



Short Story-based Arabic Syntax Learning Media: Development Research at Universitas Negeri Jakarta

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Abstract

Grammar learning is very close to literary works. Unfortunately, the use of short stories as learning media is still rare. This research aims to develop short story-based Arabic syntax learning media. The method used in this research is development research using Thiagarajan's 4D model. This study involved 30 students at the Department of Arabic Language Education, Faculty of Language and Arts, State University of Jakarta, who were taken by purposive sampling. The research instruments used were documents and questionnaires. At the same time, the data analysis technique used descriptive statistics. The results showed that based on the analysis of the current needs, it is necessary to develop Arabic syntax learning media that encourages students to learn actively and is packaged in fictional story literary work. Based on the experts' assessment results, the developed short story can be used as a learning medium for material, presentation, and language.

Keywords: Short Stories; Learning Media; Arabic Syntax.

Abstrak

Pembelajaran tata bahasa sangat dekat dengan karya sastra. Sayangnya penggunaan cerpen sebagai media pembelajaran masih jarang dilakukan. Penelitian ini bertujuan untuk mengembangkan media pembelajaran sintaksis Arab berbasis cerpen. Metode yang digunakan pada penelitian ini adalah penelitian pengembangan menggunakan model 4D Thiagarajan. Penelitian ini melibatkan 30 orang mahasiswa pada departemen Pendidikan Bahasa Arab, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta yang diambil dengan metode *purposive sampling*. Instrumen penelitian yang digunakan adalah dokumen dan kuesioner. Adapun teknik analisis data menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa berdasarkan analisis kebutuhan saat ini diperlukan pengembangan media pembelajaran sintaksis Arab yang mendorong mahasiswa untuk belajar secara aktif dan dikemas dalam sebuah karya sastra cerita fiktif. Berdasarkan hasil penilaian para pakar cerpen yang dikembangkan layak dijadikan sebagai media pembelajaran baik dari aspek materi, penyajian, dan kebakasaannya.

Kata kunci: Cerpen; Media Pembelajaran; Sintaksis Arab



A. INTRODUCTION

Arabic syntax (*nahwu*) is considered a challenging course for students in the Arabic language education study program at the Faculty of Language and Arts, Universitas Negeri Jakarta. The results of previous research mentioned that 58% stated that Arabic syntax is complex to learn (Failasuf, Bahtiar, and Ilham, 2022). The same perception also occurs in Arabic language education study program students in other universities (Baroroh and Tolinggi 2020). This condition is quite worrying considering that *nahwu* is a science that students must master to support their Arabic language skills (Hakim Al Ghozali, Sirojudin, and Herianto 2024; Rodibillah, Islam, and Qosim 2024).

One of the obstacles students face when learning *nahwu* is the teaching methods and media lecturers use. The learning method used is the lecture method, which is still centred on the lecturer, and the media used is only in the form of classical books (Taufik and Ariani 2020). These learning methods and media are not to the characteristics of today's students, who tend to be visual and kinesthetic and have high enthusiasm for literary or fictional works (Sayekti, Habibah, and Rahmawati 2021; Anwar 2019; Amalia Tauhidah and Arij Abiyyah 2024). Therefore, innovation is needed in *nahwu* learning that involves students actively and has a literary touch (Faiz and Afrita 2024).

Learning Arabic syntax (*nahwu*) itself is very close to literature. In addition to *nahwu* itself as an entry point to understanding Arabic literature, *nahwu* has long been packaged in literary works. The birth of classical books that discuss *nahwu* in the form of poetry (*naẓām*), such as the book of al-'Imrîthî and al-Fiyyah ibn Mâlik, is evidence of the closeness of *nahwu* learning to literature. In the tradition of learning *nahwu* in Islamic boarding schools, there is a tradition of *lalaran*, which is the activity of repeating the memorisation of *nadhom* by being sung individually or in groups (Hidayah and Susilo 2020). The birth of the *lalaran* or *nadhoman* tradition further strengthens the relationship between learning *nahwu* and literature.

The continuation of learning *nahwu* through literary works has long stopped at the *nadhoman* tradition. Classical *nadhoman* books are considered a very established method of teaching *nahwu* without the need for renewal and innovation. Classical books such as *al-Fiyyah ibn Mâlik* are unsuitable for grammar learning in schools and universities. With the demands of memorising hundreds or even thousands of stanzas

and many very complicated grammatical concepts, it is necessary to consider the suitability of using *nadhom* books in learning *nahwu* science in college. It is essential to offer works that are lighter in literature and by the world of learners.

