



Integrative-Based *Nahwu* and *Kitabah* Teaching Materials: An Innovative Model for Masdarul Ulum Islamic Boarding School

Kristina Imron

Islamic State University of Raden Fatah
kristinaimron@radenfatah.ac.id

Qoim Nurani

Islamic State University of Raden Fatah
qoimnurani@radenfatah.ac.id

Muhammad Jibril

Islamic State University of Raden Fatah
muhammadjibril416@gmail.com

Muhammad Yahya Abdullah

Islamic State University of Raden Fatah
yahyaabdullahpalembang@gmail.com

ENGLISH ABSTRACT

This study aims to develop an integrated teaching material that combines *Kitabah* (writing skills) and *Nahwu* (Arabic grammar), seeking to enhance students' understanding of Arabic grammar and writing skills. The background of this research lies in the separation between *Nahwu* and *Kitabah* learning, which has led to difficulties for students in applying grammar rules in writing at the twelfth grade of Pondok Pesantren Masdarul Ulum. Therefore, there is a need for teaching materials that integrate these two aspects to bridge the gap. This research employs the Research and Development (R&D) method with the Borg and Gall model, consisting of six stages: potential and problem analysis, data collection, product design, product validation, product revision, and product testing. The results of the study show that the developed teaching material is effective, as evidenced by a significant difference between the students' pre-test and post-test scores, with a Sig. (2-Tailed) value of 0.000, which is less than 0.05, indicating a significant improvement in students' writing skills and understanding of *Nahwu* after using this integrated teaching material. This research contributes to the development of more applicable and contextual Arabic teaching materials, emphasizing the integration of theory and practice in Arabic language learning.

Keywords: Integrated Teaching Material, Arabic Writing Skills, Arabic Grammar, Islamic Boarding School

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengembangkan bahan ajar terintegrasi antara Kitabah (keterampilan menulis) dan Nahwu (gramatika Arab), yang bertujuan untuk meningkatkan pemahaman siswa terhadap tata bahasa dan keterampilan menulis dalam bahasa Arab. Latar belakang penelitian ini adalah adanya pemisahan antara pembelajaran Nahwu dan Kitabah yang mengakibatkan kesulitan siswa dalam mengaplikasikan aturan tata bahasa dalam menulis di kelas XII Pondok Pesantren Masdarul Ulum. Oleh karena itu, diperlukan bahan ajar yang mengintegrasikan kedua aspek ini untuk menjembatani kesenjangan tersebut. Penelitian ini menggunakan metode Research and Development (R&D) dengan model Borg and Gall yang terdiri dari enam tahap: analisis potensi dan masalah, pengumpulan data, desain produk, validasi produk, revisi produk, dan pengujian produk. Hasil penelitian menunjukkan bahwa bahan ajar yang dikembangkan efektif, terbukti dengan adanya perbedaan yang signifikan antara nilai pre-test dan post-test siswa, dengan nilai Sig. (2-Tailed) sebesar 0,000 yang lebih kecil dari 0,05, yang menandakan adanya peningkatan yang signifikan dalam keterampilan menulis dan pemahaman Nahwu siswa setelah menggunakan bahan ajar terintegrasi ini. Penelitian ini memberikan kontribusi terhadap pengembangan bahan ajar bahasa Arab yang lebih aplikatif dan kontekstual, serta mengedepankan integrasi antara teori dan praktik dalam pembelajaran bahasa Arab..

Kata Kunci: Bahan Ajar Integratif, Kitabah, Nahwu, Pondok Pesantren

Introduction

Nahwu (Arabic grammar) and *Kitabah* (writing skills) are two fundamental aspects in the learning of Arabic, forming the basis for mastering the language comprehensively. *Nahwu* helps students understand sentence structure and grammatical rules, enabling them to read and comprehend Arabic texts effectively (Nurani et al., 2019), while *Kitabah* allows students to express ideas and thoughts in written form according to Arabic language rules (Wasilah et al., 2024). In the learning process, teaching materials play a crucial role as the primary medium that connects students with the subject matter.

However, the teaching materials available in many educational institutions are often fragmented, separating *Nahwu* and *Kitabah* learning without considering the integrative relationship between the two. For example, *Nahwu* lessons typically focus solely on the theoretical explanation of grammar using a deductive method, without including writing practice (Wasilah & Aziz, 2018), making it difficult for students to apply grammatical concepts in real-world contexts, particularly for those with limited Arabic proficiency (Nurani & Kartini, 2018). On the other hand, *Kitabah* instructional resources frequently emphasize the enhancement of writing abilities while neglecting

the thorough incorporation of *Nahwu* principles. This arises from the perception among several educators and learners that writing abilities hold less significance within the immediacy of Arabic language acquisition, especially during the assessment phase. *Writing* skills should extend beyond note-taking; they should also facilitate the enhancement of critical thinking and linguistic proficiency (Hidayah, Mukmin, & Apriyani, 2024). As a result, students' writing often contains grammatical errors. This approach creates gaps in learning that should be holistic and applicable.

Integrative teaching materials can provide a solution to this issue. By cohesively combining *Nahwu* and *Kitabah* instruction, students not only understand grammatical theory but also learn to apply it in writing. This integrative approach also allows learning to become more contextual (Qizi, 2024) Motivating students to connect grammatical rules with writing skills in practical situations.

In practice, *Nahwu* and *Kitabah* learning often faces various challenges. In some pesantren, *Nahwu* instruction remains focused on memorization and theoretical understanding, without offering sufficient opportunities for students to apply this knowledge in writing skills, as observed by (Muizzuddin, 2021) and (Masrukin & Makhromi, 2021). As a result, students tend to understand grammar abstractly but struggle to apply it in written communication. This highlights the need for innovation in teaching materials to make *Nahwu* learning more practical.

Similarly, *Kitabah* instruction faces similar constraints. Writing instruction is often limited to simple exercises, such as copying texts or writing brief paragraphs, without providing challenges that encourage critical and creative thinking (Hidayah, Mukmin, & Apriyani, 2024). Moreover, the lack of integration with *Nahwu* material results in students' writing frequently containing recurring structural errors (Fitria, Maliyanah, & Sabila, 2024; Nababan et al., 2025; Wahidah, 2021). This indicates that the writing skills being taught do not fully meet students' needs to master the Arabic language as a whole.

Previous literature highlights the importance of an integrative approach in language learning. For instance, Setiadi et al. (2022) developed CEFR-based Muqayyadah *Kitabah* teaching materials integrated with 21st-century skills, leading to more contextual Arabic language learning that aligns with contemporary skill developments. (Bahrudin et al., 2022) found that integrating Durussul Lughah al-Arabiyyah and

Silsilah Al-Azhar As-Syarif textbooks in Arabic language learning increased students' interest in the language.

