

## Probing Prompting Learning as a Solution to Demotivation Nahwu Learning Method

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### Abstract:

This research seeks to uncover the causes of motivational inhibition methods in nahwu learning and offer alternative solutions. This is a qualitative and descriptive research. The sampling technique is intentional sampling. Data were collected by observation, documentation and interviews. Data analysis technique used the 5-step model of Sugiyono. The results of the study found 9 symptoms that cause reluctance in nahwu learning, namely: 1) material quality, 2) material is not in accordance with the level of students' thinking ability, 3) manipulation of classroom situations, 4) few material from teachers, 5) lack of evaluation, 6) the form of questions is less diverse so that it does not increase students' enthusiasm in providing answers, 7) the form of questions is relatively the same so that students feel less challenged, 8) nahwu is becoming an unpopular topic for students who have never studied nahwu, 9) students who have previously studied nahwu did not improve. The nine things can be grouped into 4, namely: 1) symptoms related to nahwu material, 2) symptoms related to classroom situations, 3) symptoms related to questions/exercises, and 4) symptoms related to student satisfaction. The solution to the demotivation in nahwu learning is to apply the probing prompting learning, based on important aspects.

**Keywords:** demotivation; learning demotivation; learning method; probing prompting learning; nahwu

### Introduction

*Nahwu* is one part of the Arabic language aspect.<sup>1</sup> In addition to *nahwu*, aspects studied in Arabic are *shorof*, *balaghah*, *shaut*, and *mufradat*.<sup>2</sup> Mastery of *nahwu* is important because it is the main requirement in understanding Arabic texts.<sup>3</sup> Moreover, the Arabic text is an inseparable part of faith-based studies.<sup>4</sup>

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<sup>1</sup> Yayang Wiwik Fadilah and Siti Sulaikho, "Kelayakan Media Pembelajaran ISpring Suite Berbasis Android Pada Mata Pelajaran Nahwu Shorof," *Arabia: Jurnal Pendidikan Bahasa Arab* 13, no. 2 (2021): 315–38, <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/10710>.

<sup>2</sup> Takdir, "Problematika Pembelajaran Bahasa Arab," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020): 40–58, <https://journal.iainsinjai.ac.id/index.php/naskhi/article/view/290>.

<sup>3</sup> Fitri Angelina et al., "Problematika Pemahaman Nahwu Mahasantri Yayasan Munashorof Indonesia (YMI) Pusat Ciputat Tangerang Selatan," *Lugatuna* 2, no. 1 (2023): 28–42, <https://www.rjfahuinib.org/index.php/tabuah/article/view/795/514>.

<sup>4</sup> Luthfia Nur Khasanah and Yusuf Ali Tantowi, "Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Umum Di Prodi Pendidikan Bahasa Arab Universitas Pendidikan Indonesia,"

In previous studies, researchers have studied the difficulties experienced by students in studying *nahwu*. The results showed 10 points of difficulty for students in learning *nahwu*, namely: 1) difficulty in distinguishing grammatical rules in *nahwu*, 2) difficulty to match words into the right sentence structure, 3) difficulty to determine the final *letter* of a word, 4) the examples used are always the same, 5) difficulty to translate into Indonesian 6) difficulty in distinguishing terms in *nahwu*, 7) difficulty in connecting words into correct sentences (*musnad*), 8) difficulty in distinguishing the position of words in sentences, 9) difficulty in understanding the meaning of words that have become sentences (*mufid*), and 10) difficulty to find examples other than those already described.<sup>5</sup>

The difficulties above affect the ability of students to construct sentences, while *nahwu* studies words into sentences,<sup>6</sup> In the end, *nahwu's* learning goals were not achieved. This study seeks to uncover the demotivation of students as a result of difficulty in learning *nahwu*. Demotivation is defined as negative things that cause decreased motivation.<sup>7</sup> In relation to learning, demotivation is intended as a stimulus, both planned and unplanned, which is the cause of inhibiting, reducing, and even eliminating learning motivation for educators and students. Just as motivation influences learning outcomes, so does demotivation.<sup>8</sup> Siobhan Harmer mentions several reasons of demotivation, namely: 1] fear, 2] inaccurate goals, 3] lack of clarity towards what is desired, 4] conflict of values, 5] lack of freedom, 6] lack of challenge, 7] lack of confidence, 8] solitude, 9] burnout, and 10] ignorance of what to do next.<sup>9</sup>