Short stories are literary works considered to represent the two criteria of lightness and suitability for the younger generation. These short stories have been widely used in English grammar learning in Indonesia as learning media/materials. The emergence of grammar books such as *Nasreddin's Funniest Stories Asyik Belajar Bahasa English Sementara Ketawa*, *Belajar Grammar dari Kisah-kisah Jenaka*, *Grammar Stories*, and *Grammar Anthology* is an effort to present English grammar material through light short stories (Nadia M et al. 2022; Priyasudiarja and Purwaningsih 2012; Salsabil S et al. 2021; Yulianto 2018).

Short stories such as *nahwu* are still infrequent when learning Arabic grammar. This is not because there are no short stories in Arabic literature; instead, the stories are not directly related to grammar material like the books above. In addition, the existing short stories have not been adapted into Indonesian, making it quite difficult for beginner learners. Using short stories or anecdotes in a lesson is understanding the material without feeling that you are learning the material. Therefore, it is necessary to prepare short stories that are deliberately arranged to help understand the rules of *nahwu* easily.

The need to prepare literary works of short stories about *nahwu* science cannot be separated from the results of previous studies. Some stated that using literary works such as short stories makes it easier for learners to understand grammar concepts and even motivates them to master foreign language skills effectively. For example, Noviana and Ashrafuzzaman's research revealed that using literary works improves learners' mastery of foreign languages (Ashrafuzzaman, Ahmed, and Begum 2021; Noviana 2017). No wonder, then, that literature and language learning are considered to have a symbiotic relationship (Ihejirika 2014). In the context of Arabic language learning for non-Arabic speakers, another study concluded that short stories are effective in helping Arabic language learning as a second language (Al Btoush, Al Rababah, and Habashneh 2020). Based on the importance of packaging grammar material using the literary works above, the researcher proposes to create this literary work of *nahwu* short story.

B. RESEARCH METHODS

Adapun metode penelitian yang digunakan peneliti yaitu pendekatan kualitatif dan kuantitatif (Purnawanti et al., 2022). Pendekatan kualitatif digunakan untuk menceritakan pengalaman proses pembelajaran bahasa arab melalui wawancara dengan guru Bahasa arab sebagai informan kunci, dan observasi langsung terhadap siswa untuk mendapatkan data visual terkait kegiatan pembelajaran di lapangan. Dan pendekatan kuantitatif digunakan untuk mencari data konkrit melalui lembar angket kebutan guna mengukur kebutuhan siswa terkait pengembangan media dan pendekatan yang baru (Malta Devi et al., 2025). Adapun instrumen penelitian yang digunakan meliputi lembar validasi ahli media dan materi, serta lembar instrumen angket kebutuhan siswa.

The research method used in this study is development research (Research and Development). Development research aims to produce new products or develop existing products (Gall, Gall, and Borg 2006). The model used in this research is the Four D (4-D) development model. The 4-D development model is a learning device development model developed by S. Thiagarajan. The 4-D development model consists of 4 stages, namely: (1) Define or define; (2) Design or design; (3) Develop or develop; (4) Disseminate or disseminate (Thiagarajan, Semmel, and Semmel 1974).

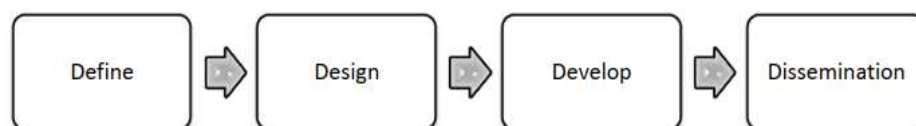


Figure 1. Stages of Research and Development of Thiagarajan's 4D Model

This research was conducted at the Arabic Language Education Department, Faculty of Language and Arts, Universitas Negeri Jakarta. The sample of this study were students who were taking or were taking the initial *nahwu* course (basic Arabic syntax). This sample was taken through purposive sampling because the students involved were taken based on specific criteria.

This study uses two data sets, primary and secondary. The secondary data used are the results of the needs analysis of short story writing as a medium for learning

nahwu and the results of expert assessments. The secondary data used are the results of literature reviews from books and articles in national and international journals.

The data collection technique used is the distribution of questionnaires. The data instruments used were questionnaires, Likert scales, and expert assessment sheets. The data collected from the results of the student questionnaire and the specialist assessment sheet were analysed using descriptive statistics with the following formula.