Furthermore, Prasetyo (2014) demonstrated that teaching materials integrating the structure of the Qur'an and Hadith could improve the quality of Arabic learning and students' memorization skills. Another study by (Sarip et al., 2022) designed Maharoh Kalam teaching materials that integrated 21st-century skills and local wisdom, improving students' 21st-century skills and fostering character based on local values. Several other studies employing an integrative approach to Arabic language learning have also revealed positive outcomes, as highlighted by (Sarip et al., 2024), (Muflihah et al., 2024), (Sarah et al., 2024), (Jubaidah et al., 2024), (Imron et al., 2024), (Imron et al., 2023), (Hidayah et al., 2024), (Yuniar et al., 2020), (Sabana et al., 2024), (Mukmin & Irmansyah, 2017), (Qaaf, 2014), (Irmansyah et al., 2023), (Nurani et al., 2023), (Hidayah & Muyassaroh, 2023).

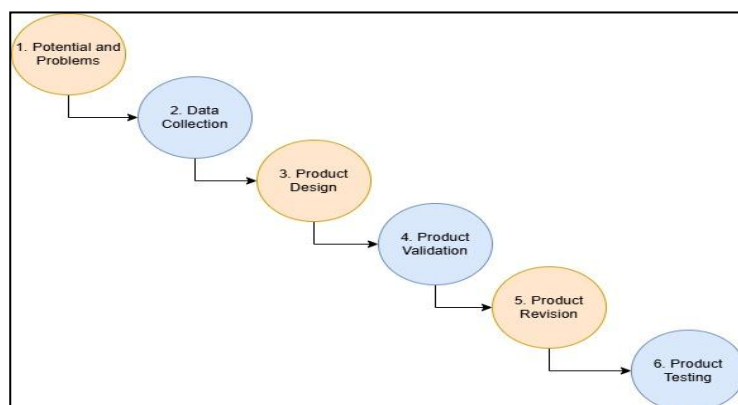
However, research specifically examining the development of integrative *Nahwu* and *Kitabah* teaching materials remains limited, particularly in the pesantren context. This gap in the literature highlights the necessity for conducting this research. By exploring the integration of *Nahwu* and *Kitabah* learning, this study aims to make a substantial contribution to the development of more effective Arabic language teaching practices.

The objective of this study is to develop integrative *Nahwu* and *Kitabah* teaching materials that are relevant to the needs of students at Pondok Pesantren Madrasul Ulum. This research aims to provide solutions to challenges in Arabic language learning, improve the effectiveness of teaching, and contribute to the literature on integrative Arabic language instruction.

Methods

This research is a mixed-method study with a research and development (R&D) approach. Sugiyono (as cited in Imron et al. 2023, 2024; Sabana et al. 2024) asserts that this method is used to develop a specific product and test its effectiveness. R&D research encompasses various models, as outlined (Waruwu, 2024). In this study, the Borg and Gall model, which consists of ten steps (Gall & Borg, 2003), will be utilized. However, to optimize costs, time, and effort, this research will be limited to only six steps, as

conducted by Imron (2023) and Imron et al. (2024), namely: potential and problem analysis, data collection, product design, product validation, product revision, and product testing. The following is the schematic representation of the research steps.



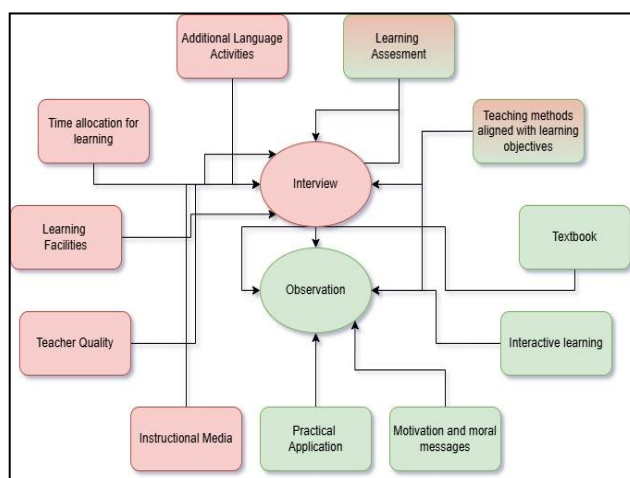
Scheme 1. Product Development

This study was conducted in the twelfth-grade class at the Masdarul Ulum Islamic boarding school, located in Palembang, South Sumatra, due to its effective implementation of *Nahwu* (Arabic grammar) and *Kitabah* (writing skills) instruction, as well as the well-established Arabic language learning process, evidenced by its alumni who are capable of speaking Arabic.

The primary data sources in this study were collected using both qualitative and quantitative methods. Qualitative data were gathered through interviews, observations, and documentation, while quantitative data were collected using questionnaires and tests. The questionnaires were disseminated to obtain students' requirements for course material improvement and to authenticate the content with experts. The tests implemented were of the one-group pre-test post-test design. Secondary data sources consisted of books, journal articles, and other relevant resources related to the study.

The data analysis techniques were determined based on the type of data source. Qualitative data were analyzed using the Miles and Huberman method, which consists of four stages: data collection, data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). For quantitative data, two methods were applied: For quantitative data, two methods were employed: the Relative Frequency Distribution to examine the distribution of questionnaire data and the Paired Sample Test Model (T-Test) to assess the effectiveness of the developed teaching materials, using SPSS software.

In the inferential analysis process, two preliminary tests were conducted before proceeding to the main test stage: the Normality Test and the Homogeneity Test. These tests aimed to ensure that the data had a normal distribution and were homogeneous. Data are considered normal if the Kolmogorov-Smirnov test results yield a p-value greater than 0.05 (Rohayati, 2018). The Levene's Test was used to assess homogeneity, where data are considered homogeneous if the p-value is greater than 0.05. After confirming that the data were normal and homogeneous, a Paired Sample T-Test was performed using SPSS. If the obtained significance value was less than 0.05, the null hypothesis (Ho) was rejected, indicating a significant difference between the pretest and post-test values, and vice versa (Jamanuddin & Fitriyani, 2017; Rohayati & Nursalina, 2018)



Scheme 2. Potential Analysis

Developing Integrative-Based *Nahwu* and *Kitabah* Teaching Materials

Potential and Problem Analysis

The *Nahwu* (Arabic grammar) instruction at this school receives an adequate amount of time allocation. According to an interview with the *Nahwu* teacher, it is revealed that the lesson is conducted for two periods, with each period lasting 60 minutes. This provides ample time for students to delve into *Nahwu* material. The informant mentioned that this time allocation allows them to explore the subject in depth and effectively.

“For Nahwu lessons, we allocate two periods, each lasting around 60 minutes. So, we have enough time to thoroughly explore the Nahwu material.”

Based on observations, the *Nahwu* instruction at this school utilizes a primary textbook, the Arabic language book from the Ministry of Religious Affairs. This book is considered sufficient in helping students comprehend *Nahwu* material. However, reliance on a single source of teaching materials can be seen as a limitation. As for *Kitabah* (writing), the available teaching materials are still inadequate, an issue that will be further explained in the problems section.

The evaluation of learning takes two forms: oral and written. The teacher poses oral questions to students after discussing the material and also provides written assignments. Additionally, formative assessments, such as short quizzes and writing tasks, are frequently conducted to monitor students' progress. These evaluations provide constructive feedback to help students understand areas they have not yet mastered. Observations in the field indicate consistency between interviews and classroom practices.

