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ENHANCING ARABIC SYNTACTIC COMPETENCE THROUGH QUR'ANIC TEXT-BASED METACOGNITIVE STRATEGIES

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ABSTRACT

This study aimed to analyze the implementation of metacognitive strategies in *Nahwu* learning based on Qur'anic texts, examine students' learning outcomes before and after the implementation of the strategy, and determine its effect on improving the learning outcomes of eleventh-grade students at MA Al Ishlah Maros. This study employed a quantitative approach using a quasi-experimental method with a Pretest–Posttest Control Group Design. The population consisted of all eleventh-grade students at MA Al Ishlah Maros, while the sample comprised 25 students in the experimental class and 31 students in the control class. Data were collected through observation, pretest and posttest, and documentation. The research instruments included an observation sheet and a *Nahwu* learning achievement test based on Qur'anic texts. The data were analyzed using descriptive and inferential statistics, including the normality test, homogeneity test, Wilcoxon test, and Mann–Whitney test with the assistance of SPSS. The findings showed that the implementation of metacognitive strategies effectively engaged students in planning, monitoring, and evaluating their learning activities. The experimental class demonstrated a higher improvement in learning outcomes, with an average gain score of 27.00, compared with 18.23 in the control class. The Mann–Whitney test produced a significance value of 0.001 ($p < 0.05$), indicating that the implementation of metacognitive strategies had a significant effect on improving students' *Nahwu* learning outcomes. These findings suggest that metacognitive strategies can serve as an effective alternative for Arabic language instruction, particularly in *Nahwu* learning based on Qur'anic texts.

Keywords: Learning Outcomes, Metacognitive Strategy, *Nahwu* Learning, Qur'anic Texts.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan strategi metakognitif dalam pembelajaran Nahwu berbasis teks Al-Qur'an, mengkaji hasil belajar mahasiswa sebelum dan sesudah penerapan strategi tersebut, serta mengetahui pengaruhnya terhadap peningkatan hasil belajar siswa kelas XI di MA Al Ishlah Maros. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen melalui desain Pretest–Posttest Control Group Design. Populasi penelitian mencakup seluruh siswa kelas XI MA Al Ishlah Maros, sedangkan sampel penelitian terdiri atas 25 siswa pada kelas eksperimen dan 31 siswa pada kelas kontrol. Data dikumpulkan melalui observasi, tes awal (*pretest*), tes akhir (*posttest*), dan dokumentasi. Instrumen penelitian meliputi lembar observasi dan tes hasil belajar Nahwu berbasis teks Al-Qur'an. Data dianalisis menggunakan statistik deskriptif dan inferensial, yang mencakup uji normalitas, uji homogenitas, uji Wilcoxon, dan uji Mann–Whitney dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa penerapan strategi metakognitif mampu melibatkan siswa secara aktif dalam merencanakan, memantau, dan mengevaluasi kegiatan pembelajaran. Kelas eksperimen menunjukkan peningkatan hasil belajar yang lebih tinggi, dengan rata-rata skor peningkatan (gain score) sebesar 27,00, dibandingkan dengan kelas kontrol sebesar 18,23. Hasil uji Mann–Whitney menunjukkan nilai signifikansi sebesar 0,001 ($p < 0,05$), yang mengindikasikan bahwa penerapan strategi metakognitif berpengaruh secara signifikan terhadap peningkatan hasil belajar Nahwu siswa. Temuan ini menunjukkan bahwa strategi metakognitif dapat menjadi salah satu alternatif yang efektif dalam pembelajaran bahasa Arab, khususnya dalam pembelajaran Nahwu berbasis teks Al-Qur'an.

Kata Kunci: Hasil Belajar, Strategi Metakognitif, Pembelajaran Nahwu, Teks Al-Qur'an.

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INTRODUCTION

Arabic language has long served as the principal medium for transmitting religious knowledge and Islamic intellectual tradition, and it is the language of the Qur'an and the hadith (Chamidah et al., 2025; Syafe'i, 2025) . Learning Arabic at Madrasah Aliyah is not only an academic requirement but also a means of understanding the sources of Islamic teachings. Among its branches, *nahwu* is a fundamental tool for grasping the structure and meaning of Qur'anic text (Nasrullah & Jamroh, 2025; Ridho & Bakar, 2025).