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

(Arikunto 2010)

P = Percentage score

$\sum x$ = Number of respondents' answer values in one item

$\sum xi$ = Number of ideal scores in one item

The calculation results using the umus above are summarised based on the following criteria.

Table 1. Percentage Categories in the Likert Scale

Percentage	Categories
81 – 100%	Strongly Agree/Very Good
61 – 80%	Agree/Good
41 – 60%	Undecided/Acceptable
21 – 40%	Disagree/Poor
0 – 20%	Strongly Disagree/Very Poor

(SUGIYONO 2018)

C. RESULTS AND DISCUSSIONS

Results

1. Define Stage

In the definition stage, data were obtained from five analyses: front-end analysis, learner analysis, concept analysis, task analysis, and learning objectives analysis. In the front-end analysis, the researcher distributed questionnaires to students of the Arabic Language Education program of the Faculty of Languages and Arts, Universitas Negeri Jakarta, who had previously contracted the *al-nahwu al-awwal* course (basic Arabic

syntax). Based on the questionnaire, it can be concluded that the Nahwu Awal course is challenging. Therefore, additional teaching materials are needed to make learning easier for students. In addition, based on the answers given by the respondents, it is known that most students like fictional literary works as their reading books. The results of the needs assessment questionnaire are presented in Table 2.

Table 2. Needs Analysis Questionnaire Result of *Nahwu* Short Story

No.	Statements	Responses				
		SA	A	U	DA	SDA
1	<i>Al-nahwu al-awwal</i> is an easy-to-understand course.	-	17%	-	16%	67%
2	I understand all the material after taking the <i>al-nahwu al-awwal</i> course.	-	17%	-	87%	-
3	After taking the <i>al-nahwu al-awwal</i> course, I understood the concept of marfu'at al-Asma.	-	17%	-	67%	16%
4	I need additional teaching materials to understand the <i>al-nahwu al-awwal</i> course.	40%	33%	-	-	27%
5	I enjoy reading short stories, novels, or other works of fiction	67%	17%	-	16%	-
6	I agree if the teaching materials for the <i>al-nahwu al-awwal</i> course are presented in the form of short stories	86%	14%	-	-	-

The researcher obtained data from the students' learning style questionnaire when analysing it. Based on the questionnaire results, most students' learning styles are visual. Students' learning styles are shown in Table 3.

Table 3. Student Learning Style

No.	Statements	5		4		3		2		1		Average
		f	%	f	%	f	%	f	%	f	%	
1	I learn better by reading what the teacher writes on the board.	6	20%	7	23%	2	7%	8	27%	7	23%	2,90
2	I highlight text in different colours when I read.	8	27%	5	17%	3	10%	8	27%	6	20%	3,03
3	I understand well when I	5	17%	6	20%	2	7%	9	30%	8	27%	2,70

	read instructions or information.											
4	I learn better by reading than by listening to someone.	5	17%	4	13%	3	10%	8	27%	10	33%	2,53
5	I learn more by reading a textbook than by listening to a lecture.	6	20%	6	20%	4	13%	8	27%	6	20%	2,93
Auditorial Learning Style Average											2,82	
6	I understand better when the teacher gives me instructions.	11	37%	7	23%	4	13%	5	17%	3	10%	3,60
7	I feel better when someone tells me how to do something in class.	11	37%	7	23%	2	7%	6	20%	4	13%	3,50
8	I remember things I have heard better than things I have read.	13	43%	7	23%	1	3%	3	10%	6	20%	3,60
9	I prefer to listen to lectures in class.	11	37%	11	37%	3	10%	5	17%	0	0%	3,93
10	I learn best in class when I listen to someone rather than participate.	14	47%	7	23%	2	7%	4	13%	3	10%	3,83
Visual Learning Style Average											3,69	
11	I prefer to learn by doing things in class.	6	20%	7	23%	2	7%	8	27%	7	23%	2,90
12	I concentrate well when moving (e.g.	8	27%	5	17%	3	10%	8	27%	6	20%	3,03

	pacing or playing with my feet).											
13	I prefer hands-on activities for learning (e.g. experiments, etc.).	5	17%	6	20%	2	7%	9	30%	8	27%	2,70
14	I understand things well in class when I participate in role plays.	5	17%	4	13%	3	10%	8	27%	10	33%	2,53
15	I move my hands a lot when I speak to express myself better.	6	20%	6	20%	4	13%	8	27%	6	20%	2,93
Average Kinesthetic Learning Style											2,82	

Task analysis and concept analysis are applied to formulate the knowledge that learners must master to facilitate the tasks that must be carried out in the process. Using materials should facilitate learners in doing the tasks required in the learning process. The formulation of knowledge or competencies that need to be included is done by analysing documents from previous research results and reference books related to Arabic grammar learning and the development of grammar-based literary works. At the end of the definition phase, the researcher determines the instructional objectives by classifying the learning objectives of the teaching materials and selecting them from the task analysis and concept analysis.

