

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

**Nailul Izzah<sup>1\*</sup>, Nia Indah Purnamasari<sup>2</sup>, Ahmad Arifin<sup>3</sup>  
Nurhapsari Pradnya Paramita<sup>4</sup>, Endang Munawar<sup>5</sup>**

Universitas Ma'arif Lampung, Indonesia<sup>1</sup>

Sekolah Tinggi Agama Islam YPBWI Surabaya, Indonesia<sup>2</sup>

Institut Agama Islam Negeri Metro, Indonesia<sup>3</sup>

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia<sup>4</sup>

Sekolah Tinggi Agama Islam Darul Arqam Muhammadiyah Garut, Indonesia<sup>5</sup>

[nailulizzah@umala.ac.id](mailto:nailulizzah@umala.ac.id)<sup>\*1</sup>, [niaindahpurnamasari@stai-ypbwi.ac.id](mailto:niaindahpurnamasari@stai-ypbwi.ac.id)<sup>2</sup>

[arifin@metrouniv.ac.id](mailto:arifin@metrouniv.ac.id)<sup>3</sup>, [nurhapsari.paramita@uin-suka.ac.id](mailto:nurhapsari.paramita@uin-suka.ac.id)<sup>4</sup>

[munawarmadina@gmail.com](mailto:munawarmadina@gmail.com)<sup>5</sup>

---

### Cite this article:

Izzah, N., Purnamasari, N., Arifin, A., Paramita, N., & Munawar, E. (2024). The Application of the *Qarshun 'Ajibun Media* in Students' Understanding of the *Nahwu* (Grammar) Subject. *Arabiyatuna: Jurnal Bahasa Arab*, 8(1), 283-298.  
doi:<http://dx.doi.org/10.29240/jba.v8i1.9741>

Received: 06-03-2023

Revised: 14-04-2024

Accepted: 10-05-2024

---

### 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

Copyright © 2024 author'(s)

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

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.<sup>1</sup> Arabic has become a global language, making learning Arabic essential in various aspects of Islamic life.<sup>2</sup> Linguistics is the scientific study of language,<sup>3</sup> 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.<sup>4</sup> Learning the Arabic language involves mastering four skills: listening, speaking, reading, and writing.<sup>5</sup>

These various skills are essential for students because social interactions in society often revolve around the educational realm.<sup>6</sup> 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

---

<sup>1</sup> Mega Primaningtyas, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab," *Ibtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (June 1, 2018): 45–68, <https://doi.org/10.36668/jih.v1i1.156>.

<sup>2</sup> Muhammad Syaifullah, "Manajemen Sumber Daya Manusia Bahasa Arab," *Ibtimam: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (June 18, 2022): 74–88, <https://doi.org/10.36668/jih.v5i1.380>.

<sup>3</sup> Nurmasiyathah Syamaun, "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan," *LISANUNA: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (2015), <https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/view/852>.

<sup>4</sup> Jum'ah Sayyid Yusuf, *Sikulujiyah Al-Lughab Wa Al-Maradl Al-Aqby* (Egypt: Alamul Ma'rifah, 1978).

<sup>5</sup> Muhaiban, *Bunga Rampai Pembelajaran Bahasa Arab* (Malang: CV Bintang Sejahtera, 2021).

<sup>6</sup> Sarah M. Kamel, Shima I. Hassan, and Lamiaa Elrefaei, "VAQA: Visual Arabic Question Answering," *Arabian Journal for Science and Engineering* 48, no. 8 (2023): 10803, <https://doi.org/10.1007/s13369-023-07687-y>.

language (*Nahwu*).<sup>7</sup> 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.<sup>8</sup> 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.<sup>9</sup>

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.'<sup>10</sup> 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.<sup>11</sup> The teaching method is also one of the elements that must be fulfilled in the learning process. Abdul Rahman in Mahmudah<sup>12</sup> 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."<sup>13</sup>

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

<sup>7</sup> Akhsani Sholihati Yasri and Yoyo Yoyo, "Kesulitan Pembelajaran Nahwu Dengan Model Blended Learning Pasca Pandemi Covid-19," *An Nabighob* 24, no. 2 (2022): 199, <https://doi.org/10.32332/an-nabighoh.v24i2.4803>.

