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The Use of the *Istinbathiyah* Method in Learning the *Ma'ani (Balaghah)* Using *Mutasyabihat fi al-Alfadz* Verses

Muhamad Fuad Hasim[1], M. Baihaqi[2], Fatihuddin[3], M. Rajib Mahditama[4], Muhammad Iqbal Fuadhi[5]
[1 2 4 5] Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia
[3] Qassim University, Saudi Arabia
Corresponding E-mail: baihaqi@uinsa.ac.id

Abstract

Balaghah is a branch of Arabic literature that is very important for understanding the meaning of *ijaz* in the Qur'an. *Balaghah* is also a science taught in Islamic boarding schools, so it is very important to know the effectiveness of its learning methods. This study aims to determine the effectiveness of the Istinbathiyah method in learning *Ma'ani (balaghah)*. The research method in this study is quantitative with an experimental type. Data collection was carried out by conducting observations, documentation, and tests. Data analysis was carried out statistically, the formula used was the t-test formula or t-test. There are several requirements that must be met before the t-test is carried out, including the Normality test, Homogeneity Test, and Hypothesis Test. The results of this study indicate that the Istinbathiyah method is quite effective with an average value of 16.3 from the control class while 66.9 from the experimental class.

Keywords: *Istinbathiyah Method, Ma'ani, Balaghah, Mutasyabihat fi al-Alfadz*

Introduction

The Qur'an is a holy book (Aniati et al, 2023) contains verses from *Mansukh, 'aamm khas, muthlaq muqayyad, Hakiki majazi,* and *muhkamat mutasyabihat* (Kalam, 2011). Therefore, another basis is needed to uncover the veil of meaning in the verse, therefore the believers make it the basis of life, and develop its messages for practical legal purposes. However, some scholars include the results of ijtihad as a source of Islam after the Qur'an and the Sunnah (Melati & Arifin, 2024).

To study the Quran literature and reveal its true meaning, branches of Arabic language science are needed. Among them are the branches of science of nahwu, sharf, balaghah, and others (Rahman, 2019; Rozani, 2021). One of the important studies in Al-Qur'an scholarship is the study of verses that have meaning similar edits, and this is a very important study to avoid misinterpretations, because this is closely related to the

munasabah between one verse and another (Aswandi & Alwizar, 2024). *Mutasyābih* in this study is the problem of tasyābuh or verses that are similar in pronunciation in the Qur'an. The problem of verses that are similar in pronunciation is why these verses are expressed with different pronunciations and whether the repetition of a pronunciation affects the understanding of the verse as a whole. Questions related to the meaning of the Qur'an cannot be answered only with guesswork or estimation, but require special study to explore them in depth.

The form of editorial repetition is an interesting phenomenon found in the Qur'an (Fibriyanti, t.t.). The Quran, which uses Arabic, of course in the art of expressing it also uses the theories and rules that exist in its mother tongue. Likewise with the rules and art of expressing the repetition model. This model and art of repeating the Quran have been written a lot by scholars, both in special themes and those included in sub-themes ((Ghofur & Amiroh, 2021)Khotima, 2023). The word mutashabihat in the Qur'an that is often read is:

In general, the emergence of *mutasyābihât* is caused by the unclear objectives intended by the sharia (Anwar & Hitami, 2023). This ambiguity can be classified into three forms or parts, all mufassir interpretations do not start from these three things: *mutasyābih min jihah al-lafẓ,* namely from the lafaz aspect; *mutasyābih min jihah al-ma'na,* namely from the aspect of meaning; and *mutasyābihât min jihah al-lafẓ wa al-ma'na,* namely from both aspects; pronunciation and meaning at the same time (Fathurrahman, 2016).

