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Developing a Nahwu Module Using a Self-Directed Learning Approach for Beginner-Level Learners

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Abstract:

Difficulties in understanding Arabic grammar materials are commonly experienced by students due to the complexity of Nahwu content in instructional materials. This phenomenon leads to a lack of comprehension and low academic achievement. This study aims to develop a Nahwu learning module using a self-directed learning approach to help students better understand Nahwu concepts. This research adopts a Research and Development (R&D) design using the ADDIE development model. The study was conducted at Madrasah Tsanawiyah Attanwir Bojonegoro. After completing all development stages, the study produced a Nahwu learning module based on a self-directed learning approach. The developed module has been validated by subject matter and media experts. In practice, the Nahwu module has proven effective in improving students' understanding of Arabic grammar independently, as it features well-structured content that is easy for students to grasp.

Keywords: Module; Learning; Self-Directed Learning; Arabic Grammar; Arabic learning.

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Pengembangan Modul Nahwu dengan Pendekatan Pembelajaran Mandiri untuk Pembelajar Tingkat Dasar

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Abstrak:

Kesulitan memahami materi gramatika bahasa Arab sering terjadi di kalangan siswa karena sulitnya memahami materi dalam bahan ajar Nahwu. Fenomena ini berdampak pada kurangnya pemahaman dan hasil belajar siswa. Penelitian ini bertujuan untuk mengembangkan modul pembelajaran Nahwu menggunakan pendekatan pembelajaran mandiri, agar siswa dapat memahamami materi nahwu dengan baik. Penelitian ini berenis penelitian R&D dengan langkah pengembangan ADDIE. Penelitian ini dilakukan di Madrasah Tsanawiyah Attanwir Bojonegoro. Setelah melakukan seluruh tahapan pengembangan, penelitian menghasilkan produk modul pembelajaran Nahwu dengan menggunakan pendekatan pembelajaran mandiri. Modul yang dikembangkan telah melalui uji validasi oleh ahli materi dan media. Dalam penerapannya, modul Nahwu ini efektif untuk meningkatkan pemahaman gramatika bahasa Arab siswa seacara mandiri, karena modul pembelajaran Nahwu ini memiliki karakteristik materi yang terstruktur dan mudah dipahami oleh siswa.

Keywords: Modul; Belajar; Pembelajaran Mandiri; Gramatika Bahasa Arab; Belajar Bahasa Arab.

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INTRODUCTION

Learning Arabic grammar is an essential component in the process of understanding Arabic sentence patterns (Natsir and As'ad 2024; Zaki et al. 2024). In the process of learning Arabic grammar, students often have difficulties in understanding the material well, and these difficulties stem from the lack of explanation of information in the learning material used (M. F. B. A. Hamid et al. 2020). This phenomenon results in a decrease in students' Arabic grammar comprehension and learning outcomes.

Self-directed learning (SDL) is a process in which individuals take the initiative to diagnose their learning needs, set goals, identify resources, select and implement strategies, and evaluate outcomes (Mubarak, Al Ahqaf, and Alsaied 2024; Ilmiani, Mubarak, and Samdouni 2023). This approach emphasizes student autonomy, control, and responsibility, making it a critical competency to adapt to the modern world's changing social and technological context (Kong and Lin 2023). The results of the study state that teaching Arabic for Special Purposes (ASP) requires transformation of methods, internet technology, and modules based on needs analysis to improve students' communication skills (Ghani, Daud, and Ramli 2019) The Nahwu module uses the SDL approach, an innovative offering of teaching materials for learning Arabic grammar at the basic level.

Amarin and Al-Saleh's research states that the use of color in designing learning aids significantly affects students' academic performance by increasing engagement, attention, and retention (Amarin and Al-Saleh 2020). The SDL principle in this nahwu module is converted concisely into nahwu learning materials, where students have full control over their learning process, both in setting goals, choosing materials, and assessing their abilities (Zhu 2021). Students can adjust the learning materials according to their respective needs and abilities (Mouhoubi-Messadh and Khaldi 2022). The nahwu module, which uses the SDL approach, displays Arabic grammar material with colored marks on the award material according to the discussion in each chapter. The color is used to give signs and make it easier for students to understand Arabic grammar material. The nahwu module also explains in detail the explanation and use of awards in each material contained in each chapter. These two elements are included in the nahwu module so that students are more interested in learning grammar and can understand Arabic grammar patterns well.