Aladdin attributed demotivation to Arabic learning then found 9 factors that cause demotivation, namely: 1] the character of the Arabic language itself, 2] the educator, 3] the classroom environment, 4] negative attitudes towards foreign languages, 5] teaching materials, 6] the obligation to learn Arabic, 7] the duration of time, 8] the lack of opportunities to communicate in Arabic, and 9] the lack of language skills.<sup>10</sup> Two factors that influence demotivation in Arabic language learning, namely internal factors and external factors. Internal factors are related to the implementation of the learning system, while external factors are related to

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Tadris Al-Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 2, no. 1 (2023): 113–23, <https://journal.uinsgd.ac.id/index.php/ta/article/view/23072/pdf>.

<sup>5</sup> Siti Sulaikho and Lailatul Mathoriyah, "Analisis Permasalahan Mahasiswa Dalam Mempelajari Sintaksis Bahasa Arab," *Jurnal Edocation and Development* 8, no. 3 (2020): 293–97, <https://journal.ipts.ac.id/index.php/ED/article/view/1921/1017>.

<sup>6</sup> Siti Sulaikho, Renti Yasmar, and Amrini Shofiyani, "Permasalahan Mahasiswa Dalam Mempelajari Morfologi Bahasa Arab," *Jurnal Pendidikan Bahasa Arab Dan Kajian Linguistik* 6, no. 1 (2023): 1–6, <https://ejournal.unwaha.ac.id/index.php/lahjah/article/view/3519/1539>.

<sup>7</sup> Anis Soviana, "Demotivation: The Unseen Side of Vocational High School Students Motivation in Learning English," *Jurnal Pendidikan Humaniora* 6, no. 1 (2018): 9–16, <http://journal.um.ac.id/index.php/jph/article/view/11019/5321>.

<sup>8</sup> Iyventine Datu Palittin, Wilhelmus Wolo Wolo, and Ratna Purwanti, "The Connection of Learning Motivation with Learning Outcomes," *Magistra: Journal of Teacher Training and Education* 6, no. 2 (2019), <https://ejournal.unmus.ac.id/index.php/magistra/article/download/1801/1219>.

<sup>9</sup> Ahmad Hamdan Guntur, Munir, and Haniah, "Bentuk Demotivasi Dalam Pembelajaran Bahasa Arab Pada Pondok Pesantren DDI Mangkoso Kampus 2 Putra Tonrongge," *Jurnal Diskursus Islam* 4, no. 3 (2016): 510–22, [https://journal.uin-alauddin.ac.id/index.php/diskursus\\_islam/article/view/7382/6045](https://journal.uin-alauddin.ac.id/index.php/diskursus_islam/article/view/7382/6045).

<sup>10</sup> Asep Muhammad Saepul Islam, "Faktor Demotivasi Pembelajaran Bahasa Arab Dalam Perspektif Siswa Madrasah," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (2015): 1–16, <https://journal.uinjkt.ac.id/index.php/arabiyat/article/view/1511/1548>.

variables outside the learning system.

Internal factors of demotivation in learning include 7 things, namely: 1] low initial ability in Arabic, 2] problems in textbooks, 3] qualifications of Arabic language educators, 4] Arabic learning in the classroom emphasizes learning aspects rather than acquisition aspects, 5] methods in learning Arabic are less varied, 6] neglecting the use of learning media, 7] assessment is still results-based rather than process-based assessment. The external factors of demotivation in learning include 2 things, namely: 1] The Regulation of the Minister of National Education (Permendiknas) Year 2009 does not include Arabic as a subject of the National Examination, except in the Madrasah Aliyah language program. This has an impact on the neglect of students to learn Arabic because it is not tested nationally, 2] the commitment of institutional leaders.