2. Design Stage

There are three steps to go through in the design phase: media selection, format selection, and initial design. First, short stories were selected for media selection and presented as learning materials to facilitate students' learning of the concept of marfû'atu al-Asmâ, which is the material of *al-nahwu al-awwal* (Basic Arabic Syntax). The short story was designed in A5 paper size for format selection with Times New Roman, Arial, and Calibri fonts. For the frame, the researchers designed the short story according to the Ministry of Education and Culture's guidelines for making teaching materials. The frame

includes an introduction, content, glossary, bibliography, and curriculum vitae. The researchers used the Canva application to design the short story covers. In addition, the researchers intended short story prototypes using Microsoft Word and then changed the format from .doc to .pdf. The results of the teaching material design can be seen in Figure 2.



Figure 2. Cover of *Nahwu* Short Story

3. Development Stage

a. Feasibility test stage

This development research involved two experts who assessed the feasibility of the short stories developed. The feasibility assessment results were obtained from each expert's assessment of the material/content aspects, presentation aspects (completeness), and linguistic aspects (readability), as in Table 3 below.

Aspects	Percentage of Feasibility		Average
	First expert	Second expert	
material/content	85%	82%	83,5%
presentation	80%	78%	79%
linguistic	80%	82%	81%

Based on the results of the assessment of the two experts in Table 3, the developed nahwu short story is perfect in material terms, with a percentage of 83.5%, pleasing in appearance and completeness, with a rate of 79%, and very good linguistically with a percentage of 81%. Overall, the developed *nahwu* short story received a percentage of 81%, meaning that this short story is very feasible to be used as a medium for learning *nahwu awal* (basic Arabic syntax).

Although the nahwu short stories developed are feasible overall, the experts provided input on this short story. First, related to the material. The expert suggested that the title discussed in *Nahwu Science* be given a sub-title arranged in a sentence in a work of fiction style. Providing subtitles in this fictional writing style aims to make the literary touch more pronounced. Second, regarding the appearance of the short story. The expert suggested that the story be equipped with proportional pictures to help readers understand the storyline. Third, related to language. The expert suggested that the *nahwu* terms used in the short story text be added more and accompanied by explanations through footnotes when needed.

b. Revision stage

Based on the assessment results and the experts' input, the researcher improved the nahwu short story at this stage. After the revision, the researcher again showed the short story prepared to the experts to ensure that this short story was suitable for development to the next stage.

4. Disseminate Stage

Based on the results of the feasibility test of this *nahwu* short story, it is declared feasible to use it in the learning process with the overall category of "Very Feasible". Furthermore, this short story is disseminated on a small or limited scale. This dissemination was done directly in front of the lecturers teaching *nahwu* courses and students.

(4) Naibul Fa'il: Tidak Selamanya
Selalu Nampak

"Ah akhirnya sandal ini Kembali", Zain merasa lega karena mendapatkan kembali sandal jepitnya yang dighasab. Maulana memang sempat menjelaskan bahwa di Pesantren mereka masih ada kebiasaan ghasab dari sebagian santri. Zain jadi ingat kenapa ayahnya bersikeras menamai sandal jepitnya saat mengantarkan Zain ke pondok. "Pantesan ayah memaksaku menandai sandal jepit ini, ternyata kejadiannya bakal seperti ini".

Setelah selesai shalat magrib berjamaah Zain bergegas menuju kelasnya untuk memulai pengajian ba'da magrib. Ketika di depan sebuah kelas, Zain berhenti sejenak karena mendengar sekumpulan santri sedang menyanyikan sebuah lagu Arab.

*Yanuubu maf'uulun bihii an faa'ili # Fiimaa lahu kaniila
khairu naaili*

*Fa awal fi'tidhmuman wal muttashil # Bil aakhiriksir fi
mudhiya kawushul*

....