Previous research related to this research is the first, research by Ilham (2023), with the title "Effectiveness of Using Istinbathiyah Method in Nahwu Learning (Experimental Research at Dayah Asaasunnajaah)" The results of the study indicate that the use of the *istinbathiyah* method is effective in improving knowledge of word positions (Trab) in nahwu learning. Second, research by (Hizbi, 2009), with the title "Application of Nahwu Teaching Using the *Istinbathiyah* Method in Arabic Language Learning at Mts Ali Maksum Krapyak Yogyakarta". The results of the study indicate that. The results of the study indicate that the implementation of nahwu teaching using the Istinbathiyah method in class VIII MTs Ali Maksum has been running well. Third, research by (Athani, 2017), with the title "Istikhdaamu Wasiilah Bithaaqah Takammulah Bithariiqatil Istinbathiyah Fii Ta'liimil Af'al". The results of the study indicate that the use of Bithaqah Takammulah media with the Istinbatiyah method is effective in teaching Arabic, this can be proven by the acquisition of a T-Count value greater than the T-Table value or (2.80>6.866<2.06).

The importance of studying the science of balaghah was also stated by (Zaneta & Subhi, 2024) in his research entitled "The Role of Al-Qur'anic Science in the Interpretation of Mutasyabihat Verses", reveals the importance of the science of balghah in understanding the *mutasyabihat* verses so that knowledge of the Qur'an provides Muslims with a deep and practical understanding of the messages of the Qur'an, which are useful in their daily lives.

Seeing this urgency, the researchers consider it important to study and practice the *mutasyabihat fi al-alfadz* verses in order to improve the understanding of learning the science of balaghah through the *istinbatiyah* method (Sapil, 2022). Meanwhile, the researcher chose the *istinbatiyah* method because he considered this method could hone

and stimulate the students' ability to understand the science of balaghah at the beginner level.

Method

This research method uses an experimental research method. The reason for choosing this type of research is because the researcher wants to know whether there is a difference before and after treatment using the *Istinbatiyah* method and to find out how much influence the *Istinbatiyah* method has on increasing understanding of *Balaghah*. This type of research uses a quasi-experimental design, namely a research design to reveal a causal relationship involving one control group and one experimental group (Arib dkk., 2024). This study tested the pre-test before treatment was carried out without using the *Istinbatiyah* method, then a post- test was carried out after treatment using the *Istinbatiyah* method and the influence of variable X (*Istinbatiyah*) on variable Y (increased understanding of Balaghah). The t-test was used to determine and analyze the differences and influences of these variables.

Data collection is a systematic procedure to obtain the necessary data (Susanto dkk., 2024). The data collection techniques used in this study include: observation stage, documentation stage, and test stage. Data analysis can be interpreted as a series of review activities, grouping, systematization, interpretation, and verification into a pattern, category and basic description unit. The quantitative data is analyzed by researchers using statistics. The formula used is the t-test formula or t-test. There are several requirements that must be met before the t-test is carried out, including the Normality test, Homogeneity test, and Hypothesis.

The normality test is used to test whether a variable is normal or not. Normal here means having a normal data distribution (Khatun, 2021). The normal distribution will form a straight diagonal line and then the residual data plot will be compared with the diagonal line (Tyas dkk., 2024). In principle, normality can be detected by looking at the distribution of data (points) on the diagonal axis of the graph. If the data is spread around the diagonal line and follows the direction of the diagonal line, then the regression model meets the assumption of normality. Conversely, if the data is spread far from the diagonal, then the regression model does not meet the assumption of normality. The criteria are if the significance value is & 0.05 then the data is declared normally distributed and vice versa if the significance value is 0.05, then the data is declared normally distributed and vice versa if the significance value on linearity <0.05, then the data is declared not normally distributed.

The homogeneity test is used to test whether the data in a t-test model is homogeneous or not. If homogeneity is met, the researcher can proceed to the advanced data analysis stage, if not, there must be methodological corrections (Sa'ud dkk., 2021). The condition of this test is that if the probability or Asymp Significance (2-tailed) is greater than the level of significance (a), then the data is normally distributed. If the significance or probability value is 0.05, then the data has the same variance or is homogeneous.

Hypothesis testing in this study uses the t-test using the Paired Sample T-test (T-test for related samples). This is used to test whether the average of two unrelated groups is the same or different (Nurba'id dkk., 2024). So, in this study to find out whether there is an influence of the *Istinbatiyah* method on improving students' yellow book reading ability. The provisions of this test are if tritung <trabel (2.145) or probability <0.05, then HO is rejected, meaning there is a significant difference in average between before and after.

Result and Discussion

Instrument Validity

Table 1. Test Validation.