This study seeks to uncover the causes of demotivation methods in *nahwu* learning based on internal factors formulated by Moh. Ainin. In addition, this study also seeks to provide alternative solutions to demotivation methods in *nahwu* learning. The results of the study corroborated previous research that discussed internal factors of demotivation in Arabic language learning.

### **Research Methods**

This research method is descriptive qualitative. *Social situations* include demotivation of *nahwu* learning (*activity*), students (*actors*), and KH. A. Wahab Hasbullah (*place*). The sampling technique is *purposive sampling*, which is 10 students from 5 classes. The selection of these ten students was based on the consideration that they knew the conditions of the class, including what their class members wanted.<sup>11</sup> Data collection used 3 ways, namely: 1] observation of the ability of students in 5 classes in composing sentences during the learning process, 2] interviews with 10 participants, and 3] documentation of answers and test scores. Data analysis uses Sugiyono's 5-step model, namely: 1] collecting data, 2] raw data description, 3] data reduction, 4] data categorization, and 5] relationships between categories.<sup>12</sup>

### **Result and Discussion**

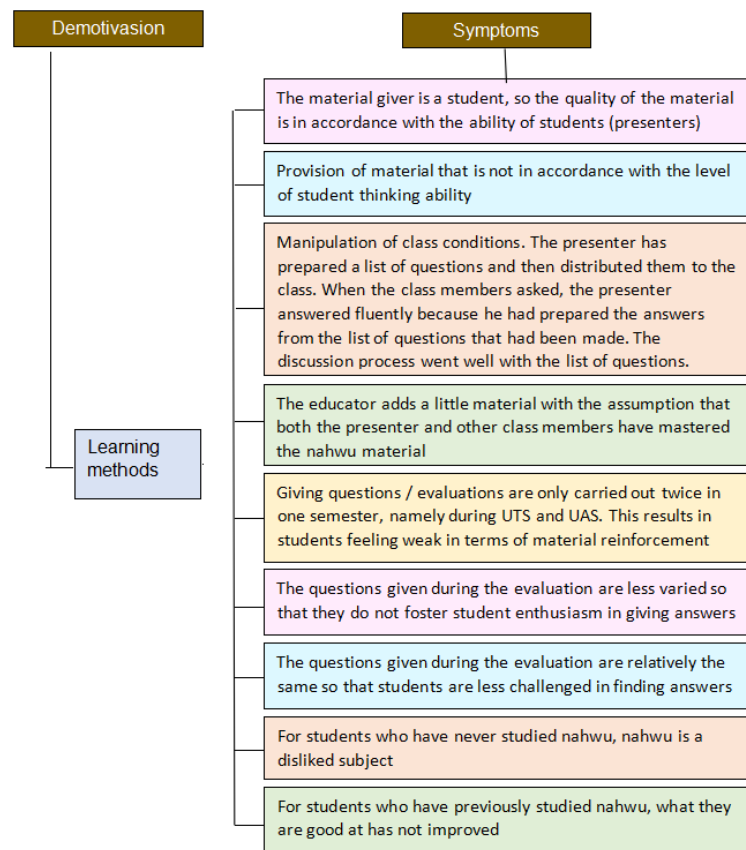
#### **Symptoms of Causes of Demotivation Method in Nahwu Learning**

There are 9 symptoms that cause demotivation in learning *nahwu*, namely:

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<sup>11</sup> Sugiyono, *Metode Penelitian Dan Pengembangan: Research and Development Untuk Bidang Pendidikan, Manajemen, Sosial, Teknik*, ed. Sofia Yustiyani Suryandari (Bandung: Penerbit Alfabeta, 2022).

<sup>12</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan Kombinasi (Mixed Methods)*, ed. Sutopo (Bandung: Penerbit Alfabeta, 2020).



## Probing Prompting Learning as a Solution to Demotivation Method in Nahwu Learning

Probing prompting learning is based on the belief that good, purposeful questions can encourage learners to explore deeper understanding, question assumptions, and develop critical thinking skills. The main principle of Probing prompting learning theory is that an effective learning process involves active interaction between educators and learners through the use of in-depth and directed questions. Such questions stimulate learners to study, analyze, and relate the concepts they learn to the broader context.

