Effectivity of Inductive Method in Learning Nahwu-Sharaf at MIN 3 Banda Aceh City

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Abstract: This study aims to assess the effectiveness of the inductive method in improving the learning outcomes of Nahwu-Sharaf in MIN 3 Banda Aceh City. The use of inductive methods in Nahwu-Sharaf learning begins with the presentation of concrete examples that are analyzed by students to find common methods related to Nahwu-Sharaf material. This article is a qualitative research with a case study design. Data collection techniques include classroom observations, interviews, and documenting students' academic work. The results show that with the application of the inductive method, students are able to achieve an understanding at the conceptual level of the structure of the Arabic language both in terms of Sharaf and Nahwu. Students become more active, motivated, and demonstrate more advanced analytical thinking skills in drawing conclusions from given examples. These findings suggest that inductive methods offer significant potential for developing meaningful, student-centered learning.

Keywords: Inductive methods, Nahwu, Sharaf, learning.

INTRODUCTION

Learning Arabic is of strategic importance in madrasas, especially for accessing fundamental Islamic texts such as the Qur'an, Hadith, and other classical writings. Within the scope of the Arabic branch, Nahwu (grammar) and Sharaf (morphology) have special significance because they are integral to understanding the systematic structure of language. How well a student understands Nahwu and Sharaf largely determines his ability to read, understand, and analyze Arabic texts independently. Although the lessons of Nahwu and Sharaf are useful in shaping students' competence, these subjects are often considered dry and too complex by most students at the ibtidaiyyah level.

Many teachers still use deductive methods that start with a presentation of rules followed by examples and exercises. Although this approach helps systematize the scope of the material, it does not support students' active participation or adapt to learners' needs, which negatively impacts motivation and learning outcomes (Rifa'i & Khasairi, 2023). To answer these challenges, one of the things that has begun to be implemented is learning with inductive methods, which is an alternative approach that is more student-

centered. Learning starts from the concrete to the abstract, and from the example to the methods (Atikah & Abdurrahman, 2023). In Arabic teaching, students are introduced to various examples of the use of words or sentence structures in a self-taught manner and then guide them to find patterns or rules that apply. In this way, not only is the discovery of concepts transferred to students directly flowing from teacher to student, but students are reserved to be actively involved in the learning process.

Pedagogically, the inductive method is in line with the principles of constructivistic learning. Knowledge is built by students through learning experiences and hands-on experience, not obtained without effort. By being forced to apply logic above the pure process by simply memorizing theoretical, this method can be sure to increase conceptual understanding because students are active in asking questions in order to understand (Setyawan, 2015). In addition, what is certainly effective is in applying the rules and there are still many frequencies that are paused accompanied by supporting the continuity of the link that includes critical thinking as the basis of analytical formulation for the thought system. In madrasah ibtidaiyah, the use of the inductive Arabic teaching method is still not widely applied. This is due to the fact that many teachers are not used to designing induction-based learning because it requires a more complicated preparation of substances and activities than conventional methods. Therefore, the village needs an empirical study on the application and evaluation of the effectiveness of this method as a reference for better and appropriate learning strategies for madrasah students.

This research is located in MIN 3 Banda Aceh City, which is a state elementary school under the Ministry of Religious Education of the Republic of Indonesia which in madrassas has a concern to upgrade the quality of foreign language teaching, especially in Arabic. In addition, the researcher is also interested in applying inductive methods for Nahwu and Sharaf subjects and analyzing student learning outcomes. The aesthetic of learning in the local gives us space to see an active inductive executive with a degree of freedom rather than theoretical. (Fauziah et al., 2023) Taking into account the above research objectives, the methodology in the research is qualitative with a case study design. This approach successfully complements the in-depth attitude towards the classroom teaching and learning ecosystem and business processes, the relationship between speakers and students (geography), other movements in the smart environment lending system and all the major documents from each academic assignment such as work, exercises, semi-emergency posttests and moodle-based e-assessments.