In principle, learning Arabic grammar aims to enable students to identify, understand, and make Arabic sentences by linguistic rules well (Safrullah et al. 2022). To achieve this goal, it is necessary to have innovative learning and be supported by special methods and approaches that are applied during learning (Marpuah and Sulton 2019).

The SDL approach is an alternative that can be implemented in learning Arabic grammar. SDL is one of the learning approach models that focuses on student independence in holistically identifying and understanding learning materials (Brookfield 2009). In its implementation, SDL uses three special stages: planning, monitoring, and evaluation. These stages aim to keep student learning structured, directed, and able to achieve learning goals well (Loeng 2020; Bhandari, Chopra, and Singh 2020). Rebecca Oxford states that cognitive and metacognitive strategies play an important role in independent learning (Oxford 1990). SDL is a comprehensive

learning model significantly improving students' cognitive, affective, and psychomotor competencies. By fostering independence, motivation, and practical skills, SDL prepares students for lifelong learning and adaptability in a variety of areas (Vaičiūnienė and Kazlauskienė 2023; Wasyilah, Yusrizal, and Ilyas 2021).

Research on the development of learning modules has been extensively conducted. A study conducted by Albassam and Zaharudin concluded that mobile learning applications can play a transformative role in education, especially in improving student engagement and achievement in subjects such as Arabic grammar (Albassam and Zaharudin 2023). This is also in line with Amin's findings that the development of the Basic Arabic E-Module not only meets urgent educational needs during the pandemic, but also serves as a reference for future digital learning resources in language education (Amin et al. 2022). Nufus also supports this in his study, which highlights the potential of motion graphic-based teaching materials to transform the learning experience in Islamic junior high schools, making it more engaging and effective for students (Nufus et al. 2022).

In addition to the above research, Walidah et al also developed an Arabic language learning module that focuses on developing the al-qowaid al-nahwiyah module by using. The results showed high quality with the rating of materials and media, and significantly improved student learning outcomes (Walidah et al. 2022). Moreover, Hamid et al. produced Arabic grammar learning module products to support students' grammar understanding and success (M. F. A. Hamid, Halim, and Sahrir 2020).

The relationship between this research and the previous research is that this research is in line with the development of nahwu learning modules, while the difference is that this research focuses on developing SDL-based nahwu modules for beginner levels. This research is considered important as an offer of innovation in learning Nahwu so that learning goals can be adequately achieved.

METHOD

This research is a type of R&D (Research and Development) research which aims to produce a new product using the ADDIE development stages (Sugiyono 2017). The product developed in this study is an Arabic grammar learning module with material sourced from the book Nahwu Wadhih, written by Ali Jarim and Mustofa Amin. This research was conducted at Madrasah Tsanawiyah Attanwir Bojonegoro; this school was chosen because it uses a semi-modern curriculum, with learning Arabic grammar using the book Nahwu Wadhih.

The data collection technique in this study uses observation, interview, and questionnaire dissemination techniques. Observation and interview techniques determine students' needs in learning Arabic grammar. The questionnaire is used to determine the validity of expert assessments and assessments of ease of use of the developed products. The questionnaire assessment is carried out by giving weight to each question's answer based on the Likert scale. Data analysis in this study uses the formula: $\underline{P = \frac{f}{n} \times 100\%}$ With explanation P: the percentage of questionnaire results, f: questionnaire answers, n: the collection of results of the entire questionnaire sample (Arikunto 2006). By using the interpretation of the percentage by Nugraha (Thoifah 2015).

Table 1. Percentage of Assessment

Percentage Assessment	Information
90%-100%	Excellent
80%-89%	Verry Good
70%-79%	Satisfactory
60%-69%	Fair
50%-59%	Poor
49%-Bottom	Very Poor

The table above interprets the large percentage obtained from the data analysis formula's tabulation results so that the results can be received accurately.

RESULTS AND DISCUSSION

Development of Teaching Module

The development of textbooks is a strategic aspect in improving the quality of learning, particularly in the context of Arabic language instruction for beginners. According to the *Textbook Development Guidelines* published by the Indonesian Ministry of National Education in 2008, textbooks should meet the criteria of being systematic, communicative, and contextual learning resources. An ideal textbook not only delivers content but also facilitates active and independent learning. In the context of elementary Nahwu instruction, the need for adaptive and easy-to-understand modules becomes crucial, considering the abstract and complex nature of the material for novice learners (Departemen Pendidikan Nasional Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Menengah Atas 2008).

