The Effectiveness of the Deductive Method in Increasing the Mastery of Nahwu-Sharaf

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Abstract: This article aims to analyze the application of deductive methods in Nahwu and Sharaf learning in Arabic language education. This method emphasizes giving general rules or theories first, followed by examples and application exercises, thus helping students understand complex grammatical concepts systematically and logically. This study uses a literature review approach by examining various relevant reference sources. The results of the study show that the deductive method is effective in facilitating the understanding of the material, especially for complex material, but has a weakness in the form of a class atmosphere that tends to be passive. The conclusion of this article emphasizes that the use of deductive methods must be combined with other media and methods so that learning becomes more interactive and interesting, so that the goals of learning Arabic can be achieved optimally.

Keywords: Deductive method, nahwu-sharaf, effective, Arabic.

INTRODUCTION

In general, in the world of education, learning methods play a very important role in delivering learning materials to students, both early childhood education, primary education, secondary education, and in higher education. However, it is undeniable that most educators still do not master the learning methods that will be used for the learning process. The method is a step used to implement the plan that has been prepared in real activities so that the goals that have been prepared are optimally achieved. In the world of education, there are various teaching methods, which in their use must be adjusted to various things, such as the situation and conditions of ongoing teaching and learning activities, available facilities, and so on must be adjusted to the educational goals to be achieved (Noza, Wandira, & Gusmaneli, 2024).

The teaching methods used in learning nahwu and sharaf greatly affect students' understanding. One of the methods that can be applied In order for students to master Arabic well, a teacher can master various types of Arabic teaching methods (Afriati, 2023). As for the learning process of Nahwu and Sharaf, there are various methodological methods that can be used. One of the methods that is often used in various traditional and modern

educational institutions is the 'deductive method' (Putra, Saputra, Rozi, & Pratama, 2023). The Deductive Method is a method that the process of conveying rules in general first, then followed by examples of these rules. In other words, students are first introduced to grammatical theories or laws, then they are asked to apply them in text analysis or practice questions (Adi Supardi, Gumilar, Abdurohman, Al, & Tasikmalaya, 2022).

The science of Nahwu and Sharaf is the two main branches of Arabic science that have an important role in understanding the grammatical and morphological structure of the Arabic language. Nahwu, according to classical scholars' terms, is limited to the discussion of problems (i'rab and bina), which is the determination of the end line of a word according to its position in a sentence that they define as follows: Nahwu are rules that can recognize Arabic words, both in terms of i'rab and bina' (Mualif, 2019). Shorof is a branch of science or science that has a role in recognizing the form of basic words in Arabic and knowing how to change them according to the meaning they want to make by mentioning them.

This root word in Arabic is a past tense verb. Meanwhile, we interpret the science of shorof itself with morphemes and its science is morphology (Sudradjat, 2021). The use of deductive methods in learning nahwu (Arabic grammar) and sharaf (morphology) is closely related to traditional approaches in Islamic education, especially in the study of classical Arabic in Islamic boarding schools, madrasas, and other Islamic institutions. The deductive method is considered to have advantages in presenting a systematic material that is orderly and easy to control by the teacher. In the context of Nahwu and Sharaf learning, this method allows students to understand the structure of the Arabic language rationally and logically because it starts from general principles that are then applied to specific cases. However, the effectiveness of this method largely depends on the student's ability to understand abstract concepts before looking at their application in practice.

METHODS

This article was written using the library research method. Literature review is the activity of studying and reviewing various reference sources or literature that have been written by previous researchers and are related to our research topic. The content can be in the form of reading materials that have been read and analyzed, both those that have been published and those that are still in private collections. Literature review is also often associated with theoretical foundations, which are theories used to help analyze research objects. The form is usually in the form of paragraphs from literature that are used as a basis or foothold in compiling scientific writing (Hadi & Afandi, 2021). In this article, the data obtained as a reference in writing is in the form of books, articles. and several other sources of data or information that are considered relevant to the study. This article will describe the deductive method in learning the science of nahu and Sharaf.

RESULTS

Definition of Deductive Methods and Learning of Nahwu and Sharaf. The deductive approach is a thought process that is based on statements that are general to specific things using certain logic. Deductive learning is a learning strategy that prioritizes general to specific reasoning. The deductive approach is one of the methods of teaching deduction and logical reasoning that requires the stimulation of students' minds and plays a positive role during learning. This method helps teachers move the student's mind from the college to the molecule, through student research, to divide information into its main elements and realize a reciprocal and interconnected relationship between them (Adi Supardi et al., 2022).

