

Enhancing *Nahwu* Learning Effectiveness Through Pantun-Based Pedagogical Media

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Abstract:

Nahwu learning is a crucial aspect of mastering Arabic but is often seen as difficult and monotonous. This study examines the effectiveness of using pantun, a traditional Indonesian poetic form, as a medium to enhance *Nahwu* learning. A mixed-method approach was used, combining quantitative and qualitative data through observation, interviews, documentation, and pretest-posttest assessments. The analysis included validity, normality, Wilcoxon, homogeneity, and N-Gain tests. The results showed a significant improvement in students' scores, with pretest averages of 66.42 rising to 92.38 on the posttest. Statistical analysis using SPSS revealed that the data were not normally distributed, which led to the use of the Wilcoxon signed-rank test. The test results ($p = 0.000 < 0.05$) indicate a significant improvement in learning outcomes. The homogeneity test result ($p = 0.341 > 0.05$) confirmed consistent data characteristics, and the N-Gain analysis showed a high average score of 78.92, categorized as effective. Qualitative data supported this, showing increased student motivation and engagement when pantun was used. This study proves that pantun is an effective teaching medium and contributes to culturally responsive pedagogy in Arabic education. It fills a research gap by demonstrating how local cultural media can enhance traditional grammar instruction.

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Introduction

In the era of globalization, learning is one of the important elements in supporting the potential of students. Learning is a process that is carried out consciously by each individual or group to change attitudes from not knowing to knowing throughout their lives (Yuniar & Marwa 2018). The teaching and learning process is an interactive and educative activity that involves students and educators (Rohayati, 2018). Teachers must prepare learning well in order to get

maximum learning results (Jamanuddin & Ibrahim, 2021). The learning that can be developed is language learning. Language is a medium of communication in everyday life (Hidayah, 2015). This learning includes English learning, Indonesian Learning and Arabic Learning (Hidayah, 2019). Arabic language learning in Indonesia began along with the spread of Islam (Imron, 2018).

Arabic language learning includes four components of language skills (Hidayah, 2022) namely *maharah istima'* (Mukmin & Irmansyah, 2017), *maharah kitabah* (Wasilah et al., 2024), *maharah qiroah* (Jumhur & Maghfur, 2016) and *maharah kalam* (Imron et al., 2023). In addition, Arabic language learning also has rules such as *Nahwu* (Irmansyah et al., 2022), *shorof* (Muhammad, 2020; Rohayati et al., 2024), and *balaghoh* (Mukmin, 2017). At the level of Senior High School, one of the Arabic language learning that is more emphasized is *Nahwu* (Wahyono, 2019). *Nahwu* is the science that discusses the state or condition of the end of words in Arabic (Jamanuddin & Aisyah 2019). This science also explains about topics such as how to change the final word in I'rob sentences, how to structure sentences (Sabana, 2019), how to form sentences both in i'rab and other contexts, and many more (Nurani et al., 2019).

In reality, Arabic language learning in Indonesia still experiences various challenges (Al Ghozali, 2019). This requires teachers to provide alternative teaching materials and media that can support the teaching and learning process (Irmansyah et al., 2023) and are expected to convey material without causing students to get bored (Irmansyah & Pratiwi 2021). Therefore, the learning process should not only focus on books and material delivery, but also use the right media or teaching tools (Imron et al. 2024) to support learning (Jumhur, 2015). This can generate enthusiasm for learning (Wasilah & Nurlina 2018), and trigger more efficient (Nurani & Firdawati, 2019) and interesting learning activities (Nurani, 2022).

Learning media is a tool that functions to assist teachers in the teaching and learning process in class (Hidayah et al., 2020). Media is also one of the elements that play a role in the success of the education process in schools (Nazarmanto & Istiqomah 2019). Learning media in the form of all objects (Sabana et al., 2024) that can be controlled, seen, heard, read, or discussed (Arda et al., 2015), for example picture books, audio, video and so on (Hidayah et al., 2024). Learning media acts as one of the factors that encourage students' interest in understanding lessons (Hidayah et al., 2021). The use of interesting learning media provides great support for teachers in conveying information to students (Nurrita, 2018). A teacher needs to be able to choose the right learning media (Hidayah et al., 2023).

However, previous studies and practices have rarely explored the integration of traditional Indonesian literature, particularly pantun, as a medium in Arabic grammar learning (*Nahwu*). Most existing media still focus on modern digital tools or conventional texts, without optimizing local cultural elements that are familiar and accessible to students. This presents a gap in the development of innovative and contextualized learning media.