In practice, *nahwu* is often perceived by students as difficult and is taught as the memorisation of rules, without attention to the thinking processes behind grammatical analysis. This tends to result in low participation and limited learning independence, whereas twenty-first-century learning requires critical and creative thinking (Maulana, 2023). Preliminary observation in Grade XI of MA Al Ishlah Maros showed the same pattern, that is most students struggled to identify sentence structure, instruction was expository and teacher-centred, and students had little awareness of how they were learning, which contributed to low learning outcomes.

Metacognition refers to individuals' awareness and control of their own thinking (Flavell, 1979). In learning, a metacognitive strategy is operationalised through planning, monitoring, and evaluating one's learning, and it has been reported to help students understand language structure more deeply and to build confidence (Ungureanu & Georgescu, 2012; W. Widiana et al., 2024). Combining this strategy with Qur'anic text as the learning source is expected to make *nahwu* learning more meaningful, because students apply grammatical concepts to authentic texts that are directly relevant to their religious life (Maswani, 2022).

Previous studies on metacognitive strategies in Arabic learning have mostly concentrated on writing and reading skills or on describing students' strategy use. Kafi et al. (2024) and Editia et al. (2025) examined Arabic writing among university students, Busiri (2021) and Aliyah (2018) described metacognitive learning strategies conceptually or qualitatively, (Salim, 2018) addressed reading skills in a madrasah, and (Merkoune, 2021) reported that metacognitive strategies strengthened Arabic cognitive and methodological competencies. (Rismayanti, 2022) found positive effects of a metacognitive strategy on English speaking. Meanwhile, studies systemacally applying metacognitive strategies to *nahwu* learning are still relatively limited, particularly in analyzing the Quranic text to improve the learning outcomes of islamic senior high school students. These limitations indicate a research gap that needs to be filled through more comprehensive and measurable research. This study addresses that gap.

The study aims to describe the implementation of the metacognitive strategy in Qur'an-based *nahwu* learning, describe students' learning outcomes before and after the treatment, and test whether the strategy has a significant effect on the improvement of learning outcomes in Grade XI of MA Al Ishlah Maros.

METHOD

This study used a quantitative approach with a quasi-experimental design, namely the pretest–posttest nonequivalent control group design (Sugiono, 2023). The experimental class received *nahwu* instruction using the metacognitive strategy based on Qur'anic text, while the control class received conventional instruction without the strategy. Both classes took the same pretest and posttest (Nandang et al., 2024). The research was conducted at MA Al Ishlah Maros, South Sulawesi.

The treatment for the experimental class was conducted over eight sessions, comprising one pre-test, six instructional sessions, and one post-test. Instruction in the experimental class

implemented a metacognitive strategy involving the stages of planning, monitoring, and evaluating through the analysis of Quranic verses containing *nahwu* material, whereas the control class followed instruction using the method typically employed by the teacher (Hermawan et al., 2024).

The population was all Grade XI students of the school (56 students). Because the population was small, all students were involved and were assigned according to their existing classes (intact classes): 25 students in the experimental class and 31 in the control class. The material was limited to *jumlah ismiyah* and *jumlah fi'liyah* and their elements, and learning outcomes were limited to the cognitive domain.

Data were collected through three techniques. First, a learning-outcome test consisting of 20 multiple-choice items (five options each) was administered as pretest and posttest. The items were built on five indicators: explaining the concepts of *jumlah ismiyah* and *jumlah fi'liyah*, identifying sentence elements (*mubtada', khabar, fi'il, fa'il*), identifying sentence types in Qur'anic text, determining the position of words in a sentence, and determining simple *i'rab*. Each correct answer scored 1 and each incorrect answer 0, and the total was converted to a 0–100 scale (percentage scale). The test was validated through expert judgement, and its internal consistency was examined with Cronbach's alpha (acceptance criterion ≥ 0.60) (Arikunto, 2014). Second, an observation sheet recorded students' activities in the planning, monitoring, and evaluating stages in the experimental class and their participation in the control class. Third, documentation (teaching modules and photographs of the learning activities) supported the data.