“I plan the evaluation of learning in various forms, starting with written tests for Nahwu, where students must analyze sentence structures, to practical assessments for Kitabah. Additionally, I often use formative assessments, like short quizzes at the end of each module or brief writing assignments for Kitabah. So, besides summative evaluations at the end of the semester, there are also daily and weekly assessments to monitor students' progress step by step.”

Through observations, it was found that the practical application is a promising method to develop students' writing skills and their understanding of grammar. One of the main objectives of learning Nahwu is to help students avoid making mistakes when writing in Arabic. This goal can be best achieved through the practical application of the material in practice. However, in many cases, students tend to focus on memorizing Nahwu rules and Kitabah without fully understanding the concepts behind them, as stated by (Abadi, 2025; Rifa'i & Ma'arif, 2022), which may restrict their capacity to apply them accurately. Despite this, based on the observations, the application of Nahwu and Kitabah in this school has been relatively effective. Therefore, this approach holds great potential for further enhancing students' mastery of Arabic grammar and writing.

In addition to classroom learning, there are extracurricular activities that support *Nahwu* and *Kitabah* learning, such as the evening program in the students' dormitory. In

this program, students are required to use Arabic, with penalties for violations. Moreover, extracurricular activities such as classical text discussion further reinforce students' mastery of Arabic language material.

“One of the advantages of this school is the strong focus on Arabic language learning overall. Moreover, there are special programs focusing on strengthening reading and writing skills in classical Arabic texts. Students here are also given the opportunity to participate in extracurricular activities related to Arabic, such as classical text discussions, so they become more accustomed to applying *Nahwu* and *Kitabah* in their daily lives.”

The school provides facilities such as projectors and computers, which, though not fully equipped, are still helpful in the learning process. These facilities are used to offer variety in teaching methods, such as using audiovisual media for certain materials. Teachers utilize these facilities to make the learning process more engaging and effective.

“We also have some facilities like projectors and computers. Although not fully equipped, they are enough to help teachers present lessons using audiovisual aids and digital technology, especially for materials that require more variety.”

The teachers of *Nahwu* and *Kitabah* at this school possess strong educational backgrounds, with many being alumni of *pesantren* (Islamic boarding schools) and well-known universities. This is a significant strength as teachers can present the material in a way that is easy for students to understand. The teachers' experience and competence also influence the overall quality of the instruction.

“If I may elaborate a bit more, the teachers here are quite experienced, especially those teaching Arabic. Most of them are alumni of *pesantren* and Middle Eastern universities, so they are very proficient in delivering the material in a way that students can easily grasp.”

Teachers make use of various teaching media to make the teaching and learning process more varied. Media such as textbooks, blackboards, interactive learning videos, diagrams, and simple writing applications are used according to the learning objectives. For *Nahwu*, visual diagrams help students understand sentence structure, while for *Kitabah*, direct practice becomes the dominant method.

“The media I use are varied. Sometimes I use textbooks, blackboards, and also interactive learning videos. For *Nahwu*, I often use tables or diagrams to help students understand sentence structure. Meanwhile, for *Kitabah*, I ask them to write directly on paper or use simple writing applications. The choice of media is

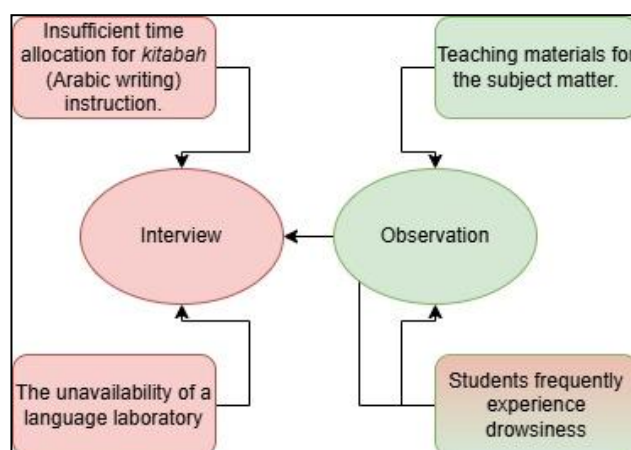
tailored to the learning objectives. If my goal is for students to analyze sentences, then visual media like diagrams are very helpful. But if the goal is to write, then direct practice is more effective.”

The teaching methods are designed according to the learning objectives. The teacher uses lecture and drill methods for more theoretical *Nahwu* materials, while for *Kitabah*, methods that involve more direct practice and problem-solving are applied. Observation results indicate that the teacher adopts an approach that suits the students' characteristics, making the learning process more effective.

“I first assess the students' understanding level. If the material is quite difficult, like *Nahwu*, I usually use lecture and drill methods so that students become familiar with language patterns. But for *Kitabah*, there's more direct practice. I often use problem-solving methods, where students have to construct sentences or paragraphs based on the given instructions.”

Students actively participate in the learning process, as observed in the classroom. The teacher encourages student participation by creating an interactive learning atmosphere, so students are not just passive listeners but also actively contribute to discussions and the material being taught.

Based on the observations, at the end of each lesson session, the teacher motivates students to encourage their enthusiasm for learning Arabic. Additionally, the teacher conveys moral messages in Arabic, which provides added value to the students. Thus, the learning process not only focuses on *Nahwu* and *Kitabah* material but also character building and student manners.



Scheme 3. Problems Analysis

The following section outlines several issues identified through observation and interviews, such as the teaching of *Kitabah* (writing skills), which is only addressed during general Arabic lessons without a dedicated time allocation. This limitation hinders students from mastering *Kitabah* effectively, whereas *Nahwu* (grammar) is allocated two instructional hours per week.

This represents one of the primary challenges. *Kitabah* is often covered merely as part of general Arabic lessons without a specific time slot, resulting in students being less proficient in this skill. In contrast, *Nahwu* is allocated two instructional hours per week.

Observations revealed that teachers rely solely on one primary textbook, the Arabic language book provided by the Ministry of Religious Affairs (Kemenag), with no additional resources for *Nahwu* or *Kitabah*. Although the *Jurumiyah* book is occasionally used for *Nahwu*, the absence of adequate teaching materials for *Kitabah* makes it challenging for students to fully grasp both subjects.

The school lacks a language laboratory, which would otherwise enhance students' proficiency in Arabic. This shortcoming poses a significant obstacle to improving students' language skills.

"However, perhaps the lack of learning facilities, such as a language laboratory, is a limitation, making the resources somewhat incomplete."

Observations and interviews also revealed that students often appear drowsy during lessons, primarily due to monotonous teaching methods. This hampers their comprehension of the material being delivered. Teachers recognize the importance of employing varied teaching methods to address this issue.

"One frequent issue is that students tend to feel drowsy, especially during lessons, possibly because of monotonous teaching methods, which make them lose interest. That's why I often use more varied teaching approaches."