The use of pantun a traditional form of poetry with rhyming patterns has the potential to make abstract *Nahwu* concepts more memorable and enjoyable. Its rhythmic and structured form aligns well with the pattern-based nature of Arabic grammar. However, the urgency and rationale for using pantun need to be highlighted, especially considering its cultural relevance, ease of memorization, and potential to create a unique learning atmosphere rooted in students' linguistic heritage.

Based on the above, this research aims to explore the use of *pantun* as a medium in teaching *Nahwu* at *Al-Ittifaqiah Indralaya* Senior High School. This study seeks to determine

whether pantun can improve students' understanding and retention of Arabic grammar concepts and to what extent this method can serve as an alternative to more traditional or digital media.

Method

This research combines qualitative and quantitative approaches, implemented sequentially. Initially, a qualitative approach was used to develop hypotheses through observation, interviews, and documentation collection (Mezmir, 2020). The quantitative approach followed to measure test results and assess the effectiveness or impact of the rhyming media on learning outcomes. The focus on rhyming media, particularly pantun (traditional Indonesian rhyming verses), was chosen because of its potential to make learning Kitab Kuning, which is often seen as complex and rigid, more engaging and memorable for students. The use of rhyming media is expected to improve students' motivation, participation, and retention of the material.

This study was conducted at *Al-Ittifaqiah Indralaya* Senior High School, located at Jl. *Lintas Timur*, Km. 36 *Indralaya Mulya*, *Indralaya* District, Ogan Ilir Regency, South Sumatra. The population included all students from classes X, XI, and XII of Yellow Book CPA, with the sample focusing on 21 students from class X IPK.2 Yellow Book.

Data collection was carried out using several techniques: (1) observation to directly assess students' responses and participation in learning activities, (2) interviews to gain deeper insights into the learning process from both teachers and students, (3) documentation to collect written materials such as notebooks, teaching resources, and books, and (4) tests, including pretest and posttest questions, to assess students' abilities before and after using rhyming media.

The validity of the developed product was assessed by two validators: media experts and content experts. This research, being research and development, involved analyzing the collected data using both qualitative and quantitative methods. Qualitative data analysis included data reduction, presentation, and drawing conclusions, while considering feedback from experts. Quantitative data analysis involved calculating the average validation scores and conducting statistical analysis on pretest and posttest results. The first step involved validity testing and normality testing to determine if the data were normally distributed. If not, the Wilcoxon signed-rank test was applied, followed by hypothesis testing, homogeneity testing, and N-Gain analysis to determine whether the rhyming media was effective in enhancing student learning.

Results and Discussion

Result

Based on the results of observations and interviews conducted on February 25, 2025, *Nahwu* learning at *Al-Ittifaqiah Indralaya* Senior High School still uses a conventional approach, relying on the *Alfiyah* book by Ibn Malik as the primary source.

As stated by Mr. Mohammad Hasin, the *Nahwu* teacher

“Nahwu learning in this Senior High School uses the yellow book entitled Alfiyah bin Ibnu Malik. The learning process is one hour twice a week. The learning process begins with all students reading the book of Alfiyah, then after that it is translated. I use the lecture method by explaining the material on the blackboard and the students copy it in their notebooks. Because the students have memorization targets, the explanation is only brief and focuses more on memorizing the book”.



Picture 1. Interview with Mr. Mohammad Hasin, Nahwu Teacher

Meanwhile, insights from an interview conducted on February 25, 2025, with a 10th-grade student from class X IPK. 2, Afifatul Amelia, reveal the student perspective on the learning process:

“I like learning Nahwu, but sometimes it's boring because the learning is monotonous just memorizing. When explaining and translating the book, they only explain briefly on the blackboard, no media and other methods are applied. The book used is also only in Arabic without any interesting pictures. This makes some students sleepy and less enthusiastic when the material explanation takes place.”



Picture 2. Interview with Afifatul Amelia, Class X IPK.2 Student

From these interviews, it can be concluded that a learning approach focused solely on memorization without the support of varied and engaging teaching media tends to reduce student enthusiasm. Therefore, innovative methods and the use of alternative learning media such as rhyming media or *pantun* are needed to enhance student motivation and understanding

in *Nahwu* learning.

