

**APPLICATION OF DEDUCTIVE METHOD IN NAHWU MATNU LEARNING
AL-JURUMIYAH STUDENTS OF CLASS X NURUL HADID PUTRI KUNINGAN BOARDING
SCHOOL**

Nabila Nur Fajriyah
Sekolah Tinggi Islam Al-Mukmin Surakarta
nabeelfajr21@gmail.com

ABSTRACT

This study aims to analyze the application of the deductive method in teaching Nahwu using the Matnu Al-Jurumiyah text in the 10th grade at Nurul Hadid Islamic Boarding School, Kuningan, academic year 2024–2025. The research focuses on instructional effectiveness and the factors influencing the selection of teaching methods. Using a qualitative approach with Classroom Action Research (CAR), 14 female students were involved. Data were collected through observation, interviews, documentation, and literature review. The findings indicate that the deductive method effectively introduces basic grammar rules in Nahwu. However, variations in students' understanding suggest the need for more flexible strategies. While the deductive approach is suitable as a foundation, it should be complemented with other methods in advanced levels to maximize learning outcomes.

Keyword: Deductive Method, Nahwu, Arabic Learning, Islamic Boarding School

INTRODUCTION

As a student who studies at an Islamic boarding school, of course he does not feel unfamiliar with Arabic. Arabic has become an existence that always accompanies the daily lives of students, both in classroom learning and daily conversations. Arabic is very important not only for students, but also for all Muslims on earth. It is something that cannot be separated from Islam, because it is often used in various kinds of worship such as prayer, reading the Qur'an, praying, etc. In addition, it is the language of the main source of Islam, namely the Qur'an and Hadith. Without learning Arabic, we will not be able to fully understand what is contained in the Qur'an and Hadith as in His words:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Indeed, we have sent it down in the form of the Qur'an in Arabic, so that you may understand it" (Qs. Yusuf: 2)

The science of nahwu is one of the branches of Arabic science, it is a science that discusses the rules by which the state of Arabic words is known in terms of i'rab (change in the final meaning due to the difference in position in the sentence) and bina' (the fixed meaning of the final word). The science of nahwu is one of the branches of Islamic science that is very important and must be considered by Muslims. This is because the enemies of Islam seek to keep Muslims away from the language of their religion and preoccupy them with things that are not part of their religion's top priorities. These efforts include minimizing the significance of the Arabic language, making the perception of the rules of the Arabic language (the science of nahwu) as complicated and difficult to understand, and diverting their motivation to learn the language of the infidels and their rules.

In the world of education, learning is a process that includes the understanding of a teacher teaching knowledge to students and the student's efforts to learn a knowledge. In this case, a teacher certainly has the goal of being able to provide effective and efficient learning, so mastery of learning

methods is a mandatory harmony for teachers in delivering the learning material. Thus, the success of learning largely depends on the methods used. Good methods can help minimize or cover up shortcomings in a poor curriculum, weak student abilities, difficulty in understanding textbooks and so on related to learning difficulties. Therefore, as a teacher in an Islamic educational institution, especially a pesantren, of course it is necessary to find and apply the appropriate nahwu learning method. Of course, by choosing a method that can facilitate the students' understanding of the nahwu rules, so that they can eliminate their perception that learning the nahwu rules is something difficult.

Nurul Hadid Kuningan Islamic Boarding School is one of the Islamic educational institutions that has a Madrasah 'Aliyah education unit at the high school level in West Java which makes language one of the flagship programs. Nahwu learning at the Nurul Hadid Islamic Boarding School in Kuningan Putri uses the books *Matan Al-Jurumiyah* and *Matan Mutammimah Al-Jurumiyah*. *Matan Al-Jurumiyah* is studied by students who are in class X as basic learning by memorizing and understanding the basic rules of nahwu listed in it. After the students occupied grade XI, nahwu learning continued using *Matan Mutammimah Jurumiyah* with more emphasis on a more detailed understanding of nahwu rules and making examples. The use of matan Mutammimah continues until students complete the teaching and learning process in grade XII. In this study, the author focuses on the learning of nahwu science in class X by using the book *Matan Al-Jurumiyah* as the main guidebook.

