Through this activity, students become more understanding when asking questions about examples of *al-jumlah al-mufidah material.* Students are also invited to have thorough discussions to practice their Arabic in front of the class.

The results of nahwu learning in the *al-jumlah al-mufidah material* are from the results of the descriptive analysis of the experimental class, which was taught using the guided discovery method, as shown in Table 1.

Table 1. Description of Experimental Learning Result Scores

No	Statistics	Statistical Value
1	Subject	17
2	Ideal score	100
3	Maximum score	98
4	Minimum score	40
5	Average	80

Table 1 shows that the maximum score obtained by students was 98, with an average score of 80.

Table 2. Distribution and Presentation of Experimental Class Learning Result Scores

Score	Category	Freq.	%
0-54	S. low	3	18
55-64	Low	2	12
65-79	Currently	1	6
80-89	Tall	4	23
90-100	S. high	7	41

The data in Table 2 shows that the percentage of learning outcomes in the experimental class falls into the "very high" category on the five-point scale established by the Ministry of National Education (Depdiknas).

The description of the results of nahwu learning taught using the *istiqroiyyah* or deductive method can be seen in Tables 3 and 4.

Table 3. Description of Control Class Learning Outcome Scores

No	Statistics	Statistical Value
1	Subject	17
2	Ideal score	100
3	Maximum score	90
4	Minimum score	30
5	Average	60

Table 3 shows that the maximum score obtained by students is 90 from the ideal score of 100, with an average score of 60 lower than the guided discovery method.

Table 4. Distribution and Presentation of Control Class Learning Outcome Scores

Score	Category	Freq.	%
0-54	S. low	3	18
55-64	Low	6	35
65-79	Currently	4	23
80-89	Tall	2	12
90-100	S. high	2	12

From the analysis results in Table 5, it can be concluded that the level of learning outcomes in Nahwu for students using the Istiqra'iyyah or deductive method is classified as low.

The data was then examined using the Paired Sample T-test to test this hypothesis. Paired sample data must be distributed regularly, which is one of the testing requirements. Therefore, a normality test was carried out with SPSS on the pre-test and post-test data to ensure the data was normal. The following table shows the normality test of students' *pre-test* and *post-test data.*

Table 5. Normality Test

Tests of Normality

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Class	Statistics	Df	Sig.	Statistics	Df	Sig.
learning outcomes	PRE_EX	,166	17	,200 *	,875	17	,027
	POST_EXT	,203	17	,060	,849	17	,010
	PRE_CONTROL	,166	17	,200 *	,925	17	,182
	POST_CONTROL	,148	17	,200 *	,913	17	,111

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After evaluating the normality of the data, the Sig. (2-tailed) > 0.05, so the results are normally distributed. SPSS is used to carry out a paired sample test to see whether there is a difference in the average of the two paired samples. The results of the paired sample test are shown in the table:

Table 6. Paired Sample T-Test

Paired Samples Test

		Paired Differences					Q	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE_EKS - POST_EKS	-45,294	21,828	5,294	-56,517	-34,071	-8,556	16	,000
Pair 2	PRE_CONTROL - POST_CONTROL	-18,235	10,744	2,606	-23,760	-12,711	-6,998	16	,000

Sig . (2-tailed) value of 0.000<0.05 obtained from output pairs 1 and 2, it can be concluded that there is a difference in the average reasoning ability of experimental class students *pre-test* vs *post-test*, meaning it can be seen that this method has an effect before and after treatment.

After the paired sample test, a homogeneity test is carried out to assess whether the data is homogeneous because homogeneous data is one of the prerequisites (but not the only requirement) for carrying out the next test, namely the independent sample t-test. The following table shows the results of the homogeneity test:

Table 7. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
learning outcomes	Based on Mean	1,293	1	32	,264
	Based on Median	1,236	1	32	,275
	Based on the Median and with adjusted df	1,236	1	31,995	,275
	Based on trimmed mean	1,246	1	32	,273

Based on the output above, the Sig value is known. (2-tailed) is greater than >0.05, so it can be concluded that the variance of the *post-test data* experimental class and *post-test data* The control class is homogeneous. Thus, one of the requirements (not absolute) of the independent sample t-test has been fulfilled. Next, an independent sample t-test will be conducted to determine whether there is a difference in the average of two unpaired samples. This test is used to answer whether there is a difference in the average student learning outcomes between the guided discovery method and the *istiqroiyyah* or deductive method. The results of the independent sample t-test can be seen in the table:

Table 8. Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Differentiation	Lower	Upper
results_Study	Equal variances assumed	1,293	,264	3,176	32	,003	20,000	6,298	7,172	32,828
	Equal variances not assumed			3,176	31,133	,003	20,000	6,298	7,158	32,842

Based on the results above, the Sig. (2-tailed) of 0.003 < 0.05, it can be concluded that the average learning ability between the guided discovery method and the There are differences in *istiqroiyyah* or deductive methods.