The results of the observations made showed that there was an increase in active student participation during the learning process. Students seem to be more active in discussing, presenting, and concluding rules independently. On the other hand, teachers have made efforts and shown creativity in designing learning materials that are contextual and challenging (Fadhilah et al., 2023). This reinforces the assumption that inductive methods are able to create a living, dialogical, and interactive learning atmosphere. From the perspective of involvement, there was another finding, namely an increase in students' conceptual understanding of Nahwu and Sharaf materials.

Students who used to have difficulty understanding i'rab or the form of tashrif can begin to master more after experiencing discovery through relevant examples (Darmawan, 2019). Learning is not just memorized as mere formulas but involves a deep understanding of the structure of the Arabic language. Based on the above findings, the remaining time contributes valuable to the development of Arabic language learning in madrassas with the potential to increase the effectiveness of learning outcomes as productivity in madrasah sagam abadi syarofi supports the learning process with an induction model mapped without direction suggested by educational journey strategy skills along with coordination by professional direction.

METHODS

This study adopts a qualitative approach with a case study design. The qualitative approach was chosen because it provides space for researchers to explore, understand, and interpret learning experiences that take place in an uninterrupted context, especially when inductive methods are applied in the teaching of Nahwu and Sharaf (Subandi, 2011). The case study is then designed to capture a comprehensive picture of the environment, interactions, and sequence of events that accompany the use of the method, focusing on the class VI situation in MIN 3 Banda Aceh City. The research subjects consisted of all students of class VI MIN 3 Banda Aceh City with a sample of classes VI A and VI B, totaling 66 people, divided equally between 26 male students and 40 female students. The selection of these classes is based on their level of ability to read Arabic texts fluently, so that they are ready to receive the teaching of Nahwu and Sharaf gradually and in a planned manner. In addition to the aspect of student ability, another consideration is the implementation of a more participatory teaching strategy from teachers, a factor that is believed to enrich data on the impact and dynamics of inductive methods in the classroom (Isnainiyah & Syihabuddin, 2021)

Data collection in this study relies on three main techniques: observation, interviews, and documentation analysis. In the observation stage, the researcher was present directly in the classroom to observe the dynamics of interaction between teachers and students, assess how students responded to the application of inductive strategies, and observe the learning steps carried out throughout the session. By observing in the original context, the researcher hopes to obtain a more vivid and intact empirical trail (Siregar, 2025b). The interview was carried out in a semi-structured manner, involving teachers teaching related subjects and a number of selected students, aiming to explore the concrete experiences, understandings, and perceptions of each party towards the course of the teaching and learning process. Finally, documentation is pursued by collecting and analyzing various student work products, ranging from homework, kwis, to evaluation formats that are formational. To support observation activities, the researcher compiled checklists that captured several dimensions, such as the level of active student participation, the way the teacher gave examples, and the mechanism by which students drew conclusions (Fadhilah et al., 2023). The interview guidelines include a set of open-ended questions that explore students' experiences of finding formulas, their ease of digesting the material, and their views on comparative teaching methods that apply prior to the research. On the other hand, document analysis makes the evaluation scores and the teacher's daily reflective notes an important resource to complete the overall picture.

The success of this research is measured through two main dimensions: 1) the stages of the process; 2) Final Achievement (Ardyan et al., 2023). In terms of process, assessments are focused on how actively students participate, how involved they are when analyzing different examples, and how independent they are in drawing conclusions about the rules being studied. Meanwhile, in terms of achievement, success was marked by an increase in students' average scores in formative evaluations after the inductive method was applied, as well as by their ability to apply the rules of Nahwu and Sharaf into diverse contexts (Darmawan, 2019). To maintain the validity of the data, this study uses triangulation of sources and techniques.