Data Collection

In the data collection phase, several techniques were employed, including syllabus analysis, teaching material analysis, and the distribution of questionnaires to assess the need for integrated *Nahwu* and *Kitabah* instructional materials. The following is a presentation of the analysis results.

Table 1. Syllabus Analysis Results

No.	Content	Analysis Results
1.	<i>Na'at wal Idhofah</i>	The topics of <i>Na't</i> and <i>Idafah</i> are taught through concrete examples, exercises, and group discussions to enhance students' understanding across various contexts
2.	<i>Fiil Mabni Ma'lum wa Fiil Mabni Majhul</i>	The topics of <i>Fi'il Mabni Ma'lum</i> and <i>Fi'il Mabni Majhul</i> are taught through sentence analysis, lectures, and practical exercises. This approach helps students identify their differences and functions, as well as improve their reading and writing skills.
3.	<i>Isim Tafdhil</i>	This material is taught using visual aids and group discussions, which facilitate students' understanding while simultaneously enhancing their communication skills in comparative contexts.
4.	<i>Asma al-Khomsah wa Af'al al-Khomsah</i>	This material is taught through exercises on using the <i>isim</i> in sentences, along with individual assignments such as text writing, thereby reinforcing students' understanding and practical application.
5.	<i>Mudhori Marfu/ Mansub/ Majzum</i>	This material is taught through lectures, practical exercises, and sentence analysis, helping students recognize its usage. Formative assessments, such as tests and projects, provide feedback to deepen their understanding.

The following section presents the results of the analysis of teaching materials, aligned with the standardized components of textbooks as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016, Article 3.

Table 2. Results of Textbook Analysis

No.	Textbook Component	Analysis Results
1.	Learning Guide	The teaching materials provide clear step-by-step learning guidelines, making it easier for students to understand the material in a structured manner.
2.	Learning Objectives	Each topic has specific objectives derived from the syllabus, helping both teachers and students assess learning progress.
3.	Use of Diagrams for Content Framework	The content framework, presented in the form of diagrams, helps students grasp the main topics and see the interconnections between materials, offering a visual

		overview.
4.	Presentation of Material with Illustrations	The material is presented from main topics to subtopics, complemented by illustrations, diagrams, and images to reinforce visual understanding.
5.	Material Summary	Each section concludes with a clear summary, assisting students in strengthening their understanding and reflecting on the material learned.
6.	Formative Assessment and Follow-up	The teaching materials include formative assessments in line with the syllabus, with follow-up activities designed to deepen students' comprehension before moving on to the next topic.
7.	Reading List	The relevant reading list supports students' understanding and provides additional resources for further exploration
8.	Key Answer	Answer keys for exercises or questions help students engage in self-assessment of their understanding.

The following section presents the results of the questionnaire regarding the needs of teachers and students for an integrated *Nahwu* and *Kitabah* textbook.

Table 3. Results of Students' Needs Questionnaire

No.	Questions	Total	Percentage	Category
1.	Do you feel confident in your current Arabic writing skills?	78	65,00	Moderate
2.	How important do you feel it is to have teaching materials that help improve your understanding of <i>Nahwu</i> and Arabic writing skills?	94	78,33	High
3.	Do you experience difficulty in understanding <i>Nahwu</i> and writing Arabic texts?	78	65,00	Moderate
4.	Do you prefer teaching materials that integrate <i>Nahwu</i> and <i>Kitabah</i> ?	94	78,33	High
5.	How important is it to you that <i>Nahwu</i> and <i>Kitabah</i> integrated materials are used in Arabic reading lessons?	101	84,17	High
6.	Do you prefer teaching materials that include interactive activities to enhance your understanding of Arabic texts?	97	80,83	High
7.	Do you need teaching materials with translations or explanations in Indonesian?	115	95,83	High
8.	How effective do you think the application of <i>Nahwu</i> and writing teaching materials is in Arabic language learning?	113	94,17	High

Table 4. Assessment Scores

Interval Scale	Criteria
24-55	Low
56-87	Moderate
88-120	High

Table 5. Results of Teachers' Needs Questionnaire

No.	Questions	Total	Percentage	Category
1.	I believe that the integration of <i>Nahwu</i> and <i>maharah Kitabah</i> in Arabic language teaching materials can enrich students' learning experience.	13	86,67	High
2.	I feel that teaching <i>Nahwu</i> integrated with <i>maharah Kitabah</i> will help students develop a better understanding of both <i>Nahwu</i> and <i>maharah Kitabah</i> .	13	86,67	High
3.	I feel there is a need for additional resources to support the development of integrated <i>Nahwu</i> and <i>Kitabah</i> materials in Arabic language teaching.	13	86,67	High
4.	I am interested in learning more about how to integrate <i>Nahwu</i> and <i>maharah Kitabah</i> in Arabic language teaching.	12	80,00	High
5.	I believe that <i>Nahwu</i> and <i>Kitabah</i> teaching materials can help students think critically in Arabic language learning.	13	86,67	High
6.	I believe that using exercises that integrate <i>Nahwu</i> and <i>maharah Kitabah</i> will be effective in teaching Arabic.	12	80,00	High
7.	I am willing to collaborate with fellow Arabic teachers to develop integrated <i>Nahwu</i> and <i>Kitabah</i> teaching materials.	13	86,67	High
8.	I believe that students will be more interested in learning Arabic if the teaching materials integrate <i>Nahwu</i> and <i>Kitabah</i> .	11	73,34	Moderate
9.	I feel that the integration of <i>Nahwu</i> and <i>Kitabah</i> (writing skills) in Arabic language learning will help students better understand both, as they are closely related.	13	86,67	High

Table 6. Assessment Scores

Interval Scale	Criteria
3 - 7	Low
8 - 11	Moderate
12 - 15	High

The findings from the students' questionnaire indicate that a substantial majority of students (95.83%) consider it important to have instructional materials that incorporate translations or explanations in Indonesian to facilitate their understanding. Moreover, 94.17% of students believe that the incorporation of Nahwu and Kitabah resources will effectively augment their Arabic language learning experience. The findings indicate that students robustly endorse an integrated approach to acquiring these two aspects of the Arabic language.

The teachers' questionnaire indicates that 86.67% of educators feel that incorporating Nahwu and Kitabah into teaching materials will improve students' learning results. Moreover, 86.67% of educators indicated a willingness to collaborate with peers in the creation of these integrated resources, hence enhancing the congruence of both instructors' and students' requirements. The findings align with prior research, including (Chatterjee & Halder, 2023; Jones, Myhill, & Bailey, 2013), which emphasized the benefits of integrating grammar and writing instruction. Therefore, this study reveals a distinct desire from students and educators for cohesive Nahwu and Kitabah instructional resources, advocating for the creation of a consolidated textbook for Arabic language acquisition.

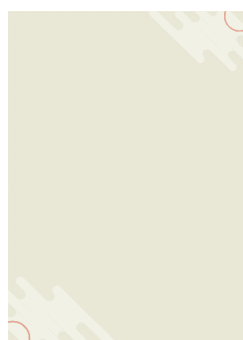
Product Design

At this stage, the teaching materials will be designed with consideration of the data analysis results from the previous two stages. The design of these teaching materials will consist of three main components: the front cover design, the back cover design, and the layout design for each page of the book.

