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## Development of the Arabic Grammar (*Nahwu*) Textbook *Al-Ajrumiyyah Al-Qur'aniyyah* based on the Scaffolding-Structure

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### ABSTRACT

This study was conducted to meet the needs of *Nahwu* textbooks in Islamic boarding schools based on the scaffolding-structure based on the *Al-Ajrumiyyah Al-Qur'aniyyah* book by adhering to the applicable *Nahwu* principle. The research method used is ADDIE model development research. This textbook has innovations in the form of a comprehensive concept map, the application of scaffolding theory with sentence patterns from examples of verses of the Qur'an, and a quick response code containing interesting learning content. The textbook is very valid and can be implemented after going through the validation test with the presentation of the results of material validation 95.45%, media validation 89.18%, and validation of learning 95.92%. The effectiveness test with paired t-test shows that the book being developed has a significant effect on student learning.

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### Keywords

Al-Ajrumiyyah; Nahwu; Scaffolding; Structure

### مستخلص البحث

أجري هذا البحث لسد احتياجات الكتاب المدرسي في المعاهد الإسلامية القائم على السقالات البنوية القائم لكتاب الأجرومية القرآنية من خلال الالتزام بمبدأ النحو التطبيقي. طريقة البحث المستخدمة هي البحث التطويري بنموذج ADDIE. يحتوي هذا الكتاب المدرسي على ابتكارات في شكل خريطة المفاهيم الشاملة، وتطبيق نظرية السقالات مع أنماط الجمل من أمثلة آيات القرآن، ورمز استجابة سريعة يحتوي على محتوى تعليمي مثير للاهتمام. الكتاب المدرسي صالح للغاية ويمكن تنفيذه بعد اجتياز اختبار التحقق من الصحة مع تقديم نتائج التحقق من صحة المواد بنسبة ٩٥,٤٥٪، والتحقق من صحة الوسيلة التعليمية ٨٩,١٨٪، والتحقق من صحة التعليم ٩٥,٩٢٪. يوضح اختبار الفعالية مع اختبار t المقترن أن الكتاب الذي يتم تطويره له تأثير كبير على أنشطة تعليم الطلاب.

النحو: الأجرومية: السقالات: البنوية

كلمات أساسية

## INTRODUCTION

Arabic in Indonesia has a function and position as a foreign language and the language of Islamic Religion and its culture (Muradi, 2013)(Salim, 2015). Arabic as a foreign language is related to Arabic as a means of diplomatic (political), economic, socio-cultural, and educational communication on an international or global scale. Meanwhile, according to (Abdurochman, 2016) and (Khasanah, 2016), Arabic is related to the religion of Islam and Islamic history, which is to learn Islam both from the Al-Quran, Hadith, and other Arabic texts. Wahab (2014) went on to say in his research that Arabic, the Arab world's internal language, is the United Nation's official language, not just for Islamic studies but also for the advancement of science and knowledge.

*Nahwu* (Arabic grammar) is a branch of science in pure Arabic (Hidayatullah, 2017; Hudlori, 2017) starts when the Arabic language and literature extend, making it possible to learn *Nahwu* (Arabic grammar) to prevent reading errors and to understand (Hudlori, 2017). To put it another way, *Nahwu* science or Arabic grammar is one of the sciences that must be learned while studying Arabic as a foreign language or as the language of the Islamic faith in order to understand the Koran and other sources of law (Sehri, 2010) since it is one of the assets for understanding the Koran and other sources of law. Reading, writing, and speaking with fluency, quality, and accuracy in mind (Mustafa, 2018; Nugroho, 2016).

The majority of *Nahwu* learning in Indonesia, especially in Islamic boarding schools, is devoted to studying other sciences (Aliyah, 2018; Baharuddin, 2014). For example, to understand the Qur'an, ancient Arabic book (a.k.a yellow books), and so on, so that almost all Islamic boarding schools teach *Nahwu* with various kinds of textbooks. However, *Nahwu* still gives a difficult impression for students (Wahyono, 2019) because the sentence patterns are different from other languages, and it also have the various sentence structures. And according to observations made by researchers so far, it is taught only by theoretical with little practice, so this is far from teaching *Nahwu* functionally (Hidayat, 2012).