Tes

After the interview, the researcher gave a pre-test and then the application of learning and ended with a post-test. From the post test results that 21 students who took the test passed. The average pre-test result was 66.42% and the post-test result averaged 92.38%. From the assessment results show that there is an increase, it is concluded that there is an influence on before and after the application of learning using teaching media.

Statistical Test

1. Normality Test

A data is declared to be normally distributed or not, if you have done testing that is assisted by the SPSS application. The normality test was carried out using the Shapiro-Wilk test because the sample data was less than 30. Data is normally distributed if the significant value is greater than 0.05, if it is less than 0.05 then the data is not normally distributed.

Table: 1 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,156	21	,197	,941	21	,227
Posttest	,197	21	,032	,845	21	,004

Based on the data table above, it is known that the Sig. value of the pre-test value is $0.197 < 0.05$, and the post-test value is $0.032 > 0.05$. Because the post test value is abnormal, the data is included as non-normally distributed data.

Because the data obtained is not normally distributed, as an alternative, the Wilcoxon test is performed. With the provisions, if the significance value < 0.05 then the hypothesis is accepted, if the significance value > 0.05 then the hypothesis is rejected.

Table: 2 Wilcoxon Test

Ranks		N	Mean Rank	Sum of Ranks
Final Student Score - Initial Student Score	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	21 ^b	11,00	231,00
	Ties	0 ^c		
	Total	21		

a. Final Student Score $<$ Initial Student Score

b. Final Student Score $>$ Initial Student Score

c. Final Student Score = Initial Student Score

Test Statistics^a

Final Student Score - Initial Student

	Score
Z	-4,026 ^b
Asymp. Sig. (2-tailed)	,000

From the ranks table, it can be seen that from the pre test to the post test has increased from 11.00 to 231.00, so there is a positive influence in the application of teaching media. Furthermore, from the statistical table, the value of Asymp. Sig. (2-tailed) value is 0.000 < 0.05, so the hypothesis is accepted. It can be concluded that the pre-test and post-test data in this study are normally distributed.

2. Homogeneity tests

The homogeneity test is carried out to determine whether the data from the pre-test and post-test scores are the same or not. The sample is declared homogeneous if the sig value > 0.05.

Table: 3 Homogeneity tests

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,226	4	15	,341

Judging from the table, the significance result is 0.341 > 0.05, it can be concluded that the data from the pre-test and post-test scores are the same and homogeneous.

3. N-Gain Score Test

This test was conducted to measure the effectiveness after the application of teaching media, with the following criteria:

Table: 4 N-Gain Score Distribution

N-Gain Value	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 4 presents the distribution of N-Gain scores, which are used to measure the effectiveness of learning interventions. A high N-Gain value ($g > 0.7$) indicates a significant improvement in learning outcomes, a medium value ($0.3 \leq g \leq 0.7$) reflects moderate improvement, and a low value ($g < 0.3$) shows minimal improvement. This categorization helps in interpreting the impact of the applied teaching method.

Table: 5 Percentage of N-Gain Score

Percentage %	Interpretation
> 40	Not Effective
40 - 55	Less Effective
56 - 75	Effective Enough
> 76	Effective

Table 5 presents the interpretation of the N-Gain score percentage. The N-Gain score is used to measure the effectiveness of a learning process based on students' learning

improvement. A percentage of 40% or below indicates that the learning is not effective. Scores between 41% and 55% are considered less effective, 56% to 75% are fairly effective, and above 76% are categorized as effective.

Table: 6 N-Gain Score Test

	N	Minimu m	Maximu m	Mean	Std. Deviation
N_Gain_Score	21	,33	1,00	,7892	,21262
N_Gain_Persen	21	33,33	100,00	78,9157	21,26232
Valid N (listwise)	21				

The results of the N-Gain_Score test calculation get an average value of $0.7892 > 0.7$ including in the High category. And the N-Gain_percent value gets an average value of 78.9157 including the effective category. So, it can be concluded that the application of pantun media in *Nahwu* learning is effective.

Discussion

The results of this study show that the implementation of *Nahwu* (Arabic grammar) learning using pantun (rhymed verse) media at *Al-Ittifaqiah Indralaya* Senior High School has a positive impact on student learning outcomes. This is evident from the significant improvement in students' scores between the pre-test and post-test following the intervention. Qualitative data obtained through interviews, observations, and documentation also support this finding. Students appeared more motivated, active, and enthusiastic in learning *Nahwu*. This aligns with (Mertens, 2019), who emphasized that combining quantitative and qualitative methods offers a comprehensive understanding of learning phenomena.

