



Evaluating Nahwu Teaching Materials in Islamic Higher Education: Lecturer and Student Perceptions

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Abstract

The evaluation of Nahwu teaching materials in Islamic State Higher Education Institutions requires further attention, particularly regarding their alignment with the demands of twenty-first-century learning and educational technology development. Therefore, this study aims to evaluate the Nahwu teaching materials used in Arabic Education Study Programs at Islamic State Higher Education Institutions in Bengkulu Province based on lecturers' and students' perceptions. A mixed methods approach with an embedded design was employed, utilizing questionnaires as the primary data source and documentation as supporting data. The respondents consisted of 4 Nahwu lecturers and 251 students from IAIN Curup and UIN Fatmawati Sukarno Bengkulu. The results indicate that 62.50% of lecturers and 48.36% of students perceived the existing Nahwu teaching materials as less appropriate or inappropriate. Most materials are classical textbooks published no later than 2011 and lack integration with Education 4.0 and 5.0 learning technologies. Although some materials support grammatical comprehension, limitations in innovation, learning motivation, and higher-order thinking skills remain evident. Therefore, this study recommends developing more adaptive, contextual Nahwu teaching materials integrated with the TPACK framework to enhance effective learning in this Institutions.

Keywords: *Nahwu materials, Arabic grammar, evaluation, lecturers' perceptions, students' perceptions.*

المخلص

يتطلب تقييم المواد التعليمية النحوية في مؤسسات التعليمية العالية الإسلامية الحكومية مزيداً من الاهتمام، لاسيما فيما يتعلق بمدى توافقها مع متطلبات التعلم في القرن الحادي والعشرين وتطور تكنولوجيا التعليم. لذلك، تهدف هذه الدراسة إلى تقييم المواد التعليمية النحوية المستخدمة في قسم تعليم اللغة العربية في مؤسسات التعليمية العالية الإسلامية الحكومية بمقاطعة بنجكولو بناءً على تصورات المحاضرين والطلبة. اعتمدت الدراسة المنهج المختلط بتصميم مضمن، حيث استخدمت الاستبانة بوصفها أداة رئيسة لجمع البيانات، إلى جانب تحليل الوثائق بوصفه مصدراً داعماً. تكوّنت عينة الدراسة من ٤ من مدرّسي النحو و ٢٥١ طالباً من جامعة جوروب الإسلامية الحكومية وجامعة فاطماواتي سوكارنو الإسلامية في بنجكولو. تتمثل جدة هذه الدراسة في تقييم المواد التعليمية النحوية من خلال دمج إطار معرفة المحتوى التربوي التكنولوجي ومنظور التعلم في القرن الحادي والعشرين، مع المقارنة في الوقت نفسه بين تصورات المحاضرين والطلبة للكشف عن الفجوات الإدراكية المتعلقة بمدى ملائمة هذه المواد التعليمية وفعاليتها. أظهرت النتائج أن نسبة ٦٢,٥٠٪ من المحاضرين و ٤٨,٣٦٪ من الطلبة يرون أن المواد التعليمية النحوية الحالية أقل ملائمة أو غير ملائمة. كما تبين أن معظم هذه المواد تعتمد على كتب تقليدية نُشرت قبل عام ٢٠١١، وتفتقر إلى التكامل مع تقنيات التعلم في سياق التعليم الحديث. وعلى الرغم من أن بعض هذه المواد تسهم في دعم الفهم القواعدي، فإنها لا تزال تعاني من محدودية في جانب الابتكار، وضعف في تعزيز دافعية التعلم، وتنمية مهارات التفكير العليا لدى الطلبة. وبناءً على ذلك، توصي الدراسة بضرورة تطوير مواد تعليم نحو أكثر تكيفاً وسياقية، ومتكاملة مع إطار معرفة المحتوى التربوي التكنولوجي، بما يسهم في تعزيز فعالية عملية التعلم في هذه المؤسسات.

الكلمات الرئيسية: المواد التعليمية النحوية، القواعد العربية، التقييم، تصورات المحاضرين، تصورات الطلبة.

INTRODUCTION

Nahwu, as one of the core branches of Arabic linguistics and an integral component of the Arabic language curriculum,⁴⁸ occupies a central position in achieving proficiency in Arabic.⁴⁹ The ability to comprehend both classical and modern Arabic texts is highly

⁴⁸ Ashraf Abdou, "Integrating Grammar in the Arabic Curricula," *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*, 2022, <https://doi.org/10.4324/9781003034209-11>.