Scores were categorised following Purwanto (2013): 86–100 (very good), 76–85 (good), 60–75 (adequate), 55–59 (low), and 0–54 (very low). Observation data were analysed descriptively and qualitatively. Test data were analysed with descriptive statistics (mean, standard deviation, minimum, maximum, and frequency distribution), followed by prerequisite tests (Shapiro–Wilk for normality and Levene's test for homogeneity). An independent-samples t-test examined baseline equivalence, because the posttest and gain data were not normally distributed, the Wilcoxon signed-rank test (pretest vs. posttest within each class) and the Mann–Whitney U test (gain scores between classes) were used (Siregar, 2015). Analyses were run in SPSS 26 at a significance level of 0.05.

RESULTS AND DISCUSSION

Results

Implementation of the Metacognitive Strategy in Qur'an-Based *Nahwu* Learning

The treatment in the experimental class ran for eight meetings: one pretest, six learning sessions, and one posttest. Each session followed three stages. In the planning stage, the teacher conveyed the objectives and students read the assigned verses, identified the *nahwu* material, set a learning target, divided tasks within their groups, and decided how they would find the grammatical elements. In the monitoring stage, students analysed sentence structure in the verses, compared their analyses with group mates, asked questions when in difficulty, and corrected their work based on discussion and teacher guidance. In the evaluating stage, students re-checked their answers, compared them with the teacher's explanation, identified remaining errors, reflected on difficulties, and concluded the lesson, a self-improvement card helped them recognise their strengths and weaknesses. Table 1 summarises the sequence.

Tabel 1.Implementation of the metacognitive strategy across meetings

Meeting	Material	Student activities (metacognitive strategy)
1	Pretest and introduction to the strategy	Taking the pretest, identifying prior knowledge, setting learning targets
2	*Jumlah ismiyah* (Surah Al-Ikhlas, Al-Qadr, Ad-Duha, An-Naba')	Planning the analysis, identifying *mubtada'* and *khabar*, group discussion, evaluating the analysis
3	*Jumlah fi'liyah* (Surah Al-'Alaq, Al-Lahab, An-Nasr, Az-Zalzalah, Al-Ma'un)	Analysing *fi'il*, *fa'il*, and *maf'ul bih*, discussing, correcting work, self-evaluation
4	Identifying sentence types	Distinguishing *ismiyah* and *fi'liyah* with reasons, re-checking, reflecting
5	Sentence elements	Identifying *mubtada'*, *khabar*, *fi'il*, *fa'il*, justifying by rules, correcting through discussion
6	Word function in the sentence	Determining word functions, comparing with other groups, evaluating accuracy using feedback
7	Integrated practice	Applying planning, monitoring, and evaluating independently across all indicators
8	Posttest and reflection	Taking the posttest, reflecting on the process, identifying improved understanding

Classroom observations suggested a change in how students participated. Compared with the earlier teacher-led pattern, students in the experimental class discussed the verses more actively, offered interpretations more readily, and increasingly identified and corrected their own mistakes when determining word functions. The teacher's role consequently shifted towards facilitating analysis rather than supplying every explanation. This pattern is consistent with Flavell (1979) account of metacognition as the regulation of thinking and with Zimmerman's perspective on self-regulated learning, in which learners monitor progress and adjust their strategies. Working with short Makkiyyah surahs also gave students concrete opportunities to identify mubtada', khabar, fi'il, and fa'il in authentic passages. In this setting, *nahwu* was connected to interpreting Qur'anic language, rather than presented only as a collection of rules to memorise.

Learning Outcomes before the Treatment

The pretest results indicate that both classes began with limited mastery of the material. The experimental class recorded a mean of 45.20 (SD = 15.91), compared with 50.16 (SD = 12.35) in the control class. Scores were in the very-low category for 15 experimental-class students (60.00%) and 18 control-class students (58.06%). No student in either group reached the good or very-good category at this stage.

