

Qawā'id Nahwu in Rhythm: A Singing Strategy to Enhance the Understanding of Students in Class IX at Hubulo Islamic Boarding School

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Abstract

The teaching of qawā'id nahwu in Islamic boarding school settings presents persistent pedagogical challenges, as the subject's abstract conceptual framework and reliance on rote memorisation have been consistently associated with low learner engagement and insufficient depth of grammatical comprehension among students. This study aimed to investigate the effect of a singing strategy a systematically designed instructional intervention that embeds qawā'id nahwu rules within rhythmically and lyrically structured songs explicitly aligned with the pesantren curriculum on the comprehension of ninth-grade students at Hubulo Islamic Boarding School. A quantitative quasi-experimental design with a Nonequivalent Control Group pretest-posttest framework was employed, with participants assigned to an experimental group receiving singing-based instruction and a control group receiving conventional teacher-centred methods. Qawā'id nahwu comprehension was measured through a validated and reliability-tested written instrument assessing students' ability to identify grammatical functions, determine i'rāb, and apply Nahwu rules in sentential contexts; data were analysed using descriptive statistics, normality and homogeneity assumption tests, and an independent samples t-test via SPSS software. The results demonstrated that the experimental group achieved a mean posttest score of 82.30 compared to 71.25 in the control group, with the between-group difference confirmed as statistically significant (Sig. = 0.000, $p < 0.05$) and the effect size quantified at Cohen's $d = 1.94$ a very large effect indicating educationally substantial improvement. Complementary observational data further revealed that the singing strategy fostered markedly higher levels of active participation, sustained attention, and learning enthusiasm among experimental group students. These findings establish the singing strategy as a statistically effective, practically meaningful, and culturally appropriate instructional approach for qawā'id nahwu in pesantren contexts, extending prior local

scholarship beyond vocabulary-focused and descriptive accounts to provide the first controlled experimental evidence of singing's effectiveness in classical Arabic grammatical comprehension.

Keywords: *singing strategy, qowaid, nahwu*

Introduction

Within the landscape of Arabic language education, few subjects carry as much foundational significance as Nahwu (Arabic grammar), particularly in Islamic boarding school settings where proficiency in classical texts, Quranic exegesis, and religious literature depends fundamentally on grammatical competence (Jalaludin, 2025). As the structural backbone of the Arabic language, Nahwu governs sentence construction and textual interpretation, making its acquisition indispensable for students engaged in Islamic scholarly traditions. Despite its pedagogical significance, however, Nahwu remains widely regarded as one of the most demanding subjects in Arabic language curricula, owing to its abstract conceptual framework, extensive formal rule systems, and the predominance of teacher-centred instructional approaches reliant on lecture delivery and rote memorisation (Ihwan, Mawardi, & Ni'mah, 2022). These conditions have been consistently associated with declining learner motivation, passive classroom participation, and insufficient depth of understanding among students.

A growing body of research has sought to address these challenges through the development of alternative instructional strategies. Studies have explored the use of visual media, contextual learning approaches, cooperative learning models, and digital-based tools as means of enhancing engagement and comprehension in Nahwu instruction (Ihwan et al., 2022; Jalaludin, 2025). At the local level, investigations into Arabic language pedagogy within pesantren contexts have similarly attempted to innovate beyond conventional methods. For instance, the implementation of singing-based methods in Arabic lessons at the primary school level has demonstrated that musical approaches can facilitate vocabulary memorisation in a more enjoyable and meaningful manner (Qomaruddin, 2017). Furthermore, studies focusing on the teaching of qawā'id through singing have indicated that grammatical rules including pronoun forms and verb patterns can be effectively introduced to university students through musical media (Badriyah, 2014). Additional studies have similarly reported that songs employed as a medium for Nahwu instruction assist students in understanding grammatical structures in a more contextualised and engaging way (Bashirotul Hidayah, 2024).

