



Improving Students' Understanding of Arabic Grammar (Nahwu) Through The Think-Pair-Share Model

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Abstract: Arabic grammar (Nahwu) is an essential component, yet students often find it difficult due to monotonous teaching methods. This study was motivated by students' low level of understanding and interest in Nahwu rules at school. This study aims to evaluate the effectiveness of the Think-Pair-Share model in improving eighth-grade students' understanding of nominal and verbal phrases at MTsN 1 Aceh Utara. The method used is quantitative research with a quasi-experimental design of the non-equivalent control group type. The study population consisted of 235 students divided into eight classes, while the sample of 42 students was selected purposively, divided into an experimental class (n=21) and a control class (n=21). Data were collected through pre- and post-tests and analyzed using the Wilcoxon and Mann-Whitney tests in SPSS 25. The results showed a significant improvement in the experimental class with a post-test mean score of 74.23, outperforming the control class, which scored only 48.76. The N-Gain score for the experimental class reached 64.13% (classified as moderately effective), while the control class scored only 31.37%. The Mann-Whitney test yielded a significance value of $0.000 < 0.05$. Thus, the TPS Model has proven effective in improving students' understanding of Nahwu by encouraging them to construct their thinking independently and collaboratively. This helps students gain a deeper understanding of sentence structure than expository methods do.

Keywords: Arabic learning, Arabic grammar (nahwu), Nominal Sentence, Think-Pair-Share model, Verbal Sentence.

INTRODUCTION

Education is a process of interaction between teachers and students that involves the exchange of information and learning experiences. This process aims not only to transfer knowledge, but also to shape students' thinking abilities, attitudes, and skills. (Syafrin et al., 2023) The success of learning is largely determined by the strategies and models used by teachers, because the right methods can increase motivation and improve student learning outcomes. Therefore, the choice of learning model is an important factor in achieving educational goals.

Arabic, as a subject, has a special position, especially in Indonesia, where the majority of the population is Muslim. This language is used in the Qur'an and hadith, so mastery of it is the main gateway to a deep understanding of Islamic teachings. In addition, Arabic is also a compulsory subject in various formal educational

institutions, including madrasah ibtidaiyah, tsanawiyah, and aliyah. However, in practice, many students find it difficult to learn Arabic because it is considered very different from their mother tongue.

Difficulties in learning Arabic are particularly apparent in the aspect of arabic grammar or nahwu. Nahwu is the science that discusses sentence structure, word endings (i'rab), and the relationship between elements in a sentence. With a good command of nahwu, students can construct Arabic sentences correctly, understand texts, and avoid language errors. (Pratama & Syafii, 2022) Unfortunately, nahwu is often considered difficult, full of rules, and confusing, making some students less interested in studying it in depth. In line with Ibrahim Mustafa's reformist ideas, modern Nahwu instruction should place greater emphasis on the functional aspects of meaning and the simplification of grammatical rules so

that students can understand sentence structure without getting bogged down in the complexities of speculative classical theory. (Rifiananda, M. A., Aliudin, A., Ridwan, F., & Saputra, 2025)

Empirical conditions show that eighth-grade students at MTsN 1 Aceh Utara still face various obstacles in understanding nahwu. Some students are able to master the basic rules, but most of the others have difficulty distinguishing the functions of words in sentences, understanding nominal and verbal sentence structures, and applying i'rab correctly. The factor of differences in educational backgrounds also reinforces this gap, because some students have learning experiences in Islamic boarding schools, while others have no foundation at all. In the process of knowledge transfer, the use of linguistic strategies such as code-switching and code-mixing often serves as a tactical solution to help students overcome difficulties in understanding complex grammatical terms. (Urwati et al., 2025)

The teaching methods used by teachers also contribute to students' low level of understanding. So far, lectures and one-way explanations still dominate the teaching and learning process. This model tends to make students passive, less willing to ask questions, and dependent on the teacher's explanations. This situation makes nahwu learning monotonous, boring, and does not motivate students to learn. The need for a variety of methods is also driven by the finding that creative approaches, such as the use of singing, have proven effective in changing students' perceptions of the complexity of Nahwu, making it more enjoyable and easier to grasp. (Sholichah & Hikmah, 2024) As a result, students' learning outcomes are not optimal.