Item	R Count	R Table	Information
Question 1	-0.044	0.361	Invalid
Question 2	0.237	0.361	Invalid
Question 3	-0.167	0.361	Invalid
Question 4	,492	0.361	Valid
Question 5	,391	0.361	Valid
Question 6	0.175	0.361	Invalid
Question 7	0.238	0.361	Invalid
Question 8	,453	0.361	Valid
Question 9	0.334	0.361	Invalid
Question 10	0.071	0.361	Invalid
Question 11	0.130	0.361	Invalid
Question 12	,399	0.361	Valid
Question 13	,399	0.361	Valid
Question 14	,364	0.361	Valid
Question 15	0.200	0.361	Invalid

Based on the data above, the questions are considered valid if the calculated R value is greater than the R table. The results of the test instrument trial showed 13 invalid research instrument questions. While the valid questions were 7 questions. After the trial, the questions used as research instruments amounted to 7 questions, while 13 questions were not used because they were invalid.

Test Reliability Test

Table 2. Test Reliability Test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	,369
		N of Items	4a
	Part 2	Value	,566

ARABIYAT, ISSN: 2356-153X, E-ISSN: 2442-9473

	N of Items	3b
	Total N of Items	7
Correlation Between Forms		,130
Spearman-Brown Coefficient	Equal Length	,230
	Unequal Length	,232
Guttman Split-Half Coefficient		,229

a. The items are: question 4, question 5, question 8, question 12.

b. The items are: question12, question13, question14, question15.

The basis for making decisions on the reliability test of questions is at questions are declared reliable if their value is more than 0.60. The results of the reliability test above were 0.229, which means that the test is reliable. Because 0.229 is greater than 0.60.

Data Description

Islamic Boarding School Data

This research was conducted at the Al-Ikhlas Islamic Boarding School in Kediri. The geographical location is in Kaliboto Village, approximately 12 km west of Kediri City, it is not difficult to reach because geographically Kaliboto Village is on the provincial route connecting Kediri-Nganjuk City, its position is also in the border area between the two cities. What makes the villagers not affected by the pollution of urban culture is the crisis in morality as in urban life with very supportive and profitable situation. So that in this village the Ikhlas Islamic Boarding School devotes its existence to teaching and spreading Islamic teachings to the community, the existence of the Al-Ikhlas Islamic Boarding School cannot be separated from the hard struggle of the Kyai figure. With hard work pioneering and developing his Islamic boarding school through stages that are not easy and full of obstacles and constraints. Al-Ikhlas Islamic Boarding School was established when human life began to lose its grip and when nature was fast asleep, lying in all the confusion and clashes as aspects of life and in the midst of a moral crisis that was getting worse as humans were tempted by the beauty of the world's fantasy garden, so that the Qur'an and the words of the Prophet as a guide to life were ignored.

Research Implementation

The implementation of learning using the *Istinbathiyah* method in this study was 3 meetings including pre-test and post-test. The allocation of learning time was 45 minutes at each meeting. The pre-test was given before the treatment was implemented and the post-test was conducted after the treatment was completed. The learning process in the experimental class used the *Istinbathiyah* method while the control class

used the conventional method. The learning steps in the experimental class are as follows.

Implementation of Learning in the Experiment Class

Leaming in the experimental class was carried out in 3 meetings. In the first meeting. The time allocation was 45 minutes, starting with preliminary activities. The teacher opened the class by introducing himself and saying hello, then praying together and continuing to take attendance of students. The teacher conveyed the learning objectives and motivated students by conveying the *istinbathiyah* method, including the learning objectives of the *istinbathiyah*, method, the steps of the *istinbathiyah*, method, and the advantages of the *istinbathiyah* method. This is an illustration to students before applying the *istinbathiyah* method. Furthermore, the teacher provided a list of *mutasyabihat* verses that would be taught at the next meeting. Furthermore, the teacher gave instructions on how to do the pre-test. Then the teacher distributed the pre-test questions then the students worked on the questions according to the specified time. After completing the questions, the students collected the pre- test answers to the teacher. The teacher motivated the students and conveyed the learning plan for the following week. The teacher closed the class by saying hello and leaving the class.