The self-directed learning approach serves as the primary foundation in the development of the elementary Nahwu module (Hr et al. 2024). In this context, textbooks function not only as a medium for delivering information but also as learning tools that enable students to manage their own learning process independently. The module is designed with attention to a logical content structure, interactive presentation, and practical exercises that encourage active student engagement. In line with this, Hamidah emphasizes that textbooks based on self-directed learning have been proven to significantly enhance students' skills in understanding Arabic language structures (Hamidah et al. 2024).

Furthermore, the success of textbook development is also determined by the alignment between learning objectives, learner characteristics, and instructional design principles (Anwar, Kesuma, and Koderi 2023). The Nahwu module developed based on the guidelines of the Ministry of National Education emphasizes the importance of coherence among basic competencies, indicators, and learning materials. Thus, the development of the module takes into account not only linguistic aspects but also pedagogical aspects that focus on meaningful learning. As clearly stated in the guidelines of the Ministry of National Education, the quality of a textbook greatly depends on the author's ability to integrate content, presentation, and language elements in a comprehensive and systematic manner (Departemen Pendidikan Nasional Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Menengah Atas 2008).

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Analyze Stage

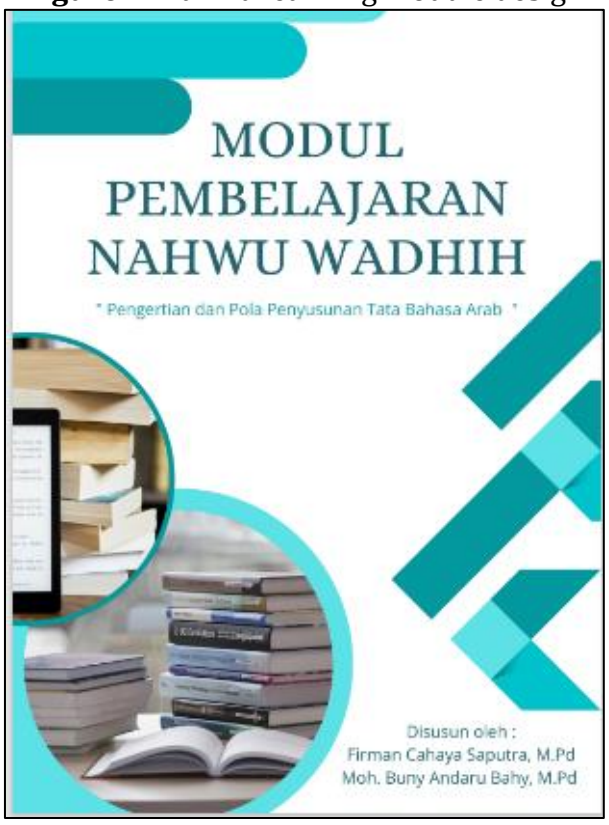
At the final stage, a needs analysis was conducted by conducting observations and interviews with teachers and 37 students to see the nahwu learning at Madrasah Tsanawiyah Attanwir Bojonegoro. This is done to discover the facts on how Nahwu learning takes place. The following results were obtained from observations and interviews: 1) Nahwu learning at Madrasah Tsanawiyah Attanwir Bojonegoro using the book Nahwu Wadhih. 2) Nahwu learning is only sourced from the book Nahwu Wadhih. 3) Students' understanding of the nahwu wadhih material is low. 4) Low student Nahwu scores at the time of daily evaluation and semester evaluation.

Based on the results of the needs analysis above, it is necessary to develop a Nahwu module using the SDL approach as an offer of a companion module to the Nahwu Wadhih book that can be used at Madrasah Tsanawiyah Attanwir Bojonegoro. The module aims to provide Arabic grammar material sourced from the book Nahwu Wadhih with color symbols and a more detailed explanation of the material using the SDL approach, because the level of comprehension and student learning outcomes is the main goal in learning Arabic grammar.