To overcome this problem, more active, interactive, and participatory learning strategies are needed. (Ramdani et al., 2023) One cooperative learning model that can be applied is Think-Pair-Share model. This model was first introduced by Frank Lyman in 1985 and is still widely used in various subjects today. The advantage of Think-Pair-Share model lies in its three stages: thinking independently (think), discussing with a partner (pair), and then sharing with the whole group (share). This pattern allows every student to be actively involved in the learning process.

In the context of nahwu learning, the application of Think-Pair-Share model provides students with the opportunity to understand the material in stages. thereby building confidence and strengthening understanding. Tamam Hassan's linguistic theory asserts that language is a living social system; therefore, the teaching of grammar to non-Arabic speakers must integrate various contextual aspects and active interaction in order to achieve a more comprehensive command of the language. (Muslihudin et al., 2023) Thus, Think-Pair-Share model not only improves learning outcomes but also students' social skills. At the

thinking stage, students are trained to process information independently by analyzing nahwu problems and formulating initial responses based on previous knowledge.



In the pairing stage, students exchange ideas with their partners, clarify misunderstandings, and support peers who are having difficulty understanding nahwu concepts.



In the sharing stage, students present the results of their discussions to the whole class, allowing them to compare answers, receive feedback, and strengthen their understanding through group discussion.



A number of previous studies have shown the effectiveness of Think-Pair-Share model in improving Arabic language skills, such as speaking, reading, and writing. (Royyan Abdillah et al., 2023) The advantages of the cooperative learning model in Arabic language instruction are not limited to vocabulary acquisition through games, (Novita et al., 2024) but also hold great potential for strengthening understanding of grammatical structures when implemented through systematic discussion phases such as Think-Pair-Share. However, studies that specifically examine the application of Think-Pair-Share model in the aspect of nahwu are still limited. In fact, nahwu is a fundamental component that plays an important role in overall Arabic language proficiency. This is a research gap that needs to be filled in order to

contribute to the development of Arabic language learning strategies. (Mulyono et al., 2021)

Based on this background, this study focuses on the application of the Think-Pair-Share learning model to improve students' understanding of nahwu at MTsN 1 Aceh Utara. This study is expected to provide empirical evidence regarding the effectiveness of Think-Pair-Share model as an alternative innovative learning strategy that can address classic problems in nahwu teaching. In addition, the results of this study can also be a reference for Arabic language teachers in choosing a learning model that is more suited to the needs of students. The use of the Think-Pair-Share model has proven effective in creating a collaborative and inclusive learning environment, where students do not merely passively receive instruction but actively engage in collectively building their understanding of grammar. (Rohmat et al., 2025)

METHOD

This study used a quantitative approach with a quasi-experimental design. (Abraham & Supriyati, 2022) The research design chosen was a non-equivalent control group design, which involved two groups that were not selected randomly. (Ardiansyah et al., 2023) Both groups were given a pre-test to determine the students' basic abilities. Then, the experimental group was given treatment in the form of the Think-Pair-Share model, while the control group used the conventional lecture method. After the treatment was completed, both groups were given a post-test to see the improvement in learning outcomes.

The research subjects were eighth-grade students at MTsN 1 Aceh Utara in the 2024/2025 academic year. The research population consisted of 235 students divided into eight classes, while the sample was taken using purposive sampling, resulting in 42 students from two classes. This technique was chosen because the classes had formed naturally, and the selection was based on the recommendations of Arabic language teachers regarding the similarities in the initial abilities of students in the two classes. Class VIII-1, consisting of 21 students, was designated as the control group, while class VIII-2, with the same number of students, was designated as the experimental group. The research procedure followed several systematic steps: 1) Initial observation and problem identification; 2) Designing a pre-test instrument; 3) Conducting a pre-test on both groups; 4) Implementing the Think-Pair-Share model in the experimental class for several meetings; 5) Implementing the lecture method in the control class; and 6) Conducting a post-test. The research instrument was a written test covering questions about nahwu, specifically the material on nominal sentences (jumlah ismiyyah) and verbal sentences (jumlah fi'liyyah), which was designed to measure the students' level of understanding before and after the treatment.