The method used in learning nahwu *Matan Jurumiyah* science in class X is a deductive method. The deductive method is a reasoning process that starts from a general state to a specific state as a teaching approach that begins with presenting rules, general principles and followed by specific examples or the application of general principle rules to specific circumstances. Meanwhile, learning nahwu with the deductive method is learning that begins by conveying concepts and definitions, then looking at existing language phenomena. This method is the oldest and most widely used method in existing nahwu books. This method emphasizes grammatical rules, the postulates (usually taken from sha'ir and nash wahyu) and gives very few examples. The learning process begins by mentioning the rules of grammar directly, then explaining them with a few examples and ending by memorizing the rules.

Research on the use of deductive methods in learning Arabic, especially nahwu, is not a new topic. This can be proven by the existence of the title This study examines the effectiveness of the *qiyasiyah* (deductive) method by analyzing the method both in terms of the learning process and student learning outcomes in the learning nahwu of grade VII B MTs. Islam Pati. Another relevant research is a journal article by Faridatul Muawanah et al (2024) from Kiai Abdullah Faqih Gresik University with the title *Effectiveness of the Deductive Method "Qiyāsiyyah" in the Learning of Ism al-Maṣḍar and Its Derivatives at Mts Mambaus Sholihin Suci*. ("THE EFFECTIVENESS OF THE DEDUCTIVE METHOD OF 'QIYĀSIYYAH' IN THE LEARNING OF ISM AL-MAṢḌAR AND ITS DERIVATIONS IN THE HOLY MTS MAMBAUS SHOLIHIN | FASHOHAH : Scientific Journal of Arabic Language Education," n.d.) This study specifically tested the effectiveness of the deductive method in the learning of *Ism Al-Masdar* and its derivatives using a qualitative approach. In contrast to previous studies that focused on the effectiveness aspect with a quantitative approach, the research that the authors will study will adopt a qualitative approach. This approach allows researchers to explore and explain the reasons behind the use of deductive methods in nahwu learning, rather than measuring their effectiveness.

Based on a review of the learning methods used, this study focuses on the analysis of the application of the deductive method in the learning of nahwu *Matnu Al-Jurumiyah* in class X students for the 2024-2025 school year at the Nurul Hadid Islamic Boarding School in Kuningan. The main purpose of this study is to explore the application of deductive methods, find out the reasons for using these methods, and provide comprehensive data for educators at the next level. The data is very important so that educators can identify students who need further attention or special monitoring due to indications of grade degradation, even though the grades obtained are still above the Minimum Completeness Criteria. The results of this study are expected to be a reference, evaluation material, and basis for improving the quality of nahwu teaching methods, both at the Nurul Hadid Kuningan Islamic Boarding School and in other educational institutions.

METHODS

This study uses the Classroom Action Research (PTK) method with a qualitative approach. Based on the setting and location, the type of PTK in this study can be categorized as *Classroom Action Research*. This PTK is carried out in the classroom where the teacher teaches with an emphasis on improving learning processes and practices. From the perspective of the data obtained, this research is classified as a type of qualitative research, where the data collected is verbal and analyzed without using statistical techniques. Thus, this research is oriented towards an in-depth understanding of the dynamics of the learning process and the learning experience of students in the classroom.

The subjects of data acquisition in this study focused on class X students at the Nurul Hadid Kuningan Islamic Boarding School for the 2024-2025 school year which amounted to 14 students. Considering that the focus of PTK is on observing learning in certain classes, all members of the class will be involved as research subjects. The book that is used as a guideline for learning nahwu in this class is the book *Matan Al-Jurumiyah* which discusses the science of nahwu with a simple and easy-to-understand discussion. Unlike the book of *Nahwu Wadhih* which is inductively discussed, namely discussing nahwu from example to rule, the book *Matnu Al-Jurumiyah* deductively discusses the science of nahwu from rule to example.

The data collection techniques used in this study are documentation, observation, interviews, and literature studies. Participant observations will be carried out by researchers during the learning process. The instrument used is an observation sheet that contains indicators relevant to the focus of the research, such as student activities, interaction in class, and response to deductive methods. The form of interview chosen by the researcher is a semi-structured interview, which is a free interview where the researcher does not use interview guidelines that have been systematically and completely compiled for data collection. The interview guidelines used are only in the form of outlines of the problems that will be asked. The guidelines were prepared as a reference for questions to dig deeper information about the learning experience of students with the deductive method, their understanding of the material, and the researcher's response to the application of this method. Documentation in the form of work results such as the results of the semester exam for students will also be collected to complete the research data. The researcher also collected data using a literature study technique, which the researcher collected from documents relevant to the research topic as complementary data from other data collection techniques.

