

THE EFFECT OF THE QAWAID METHOD ON ARABIC GRAMMAR SKILLS

Rawdatul Isnaini¹, Windy Alifiya², Asrofudin³, and Nasarudin⁴¹ Muhammadiyah University of Mataram, Mataram, Indonesia² Muhammadiyah University of Mataram, Mataram, Indonesia³ Muhammadiyah University of Mataram, Mataram, Indonesia⁴ Muhammadiyah University of Mataram, Mataram, Indonesia

Corresponding Author:

Rawdatul Isnaini,

Department of Arabic Language Education, Faculty of Islamic Studies, Muhammadiyah University of Mataram.

Email: rawdatulisnaini2605@gmail.com

Article Info

Received: October 15, 2025

Revised: November 05, 2025

Accepted: November 30, 2025

Online Version: December 11, 2025

Abstract

This study aims to determine the effect of the Qawaid method on the Arabic grammar skills of seventh-grade students at MTs Riyadlusshibyan Lendangre. The research employed a quantitative approach using a quasi-experimental pretest–posttest design, involving 29 students selected through total sampling. Data were collected through observations, multiple-choice tests, and documentation, while the instruments were examined using Pearson Correlation for validity and Cronbach's Alpha for reliability. The results revealed a significant increase between the pretest and posttest scores, indicating that the Qawaid method positively influences students' abilities in understanding sentence structure, identifying i'rab, and applying grammatical rules accurately. These findings demonstrate that the Qawaid method provides a strong grammatical foundation for learners and can be effectively implemented in Arabic language instruction. Therefore, the Qawaid method is proven to be an effective strategy for teaching Arabic grammar at the junior secondary school level and holds potential for further development in advanced learning.

Keywords: Arabic Grammar, Arabic Language Learning, Pretest–Posttest, Qawā'id Method, Quasi-Experimental Research



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0

International (CC BY SA) license

[\(https://creativecommons.org/licenses/by-sa/4.0/\)](https://creativecommons.org/licenses/by-sa/4.0/).

Journal Homepage

<https://journal.zmsadra.or.id/index.php/jqa>

How to cite:

Isnaini, R., Alifiya, W., Asrofudin, Asrofudin., & Nasarudin, Nasarudin. (2025). The Effect of the Qawaid Method on Arabic Grammar Skills. *Qaul 'Arabiy*, 1(3), 112–118. <https://doi.org/XX.XXXXX/jqa.v1i3.1420>

Published by:

Yayasan Zia Mulla Sadra

INTRODUCTION

Arabic language learning in various Islamic educational institutions plays a crucial role, especially in equipping students with adequate skills to comprehend and interpret religious texts and academic literature. In order to achieve this goal, the aspect of grammar or Qawaid becomes a fundamental element that must be mastered. Mastery of Qawaid serves as the primary foundation that enables students to construct grammatically correct sentences, analyze linguistic structures, and accurately interpret the meaning of a text. Thus, solid grammar skills not only support the development of reading and writing competencies but also significantly enhance their overall communication skills (Firdaus et al., 2025).

However, in the context of learning at the madrasah level, research findings often highlight the difficulties faced by many students in understanding abstract and complex grammar rules. These obstacles generally stem from teaching approaches that are overly focused on memorizing rules without being supported by contextual examples or sufficient applied practice sessions. As a result, students lack the ability to bridge the gap between Qawaid theory and its application in daily language use, which ultimately hinders the achievement of optimal grammar mastery (Sry et al., 2024).

Intrinsically, the Qawaid method offers advantages in providing a systematic thinking framework for learners. Through the gradual presentation of grammatical rules, students are guided to understand the relationships between sentence components, such as subject–predicate (mubtada'–khabar), verb–subject (fi'l–fa'il), and various cases of word ending changes (i'rab). Nevertheless, the effectiveness of this method is highly determined by how the teaching strategy is implemented by educators. If teachers are able to integrate the Qawaid method with contextual practice activities, sentence structure analysis, and relevant evaluation, the impact of this method on improving students' grammar skills will be significantly greater (Zaidan & Alawiyah, 2025).

The discussion on the importance of this method emphasizes that Arabic language learning must adopt an approach that not only focuses on rules but also on their application in real life. This becomes increasingly vital considering that students at the MTs (Madrasah Tsanawiyah) level are in a cognitive development phase that requires concrete illustrations and intensive repetitive practice to deeply understand language structures. Therefore, the implementation of the Qawaid method must be aligned with the students' profile, including their learning readiness, the educational environment they are in, and the learning outcomes targeted (Dahlan et al., 2024).