In the second meeting, the time allocation is 45 minutes, learning is carried out by the teacher entering the class and greeting the students, followed by praying together and then the teacher takes attendance. The teacher disciplines and conditions the students, and the teacher conveys the learning objectives that will be discussed, namely those related to the balaghah material. Then the teacher asks students to *istinbatkan* the *mutasyabihat* verses that have been given in the previous meeting from the perspective of *ma'ani* knowledge, then asks students to discuss the verses. The teacher provides an explanation of the examples of *mutasyabihat* verses from the perspective of *ma'ani* knowledge. Continued by the teacher giving a conclusion and motivating students to always study diligently. And in the closing activity of the lesson by praying together and saying hello.

In the third meeting, the time allocation is 70 minutes. Learning begins with the teacher entering the class by greeting and taking attendance of students and then praying together. The teacher disciplines and conditions the students, and the teacher conveys the learning objectives that will be discussed, namely those related to the balaghah material. Then the teacher asks students to *istinbath* the *mutasyabihat* verses that have been given in the previous meeting from the perspective of *ma'ani* science, then asks the students to discuss the verses. Next, the teacher asks 3 students to come to the front of the class and explain the *istinbanth* of the *mutasyabihat* verses. Then the teacher gives a detailed explanation and provides a conclusion. In the closing activity, the teacher distributes post-test questions and explains the instructions for completing them. Students work on the post-test questions according to the specified time. After completing the work, students collect the answers from the teacher and the teacher closes the class by motivating students and saying hello before leaving the class.

Implementation of Learning in the Control Class

Learning in the control class was carried out in 3 meetings. In the first meeting, the time allocation was 45 minutes, starting with preliminary activities, namely the teacher opened the class by introducing himself and saying hello, then praying together and continuing with taking attendance of students. The teacher conveyed the learning objectives and motivated the students. The teacher provided stimulus to students to be interested in the balaghah lesson. Then the teacher conveyed the stages of learning *ma'ani* science and the chapters in *ma'ani* science. Furthermore, the teacher gave instructions on how to do the pre-test. Then the teacher distributed the pre-test questions then the students worked on the questions according to the specified time. After completing the questions, the students collected the pre-test answers to the teacher. The teacher. motivated the students and conveyed the learning plan for the following week. The teacher closed the class by saying hello and leaving the class.

In the second meeting, the time allocation is 45 minutes, learning is carried out by the teacher entering the class and greeting the students, followed by praying together and then the teacher takes attendance. The teacher disciplines and conditions the students, and the teacher conveys the learning objectives that will be discussed, namely those related to the balaghah material. Then the teacher explains about the almu balaghah material, including musnad, musnad ilaih tarkib isnadi, then gives examples of each material. Furthermore, the teacher provides a conclusion related to the material that has been delivered. The teacher motivates students and conveys the learning plan for the following week. The teacher closes the class by saying hello and leaving the class.

In the third meeting, the time allocation is 70 minutes. Learning begins with the teacher entering the class by greeting and taking attendance of students and then praying together. The teacher disciplines and conditions the students, and the teacher conveys the learning objectives that will be discussed, namely those related to the balaghah material. Then the teacher briefly explains the balaghah material, including the chapters of *ithnab, musawa, ijaz, kalam khabar, kalam insya'* and then provides examples related to each material. Then the teacher gives a conclusion about the material that has been delivered. In the closing activity, the teacher distributes post- test questions and explains the instructions for completing them. Students work on the post- test questions according to the specified time. After completing the work, students collect the answers from the teacher and the teacher closes the class by motivating students and saying hello before leaving the class.

Data analysis

Pre Test Assessment

The Pre Test for the control class and experimental class was carried out on May 1 2023. This stage was carried out to measure understanding of the science of *ma'ani (balaghah)* at Pondok Al-Ikhlas Kediri before receiving treatment. The data obtained at this stage can be seen in table 3 as follows.