Data analysis in this study was carried out by qualitative data analysis of the Miles and Huberman model which includes three stages, namely data *reduction*, data display, and *conclusion drawing/verification*. The amount of data obtained from the field is certainly quite large and in a non-fixed form such as quantitative data. Therefore, at the data reduction stage, the researcher summarizes the data, chooses the main things, focuses on the important things, looks for themes and patterns and discards unnecessary data.

Furthermore, at the data presentation stage, it is used to see the overall picture or certain parts of the overall data. The reduced data will be presented in the form of descriptive narratives, interview excerpts, and tables to provide a systematic overview of the research findings. As for the data verification stage or drawing conclusions, the researcher will interpret and draw conclusions based on the presentation of previously collected data regarding the application of the deductive method in the teaching of nahwu *Matnu Al-Jurumiyah*, the reasons for using the deductive method, and its impact on the understanding of class X students of the Nurul Hadid Kuningan Islamic Boarding School.

RESULT AND DISCUSSION

The Urgency of Method Selection in the Arabic Language Learning Process

Learning methods are the procedures, sequences, steps, and methods used by teachers in achieving learning goals. In the portrait of the early days of Arabic learning in Indonesia, an educator teaches without much thought about what method is used. This is because Arabic is taught centered on what content or books are used in the learning process. If the book is finished, then the learning has been considered successful as well. Meanwhile, the method is more imitative of the learning experience with previous educators. This should not be allowed to continue, because as an educator who will teach, he should establish within himself that he knows what is being taught, how to teach it and what is expected from the learning process. The determination of methods in the learning process is very important, because the success of learning Arabic is greatly influenced by how the methods are used.

The learning methods applied in one class can be different from the learning methods in other classes. The diversity of this method can be influenced by several factors that need to be considered and considered by a teacher before choosing and applying it in the classroom. These factors include the following:

- a. Goals to be achieved. A teacher who teaches must clearly know the purpose of the learning he or she is carrying out. This is because that goal is the target and direction for every action in carrying out its function as a teacher and educator. In addition to being an objective and action guide, learning objectives also function as criteria for the selection and determination of learning methods. Furthermore, learning objectives must always be based on the applicable curriculum. Therefore, the selection of learning methods must carefully consider what exactly are the goals, targets, and achievement of competencies that have been set in the curriculum.
- b. Teachers' abilities and conditions. In addition to the learning objectives, the teacher's ability to use the chosen method must also be considered, because this affects the effectiveness or not of a method. In this context, included in the teacher's ability is the teacher's ability and proficiency in interacting with students, which of course differs from one teacher to another. This difference

is an important basis for finding methods that suit the teacher's condition in carrying out the learning process.

- c. Protégés. Regarding the relationship with the teacher's ability, the ability of students also needs to be associated in determining learning methods. Teachers need to pay attention to each student, because the abilities, backgrounds and interests of each student are different. For example, the method of teaching Arabic at Madrasah Aliyah is certainly not the same as the teaching method used at Madrasah Ibtidaiyah. This is due to the difference in the level of understanding, knowledge background, and learning objectives between the two levels. We also need to know, among the students there are those who have intelligence that is able to understand and think quickly, and there are those who have strong memorization so that they are able to remember and memorize a lot of the knowledge they learn easily. Therefore, teachers need to adjust the learning method to their condition as well as the abilities, backgrounds and interests of each student so that the learning process can take place optimally.
- d. Situations and conditions in which teaching takes place. The learning environment is something that encompasses the learning process, which includes elements of natural environmental conditions, the human environment, and the social environment. The quality of an environment has a significant impact on the quality of life activities that take place in it, and vice versa, human activities also affect the quality of the environment. Thus, the learning environment is one of the important factors that can have an impact on the learning process that takes place. Therefore, there is no doubt that the existing environment will have an effect on the success of the learning process. For example, if the environment where the learning process takes place is in the middle of city noise, of course, use a different method from the environment where the place is far from the crowd. If the learning process is carried out in a crowded place, then the method used is one that tends to emphasize practice, while a place far from noise can use the method of dialogue or the delivery of theories in depth.
- e. Availability of facilities. The facilities used in the learning process are one of the important elements that support success in the learning process. The availability of facilities should be adjusted to the learning methods applied in the learning process. For example, such as the method of tourism work that requires facilities such as transportation, while the demonstration and experimental method requires the availability of materials and tools that are in accordance with the subject matter.
- f. Available time. The length and length of time used in learning process activities is very important to consider in the selection of a learning method. The duration of time needs to be adjusted to the volume of material to be delivered. For example, if the material taught is small, then the time allocated does not need to be too long, and vice versa. In general, learning methods have been established in the syllabus and adjusted to the method, so that they can be in accordance with the available time allocation to be effective and efficient.
- g. Advantages and disadvantages of the method. We need to understand that in the context of learning there is no perfect method and is free from weaknesses and shortcomings. However, the shortcomings of one method can be effectively covered by combining them with other methods. We also need to understand that there is no one right learning method to achieve all learning objectives and according to all situations and conditions. Therefore, in the teaching and