The collected data were analyzed using SPSS software version 25. The analysis was conducted in several stages, namely normality and homogeneity tests to ensure that the data requirements were met. Due to the non-normal distribution of data in some parts, non-parametric statistics were applied. Then the Wilcoxon Signed-Rank Test was used to determine the difference in learning outcomes in the experimental group before and after treatment. (Windi et al., 2022) In addition, the Mann-Whitney U test was used to see significant differences between the control and experimental groups. Furthermore, the N-Gain Score calculation was used to determine the level of effectiveness of the Think-Pair-Share model implementation based on the increase in the average student score.

RESULT AND DISCUSSION

Result

This study was conducted on two groups, namely class VIII-2 MTsN 1 Aceh Utara as the experimental group that was given treatment with the Think-Pair-Share learning model, and class VIII-1 as the control group that used the demonstration method. Both groups were given a pre-test to determine the students' initial ability to understand nahwu, particularly the material on nominal sentences (jumlah ismiyyah) and verbal sentences (jumlah fi'liyyah). After the learning process was completed, both groups were given a post-test to measure their learning outcomes.

The pre-test results showed that the initial abilities of students in both groups were relatively equal, with low average scores. After the treatment, there was a significant increase in the experimental group. The average post-test score of the experimental group reached 74.23, while the control group only reached an average of 48.76. The N-Gain Score calculation also reinforced these results: the experimental group obtained an average score of 64.12% (sufficiently effective category), while the control group only reached 31.36% (ineffective category).

Further statistical testing using the Wilcoxon Signed-Rank Test showed a significance value of $0.000 < 0.05$ in the experimental group, which means there was a significant difference between the pre-test and post-test results. Meanwhile, the Mann-Whitney U test results showed a significance value of $0.000 < 0.05$, which means that there was a significant difference between the control and experimental groups in the post-test scores. Thus, the application of the Think-Pair-Share learning model has a greater positive effect than the conventional lecture method on improving students' understanding in learning nahwu.

Discussion

1. Discussion On The Implementation Of Model "Think-Pair-Share"

- Model "Think-Pair-Share"

The Think-Pair-Share model is a form of cooperative learning that emphasizes active student involvement through three main stages, namely thinking independently (think), discussing with a partner (pair), and sharing the results of the discussion with the whole class (share). (Noge et al., 2023) The Think-Pair-Share (TPS) model is a specific technique under the auspices of the Cooperative Learning method that serves as a practical instrument for systematically implementing the principles of group learning. The relationship between the two is seen in the application of cooperative values, such as individual accountability through the Think stage, positive interdependence in the Pair stage, and the transformation of the teacher's role into a facilitator in building social constructivism. Thus, TPS becomes a technical procedure that ensures the cooperative learning philosophy runs effectively through peer interaction to achieve a deeper understanding of the material. Based on the results of this study, the application of Think-Pair-Share in nahwu learning has been proven to create a more interactive and participatory learning atmosphere. Students no longer merely act as recipients of information, but are directly involved in the process of building their understanding of nahwu rules through thinking and discussion activities. (Fatimah et al., 2024)

In addition, Think-Pair-Share provides opportunities for students to construct knowledge gradually. The think stage helps students activate their prior knowledge and process information individually, while the pair stage allows for clarification of concepts through interaction with peers. The share stage serves to reinforce understanding through the presentation of discussion results in front of the class. (Gulo & Telaumbanua, 2023) This learning pattern is highly relevant to the characteristics of nahwu learning, which requires analytical understanding of Arabic grammar.

- Teacher's Role

The role of teachers in implementing the Think-Pair-Share learning model is crucial in determining the success of the nahwu learning process. Teachers function as learning designers who set goals, materials, and activities that are appropriate to the characteristics of students and the competencies to be achieved. In the context of nahwu learning, teachers need to adapt grammatical rules to questions and tasks that encourage students to think critically and analytically. Careful planning will help students understand the learning objectives from the outset and make it easier for them to follow each stage of Think-Pair-Share systematically.