While these interventions have demonstrated varying degrees of effectiveness, several critical gaps remain. Many existing studies are limited in their focus on declarative knowledge acquisition that is, students' ability to recall grammatical rules without sufficiently addressing the affective dimensions of learning, such as motivation, enjoyment, and sustained engagement (Li et al., 2025). Moreover, the majority of local studies remain descriptive in nature or are confined to specific age groups, such as primary school pupils or university students, with few having empirically evaluated the effect of singing strategies on the comprehension of qawā'id nahwu among junior secondary students particularly those at Class IX level who are in the process of internalising more complex Arabic grammatical

structures (Bashirotul Hidayah, 2024). Furthermore, relatively few studies have examined instructional strategies that integrate multimodal elements capable of simultaneously stimulating cognitive and emotional responses in learners. This absence is particularly notable in pondok pesantren settings, where learning environments are characterised by high instructional density and limited access to technology-based resources, thereby rendering music-based approaches especially pertinent.

In response to these identified gaps, recent scholarship in language education has directed attention toward music-based and singing strategies as viable instructional interventions. Research in the broader field of language learning has demonstrated that the integration of musical rhythm, melody, and lyrical repetition can significantly enhance phonological awareness, vocabulary retention, and grammatical internalisation (Li et al., 2025; Louder et al., 2024). Singing as a pedagogical strategy operates at the intersection of cognitive and affective learning processes: the rhythmic and melodic structure of songs provides mnemonic scaffolding that supports rule retention, while the inherently enjoyable and participatory nature of musical activity fosters positive affective states conducive to deeper learning engagement (Busse et al., 2021). Empirical studies have further reported that music-integrated language instruction tends to reduce learner anxiety, increase classroom participation, and promote more durable retention of linguistic content compared to conventional instructional methods (Louder et al., 2024; Li et al., 2025). Taken together, these findings establish a compelling theoretical and empirical foundation for the application of singing strategies in grammatical instruction.

Nevertheless, a substantive scholarly gap persists between the general practice of implementing singing methods in Arabic language learning and the systematic, strategically designed application of such approaches in the teaching of qawā'id nahwu within Islamic boarding school contexts. Most available studies on music-based language learning have been conducted in general foreign language education settings, with limited attention given to classical Arabic grammar as the target domain, or to the sociocultural and institutional specificities of pesantren education. This gap constitutes both a theoretical and practical limitation, as the effectiveness of any instructional strategy is necessarily mediated by the contextual conditions in which it is deployed. The present study therefore seeks to address this gap by investigating the effect of a systematically designed singing strategy on the comprehension of qawā'id nahwu among ninth-grade students at Hubulo Islamic Boarding School. In doing so, it contributes empirical evidence to an area of Arabic language pedagogy that remains in need of contextually grounded, rigorously evaluated intervention research, while simultaneously offering a replicable instructional model for pesantren educators seeking creative and effective alternatives to conventional Nahwu instruction.

Method

This study employs a quantitative quasi-experimental design with a Nonequivalent Control Group framework, incorporating pretest and posttest

measurements for both the experimental and control groups (Sugiyono, 2020). The quasi-experimental design was selected on explicit methodological grounds: given the institutional structure of pesantren education, full randomisation of participants across classes was not administratively feasible, as students are assigned to intact classroom groups prior to the commencement of the study (Creswell, 2014). This decision is consistent with established practice in educational intervention research conducted within naturalistic school settings. Critically, this design represents a methodological advancement over the majority of earlier studies on singing-based Arabic language instruction, which predominantly adopted descriptive or case study designs approaches that, while informative regarding implementation processes, are inherently limited in their capacity to establish causal relationships between instructional interventions and learning outcomes (Qomaruddin, 2017; Badriyah, 2014). By employing a comparative experimental framework with two matched groups, the present study enables more rigorous causal inference regarding the effectiveness of the singing strategy than has been achieved in prior local research.