learning process, the use of one method that is used monotonous is not recommended. Instead, it is possible to apply varied methods by combining them with multiple methods to achieve optimal learning outcomes.

Based on the description above, it can be understood that Arabic teachers must be careful and meticulous in selecting, determining and determining learning methods. Consideration of matters related to the use of methods is very important, so that the teaching and learning process can achieve the goals optimally.

Factors for the Application of the Deductive Method in the Learning of Nahwu *Matnu Al-Jurumiyah* Students Class X

Previously, it was explained that there are several factors that affect differences in the selection of learning methods. Before discussing these factors, the author first describes the steps to apply the deductive method to the learning of Nahwu *Matnu Al-Jurumiyah* class X at the Nurul Hadid Putri Islamic Boarding School. The elaboration of these steps is as follows:

- a. The teacher enters the classroom and begins the learning by translating the topics that the students will learn from Arabic to Indonesian in general
- b. The teacher explained and deepened the explanation of the rules of Nahwu
- c. Santriwati tries to understand the rules of Nahwu that have been learned
- d. The teacher provides examples and texts related to the topic of Nahwu rules that are discussed
- e. The teacher provides practice questions to test students' understanding of the Nahwu rules that have been learned
- f. The teacher summarizes and re-explains the learning topic based on the students' understanding of the results of the exercises given
- g. Students are instructed to memorize the rules of Nahwu that have been learned

After outlining the steps of applying the deductive method above, the author tries to provide the reasons or factors underlying the use of the method. Based on the data that the author has collected through observations, documentation and interviews with Ustadz Saptaji on May 22, 2025 and class X students from May 19-30, 2025, the author analyzes the existing data by describing it as follows:

- a. Goals to be achieved. The main purpose of learning nahwu in class X is for students to be able to understand the basic rules of nahwu in the book of *Matnu Al-Jurumiyah* which is explained in class. This understanding is very important to facilitate the process of memorizing the rules in the book. At this level, the main emphasis is given on understanding the basic rules of nahwu. Therefore, giving examples on each rule is very helpful for students in understanding the material taught and the number of examples given tends not to be too much so that the focus remains on understanding the rules themselves. A deeper understanding of the rules and examples of nahwu will be discussed in grades XI and XII by referring to the book *Mutammimah Al-Jurumiyah*. In this context, the key to the success of nahwu learning depends heavily on the understanding of nahwu rules by students in class X. This basic understanding is very important so that nahwu learning at the next level can run more easily and be free from significant obstacles. Based on these considerations, the deductive method is considered the most appropriate to be applied in class X, because learning begins with an explanation of the rules in

general, then continues with the presentation of specific examples and memorization of each rule that has been learned.