<sup>8</sup> Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2011).

<sup>9</sup> Umi Hijriyah et al., "Development of Digital Comic Media for Learning Qira'ah for Fifth Grade Students of Madrasah Ibtidaiyah," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 693, <https://doi.org/10.29240/jba.v6i2.4361>.

<sup>10</sup> Eva Perez et al., "A Systematic Review of Social Media as a Teaching and Learning Tool in Higher Education: A Theoretical Grounding Perspective," *Education and Information Technologies* 28, no. 9 (2023): 11921, <https://doi.org/10.1007/s10639-023-11647-2>.

<sup>11</sup> Muhammad Syaifullah, "Pembelajaran Metode Kooperatif Tipe Jigsaw dalam Meningkatkan Hasil Belajar Bahasa Arab (Qowa'id) Mahasiswa Perbankan Syariah IAIM NU Metro Lampung Tahun 2017," *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017), <https://ejournal.uinsatu.ac.id/index.php/ls/article/view/501>.

<sup>12</sup> Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighob* 20, no. 01 (2018): 129, <https://doi.org/10.32332/an-nabighoh.v20i01.1131>.

<sup>13</sup> Adnan Georges, "Elite (Foreign) Language in Arabic Media Discourse: Impacts and Implications," *International Journal of Arabic-English Studies* 14, no. 1 (2013): 7–24, <https://doi.org/10.33806/ijaes2000.14.1.1>.

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 'wasilah' comes from the Latin word 'medius,' which means 'medium,' signifying something in the middle.<sup>14</sup> Learning is something new that seeks knowledge either by oneself or with the assistance of others to help change one's behavior.<sup>15</sup> Learning media serves as a bridge that delivers knowledge to learners.<sup>16</sup>

Learning media is one of the components of teaching and learning that plays a crucial role in the teaching and learning process.<sup>17</sup> The incorporation of media should be a focal point for educators, instructors, or facilitators in every instructional endeavor.<sup>18</sup> 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).<sup>19</sup>

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).<sup>20</sup> Then, the following

---

<sup>14</sup> Sri Anitah, *Media Pembelajaran* (Surakarta: Yuma Pustaka, 2012), 5.

<sup>15</sup> Imam Asrori, *Strategi Belajar Bahasa Arab Teori & Praktek* (Malang: Misykat, 2012).

<sup>16</sup> Rois Hidayah Darajat and Zukhaira Zukhaira, "The Development of Lauhul Qilab (Flip Chart) Media for the Introduction of Arabic Vocabularies to Students at Kindergarten/RA/Pengembangan Media Lauhul Qilab (Flip Chart) Untuk Pengenalan Kosakata Bahasa Arab Pada Anak TK/RA," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 23, <https://doi.org/10.29240/jba.v5i1.1966>.

<sup>17</sup> Hady J. Hamdan and Saleh Al-Salman, "The Use of Arabic Neologisms in Social Media Applications," *International Journal of Arabic-English Studies* 21, no. 1 (2021), <https://doi.org/10.33806/ijaes2000.21.1.3>.

<sup>18</sup> Risa Rabiatur Rahmah, Azizatul Muzdalifah, and Mu'alim Wijaya, "Penggunaan Thariqah Mubasyarah Sebagai Pembelajaran Bahasa Arab Yang Efektif," *Al Maghazi: Arabic Language in Higher Education* 1, no. 1 (2023): 23, <https://doi.org/10.51278/al.v1i1.706>.

<sup>19</sup> Djian Ariska, Ninik Indrawati, and Ammar Zainuddin, "Development of Stopmotion Video Animation Media in Qawa'Id Learning for Class XI Madrasah 'Aliyah Students | Pengembangan Media Animasi Stopmotion Video Dalam Pembelajaran Qawa'Id Pada Siswa Kelas XI Madrasah 'Aliyah," *Mantiq Taysr: Journal of Arabic Language* 2, no. 1 (2022): 1–12, <https://doi.org/10.25217/mantiqutayr.v2i1.1670>.