In addition to being designers, teachers also act as facilitators who guide the learning process. (Kurniawan et al., n.d.) In the think stage, teachers give students enough

time to think independently and ensure that each student is fully involved in the process. In the pair stage, teachers monitor pair discussions, provide guidance when there are misunderstandings, and encourage students to actively exchange opinions. Teacher assistance at this stage is very important to ensure that discussions are effective and remain focused on the objectives of nahwu learning. (Hino & Funahashi, 2022) Furthermore, teachers need to provide scaffolding appropriate to students' level of understanding throughout the learning process. This scaffolding can take the form of prompting questions, reaffirming important nahwu concepts, and providing feedback to help students correct errors in analyzing sentence structure. By providing gradual guidance without providing immediate answers, teachers encourage students to think independently and develop a deeper grammatical understanding. The role of facilitator also requires teachers to observe interactions between students to identify learning difficulties and adjust learning strategies to optimally achieve nahwu learning objectives.

Teachers also act as classroom managers who are responsible for creating a conducive and participatory learning environment. (Afriadi, 2023) In Think-Pair-Share model, time management and classroom organization are important aspects to ensure that all stages are carried out properly. Teachers need to set the duration of each stage proportionally and ensure that all students have the same opportunity to participate. With good classroom management, teachers can minimize potential noise and keep discussions orderly and productive.

Furthermore, teachers have a role as motivators who encourage student activity and confidence. (Nahid, 2023) In nahwu learning, students often feel hesitant or afraid of making mistakes in analyzing sentence structure. Through the Think-Pair-Share model approach, teachers can provide positive reinforcement and create a safe learning environment for students to express their opinions. The motivation provided by teachers, both verbally and nonverbally, contributes to increasing students' courage to actively participate in discussions and presentations of learning outcomes. (Liu, 2021)

Finally, teachers act as evaluators who continuously assess the learning process and outcomes. (Muhammadiyah et al., 2022) Assessment in Think-Pair-Share model does not only focus on the final results, but also on student participation during the process of thinking, discussing, and sharing. Teachers can use the results of student discussions and presentations as evaluation material to identify their level of understanding of nahwu material. By reflecting on the learning process, teachers can make improvements and adjustments to learning strategies in the next meeting so that the application of Think-Pair-Share model becomes more effective.

- advantages and disadvantages of the Think-Pair-Share model

The Think-Pair-Share model has various advantages that make it relevant for application in nahwu learning. One of the main advantages of Think-Pair-Share is its ability to increase student activity and participation during the learning process. Through the stages of independent thinking and pair discussions, students have the opportunity to express their opinions and test their understanding without fear of making mistakes. (Huyen et al., 2020) This is very important in nahwu learning, which requires precision and courage in analyzing Arabic grammar.

Another advantage of the Think-Pair-Share model is its ability to help students understand abstract and complex material, such as nahwu rules. Discussions with partners allow students to complement each other's understanding and correct mistakes directly. This process helps students build a deeper understanding through social interaction, so that learning is not only centered on the teacher, but also on student activities. Thus, Think-Pair-Share encourages meaningful and sustainable learning.

In addition to these advantages, Think-Pair-Share model also has a positive impact on the development of students' social skills. (Wukir Cahya Utami, 2021) Through discussion and presentation activities, students are trained to communicate effectively, work together, and respect the opinions of others. These skills are very relevant in the context of Arabic language learning, because language use emphasizes not only cognitive aspects, but also affective and social aspects. Therefore, Think-Pair-Share model not only contributes to improving nahwu learning outcomes, but also to shaping students' attitudes and character.

Despite its many advantages, the Think-Pair-Share model also has several limitations. One of the main weaknesses of Think-Pair-Share model is that it requires relatively more time compared to conventional learning methods. (Azizi et al., 2025) Each stage in Think-Pair-Share model requires sufficient time allocation so that students can think, discuss, and share optimally. In classrooms with limited time or a large number of students, teachers need to manage time effectively so that all stages of Think-Pair-Share model can be carried out properly.