- b. Teachers' abilities and conditions. In the context of teaching nahwu in class X, the deductive method is preferred because it explains the rules of nahwu in general before presenting specific examples. This approach is in line with the author's demands as a nahwu teacher in class X to ensure that students understand the rules of nahwu contained in the book *Matnu Al-Jurumiyah*. This is possible because the author has studied and deepened the understanding of nahwu from further books from *Matnu Al-Jurumiyah*, including *Mutammimah Al-Jurumiyah* by Syamsuddin Muhammad bin Muhammad bin Husain Ar-Rainy and *Al-Mumthi' fie Syarhi Al-Jurumiyah* by Abu Anas Malik bin Salim bin Mathar Al-Madzariy. The use of this method is also supported by the experience of Ustadz Saptaji, the main teacher of nahwu subjects at the Nurul Hadid Islamic Boarding School who certainly has more experience and understanding of teaching nahwu. In addition, the presence of the author as a female teacher gives more flexibility to students in the teaching and learning process. This is because the focus of learning in class X is on memorization and understanding of nahwu rules, so it requires a lot of face-to-face and direct interaction between students and their teachers. Therefore, the existence of competent and adequate substitute teachers, especially female teachers who focus on understanding nahwu, is considered more effective, so that the next teaching teacher who is a man can receive mature learning results and minimize face-to-face at the next grade level.
- c. Protégés. Class X students of the Nurul Hadid Islamic Boarding School have diverse Islamic boarding school educational backgrounds, even a small number of them come from Madrasah Tsanawiyah (MTS). This diversity includes not only the origin of the previous educational institution (pesantren or MTS) but also the potential for variation in the curriculum and nahwu teaching methods that they experience. Through the results of the interview, the author found that the majority of students had studied *Nahwu Al-Wadhih* at the previous level of education which became the initial foundation of their understanding. Therefore, learning nahwu with *Matnu Al-Jurumiyah* can serve as an enrichment to perfect the existing understanding of nahwu. The understanding that "the majority of students have studied Nahwu Al-Wadhih" indicates that there is a uniform knowledge base in most of the study population. This information is critical to designing relevant and effective learning improvements. Given that the explanations in *Nahwu Al-Wadhih* tend to focus on examples (inductive), the author takes the initiative to apply the deductive method to nahwu learning in class X. This approach is expected to complement and deepen students' understanding of the rules of nahwu systematically.
- d. Situations and conditions in which teaching takes place. The learning system in class X that applies the deposit of the nahwu rule strongly supports the deductive method. Direct interaction between ustadzah and santriwati in depositing nahwu rules allows intensive supervision and strengthening of understanding of the rules. The condition of the Nurul Hadid Islamic Boarding School with a small number of students allows the author to approach children evenly also supports this method, because it allows to monitor the understanding of the rules of each student individually. This shows Nurul Hadid's flexibility in ensuring an understanding of the rules before moving on to the next material. In addition, its location in Kuningan which has a quiet environmental situation and is far from the hustle and bustle of the city can support the

concentration of students in understanding the rules of nahwu that are conveyed in class. This conducive environment strongly favors deductive methods that require a focus on memorization and understanding of abstract concepts prior to application.

- e. Availability of facilities. The availability of the book *Matnu Al-Jurumiyah* as the main teaching material strongly supports the use of deductive methods in learning nahwu in class X. This is because the content focuses on general nahwu rules, followed by the mention of examples. The reason for the use of this book is because *Matnu Al-Jurumiyah* is a book of *turats* that has been known for a long time and is very popular in learning nahwu science in various educational institutions. Its use aims to introduce students to books that are commonly used in other Islamic boarding schools in Indonesia. Considering that most of the students of class X for the 2024-2025 school year have studied *Nahwu Al-Wadhih* at the junior high school level, the rules are separated between juz and are gradual from basic to more complicated and show an inductive approach. In this context, *Matnu Al-Jurumiyah* can serve as a mapping and explanation of the separate rules in *Nahwu Al-Wadhih* so as to help a deeper understanding. Although *Matnu Al-Jurumiyah* does not have direct practice like *Nahwu Al-Wadhih*, its application can be done in other lessons that use Arabic texts. This allows students to focus more on understanding the rules of nahwu.
- f. Available time. The time allocated to study *Nahwu Al-Jurumiyah* in class X is two semesters or one full school year, with details of two hours of lessons per week and each lesson hour of 70 minutes. Given the obligation to complete one book within this period, at this stage the author as the teaching teacher only emphasizes the understanding of the rules by giving a few examples. A deeper understanding of examples will be learned in the next level. Meanwhile, the application or practice of this material can be applied in other subjects that use Arabic texts so that it is more efficient in the use of time. This approach is in line with the deductive method applied in class X, as it allows for faster delivery of the core material.
- g. Advantages and disadvantages of the method. Considering that the deductive method used certainly has advantages and disadvantages. The advantages of applying the deductive method in class X nahwu learning are as follows:
 1. The objectives are specific, allowing for the establishment of clear and directed learning objectives.
 2. The implementation is relatively simple and efficient, allowing the material to be delivered quickly.
 3. Students can understand the rules of nahwu faster because the explanation starts from the general rules before moving on to specific examples.
 4. Guided by the examples taught, students tend to be more accurate in using language and minimizing verbal errors.