<sup>20</sup> Arief Bahtiar Rifai, "Permainan Kartu Sebagai Media Pembelajaran Untuk Meningkatkan Daya Serap Belajar Siswa (Nahwu)," *Maharat: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2019), <https://doi.org/10.18196/mht.2112>.

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.<sup>21</sup> 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.<sup>22</sup> 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.<sup>23</sup> 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.<sup>24</sup> 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

---

<sup>21</sup> Atik Husna, Iin Baroroh Ma'arif, and Akhmad Kanzul Fikri, "Pengembangan Media NahShorNa" Dengan Menggunakan Dua Bahasa Untuk Pembelajaran Nahwu-Shorof Dasar," *Prosiding Seminar Nasional Multidisiplin* 2, no. 1 (2019), <https://ejournal.unwaha.ac.id/index.php/snami/article/view/667>.

<sup>22</sup> Siti Jubaidah, "Peningkatan Kompetensi Mahasiswa Melalui Media Pembelajaran Nahwu Berbasis PowerPoint Interaktif," *Prosiding Seminar Nasional Bahasa, Sastra, Dan Seni* 1 (2021), [https://journal.unj.ac.id/unj/index.php/prosiding\\_fbs/article/view/24188](https://journal.unj.ac.id/unj/index.php/prosiding_fbs/article/view/24188).

<sup>23</sup> 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>.

<sup>24</sup> Nia Indah Purnamasari, "Pengembangan Qarshun 'Ajibun Sebagai Media Pembelajaran Nahwu (I'rab) Untuk Siswa Kelas VIII Madrasah Tsanawiyah Negeri Denanyar Jombang" (Skripsi, Universitas Negeri Malang, 2012), <https://repository.um.ac.id/11213/>.

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.<sup>25</sup> Conducting a pretest was a crucial step in processing initial data,<sup>26</sup> 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.<sup>27</sup>

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.<sup>28</sup> 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.<sup>29</sup> The use of this design did not alter the functions of variables that affected the implementation of the experiment.<sup>30</sup> This design utilized pretest and posttest as initial steps to determine students' proficiency in understanding Arabic (Nahwu). Therefore, the researcher employed the formula:

<sup>25</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018), 13.

<sup>26</sup> Elvia Susanti, Mahyudin Ritonga, and Bambang Bambang, "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 179, <https://doi.org/10.29240/jba.v4i1.1406>.

<sup>27</sup> Ahmadi and Aulia Mustika Ilmiani, *Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital* (Yogyakarta: Ruas Media, 2020).

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013).

<sup>29</sup> Mochamad Hasyim, Mu'alim Wijaya, and Mufidatul Iliah, "Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 (2023): 81, <https://doi.org/10.29240/jba.v7i1.6397>.

<sup>30</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 113.

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.