In addition, the effectiveness of Think-Pair-Share model greatly depends on student participation and the teacher's ability to manage the class. If there are students who tend to be passive or lack confidence, the discussion process may not run optimally. Therefore, teachers need to provide motivation, reinforcement, and continuous guidance so that all students can be actively involved. With good classroom management and careful planning, the limitations of Think-Pair-Share model can be minimized so that the

advantages of this model can be maximized in nahwu learning.

2. Discussion On Students' Nahwu Learning Outcomes

- Students' Understanding of Nahwu Concepts

Nahwu is a branch of Arabic linguistics that studies the structure and function of words in sentences as well as the relationships between sentence elements. Based on the results of this study, the application of the Think-Pair-Share model has been proven to significantly improve students' understanding of basic nahwu concepts. This improvement occurs because the TPS model breaks down the rigidity of Nahwu instruction through a step-by-step cognitive process. In the Think stage, students are encouraged to conduct independent analysis of sentence structure, which forces the brain to actively process the rules governing nominal and verbal phrases. The Pair stage plays a crucial role as a low-pressure discussion space; here, students can confirm the placement of the subject, predicate, agent, or object with one another through peer tutoring. This interaction helps concretize Nahwu concepts previously considered abstract, so that misunderstandings can be corrected before being presented in the Share stage. Through this series of processes, students not only understand Nahwu rules theoretically, but are also able to apply them in identifying Arabic sentence elements more accurately.

- Understanding of Nominal Sentences (Jumlah Ismiyyah)

The results of the study show an increase in students' understanding of the structure of nominal numbers after the implementation of the Think-Pair-Share model. Before the treatment, students often had difficulty distinguishing between *mubtada'* and *khobar* elements, and often made mistakes in determining the position of words in nominal sentences. Common mistakes found included inaccuracy in recognizing word types and grammatical relationships between sentence elements. (Motaghizadeh & Khanabadi, 2023) However, after the implementation of Think-Pair-Share model, students showed better ability in analyzing the structure of nominal numbers. Discussions with partners allowed students to correct each other's mistakes and strengthen their understanding through the exchange of opinions. The sharing stage also provided an opportunity for students to confirm their understanding through presentations and feedback from teachers and classmates, so that their understanding of *ismiyyah* numbers became more systematic and in-depth.

- Understanding of Verbal Sentences (Jumlah Fi'liyyah)

Students' understanding of verbal sentences also improved significantly after the Think-Pair-Share model was implemented. Before the treatment, students often had difficulty determining the relationship between fi'il, fa'il, and maf'ul, and did not fully understand the word order in Arabic verbal sentences. Errors in identifying subjects and predicates were a common problem. Through paired discussions in Think-Pair-Share model, students were able to discuss sentence structure in greater depth and compare their understanding with their learning partners. This process helped students understand the basic patterns of verbal and improve their accuracy in analyzing sentence structure. The impact of pair discussions was evident in the students' increased confidence in answering questions and explaining verbal sentence structure in front of the class, which showed that Think-Pair-Share model contributed positively to students' syntactic understanding.

- Implications of Think-Pair-Share model for Nahwu Learning

The findings of this study indicate that the Think-Pair-Share learning model is very suitable for teaching nahwu, which has been considered difficult and boring by students. Nahwu requires logical and analytical understanding of language structure, thus requiring learning strategies that are able to actively engage students. Think-Pair-Share model provides space for students to think, discuss, and construct understanding collaboratively, thereby minimizing the difficulties of learning nahwu. Active student involvement in each stage of learning helps reduce dependence on teacher explanations and increases learning independence. Thus, Think-Pair-Share model not only has an impact on improving learning outcomes, but also creates a more interactive, meaningful, and enjoyable atmosphere for learning nahwu.