Meanwhile, the disadvantages of the application of this deductive method are as follows:

 1. Students tend to be fixated on memorizing rules and imitating, thus limiting their reasoning skills.
 2. Rules that are too strict can foster a fear of being wrong in students, thus hindering them from developing language skills widely.

3. The focus of learning is only on matching the rules with existing language phenomena, without generating new knowledge.
4. Some students may have difficulty understanding certain rules.

These shortcomings have the potential to be refined or minimized through a more in-depth learning approach at the next level of education.

The Impact of the Application of the Deductive Method on Class X Students

To evaluate the level of understanding of class X students towards nahwu learning based on *Matnu Al-Jurumiyah*, it can be seen in the following table: Table 1. Scores of Class X Students for Odd and Even Semesters and Changes in Grades Between Semesters

Yes	Santriwati's Name	Odd PTS	Odd PAS	Even PTS	NOT Genap	Changes to PTS	PAS changes	Description/ Attention
1	Afifah Fitriyah Alfina	55	46	49	57.5	-6	+11.5	Very much needed guidance
2	Amirah Mutiah Hasanah	31	23	37	45	+6	+22	Very much needed guidance
3	Delia Fahrani	73	66	67	72.5	-6	+6.5	Need to be monitored
4	Fanny Nurul Dzihni	100	80	92	85	-8	+5	Excellent consistency
5	Gheffarine Zalfa Salsabila	59	35	61	75	+2	+40	Excellent upgrade
6	Hilya 'Aisya Karimah	86	66	97	75	+11	+9	Consistently good
7	Irma Luthfiana Zulfa	60	60	85	75	+25	+15	Excellent upgrade
8	Nailah Ats Tsabitah	79	83	93	85	+14	+2	Consistently good
9	Novi Eliza Naznin	90	83	95	92.5	+5	+9.5	Excellent consistency
10	"Come on, Santa, I'm going to take care of you"	39	43	53	62.5	+14	+19.5	Need guidance

Yes	Santriwati's Name	Odd PTS	Odd PAS	Even PTS	NOT Genap	Changes to PTS	PAS changes	Description/ Attention
11	Sharla Lydiana Rosline	90	83	93	87.5	+3	+4.5	Excellent consistency
12	Syifa Shofiyah An-Nisaa	98	86	100	92.5	+2	+6.5	Excellent consistency
13	Zahratul Hayyah	61	66	67	57.5	+6	-8.5	Need to be monitored
14	Zulfatul Maysaroh	72	51	55	50	-17	-1	Very much needed guidance

Based on the analysis of the data in the table, it was identified that four out of fourteen students had an average score achievement below the Minimum Completeness Criteria (KKM) set each semester, some even decreased. This condition indicates the need for comprehensive guidance interventions. On the other hand, ten other students showed an average score per semester above the KKM, so they were in the category of academically safe. To further unravel the factors behind this pattern of grade achievement, in-depth observations and interviews have been conducted with all class X students with the details of the findings presented in the following table:

Table 2. Evaluation of Class X Students' Understanding of Nahwu Learning

No.	Respondent Name	Level of Comprehension	Description of Interview and Observation Results
1	Afifah Fitriyah Alfina	Low	Having deficiencies in understanding and memorization, needing repeated explanations, there has been no improvement, feeling that nahwu is difficult, PTS scores have decreased and PAS is low
2	Amirah Mutiah Hasanah	Low-rising	Having deficiencies in comprehension and memorization, lack of interest, feeling that explanations are too fast, difficulty making examples, often sleepy, PTS and PAS scores are still very low even though they have increased
3	Delia Fahrani	Simply Increase	I have studied jurumiyah at Madrasah Diniyah, actively asked friends if they do not understand, there is a love for learning nahwu, PTS scores have decreased
4	Fanny Nurul Dzihni	Pretty Good	Understand the rules but cannot make many examples, understanding is not maximum, there is an increase in understanding of the previous nahwu