Design Stage

The product developed is in the form of a Nahwu module with an SDL approach. The module will contain SDL-based Arabic grammar learning materials: color symbols and detailed explanations of Arabic grammar. The Arabic grammar material in the nahwu module is sourced from the book Nahwu Wadhih, written by Ali Jarim and Mustofa Amin. With the design as a feature:

Figure 1. Nahwu learning module design



المبتدأ والخبر وتطابقهما

Mubtada'-Khabar (Jumlah Ismiyah) Dan Kesesuaiannya

Contoh:

1. النجمُ لامع
bintang itu berkilau
2. زينب مطيعة
zainab (pr) itu orang yang taat
3. التلميذان حاضران
dua murid (lk) itu telah hadir
4. البنتان مجتهدتان
dua anak (pr) itu bersungguh-sungguh
5. المحسنون ممدوحون
orang-orang baik itu dimuliakan
6. السيدات مهذبات
nyonya-nyonya itu orang yang lembut
7. الشجرات مورقات أو مورقة
pohon-pohon itu berdaun

: mubtada'

: khabar

Pembahasan Contoh:

Lihatlah mubtada' pada setiap nomor dari contoh di atas, dan keseimbagan antara mubtada' dan khabar:

Contoh 1: bahwa mubtada' berupa mufrad mudzakkar النجمُ begitu juga dengan khabarnya لامع,

Contoh 2: mubtada' berupa mufrad muannats begitu juga dengan khabarnya,

Contoh 3: mubtada' berupa mutsanna mudzakkar begitu juga dengan khabarnya,

Contoh 4: mubtada' berupa mutsanna muannats begitu juga dengan khabarnya,

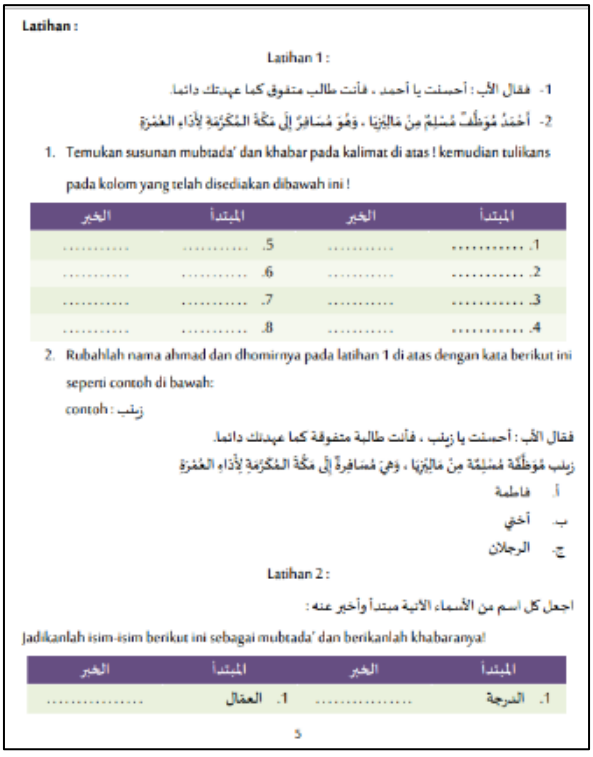
Contoh 5: mubtada' berupa jama' mudzakkar 'aqil begitu juga dengan khabarnya,

Contoh 6: mubtada' berupa jama' muannats 'aqil begitu jugan dengan khabarnya,

Contoh 7: jika mubtada'nya berupa jama' muannats dalim lighairi al 'aqil atau jama' taksir lighairi al 'aqil maka khabarnya bisa berupa jama' muannats atau mufrad muannats.

Kaidah:

(102) الخبر يطابق المبتدأ في الإفراد والتثنية و الجمع و التذكير و التأنيث.



Latihan :

Latihan 1 :

1- فقال الأب : أحسنت يا أحمد ، فأنت طالب متفوق كما عهدتك دائما.

2- أَحْمَدُ مُوَظَّفٌ مُسْلِمٌ مِنْ مَالِيزِيَا ، وَهُوَ مُسَافِرٌ إِلَى مَكَّةَ الْمُكَرَّمَةِ لِأَدَاءِ الْعُمْرَةِ

1. Temukan susunan mubtada' dan khabar pada kalimat di atas ! kemudian tulikans pada kolom yang telah disediakan dibawah ini !

المبتدأ	الخبر	المبتدأ	الخبر
..... .1	.....	5	.....
..... .2	.....	6	.....
..... .3	.....	7	.....
..... .4	.....	8	.....

2. Rubahlah nama ahmad dan dhomirnya pada latihan 1 di atas dengan kata berikut ini seperti contoh di bawah:

contoh : زينب

فقال الأب : أحسنت يا زينب ، فأنت طالبة متفوقة كما عهدتك دائما.

