



DINIYAH LEARNING AS AN EFFORT TO IMPROVE UNDERSTANDING OF BASIC NAHWU CONCEPTS AMONG STUDENTS AT MADRASAH ALIYAH

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pemahaman siswa terhadap konsep dasar nahwu melalui pembelajaran diniyah. Kegiatan dilaksanakan pada 12 siswi kelas X-3 di Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail dengan menggunakan metode pembelajaran yang meliputi penyampaian materi, diskusi, tanya jawab, serta evaluasi melalui pre-test dan post-test. Data dikumpulkan menggunakan kuesioner yang mengukur pemahaman siswa terhadap empat indikator, yaitu konsep isim, mu'rab dan mabni, i'rab, serta bentuk-bentuk isim. Hasil kegiatan menunjukkan adanya peningkatan tingkat pemahaman siswa dari 53% pada pre-test menjadi 85% pada post-test. Peningkatan juga terlihat pada setiap indikator, yaitu konsep isim dari 75% menjadi 92%, mu'rab dan mabni dari 50% menjadi 83%, i'rab dari 58% menjadi 83%, serta bentuk-bentuk isim dari 42% menjadi 75%. Hasil tersebut menunjukkan bahwa pembelajaran diniyah yang dilaksanakan secara sistematis dan terstruktur dapat membantu meningkatkan pemahaman siswa terhadap konsep dasar nahwu sebagai bagian dari pembelajaran bahasa Arab.

Kata kunci: Pembelajaran Diniyah; Nahwu; Bahasa Arab; Pemahaman Siswa; Pengabdian Kepada Masyarakat.

Abstract

This community service activity aimed to improve students' understanding of basic Arabic grammar (*nahwu*) concepts through diniyah learning activities. The program involved 12 female students of Class X-3 at Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail and was implemented through material presentation, discussion, question-and-answer sessions, as well as evaluation using pre-tests and post-tests. Data were collected through questionnaires measuring students' understanding of four indicators: the concept of *isim*, *mu'rab* and *mabni*, *i'rab*, and the forms of *isim*. The results showed an increase in students' overall understanding from 53% in the pre-test to 85% in the post-test. Improvements were also observed in each indicator, namely the concept of *isim* from 75% to 92%, *mu'rab* and *mabni* from 50% to 83%, *i'rab* from 58% to 83%, and the forms of *isim* from 42% to 75%. These findings indicate that systematic and structured diniyah learning activities can support students' understanding of basic *nahwu* concepts as part of Arabic language learning.

Keywords: Diniyah Learning; Nahwu; Arabic Language; Students' Understanding, Community Service.

INTRODUCTION

Arabic is one of the essential subjects in Islamic education because it serves as the language of the Qur'an, Hadith, and various classical Islamic texts (Anwar G. Chejne, 1969; Asy'ari, 2016). The ability to understand Arabic enables students to access Islamic sources directly and comprehend religious teachings more accurately (Agustini, 2021). Therefore, Arabic language learning plays an important role in supporting students' religious and academic development in Islamic educational institutions. One of the fundamental components of Arabic language learning is nahwu (Arabic grammar). Nahwu provides learners with an understanding of grammatical rules that regulate sentence structure and word functions in Arabic (Munajat, 2015). Mastery of nahwu contributes significantly to students' ability to read and understand Arabic texts correctly (Rohmah & Dimiyathi, 2024). Consequently, understanding basic nahwu concepts is an important foundation for developing Arabic language competence.

Despite its importance, many students experience difficulties in learning nahwu. The subject contains various grammatical concepts that require careful understanding and continuous practice (Syafei, 2025). Students often encounter challenges in understanding basic concepts such as isim, mu'rab and mabni, i'rab, and the forms of isim (Syailendra & Fauji, 2025). These concepts are essential because they form the basis for understanding more advanced Arabic grammatical structures. Difficulties in mastering these concepts may hinder students' overall comprehension of Arabic language materials (Tarigan & Zulkarnein, 2023).

To address these challenges, Islamic educational institutions implement various learning activities aimed at strengthening students' understanding of Arabic language concepts. One of these efforts is diniyah learning, which provides additional opportunities for students to study Islamic sciences and Arabic language materials in a structured manner (Amin et al., 2023). In nahwu instruction, the Al-Miftah Lil Ulum method is widely used to facilitate students' understanding of basic grammatical concepts through systematic explanations, examples, and guided exercises (Maturedy & Mukminin, 2024). Through systematic learning activities, students are expected to improve their understanding of fundamental concepts that support their Arabic language learning.

Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail organizes diniyah learning activities as part of its educational program. One of the subjects taught in these activities is nahwu, particularly basic grammatical concepts that serve as a foundation for further Arabic language learning. In this community service activity, nahwu learning was delivered through the Al-Miftah Lil Ulum method to support students in understanding the concepts of isim, mu'rab and mabni, i'rab, and the forms of isim (Wargadinata, 2023). Considering the importance of these concepts, efforts to strengthen students' understanding of basic nahwu materials are necessary.

Previous studies have emphasized the importance of nahwu learning in Arabic language education. (Munajat, 2015) highlighted the role of nahwu in helping learners understand Arabic sentence structures. (Rohmah & Dimyathi, 2024) found that mastery of nahwu contributes to improving students' Arabic reading skills. Meanwhile, (Tarigan & Zulkarnein, 2023) discussed strategies used by teachers to overcome students' difficulties in learning nahwu. However, community service activities that specifically focus on improving students' understanding of basic nahwu concepts through diniyah learning and evaluate learning outcomes using pre-test and post-test assessments remain relatively limited. Therefore, this activity provides practical evidence regarding the contribution of diniyah learning to strengthening students' understanding of basic nahwu concepts. This community service activity focused on four basic nahwu concepts, namely the concept of isim, mu'rab and mabni, i'rab, and the forms of isim. These concepts were selected because they represent fundamental materials that students need to master before studying more advanced Arabic grammar topics (Solehudin et al., 2026).

Based on the above background, this community service activity aimed to improve students' understanding of basic nahwu concepts through diniyah learning activities among Class X-3 female students at Madrasah Aliyah Pondok Pesantren Karya Pembangunan Ribathul Khail. Furthermore, the activity sought to analyze changes in students' understanding of the concepts of isim, mu'rab and mabni, i'rab, and the forms of isim through pre-test and post-test evaluations.

METHOD

This community service activity was conducted at Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail and involved 12 female students of Class X-3 as participants. The activity focused on strengthening students' understanding of basic nahwu concepts through diniyah learning sessions. The activity employed a pre-test and post-test evaluation approach to identify changes in students' understanding before and after the implementation of the learning program. Prior to the learning activities, participants completed a pre-test to assess their initial understanding of basic nahwu concepts. Following the pre-test, diniyah learning sessions were conducted using the Al-Miftah Lil Ulum method through material presentation, guided explanations, discussions, question-and-answer sessions, and practice exercises. At the end of the program, participants completed a post-test to evaluate their understanding after participating in the learning activities.

The implementation of the activity adopted a participatory approach by encouraging active student involvement throughout the learning process. Students were actively engaged in discussions, responding to questions, completing exercises, and reviewing examples related to nahwu concepts. This approach was intended to create an interactive learning environment and support students'



comprehension of the material.

Data were collected using pre-test and post-test questionnaires consisting of Yes/No response options. The instrument measured students' understanding of four indicators: the concept of isim, mu'rab and mabni, i'rab, and the forms of isim. The collected data were analyzed using descriptive quantitative analysis by calculating the percentage of student responses for each indicator. The percentages obtained from the pre-test and post-test were then compared to describe changes in students' understanding after participating in the diniyah learning activities. The results were subsequently presented in tables and graphs to facilitate interpretation.

RESULTS AND DISCUSSION

RESULTS

Implementation of Religious Education in Nahwu Subject at Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail

Diniyah learning in the nahwu subject at Madrasah Aliyah Pondok Pesantren Karya Pembangunan (PPKP) Ribathul Khail is conducted to strengthen students' understanding of Arabic grammar. Thru this learning process, students are expected to understand the basic structure of the Arabic language so that they can read and comprehend various Arabic texts better. Mastery of nahwu (Arabic grammar) is very important because nahwu rules help students recognize word order and understand the meaning contained in Arabic sentences. Understanding these rules can enhance students' ability to read and interpret Arabic texts more accurately and systematically.

Based on the observation results during the learning process, nahwu learning activities are conducted in a classical manner in the classroom. The time allocated for a single session is approximately 1 hour and 20 minutes. However, in certain situations such as during the month of Ramadan, the duration of the lesson is adjusted to around 40–45 minutes. The method used in delivering the material is the Al-Miftah lil Ulum method. This method was chosen because it is considered more practical and easier for students who are still at the early stage of learning nahwu. Thru the Al-Miftah lil Ulum method, nahwu rules are presented briefly and systematically, making it easier for students to understand the concepts of Arabic grammar gradually.