Picture 1. Front Cover Design



Picture 2. Back Cover Design



Picture 3. Layout Design



The integration of maharah kitabah (writing skills) and nahwu (Arabic grammar) is executed using the Fogarty Connected approach (Jun-On & Kaya, 2021), emphasizing the interrelation among many educational components that mutually reinforce one another. This paradigm facilitates the direct implementation of grammar education in writing tasks, allowing students to consistently link grammatical theory with practical writing. The grammar topics to be incorporated encompass *Naat wal Man'ut*, *al-Idhofah*, *Isim Tafdhil*, *Nashbul Fi'il Mudhori*, and *Jazm Fill Mudhori*. Each grammatical topic will be instructed through writing assignments, whereby students must apply the acquired grammatical principles across diverse writing forms, like descriptions, narratives, or essays.

For instance, following the study of *Naat wal Man'ut*, students would compose descriptions of objects utilizing suitable adjectives to illustrate items or phenomena. Likewise, upon comprehending *al-Idhofah*, students will utilize this principle to construct statements that illustrate connections between two entities, such as "*kitab al-mudir*" (the book of the headmaster). In the subject of *Isim Tafdhil*, students will compose writings that compare two things or concepts utilizing comparison structures, exemplified by the phrase "*Ahsan min*" (better than). Simultaneously, *Nashbul Fi'il Mudhori* and *Jazm Fill Mudhori* will be instructed through the composition of sentences that articulate current acts or directives, employing the present tense verb to express more intricate meanings.

This technique enables students to comprehend grammatical theory and apply it in a larger context. Every writing assignment will be followed by review and criticism, emphasizing the correct application of grammatical principles, so enhancing their comprehension. The Fogarty Connected approach integrates grammar instruction with writing skills, guaranteeing that students cultivate more organized writing abilities through the correct use of language.

Product Validation

After the product enters the design phase, the next step is to conduct validation by involving experts in the relevant fields. The validators will assess the quality of the product based on three main aspects: the content of the teaching materials, the Arabic language used, and the design. At this stage, only the average percentage for each aspect

will be presented, along with feedback or corrections provided by the validators for each respective field. Below is the table that will be presented.

Table 7. The Result of Experts' Product Assessment

No.	Aspect	Percentage	Criteria
1.	Textbook Content	77.64 %	High
2.	Arabic Language	80,00 %	High
3.	Book Design	78,09 %	High

In addition to providing assessments, each validator will also offer a series of suggestions and corrections related to the developed product.

Table 8. Revisions Provided by the Textbook Content Expert

No.	Incorrect	Correct
1.	The word "dinamakan" was written as "namakan."	It should be corrected to the proper form, "dinamakan."
2.	There were several writing errors, such as the word "perbuata,"	It should be written correctly as "perbuatan."
3.	The absence of <i>Kaidah Kitabah</i> in some chapters	<i>Kaidah Kitabah</i> should be added in these sections.
4.	The word "هَلْ" was translated as "bagaimana,"	It should be changed to "apakah."

Table 9. Revisions Provided by the Language Expert

No.	Incorrect	Correct
1.	There are punctuation marks written as doubles, such as the <i>fathatain</i> (double fathah) used where only a single <i>fathah</i> , <i>dhammah</i> , or <i>kasrah</i> should be applied.	It is recommended to adjust these according to the correct rules.
2.	Several diacritical marks on letters are missing.	It is advisable to include all diacritical marks to avoid potential reading errors by users of this teaching material.

Table 10. Revisions Provided by the Design Expert

No.	Incorrect	Correct
1.	The color scheme of the content is not visually appealing and lacks supporting illustrations.	It is recommended to use more attractive colors and include relevant images to enhance engagement.
2.	The design lacks variation.	It is advisable to create a more interesting and diverse design.
3.	The book appears too monotonous in terms of color variation and lacks	Introducing a more varied color scheme and incorporating illustrations

images.

that align with the material would significantly improve its presentation.

Product Revision

The expert validators have provided evaluations and corrections related to the product within their areas of expertise, identifying several errors in the product design. They also offered suggestions to improve the teaching materials for better optimization, effectiveness, and ease of understanding for both students and teachers. The errors found can be categorized into three types: content errors, language errors, and design errors. Several design aspects have been revised, and corrections have been made in these areas to enhance the overall quality of the product.

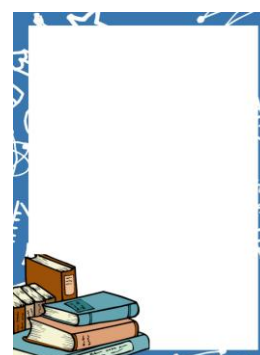
Picture 4. Front Cover Design Before Revision



Picture 5. Front Cover Design After Revision



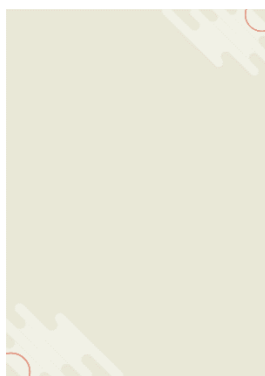
Picture 6. Layout Design After Revision



Picture 7. Layout Design After Revision



Picture 8. Back Cover Design Before Revision



Picture 9. Back Cover Design After Revision



Additionally, several corrections were suggested by the validators in the field of Arabic language, including errors in writing and grammar, such as issues related to Nahwu and sharf rules, along with some revisions to improve accuracy and clarity.

Table 11. Language Revisions

No.	Before	After
1.	أَلْعَبَ كُرَّةَ الْقَدَمِ	أَلْعَبُ كُرَّةَ الْقَدَمِ
2.	فِي رَفْعِهِ	فِي رَفْعِهِ
3.	فِي مَكْتَبِ الْبَرِيدِ	فِي مَكْتَبِ الْبَرِيدِ
4.	الْحِرَاةُ	الْحِرَاةُ

Furthermore, there were several corrections related to the organization of sub-materials, including spelling errors, such as the word "namakan" which should be "dinamakan." Additionally, there was a translation error in an example in the second chapter, where "mobil bus" was translated as "سيارة الإسعاف," which should have been translated as "ambulance." The final correction pointed out that the book lacked *kaidah Kitabah*, which hindered the goal of integrating *Nahwu* and *Kitabah*. As a result, the author added the necessary *kaidah Kitabah* by the validator's suggestion.

Product Testing

After completing the five previous stages, this stage marks the final phase of the research, which aims to test the effectiveness of the learning process using the developed textbook. In this study, the pre-test and post-test were administered to assess the effectiveness of the newly developed teaching material. The pre-test was conducted before the treatment, and the post-test was given after the treatment sessions to measure any changes in students' knowledge and skills. The new textbook, which integrates *nahwu* (Arabic grammar) and *kitabah* (writing skills), was implemented over three sessions as part of the treatment. During these sessions, teachers utilized the new material to guide students through the content, ensuring active engagement with both grammar and writing exercises.