Pantun proves to be an effective medium for learning *Nahwu* due to its entertaining nature, rhythmic structure, and memorability. The verses, which embed grammatical rules, help students absorb abstract Arabic grammar concepts more easily. Because *pantun* is familiar within local culture, it creates a sense of connection and comfort for students (Darmawan, 2023). that enjoyable learning media can increase students' emotional engagement, which in turn supports deeper understanding of the subject matter (Melati et al., 2023).

The increased student engagement and motivation resulting from the use of *pantun* positively influence their critical thinking and long-term grammatical comprehension. Through repetition and patterned language in *pantun*, students can internalize grammatical structures more contextually. These findings support (Azwardana et al., 2024) sociocultural theory, which suggests that interaction with cultural symbols, such as traditional poetry, facilitates the internalization of knowledge and accelerates learning processes.

This study is consistent with other research that has applied creative or culturally rooted media in Arabic language instruction (Rohmat, 2025). For example, (Atmaji, 2019) used traditional songs as a learning tool and similarly reported improvements in students' grammatical understanding. Both studies affirm that integrating local cultural elements into the learning process creates a more contextual and effective educational experience, particularly in delivering abstract material like *Nahwu* (Huda et al., 2020).

Based on these findings, it is recommended that Arabic language teachers in Islamic schools consider utilizing local cultural media such as *pantun* in teaching *Nahwu* (NAJIB, 2021). Educational policymakers at the madrasah level should also encourage innovation in instructional methods to ensure more engaging and relevant learning experiences. Future researchers are encouraged to explore other traditional forms of media that may enhance Arabic language instruction. This supports (Maskur, 2023) argument that effective learning must adapt to the cultural context of students to maximize educational outcomes.

Conclusion

Based on the research findings and observations, *pantun* as a learning medium in teaching *Nahwu* is effectively implemented in Class X IPK.2 at Al-Ittifaqiah Indralaya Senior High School. This conclusion is supported by a marked improvement in student learning outcomes, as evidenced by comparing pre-test and post-test scores. The statistical analysis, conducted using SPSS, indicated that the data were not normally distributed. Consequently, the Wilcoxon signed-rank test was applied, yielding a significance value of $p = 0.000$, less than 0.05. This result confirms a statistically significant improvement in students' academic performance. Additionally, the homogeneity test produced a p -value of 0.341 (greater than 0.05), indicating that the data had consistent characteristics across samples. Furthermore, the N-Gain analysis demonstrated an average increase of 78.92 in students' scores, placing it in the "high" effectiveness category. These findings validate that integrating *pantun* into *Nahwu* instruction enhances student engagement and positively impacts their learning achievement.

This study offers conceptual, methodological, and theoretical contributions to the field of Arabic language instruction, specifically focusing on the teaching of *Nahwu* (Arabic grammar). Conceptually, it introduces *pantun*—a traditional form of Indonesian poetry—as a culturally responsive instructional medium. By leveraging this local literary form, the study demonstrates how abstract grammar concepts can be made more accessible, engaging, and meaningful for students, thereby reducing common learning barriers. Methodologically, the research presents a practical example of integrating local cultural elements into pedagogical practices. It outlines a replicable approach that educators can adopt in similar sociocultural contexts, particularly in regions where Islamic education intersects with indigenous traditions. Theoretically, the study reinforces the argument that contextualized and culturally relevant learning media can enhance cognitive and affective outcomes. It contributes to the broader discourse on inclusive curriculum development, supporting that effective language instruction, especially in religious education, benefits significantly from aligning with learners' cultural backgrounds. This research underlines the importance of culturally grounded pedagogy in promoting meaningful and holistic learning experiences in Arabic language classrooms.

However, this study has certain limitations that should be acknowledged. Firstly, the research was conducted in a single classroom within one educational institution, limiting the findings' generalizability to broader or more diverse student populations. The results may not fully represent the method's effectiveness across different schools, regions, or age groups. Secondly, the study focused primarily on the short-term outcomes of applying the *pantun*-based approach. It did not examine the long-term retention of the material or its effect on overall Arabic language proficiency. As such, the durability and broader applicability of the method remain uncertain. Future research is encouraged to implement similar approaches in various

educational contexts and over extended periods to address these gaps. In addition, further studies may explore the integration of pantun with other Arabic language skills, such as speaking and writing. Researchers could also investigate how this approach influences students' motivation, engagement, and creative expression in learning *Nahwu*, providing deeper insights into its pedagogical value.

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