Based on the information above, an important spec in probing prompting learning includes:

### 1. In-depth questions

Educators use in-depth questions to encourage learners to think critically and reflectively. In-depth questions can lead learners to explain their thinking, analyze arguments, question assumptions, relate concepts, or formulate new questions.<sup>13</sup>

### 2. Interactive process

This theory emphasizes the importance of interaction between educators and

<sup>13</sup> Viola Vesa Novena and Kriswandani, "Pengaruh Model Pembelajaran Probing Prompting Terhadap Hasil Belajar Ditinjau Dari Self-Efficacy," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 8, no. 2 (2018): 189–96, <https://ejournal.uksw.edu/scholaria/article/view/917>.

learners. Through deep questioning, educators encourage learners to actively participate in discussions, present their thoughts, and share their understanding with the group or class.<sup>14</sup>

### **3. Encourage active participation of learners**

This approach involves learners actively in the learning process. By asking in-depth questions, learners are encouraged to participate in discussions, share their thoughts, and exchange ideas with their peers. This creates a collaborative and interactive learning environment. Learners feel heard and actively involved in the learning process.<sup>15</sup>

### **4. Improve critical thinking**

Probing prompts in this theory aim to stimulate critical and reflective thinking of learners. By answering deep questions, learners are encouraged to consider multiple perspectives, compare concepts, analyze implications, and question their own beliefs.<sup>16</sup>

This approach is specifically designed to improve students' critical thinking skills. By asking in-depth questions, students are encouraged to analyze information, evaluate arguments, question assumptions, and make conclusions based on existing evidence. It helps students develop critical thinking skills that are essential for good problem-solving and decision-making.<sup>17</sup>

### **5. Stimulates reflective thinking**

Probing prompting learning encourages students to reflect and relate the concepts learned to their own experiences. Deep questioning stimulates reflective thinking and self-introspection, allowing students to explore a deeper understanding of themselves, their values, and their beliefs.<sup>18</sup>

### **6. Increased understanding**

By utilizing in-depth questions, probing prompting learning theory aims to increase learners' understanding of the concepts learned. Such questions allow

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<sup>14</sup> Lia Saniah and Agus Dede Anggiana, "Analisis Kemampuan Disposisi Matematis Melalui Model Pembelajaran Probing Prompting Pada Siswa Sekolah Menengah," *Symmetry: Pasundan Journal of Research in Mathematics Learning and Education* 7, no. 2 (2022): 254–58, <https://www.journal.unpas.ac.id/index.php/symmetry/article/view/6684>.

<sup>15</sup> Hafizh Syahli Putra, "Penggunaan Model Pembelajaran Probing Prompting Sebagai Upaya Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran Sosiologi Di Kelas X SMA Pembangunan Laboratorium UNP," *Naradidik: Journal of Education and Pedagogy* 1, no. 3 (2022): 273–81, <https://naradidik.ppj.unp.ac.id/index.php/nara/article/view/45>.

<sup>16</sup> Mustakim, Agung Haryono, and Sunaryanto, "The Effectiveness of Blended Learning Assisted by Collaboration of Edmodo Probing-Prompting in Improving Learning Outcomes and Critical Thinking Ability of Students at Universitas Madura," *IJHESS: International Journal of Humanities Education and Social Sciences* 2, no. 1 (2022): 24–36, <http://ijhess.com/index.php/ijhess/article/view/204/184>.

<sup>17</sup> Andi Badli Rompegading et al., "The Effect of Problem Prompting Learning Model Assisted by Mentimeter Media on Critical Thinking Ability Students," *JPPIPA: Jurnal Penelitian Pendidikan IPA* 9, no. 4 (2023): 1892–97, <https://jppipa.unram.ac.id/index.php/jppipa/article/view/3111>.