The N-Gain Score Test was then analyzed using the guided discovery method to assess efficacy. This test can be performed if an independent samples test shows a difference in the means of two unpaired samples. The N-Gain test results are shown in the table:

Table 9. N-Gain Test

Descriptives					
	Class			Statistics	Std. Error
NGain_score	Experiment	Mean		,6859	,07369
		95% Confidence Interval for Mean	Lower Bound	,5297	
			Upper Bound	,8421	
		5% Trimmed Mean		,7066	
		Median		,6667	
		Variance		,092	
		Std. Deviation		,30383	
		Minimum		.00	
		Maximum		1.00	
		Range		1.00	
		Interquartile Range		.53	

		Skewness		-,636	,550
		Kurtosis		-,232	1,063
	Control	Mean		,3022	,04113
		95% Confidence Interval for Mean	Lower Bound	,2150	
			Upper Bound	,3894	
		5% Trimmed Mean		,3080	
		Median		,2857	
		Variance		,029	
		Std. Deviation		,16960	
		Minimum		.00	
		Maximum		.50	
		Range		.50	
		Interquartile Range		.29	
		Skewness		-,389	,550
		Kurtosis		-,930	1,063

Based on the results above, it can be seen that the experimental class average is 0.6859 (medium category), and the control class average is 0.3022 (medium category). Although both are in the moderate category, the experimental class achieved higher scores than the control class. Therefore, the conclusion is that Nahwu learning with the guided discovery method is more effective than using the Istiqra'iyyah" method or deductive method.

The learning process is carried out by considering the characteristics of the guided discovery method. Learning is also carried out by paying attention to the syntax of guided discovery because if you pay attention, learning always begins with everyday problems around students. The researcher encouraged and reminded participants about the study material, especially using nahwu in Arabic. And continue to link previous and subsequent material so that students' knowledge remains connected to ongoing material.

The results of the analysis are quite supportive of the theory presented in the literature review. Seeing the participation of students in teaching and learning, it became clear during the experiment that groups that used the guided discovery method in a collaborative environment showed great interest, were more enthusiastic about learning, and students were able to be active in the learning process, and were able to train students' self-confidence in the presentation process in front of the class using good and correct Arabic. It is proven from the results of previous research examined by Febriana, Haryono, and Yusri that discovery-based learning methods can increase positive student activities and suppress or reduce negative student activities in the classroom.[16] Supported by the opinion of Tayibu and Faizah, applying this guided discovery method can improve problem-solving skills, especially for students with low abilities, and make students happy during the learning process.[17]

[16] R Febriana, Y Haryono, and R Yusri, "Effectiveness of Discovery Learning-Based Transformation Geometry Module," *Journal of Physics: Conference Series*, 2017, P. 4

[17] Nur Qalbi Tayibu and Andi Nurul Faizah, "Efektivitas Pembelajaran Matematika Melalui Metode Penemuan Terbimbing Setting Kooperatif," *Mosharafa Jurnal Pendidikan Matematika,* 10 ,2021, P. 125.

CONCLUSION

The results of the analysis of the application of the guided discovery method to nahwu learning applied to children in classes VIII A and B obtained an average result of 80, while the average result of the *istiqroiyyah method* or deductive method was 60. The average result with the guided discovery method increased by 20. After being tested with the N-Gain test, it increased by 0.6859. So, the efficiency of the guided discovery method for nahwu learning in class VIII SMPIT Izzatuna Palembang is 0.6859 in the medium category. It appears that the guided discovery method can improve nahwu learning. This research shows that to improve grammar skills (nahwu), teachers must focus on approaches, models, methodologies, and learning media in accordance with the learning objectives set so that learning becomes more effective for students. Therefore, teachers should use learning methods that are appropriate to apply and can adapt to the conditions and needs of students so that students gain a good understanding during learning.

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