Furthermore, contextual challenges in specific educational environments such as MTs Riyadlusshibyan Lendangre show that Arabic language learning still struggles with issues such as limited learning facilities, lack of method variation, and low student motivation. Based on this background, research that examines the effectiveness of the Qawaid method in enhancing grammar skills becomes highly relevant and urgent to conduct (Zaidan & Alawiyah, 2025). It is hoped that this study can contribute empirical evidence showing the extent to which this method is able to address the real needs of students in understanding and applying Arabic grammar more effectively.

RESEARCH METHOD

This research is a quantitative study using a quasi-experimental approach. This approach was chosen because it allows the researcher to provide treatment to students through the application of the Qawaid method, and then compare the pretest and posttest results to determine the effect of the treatment on grammar skills. The population of this research consists of all seventh-grade students at MTs Riyadlusshibyan Lendangre during the academic year when the research was conducted. The population was selected because it falls within the

scope of Arabic language learning, which is the focus of this study to assess the effect of the Qawaid method on grammar skills.

The research sample consists of 29 seventh-grade students at MTs Riyadlusshibyan Lendangre who actively participated in Arabic language learning during the research period. All students in the class were included as research subjects, making the total sample size 29. This research uses three main data collection techniques to obtain accurate and relevant information regarding students' grammar skills after the implementation of the Qawaid method (Assegaf & Wahyudin); Observation, observation was conducted during the learning process to directly observe student activities, their responses to the Qawaid method, and how they understood rule explanations and completed exercises. This observation was used to complement quantitative data and provide a contextual overview of the situation; Tests, tests are the main instrument in this research. Multiple-choice tests were administered in two stages: pretest and posttest. The pretest aimed to determine students' initial grammar skills, while the posttest was used to measure improvement after treatment using the Qawaid method. The tests were structured based on grammar indicators such as sentence structure, i'rab, and application of rules; Documentation, documentation was used to collect supporting data such as student name lists, previous academic grades, learning syllabi, and photos of activities during the research. These documents help validate the information obtained through observation and tests.

Operational Definitions of Variables; Independent Variable (X): Qawaid Method, the Qawaid method is an Arabic language teaching method that emphasizes understanding and mastering grammar rules through grammatical theory explanation, applied examples, and sentence structure exercises. In this research, the Qawaid method is implemented through; Systematic delivery of grammar rules, Providing example sentences based on rules, Structure-based exercises to reinforce understanding, Brief discussions on the function of sentence elements.

The implementation of this method took place over several sessions as part of the treatment in the classroom. Dependent Variable (Y): Arabic Grammar Skills, arabic grammar skills refer to students' ability to understand and apply Arabic grammar rules accurately (Arbeni et al., 2025). This ability is measured through multiple-choice tests covering; ability to identify sentence structure (mubtada', khabar, fi'l, fa'il), Ability to determine i'rab of words, Ability to apply grammatical rules in context.

Pretest and posttest scores are the main indicators to determine changes in grammar skills after the implementation of the Qawaid method. This research uses a quasi-experimental approach with a pretest–posttest design. This model was chosen because it allows the researcher to compare students' grammar skills before and after treatment, so the effect of the Qawaid method can be clearly measured. The research population consists of middle-level madrasah students who are actively participating in Arabic language learning.

The instrument used is an objective multiple-choice test designed to measure several indicators of grammar skills, including: the ability to recognize sentence structure, the ability to determine i'rab, and the ability to apply grammatical rules in sentence context. The test was structured with gradual difficulty levels and has been tested for validity and reliability. The test instrument grid is as follows:

1. Text Assesment Instrument Grid

Table 1. TEST INSTRUMENT GRID

Variable	Indicator	Item Numbers	Answer Keys
Qawā'id Method	Using mubtada' and khabar with the correct i'rāb forms.	1, 3, 5	A, C, C

	Determining the appropriate word form in a nominal sentence (jumlah ismiyyah).	2, 4, 6	C, B, C
	Constructing nominal sentences (jumlah ismiyyah) based on correct qawā'id rules.	7, 9, 11	C, C, A
	Constructing nominal sentences consisting of mubtada' and khabar.	8,10,12	B, A, D
	Using variations of khabar (mufrad, jumlah, syibh jumlah) in sentence construction.	13, 15, 17	B, A, B
	Constructing nominal sentences (jumlah ismiyyah) with the correct contextual meaning.	14, 16, 18	A, B, A
Arabic Grammar	Explaining the definition of jumlah ismiyyah.	19, 21	C, B
	Mentioning the characteristics of jumlah ismiyyah in Arabic.	20, 22	B, B
	Determining the position of mubtada' and khabar in sample sentences.	23	C
	Explaining the difference between jumlah ismiyyah and jumlah fi'liyyah.	24	B
	Classifying Arabic sentences into jumlah ismiyyah or jumlah fi'liyyah.	25	B

2. Instrument Validity Test

Validity testing is a process to determine the extent to which a research instrument is able to measure what it is supposed to measure. In the context of educational research, validity indicates the accuracy and precision of a test in assessing student competencies or abilities according to predetermined indicators. A valid instrument is one that truly reflects the condition or ability being studied without being influenced by irrelevant factors (Fernando & Ismail, 2023).