Therefore, we can define the deductive method as a deductive teaching method that starts from the rules and goes to the example, starting with general teaching and ending with a specific one. Thus, the deductive method is thinking that moves away from things that are general, applied or directed to specific things or a shift of mind from general rules

and provisions that are recognized as valid to specific provisions, where the conclusion starts from the general rule and partly to achieve a result that can be applied to new examples. Nahwu in language means path or direction, while in terms of term, nahwu is a collection of rules used to understand the condition of words in Arabic, both in terms of i'rab and bina'. The science of nahwu is a set of linguistic rules that emerge after the language itself exists. These rules were born due to errors in the use of language. Therefore, studying nahwu aims to enable language speakers to be able to express ideas and understand Arabic correctly, both orally and in writing (Ritonga, 2024).

So it can be said that nahwu learning is the process of learning various rules and rules in Arabic that aim to enable a person to understand the structure and function of words well. Through learning nahwu, it is hoped that Arabic speakers can compose sentences correctly, avoid mistakes in language, and be able to convey thoughts and understand the meaning of Arabic correctly, both orally and in writing.

Sharaf linguistically means change or shift. Meanwhile, in the sense of the term, shoraf is a science that discusses how a root word is changed to various other forms, thus producing new meanings that arise as a result of these changes. This science studies the patterns of word changes in depth so that the desired meaning can be achieved correctly. The discussion in shoraf includes the authenticity of the letters that make up the words, as well as how these letters can be added, subtracted, replaced, or changed in shape. All of these aspects are analyzed so that Arabic speakers understand how words are formed and how their meanings can change according to the context (Kesuma & Reni Puspita Sari, 2020).

It can therefore be said that Sharaf learning is the process of learning how to change the form of the root word in Arabic to various other forms to obtain the appropriate meaning, either in the context of time, number, or function of words in sentences. Through this learning, it is hoped that a person will be able to understand the structure of words, recognize changes in letters, and be able to read and understand Arabic texts better and accurately. Characteristics of the deductive approach. Learning with a deductive approach emphasizes on teachers transferring information or knowledge. Bransford (in Prince and Felder) conducted research in the fields of psychology and neurology. The findings are: "All new learning involves transfer of information based on previous learning". The deductive approach is the provision of an explanation of the principles of the learning content, then explained in the form of its application or examples in certain situations. This approach explains the theoretical to the realistic form or explains things that are general to those that are specific. The teacher explained the theories that had been discovered by experts. then describe the reality that happened or take examples (Muttaqin, Shodiq, & Qosim, 2023).

The deductive approach will make it easier for students to grasp the concepts taught if they are applied in the right class (good) and the time needed for learning is very short. If this approach is combined with the right learning methods, it can increase success in achieving learning goals. This approach emphasizes more on students' memories and students are passive only according to the teaching pattern presented by the educator. Based on the implementation of the deductive approach, there are four stages that teachers must do, namely: 1) the stage of presenting abstraction; 2) the level of explanation of terms; 3) the level of presentation of examples; and 4) the level of students making their own examples (Sa'adah & Aedi, 2018).

Based on the explanation above, it can be concluded that the deductive characteristics approach has the following characteristics: 1) Learning that emphasizes on teachers transferring information or knowledge to students (in the form of abstract explanations, definitions and explanations of terms), that is, it tends to be oriented towards material acquisition; 2) It is based on the idea that the learning process will run well if students already know the basic problem area. and concepts; 3) Explaining things that are general to those that are special, namely the teacher provides material, giving examples of examples; 4) Emphasize more students' memory and students are passive in learning activities.

Teachers play a lot of roles in learning activities, students only follow the teaching pattern presented by their teachers (Sohibudin, Muizzudin, & Salim, 2023).

Advantages and Disadvantages of Deductive Approaches. Each learning approach has its advantages and disadvantages. The following are explained the advantages and disadvantages of the deductive method. Advantages of Deductive Approach. 1) The implementation of learning with this mode is more structured so that it is easier to use; 2) Potentially creating a calmer classroom atmosphere; 3) Each language delivered is better accepted by students, because students are more focused on the teacher in front; 4) Protect the verbal from mistakes based on the example he teaches (Muawanah, Amrullah, & Rosyad, 2024).

Disadvantages of the deductive approach: 1) This approach is not suitable for some materials that require practice and elaboration; 2) Improper delivery of material from teachers can result in making the classroom atmosphere unlively; 2) Students will feel bored because this approach usually uses the lecture method (Assagaf, 2018). Steps of deductive approach. The steps that can be used in the deductive approach in learning are: 1) Choosing the concepts, principles, rules to be presented; 2) Presenting general rules, principles, complete with definitions and evidence; 3) Special examples are presented so that students can construct the relationship between special circumstances and general principles; 4) Evidence is presented to support or reject the conclusion that the particular situation is a description of the general situation (Winarso, 2014). The deductive learning approach begins with the teacher determining the learning material that will be studied by the student so that the concept or principle (theorem or formula) conveyed is in accordance with the material, explaining in detail to the students the theorem or formula and the complete definition with its proof, and then the teacher gives examples of problems that are in accordance with the application of the theorem or formulas to the students.

The application of the deductive approach in learning nahwu and sharaf is an approach that prioritizes the provision of rules or theories first, then followed by examples of the application of these rules. This approach aims to help students understand and master the rules of nahwu and sharaf systematically and logically. Steps to Apply the Deductive Approach in Nahwu and Sharaf Learning: 1) Introduction of Rules: The teacher begins by explaining the rules or rules of nahwu and sharaf in general, including their definitions, functions, and exceptions; 2) Examples of Application: After the rules are explained, the teacher gives examples of sentences or words that apply the rules; 3) Practice and Application: Students are asked to do exercises or work on problems related to the rules that have been learned; 4) Discussion and Correction: The teacher provides discussion and correction to the exercises or questions that have been done by students (Sa'adah & Aedi, 2018).

Advantages of the deductive approach in Nahwu and Sharaf learning: 1) Facilitate understanding. The deductive approach helps students understand the concepts of nahwu and sharaf more clearly and systematically; 2) Cultivate Mastery of Rules. By understanding the rules first, students will be easier to master and apply them in examples; 3) Provide a theoretical framework. The deductive approach provides a strong theoretical framework for understanding and applying nahwu and sharaf (Andi Supardi, 2022). Examples of the application of deductive methods in learning nahwu and sharaf are: (a) For example, in learning sharaf about verbs (fi'il), teachers can first explain about the types of fi'il (fi'il mudhori, fi'il ma'di, etc.), then give examples of sentences that use each type of fi'il. After that, students can practice making sentences using these types of fi'il. (b) For example, in nahwu learning the teacher can start by explaining the rules about الكلمة the material then explain the division الكلمة **of**and so on, then the teacher gives examples of a correct sentence, then the student can practice making sentences with good and correct language.

DISCUSSION

Arabic language learning, especially in the fields of Nahwu and Sharaf, has been synonymous with traditional and teacher-centered teaching methods. One of the methods that is quite dominant is the deductive method. The deductive method in learning Nahwu and Sharaf generally begins with an explanation of the rules or theory directly by the teacher. After that, the teacher gives examples of sentences or words that are in accordance with the rules taught. This pattern is considered effective for materials that are complex or require systematic reasoning, such as the discussion of i'rab (analysis of the function of words in sentences) in Nahwu or the pattern of tashrif (change of word form) in Sharaf. Teachers can ensure students understand basic concepts before applying them in practice (Haq & Fitrianto, 2024).

The findings in various studies show that the use of deductive methods in nahwu and sharaf learning has a significant effect on making it easier for students to understand the rules of nahwu and sharaf. As in a study conducted by Faridatul, et al. It shows that the deductive method has a significant influence on the learning of ism al-masdar and its derivatives (Muawanah et al., 2024). Then research conducted by Neli and Khasan showed that the deductive method using card media had an effect in understanding the number of fi'liyyah in the experimental class of ma'had al-jami'ah IAIN Syeh Nuurjati Cirebon (Sa'adah & Aedi, 2018).

However, other findings reveal the existence of methods that are just as significant as the deductive method. This is in line with the research conducted by Intan on two units of Arabic Language Education students, where the first unit uses the istiqraiyyah method in learning nahwu while the second unit applies the qiyasiyyah method. And the results were obtained that there was no significant difference in results between the student learning outcomes of the two units. This proves that both methods are equally superior (Afriati, 2022). Thus, it can be concluded that the deductive method has the advantage of making it easier to understand grammatical concepts in Nahwu and the pattern of word changes in Sharaf. In addition, the combination of deductive and learning media is also a strategic solution to achieve effective, fun, and applicable Nahwu and Sharaf learning.

CONCLUSION

The deductive method is quite effective in learning Nahwu and Sharaf. This method makes it easier for students to understand the material because the teacher directly explains the rules or theories in general, then provides examples of their application. This is especially helpful for quite complex material, such as i'rab in Nahwu or word changes in Sharaf. Even so, the deductive method also has disadvantages, for example, the classroom atmosphere tends to be passive because students only listen to the teacher's explanation. So that the learning of Nahwu and Sharaf is not monotonous and more interesting, this method should be combined with other media or methods that can make students more active and involved. That way, students not only memorize the rules, but also understand how to use them in a real context. The deductive method still has an important role in learning Arabic, especially if used appropriately and creatively. The success of Nahwu and Sharaf's learning does not only depend on the method, but also on how the teacher packages the learning to be more interactive, fun, and in accordance with the needs of the students.

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