Table 3. Pre-Test Assessment Data

No	Control Class	Experimental Class
	Pre Test	Pre Test
1	57	43
2	57	43
3	43	57
4	71	43
5	57	29
6	71	29
7	71	43
8	57	43
9	57	43
10	43	43
11	71	43
12	57	43
13	57	29

Before the treatment was carried out and a pre-test was conducted, the results showed that the lowest score was 43 in the control class and the highest score was 71. Meanwhile, in the experimental class the lowest score was 29 and the highest score was 57.

Pre Test Data Normality Test

The Normality Test aims to determine whether the data has a normal distribution or not. A good normality method is distributed or close to normal (Knief & Forstmeier, 2021). The Kolmogorov Smimov method was used in the normality test with a significance level of 0.05. Data can be categorized as normally distributed if the significance value is greater than 0.05 (Wang & Wang, 2020). However, if the significance value is less than 0.05, the data is declared not normally distributed. The results of this normality test were carried out using the SPSS 25 program with the results in table 3 below.

Table 4. Pre-Test Normality Test Data

One-Sample Kolmogorov-Smirnov Test			
		control	experiment
N		13	13
Normal Parametersa,b	Mean	59.15	59.15
	Std. Deviation	9,642	9,642
Most Extreme Differences	Absolute	,281	,281
	Positive	,281	,281

ARABIYAT, ISSN: 2356-153X, E-ISSN: 2442-9473

	Negative	-,258	-,258
Test Statistics		,281	,281
Asymp. Sig. (2-tailed)		,006c	,006c
Exact Sig. (2-tailed)		,213	,213
Point Probability		,000	,000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the normality test above, it can be concluded that the significance value in the control class is 0.213>0.05 and the significance value in the experimental class is 0.213>0.05. Thus, all data in the control class and the experimental class are stated to be normally distributed, because the significance value is greater than 0.05.

Pre Test Homogeneity Test The Homogeneity Test aims to determine whether the data in question is the same (homogeneous) or not (Wyman & Watson, 2020). The provisions of this test are if the significance value (sip) on Based on Mean > 0.05 then the data is homogeneous. And if the significance value (sig) on Based on Mean < 0.05 then the research data is not homogeneous. The results of this homogeneity test were carried out using the SPSS 25 program with the results as in table 5 below.

Table 5. Pre-Test Homogeneity Test Data

Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
pretest results	Based on Mean	,000	1	24	1,000
	Based on Median	,000	1	24	1,000
	Based on Median and with adjusted df	,000	1	24,000	1,000
	Based on trimmed mean	,000	1	24	1,000

Based on the results of the homogeneity test in the table above, the significance value of 1,000 0.05 so it can be concluded that the data has the same variance or is homogeneous.

Post Test Assessment

Post-test assessment for the control class and experimental class was conducted on Monday, May 15, 2023. This stage was conducted to measure the ability of students at Pondok Al-Ikhlas Kediri to understand the science of *ma'ani (balaghah)* after receiving treatment. The data obtained at this stage can be seen in the table below.

Table 6. Post Test Assessment Data

No	Control Class	Experimental Class
	Post Test	Post Test

1	71	100
2	71	71
3	57	100
4	71	57
5	71	100
6	71	71
7	71	71
8	71	100
9	57	100
10	57	71
11	71	57
12	71	86
13	57	57

After the treatment and a post-test were conducted, the results showed that in the control class, the lowest score was 57 and the highest score was 71. Meanwhile, in the experimental class the lowest score was 57 and the highest score was 100.

Post Test Data Normality Test

The Normality Test aims to determine whether the data has a normal distribution or not (Orcan, 2020). A good normality method is distributed or close to normal. The normality test was conducted using the Kolmogorov Smirnov method, which had a significance level of 0.05. Data can be categorized as normally distributed if the significance value is greater than 0.05. However, if the significance value is less than 0.05, the data is declared not normally distributed (Demir, 2022). The results of this normality test were carried out using the SPSS 25 program, which is shown in the following table.