The study involved 24 students who participated in both the pre-test and post-test. Each test consisted of 10 questions: 5 multiple-choice questions to evaluate their

understanding of grammatical theory, and 5 essay questions to assess their ability to apply these rules in writing. This assessment approach provided a comprehensive evaluation of both students' theoretical understanding and practical writing skills, allowing for a clear measure of the effectiveness of the new teaching materials. The effectiveness test will be conducted using a paired sample test model. Before carrying out this test, a homogeneity test will first be performed to evaluate whether the data is homogeneous, followed by a normality test to check if the data is normally distributed.

Normality Test

In order to determine whether the data is normally distributed, testing must be conducted beforehand. With the help of SPSS software, the normality test will be performed using the Kolmogorov-Smirnov model with the following criteria: (1) If the significance value (Sig.) is greater than 0.05, the research data is considered normally distributed. (2) If the significance value (Sig.) is less than 0.05 (Hidayah et al., 2023). The research data is not normally distributed. After conducting the measurement using SPSS, the results obtained are as follows.

Table 12. Normality Test Results with One-Sample Kolmogorov-Smirnov Test

Items		Unstandardized Residual
N		24
Normal Parameters ^{a,b} Most Extreme Differences	Mean	.0000000
	Std. Deviation	.91864974
	Absolute	.115
	Positive	.067
	Negative	-.115
Test Statistic		.115
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the results of the normality test using the Kolmogorov-Smirnov model, it was found that the data is normally distributed, as indicated by the Asymp. Sig. (2-tailed) value of 0.200 for the Understandardized Residual. According to the decision criteria, the Sig. (2-tailed) The value is greater than 0.05. Therefore, it can be concluded that the data is normally distributed.

Homogeneity Test

The next step is to test the homogeneity of the data, which aims to ensure that the measured population is homogeneous (Sari, Sukestiyarno, & Agoestanto, 2017) The test is conducted with the following criteria: (1) If the significance value (Sig.) is greater than 0.05, then the research data is assumed to come from a population with uniform variance (homogeneous). (2) If the significance value (Sig.) is less than 0.05, then the research data is assumed to come from a population with different variances (heterogeneous) (Rifdinal, 2021). After performing the measurement using SPSS, the obtained results are as follows.

Table 13. Homogeneity Test Result

Test of Homogeneity of Variances			
Student Results			
Levene Statistic	df1	df2	Sig.
.874	1	46	.355

Based on the results of the test conducted as shown in Figure 5, it was found that the data comes from a population with homogeneous variance, as indicated by the Asymp. Sig. (2-Tailed) value of 0.355, which, when reviewed according to the criteria above, is greater than 0.05.

Paired Sample T-Test

After conducting normality and homogeneity tests on the pretest and posttest scores, the next step is to perform a paired sample t-test to determine whether there is a significant difference in the means between the two paired samples, such as the pretest and posttest scores from the learning materials provided to the students. This test will also be assisted by SPSS with the following criteria: (1) If the significance value (Sig.) is less than 0.05, then there is a significant difference between the pretest and posttest scores. (2) If the significance value (Sig.) is greater than 0.05, then there is no significant difference between the pretest and posttest scores. After performing the analysis with SPSS, the results obtained are as follows.

Table 14. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	73.75	24	4.945	1.009
	Post Test	88.13	24	3.555	.726

This table presents a summary of descriptive statistics for both sample data, showing the mean values for each sample: the pre-test with a score of 73.75 and the post-test with a score of 88.13. The adjacent column displays the number of respondents for each sample, totaling 24 participants, along with several other statistical summaries.

Table 15. Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	24	.913	.000

In Table 15 above, the table presents the correlation results between the two sample datasets, namely the pre-test and post-test data. The correlation model used is the Pearson Product Moment Correlation. It is observed that the Sig. value is 0.000, which means that since the value is smaller than 0.05, it indicates a significant relationship between the two samples.

Table 16. Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Pre-Test & Post-Test	-1.125	.448	.092	-1.314	-.936	-12.290	23	.000

Based on the results of the testing, as shown in Table 16, it was found that there is a significant difference between the two sample datasets, namely the pre-test and post-test data. This is evident from the Sig. (2-Tailed) value of 0.000, which, when compared to the above criterion, is smaller (<) than 0.05.

The results of this study indicate that the development of an integrated *Kitabah* and *Nahwu* teaching material significantly improves both writing skills and understanding of Arabic grammar. This study aligns with the findings of previous research highlighting the importance of an integrative approach in Arabic language teaching. For example, the research by (Setiadi et al., 2022) on CEFR-based *Kitabah* muqayyadah teaching material, integrated with 21st-century skills, also demonstrates a positive impact in creating contextual and relevant learning. Similarly, the study by (Bahrudin et al., 2022), which integrated the Durussul Lughah al-'Arabiyyah textbook

and the *Silsilah Al-Azhar As-Syarif*, proved effective in enhancing student interest and learning outcomes in Arabic. These findings underscore the importance of integrating language theory with direct practice in Arabic language education.

Furthermore, the results of this research reflect the challenges often faced in teaching *Nahwu* and *Kitabah* separately, as identified in studies by (Muizzuddin, 2021) and (Masrukin & Makhromi, 2021). They found that *Nahwu* instruction, which focuses on memorization and theoretical understanding without application in writing, leads to difficulties in students' ability to apply grammar in real contexts. By integrating both subjects into a single teaching material, students not only understand *Nahwu* theory but can also directly apply it in writing, making the learning process more meaningful and practical.

This integrated teaching material also motivates students to think critically and creatively, enabling them to connect grammar with practical experiences. This suggests that the integrative approach creates more contextual learning, encouraging students to relate the learning material to real-life situations, as recommended by (Qizi, 2024). Therefore, this research makes a significant contribution to the development of Arabic teaching materials that comprehensively enhance students' abilities in both areas, while addressing the challenges in teaching *Nahwu* and *Kitabah* separately and less contextually.

Conclusion

This study concludes that instructional materials developed by integrating *Kitabah* (writing skills) and *Nahwu* (Arabic grammar) have proven to be effective in enhancing students' writing abilities and their understanding of Arabic grammar. The results of the pre-test and post-test show a significant difference, with a Sig. (2-Tailed) value of 0.000, indicating that the integrated instructional approach successfully led to a significant improvement in students' skills and understanding in both areas.

Furthermore, the development of instructional materials that combine *Kitabah* and *Nahwu* provides a more contextual and practical learning experience, enabling students to directly connect grammatical theory with writing practice. This research contributes significantly to the development of Arabic instructional materials by emphasizing not only theoretical understanding but also practical application. It

encourages an integrative approach to Arabic language learning, fostering a more comprehensive and effective learning experience for students.