The learning media used is the Al-Miftah lil Ulum method book, which serves as the main source of material. This book is utilized by the teacher as a guide in explaining the basic concepts of nahwu, while also providing examples of Arabic sentences that are then analyzed together by the students. During the learning process, the classroom conditions appeared quite conducive. The students participated in the learning activities orderly and paid attention to the explanations given by the teacher. The interaction between the teacher and students also went

well, allowing the learning activities to proceed effectively. The process of delivering the material by the teacher can be seen in Figure 1.



Figure 1. The Teacher Delivered The Nahwu Learning Material

In addition, during the learning process, community service team also assist teachers in delivering material to students as shown in Figure 2.



Figure 2. Community Service Team Assist In Delivering Learning Materials

The atmosphere of learning activities in the classroom shows that the students are actively engaged in the learning process. This finding shows that the implementation of diniyah education in nahwu subjects does not only emphasize the theoretical delivery of material but also provides students with the opportunity to understand the application of nahwu rules thru sentence analysis activities in Arabic.

The Process of Learning Nahwu on Isim Material

Based on the observations during the learning process, the implementation of nahwu material about isim was carried out thru several stages, namely the introductory stage, the core stage, and the closing stage. This series of stages indicates that the learning process was conducted in a planned, structured, and systematic manner in conveying the basic concepts of nahwu science to the students.

In the introductory stage, the teacher opens the learning activity by greeting the students, followed by a group prayer. This activity aims to create a comfortable learning atmosphere and prepare the students' mental readiness before participating in the learning process. Additionally, the introductory stage also serves as the initial step in building interaction between the teacher and students, and helps condition the class to be more ready and focused in following the upcoming learning activities.

Next, in the core activity stage, the teacher explains the material regarding the definition of nouns along with the characteristics that distinguish them from verbs and particles. The delivery of the material is done gradually and structured so that students can understand the basic concept of nouns more thoroughly. In the process, the teacher acts as a facilitator who provides explanations, guidance, and examples related to the material being studied.

After the material was delivered, the teacher provided several example sentences in Arabic that contained elements of nouns. These examples were then discussed and analyzed together by the students to identify the words that fall into the noun category. Thru this analysis activity, the students not only understood the concept theoretically but also applied the knowledge they had gained in using the Arabic language.

During the learning process, the teacher actively provides guidance and additional explanations when students encounter difficulties. On the other hand, students also show engagement in learning activities thru note-taking, listening to the teacher's explanations, and completing the assigned exercises.

As a form of evaluation of the learning process, the teacher assigns tasks in the form of exercises and memorization related to the subject matter of nouns. The purpose of assigning these tasks is to measure the extent to which students understand the material that has been taught while also reinforcing their mastery of the concepts explained during the learning process.

In the closing stage, the teacher reiterates the main points of the material that has been learned as an effort to strengthen the students' understanding. This stage also provides an opportunity for the teacher to conduct a brief reflection on the learning process that has taken place. Next, the learning activities are concluded with a group prayer.

Student Understanding Level Before Nahwu Learning

To determine the initial understanding level of students regarding nahwu

material before the learning process is conducted, data collection was carried out thru the distribution of a pre-learning questionnaire. The questionnaire was given to 12 students who became respondents in this activity. The pre-learning questionnaire aims to obtain an initial picture of the extent of students' knowledge and understanding of the basic concepts of nahwu before they receive a more in-depth explanation of the material in the learning activity.

Thru the questionnaire, the initial understanding level of students and various difficulties that may arise in learning nahwu rules can be identified. The data obtained from the questionnaire results are then used to describe the initial condition of students' understanding, as well as to serve as a basis for analyzing the development of their understanding after participating in the learning process.

The process of distributing the questionnaire was carried out directly in the classroom before the learning activities began. Before filling out the questionnaire, the students first received an explanation regarding the purpose of filling it out and instructions on how to answer each statement contained within it. This is done so that students can fill out the questionnaire according to their level of understanding.

After the questionnaire was distributed, students were asked to provide answers to each statement contained within it according to their level of understanding before participating in nahwu learning. The activity of students filling out the questionnaire is shown in Figure 3.



Figure 3. Students Fill Out a Pre-Learning Questionnaire

The questionnaire used in this study contains nine statements related to students' basic understanding of the nahwu concept, specifically the isim material. From the pre-learning questionnaire given to 12 students, an overview of their initial understanding of the nahwu material was obtained. The results of the questionnaire data processing are presented in Table 1. Out of a total of 108 responses, 57 responses answered "Yes" (53%) while 51 responses answered "No" (47%). These results indicate that some students already have a basic understanding of nahwu material, although the level of comprehension is not yet uniform among all students.



Table 1. Percentage of Student Understanding Before Learning

Statement	Yes	No
I have previously studied Nahwu	7	5
I have already heard the material about Mu'rob and Mabni	5	7
I already know that there is a concept called Isim in Nahwu.	8	4
I know that in Arabic there are changes at the end of words (I'rab)	6	6
I already know about isim mufrod	5	7
I already know about isim tatsniyah	5	7
I already know about the plural in Arabic	7	5
I am interested in studying Nahwu material about isim	8	4
I find the Nahwu material about isim difficult to understand.	6	6

The data shows that some students already have a basic understanding of nahwu material, but the level of comprehension is not uniform among all students. Some students have become familiar with basic terms in nahwu, such as isim and its various forms. However, there are still students who do not understand more specific concepts, such as mu'rob, mabni, and the changes in word endings in i'rab. The percentage difference between the two categories is not very significant. Therefore, it can be concluded that the initial understanding level of students regarding nahwu material is still in the low to moderate category. This condition indicates that structured and systematic nahwu learning is still very much needed so that students can better understand the basic concepts of Arabic grammar.

To facilitate the observation of students' understanding levels of each nahwu material taught, the statements in the questionnaire were then grouped into several material indicators, namely mu'rob and mabni, the concept of isim, i'rab, and forms of isim. The results of the grouping were then presented in the form of a graph as shown in the following Figure 4.

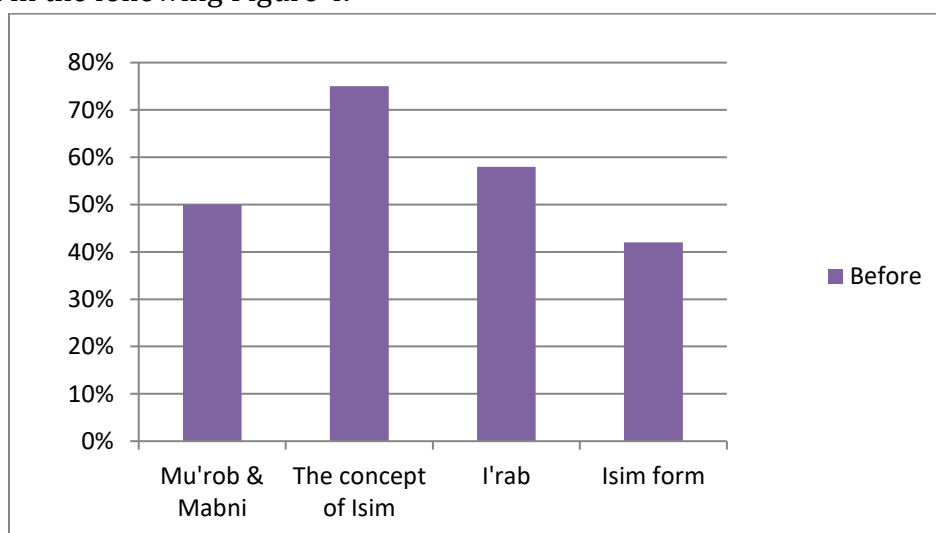


Figure 4. Graph of Student Understanding Levels Before Nahwu Learning

Based on Graph 1, it is evident that the initial understanding level of students regarding several basic materials in Nahwu studies shows variation in each indicator. The highest percentage of understanding is found in the indicator of the concept of isim, with a percentage of 75%. This indicates that most students already have initial knowledge of the definition and basic concept of isim in nahwu learning, although this understanding still needs to be deepened thru a more systematic learning process.

Next, students' understanding of the i'rab indicator shows a percentage of 58%. This percentage indicates that more than half of the students have a basic understanding of the changes in the endings of words in Arabic, although this understanding is not yet evenly distributed among all students. On the indicators of mu'rob and mabni, the students' level of understanding is at a percentage of 50%. This shows that only about half of the students have understood the difference between mu'rob words and mabni words in the rules of nahwu.

Meanwhile, the lowest percentage of understanding is found in the indicator of noun forms, which is 42%. This indicator includes understanding noun forms such as singular, dual, and plural. This percentage indicates that most students still face difficulties in understanding the variations of noun forms in Arabic. The data in the graph indicate that before the implementation of the learning process, students' understanding of basic nahwu material was still at a moderate level and not evenly distributed across each indicator. This condition highlights the importance of systematic nahwu instruction to improve students' understanding of the basic concepts of Arabic grammar.

Mastery of grammatical structure is one of the important components in learning Arabic, as it serves as the main foundation for understanding Arabic texts more deeply. Therefore, structured nahwu learning is essential so that students can understand language rules more effectively. The application of a structured learning method supported by practical exercises can help improve students' understanding of language material. Therefore, the application of nahwu learning thru the Al-Miftah lil Ulum method is expected to enhance students' understanding of the basic concepts in Arabic grammar.

The Level of Student Understanding After Nahwu Learning

To determine the level of understanding of students after participating in the nahwu learning process, data collection was conducted again thru the distribution of post-learning questionnaires. These questionnaires were given to students after the entire series of learning activities on the basic concepts of nahwu, specifically the isim material, had been delivered to the students. The administration of post-learning questionnaires aims to obtain an overview of the extent of students' understanding of nahwu material after participating in the learning process. Thru this questionnaire, changes in students' levels of understanding and the



development of their comprehension can be identified after receiving a more systematic explanation of the material during classroom learning activities.

The process of distributing the questionnaire was carried out directly in the classroom after the learning activities were completed. At this stage, students are first given an explanation of the purpose of filling out the questionnaire and instructions on how to answer each statement contained within it. Thus, it is expected that students can fill out the questionnaire objectively according to the understanding they have gained after participating in nahwu learning. After the questionnaire was distributed, the students were asked to answer each statement contained in it according to their level of understanding after participating in nahwu learning.

The post-learning questionnaire contains 9 statements related to students' understanding of the basic concepts of nahwu, particularly those related to the material on isim. Based on the questionnaire given to 12 students as research respondents, information was obtained regarding the level of students' understanding after participating in the nahwu learning process. The data is presented in Table 2, which shows that out of a total of 108 responses given by the respondents, 92 responses were "Yes" (85%) while the other 16 responses were "No" (15%).

Table 2. Percentage of Student Understanding After Learning

STATEMENT	YES	NO
I understand the concept of Mu'rob and Mabni	10	2
I understand the meaning of Isim	11	1
I understand the changes in the end of words in I'rab.	10	2
I know that in Arabic there are changes in the endings of words (I'rab)	11	1
I can distinguish between singular and dual nouns	9	3
I can distinguish various forms of plural in Arabic	9	3
The teacher's explanation helped me understand the material	11	1
The practice questions provided help me understand the material	10	2
After studying this material, I have a better understanding of the basics of Nahwu	11	1

Based on the data in Table 2, it is evident that the students' understanding of nahwu material improved after the learning process was conducted. Most students stated that they have understood the basic concepts in nahwu, such as the concepts of mu'rob and mabni, the definition of isim, and the changes in the endings of words in Arabic (i'rab). In addition, students' understanding of noun forms, such as singular, dual, and plural, also shows improvement compared to the condition before the learning was conducted. This indicates that the learning provided a positive contribution to students' understanding of the basic concepts of Arabic grammar.

To facilitate the observation of students' understanding levels of each nahwu material taught, the statements in the questionnaire were then grouped into several material indicators, namely mu'rob and mabni, the concept of isim, i'rab, and forms of isim. The results of the grouping were then presented in the form of a graph as shown in the following Figure 5.

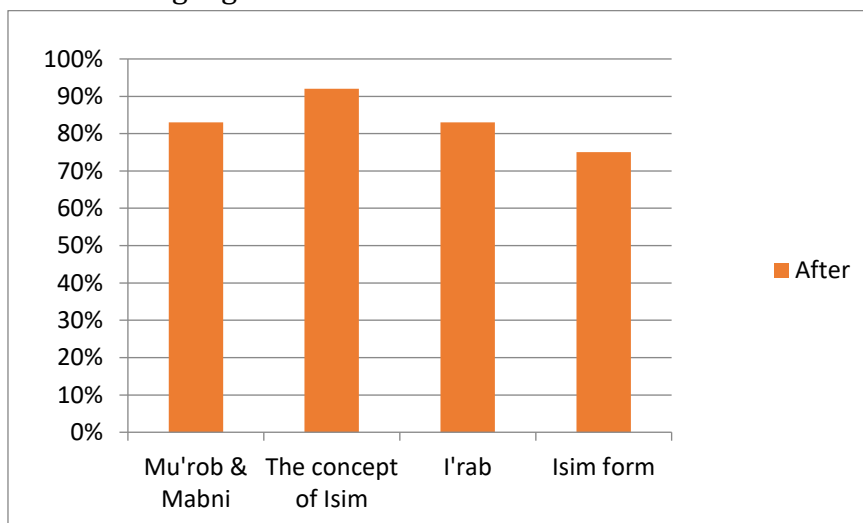


Figure 5. The Level of Student Understanding After Nahwu Learning

Based on Graph 2, it is evident that the students' understanding of nahwu material falls into a fairly high category. The highest percentage of understanding is found in the indicator of the isim concept, with a percentage of around 92%, indicating that most students have grasped the definition and basic concept of isim in nahwu learning. In addition, students' understanding of the concepts of mu'rob and mabni, as well as the changes in word endings (i'rab), also shows a fairly high percentage, around 83%. This indicates that the majority of students have been able to understand the changes in word endings in Arabic and distinguish between mu'rob and mabni words.

Meanwhile, on the noun form indicator, which includes understanding of singular, dual, and plural nouns, the percentage of student understanding reached around 75%. Although the percentage is slightly lower compared to other indicators, the results still show that the majority of students have understood the basic forms of nouns in Arabic. Overall, the data in the graph shows that after following the nahwu learning process, most students have a good understanding of the basic concepts in the isim material. This indicates that the nahwu learning conducted has a positive impact on improving students' understanding of the basic rules of Arabic grammar.

Analysis of Students' Improvement in Understanding Nahwu Material

To determine the extent to which the conducted learning impacts students' understanding, a comparative analysis was carried out between the levels of students' understanding before and after participating in the learning process of Nahwu material. This analysis was conducted by comparing the percentage of



students' understanding on several material indicators, namely the concept of isim, mu'rob and mabni, i'rab, and forms of isim. The comparison data is then presented in the form of a graph to provide a clearer picture of the changes in students' understanding levels after participating in the learning process as shown in the following Figure 6.

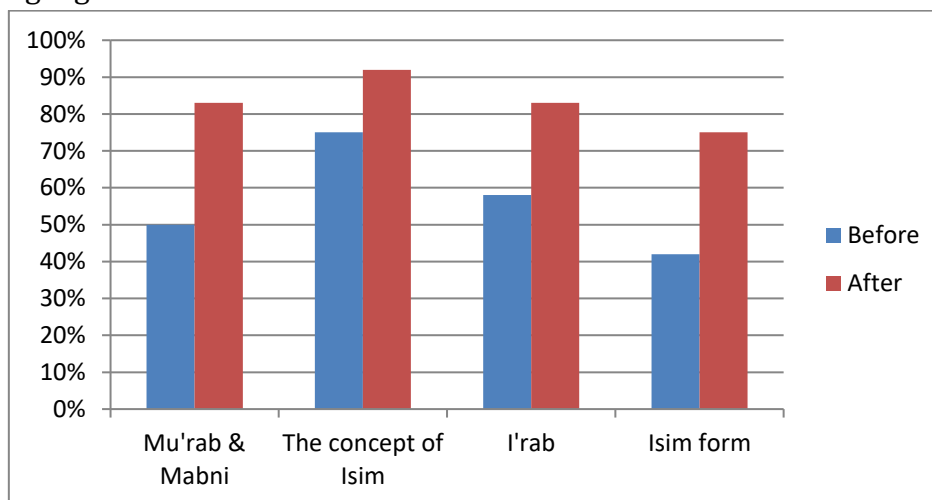


Figure 6. Comparison of Student Understanding Levels Before and After Learning

Based on the analysis of the questionnaire data before and after the learning, there is an increase in students' understanding of the basic material in Nahwu studies on every analyzed indicator. The improvement indicates that the learning process conducted has made a positive contribution to students' understanding of the basic concepts of Arabic grammar. On the indicator of the concept of isim, the students' understanding level increased from 75% before the learning process to 92% after the learning process. This improvement indicates that most students have been able to better understand the basic concept of isim after participating in the provided learning process.