Among the problems of learning *Nahwu* that often occur, are those that use the Arabic-*pegon* translation technique (Javanese wrote with Arabic alphabet) which is theoretical and has little practice. Among the weaknesses, namely the learning process which takes a long time, then there is a determination of the wrong meaning which results in a translation error as a whole and students tend to be left behind in teaching and learning activities as well as difficulties in distinguishing the Arabic letters Pegon and Arabic letters so that students tend to find it difficult to read what is he wrote (Sa'adah, 2019). Whereas *Nahwu* learning according to research (Albab, 2015) show that *Nahwu*

learning also contributes to student language performance to understand and use it.

*Nahwu* learning is widely used in Indonesia both in schools and Islamic boarding schools (Suheri, 2017). *Nahwu* is on the book that is always there and is taught in Islamic boarding schools because *Nahwu* along with Sharaf science is a tool for studying other sciences. The *Nahwu* script used in the pesantren also varies according to the grade level and the student's abilities. According to (Aliyah, 2018) several *Nahwu* books taught in traditional Islamic boarding schools include *Áwamil, Jurmiyah, Imriti, Mutammimah, Alfiyah, Qathran Nada', Qawaíd Al-I'rab, Qawaíd ALLughah Al-Árabiyyah, and Nahwu Wadhih*, and so on. The books are also taught with different methods, including Deductive Methods, Inductive Methods, Methods of Grammatical and Translation, and so on.

Then from the explanation above, the researchers are interested in discussing the *Nahwu* learning model or approach with another concept, namely implementing the scaffolding theory. This theory was initiated by Lev Semenovich Vygotsky or who is famously known as Vygotsky (Sutiarso, 2009), namely the provision of assistance to students by teachers who in a lesson then reduce the assistance little by little until no help at all or independently (Fitriani et al., 2014) So far, this theory has been widely applied in learning science with science and technology clusters, especially in the field of learning mathematics and physics (Damayanti, 2016; Kurniasih, 2012). As for the language field, as implemented by (Zamahsari et al., 2019) scaffolding is applied in Indonesian language learning for foreign speakers. Therefore, the researchers are also interested in applying the scaffolding theory to Arabic learning because this scaffolding theory can help teachers to find student difficulties and help students solve problems created by the teacher as a learning model (Fauziah et al., 2015), as it applied for special or inclusion classes (Jannah et al., 2019).

Besides, Arabic grammar as described above is something that must be learned for Arabic learners. It has a structure that according to some people who has a high level of difficulty. So special approaches and learning models that are intensive and applicable are needed to help learners to overcome student learning difficulties (Ishak, 2018). In this case, the writer raises a scaffolding-structure concept, which is an adaptive-collaborative concept between scaffolding theory and the grammatical structure of Arabic. Actually, the concept of scaffolding-structure is the development of grammar learning which is initially based on a sentence pattern where the assistance provided by the teacher at the beginning of the lesson is an example of the sentence the pattern is taken from. As applied by (Jauhar, 2017) in his book entitled *In Al-Qur'an: Expression, Patterns, and Examples of Their Use in Sentences* and (Muzdalifah, 2020) in her research entitled *Istitsna 'in Surah Al-An'am: Meanings and Its Implications*.

## METHOD

A development research model is seriously used in this study. This research is carried out in order to develop and test a specific product (Sugiono, 2016). The ADDIE creation model is the model that researchers use. The initial data was gathered by assessing the field's needs as well as the Islamic boarding school curriculum. The researcher then creates and designs book items based on the findings of the needs study. The instrument validation test kicks off the production stage. This instrument was created using industry principles that have been used by previous researchers (Ikhsan, Hady, & Sukriono, 2019). Three experts in their fields validate the content, media, design, and learning in the books that have been developed as part of this research.

The implementation stage was also completed at Malang's Darul Faqih Islamic Boarding School. This Islamic boarding school was chosen for a variety of reasons, including the study location's affordability, the characteristics of students from different regions, and the huge *Nahwu* learning model that was introduced. The model instructor began by administering a pre-test before implementing the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook. After analyzing the pre-test data, it was discovered that the average *Nahwu* value was 47.48. This demonstrates the pesantren's poor command of *Nahwu* material. The researcher then used the developed *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook to perform intensive learning. Following the care of textbook use, students took a post-test on the content being taught. Students also complete a questionnaire on textbook user responses as a form of practicality test for the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook, which will be used for data analysis.

The final stage, namely evaluation, is the stage in which the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook is evaluated based on user criticism and suggestions in order to improve the book products produced. The level of efficacy and viability of the product are the evaluation's outcomes. Every phase of the development process is evaluated as well. Expert validators provide guidance on the items produced so that this textbook can be used in the teaching and learning process.

Three validators and 31 students from Darul Faqih Islamic Boarding School in Malang participated in this report. The data in this analysis is qualitative, in the form of notes written and spoken by the validator, and quantitative, in the form of validation questionnaire ratings, practicality checks, and statistical measurements from the pre-test and post-test with the paired T-test.

The practicality test for the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook uses an evaluation questionnaire aimed at students, specifically students from Darul Faqih Indonesian Islamic Boarding School's 2nd level, with

several requirements for the practicality of textbooks by evaluating the ease, attractiveness, and usefulness of textbooks. After that, expert validators process the data in the Validation Analysis.

Table 1. Product Validity Criteria

Percentage	Validity Criteria
86-100	Very Valid
71-85	Valid
56-70	Enough Valid
41-55	Less Valid
25-40	Invalid

Table 1 describes the percentage of validity based on Arikunto (2002). The data to be measured is based on the validator rating on a product.

Table 2. Criteria for Product Practicality

Percentage	Practicality Criteria
86-100	Very practical and can be used without revision
71-85	Practical and usable but needs minor revisions
56-70	Practical enough it is recommended not to use and revise
41-55	Quite practical and should not be used
25-40	It's impractical and shouldn't be used

Table 2 describes the percentage of practicality based on Arikunto (2013). The data to be measured is based on the validator rating on a product. The textbook effectiveness study was then shown from the paired t-test results using SPSS 25 for Windows, based on the pre-test and post-test ratings. The following parameters were used to describe the paired t-test results: (2)  $P \text{ value} > 0.05$ , the difference in pre-test and post-test scores did not significantly increase, and the scaffolding-structure dependent *Nahwu Al-Ajrumiyyah Al-Qur'aniyyah* textbook was declared ineffective; (3)  $P \text{ value} > 0.05$ , the difference in pre-test and post-test scores did not significantly increase, and the *Nahwu* textbook was declared ineffective.

## RESULTS & DISCUSSION

This development research resulted in a Scaffolding-Structure based *Nahwu Al-Ajrumiyyah Al-Qur'aniyyah* textbook. The initial idea of developing this book was based on the needs of *Nahwu* teachers from several Islamic boarding schools because there were still only a few applicable *Nahwu* textbooks

that came directly from the Al-Qur'an and contained representative learning objectives and indicators as well as students' needs for interesting *Nahwu* textbooks to understand Al-Qur'an and other Arabic texts based on preliminary research conducted by researchers. Then coupled with the lack of *Nahwu* textbooks that accommodate various student learning styles, this makes researchers excited to research the development of *Nahwu* textbooks with the Al-Ajurumiyyah book because it is a book that is widely used in Islamic boarding schools. As it is known, the need for textbooks is absolute in learning (Syaifullah & Izzah, 2019).

The scaffolding-structure used in the construction of the *Nahwu Al-Ajurumiyyah Al-Qur'aniyyah* textbook is based on help and sentence patterns. In other words, learning sentence patterns that is implemented in each chapter by using the student's initial knowledge, and intensive teacher instruction at the start is the stage of providing initial assistance, which then becomes the provision of students in understanding subsequent chapters, namely in the form of assistance to understand the next chapter.