Table 7. Non-normally distributed data

One-Sample Kolmogorov-Smirnov Test			
		control	experiment
N		13	13
Normal Parametersa,b	Mean	66.69	69.08
	Std. Deviation	6,725	14,198
Most Extreme Differences	Absolute	,431	,264
	Positive	,261	,264
	Negative	-,431	-,197
Test Statistics		,431	,264
Asymp. Sig. (2-tailed)		,000c	,014c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

ARABIYAT, ISSN: 2356-153X, E-ISSN: 2442-9473

Table 8. Normally Distributed Data

Test Statistics	
	post testresults
Mann-Whitney U	84,000
Wilcoxon W	175,000
Z	-,028
Asymp. Sig. (2-tailed)	,977
Exact Sig. [2*(1-tailedSig.)]	1,000b
a. Grouping Variable: class	
b. Not corrected for ties.	

Based on the normality test results above, the initial data tested showed an abnormal distribution. Then a test was carried out with non-parametric Man-Whitney and it can be concluded that the significance value is 0.977>0.05. Thus, all data in the control class and the experimental class are stated to be normally distributed, because the significance value is greater than 0.05.

Post Test Homogeneity Test

The Homogeneity Test aims to determine whether the data in question is the same (homogeneous) or not (Saleh dkk., 2022). The provisions of this test are if the significance value (sip) on Based on Mean 0.05 then the data is homogeneous. And if the significance value (sig) on Based on Mean 0.05 then the research data is not homogeneous. The results of this homogeneity test were carried out using the SPSS 25 program with the results as in table 9 below.

Table 9. Post Test Homogeneity Test Data

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
post test results	Based on Mean	3,826	1	23	,063
	Based on Median	4,174	1	23	,053
	Based on Median and with adjusted df	4,174	1	21,294	,054
	Based on trimmed mean	4,313	1	23	,049

Based on the results of the homogeneity test in the table above, the significance value is 0.063 > 0.05 so it can be concluded that the data has the same variance or is homogeneous. Hypothesis

Hypothesis testing conducted in this study uses the independent sample t test. This test is processed on two free samples or not correlated or not influencing each other because there are two different samples that experience different treatments. In this study, the independent sample t test is used to determine whether there is a

difference in understanding of the science of *ma'ani (balaghah)* of the experimental class (using the *Istinbathiyah* method) and the control class (using the conventional method).

An independent sample t-test was conducted using the SPSS program. The criteria in the test are HO is accepted if the lower is negative, the upper is positive and (2-tailed) > a and Ha is accepted if the lower is negative, the upper is negative and (2-tailed) <a. The test criteria if the lower is negative and the upper is positive or the sig. value (2-tailed) > a = 0.05 then HO is accepted. The following is the output result from the SPSS program related to the data processed to answer the hypothesis formulation.

From the output of the independent sample t test above based on the data of the control class and experimental class students' scores, it can be seen in the Lower and Upper columns, each has a negative value, namely lower-24.457 and upper -2.312. While sig (2-tailed) has a value of 0.020 <0.05. It is the basis for decision making if the significance value <0.05 then there is a difference in the application of the *istinbathiyah* method. So, the output data says that HO is rejected, which means Ha is accepted. This means that the hypothesis test shows that there is a difference in the results between students in the experimental class using the *istinbathiyah* method and the control class using the conventional method. N-Gain Score Test

The average increase test (gain) was conducted to see the increase in learning outcomes of the experimental class that received learning using the *istinbathiyah* method. The experimental class and the control class that received learning using the conventional method can be seen in the table below:

Table 10. Gain Score Test Results

No.	Experimental Class	Control Class
1	100.00	32.56
2	49.12	32.56
3	100.00	24.56
4	24.56	,00
5	100.00	32.56
6	59.15	,00
7	49.12	,00
8	100.00	32.56
9	100.00	,00
10	49.12	24.56
11	24.56	,00
12	75.44	32.56
13	39.44	,00
Average	66.9632	16,3010
Minimum	24.56	,00
Maximum	100.00	32.56

The results of the N-Gain Score test calculation show that the average N-Gain score for the experimental class (*istinbathivah* method) is 66.9632 or 66%, which is

included in the fairly effective category. With a minimum N-Gain Score value of 24% and a maximum of 100%.

As for the average N-Gain score for the control class (conventional method) is 16.3010 or 16% included in the ineffective category. With a minimum N-Gain score of 0% and a maximum of 32%.

So it can be concluded that the application of the *istinbathiyah* method is quite effective for understanding balaghah learning in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year. Meanwhile, applying the conventional method is ineffective in improving the understanding of nahwu in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year.

Table 11. Interpretation Categories of N-Gain Effectiveness

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

Discussion

Learning Ma'ani (Balaghah) at Pondok Al-Ikhlas Kediri

Preliminary activities

In this preliminary activity, teachers are advised to be able to attract students' attention to the balaghah lesson that they are going to deliver. The preliminary activity is made interesting in order to improve students' learning performance in balaghah knowledge. The teacher explains the purpose of balaghah learning to all students in the learning activity. This activity aims to help students understand the benefits and skills of the material to be learned. The next activity is to provide apperception. This apperception activity is carried out by reviewing the material from the previous meeting with the material to be delivered. The teacher provides a clear picture to students or students about the relevance of the knowledge to be learned. At this stage, the teacher provides apperception in the form of a correlation between learning and material at several meetings, the relationship between the material and the need for the current material to be discussed together.

Delivery of Material

In this activity, teachers must master the atmosphere and conditions in the classroom well so that the material presented can be understood by students well. At this stage, the teacher delivers the material by explaining examples of *mutasyabihat* verses in juz amma first, then continues by explaining more detailed explanations to students. Then, it continues by discussing the examples. By presenting examples first, students are expected to be more active during learning and can be more free to understand the material. This is in accordance with the theory in the Hunafa journal, stating that students will be active with this method, while the teacher is only a guide. So, the students are the ones who actively seek the desired rule formulation, after discussing it

and connecting and comparing the existing examples, the students will also solve the problem.

Student Participation

At this stage, students are expected to be active during learning activities. When students are active in learning, it indicates that students understand the material well. This is in line with the theory in the book by Sunhaji which explains that students are the center of a teaching and learning activity. This is known as CBSA (Active Student Learning Method) which means a successful educational process if students or students actively carry out exercises directly and are relevant to the educational goals that have been set. In this activity, students are asked to present the results of the assignments they get, by coming to the front of the class to discuss the assignment.

Test/Evaluation

In this activity, the teacher conducts reflection in the form of practice questions so that by testing the questions with students, they can evaluate the learning outcomes. This test is also a form of reflection or learning process that is carried out, the entire learning process needs to be tested, so that it can be measured and there is an evaluation as a form of improvement and accountability.

Next, students are given a test or practice questions, to measure students' understanding. This activity is carried out by giving students a post-test in the form of multiple choices. This is done to measure students' understanding of the balaghah material.

The Effectiveness of the Istinbathiyah Method in Learning the of Ma'ani

In the teaching and learning process, a method plays a very important role in achieving learning and educational goals. Because the method is a way or means used to implement the plans that have been prepared in real activities, so that the goals that have been prepared are achieved optimally. However, not all methods can implement learning to the desired goals, but must know the idea of the method and its advantages and disadvantages. So, it becomes a demand for teachers or educators to choose what method is appropriate for delivering the learning material.

Even though you have found the right method to apply, you should not be satisfied and sufficient with that method alone, an evaluation still needs to be conducted to measure whether the method is truly appropriate or not and whether there is an increase in student learning outcomes after using the method or not. According to the view of Kyai Zarkasvi, the founder of the Gontor Islamic Boarding School, the current learning method is considered necessary to be evaluated and refined again, its weaknesses are fixed while its strengths are improved or maintained so that learning can run well and students' learning outcomes can increase and develop.

With the existence of a good and appropriate method will also affect the learning outcomes of students, because in essence the learning outcomes of students, because in essence the learning outcomes have an important role in the learning process. The

process of assessing learning outcomes can inform teachers about their students' progress in achieving their learning goals.

Learning outcomes can be seen from changes in behavior or understanding in students as according to Hamalik. These changes can be observed and measured in the form of changes in knowledge, attitudes, and skills. These changes can be interpreted as improvements and better development than before. While applying this *istinbathiyah* method, the form of change is that students can understand learning materials easily and analyze and determine the position of readings in sentences.