Next, on the mu'rob and mabni indicators, the percentage of student understanding increased from 50% to 83%. This improvement indicates that the conducted learning helped students understand the difference between words that undergo final changes (*mu'rob*) and words that are fixed (*mabni*) in the structure of Arabic sentences. Improvement is also seen in the i'rab indicator, where the students' understanding level increased from 58% before the lesson to 83% after the lesson. This shows that the majority of students have been able to understand the concept of harakat changes at the end of words related to the function of words in sentences.

Meanwhile, on the indicator of noun forms, the students' understanding level increased from 42% to 75%. This improvement indicates that the students are beginning to understand various noun forms, such as singular, dual, and plural, which are important parts of basic nahwu learning. The results of the analysis indicate that the conducted learning can enhance students' understanding of

various basic concepts in nahwu material. Overall, this improvement indicates that the use of teaching methods applied in diniyah learning activities at madrasahs has a positive impact on the development of students' understanding of basic Arabic language rules.

DISCUSSION

Based on the observation results during the nahwu learning process in class X.3, in general, the learning activities proceeded well and in a conducive manner. Students showed a fairly active attitude and were able to follow the explanation of the material presented by the teacher. This condition indicates that a conducive learning environment and students' appreciation of the learning process are among the factors supporting the success of nahwu learning in the class.

In the perspective of learning psychology, the success of the learning process is not only influenced by the teaching methods used by the teacher but also by the readiness and attitude of students in participating in learning activities (Rohmah & Dimiyathi, 2024). Learning readiness becomes one of the important aspects that determine the success of the educational process because students who have good learning readiness tend to understand the material more easily and respond positively to the learning (Anjarweni et al., 2024)

However, based on observations during the learning activities, there are constraints related to the limited learning time. The nahwu material, which is conceptual in nature and requires in-depth explanations, often takes a longer time to be well understood by students (Tarigan & Zulkarnein, 2023). The available learning time in one session is relatively limited, so teachers need to manage time effectively to ensure that all material is optimally delivered (Fadhila & Niswah, 2025).

The limitation of learning time is one of the factors that can affect the effectiveness of the teaching and learning process. The success of the learning process is influenced by various interconnected components, such as teaching methods, strategies used, and the allocation of time available in the teaching and learning activities (Khumaidah et al., 2025). The determination of learning time is an important part of lesson planning because the available time must be adjusted to the goals and materials to be achieved in the learning process (Putriainingsih et al., 2021)

The availability of learning facilities is also an important supporting factor in the implementation of nahwu learning. Based on classroom observations, the available facilities can support the learning process quite well, allowing teachers to deliver the material more effectively. Learning facilities and infrastructure play an important role in supporting the success of the teaching and learning process (Nugraha et al., 2024). Adequate educational facilities can create a more effective and conducive learning environment, thereby supporting the optimal achievement of learning objectives (Setiowati & Annur, 2023). The availability of learning



facilities is also an important supporting factor in the implementation of nahwu learning, as learning resources can help enhance the effectiveness of the Arabic language learning process (Saputro et al., 2026; Abidin & Santosa, 2024).

Thus, it can be concluded that the implementation of nahwu learning in class X-3 Putri generally runs well. Supporting factors such as the positive attitude of the students and the availability of adequate learning facilities also contribute to the smoothness of the learning process, although there are still obstacles in the form of time constraints in delivering the material.

CONCLUSION & SUGGESTIONS

This community service activity demonstrated an increase in students' understanding of basic nahwu concepts following their participation in diniyah learning activities. Improvements were observed in the overall level of understanding as well as in each indicator, namely the concept of isim, mu'rab and mabni, i'rab, and the forms of isim. These findings suggest that structured diniyah learning activities, supported by discussions, guided explanations, and practical exercises, may support improvements in students' understanding of basic nahwu concepts as part of Arabic language learning.

This activity had several limitations. The participants were limited to 12 female students from a single class, and the evaluation relied primarily on self-reported questionnaire responses collected through pre-test and post-test instruments. Therefore, the findings should be interpreted within the context of this activity and may not be generalized to broader student populations. Future community service activities are recommended to involve a larger number of participants, longer implementation periods, and more comprehensive assessment methods. Further activities may also explore the effectiveness of diniyah learning in improving other aspects of Arabic language competence beyond basic nahwu concepts.

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teaching of nahwu in madrasah environments.

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