No.	Respondent Name	Level of Comprehension	Description of Interview and Observation Results
			lessons, the score is still relatively high even though private universities have decreased
5	Gheffarine Zalfa Salsabila	Moderate-Increased	A little lack of understanding, sometimes difficulty making examples, there is an increase in understanding of the previous nahwu lessons, the grades of PTS and PAS have increased
6	Hilya 'Aisya Karimah	Good-Rise	There is a liking for nahwu, active questioning, there is an increase in understanding of the previous nahwu lessons, the grades of PTS and PAS have increased
7	Irma Luthfiana Zulfa	Just-Increase	When MTS did not understand nahwu, now it is easy to understand because the explanation is complete, enthusiastically asking friends when it is difficult to understand, the grades of PTS and PAS have increased a lot
8	Nailah Ats Tsabitah	Enough-Increase	There is a desire to learn, can make examples by looking at notes, the ability to make examples is still limited, the value of PTS and PAS has increased
9	Novi Eliza Naznin	Good Consistency	Considering nahwu exciting, actively asking questions, being able to follow from the beginning, the scores of PTS and PAS increased
10	"Come on, Santa, I'm going to take care of you"	Low Rise	Lack of interest, often afraid of making mistakes in making examples, often sleepy, not being able to follow lessons properly, PTS and PAS scores are still low even though they are increasing
11	Sharla Lydiana Rosline	Good Increase	Actively asking, the teacher's explanation can be understood, understanding when rereading notes, understanding is increased from before, the grades of PTS and PAS are consistently good and increasing
12	Syifa Shofiyah An-Nisaa	Good	Like Arabic since childhood, increased comprehension, actively asked, understood the rules even though it was not maximal, the grades of PTS and PAS were consistently good and increased
13	Zahratul Hayyah	Simply Descend	Lack of interest in nahwu, monotonous examples, understanding of rules is not strong, PAS has decreased and the average score is close to the MOH
14	Zulfatul Maysaroh	Low Decline	There is a desire to learn, the ability to memorize and understand is lacking, it is difficult to memorize rules and make examples, the grades of PTS and PAS have decreased drastically

CONCLUSION

The application of the deductive method in the learning of nahwu *Matnu Al-Jurumiyah* in class X of the Nurul Hadid Kuningan Islamic Boarding School is caused by the following factors: 1) The purpose of learning, which is to ensure the understanding of the basic rules of nahwu as the foundation of further learning. 2) The teacher's ability, supported by the teacher's deep understanding of nahwu and her role as a woman allows intensive interaction with the students to understand the rules of nahwu. 3) Students, considering that the majority of students have studied *Nahwu Al-Wadhih* with a deductive approach, the deductive method functions to complement and deepen the understanding of the rules systematically. 4) The learning environment, conducive conditions of the pesantren support concentration and the rule deposit system allows individual supervision. 5) the availability of facilities, the book of *Matnu Al-Jurumiyah* as the main reference that is deductive and introduces students to the book of turats which is commonly used by many Islamic boarding schools. 6) Time allocation, the duration of two semesters allows to focus on understanding the rules with a limited number of examples. 7) Advantages and disadvantages of methods, where deductive methods offer efficiency in understanding rules but have the potential to limit reasoning and encourage mere memorization; This deficiency is expected to be minimized at the next level of education.

The impact of the application of deductive methods shows variations in academic achievement. The evaluation indicated that ten out of fourteen students achieved an average grade per semester above the Minimum Completeness Criteria (KKM) with some students showing significant improvements in comprehension. However, among the ten students, one student, Zahratul Hayyah, needs further monitoring because the average score per semester is close to KKM. Four other students, namely Afifah Fitriyah Alfina, Amirah Mutiah Hasanah, Santi Ayu Ningsih, and Zulfatul Maysaroh, still have an average score per semester below the KKM, which indicates challenges in their understanding, memorization, or interest in the material, so it requires guidance intervention.