Another implication of implementing the Think-Pair-Share model in learning nahwu is a shift in the learning paradigm from teacher-centered to student-centered. Students no longer rely solely on teacher explanations, but are trained to discover and construct their own understanding through thought processes and discussions. This is crucial in learning nahwu, which demands precision and reasoning. Furthermore, a collaborative learning environment helps reduce students' anxiety about making mistakes in Arabic, making them more willing to experiment and explore. Thus, Think-Pair-Share contributes not only to the cognitive aspect but also to the affective aspect of students' learning nahwu.

3. Summary of Findings and Their Relationship to Previous Studies

These findings are in line with the theory proposed by Lyman (1985), which states that the Think-Pair-Share

model is designed to increase student interaction and cognitive engagement through paired discussions and idea sharing in large groups. The opportunity to think independently, exchange opinions with peers, and present the results of discussions in front of the class helps students clarify nahwu concepts and strengthen their understanding through social interaction. Thus, Think-Pair-Share model not only affects learning outcomes but also trains students' communication, cooperation, and confidence skills.

In addition, the results of this study are consistent with previous findings that demonstrate the effectiveness of the Think-Pair-Share model in various learning contexts. Research by Fatimah, Murdiono, and Thoyyibah (2024) proves that Think-Pair-Share model is effective in improving Arabic writing skills, while research by Gulo and Telaumbanua (2023) confirms that Think-Pair-Share model can improve student learning outcomes at the vocational high school level. The similarity of these research results indicates that Think-Pair-Share model can be widely applied in Arabic language learning and other subjects. (Munir et al., 2023)

However, what makes this study at MTsN 1 Aceh Utara special is its sharper focus on mastering difficult grammar (Qawaid). While previous studies were more general in nature, this study clearly demonstrates that TPS is highly effective in unraveling the complexities of the rules governing Jumlah Ismiyyah and Jumlah Fi'liyyah. This is evidenced by a significance level of 0.000 (very strong) in the Mann-Whitney statistical test. Additionally, the effectiveness rate of this model reached 64.13% (N-Gain Score), meaning it is nearly twice as effective as the conventional lecture method, which only achieved 31.37%.

Based on this description, the application of the Think-Pair-Share model can be seen as one alternative active learning strategy that is relevant to the teaching of qawā'id nahwu. By directly involving students in the process of thinking, discussing, and sharing, learning becomes more interactive, meaningful, and student-centered. (Kusumadewi, 2022) This is very important in responding to the challenges of Arabic language learning in madrasahs, which have often been perceived as difficult and uninteresting by students.

4. Pedagogical implications

The findings of this study offer several important pedagogical implications for education practitioners, particularly in the teaching of Arabic at the Madrasah Tsanawiyah level. First, the results of this study underscore the need for a paradigm shift from teacher-centered learning to student-centered learning. (Iqbal et al., 2026) Nahwu teachers are no longer advised to rely solely on one-way lecture methods, which tend to make grammatical material rigid and boring. Instead, teachers must transform into facilitators capable of designing collaborative discussion scenarios through the Think-Pair-Share (TPS) model.

Second, the implementation of the TPS model implies that understanding complex Arabic grammar, such as the nominal and verbal constructions, will be more effective if built through social interaction and peer tutoring.(Shofiyani, 2024) This process helps reduce students' language anxiety, as they have the opportunity to validate their understanding with peers before presenting it in the classroom forum. Pedagogically, this boosts students' confidence and motivation in learning qawaid.

Third, for school administrators and curriculum developers at MTsN 1 Aceh Utara, this study suggests the need to integrate active learning strategies into the Lesson Plans (RPP). Allowing students sufficient time to think independently and discuss in pairs should be viewed as a cognitive investment that enhances long-term memory retention, rather than a waste of class time. Thus, the continuous application of the TPS model can be a solution to create a more dynamic and inclusive Arabic classroom atmosphere that is effective in improving students' syntactic skills.

The data analysis /result:

1. Normality test

Test of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	control	,268	21	,000	,851	21	,004
test	experimental	,168	21	,124	,872	21	,010
Post	control	,224	21	,007	,837	21	,003
test	Experimental	,153	21	,200 ^a	,945	21	,278

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Because some of the Shapiro-Wilk (sig.) values were <0.05, namely 0.004; 0.010; and 0.003 <0.05, the data were not normally distributed. Therefore, the researcher used a nonparametric test.