In learning the sentence pattern is used by the chapter being taught by providing a stimulus in the form of the position of each word according to the previously mastered chapter so that the result is that each student can make the same pattern without seeing and imitating the examples being taught. For example, sentences that are taught not only from the closest student's daily themes but also from the Koran, hadith, or other Arabic books to train students to understand Arabic references. The results of the needs analysis showed that 92.85% of *Nahwu* teachers from 9 samples of pesantren and 93.37% of students from 49 samples of pesantren as well as the results of observations and interviews in Darul Faqih Islamic Boarding School Malang requires the development of an interesting *Nahwu* textbook and makes it an easy way to understand the Qur'an.

It includes a representative definition map in addition to text from Al-Ajurumiyyah and theoretical explanations. Concept maps, as seen in previous research, will support in understanding and improving student learning outcomes (Qomaruddin, 2018). In addition, to meet the needs of students and their preferred learning styles. The *Nahwu Al-Ajurumiyyah Al-Qur'aniyyah* textbook has been built according to the requirements for content, media, and learning with textbooks, and it has the benefit of fast response code (QR-Code) technology, which contains interesting learning videos and articles to help students' learning.

After the researcher conducted various validity and practicality tests and received positive results, the textbook *Nahwu Al-Ajurumiyyah Al-Qur'aniyyah* based on scaffolding-structure was classified as valid and accurate. This textbook

can help students develop their abilities and learning outcomes in the *Nahwu* subject, as the context discussed above. The results of validation by content, media, and field learning experts are summarized below

Table 3. The results of the material expert validation

Rated aspect	Percentage	Criteria
Suitability of material with Learning Objectives and Indicators	100	very valid
The suitability of the material with <i>Nahwu's</i> theory and study	100	very valid
Accuracy of Material	95,56	very valid
Up-to-date material	88	very valid
Contextual, Constructivist and Scaffolding-Structure	96,67	very valid
Assessment of Language Rules	92,50	very valid
<b>Total</b>	<b>95,45</b>	<b>very valid</b>

Table 3 show that the material in the *Nahwu Al-Ajrumiyyah Al-Qur'aniyyah* textbook that has been established is considered very suitable for use by expert validators, as shown in the table above. As shown by, the percentage that displays the number 95.45%. The *Nahwu Al-Ajrumiyyah Al-Qur'aniyyah* textbook is then evaluated from the perspective of a learning medium, in addition to the material aspect. As outlined in the table below:

Table 4. Validation results of Media Experts

Rated aspect	Percentage	Criteria
Design of textbooks	81,54	Valid
Design of textbook material	86	Valid
Utilization of technology	100	Very valid
<b>Total</b>	<b>89,18</b>	<b>Very valid</b>

Table 4 describes the average value obtained in the *Nahwu Al-Ajrumiyyah Al-Qur'aniyyah* textbook's media evaluation, namely: textbook design, textbook material design, and the use of technology, is 89.18 percent, indicating very valid qualifications and suitability for use. One of the factors that influences student learning progress is learning media. As a result, the preparation of learning media must be as appealing as possible in order to meet the learning needs of students (Faedurrohman, 2018). The *Nahwu* learning experts then conducted a validation test to ascertain the viability of introducing textbook products as in Table 5

Table 5. Learning Expert validation results

Rated aspect	Percentage	Criteria
Conformity with the principles of <i>Nahwu</i> learning development	90	Very valid
Suitability of material with Learning Objectives and Indicators	100	Very valid
Accuracy of Material	97,78	Very valid
Up-to-date material	88	Very valid
Contextual, Constructivist and Scaffolding-Structure	98,18	Very valid
Learning Implementation Plan (RPP)	100	Very valid
Assessment of Language Rules	97,50	Very valid
<b>Total</b>	<b>95,92</b>	<b>Very valid</b>

Table 5 describes the validation test by field learning experts, namely the *Nahwu* instructor, against the *Nahwu Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook created by the researcher, yielded a result of 95.92 percent in the table above. In other words, it is very true, particularly in terms of learning. The textbook products of the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook were then evaluated in terms of practicality in addition to the validation exam.