References

- Abadi, M. M. R. (2025). Pendekatan Cepat Memahami Kitab Ikhtisar Nahwiyyah: Dari Menghafal Menuju Pemahaman di Madrasah Diniyyah Al-Amiriyyah. *Akhlak : Jurnal Pendidikan Agama Islam Dan Filsafat*, 2(1), 167–174. doi: 10.61132/akhlak.v2i1.314
- Bahrudin, U., Ghifari, F. W., & Shofiyullah, N. A. (2022). Improving Arabic Language Skills by Integrating the Durusul Lughah Al-'Arabia and Silsilah Al-Azhar As-Syarif Textbooks for PPDU Malang Students. *Abjadia : International Journal of Education*, 7(2), 160–173. doi: 10.18860/abj.v7i2.17854
- Chatterjee, A., & Halder, S. (2023). Teaching Grammar in the Context of Writing: A Critical Review. *Journal of Education*, 203(4), 971–983. doi: 10.1177/00220574221074308
- Fitria, F., Maliyanah, A. A., & Sabila, A. N. (2024). Analisis Kesalahan Berbahasa pada Aspek Nahwu dalam Pembelajaran In Sya' oleh Siswa Tingkat Madrasah Tsanawiyah. *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, 23(1), 30–39. doi: 10.21009/bahtera.231.03
- Gall, M., Borg, W., & Gall, J. (2003). Educational Research: An Introduction. *British Journal of Educational Studies*, 32. doi: 10.2307/3121583
- Hidayah, N., Mukmin, & Apriyani, G. (2024). Kemampuan Abad 21 Siswa Pendidikan Menengah di Sumatera Selatan: Sebuah Tinjauan Pembelajaran Menulis Berbahasa Arab di Madrasah. *Al-Muktamar As-Sanawi Li Al-Lughah Al-'Arabiyyah (MUSLA)*, 2(1), 1–10.
- Hidayah, N., Mukmin, & Cardasyifa. (2024). CEFR Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 117–127. doi: 10.19105/kiddo.v1i1.12742
- Hidayah, N., Mukmin, M., & Marfuah, S. (2023). The Correlation between Arabic Learning Motivation and Arabic Language Competence of Education Study Program Students in Post- COVID-19 Pandemic. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15(2), 380–398. doi: 10.24042/albayan.v15i2.17453
- Hidayah, N., & Muyassaroh, L. (2023). Pembelajaran Bahasa Arab Bagi Non Muslim Berbasis Moderasi Beragama di Sekolah Umum. *Jurnal Ilmiah Wahana Pendidikan*, 9(3), 192–197. doi: 10.5281/zenodo.7613768
- Imron, K. (2023). The New Trend in Development of The Textbook for Writing Based on The Integrative Approach for College Students in Indonesia. *Gunung Djati Conference Series*, 26, 9–33. doi: 10.15575/gdcs.v26i1.1651
- Imron, K., Abdullah, M. Y., Nurani, Q., Rohayati, E., & Jamanuddin, J. (2024a). A New Direction of Arabic Language Teaching: Integration Muthala'ah Text Book and Religious Moderation Concept. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(1), 69–88. doi: 10.23971/altarib.v12i1.7779

- Imron, K., Abdullah, M. Y., Nurani, Q., Rohayati, E., & Jamanuddin, J. (2024b). A New Direction of Arabic Language Teaching: Integration Muthala'ah Text Book and Religious Moderation Concept. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(1), 69–88. doi: 10.23971/altarib.v12i1.7779
- Imron, K., Irmansyah, I., Nurhusna, N., Maimunah, I., & Hajib, Z. A. (2023a). A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15(1), 207–223. doi: 10.24042/albayan.v15i1.16199
- Imron, K., Irmansyah, I., Nurhusna, N., Maimunah, I., & Hajib, Z. A. (2023b). A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15(1), 207–223. doi: 10.24042/albayan.v15i1.16199
- Irmansyah, I., Qaaf, M. A., & Yuslina, Y. (2023). PENGEMBANGAN MEDIA PEMBELAJARAN BAHASA ARAB MENGGUNAKAN APLIKASI CANVA BERBASIS SAVI (SOMATIS, AUDITORI, VISUAL DAN INTELEKTUAL). *Jurnal Al-Mashadir: Journal of Arabic Education and Literature*, 3(01), 69–86. doi: 10.30984/almashadir.v3i01.610
- Jamanuddin, J., & Fitriyani, F. (2017). TATHBÎQ AL-THARÎQAH AL-'ASYWAIYYAH LITARQIYYAH MAHÂRAH AL-KITÂBAH LADAYY AL-TALÂMÎDZ FÎ AL-SHAFFI AL-KHÂMIS BIL-MADRASAH AL-IBTIDÂIYYAH LIMA'HAD AL-ISLÂMIYYAH PALEMBANG. *Taqdir*, 3(2), 16–31. doi: 10.19109/taqdir.v3i2.1761
- Jones, S., Myhill, D., & Bailey, T. (2013). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. *Reading and Writing*, 26(8), 1241–1263. doi: 10.1007/s11145-012-9416-1
- Jubaidah, S., Nuruddin, Ilham, A., & Annisa, K. (2024). Development of Arabic Calligraphy Teaching Materials Based on 21st-Century Skills. *KnE Social Sciences*, 9(9), 235–249. doi: 10.18502/kss.v9i9.15673
- Jun-On, N., & Kaya, J. (2021). Pre-service teachers' integrated curriculum approaches to STEM education in classrooms. *Journal of Physics: Conference Series*, 1957(1), 012022. doi: 10.1088/1742-6596/1957/1/012022
- Masrukin, A., & Makhromi. (2021). Pembelajaran Nahwu di Madrasah Hidayatul Mubtadi-ien Lirboyo Kediri. *Indonesian Journal of Humanities and Social Sciences*, 2(1), 45–56. doi: 10.33367/ijhass.v2i1.1883
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook, 2nd ed* (pp. xiv, 338). Thousand Oaks, CA, US: Sage Publications, Inc.
- Muflihah, M., Sholehan, S., & Baihaqi, M. (2024). Integration of Four Language Skills in Arabic Language Learning. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 16(1), 69–87. doi: 10.24042/albayan.v16i1.18381
- Muizzuddin, M. (2021). Aktualisasi Penggunaan Metode dan Pengembangan Materi Nahwu di Pondok Pesantren Salafi Al-Fathaniyyah Serang. *Uktub: Journal of Arabic Studies*, 1(1), 1–15. doi: 10.32678/uktub.v1i1.4448