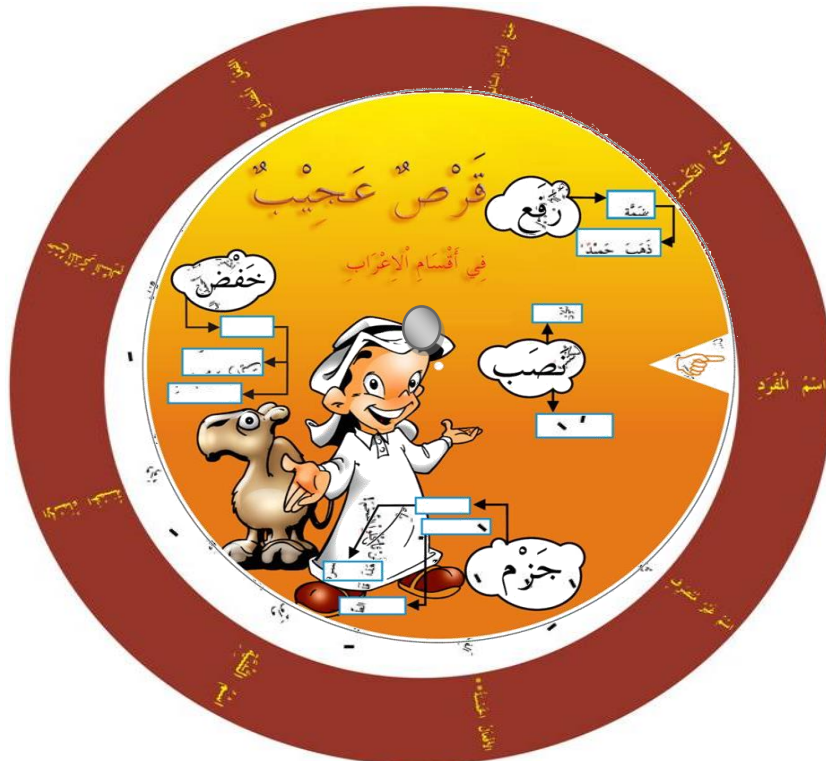
Different I'rab marks along with corresponding examples are centrally positioned on the larger circle, arranged in a circular fashion. Surrounding the outer edge of the circle are various types of I'rab sentences. Instructions for usage are located on the back of the larger circle. Meanwhile, the smaller 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

الإعراب	الاسم المفرد	الاسم التثنية	جمع التذكير	جمع المذكر السالم	جمع المؤنث السالم	الاصماء الخمسة	اسم غير متصرف	الفعل المضارع *	الأفعال الخمسة **	علامته الإعراب
رَفْعٌ	ضمة	ألف	ضمة	وَأَوْ	ضمة	وَأَوْ	ضمة	ضمة	ثبوت الألف	علامته الإعراب
	ذهب حميدٌ إلى المكتبة	يتكلم الطالبان	رفع الأولاد من المدرسة	المؤمنون يذهبون إلى المسجد	منعت المشركين من العبادة	ياغ أتر سامي	جاء أحمد	يقنع أحمد الأب	هم يقبلون للأب	المحذرات
نَصْبٌ	فتحة	ياء	فتحة	ياء	كسرة	الياء	فتحة	فتحة	حذف الألف	علامته الإعراب
	قرأت القرآن	أشربني العلمين	قرأت الكتب	إن السليبي إن أخطأ للزبدان	نظرت أسماك	زألت أحمد	يريد أحمد أن يذهب إلى السوق	انتم تأكلون اللحم منجدي إن تأكلوا لحم الظنبر!		المحذرات
جَزْمٌ	-	-	-	-	-	-	-	مذكون	حذف الألف	علامته الإعراب
	-	-	-	-	-	-	-	أنا أرتب إمتك	أب تأخذين الفعل	المحذرات
	-	-	-	-	-	-	-	لم أرتب إمتك	لا تأخذين الفصل!	المحذرات
خَفْضٌ	كسرة	ياء	كسرة	ياء	كسرة	ياء	فتحة	أنت تقسي أن تفعل الوطنية	-	علامته الإعراب
	أثرب بالعلم	أشربني بالعلمين	مع ذهب مع الأصدقاء إلى شوارعنا	أخلاق المسلمين	هذا فلم الطالبات	شهر رمضان	أشربني حسن	لا تنس أن تفعل الوطنية	-	المحذرات



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





Picture 2. Back 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

No	Name of the Student	Pretest	
		Numbers	Letters
1	AIN	78	B+
2	EA	50	C-
3	KLN	80	A-
4	MZ	85	A
5	NH	57	C
6	RH	65	B-

7	SNA	55	C
8	TMA	67	B-
9	EAR	62	C+
10	DANB	88	A

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

No	Name of the Student	Pretest	
		Numbers	Letters
1	AN	80	A-
2	A	87	A
3	MRS	65	B-
4	MS	75	B+
5	NR	68	B-
6	NCN	83	A-
7	NE	78	B+
8	NA	67	B-
9	SR	89	A
10	VA	85	A