The study is theoretically grounded in music-based language learning theory, which posits that musical activities strengthen cognitive processing, enhance memory retention, and facilitate the internalisation of language structures through the combined effects of rhythm, melody, and repetition (Ludke, Ferreira, & Overy, 2014). From an applied linguistics perspective, the singing strategy aligns with both behaviourist and cognitive learning theories: behaviourist principles account for the role of repetition and reinforcement in habit formation, while cognitive theory explains how rhythmic patterns reduce cognitive load by providing mnemonic scaffolding for the encoding and retrieval of grammatical rules (Ibrahim, 2024). The study further draws upon the concept of active and joyful learning, positioning learners as active participants in knowledge construction (Aqib, 2022). Whereas earlier theoretical frameworks applied to Nahwu instruction have tended to draw upon a single theoretical orientation, the present study integrates multiple complementary perspectives to offer a more comprehensive account of how singing simultaneously facilitates grammatical comprehension at both cognitive and affective levels.

Research Site and Participants

The study was conducted at Hubulo Islamic Boarding School, selected on the basis of several academically grounded considerations: the institution maintains an Arabic language curriculum in which Nahwu constitutes a core subject; documented learning challenges in qawā'id nahwu were identified, including low comprehension levels and limited variation in instructional strategies; and ninth-grade (kelas IX) students represent a pedagogically critical cohort in the process of transitioning toward more complex grammatical structures, thereby necessitating innovative instructional approaches. Participants were selected through purposive sampling and assigned to two intact classroom groups: an experimental group receiving qawā'id nahwu instruction through the singing strategy, and a control group receiving equivalent instructional content through conventional teacher-centred methods comprising direct explanation, rule memorisation, and written exercises. This two-group comparative structure directly addresses a critical methodological limitation of prior local studies, which examined singing-based instruction without

employing a control condition, making it impossible to attribute observed learning gains specifically to the singing intervention rather than to general instructional exposure (Bashirotul Hidayah, 2024).

The singing strategy was implemented as a systematically designed instructional intervention in which qawā'id nahwu rules including the identification of word functions, the determination of i'rāb, and the application of basic Nahwu rules in sentences were embedded within structured song lyrics explicitly aligned with the pesantren's Nahwu curriculum. Content validity of the intervention materials was ensured through systematic mapping of each song's lyrical content onto the grammatical structures stipulated in the curriculum. This approach represents a substantive departure from earlier implementations of singing in Arabic language learning, which focused predominantly on vocabulary acquisition and were applied without explicit curricular alignment or systematic instructional design (Qomaruddin, 2017; Badriyah, 2014). The control group received identical curricular content delivered through conventional instructional methods, ensuring that any observed differences in learning outcomes between groups could be attributed specifically to the instructional approach rather than to variations in content coverage.

Data Collection Instruments

Data were collected through three complementary techniques: a qawā'id nahwu comprehension test, structured classroom observation, and documentation. The comprehension test served as the primary quantitative instrument and was administered as both a pretest and a posttest to participants in both groups. The test was designed to assess multiple dimensions of grammatical understanding — including the ability to identify grammatical functions, determine i'rāb, and apply Nahwu rules in sentential contexts rather than measuring surface-level recall or vocabulary recognition alone. This multi-dimensional assessment approach represents a deliberate methodological advancement over earlier studies, in which evaluation instruments were predominantly oriented toward vocabulary mastery or were based on descriptive observation without systematic quantitative measurement of grammatical comprehension (Badriyah, 2014; Qomaruddin, 2017).

Prior to administration, the instrument underwent rigorous validity and reliability testing. Content validity was established through expert judgement involving Arabic language educators and Nahwu specialists, who assessed item relevance, difficulty level, and linguistic clarity (Muhammad Lukman et al., 2021). Empirical item analysis was subsequently conducted to examine item discrimination indices and difficulty levels, ensuring that retained items were psychometrically sound. Internal consistency reliability was established through Cronbach's alpha coefficient, providing a quantitative index of instrument reliability — a procedural standard largely absent from prior local studies that relied solely on expert review without empirical item-level analysis (Bashirotul Hidayah, 2024).

Structured classroom observation was employed as a supporting data collection technique to obtain direct documentation of the learning process in both groups (Anggito & Setiawan, 2018). Observation focused on indicators of student engagement, including active participation in singing activities, responsiveness to

instructional prompts, and involvement in class discussions, using a structured observation sheet with predetermined behavioural indicators (Gusti et al., 2024). Documentary data — including institutional profiles, student enrolment records, lesson schedules, syllabi, lesson plans, and photographic records of learning activities — were collected to contextualise the research setting and verify procedural fidelity.