In this research, validity testing is used to ensure that the multiple-choice questions used to measure Arabic grammar skills truly assess relevant grammatical aspects such as sentence structure, i'rab, and rule application. Validity is tested by comparing the score of each item with the total test score to determine the level of suitability and contribution of each question to the overall instrument. The measurement criteria are as follows; If the significance value < 0.05 , the instrument is declared valid, If the significance value > 0.05 , the instrument is declared invalid. Validity Score Interpretation; 0.800–1.00 = Very High, 0.600–0.799 = High, 0.400–0.599 = Moderate, 0.200–0.399 = Low, 0.000–0.199 = Very Low.

Based on the calculation results of all instrument items, it can be concluded that not all questions were declared valid. This is determined by the Pearson correlation value compared to the significance value (Sig.). Questions with a significance value < 0.05 are declared valid, while those with a significance value > 0.05 are declared invalid. Out of 25 questions tested, 9 questions were declared valid because they had a significance value < 0.05 , while the remaining 16 questions were declared invalid due to significance values > 0.05 or very low correlation. Therefore, this instrument needs to be revised by retaining valid items and improving or replacing invalid ones to enhance the quality of the measurement tool and ensure optimal use in research.

3. Reliability Test

Reliability testing is a process to determine the extent to which a research instrument has consistency and trustworthiness in measuring a variable. A reliable instrument is one that provides stable and consistent measurement results when used multiple times under relatively similar conditions. In other words, reliability indicates how free a measuring tool is from measurement error (Zayrin et al.).

In educational research, reliability is crucial because it ensures that changes in student scores truly reflect their abilities, not due to instrument inaccuracy. If the instrument is not reliable, the research results can be biased, inaccurate, and cannot be used as a basis for drawing conclusions. The criteria are as follows; If Cronbach's alpha > 0.60 = reliable or consistent, If Cronbach's alpha < 0.60 = not reliable or inconsistent Reliability Test Results Are as Follows;

**Table 2. Reliability Test Results
Case Processing Summary**

	N	%
Valid	29	100,0
Cases Excluded ^a	0	,0
Total	29	100,0

Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,683	26

Based on the reliability test using Cronbach's Alpha, the obtained value is 0.683 with 26 items. An instrument is declared reliable if the Cronbach's Alpha value is above 0.60, indicating good internal consistency. Since $0.683 > 0.60$, it can be concluded that the research instrument is reliable, and all items used have a good level of consistency and are suitable for data collection.

RESULTS AND DISCUSSION

Based on the data analysis obtained in this study, the significant increase between pretest and posttest scores provides empirical evidence that the Qawaid method contributes substantially to the development of students' Arabic grammar skills. This reflects that a grammar rule-based approach is able to guide students to understand language structure more deeply and systematically (Wahidah, 2023). The research findings showing a significant increase between pretest and posttest scores indicate that the Qawaid method plays an important role in shaping students' understanding of Arabic grammar. This improvement can be understood through several learning aspects that occurred during the treatment.

Two other studies aligned with these findings were conducted by Surya Hidayat and Munirul Abidin (UIN Maulana Malik Ibrahim Malang), who examined the effectiveness of the Qawaid wa Tarjamah method in deepening the understanding of basic Arabic structures, particularly mabni and mu‘rab. Their research showed a significant improvement in students'

understanding after the implementation of this method, reinforcing that grammatical rules are better understood through text analysis and translation (Hidayat & Abidin, 2024).

Additionally, a study by Ahmad Muizzul Islam, Muhammad Yasin, and La Sahidin at MI Darul Istiqamah, Maros Regency, found that the application of the Qawaid wa Tarjamah method—through stages of rule explanation, reading practice, translation, and evaluation—successfully improved students' reading skills quantitatively: the average student score increased from 72.1 (formative assessment) to 82.7 (mid-semester) and 87.9 (final exam) (Islam et al., 2025).

These findings are highly relevant to this research, as they similarly show that the Qawaid + translation method not only helps students memorize rules but also internalizes Arabic language structures through translation and reading practice, which ultimately supports significant improvement in grammar skills. Theoretically, the Qawaid wa Tarjamah method remains relevant within the framework of Arabic language learning in madrasahs because it is able to integrate grammatical analysis with language practice.

Research by Siti Aisyah at Madrasah Diniyah Pondok Pesantren Rohmaniyah showed that although the method was implemented in three phases (preparation, implementation, evaluation), there were significant obstacles such as lack of interactive media and limited learning time (Aisyah, 2024). Therefore, to optimize the implementation of this method, it is highly recommended to enrich learning media (e.g., grammar tables, translated texts, group discussions) and design more flexible time allocation.