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

No	Name of the Student	Pretest		Posttest		Improvement
		Numbers	Letters	Numbers	Letters	
1	AIN	78	B+	83	A-	5
2	EA	50	C-	75	B+	25
3	KLN	80	A-	87	A	7
4	MZ	85	A	90	A	5
5	NH	57	C	74	B	17
6	RH	65	B-	80	A-	15
7	SNA	55	C	79	B+	24
8	TMA	67	B-	82	A-	15
9	EAR	62	C+	84	A-	22
10	DANB	88	A	92	A	4

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

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

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

		Eks_Pre	Eks_Post	Kon_Pre	Kon_Post
N	Valid	10	10	10	10
	Mean	68,7	82,6	77,7	81,3
	Minimum	50	74	65	69
	Maximum	88	92	89	90

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.

## References

- Ahmadi, and Aulia Mustika Ilmiani. *Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital*. Yogyakarta: Ruas Media, 2020.
- Anitah, Sri. *Media Pembelajaran*. Surakarta: Yuma Pustaka, 2012.
- Ariska, Djian, Ninik Indrawati, and Ammar Zainuddin. "Development of Stopmotion Video Animation Media in Qawa'Id Learning for Class XI Madrasah 'Aliyah Students | Pengembangan Media Animasi Stopmotion Video Dalam Pembelajaran Qawa'Id Pada Siswa Kelas XI Madrasah 'Aliyah." *Mantiqutayr: Journal of Arabic Language* 2, no. 1 (2022): 1–12. <https://doi.org/10.25217/mantiqutayr.v2i1.1670>.
- Asrori, Imam. *Strategi Belajar Bahasa Arab Teori & Praktek*. Malang: Misykat, 2012.
- Darojat, Rois Hidayah, and Zukhaira Zukhaira. "The Development of Lauhul Qilab (Flip Chart) Media for the Introduction of Arabic Vocabularies to Students at Kindergarten/RA/Pengembangan Media Lauhul Qilab (Flip Chart) Untuk Pengenalan Kosakata Bahasa Arab Pada Anak TK/RA." *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 23. <https://doi.org/10.29240/jba.v5i1.1966>.
- Georges, Adnan. "Elite (Foreign) Language in Arabic Media Discourse: Impacts and Implications." *International Journal of Arabic-English Studies* 14, no. 1 (2013): 7–24. <https://doi.org/10.33806/ijaes2000.14.1.1>.
- Hamdan, Hady J., and Saleh Al-Salman. "The Use of Arabic Neologisms in Social Media Applications." *International Journal of Arabic-English Studies* 21, no. 1 (2021). <https://doi.org/10.33806/ijaes2000.21.1.3>.
- Hasyim, Mochamad, Mu'alim Wijaya, and Mufidatul Iliah. "Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 (2023): 81. <https://doi.org/10.29240/jba.v7i1.6397>.
- Hijriyah, Umi, Muhammad Aridan, Ahmad Nur Mizan, Aldio Dealintang, and Lita Yuniarti. "Development of Digital Comic Media for Learning Qira'ah for Fifth Grade Students of Madrasah Ibtidaiyah." *Arabiyatuna:*

- Jurnal Bahasa Arab* 6, no. 2 (2022): 693.  
<https://doi.org/10.29240/jba.v6i2.4361>.
- Husna, Atik, Iin Baroroh Ma'arif, and Akhmad Kanzul Fikri. "Pengembangan Media NahShorNa" Dengan Menggunakan Dua Bahasa Untuk Pembelajaran Nahwu-Shorof Dasar." *Prosiding Seminar Nasional Multidisiplin* 2, no. 1 (2019).  
<https://ejournal.unwaha.ac.id/index.php/snami/article/view/667>.
- Izzan, Ahmad. *Metodologi Pembelajaran Bahasa Arab*. Bandung: Humaniora, 2011.
- Jubaidah, Siti. "Peningkatan Kompetensi Mahasiswa Melalui Media Pembelajaran Nahwu Berbasis PowerPoint Interaktif." *Prosiding Seminar Nasional Bahasa, Sastra, Dan Seni* 1 (2021).  
[https://journal.unj.ac.id/unj/index.php/prosiding\\_fbs/article/view/24188](https://journal.unj.ac.id/unj/index.php/prosiding_fbs/article/view/24188).
- Kamel, Sarah M., Shimaa I. Hassan, and Lamiaa Elrefaei. "VAQA: Visual Arabic Question Answering." *Arabian Journal for Science and Engineering* 48, no. 8 (2023): 10803. <https://doi.org/10.1007/s13369-023-07687-y>.
- Mahmudah, Siti. "Media Pembelajaran Bahasa Arab." *An Nabighoh* 20, no. 01 (2018): 129. <https://doi.org/10.32332/an-nabighoh.v20i01.1131>.
- Muhaiban. *Bunga Rampai Pembelajaran Bahasa Arab*. Malang: CV Bintang Sejahtera, 2021.
- Perez, Eva, Stefania Manca, Rosaura Fernández-Pascual, and Conor Mc Guckin. "A Systematic Review of Social Media as a Teaching and Learning Tool in Higher Education: A Theoretical Grounding Perspective." *Education and Information Technologies* 28, no. 9 (2023): 11921.  
<https://doi.org/10.1007/s10639-023-11647-2>.
- Primaningtyas, Mega. "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab." *Ibtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (June 1, 2018): 45–68. <https://doi.org/10.36668/jih.v1i1.156>.
- Purnamasari, Nia Indah. "Pengembangan Qarshun 'Ajibun Sebagai Media Pembelajaran Nahwu (I'rab) Untuk Siswa Kelas VIII Madrasah Tsanawiyah Negeri Denanyar Jombang." Skripsi, Universitas Negeri Malang, 2012. <https://repository.um.ac.id/11213/>.
- Rahmah, Risa Rabiatur, Azizatul Muzdalifah, and Mu'alim Wijaya. "Penggunaan Thariqah Mubasyarah Sebagai Pembelajaran Bahasa Arab Yang Efektif." *Al Maghazi: Arabic Language in Higher Education* 1, no. 1 (2023): 23.  
<https://doi.org/10.51278/al.v1i1.706>.
- Rifai, Arief Bahtiar. "Permainan Kartu Sebagai Media Pembelajaran Untuk Meningkatkan Daya Serap Belajar Siswa (Nahwu)." *Maharat: Jurnal*

- Pendidikan Bahasa Arab* 2, no. 1 (2019).  
<https://doi.org/10.18196/mht.2112>.
- Shabrina, Almira, 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>.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2018.
- Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2013.
- Susanti, Elvia, Mahyudin Ritonga, and Bambang Bambang. "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa." *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 179.  
<https://doi.org/10.29240/jba.v4i1.1406>.
- Syaifullah, Muhammad. "Manajemen Sumber Daya Manusia Bahasa Arab." *Ibtimam: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (June 18, 2022): 74–88.  
<https://doi.org/10.36668/jih.v5i1.380>.
- . "Pembelajaran Metode Kooperatif Tipe Jigsaw dalam Meningkatkan Hasil Belajar Bahasa Arab (Qowa'id) Mahasiswa Perbankan Syariah IAIM NU Metro Lampung Tahun 2017." *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017).  
<https://ejournal.uinsatu.ac.id/index.php/ls/article/view/501>.
- Syamaun, Nurmasyithah. "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan." *LISANUNA: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (2015). <https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/view/852>.
- Yasri, Akhsani Sholihati, and Yoyo Yoyo. "Kesulitan Pembelajaran Nahwu Dengan Model Blended Learning Pasca Pandemi Covid-19." *An Nabighoh* 24, no. 2 (2022): 199. <https://doi.org/10.32332/an-nabighoh.v24i2.4803>.
- Yusuf, Jum'ah Sayyid. *Sikuhjiyah Al-Lughah Wa Al-Maradl Al-Aqby*. Egypt: Alamul Ma'rifah, 1978.

**This page belong to Arabiyatuna: Jurnal Bahasa Arab**