Data Analysis

Quantitative data were analysed using SPSS software through a systematic multi-stage analytical procedure. Descriptive statistics including means, standard deviations, minimum and maximum scores were computed for both groups at pretest and posttest stages to establish a preliminary profile of students' grammatical comprehension levels and to assess the comparability of groups prior to treatment. Prior to inferential analysis, the assumptions underlying parametric statistical testing were rigorously examined. Normality of score distributions was assessed using the Shapiro-Wilk test, selected for its superior statistical power with small-to-moderate sample sizes compared to the Kolmogorov-Smirnov test (Field, 2018).

Homogeneity of variance between groups was verified through Levene's test. These prerequisite assumption tests represent a critical methodological enhancement over several earlier studies in the domain that proceeded directly to comparative analysis without reporting assumption-testing results, thereby undermining the statistical validity of their conclusions (Bashirotul Hidayah, 2024). Where assumptions of normality and homogeneity were confirmed, group differences in posttest scores were examined using an independent samples t-test to determine whether the improvement in qawā'id nahwu comprehension among the experimental group was statistically significantly greater than that of the control group.

Beyond statistical significance testing, the practical magnitude of the singing strategy's effect was quantified through Cohen's *d* effect size calculation. This measure, largely absent from prior local studies on singing-based Arabic language instruction, provides a standardised, internationally comparable index of the intervention's practical significance that transcends the binary significant/non-significant determination of *p*-values alone (Cohen, 1988). The inclusion of effect size reporting thus positions the present study within contemporary standards of educational research reporting, enabling meaningful comparison of findings with international studies on music-based language learning interventions.

Qualitative observation data were analysed descriptively through systematic categorisation of field notes according to predetermined engagement indicators. These data served to contextualise and enrich the interpretation of quantitative findings, enabling the researcher to account not only for whether the singing strategy produced measurable comprehension gains, but also for how the strategy influenced the dynamics of the qawā'id nahwu learning process. The integration of quantitative and qualitative data streams thus supports a more comprehensive and nuanced account of the intervention's effectiveness than would be achievable through statistical analysis alone.

Result and Discussion

Descriptive Statistics and Group Comparability The primary quantitative data were derived from pretest and posttest scores administered to both the experimental and control groups and analysed using SPSS software. As presented in Table 1, descriptive analysis of the pretest results confirmed that both groups entered the study at a comparable level of qawā'id nahwu comprehension prior to treatment. The experimental group recorded a mean pretest score of 62.54 (SD = 6.12), while the control group recorded a mean of 61.80 (SD = 6.35), with no statistically significant difference between groups at baseline. This initial equivalence is a critical methodological prerequisite for quasi-experimental designs, as it substantiates the assumption that any post-treatment differences in comprehension can be attributed to the instructional intervention rather than to pre-existing ability differences between groups (Creswell, 2014). This baseline verification procedure represents an advancement over several earlier studies on singing-based Arabic language instruction. Qomaruddin (2017) and Badriyah (2014), for instance, proceeded directly to implementation and outcome reporting without establishing initial group equivalence, which limited the interpretive validity of their comparative findings. The present study addresses this gap by confirming group comparability as a prerequisite to inferential analysis.

Tabel 1. Pre-test and Post-test Descriptive Statistics

Group	Test	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment	Pre-test	30	50	75	62,54	6,12
Eksperiment	Pos-test	30	70	95	82,30	5,48
Control	Pre-test	30	70	74	61,80	6,35
Control	Pos-test	30	65	85	71,25	5,90

Prior to inferential analysis, the assumptions underlying parametric statistical testing were systematically examined. Normality of score distributions was assessed using the Kolmogorov-Smirnov test. As presented in Table 2, the significance values for all four data sets exceeded the threshold of 0.05, confirming that the data were normally distributed across both groups and both measurement points.

Tabel 2. Normality Test Results (Kolmogorov-Smirnov)

Group	Tes	Statistic	df	Sig.
Eksperiment	Pre-test	0,129	30	0,200
Eksperiment	Pos-test	0,114	30	0,200
Control	Pre-test	0,136	30	0,153
Control	Pos-test	0,121	30	0,200

Homogeneity of variance between groups was subsequently verified through Levene's Test, which yielded a significance value of 0.214 exceeding the 0.05 threshold and confirming that the variances of the two groups were homogeneous.

As presented in Table 3, both normality and homogeneity assumptions were satisfied, thereby justifying the application of parametric inferential statistics for subsequent hypothesis testing.

Following the implementation of the respective instructional treatments, posttest results revealed a substantial divergence between the two groups. The experimental group, which received qawā'id nahwu instruction through the singing strategy, recorded a mean posttest score of 82.30 (SD = 5.48), representing a mean gain of 19.76 points from the pretest. The control group, which received instruction through conventional methods, recorded a mean posttest score of 71.25 (SD = 5.90), representing a mean gain of 9.45 points. Hypothesis testing was conducted using an Independent Samples t-test. The analysis yielded a Sig. (2-tailed) value of 0.000, which is less than 0.05, with the calculated t-value exceeding the t-table value. Accordingly, H_0 was rejected and H_1 was accepted, confirming that a statistically significant difference existed between the qawā'id nahwu comprehension outcomes of the experimental and control groups.

To quantify the practical magnitude of this difference beyond binary significance determination, Cohen's d effect size was calculated. The obtained value of $d = 1.94$ corresponds to a very large effect according to established benchmarks (Cohen, 1988), indicating that the singing strategy produced not only a statistically detectable but also an educationally substantial improvement in qawā'id nahwu comprehension. This level of analytical reporting exceeds that of most prior local studies, which presented outcomes in terms of descriptive mean differences or categorical pass/fail rates without quantifying effect magnitude, thereby precluding meaningful cross-study comparison (Bashirotul Hidayah, 2024).

The finding that the singing strategy significantly enhances qawā'id nahwu comprehension is broadly consistent with, yet substantively extends, the findings of earlier studies conducted in related domains within Indonesian Arabic language education. Qomaruddin (2017) reported that singing-based instruction facilitated Arabic vocabulary memorisation (*mufradāt*) among primary school pupils, demonstrating that musical approaches can render Arabic language content more accessible and enjoyable. The present study affirms this foundational conclusion while extending it in two critically important respects.

First, the present findings demonstrate that the benefits of singing are not confined to vocabulary acquisition but extend to the comprehension of abstract grammatical rules – a cognitively more demanding domain requiring analytical engagement with morphosyntactic structures rather than simple associative recall. Second, the present study applies the singing strategy to a more advanced learner cohort navigating complex *i'rāb* determinations and multi-rule grammatical applications a level of grammatical complexity that primary school studies did not address and could not, therefore, speak to. The mean posttest gain of 19.76 points recorded by the experimental group in the present study substantially exceeds the vocabulary retention improvements reported by Qomaruddin (2017), suggesting that the cognitive benefits of musical encoding may be particularly pronounced when applied to structurally complex linguistic content.

Badriyah (2014) demonstrated that singing could be employed to introduce fundamental grammatical distinctions – including pronoun forms and verb conjugation patterns – to university students, providing early evidence that musical

media have applicability beyond vocabulary instruction in Arabic language pedagogy. The present study corroborates and significantly strengthens this finding in three respects. First, whereas Badriyah (2014) employed a descriptive implementation design without a control condition, the present study's quasi-experimental framework with a matched control group enables a more definitive attribution of observed comprehension gains to the singing intervention specifically, rather than to general instructional exposure or maturation effects.

Second, the present study extends Badriyah's (2014) findings to a junior secondary pesantren cohort, demonstrating that the pedagogical benefits of singing-based grammatical instruction are not confined to university level learners but are operative and indeed significant among adolescent students in the process of internalising foundational Nahwu structures. Third, the systematic curricular alignment of singing materials with the pesantren's Nahwu syllabus in the present study an element absent from Badriyah's (2014) implementation suggests that the effectiveness of singing-based grammatical instruction is substantially enhanced when lyrical content is explicitly mapped onto target grammatical structures rather than employed as a general motivational supplement.

Bashirotul Hidayah (2024) provided more recent local evidence of the potential of singing strategies in Arabic grammatical instruction, yet was similarly limited by the absence of a control condition and the non-reporting of effect size metrics, which constrained the inferential conclusions that could be drawn from the study's findings. The present study addresses both of these limitations directly: the inclusion of a control group enables causal attribution, while the calculation of Cohen's *d* provides a quantitative index of practical significance that positions the findings within internationally comparable reporting standards.

At the international level, the findings of the present study are consistent with and extend the broader literature on music-based language learning. Ludke, Ferreira, and Overy (2014) demonstrated experimentally that singing facilitates the acquisition of foreign language phrases more effectively than speaking or rhythmic speaking alone, attributing this advantage to the mnemonic scaffolding provided by melodic and rhythmic structure. The mean gain differential between the experimental group (19.76 points) and the control group (9.45 points) in the present study is consistent with this theoretical account: the rhythmic and melodic embedding of qawā'id nahwu rules within the singing strategy appears to have provided learners with structured cognitive anchors that facilitated the encoding, retention, and retrieval of grammatical patterns.

Critically, however, the present study extends Ludke et al.'s (2014) findings to the domain of classical Arabic grammar a highly complex morphosyntactic system characterised by rule density and contextual variability thereby demonstrating that the mnemonic benefits of musical encoding are operative not only at the level of phonological or lexical content, but also at the level of abstract grammatical rule internalisation. Li et al. (2025) and Louder et al. (2024) reported that music-integrated language instruction reduces learner anxiety, increases classroom participation, and promotes more durable retention of linguistic content compared to conventional methods.

The observational data collected in the present study directly corroborate these affective findings. Students in the experimental group demonstrated markedly

higher levels of active participation, sustained attention, and enthusiasm during learning activities compared to their counterparts in the control group, whose engagement patterns were more characteristic of the passive reception associated with conventional lecture-based Nahwu instruction. These qualitative observations suggest that the singing strategy's effectiveness in enhancing comprehension is at least partially mediated by its capacity to foster positive affective learning conditions a dimension of instructional effectiveness that purely cognitive accounts of grammar learning have tended to underestimate, and that earlier local studies measuring only posttest scores were unable to capture (Qomaruddin, 2017; Badriyah, 2014).

The Singing Strategy within Boarding School Cultural Context

A dimension of the present study's findings that merits particular attention in relation to prior scholarship is the cultural compatibility of the singing strategy within the pesantren learning tradition. Within pesantren educational culture, the use of nadhom rhythmically structured verse as a mnemonic medium for transmitting classical Islamic knowledge, including Nahwu rules, represents a long-established pedagogical tradition. However, as the present study demonstrates, this tradition has historically remained oriented toward the memorisation of nadhom texts without the development of systematic pedagogical strategies explicitly designed to foster conceptual understanding alongside textual recall.

The singing strategy implemented in this study offers a structured advancement of this tradition by aligning rhythm, lyrical content, and learning objectives in a manner that transforms nadhom-style repetition into an analytically generative instructional activity. This finding extends prior local scholarship, which has tended to treat the cultural dimension of singing-based instruction as peripheral rather than as a substantive pedagogical resource (Badriyah, 2014; Qomaruddin, 2017), by demonstrating that the cultural resonance of musical learning within pesantren settings constitutes a meaningful facilitator of instructional effectiveness one that future intervention studies should deliberately leverage rather than merely acknowledge.

Implications and Limitations

The convergence of quantitative and qualitative evidence in the present study supports the conclusion that the singing strategy constitutes an effective, contextually appropriate, and practically replicable instructional intervention for qawā'id nahwu in pesantren settings. This conclusion both affirms and substantially advances the fragmentary evidence base assembled by prior local studies, which, while suggestive of the potential of singing-based approaches, were individually insufficient to establish systematic effectiveness due to their descriptive designs, absence of control conditions, limited psychometric instrumentation, and failure to report effect size metrics.