زينب مُوَظَّفَة مُسْلِمَة مِنْ مَالِيزِيَا ، وَهِيَ مُسَافِرَةٌ إِلَى مَكَّةَ الْمُكَرَّمَةِ لِأَدَاءِ الْعُمْرَةِ

أ. فاطمة

ب. أخي

ج. الرجلان

Latihan 2 :

اجعل كل اسم من الأسماء الآتية مبتدأ وأخبر عنه :

Jadikanlah isim-isim berikut ini sebagai mubtada' dan berikanlah khabaranya!

المبتدأ	الخبر	المبتدأ	الخبر
1. المرجة	.....	1. العقال	.....

5

Figure 1 shows the design of the Nahwu Wadhih Learning Module using the SDL approach. The design begins with a module cover, table of contents, nahwu materials, and practice questions. The cover uses bright colors that say "Nahwu

Wadhih Learning Module." In collaboration with blue, white is a color that many people like. This color is used to attract students' interest in learning.

Furthermore, in the material of this research module, color symbols are used to provide Arabic grammatical signs following the rules, such as the red symbol indicating mubtada' and the green symbol indicating khabar. In addition, the module also explains the discussion of examples in more detail. Using symbols and detailed explanations of the material, the SDL approach intends to provide students with a comprehensive understanding of Arabic grammar when learning independently (Deviana et al. 2022). At the practice stage, this module displays colored exercise columns accompanied by Indonesian commands, so that students can understand the commands well.

Characteristics of Nahwu Module with Self-Directed Learning Approach

At the design stage of developing Arabic grammar learning modules using the SDL approach. This nahwu module has been designed:

Structured and Easily Accessible Materials

The nahwu module with the SDL approach contains material that is structured and easy for students to understand. This is by what Wahidah et al. conveyed, which is that structured modules can increase students' understanding of the learning material (Wahidah, Ibrahim, and Muslim 2019). In addition, the ease of access and clarity of the material contained in the learning module can also affect students' interest in learning (Niar and Inayati 2024).

The material listed in the nahwu learning module contains color symbols and detailed explanations following each chapter's discussion of Arabic grammar. Using symbols and explanations aims to give students a comprehensive understanding of good Arabic grammar patterns. This is following Rupia's opinion, that the preparation of learning materials should be well-prepared, so that learning goals can be achieved optimally (Rupia 2022).

The module emphasizes on independent learning

Independent learning is an individual process of learning without the help of others, but the learning is supported by media that is relevant to the material to be studied (Matreshina et al. 2022). One of the media that can support independent learning is a companion module that can provide a detailed explanation of the challenges of the material to be studied (Andriani and Dwiningsih 2024).

The Nahwu learning module uses the SDL approach to provide opportunities for students to learn and understand the material independently. In the process, independent learning has many positive impacts on students, namely, independent learning can provide a more substantial experience and understanding of the material, which can later improve student learning outcomes more optimally (Muhammad Kafahulloh and Mohamad Zaka Al Farisi 2024; Lestari et al. 2024). In addition, independent learning can also be carried out wherever students are, and students can adjust the material they want.

Development Stage

In research and development (R&D), the validation stage is essential to ensure the reliability and effectiveness of the developed product or system. Expert

validation involves assessment and feedback from individuals with specialized knowledge in the relevant field (Zihlmann and Mazzaia 2022). Validation is carried out to assess the feasibility and usefulness of the developed product (J, Eldarni, and Rahmi 2019). The researcher distributed the questionnaire sheet to the subject matter experts. The questionnaire contains an assessment of the suitability of the material's content for learning Arabic grammar, with a total of 10 questions using a scale of 1 to 5 to assess the validity of the material. After the validity assessment by the material expert, the subject matter expert gave a score of 48 or 96% of the maximum value of the questionnaire. From this assessment, it can be concluded that the material in the nahwu module is under the objectives of learning Arabic grammar.