- Mukmin, M., & Irmansyah, I. (2017). TATHWÎR MAWÂD ALFIDIYU (WASÂIL AL-SAM'IYYAH AL-BASHARIYYAH) FÎ TA'LÎM AL-LUGHAH AL-'ARABIYYAH. *Taqdir*, 3(1). doi: 10.19109/taqdir.v3i1.1713
- Nababan, E. B., Rianto, Kusuma, D., Rizkina, T., & Sastromihardjo, A. (2025). ANALISIS KESALAHAN SINTAKSIS PADA ARTIKEL JURNAL ILMIAH MAHASISWA [ANALYSIS OF SYNTAX ERRORS IN STUDENT SCIENTIFIC JOURNAL ARTICLES]. *Polyglot: Jurnal Ilmiah*, 21(1), 51–68. (Indonesia). doi: 10.19166/pji.v21i1.9127
- Nurani, Q., Irmansyah, I., & Dwi, I. (2019). Ta'lim An-Nahw bi Istikhdâm Kitâb Amsilati fi al-Ma'had Abdurrahman. *Taqdir*, 5(2), 41–53. doi: 10.19109/taqdir.v5i2.5018
- Nurani, Q., & Kartini, K. (2018). MUWÂSHAFÂT TA'LÎM AN-NAHW FIL-MADRASAH AD-DÎNIYYAH AL-'ILMIYAH RAUDLATUL ULUM SAKATIGA. *Taqdir*, 4(2), 44–57. doi: 10.19109/taqdir.v4i2.3122
- Nurani, Q., Qaaf, M. A., & Aripin, A. S. (2023). Imla dan Komputer Arab Sebagai Transformasi Mata Kuliah Kitabah Muftadi di UIN Raden Fatah Palembang. *Khazanah Multidisiplin*, 4(2), 241–252. doi: 10.15575/kl.v4i2.25146
- Prasetyo, B. (2014). *PENGEMBANGAN BAHAN AJAR BAHASA ARAB INTEGRATIF BERBASIS TARKIB AL-QUR'AN DAN ATSAR UNTUK SALAFIYAH ULYA PONDOK PESANTREN TAHFIDZ AL-QUR'AN HARUN ASY-SYAFI'I KARANGKAJEN KOTA YOGYAKARTA* (Masters, UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA). UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA. Retrieved from <https://digilib.uin-suka.ac.id/id/eprint/15114/>
- Qaaf, M. A. (2014). *تطوير الألعاب اللغوية الحاسوبية ببرنامج جيم مكر ١.٨ لتعليم المفردات في المستوى الابتدائي. بلتطبيق على مدرسة هاشم أشعري المتوسطة الإسلامية بباتو جاوى الشرقية* (Masters, Universitas Islam Negeri Maulana Malik Ibrahim). Universitas Islam Negeri Maulana Malik Ibrahim. Retrieved from <http://etheses.uin-malang.ac.id/8250/>
- Qizi, A. D. X. (2024). AN INTEGRATIVE APPROACH TO TEACHING ENGLISH: ENHANCING LANGUAGE LEARNING THROUGH MULTIDIMENSIONAL INSTRUCTION. *International Journal of Advance Scientific Research*, 4(05), 87–89. doi: 10.37547/ijasr-04-05-18
- Rifa'i, I., & Ma'arif, S. (2022). Application of the Deductive Method in Nahwu Learning Based on the Book of Al-Muyassar Fi Ilmi `n-Nahwi by K.H Aceng Zakariya. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1(2), 116–133. doi: 10.15575/ta.v1i2.20253
- Rifdinal, R. (2021). KEEFEKTIFAN PENGGUNAAN DUOLINGO DALAM PEMBELAJARAN KOSAKATA BAHASA INGGRIS. *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL*, 2(2), 697–704. doi: 10.38035/jmpis.v2i2.627
- Rohayati, E. (2018). Efektivitas Penerapan Model Pembelajaran Advance Organizer berbasis Peta Konsep untuk Mata Kuliah Qawaid terhadap Daya Ingat Mahasiswa. *Tapis : Jurnal Penelitian Ilmiah*, 2(1), 128–155. doi: 10.32332/tapis.v2i1.1117
- Rohayati, E., & Nursalina, F. (2018). TATHBÎQ THARÎQAH AL-LU'BAH AL-JAMÂ'IYYAH LI ROF'I INJÂZ TA'ALLUM AL-LUGHAH AL-'ARABIYYAH LI AL-TALÂMÎDZ FI AL-SHAFF AL-ÂSYIR BI MADRASAH AL-'ÂLIYYAH PATRA MANDIRI PALEMBANG. *Taqdir*, 4(1), 38–55. doi: 10.19109/taqdir.v4i1.2110

- Sabana, R., Imron, K., & Ulayya, S. (2024). Pengembangan Materi Qiraah Berbasis Pendekatan Saintifik Dengan Media Pixton Komik di MTsN 1 Palembang. *Arabia*, 16(1), 91–106. doi: 10.21043/arabia.v16i1.24344
- Sarah, S., Rizqia, A. S., Lisna, L., & Ali, M. (2024). Technology Integration in Arabic Language Skills Development in the Digital Era. *Al-Fusha: Arabic Language Education Journal*, 6(2), 74–81. doi: 10.62097/alfusha.v6i2.1735
- Sari, A. Q., Sukestiyarno, Y. L., & Agoestanto, A. (2017). BATASAN PRASYARAT UJI NORMALITAS DAN UJI HOMOGENITAS PADA MODEL REGRESI LINEAR. *Unnes Journal of Mathematics*, 6(2), 168–177. doi: 10.15294/ujm.v6i2.11887
- Sarip, M., Ilham, A., Bahtiar, I. R., Hendrawanto, H., Laseduw, S. M. I., & Abdullah, M. (2024). Integrated 6C Skills of the 21st Century with Animation Video Media for Arabic Speaking Material Design. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 10(1), 183–194. doi: 10.33394/jk.v10i1.10549
- Sarip, M., Ilham, A., & Hendrawanto, H. (2022). Integrated Local Wisdom with 21st – Century Skills for Arabic-Speaking Material Model. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(4), 845–856. doi: 10.33394/jk.v8i4.6231
- Setiadi, S., Kamal, M., Arifah, F., & Ilham, A. (2022). Model Materi Ajar Kitābah Muqayyadah Berbasis CEFR dan Terintegrasi Keterampilan Abad Ke-21. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 6(1), 83–94. doi: 10.15575/jpba.v6i1.17347
- Wahidah, A. (2021). Analisis Kesalahan Berbahasa dalam Ujian Nahwu Siswa Kelas VII MBS Ar Fachruddin Yogyakarta Tahun Ajaran 2020/2021. *Maharaat: Jurnal Pendidikan Bahasa Arab*, 4(1), 57–77. doi: 10.18196/mht.v4i1.11885
- Waruwu, M. (2024). Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. doi: 10.29303/jipp.v9i2.2141
- Wasilah, Nazarmanto, Utami, S. T., & Hidayah, N. (2024). COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG. *Proceeding International Conference on Islam and Education (ICONIE)*, 3(1), 120–126.
- Wasilah, W., & Aziz, T. A. (2018). IDÂRAH AT-TA'LÎM LI MADDAH AN-NAHW LISH-SHAFFI AL-HÂDIYATA 'ASYARA FIL-MADRASAH AL-ÂLIYYAH BI MA'HAD AL-IKHLAS AL-HADÎTS LUBUK LINGGAU. *Taqdir*, 4(2), 75–92. doi: 10.19109/taqdir.v4i2.3124
- Yuniar, Y., Hidayati, F., & Anggita, T. (2020). Tatwir Barnamij Wondershare Quiz Creator 'ala al-Kitab al-'Arabiyyah baina Yadaik Kamasdar Ta'lim al-Mustaqil. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(1), 112–127. doi: 10.24042/albayan.v12i1.6087