However, overall, the deductive method is considered relevant in building the foundation of understanding nahwu at a basic level. However, after the author conducted observations and interviews, it was found that understanding the rules of nahwu sometimes requires a varied approach. Some students find it difficult to understand the rules if the examples given are less diverse or less specific. Therefore, although the main focus is on understanding the rules, it is recommended to add other methods, such as inductive and provide a more diverse variety of examples, because sometimes it is easier for students to understand nahwu by looking at various examples.

BIBLIOGRAPHY

- Amrullah, Ahmad Fikri. (2018). *Arabic Language Learning Methodology*. Yogyakarta: Pustaka Diniyah.
- Arifin, M. B. U. B., & Nurdyansyah. (2018). *Educational Research Methodology Textbook* (first printing). Sidoarjo: UMSIDA Press.
- Ehwandi, Muhammad. (n.d.) *Translated by Matan Al-Jurumiyah*. Accessed from <http://ehwandi.blogspot.com>
- Helmiati. (2012). *Learning Model*. Yogyakarta: Aswaja Pressindo.
- <https://insantri.com/kitab-al-ajrumiyyah-imam-as-shonhaji-atau-matan-jurumiyyah-pdf-download/> accessed on Sunday, July 6, 2025 at: 20.40 WIB.

- Huda, M., & Annas, A. (2024). Implementation of the Arabic Word Derivative Method in Learning to Write (Kitābah) Students of Al-Hidayah Gebog Kudus Islamic Boarding School. *Arabia: Journal of Arabic Language Education*, 16(2), 267–281. <https://doi.org/10.21043/arabia.v16i2.28157>
- Mahdzariy, Malik bin Salim bin Mathar al-. (1435 H). *Al-Mumti' fi Syarhi Al-Jurumiyah* (10th Edition). Egypt: Al-Dar Al-Alamiyyah.
- Muawanah, F., Amrullah, F. S., & Rosyad, M. S. (2014). The effectiveness of the deductive method "qiyāsiyyah" in the learning of ism al-maṣḍar and its derivation in the holy Mts Mambaus Sholihin. *Fashohah: Scientific Journal of Arabic Language Education*, 4(1), 34-45. <http://riset.unisma.ac.id/index.php/fashoha>
- Munir. (2017). *Planning of the Arabic Language Teaching System* (1st Edition). Jakarta: KENCANA.
- Nasution, Abdul Fattah. (2023). *Qualitative Research Methods* (First Edition). Bandung: Harva Creative.
- Nisa, I. K., Rahmi, N., & Walfajri. (2020). The Application of the Singing Method in Improving Arabic Vocabulary Mastery at Mts Ma'arif Nu 07 Purbolinggo. *Arabia: Journal of Arabic Language Education*, 12(2), 43-60. <https://doi.org/10.21043/arabia.v12i2.7878>
- Razin, A. & Razin, U. (2019). *Nahwu Knowledge For Beginners* (3rd Printing). Pustaka BISA.
- Rohayati, Enoch. (2017). *Arabic Language Teaching Methodology*. Palembang: Rafah Press State Islamic University (UIN) Raden Fatah Palembang.
- Rohman, Fathur. (2015). *Arabic Language Learning Methodology*. Malang: Madani.
- Thohir, M., Melinia, C. N., Sholihah, H., & Nubaha, M. (Eds.). (2021). *Arabic Learning Methods as a Foreign Language*. Sidoarjo: Kanzum Books.
- Wahyudin, Dedih. (2020). *Arabic Language Learning Methodology Based on Unit and Partial Theory*. Jakarta: Rosda.
- Wahyuni, Sari. (2014). *The Effectiveness of Qiyasiyah Method in Nahwu Learning*. (Bachelor's Thesis, Mathali'ul Falah Islamic College). <https://lib.ipmafa.ac.id/index.php?p=fstream-pdf&fid=2359&bid=5050>
- Ya'qub, Abdullah bin Yusuf bin Isa bin. (2008). *Al-Minhaj al-Mukhtashar fi 'Ilmi Al-Nahwi wa Al-Sarfi* (3rd Edition). Beirut: Muassasah Al-Rayyan li Al-Tiba'ah wa Al-Nashr wa Al-Tawzi'.