<sup>18</sup> Santika Putri Dwi Anhar and Muhammad Nuruddin, "The Effect Of Probing-Prompting Learning Model On Students' Interest And Learning Outcomes Of Mathematics In Grade IV SDN Tejo 1 Mojoagung Jombang," *IJPSE: Indonesian Journal of Primary Science Education* 3, no. 1 (2022): 144–50, <http://ejournal.unhasy.ac.id/index.php/ijpse/article/view/2811>.

learners to dig deeper, make connections between new knowledge and previous knowledge, and develop a fuller understanding.<sup>19</sup>

### **7. Increase engagement**

Probing prompting learning encourages learner involvement in the learning process. In-depth questions stimulate active and reflective thinking, sparking discussion and interaction between learners and educators or learners with other learners. This helps create a collaborative and interactive learning environment.<sup>20</sup>

### **8. Build speaking and argumentation skills**

Using in-depth questions, learners are invited to express their thoughts orally. This helps improve their speaking skills, construct coherent arguments, and support their views with relevant evidence. Learners also learn to listen well and respond to the arguments of others.<sup>22</sup>

### **9. Improves metacognition ability**

Probing prompting learning encourages learners to do metacognitive thinking, i.e. their understanding of their own thought processes. In-depth questions ask learners to reflect on the thinking strategies they use, their understanding of their strengths and limitations, and how they can further develop their thinking.

### **10. Increase motivation and learning satisfaction.<sup>23</sup>**

Using in-depth questions, learners engage in meaningful and relevant learning. This helps increase learners' intrinsic motivation as they feel in control and feel challenged by the critical thinking required. This process can also increase learning satisfaction because learners feel that their thoughts and views are valued and respected.<sup>24</sup>

### **11. Use of konteks autentik**

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<sup>19</sup> Suwanti and Iyam Maryati, "Kemampuan Representasi Matematis Siswa Melalui Model Problem Based Learning Dan Probing Prompting Learning," *Plus Minus: Jurnal Pendidikan Matematika* 1, no. 2 (2021): 303–14, [https://journal.institutpendidikan.ac.id/index.php/plusminus/article/view/pv1n2\\_09/854](https://journal.institutpendidikan.ac.id/index.php/plusminus/article/view/pv1n2_09/854).

<sup>20</sup> Ufi Lutfiah, Rina Oktaviyanthi, and Khotimah, "Student Worksheet Design Using Prompting Model to Facilitate Mathematics Problem Solving Ability," *JIML: Journal of Innovative Mathematics Learning* 5, no. 3 (2022): 143–55, <https://www.journal.ikipsiliwangi.ac.id/index.php/jiml/article/view/12642>.

<sup>21</sup> Uswatun Khasanah, "Probing Prompting Model to Improve Student Communication Skills in Civic Education Subjects," *Journal of Elementary School Education* 1, no. 2 (2022): 55–61, <https://journal.berpusi.co.id/index.php/joese/article/view/52>.

<sup>22</sup> Sitti Hartinah et al., "Probing-Prompting Based On Ethnomathematics Learning Model: The Effect On Mathematical Communication Skill," *Journal of Education of Gifted Young Scientists* 7, no. 4 (2019): 799–814, <https://dergipark.org.tr/tr/pub/jegys/issue/50504/574275>.

<sup>23</sup> Agni Danaryanti and Dara Tanaffasa, "Penerapan Model Probing Prompting Learning Untuk Meningkatkan Kemampuan Koneksi Matematis Siswa SMP," *EDUMAT: Jurnal Pendidikan Matematika* 4, no. 1 (2016): 8–14, <https://pdfs.semanticscholar.org/6e05/f70e1aa2bfe10059e13aa2167eb04f9747a3.pdf>.

<sup>24</sup> Miftah Hafidz Alfian, Dwijanto, and Sunarmi, "Effectiveness of Probing-Prompting Learning Models with Scaffolding Strategy to Mathematic Creative Thinking Ability and Enthusiasm," *Unnes Journal of Mathematics Education* 6, no. 2 (2017): 249–57, <https://journal.unnes.ac.id/sju/index.php/ujme/article/view/17172/8720>.