Table 6. The results of the validation of the Student Practicality Test

Rated aspect	Percentage	Criteria
Komponen dalam buku ajar	90,60	Very Practical
Kebahasaan dalam buku ajar	90,41	Very Practical
Penyajian buku	92,65	Very Practical
Tampilan buku ajar	90,16	Very Practical
Manfaat buku ajar	93,74	Very Practical
<b>Total average</b>	<b>91,51</b>	<b>Very Practical</b>

Table 6 shows the practicality test results of the *Nahwu Al-Ajurumiyah Al-Qur'aniyyah* textbook products based on the scaffolding structure show that the practicality level of the book with a percentage of 91.51% is said to be very practical to use. The elements assessed in this practicality test include components in textbooks, textbook language, presentation, appearance, and benefits of textbooks. The practicality test was carried out by distributing questionnaires to 31 students at level 2 of the Darul Faqih Islamic boarding school in Malang.



Table 7. The Result of Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std.	95% Confidence Interval				
				Error	Lower				Upper
Pair	PRE TEST	-36.00000	14.16098	2.5433	-	-30.80571	-	30	.000
1	- POST TEST			9	41.19429		14.154		

Table 7 shows the results of the effectiveness test indicate that the *Nahwu* textbook that has been created is extremely successful. This measure includes a pre-test and a post-test, with a 36-point improvement in value. SPSS 25.0 for Windows was used to analyze the results, yielding a data significance value of 0.200 for the pre-test and 0.97 for the post-test.  $p > 0.05$ , according to a Kolmogorov-Smirnov report. The pre-test and post-test data are both normally distributed and meaningful, as shown above. A paired t-test was used to determine effectiveness. The test results revealed that  $p = 0000.05$ , implying that the *Nahwu Al-Ajurumiyyah Al-Qur'aniyyah* textbook, based on the scaffolding structure, was able to substantially improve student's skills. As other studies in learning scaffolding theory improve student learning outcomes (Sari & Edy, 2017) in the form of learning strategies (Yuntawati, 2017), learning models (Rachmawati, Nia, 2016) (Fitriani et al., 2014), learning media, books (Budaeng et al., 2017) and teaching materials (Badri et al., 2019), even scaffolding theory also increases student's learning motivation and makes it easier for students to learn (Gonulal & Loewen, 2018). This shows that scaffolding theory is suitable for use in the learning. It is possible to have a better grasp of the processes involved in teaching and learning by using scaffolding. In addressing such difficulties, it is also important to consider the role of language in learning, as well as the relationship between language and education in the context of schooling (Hammond, 2001).

## CONCLUSIONS

The Scaffolding-structure based *Nahwu Al-Ajurumiyyah Al-Qur'aniyyah* Textbook was developed for boarding school students as well as for other students who want to learn applicative *Nahwu*. The development of this *Nahwu* textbook is an idea or an offer of solutions to problems, there are still only a few applicative *Nahwu* books that also accommodate student's learning styles. The Scaffolding-structure-based *Nahwu Al-Ajurumiyyah* Textbook has the concept of *Nahwu* learning with a combination of *Anmath al-jumal* learning (sentence patterns) with the help of these sentence structures or the

position of each word that students can apply and develop to hone their skills. Then in the future, the researcher hopes that this development research can be carried out again by adding chapters or material to the *Nahwu* textbook that has been developed, testing the effectiveness of using the Scaffolding-structure-based *Nahwu* Al-Ajurumiyah textbook, as well as adding other technological features besides QR-Code. This book has emphasized the principle of applicable *Nahwu* as well as theoretical *Nahwu*, so that the hope of the author of this book can be utilized and used as well as possible as a *Nahwu* textbook in Islamic boarding schools or outside

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