2. Test of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
L Learning model	Based on Mean	,951	1	40	,335
	Based on Median	1,301	1	40	,261

Based on Median and with adjusted df	1,301	1	39,93	,261
Based on trimmed mean	,948	1	40	,336

From that table, the researcher found the data to be homogeneous because "Based on Mean" means $0.05 < 0.335$.

3. Wilcoxon signed rank test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
learning model	Control	21	13,95	293,00
	experimental	21	29,05	610,00
	Total	42		

		N	Mean Rank	Sum of Ranks
Pretest experimental class -posttest experimental class	Negative Ranks	21 ^a	11,00	231,00
	Positive Ranks	0 ^b	,00	,00
	Ties	0 ^c		
	Total	21		

- a. pretest < posttest
- b. pretest > posttest
- c. pretest = posttest

Test Statistics^a

		Pretest experimental class - posttest experimental class
Z		-4,019 ^b
Asymp. Sig. (2-tailed)		,000

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Based on the table, the Wilcoxon Signed Ranks Test results show a significance value of 0.000, which is less than 0.05. Thus, the hypothesis in the first chapter is accepted.

4. Hypothesis Test
Mann-Whitney Test

Test Statistics^a

	learning model
Mann-Whitney U	62,000
Wilcoxon W	293,000
Z	-3,995
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: class

hypothesis that there was a difference in Arabic grammar learning outcomes between the control group and the experimental group after treatment, the Mann-Whitney U test was performed to verify that the assumption of data normalization was not met. The results of the Mann-Whitney U test showed a significance value (two-tailed) of 0.000, which is less than the significance level set at 0.05. Therefore, the null hypothesis, which states that there is no difference in the distribution of grammar learning outcomes between the control group and the experimental group, was rejected.

The mean posttest score of the experimental group (29.05) tends to be higher than the mean posttest score of the control group (13.95). Based on these results, it can be concluded that there is a statistically significant difference in grammar learning outcomes between the two groups, indicating that the treatment in the experimental group had a more effective and significantly different effect compared to the control group.

CONCLUSION

This study proves that the Think-Pair-Share model is effective in improving students' understanding of nahwu at MTsN 1 Aceh Utara. The analysis results show a significant increase in the experimental group compared to the control group, both based on the average post-test scores and the N-Gain Score calculation. The stages in the Think-Pair-Share model, namely thinking independently, discussing with a partner, and sharing in a large group, have been proven to actively engage students, strengthen understanding, and foster social and communication skills.

Thus, the Think-Pair-Share model can be an alternative active learning strategy that can address the challenges of nahwu learning, which has been considered difficult and boring by students. Arabic language teachers are expected to apply Think-Pair-Share model or similar learning models to improve the quality of learning. However, this study still has limitations, such as time constraints and a sample size that only came from one school. Therefore, further research with a broader scope is needed so that the results can be generalized more comprehensively.

SUGGESTIONS

The researcher recommends that State Islamic Middle School 1 North Aceh consider implementing the Think-Pair-Share learning model as an innovative strategy in teaching Arabic grammar. This model can increase students' active participation, support their understanding of grammar concepts through collaborative discussion, and provide opportunities for them to express their understanding verbally. Therefore, the use of Think-Pair-Share is expected to create a more interactive and student-centered learning process.

The researcher also suggests that students at State Islamic Middle School 1 North Aceh participate actively and optimally in every stage of the Think-Pair-Share learning process. Students need to engage seriously in discussions with their peers and have the courage to share their ideas. Active involvement in these activities can help them improve their understanding of Arabic grammar and develop confidence in expressing their thoughts.

Furthermore, the researcher encourages future researchers to conduct further studies on the effectiveness of the Think-Pair-Share model in Arabic grammar learning at different educational levels and with different mediating variables. Since the learning process is complex, further research is needed to validate the findings of this study and identify other factors that may influence the successful implementation of the Think-Pair-Share model. More comprehensive research is expected to contribute to the development of effective Arabic learning practices.

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