The deep questions in these theories are often based on authentic contexts or real situations. It allows learners to see the relevance of the material learned to the real world, apply concepts in practical situations, and practice critical thinking skills in meaningful contexts.<sup>25</sup>

The 9 symptoms that cause demotivation in learning nahwu methods can be correlated with important aspects in probing prompting learning, thus producing solutions. The solutions offered by the researchers are described in the following table:

No	Symptoms of Demotivation	Solution
	The material giver is a student, so the quality of the material is in accordance with the ability of students (presenters)	Probing prompting learning builds speaking and argument skills. Students are required to master the nahwu material so that they can respond when in-depth questions are made
	Provision of material that is not in accordance with the level of student thinking ability	Probing prompting learning encourages students to think critically and reflectively. Deep questions in probing prompting learning cannot be avoided, so students are required to study the material thoroughly
	Manipulation of class conditions. The presenter has prepared a list of questions and then distributed them to the class. When the class members asked, the presenter answered fluently because he had prepared the answers from the list of questions that had been made. The discussion process went well with the list of questions.	The questions in probing prompting also encourage students to study, analyze, and relate the concepts they are learning to the broader context.  This will make students find it difficult to manipulate classroom conditions.
	Educators add a little material with the assumption that both presenters and other students have mastered the nahwu material	Probing prompting learning creates a collaborative and interactive learning environment that spurs students to study the material seriously. Thus, students master the nahwu material in reality, not because of manipulation of classroom conditions.
	Giving questions / evaluations are only carried out twice in one semester, namely during UTS and UAS so that students feel weak in terms of strengthening nahwu material.	Probing prompting learning is done by giving in-depth and directed questions at each meeting.  The continuity of practice will help students in terms of strengthening nahwu material.
	The questions given during the evaluation are less varied so that they do not foster student enthusiasm in giving answers	Questions in probing prompting learning continue to develop according to the answers given by students.  Students will unconsciously be led to continue

<sup>25</sup> Risauli Sihite, Abdul Latif Mawardi, and Marjanah, "Implementation of Probing Prompting to Improving Student Learning Outcomes on Ecosystem Material in Senior High School," *Biodidaktika: Jurnal Biologi Dan Pembelajarannya* 18, no. 1 (2023): 48–55, <https://jurnal.untirta.ac.id/index.php/biodidaktika/article/view/17567>.

No	Symptoms of Demotivation	Solution
		critical thinking which makes them more enthusiastic in learning nahwu.
	The questions given during the evaluation are relatively the same so that students are less challenged in finding answers	In-depth questions on probing prompting learning adjust the level of accuracy of the answers given by students. Interactive discussions between students have an effect on the next question. This cycle can foster a sense of challenge in students.
	For students who have never studied nahwu, nahwu is a disliked subject	Probing prompting learning begins with fundamental questions, then continues to be deep questions. For students who have never studied nahwu, they can still actively participate in the entire process in it. Conditions like this can encourage students to like nahwu
	For students who have previously studied nahwu, what they are good at has not improved	Interactive discussions and continue to develop during the in-depth question process will find new knowledge that is not yet known by students who have studied nahwu though, Moreover, the questions in probing prompting learning according to the level of thinking of students, no longer the same as when they study at school.

### Conclusion

Symptoms of demotivation methods in nahwu learning include 9 things. These nine things can be grouped into 4, namely: 1] symptoms related to nahwu material, 2] symptoms related to class situations, 3] symptoms related to questions/exercises, and 4] symptoms related to student satisfaction.

The solution to the demotivation method in learning nahwu is probing prompting learning. Probing prompting learning begins with basic to in-depth questions, adjusting the student's ability level and level of thinking. Through probing prompting learning, students are required to be active and involved in discussions and critical thinking. Probing prompting learning ultimately trains students' speaking skills, argument skills, listening skills, and responding to other people's arguments.

Future research can examine other internal aspects of demotivation. Further research can also continue this research by quantitatively discussing the 9 symptoms of demotivation methods in learning nahwu, or quantitatively examining the 4 elements in demotivation methods in learning nahwu.

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