However, not all students easily master grammatical rules, especially i'rab and abstract syntactic structures. Research by Assegaf & Wahyudin (Assegaf & Wahyudin, 2025) showed that some MTs students struggle to understand rules because teaching is still theoretical and lacks interactive learning media. These findings underline the need for more contextual and engaging grammar teaching methods so that students can digest the material more easily.

Limited media is also a significant barrier. Without adequate visual or interactive media, the delivery of grammar rules can feel monotonous, and students rely only on teacher's handwritten notes or the blackboard. This aligns with findings from other pesantrens that the use of grammar tables is very helpful in visualizing grammatical structures and accelerating understanding (Najib, 2024).

To address this, Qawaid learning in this research can be enhanced with visual media such as grammar tables or structure cards. Such media can make rules more concrete and help students remember relationships between rules more effectively, especially when dealing with long sentences. This is supported by Siti Aisyah's research, which reported that limited learning media and time constraints are the main barriers to the effectiveness of the Qawaid wa Tarjamah method (Aisyah, 2024).

Implicationally, the Qawaid method has great potential for continued development. By combining rule-based teaching, translation practice, visual media, and analytical feedback, Arabic grammar learning can become more effective and engaging. This not only improves students' grammatical understanding, but also cultivates analytical thinking and independent learning.

CONCLUSION

The research results show a significant increase between pretest and posttest scores after the implementation of the Qawaid method. Since the significance value of the test results shows a statistically significant difference, H_a is accepted and H_0 is rejected. This means that the Qawaid method has a significant effect on improving students' Arabic grammar skills. This improvement occurs because rule-based learning provides Structured explanations, Clear examples, Effective applied exercises to help students understand and apply Arabic grammar rules accurately. Additionally, the systematic learning process through the Qawaid method also

encourages students to actively analyze sentence elements, thereby improving their accuracy and understanding in applying grammar rules in various contexts.

REFERENCES

- Aisyah, S. (2024). *Implementasi Metode Qowa' id wa Tarjamah dalam Pembelajaran Maharah Qira'ah di Madrasah Diniyah Pondok Pesantren Rohmaniyah Lumajang*. 02(01), 65–79.
- Arbeni, W., Windiani, A., Sariyani, D., & Sihotang, B. (2025). *Test Reliability Analysis in Educational Evaluation: A Quantitative Approach to Consistency and Validity*. 5(1), 59–64.
- Assegaf, A. S. W., & Wahyudin, A. (2025). *Analisis Kesulitan Siswa MTs dalam Memahami Tata Bahasa Arab” Qawaid .”* 2, 68–75.
- Dahlan, P. K. H. A., Hijriyah, A. L., Putri, A. H., & Isnaini, R. L. (2024). *PENDEKATAN HUMANISTIK DALAM PEMBELAJARAN BAHASA ARAB*. 9(1), 115–130.
- Fernando, D. A., & Ismail, F. (2023). *RAUDHAH Proud To Be Professionals JurnalTarbiyahIslamiyah*. 8, 1110–1121.
- Firdaus, K., Ritonga, M., & Hanafi, A. H. (2025). *Kontribusi Pendidikan Bahasa terhadap Keberhasilan Studi Keislaman*. 5, 2020–2036.
- Hidayat, S., & Abidin, M. (2024). *The Effectiveness of the Qawaid Wa Tarjamah Method to Improve Understanding of Basic Arabic Structures Mabni and Mu' rab*. 4(1), 1–12. <https://doi.org/10.38073/lahjatuna.v4i1.1703>
- Najib, M. M. (2024). *Akselerasi Kemampuan Membaca Turost Santri Melalui Metode Al-Misbah: (Studi Kasus di Pondok Pesantren Modern Al-Amanah Krian- Sidoarjo)* 3(1), 104–119. <https://doi.org/10.12345/jip.v6i4>.
- Sry, A., Gunawan, A., Matematika, P., Barat, K., Indonesia, B., Belajar, S., & Guru, P. (2024). *Studi Deskripsi Tantangan dan Strategi Siswa Sekolah Menengah Pertama dalam Memahami Simbol dan Bahasa Indonesia dalam Pembelajaran Matematika*. 2(2), 249–267.
- Wahidah, B. (2023). *BERBASIS TEKS PADA MATA PELAJARAN BAHASA INDONESIA DI SMPN SE-KABUPATEN LOMBOK BARAT*. 19(2), 1–15.
- Zaidan, M., & Alawiyah, N. L. (2025). *Analisis Konseptual Metode Tata Bahasa Terjemah dalam Pengajaran Bahasa Arab di Era Digital*. 5(2), 282–300.

Copyright Holder :

© Rawdatul Isnaini et.al (2025).

First Publication Right :

© Qaul ‘Arabiy

This article is under:

