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The Implementation of the *Nahwu Match* Game through the Cooperative TGT Model to Enhance Students' Nahwu Proficiency at MTs Taswirul Afkar

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ABSTRACT

One of the fundamental aspects of Arabic grammar is nahwu, which governs rules of sentence structure and syntax. Nevertheless, its complexity often poses challenges for students, especially in grasping basic concepts such as word inflection, sentence order, and syntactic functions. To address this issue, the researcher developed an educational game titled "Nahwu Match", utilizing manual media (colored cards and a scoreboard) and integrated within the cooperative learning model of Teams Games Tournament (TGT). This innovation aimed to foster active learning by engaging students in group activities, where they identified and matched Arabic word functions while reinforcing their understanding of sentence structures through competitive tournaments. The study was conducted with eighth-grade students at MTs Taswirul Afkar, focusing on evaluating the effectiveness of the game in improving students' nahwu competence, particularly in identifying and analyzing sentence components. Employing a quantitative approach, the research applied a quasi-experimental one-group pretest-posttest design involving 20 participants. Data were collected through objective tests, consisting of multiple-choice and essay questions administered before and after the treatment. The results were analyzed using descriptive statistics and a Paired Samples T-Test. Findings showed a substantial increase in the mean score, from 46.50 in the pretest to 80.50 in the posttest, with a significance value of 0.000 < 0.05. These results led to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1), indicating significant improvement in students' achievement. In conclusion, the application of "Nahwu Match" through the TGT cooperative model proved effective in enhancing learning outcomes while simultaneously creating an engaging, competitive, and collaborative classroom atmosphere.

Keywords: *Game, Nahwu, Cooperative Learning, TGT, Arabic Language*

ABSTRAK

Salah satu aspek fundamental dalam tata bahasa Arab adalah nahwu, yang mengatur kaidah struktur dan sintaksis kalimat. Namun, kompleksitasnya sering menjadi kendala bagi siswa, terutama dalam memahami konsep dasar seperti i'rab, susunan kata dalam kalimat, dan fungsi sintaksis. Untuk mengatasi permasalahan tersebut, peneliti mengembangkan permainan edukatif berjudul "Nahwu Match" dengan memanfaatkan media manual berupa kartu berwarna dan papan skor yang diintegrasikan dalam model pembelajaran kooperatif Teams Games Tournament (TGT). Inovasi ini bertujuan memfasilitasi

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pembelajaran aktif melalui kegiatan kelompok, di mana siswa mencocokkan fungsi kata dalam bahasa Arab serta memperkuat pemahaman struktur kalimat melalui turnamen individu. Penelitian ini dilaksanakan pada siswa kelas VIII MTs Taswirul Afkar dengan fokus mengevaluasi efektivitas permainan terhadap peningkatan kemampuan nahwu, khususnya dalam mengidentifikasi dan menganalisis unsur-unsur kalimat Arab. Metode penelitian menggunakan pendekatan kuantitatif dengan desain eksperimen semu jenis one-group pretest-posttest, melibatkan 20 peserta didik. Data diperoleh melalui tes objektif berbentuk pilihan ganda dan uraian yang diberikan sebelum dan sesudah penerapan model TGT. Analisis data dilakukan dengan statistik deskriptif dan uji Paired Samples T-Test. Hasil penelitian menunjukkan peningkatan rata-rata skor dari 46,50 pada pretest menjadi 80,50 pada posttest dengan nilai signifikansi 0,000 < 0,05. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima, menandakan adanya perbedaan signifikan dalam hasil belajar siswa. Kesimpulannya, penerapan permainan "Nahwu Match" melalui model kooperatif TGT terbukti efektif meningkatkan prestasi belajar sekaligus menciptakan suasana kelas yang lebih menarik, kompetitif, dan kolaboratif.

Kata Kunci: *Game, Nahwu, Cooperative Learning, TGT, Arabic Language*

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A. INTRODUCTION

Arabic has become an important part of the national curriculum in Indonesia, especially in madrasahs and other Islamic schools. Nevertheless, many students continue to encounter significant challenges in mastering the language. One contributing factor is the limited awareness among students regarding the importance of learning Arabic and their insufficient comprehension of the materials presented by teachers in the classroom. Furthermore, a considerable number of students experience persistent learning difficulties due to the use of less effective instructional methods and the absence of continuous and systematic practice.(Al Ghozali & Mathoriyah, 2020)

One of the main pillars of Arabic grammar is *nahwu*, which encompasses the rules of sentence structure and syntax. A proper understanding of *nahwu* is essential for effective communication in Arabic, as these rules govern the correct construction of sentences and the appropriate use of vocabulary.(Muid & Salam, 2022) However, the complexity and richness of *nahwu* rules often become a major obstacle for students, leading to difficulties in learning and effectively applying these principles. Students frequently encounter challenges in understanding fundamental concepts such as word inflection, word order within a sentence, and appropriate syntactic structures. Mastery of these concepts requires both a deep understanding and accurate application.(Syaifudin et al., 2022) Selain itu, karena kompleksitas dan kerumitan aturan yang harus mereka pahami dan terapkan, banyak siswa menghadapi berbagai kesulitan saat belajar nahwu.(L. M. U. Hasan et al., 2024) To make *nahwu* easier to understand and apply, more innovative and effective teaching strategies are required.(Qodir & Hasan, 2024)

Conventional teacher-centered strategies continue to dominate Arabic language instruction at MTs Taswirul Afkar. This condition makes the classroom less interactive, as the

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learning process tends to be monotonous. Consequently, students' learning interest declines, which in turn hinders the optimal achievement of national educational objectives.(Rehalat, 2014) In addition, the lack of engaging instructional media also contributes to the low motivation of students in learning Arabic. Milawati emphasizes that instructional media play an important role in attracting students' attention to the learning material, thereby fostering their intrinsic motivation to learn.(M. Hasan et al., 2021)

To overcome these obstacles, an innovation in Arabic language instruction is needed to improve students' comprehension of nahwu rules. The cooperative learning model of Teams-Games-Tournaments (TGT) offers an alternative approach that can be applied to overcome such difficulties. This model emphasizes collaboration among group members, with the objective not only of achieving academic success in mastering the material but also of fostering a spirit of cooperation among students, thereby enabling them to attain a deeper understanding of the subject matter.(Hasanah & Himami, 2021) This is what makes the model distinct from other instructional approaches, as students are not only actively engaged but also develop strong collaboration skills. Moreover, this learning method represents a simple yet effective form of collaborative learning that can be implemented by involving all students regardless of their status. It also encourages students to take on the role of peer tutors while serving as a game-based activity to reinforce conceptual understanding.(Bustami, 2024)

This study introduces an innovative learning tool in the form of the *Nahwu Match* game, developed by the researcher and integrated into the TGT cooperative learning model. The game was implemented using manual media, including colored cards and a scoreboard. Its main objective is to facilitate group learning, where students arrange pairs of Arabic word functions and, through individual tournaments, strengthen their understanding of *nahwu* structures.

Several studies have demonstrated the effectiveness of this learning model in improving students' Arabic language skills. Research conducted by Siti Wahyuni revealed that the collaborative learning model *Cooperative Learning Teams Games Tournaments (TGT) – Giant Ladder Snake* can contribute to enhancing students' Arabic speaking proficiency.(Wahyuni, 2023) Furthermore, in the study conducted by Chusnia Rahmawati et al., it was found that students' learning outcomes improved significantly, particularly in *maharah al-kitābah* (writing skills), after implementing the Team Games Tournament learning model based on Quick Response (QR) Codes.(Rahmawati et al., 2023) This improvement in learning outcomes is made possible because the TGT model provides all students with the opportunity to actively participate in the learning process through academic games that are both competitive and enjoyable. As shown in the study by Tiara Rojatun Zanah et al., the use of Kahoot-based learning media within the cooperative learning model of Teams Games Tournament (TGT) was found to enhance students' learning activeness, which in turn positively affected their academic achievement.(Zanah et al., 2024)

Building upon the findings of previous studies, the researcher seeks to implement the *"Nahwu Match"* game within the cooperative learning model of Teams Games Tournament (TGT) in grade VIII at MTs Taswirul Afkar. The study aims to examine the extent to which this game influences students' *nahwu* skills, particularly in identifying and analyzing word arrangements in Arabic sentences. This research is expected to provide a significant contribution to the development of more interactive *nahwu* learning strategies that are also relevant to the educational context of madrasahs.

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B. METHOD

This study employs a quantitative method with a quasi-experimental design. The quantitative method is a research approach that utilizes numerical data as the basis for presenting answers to research questions. This approach emphasizes objective measurement, standardized procedures of data collection, and the application of statistical analysis to test hypotheses as well as to explain a given phenomenon.(Waruwu et al., 2025) Meanwhile, a quasi-experiment is a type of experimental research that involves the administration of a treatment, the measurement of outcomes, and the use of experimental units, but does not include randomization in the assignment of groups. This approach is applied to observe and compare changes that occur as a result of the treatment administered.(Hastjarjo, 2019)

The research design employed was a one-group pretest–posttest design. In this design, measurement is carried out prior to the treatment (pretest) to obtain an overview of students' conditions without intervention, although the results may not be entirely accurate. The difference in scores between the pretest and posttest is not always solely attributable to the treatment, but may also be influenced by other factors such as students' natural development (maturation), prior experiences, or the effects of test administration itself.(Abraham & Supriyati, 2022)

The subjects of this study were 20 eighth-grade students at MTs Taswirul Afkar in Surabaya. Prior to the implementation of the learning model, the students took a pretest to measure their initial competence in *nahwu* (Arabic grammar). After the learning process using the cooperative TGT model and the *Nahwu Match* game, the students completed a posttest to identify the improvement in their skills.

Data were collected using objective tests in the form of both multiple-choice and essay items, designed to measure students' mastery of Arabic vocabulary. The results of the pretest and posttest were analyzed using descriptive statistics as well as a paired sample t-test to determine the significance of differences in learning outcomes before and after the treatment. This study is expected to demonstrate that students' mastery of Arabic *nahwu* improves following the implementation of the cooperative TGT model and the *Nahwu Match* game, thereby confirming the effectiveness of this model in language learning at MTs Taswirul Afkar, Surabaya.

The hypotheses of this study are formulated as follows:

- H_0 (Null Hypothesis): There is no significant difference between the pretest and posttest scores in improving Arabic vocabulary using the use of the Teams Games Tournament (TGT) model.
- H_1 (Alternative Hypothesis):There is a significant difference between the pretest and posttest scores in improving Arabic vocabulary through the use of the Teams Games Tournament (TGT) model

C. RESULT AND DISCUSION

Etymologically the term *nahwu* can be understood as to direct, to face, to resemble, or a standard. In terminology, *nahwu* is defined as a branch of knowledge that studies general rules derived from the analysis of Arabic speech (*kalam*). It functions as a guideline for determining the grammatical status of each word in its role as a component of sentence construction.(Ihwan et al., 2022) Although Arabic is relatively difficult to pronounce, Arabs

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provided a solution by establishing specific rules for the pronunciation of both verbs and nouns within sentences. These rules are known as *nahwiyah* principles.(Pamessangi, 2019) *Ilmu nahwu* is a branch of linguistics that studies the Arabic language by examining the diacritical marks (*harakat* or *syakl*) on the final letters of words and determining their grammatical position within a sentence structure. Errors in assigning the final diacritical marks can have a significant impact on the meaning of a translation and may even lead to serious consequences in the determination of legal rulings.(Zubaidillah, 2018) Therefore, studying *nahwu* in the Arabic language is a highly important component. Through the learning of *nahwu*, students are expected to construct Arabic sentences correctly, both in oral and written forms, thereby minimizing the occurrence of language errors.(Sa'adah, 2019) One of the main problems in learning *nahwu* at schools lies in students' relatively low interest. Since students' learning interest greatly influences the achievement of success in *nahwu* learning, this factor becomes a significant challenge in the educational process.(Asiah et al., 2022) Therefore, it is necessary to implement a type of learning that can attract students' interest, one of which is through the use of engaging educational games supported by an appropriate learning model.

The implementation of Teams Games Tournament (TGT) can serve as an option to attract students' interest, as this learning model combines elements of competition with collaborative teamwork. It has also been proven to significantly enhance students' motivation and active participation in the learning process.(Azis & Pertiwi, 2021) Appropriate learning media can support the implementation of the Teams Games Tournament (TGT) model, thereby maximizing the outcomes achieved.(Jannah et al., 2025)

The implementation of the cooperative learning model of TGT in *nahwu* instruction for grade VIII students at MTs Taswirul Afkar began with the classroom presentation stage. At this stage, the teacher introduced the core material on *mubtada'*, *khabar*, *fi'il*, *fa'il*, and *maf'ūl bih* in a concise and clear manner, accompanied by simple sentence examples. The next stage was team study, in which students were divided into groups of three to five members. In this stage, students revisited the material, exchanged ideas, and prepared strategies to win the game in the subsequent stage. This activity fostered positive interaction among team members, as students who were initially passive began to participate actively, driven by a sense of responsibility for their team's success.

During the games and tournament phase, the Nahwu Match game served as the principal medium. Each team took turns sending representatives to draw two cards from the deck and find the appropriate match. The matches referred to the combination of *mubtada'* with *khabar* to form a *jumlah ismiyyah*, or *fi'il* and *fa'il* with *maf'ūl bih* to form a *jumlah fi'liyyah*. The game was conducted using a point system and inter-team tournaments. During this stage, the classroom atmosphere became highly dynamic, with students displaying enthusiasm, excitement, and focus in their effort to find the correct answers. The final stage, which involved team appreciation, was carried out by announcing the team that emerged as the winner based on the highest points they achieved. The teacher provided open praise and awarded simple tokens of appreciation.

Thus, its implementation can be concluded to be in line with the concept of the Teams Games Tournament (TGT) learning model, in which the integration of competition and collaboration within teamwork constitutes an effective pedagogical strategy for creating a conducive learning dynamic.

This approach not only provides a more engaging and enjoyable learning experience but also makes a significant contribution to enhancing students' intrinsic and extrinsic

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motivation. Through the synergy of competition and cooperation, students are encouraged to participate more actively and enthusiastically, while also demonstrating a greater sense of responsibility toward their group's learning outcomes.(Wijaya et al., 2025) The Teams Games Tournament (TGT) learning model is one of the cooperative methods that is relatively simple to implement in the classroom. This model actively involves all students without distinguishing their status or ability levels. In addition, TGT integrates game elements with reinforcement, making the learning process more enjoyable while simultaneously increasing students' motivation to engage in the lessons.(Sururi & Wahid, 2022)

The cooperative learning model has been proven effective in supporting the teaching of Arabic grammar. This approach encourages students to collaborate in developing a deeper understanding of language structures, while simultaneously creating an active and interactive learning environment that facilitates the mastery of grammatical material.(Falah et al., 2022)

Based on the aforementioned background, this study aims to analyze the implementation of the *Nahwu Match* game using the cooperative learning model of the Teams Games Tournament (TGT) type in improving students' mastery of Arabic grammar (*nahwu*) among eighth-grade students of MTs Taswirul Afkar Surabaya. To achieve this objective, a quantitative research method was employed with a quasi-experimental approach, applying a one-group pretest-posttest design. Data were collected through objective tests administered before and after the implementation of the learning model.

Tabel 1. Paired Samples Statistics (Pretest dan Posttest)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
	Nilai pretest	46.50	20	14.609	3.267
	Nilai postest	80.50	20	15.035	3.362

Based on the results presented in Table 1, a paired sample t-test was employed to examine whether there was a significant difference between the pretest and posttest scores. The descriptive data indicate that the mean score of the pretest was 46.50 with a standard deviation of 14.60, while the mean score of the posttest increased to 80.50 with a standard deviation of 15.04. This increase of 34 points clearly demonstrates a significant difference between the results obtained before and after the treatment was applied.

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Tabel 2. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Nilai pretest & Nilai postest	20	.583	.007

Subsequently, Table 2 presents the correlation between the pretest and posttest scores. With a correlation value of 0.583 and a significance level of 0.007, it can be concluded that the results before and after the treatment exhibit a moderately strong and statistically significant relationship.

Tabel 3. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Nilai pretest - Nilai postest	-34.000	13.534	3.026	-40.334	-27.666	-11.235	19	.000

Table 3 presents the results of the paired sample t-test to examine the significant difference between pretest and posttest scores. The test results indicate that the calculated t-value was -11.235 with 19 degrees of freedom (df) and a significance level (2-tailed) of 0.000, which is smaller than 0.05. Since the significance value of 0.000 < 0.05 and the calculated t-value of -11.235 is greater than the critical t-value of 2.093, it can be concluded that there is a significant difference or improvement between the pretest and posttest results. Accordingly, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This finding is further supported by the moderately strong correlation between pretest and posttest scores (r = 0.583, p = 0.007), indicating that students with higher initial scores tended to maintain their improvement after the treatment.

The findings of this study indicate that the implementation of the *Nahwu Match!* game through the cooperative learning model of Teams Games Tournament (TGT) has proven effective in enhancing students' understanding of Arabic grammar (*nahwu*). This improvement is reflected in the significant difference between the pretest and posttest scores, supported by the results of the paired sample t-test and the positive correlation demonstrating a strong relationship between the scores before and after the intervention. These findings are consistent with recent empirical evidence highlighting the effectiveness of game-based learning in the teaching of Arabic as well as language learning more broadly.(Taufiq & Ghani, 2024)

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Theoretically, educational games such as *Nahwu Match!* facilitate activity-based learning by integrating cognitive elements (recognizing *nahwu* patterns), affective components (healthy competition and team rewards), and social aspects (collaboration among team members). Research on the development of game-based instructional media for *nahwu* has similarly reported findings indicating the validity and practicality of such game media in improving students' learning outcomes in Arabic grammar.(Darmawati et al., 2024)

A significant added value in this study is contributed by the role of the TGT model. The structure of TGT which integrates group work, inter-team competition, and team achievement–based rewards promotes both individual accountability and group collaboration. The increased verbal interaction among members, mutual correction, and discussions on strategies for solving *nahwu* problems during the tournament sessions serve as evidence of its pedagogical impact. These findings are consistent with prior studies on the implementation of TGT, which have reported increases in student engagement and learning outcomes across various subject areas.(Saputro et al., 2024)

Motivated students who are actively engaged in the learning process serve as an important mediating factor between the intervention (*Nahwu Match!* + TGT) and the resulting learning outcomes. According to the field observations in this study, classroom observations indicated an increase in students' enthusiasm throughout the learning process. The notion that game-based learning can enhance students' motivation and engagement particularly when elements of competition and collaboration are incorporated in a structured manner is supported by recent literature reviews and empirical studies.(Santosa, 2024)

The practical implications of this study are as follows: (1) Arabic language teachers may integrate card- or puzzle-based games for *nahwu* instruction as an alternative teaching strategy; (2) the implementation of TGT should be accompanied by an assessment rubric that measures conceptual accuracy rather than merely speed; and (3) the development of game variations whether digital or hybrid merits further experimentation to align with contextual needs and school resources. Studies on the development of digital applications and educational games for *nahwu* have demonstrated strong potential for adaptation to digital platforms; however, manual media remain relevant, particularly in contexts with limited access to technology.(Abied Dafiq & Arifin, 2024)

The findings of this study strengthen the evidence that the combination of *Nahwu Match!* and the Team Games Tournament (TGT) model is an effective pedagogical approach for improving students' understanding of Arabic grammar at the level investigated. The results indicate that the TGT model is effective in enhancing students' engagement and academic achievement, and that its impact extends beyond cognitive improvement to include positive effects on the social aspects of the Arabic language learning process. The integration of educational games within the TGT framework encourages student interaction, teamwork, and healthy competition, thereby creating a more active, meaningful, and enjoyable learning environment.

D. CONCLUSION

This study demonstrates that the implementation of the *Nahwu Match!* game through the cooperative learning model Teams Games Tournament (TGT) is proven effective in

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improving the Arabic grammar (nahwu) proficiency of eighth-grade students at MTs. Taswirul Afkar, Surabaya. Based on the statistical analysis, there was a significant increase in the mean score from 46.50 on the pretest to 80.50 on the posttest, with a significance value of 0.000 < 0.05. This indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, meaning that a significant difference existed between the scores before and after the intervention.Thus, the cooperative learning model of the TGT type shows that the *Nahwu Match!* game not only enhances students' learning outcomes but also fosters an enjoyable, competitive, and collaborative learning environment. The model additionally encourages students to actively cooperate within their groups and become more motivated to learn.

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