Table 2. Results of the material validation questionnaire assessment

Material Validation	Validator I				
	HF	F	MF	LF	NF
The material presented includes the material listed in the learning objectives and indicators	✓				
The materials prepared support the achievement of learning objectives and indicators	✓				
Truth and clarity of the content of the material presented	✓				
The material presented uses language that is easy to understand	✓				
Systematics of the presentation of the Nahwu module	✓				
The presentation of the meter is complemented by "examples, discussions, theories, and practice questions."		✓			
The Nahwu learning module is equipped with practice questions to actively and effectively practice independent learning and increase understanding	✓				
Suitability of the content of the material with the level of difficulty of the practice questions	✓				
Each material is equipped with various forms of practice questions	✓				
Overall, the nahwu material used follows the concept of developing learning modules		✓			

HF : Highly Feasible
F : Feasible
MF : Moderately Feasible
LF : Less Feasible
NF : Not Feasible

Furthermore, the researcher distributed a questionnaire to design experts to assess the suitability of the Nahwu module with the SDL approach. The questionnaire had 10 questions related to the suitability of the color design and explanation of the Nahwu module using the SDL approach. After a validity

assessment by a design expert, the Nahwu module gave a score of 47 or 94%, which means that the design in the Nahwu module that has been developed follows the SDL approach and is suitable for learning Arabic grammar.

Table 3. Results of the media validation questionnaire assessment

Material Validation	Validator II				
	HF	F	MF	LF	NF
Compatibility of the Nahwu learning module covers (color composition, images, and writing)	✓				
Compatibility of the display combination of the Nahwu learning module (color composition and writing)		✓			
Digital book design does not use many font combinations	✓				
Clarity of writing in the material (font type, font size, and font color)	✓				
Suitability of color symbols used in the material	✓				
Attractiveness and clarity of the design of the Nahwu learning module materials	✓				
Ease and collapse of the design of the Nahwu learning module materials	✓				
Organizing the sequence (presentation of examples, presentation of discussions, presentation of rules (theory), and presentation of practice questions)		✓			
Nahwu learning module is easy to use	✓				
The overall layout of the Nahwu learning module is interesting		✓			

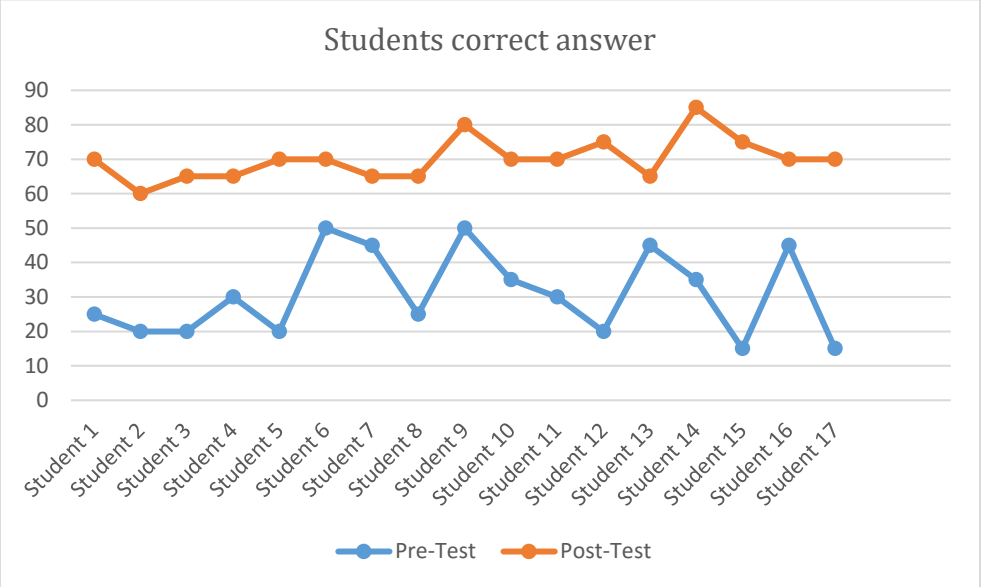
HF : Highly Feasible
F : Feasible
MF : Moderately Feasible
LF : Less Feasible
NF : Not Feasible

From the two expert assessments, it can be concluded that the nahwu learning module developed is per the principles of development of Arabic grammar modules, both the material and the design using the SDL approach, and students can use this module to understand Arabic grammar material independently. The Arabic grammar learning module can be accessed at the following barcodes:

Implementation Stage

After conducting the development stage. The next step is the product implementation stage. To determine the effectiveness of product use. The researcher conducted a pretest and posttest on students who used the nahwu module using the SDL approach with a total of 10 questions representing the material that the students had learned. The pretest and posttest samples were taken from class VIIIC students at Madrasah Tsanawiyah Attanwir Bojonegoro. The sampling was based on the heterogeneous nature of class VIIIC students, with a total of 30 students. After conducting the pretest and posttest, the researcher obtained the following results:

Figure 2. Student pretest and posttest scores



The graph above shows that students' correct answers increased after using the SDL based nahwu module. In addition, the researcher also measured the level of effectiveness of using the module using the T-test by entering each student's score during the pretest and posttest into the SPSS application. Here are the results of the T-test:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	30.8824	17	12.27743	2.97771
	POST TEST	70.0000	17	6.12372	1.48522

Paired Samples Correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	PRE TEST & POST TEST	17	.145	.289	.577

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower
Pair 1	PRE TEST - POST TEST	-39.11765	12.89807	3.12824	-45.74922

Paired Samples Test

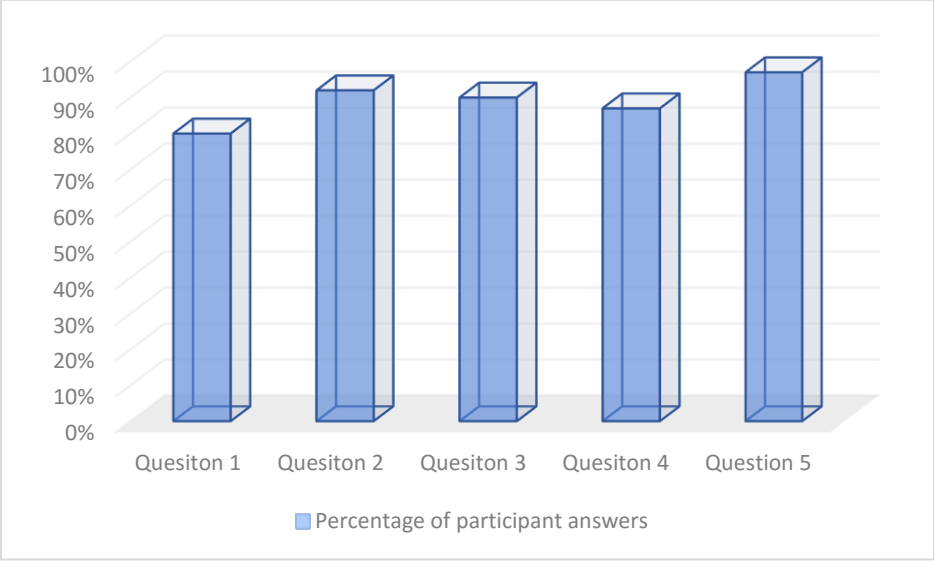
		Paired Differences			Significance	
		95% Confidence Interval of the Difference Upper	T	df	One-Sided p	Two-Sided p
Pair 1	PRE TEST - POST TEST	-32.48607	-12.505	16	<,001	<,001

The data processing table of the t-test (paired sample t-test) shows the result of sig (2-Tailed) = 0.00. If the value of the significance result of the t-test is less than 0.05, then there is a significant difference in the results of the pretest and posttest that have been implemented. From these results, it can be concluded that the development of the nahwu module based on self-directed learning is effective in improving the competence of basic level learners.

Evaluation Stage

After the implementation stage is carried out, the next stage is the evaluation stage. Evaluation is carried out to assess the module used. This assessment is taken from students who have used the nahwu module by filling out a questionnaire provided by the researcher. The questionnaire contains an assessment of the appearance of the module, clarity of writing and suitability of content colors, ease of understanding the module material independently, the module can increase learning motivation, and the suitability of the module material for student needs.

Figure 3. Percentage of student answers



From the percentage of the value above, it shows that the development of this nahwu module received a very good assessment from students. However, students also provided input and suggestions for this nahwu module to be made into a digital module, so that students can access the module via smartphone and they can learn whenever and wherever they want.

CONCLUSION

Self-Directed Learning (SDL) is an essential skill for adapting to the complexities of modern life and encouraging lifelong learning. While offering significant benefits, effective implementation requires careful consideration of learners' individual needs and appropriate support mechanisms. Educators can help learners develop the autonomy, motivation, and skills necessary for continued personal and professional growth by integrating SDL strategies into educational practice. This research produced a Nahwu learning module using the SDL approach for the basic level. The resulting products have been following the concept of module development, both in terms of material and design. Furthermore, this module can be a companion module for learning Arabic grammar. This research is still limited to developing printed Arabic grammar modules; further research is needed to develop more contemporary modules to convey Arabic grammar material properly.

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