Tabel 2. Descriptive Statistics of Pretest Scores

Statistics	Experimental Class	Control Class
Numbe of Sample (N)	25	32
Mean Value	45,20	50,00
Standard Deviation	15,909	12,181
Minimum Value	15	25

Statistics	Experimental Class	Control Class
Maximum Value	75	70
Range	60	45

Tabel 3. Distribution of Pretest Scores, f (%)

Interval Value	Experimental Class	Control Class
Very good (86–100)	0 (0.00%)	0 (0.00%)
Good (76–85)	0 (0.00%)	0 (0.00%)
Adequate (60–75)	6 (24.00%)	11 (35.48%)
Low (55–59)	4 (16.00%)	2 (6.45%)
Very low (0–54)	15 (60.00%)	18 (58.06%)
Total	25 (100%)	31 (100%)

Pretest scores met the normality assumption in both classes, and Levene's test indicated homogeneous variances. The independent-samples t-test found no statistically significant difference at baseline, $t(54) = -1.31$, $p = 0.194$. The classes can therefore be treated as broadly comparable at the outset, although the experimental group's mean was approximately five points lower. This result is also consistent with the preliminary classroom observations, which suggested that students had had limited practice in planning, monitoring, and evaluating their own learning.

Learning Outcomes after the Treatment

At posttest, the experimental class achieved a mean of 72.20 (SD = 10.01), while the control class averaged 68.39 (SD = 15.51). All students in the experimental class scored in the adequate category or above: 76.00% were classified as adequate, 20.00% as good, and 4.00% as very good. Improvement was also visible in the control class, although nine students (29.03%) remained in the very-low category and ten (32.26%) were still in the low or very-low categories.

Tabel 4. Descriptive Statistics of Posttest Scores

Statistics	Experimental Class	Control Class
Numbe of Sample (N)	25	32
Mean Value	72,20	68,39
Standard Deviation	10,01	15,51
Minimum Value	60	45
Maximum Value	100	90
Range	40	45

Tabel 5. Distribution of Posttest Scores, f (%)

Interval Value	Experimental Class	Control Class
Very good (86–100)	1 (4,00%)	3 (9,68%)
Good (76–85)	5 (20,00%)	9 (29,03%)
Adequate (60–75)	19 (76,00%)	9 (29,01%)
Low (55–59)	0 (0,00%)	1 (3,23%)
Very low (0–54)	0 (0,00%)	9 (29,03%)
Total	25 (100%)	31 (100%)

This improvement suggests that metacognitive strategies helped students manage their learning more effectively. Such strategies emphasize awareness of one's own thinking through planning, monitoring, and evaluating the learning process. Students did not merely receive information from the teacher, they actively regulated their thinking, selected problem-solving strategies, and reflected on their learning outcomes (Busiri, 2021).

Discussion

The findings indicate that implementing metacognitive strategies in Qur'anic-text-based *nahwu* learning significantly affected learning outcomes among Grade XI students at MA Al Ishlah Maros. The Mann–Whitney U test on N-Gain scores yielded a significance value of 0.001 ($p < 0.05$). Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) rejected. The improvement differed significantly between students taught using metacognitive strategies and those receiving conventional instruction. The experimental class's average N-Gain was 26.54, higher than the control class's 17.72, suggesting a greater improvement in the experimental group.

This improvement suggests that metacognitive strategies helped students manage their learning more effectively. Such strategies emphasize awareness of one's own thinking through planning, monitoring, and evaluating the learning process. Students did not merely receive information from the teacher, they actively regulated their thinking, selected problem-solving strategies, and reflected on their learning outcomes (Busiri, 2021).

Students who learned through the metacognitive strategy demonstrated a stronger understanding of jumlah ismiyah and jumlah fi'liyah than students in the control class. During instruction, they planned their learning, monitored their understanding while analyzing Qur'anic verses, and evaluated their work. These three stages are central to metacognitive strategies and encourage students to become more active, independent, and responsible for their learning (Busiri, 2021; Flavell, 1979).