According to Ismail Sukaedi, the method is one of the supporting factors for increasing student learning outcomes. The existence of learning, education, and coaching from teachers to students using the right method can improve student learning outcomes. The *istinbathiyah* method is supported by the performance of competent and professional teachers. By mastering and having a clear sanad of knowledge, teachers will master the lesson better so that it is easy to provide understanding to their students. The results of the study above are in line with the research conducted

Research by (Hizbi, 2009) entitled "Application of Nahwu Teaching with the Istinbathivah Method in Arabic Language Learning at MTs Ali Maksum Krapyak, Yogyakarta". In his research, he explained that the application of the *istinbanthiyah* method in nahwu and learning went well. This proves that several theoretical foundations and previous research align with this study's findings to find out whether the application of the *istinbathiyah* method is effective in learning *ma'ani (balaghah)* through the Verses of Mutasvabihat Fil Alfadz in Juz Amma at Pondok Al-Ikhlas Kediri, it can be found out by conducting an independent sample t test or difference test. This is used to test whether the average of two unrelated groups is the same or different. So, in this study to find out whether there is a difference between the *istinbathiyah* method and the conventional method.

Based on the calculation in table 4.10 above, the independent sample t test above is obtained based on the data of the control class and experimental class students' scores, which can be seen in the Lower and Upper columns, each with a negative value, namely lower-24.457 and upper -2.312. While sig (2-tailed) has a value of 0.020 <0.05. Which is the basis for decision making if the significance value is <0.05 then there is a difference in the application of the *istinbathiyah* method. So, the output data says that HO is rejected, which means Ha is accepted. This means that the hypothesis test shows that there is a difference in the results between students in the experimental class using the *istinbathiyah* method and the control class using the conventional method.

The N-Gain Score test calculation results show that the average N- Gain score for the experimental class (*istinbathiyah* method) is 66.9632 or 66% included in the fairly effective category. With a minimum N-Gain Score of 24% and a maximum of 100%. As for the average N-Gain score for the control class (conventional method) is 16.3010 or 16% included in the ineffective category. With a minimum N-Gain score of 0% and a maximum of 32%. It can be concluded that the application of the *istinbathiyah* method is quite effective for understanding balaghah learning in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year. Meanwhile, applying the

conventional method is ineffective in improving the understanding of nahwu in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year.

With the positive effectiveness of the application of *istinbathiyah* methods to the learning of *ma'ani (balaghah)* through the Verses of *mutasyabihat fi al-alfadz* In Juz 'Amma at Pondok Al-Ikhlas Kediri, as explained above, it is expected to be able to provide much better learning outcomes and is expected to quickly improve the ability to read yellow books for students. Therefore, an educator is required to be selective in choosing the right method, so that teaching and learning activities can be conveyed well, effectively and efficiently.

In the application of this theory, the *istinbathiyah* method is able to provide stimulation or stimulus to students, so that the application of the *istinbathiyah*, method can provide good learning outcomes, marked by an increase in the ability to understand the effective *istinbathiyah*, method for learning *ma'ani (balaghah)* through the Verses of *Mutasvabihat fi al-Alfadz* in Juz 'Amma at the Al-Ikhlas Boarding School in Kediri.

Conclusion

Based on the results of the research and discussion, the first conclusion was obtained, learning activities using the *istinbathivah*, method for learning *ma'ani (balaghah)* through the Verses of *mutasyabihat fi al-alfadz* in Juz 'Amma at Pondok Al-Ikhlas Kediri have several stages. The first stage is the introduction, which is the process of conveying learning objectives and student apperception. The second stage is delivering material by presenting examples of *mutasvabihat* verses contained in Juz Amma then explaining it to students. The third stage is interaction with students, where they discuss the material that has been discussed and present it in front of the class. The fourth stage is the test or evaluation where students work on post-test questions as a form of assessment after the

Istinbathiyah method is applied. Second, Based on the independent sample t-test hypothesis test calculation above, the sig. (2 tailed) value is 0.000 <0.05, meaning that there is a significant difference in the application of the *istinbathiyah* method and the conventional method. Based on the results of the NGain Score test, the application of the *istinbathiyah* method obtained a value of 66% (quite effective) for understanding balaghah learning in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year. Meanwhile, the application of the conventional method was 16% (not effective) to improve understanding of Balaghah in class 1 students of Aliyah Pondok Al-Ikhlas Kediri in the 2023 academic year.

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