

ABSTRAK

Penelitian ini bertujuan menganalisis pengaruh metode ceramah terhadap kecemasan dan motivasi belajar nahwu siswa kelas VIII Salafiyah Wustho Islamic Centre Bin Baz, baik secara parsial maupun simultan. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian *ex post facto* (kausal-komparatif). Populasi penelitian adalah seluruh siswa kelas VIII, dengan sampel sebanyak 62 siswa yang ditentukan menggunakan rumus Slovin. Pengumpulan data dilakukan melalui angket tertutup berskala Likert 1–5 yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan regresi linear sederhana dan regresi linear berganda dengan bantuan IBM SPSS Statistics versi 27. Hasil penelitian menunjukkan bahwa: (1) metode ceramah berpengaruh negatif dan signifikan terhadap kecemasan belajar nahwu ($t = -5,627$; Sig. = 0,000; $R^2 = 0,345$); (2) metode ceramah berpengaruh positif dan signifikan terhadap motivasi belajar nahwu ($t = 5,379$; Sig. = 0,000; $R^2 = 0,325$); dan (3) metode ceramah dan kecemasan belajar secara bersama-sama berpengaruh signifikan terhadap motivasi belajar nahwu ($F = 19,758$; Sig. = 0,000; $R^2 = 0,401$). Dengan demikian, semakin baik penerapan metode ceramah, semakin rendah kecemasan dan semakin tinggi motivasi belajar siswa, sedangkan kecemasan yang tinggi menurunkan motivasi belajar. Penelitian ini menyimpulkan pentingnya penerapan metode ceramah yang berkualitas serta pengelolaan kecemasan untuk menciptakan pembelajaran nahwu yang kondusif.

Kata kunci: *metode ceramah, kecemasan belajar, motivasi belajar, nahwu, ex post facto*

ABSTRACT

This study aims to analyze the effect of the lecture method on nahwu (Arabic grammar) learning anxiety and learning motivation among eighth-grade students of Salafiyah Wustho Islamic Centre Bin Baz, both partially and simultaneously. It employs a quantitative approach with an ex post facto (causal-comparative) design. The population comprised all eighth-grade students, from which a sample of 62 students was selected using the Slovin formula. Data were collected through a closed questionnaire on a 1–5 Likert scale that had been tested for validity and reliability, and were analyzed using simple and multiple linear regression with the aid of IBM SPSS Statistics version 27. The results show that: (1) the lecture method has a negative and significant effect on nahwu learning anxiety ($t = -5.627$; $\text{Sig.} = 0.000$; $R^2 = 0.345$); (2) the lecture method has a positive and significant effect on nahwu learning motivation ($t = 5.379$; $\text{Sig.} = 0.000$; $R^2 = 0.325$); and (3) the lecture method and learning anxiety simultaneously have a significant effect on learning motivation ($F = 19.758$; $\text{Sig.} = 0.000$; $R^2 = 0.401$). Thus, the better the lecture method is implemented, the lower the students' anxiety and the higher their learning motivation, whereas high anxiety reduces motivation. The study concludes that a well-implemented lecture method, together with effective anxiety management, is essential for creating a conducive nahwu learning environment.

Keywords: *lecture method, learning anxiety, learning motivation, nahwu, ex post facto*