During planning, students established learning objectives, identified the material to be studied, and selected strategies for analyzing Arabic sentence structures. This stage helped them prepare systematically and gave their learning a clear direction. Oxford (1990) describes metacognitive strategies as indirect learning strategies that help learners organize learning in a planned, effective, and efficient manner.

During monitoring, students tracked their thinking as they identified *nahwu* elements in Qur'anic verses, including mubtada', khabar, fi'il, fa'il, and maf'ul bih. They checked answers, discussed them with group members, and asked the teacher for clarification when needed. This indicates that they were developing the ability to regulate their thinking during learning. (Flavell, 1979) regards monitoring thought processes as central to metacognition because it allows learners to determine whether their strategies are working effectively (Arifin et al., 2025).

Evaluation and reflection enabled students to assess the success of their learning. They reviewed their analyses, identified remaining errors, and determined how to improve in subsequent lessons. Reflection strengthened their awareness of their learning and helped them address weaknesses independently. This is consistent with Widiana et al. (2024), who report that metacognitive learning can improve reflection, self-regulation, and learner autonomy.

Learning gains were also supported by the use of Qur'anic text as a resource for *nahwu* instruction. This approach allowed students to learn Arabic grammatical rules through authentic examples from Qur'anic verses (Maswani, 2022). Rather than simply memorizing theory, students applied *nahwu* rules directly when analyzing sentence structures. Ridho & Bakar (2025) likewise

emphasize that knowledge of *nahwu* and sharaf is important for accurately understanding the Qur'an's grammatical structure.

The findings align with the view that learning outcomes are changes in students' abilities after instruction (Setiawan & Bachtiar, 2023). In this study, these changes appeared in students' improved ability to explain jumlah ismiyah and jumlah fi'liyah, identify *nahwu* elements, determine word functions in sentences, and apply *nahwu* rules when analyzing Qur'anic verses. These improvements indicate development in the cognitive learning outcomes targeted by the study.

The findings also support research on the advantages of metacognitive strategies: learners who are aware of their thinking can organize learning strategies, solve problems, strengthen motivation, and achieve better outcomes (Widiana et al., 2024). Metacognitive strategies may also increase students' confidence because they can identify the difficulties they face and choose ways to address them.

CONCLUSION

Based on the study of metacognitive strategies in Qur'anic-text-based *nahwu* learning among Grade XI students at MA Al Ishlah Maros, the strategy was implemented through planning, monitoring, and evaluating. It encouraged students to plan learning activities, monitor their thinking while analyzing sentence structures in Qur'anic texts, and reflect on their learning outcomes. Learning therefore became less teacher-centred and more focused on students' active participation and independence.

Before the strategy was implemented, the experimental and control classes had relatively comparable initial abilities. The experimental class's mean pretest score was 45.20 and the control class was 50.00, the independent-samples t-test yielded $p = 0.202$ ($p > 0.05$). This indicates no statistically significant baseline difference between the groups.

After implementation, students' learning outcomes improved. The experimental class's mean posttest score was 72.20, compared with 68.23 in the control class. The Wilcoxon signed-rank test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant improvement after instruction. The findings suggest that metacognitive strategies helped students understand Qur'anic-text-based *nahwu* through learning that was planned, monitored, and evaluated.

Hypothesis testing also showed a significant effect on learning outcomes. The experimental class's average N-Gain was 26.548, higher than the control class's 17.724, and the Mann–Whitney U test yielded $p = 0.001$ ($p < 0.05$). The alternative hypothesis was therefore accepted. Metacognitive strategies were more effective in improving Qur'anic-text-based *nahwu* learning outcomes than instruction without these strategies.

AUTHOR CONTRIBUTIONS STATEMENT

NFA contributed to developing the research concept and instruments, conducting the study, collecting and analyzing data, and drafting the article. MY, as the first supervisor, provided guidance throughout the research, advised on data analysis, commented on the discussion of the findings, and scientifically reviewed and revised the manuscript. H, as the second supervisor, contributed to the theoretical framework, instrument validation, and refinement of the manuscript for publication. All authors read and approved the final manuscript and accept responsibility for it.

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