Findings from observations, interviews, and documents are then matched with each other to establish consistency. In addition, the credibility of the data is also checked through member checking, which is the process of confirming the results of direct interpretation to the teachers and students involved so that misunderstandings do not arise. The method is expected to be able to provide a comprehensive and in-depth picture of how effective the inductive approach is in learning Nahwu and Sharaf, as well as identify the factors that support and hinder the successful implementation at the basic madrasah level.

Nahwu-Sharaf learning at MIN 3 Banda Aceh City has so far still used the deductive method. The teacher introduces the rules formulas first, then includes some examples and gives a number of exercises. Models like this have proven to make many students seem passive, just memorizing formulas without really grasping the meaning and context of their use. As a result, some of them begin to feel bored and have difficulty following a very abstract flow of lessons, especially when dealing with grammatical terms that are not light. The experience then encouraged teachers to look for new approaches that could build students' understanding more gradually and naturally. So, since recently, inductive methods have begun to be piloted in the hope that the learning process will become more active, interesting, and meaningful. Some teachers may not have a strong academic background in Arabic or morphology, which impacts their ability to explain and apply morphological concepts effectively (Afriati, 2023). The first step in its implementation is to compile teaching materials that present examples of Arabic sentences from situations that are close to students' daily lives. These examples are then written on the board, then students are invited to observe patterns, propose conjectures, and conclude rules collaboratively (Setyawan, 2015).

During the time the researcher taught in this school, the learning observations, the pattern of students' responses to this approach showed a continuous positive change. They no longer just record or memorize information, but actively discuss with their group friends and dare to ask questions directly to the teacher. When asked to formulate conclusions about the structure of i'rab or changes in the form of verbs in the field of Sharaf, students appear confident, try and are not afraid to make mistakes (Siregar, 2025a). This behavior indicates a significant increase in their self-esteem and motivation to learn. Interviews with teachers also reinforced these findings. The application of the inductive method turned out to make the classroom atmosphere more dynamic. Teachers note that students seem more "lively" and even generally passive learners begin to show real interest and initiative. Although he felt he had to spend more time preparing the material, he judged the end result to be a deep and relatively long-lasting understanding that was worth the extra effort. The happiness of teachers is the most visible, because the achievements of students today do not just rely on memorization, but have led to mastering more meaningful concepts.

A 3-month analysis of the data revealed one key finding: the way the material was presented greatly influenced how quickly students grasped new information. When the examples discussed are directly connected to the everyday world, such as activities at home, interactions at school, or worship routines, students tend to understand the intricacies of nahwu and sharaf in Arabic more quickly. This state seems to be due to the emergence of emotional involvement, where concrete experiences help them absorb sentence structure and word functions naturally without feeling like they are trying too hard.

Another thing that emerged from the data was the significance of collaboration in the inductive learning model. In building understanding, students do not just wait for the teacher's instructions, but discuss existing examples with their friends next to them (Tarigan & Zulkarnein, 2023). This process encourages them to express their opinions, respond to other people's arguments, and finally reach a common agreement on a conclusion. In turn, the exercise trains communication skills, tolerance, and critical thinking, all three qualities that are now considered fundamental in 21st-century education. Compared to the initial analysis conducted before the inductive method was applied, the students' writing results after the intervention showed a marked improvement. In the early phase, many rely on memorization of formulas so that they often make mistakes in determining i'rab or verb forms. Now, they are able to apply the rules in a deeper sense, and their writing shows a neater grammar and the right choice of

words. This improvement in quality seems to come from first-hand experience working with relevant examples as well as constructively discussing.