Zain terus menyimak lebih khusyuk. Dia tertarik karena irama lagu Arab yang dinyanyikan pasar santri itu terdengar teratur. Pola nadanya terdengar konsisten

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Figure 3. Example of One of The Contents of the *Nahwu* Short Story Sook

Discussion

In the introduction, it has been mentioned that the use of learning media that is not by the characteristics of students causes the Arabic syntax course as a problematic study. Therefore, it is necessary to develop Arabic syntax learning media according to the characteristics of current students. These characteristics are (1) learning media must be able to involve students actively in learning, and (2) learning media in the form of literary works (fiction).

Researchers chose short stories as a learning innovation for *nahwu* for two reasons. Short stories encourage students to learn more independently, which means that learning will not be centred on lecturers but instead on students (Rupa and Sumbi, 2021). Short stories are also literary works that are very popular with current students, who, on average, are Generation Z (gen-z) (Tazijan et al.,2023). Short stories can also improve students' understanding of grammar (Yen, Trianton, and Sari,2023).

The integration of short stories into Arabic syntax learning media can be understood through several educational theories, including constructivism, sociocultural theory, and dual coding theory. Constructivism, as posited by Piaget (1973), emphasises the importance of active engagement in learning. Short stories allow learners to construct their understanding of syntax through contextualised examples, thereby facilitating deeper cognitive processing.

Vygotsky's sociocultural theory further supports the use of narrative as a pedagogical tool, highlighting the role of social interaction in learning (Vygotsky 2019). Stories often reflect cultural contexts, allowing learners to engage with the language meaningfully. This interaction not only aids in syntax acquisition but also fosters cultural awareness, which is vital in language education. The stories provide a rich tapestry of linguistic structures embedded within relatable contexts, enabling learners to grasp complex syntactic rules more intuitively.

Additionally, the dual coding theory proposed by Paivio (2008) suggests that information is better retained when presented in verbal and visual formats. Short stories, often accompanied by illustrations or multimedia elements, cater to this theory by providing learners with multiple avenues for understanding and retention. This multimodal approach can enhance the learning experience, making abstract syntactic concepts more tangible and memorable.

The short story developed by the researcher is entitled Exalted Words. The title is a translation of al-Marfu'atu al-Asma, the study material or theme of discussion in the initial *nahwu* course (Raswan 2020). This short story consists of seven chapters, each of which takes the title of a member of *marfû'atu al-Asmâ*. The seven chapters are as follows: (1) *Mubtada*: A Beginning, (2) *Khabar*: The Importance of Loyalty, (3) *Fâ'il*: Every Action Must Have a Doer, (4) *Nâibul Fâ'il*: Not Always Apparent, (5) *Kâna wa Akhwâtuhâ*: Both Actors Affect, (6) *Inna wa Akhwâtuhâ*: Not All Can Be Influenced, and (7) *Al-Tawâbi'*: Everything Must Be Obeyed.

If you look at it in more detail, you will see that subtitles accompany each chapter title above. The inclusion of this sub-chapter describes the characteristics of the rules contained in the members of *marfû'atu al-Asmâ*. For example, the Chapter titled *Khabar*

is titled *The Importance of Loyalty*. The subheading describes the character of the *khabar*, which must be in harmony with its *mubatada* in terms of the type of word based on its number (singular, dual, plural) and likewise, the type of word based on its gender (*mudzakar or mutants*) (Muhsin 2012). Another example is the chapter title *Fail with the subheading Every Act Must Have a Perpetrator*. The subheading describes the characteristics of a file that becomes the doer of an action in a sentence (Aly al-Jârimi 1956).

The developed short story takes place in Islamic boarding schools and schools. Taking pesantren and schools as the setting of events in this short story is done so that students as readers are interested in this short story. Some research results state that the themes of fiction favoured by the younger generation are relevant to their lives (Martono 2018; Mascita 2021). In addition to taking a setting that suits the reader's character, this short story uses an expressive language style typical of Generation Z so that readers can delve deeper into the story in the developed short story (Mustaqim, Djatmika, and Marmanto 2019).

D. CONSLUSIONS

This research focuses on developing short story-based Arabic syntax learning media in the Arabic Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta. Learning media development uses Thiagarajan's 4D model, which consists of four stages: define, design, develop, and disseminate. At the define stage, it is known that there is a need for the development of basic Arabic syntax learning media that encourages learning that is not centred on lecturers and packaged in the form of fictional stories. At the design stage, short stories were chosen as a form of learning media because this literary work is favoured by students who are Generation Z. At the development stage, based on the results of the assessment of experts, the developed short story is feasible as a learning media for Arabic syntax. As for the dissemination stage, this short story-based Arabic syntax learning media has been disseminated to lecturers teaching Arabic syntax courses and students of the Arabic Language Education study program.

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