Several limitations warrant acknowledgement. The use of purposive sampling within a single institutional site limits the generalisability of findings to other pesantren contexts with differing curricular structures, student demographics, or institutional cultures. Additionally, the bounded treatment period leaves unresolved the question of whether observed comprehension gains are sustained over longer timeframes. Future research should examine the longitudinal durability of singing strategy effects on qawā'id nahwu comprehension, its transferability to other Arabic grammatical domains, and its effectiveness across

diverse pesantren institutional contexts. Multi-site comparative studies employing randomised designs where administratively feasible would further strengthen the evidence base and enable more robust generalisations regarding the conditions under which singing strategies are most effective in classical Arabic grammar instruction.

Conclusion

This study set out to examine the effect of a singing strategy on the qawā'id nahwu comprehension of ninth-grade students at Hubulo Islamic Boarding School, responding to the well-documented challenges of abstract rule complexity, low learner engagement, and the predominance of rote memorisation in conventional Nahwu instruction. The research objectives have been fully addressed through a quasi-experimental pretest-posttest control group design, yielding a coherent and empirically robust set of findings that collectively advance understanding of music-based instructional approaches in classical Arabic grammar pedagogy.

The first and most central finding of this study is that the singing strategy produced a statistically significant and practically substantial improvement in students' qawā'id nahwu comprehension. The experimental group recorded a mean posttest score of 82.30 compared to 71.25 in the control group, with an independent samples t-test confirming a significant between-group difference (Sig. = 0.000, $p < 0.05$). The magnitude of this effect, quantified at Cohen's $d = 1.94$, corresponds to a very large effect size, demonstrating that the singing strategy did not merely produce a statistically detectable difference but generated an educationally substantial improvement in grammatical understanding one that far exceeded the gains achieved through conventional instructional methods over the same instructional period.

The second essential finding concerns the mechanism through which the singing strategy achieved these outcomes. By embedding qawā'id nahwu rules within rhythmically and lyrically structured songs explicitly aligned with the pesantren's Nahwu curriculum, the intervention transformed abstract grammatical content into forms that were simultaneously cognitively accessible and affectively engaging. Observational data confirmed that students in the experimental group demonstrated markedly higher levels of active participation, sustained attention, and learning enthusiasm compared to their counterparts in the control group. This finding establishes that the singing strategy's effectiveness operates at both cognitive and affective levels enhancing not only the retention and retrieval of grammatical rules through mnemonic scaffolding, but also the motivational and participatory conditions that are prerequisite to meaningful learning.

The third finding pertains to the cultural and contextual appropriateness of the singing strategy within pesantren education. The study demonstrates that the singing strategy is not foreign to pesantren learning culture but rather represents a systematic pedagogical development of the nadhom tradition the long-established practice of transmitting classical Islamic knowledge through rhythmically structured verse. By extending this tradition with explicit curricular alignment and analytically oriented learning objectives, the singing strategy bridges the gap between the cultural familiarity of musical learning and the demands of

contemporary Arabic grammar pedagogy, rendering it a particularly well-suited intervention for pesantren contexts.

Taken together, these findings fulfill the research objectives of this study and contribute meaningfully to the existing body of scholarship on Arabic language pedagogy. The study advances beyond prior local research which predominantly adopted descriptive designs, focused on vocabulary acquisition, and lacked control conditions by providing controlled experimental evidence that singing strategies are effective for qawā'id nahwu comprehension specifically, not merely for motivational or vocabulary outcomes. Furthermore, the very large effect size obtained positions the singing strategy among the more impactful instructional interventions documented in the Arabic language learning literature, lending strong empirical support for its adoption as a primary rather than supplementary pedagogical approach in qawā'id nahwu instruction.

On the basis of these findings, it is recommended that Arabic language educators in Islamic boarding school settings consider the systematic integration of singing strategies into qawā'id nahwu instruction, with particular attention to the explicit alignment of lyrical content with target grammatical structures and learning objectives. Future research should investigate the longitudinal durability of comprehension gains achieved through singing-based instruction, its applicability to other domains of Arabic grammatical study, and its effectiveness across diverse pesantren institutional and curricular contexts. Multi-site replication studies would further strengthen the generalisability of the present findings and contribute to the development of an evidence-based framework for music-integrated Arabic grammar pedagogy.

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