The improvements seen in this classroom are not only reflected in the scores of written exams, but also in the ability of students to explain their understanding orally. When they are asked why a dhamir is used or why the form of fi'il in a sentence changes, students are able to answer with the right terms and a clear line of thought. More interestingly, they often supplement those answers with examples that the teacher did not teach, hints that they are not just memorizing but actually understanding the concepts being discussed. In one of the sessions, the teacher presented three sentences that followed a similar pattern but had different subjects and objects. He then asked students to look for similarities and differences between the three sentences. The students began to research the position of the word, the final meaning, and the variations that appear in the verb. From the crowd, Aisha raised her hand and said, "All her fi'il use dhammah, because she is fi'il madhi and her fa'il is mufrad." The brief statement reflects the student's ability to connect concrete examples with theoretical principles without the need to rely on formulas prepared in advance.

Another example comes from a student named Akmal, who in a successful group discussion session showed that the pattern of tashrif fi'il mudhari' depends on the accompanying dhamir. He then compiled a simple table in his notebook and copied it to the board when the teacher asked his group to present his findings. His teacher also admitted that before that Akmal rarely spoke up, but with an inductive approach this time he seemed more confident and really mastered the material. From the perspective of classmates, the method is felt to be easier to understand and less monotonous. In informal interviews, a number of students admitted that they felt more "engaged" and "understood the reason for the outcome." One of them even stated that he liked this method because he felt like he was investigating or solving a puzzle instead of just sitting down and writing down a formula. The recognition indicates a much higher level of cognitive and affective involvement during the learning process.

The teacher himself saw that mistakes were actually very useful teaching materials. In an inductive approach, the solution path is not rushed to be corrected; instead, the fault is brought to the surface and contemplated together as a place to seek the truth. It provides time and space for students to debate, build arguments, and then draw conclusions together. This method then forms a much more open and dialogical class culture.

The implementation of inductive methods in the teaching of Nahwu and Sharaf still faces several difficulties, especially in the early stages (Hajar & Qohar, 2024). Many learners are not used to thinking abstractly, so they need additional time to recognize the patterns implied in the examples presented. On the other hand, teachers are required to prepare a variety of different examples, but remain in line in grammar. The preparation of the material also becomes more complicated than when using a deductive approach. However, after a number of meetings, students generally begin to become familiar with logical steps that are more structured and independent. The results of the formative evaluation carried out after two learning cycles showed an average jump in student scores of 18%. This improvement is not just a number, but also accompanied by a better depth of mastery of concepts, especially in the application of proper Arabic grammatical terms according to the context of the sentence.

The impact of the application of the inductive method is also evident in the way students string sentences and answer open-ended questions. They no longer simply identify a word as fa'il, but are able to explain why it got that status by referring to the position in the sentence and the changes in the meaning that accompany it. This phenomenon indicates the internalization of a whole concept, not just a superficial repetition of information. Overall, the findings of this study show that the inductive method contributes positively to the quality of the process and learning outcomes of Nahwu and Sharaf.

In addition to strengthening conceptual understanding, this approach also develops critical thinking skills, cooperation between students, and their confidence in speaking Arabic. Overall, the implementation of the inductive method in class VI MIN 3 Banda Aceh City shows that a contextual, active, and student-centered learning approach is able to overcome a number of classic challenges that have been faced in teaching Arabic grammar. The results of this experience have the potential to be an example that can be adopted or further developed in other madrasas, provided that appropriate adjustments to each context are implemented.

DISCUSSION

The findings in this study confirm that the inductive approach is very effective in improving student learning achievement, especially in the Nahwu and Sharaf materials. By starting with concrete examples and slowly moving towards more abstract concepts, students can experience a learning experience that feels more natural and, in turn, build their own knowledge. This strategy is in line with the basic principles of constructivist learning that encourage active participation of students through direct experience. In contrast to the deductive approach that has been the mainstay in teaching Arabic grammar, the inductive method opens up wider opportunities for students to explore and discuss. The results showed that students tended to be more active and motivated, indicating that this method had a positive impact not only on cognitive aspects, but also on the affective and social dimensions. The findings support Vygotsky's view, which emphasizes how crucial social interaction and mediation are in the learning process (Octavia & Sugiarti, 2023).

The activities of students involved in analyzing examples, formulating patterns, and expressing opinions prove that the inductive approach effectively trains higher-level thinking skills (HOTS). They are not only required to repeat the rules, but are also challenged to think logically, analyze data, and evaluate the conclusions they make. In this way, the inductive method fulfills one of the goals of 21st century education, which places more emphasis on developing critical thinking skills and collaborative work rather than simply accumulating information. Learning that involves the active role of students often results in a more dialogical and fun classroom atmosphere. In this model, the teacher is no longer seen as the sole source of revelation of knowledge, but serves as a facilitator who leads students to discover for themselves the meaning of each example they discuss. Such an approach is parallel to Paulo Freire's idea of "dialogical education", in which the learning process becomes an arena of liberation because the student is recognized as an active subject, rather than a passive object that simply receives information .

The success of the inductive method in this study was greatly influenced by the selection of examples that were in line with the students' daily experiences. When teaching material is linked to the concrete context they recognize, the understanding of grammatical rules grows faster and more deeply. These findings support contextual learning theory, which asserts that ideas are much more strongly embedded when described in a frame of meaning that is familiar to learners' lives. Although the results obtained tend to be positive, the application of the inductive method still requires careful preparation on the part of the teacher (Siregar, 2025a). Educators need to carefully design examples, estimate potential mistakes students may make, and guide the course of class discussions effectively. In other words, the pedagogic competence of the teacher is the main key to the success of this approach. Therefore, continuous training must be carried out so that teachers really master the steps of inductive strategies systematically (Windrawanto, 2015).

Interviews conducted with several teachers revealed that although preparation for the inductive method takes extra time, the end result is often satisfactory. Educators feel that students achieve a deeper and more lasting level of understanding. These findings are in line with previous studies that show that self-discovered knowledge tends to be easier

to remember than information delivered directly without exploration. From the aspect of learning outcomes, the increase in student evaluation scores also shows that the inductive approach not only runs well in the process but also has a positive impact on academic achievement (Fakhrurrozy, 2018). They are now able to apply the rules of Nahwu and Sharaf in a variety of situations, an encouraging sign of knowledge transfer. This ability is often used as a key indicator of learning success: students apply what they have learned in a new context.

The students' own views complete this picture. When they find the material easier to understand, more engaged, and more confident, learning turns into an enjoyable emotional experience, not just a mere cognitive task (Kamaru, 2020). This experience confirms that a humanistic approach and encouraging active participation of students has a real impact on the quality of learning. Broadly speaking, the analysis presented in this study indicates that inductive methods still remain relevant, efficient, and easy to apply in the context of Arabic language learning in madrasah ibtidaiyah. This finding is expected to provide constructive input to teachers, decision-makers, and curriculum designers to prioritize active and meaningful learning strategies, for the sake of improving the quality of Arabic language education as a whole.

CONCLUSION

The results of the research conducted in class VI MIN 3 Banda Aceh City show that the use of inductive methods is able to encourage students to learn better in Nahwu-Sharaf learning. With this method, students are invited to move from concrete examples to more abstract formulations; This series of steps makes it easier for them to build meaning, stay active, and engage in the learning process. As a result, they show a marked increase in engagement, motivation, analytical thinking skills, as well as a deeper mastery of Arabic grammatical concepts. Other evidence can be seen in the increase in the results of formative evaluation scores and the ability of students to apply the rules in different sentence contexts. Furthermore, the application of inductive methods also enriches the classroom atmosphere, making it dynamic and open to dialogue. In this setting, the teacher functions as a facilitator as well as a supervisor, while the student plays the main role as an active inventor. Learning has also shifted from just memorization to deep understanding, critical discussion, and collaborative problem-solving. Thus, the inductive method deserves to be seen as a promising alternative strategy for the teaching of Arabic in basic madrasas, as long as teachers receive appropriate training and support to design contextual and systematic learning scenarios.

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