⁴⁹ Zahra Aulia Hanifa and Asep Sopian, "Mapping Technology, Impact, and Challenges in Nahwu Learning: A Systematic Review (2020–2025)," *Aphorisme: Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 149–63, <https://doi.org/10.37680/aphorisme.v6i1.7225>.

dependent on mastery of Nahwu rules. In the context of Islamic higher education, Nahwu competence is not merely an academic requirement but also a fundamental prerequisite for understanding Islamic scholarly sources in depth, including the Qur'an, Hadith,⁵⁰ and other Islamic texts.⁵¹ Errors in selecting Nahwu teaching materials can hinder the learning process.⁵² Therefore, the availability of relevant and high-quality Nahwu teaching materials is a crucial factor in supporting the achievement of learning objectives.

Nevertheless, challenges related to the development and use of Nahwu teaching materials at Islamic State Higher Education Institutions remain unresolved. The teaching materials commonly used tend to be conventional and largely adopt traditional instructional patterns that do not adequately facilitate the development of higher-order thinking skills. Moreover, most commercially available materials present complex explanations⁵³ and emphasize rote memorization of grammatical rules rather than their practical application in Arabic communication contexts. This condition raises questions regarding the extent to which existing Nahwu teaching materials meet students' learning needs.

At the same time, rapid technological development and 21st-

⁵⁰ A Putra, M Ritonga, and HW Triana, "Optimizing Arabic Grammar Learning: Combination of Electronic and Conventional Mind Mapping," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 11, no. 2 (2025), <https://www.academia.edu/download/120650653/5293.pdf>.

⁵¹ Intan Afriati et al., "Grammar and Translation Methods in Arabic Language Learning: Theory and Practice," *MADINA: Journal of Islamic Studies* 2, no. 1 (June 30, 2025): 1–8, <https://doi.org/10.62945/madina.v2i1.741>.

⁵² Bobby Bagas Purnama et al., "Analysis of the Book Ilmu Nahwu Untuk Pemula: A Perspective from Mackey and Thu'aimah," *Didaktika: Jurnal Kependidikan* 14, no. 1 Februari (2025): 783–98, <https://mail.jurnaldidaktika.org/contents/article/view/1906>.

⁵³ Mohd Fauzi Abdul Hamid et al., "Development of a Web-Based Interactive Infographic Module for Learning Arabic Grammar at a Malaysian University," *Journal of Education and Learning* 19, no. 4 (2025): 2302–12, <https://doi.org/10.11591/edulearn.v19i4.22258>.

century learning paradigms demand innovation in instructional material design. The integration of information technology, modern pedagogical approaches, and deep content knowledge conceptualized within the Technological Pedagogical Content Knowledge (TPACK) framework—has become essential for developing effective teaching materials.⁵⁴ However, empirical evidence indicates that many Nahwu teaching materials are not adaptive to technological developments⁵⁵ and have not optimally utilized technological integration, particularly within Islamic State Higher Education Institutions, which are characterized by diverse student backgrounds and significant challenges in technology adaptation.

Islamic State Higher Education Institutions in Bengkulu Province, namely IAIN Curup and UIN Fatmawati Sukarno Bengkulu, represent a distinctive context of Nahwu instruction. Students at these institutions come from diverse educational backgrounds and demonstrate varying levels of Arabic language proficiency. Such diversity necessitates teaching materials that are adaptive, contextual, and responsive to heterogeneous learner needs.⁵⁶ However, limited research has specifically evaluated the

⁵⁴ Noza Aflisia, Raisha Febyola, and Karima Tussa'diah, "An Evaluative Analysis of TPACK Based Nahwu Teaching Materials Oriented Toward Higher Order Thinking Skills," *Al Ibrah: Journal of Arabic Language Education* 9, no. 1 (June 10, 2026): 220–30, <https://doi.org/10.24256/JALE.V9I1.10653>.

⁵⁵ Bisri Mustofa, Nur Ali, and Inayaturo Rosyidah, "Improving Students' Reading Skills Through the Development of Digital Nahwu Materials," *Journal of Information Systems Engineering and Management* 10, no. 3 (2025): 888–94, <https://doi.org/10.52783/jisem.v10i3.6405>.

⁵⁶ Muhammad Zaenuri and R. Umi Baroroh, "Developing An Integrated Nahwu Textbook For Kitab Kuning Reading Skills," *Ijaz Arabi Journal of Arabic Learning* 8, no. 2 (2025), <https://doi.org/10.18860/ijazarabi.v8i2.31175>; Muhammad Yusuf Salam et al., "Realizung Inclusive Nahwu Learning Amid Student Diversity," *Jurnal.Uinsyahada.Ac.Id* 13, no. 2 (2025), <https://doi.org/10.24952/thariqahilmiah.v13i2.17230>.

quality of Nahwu teaching materials in this region, particularly from the perspectives of primary users—lecturers and students.

The evaluation of teaching materials is a critical step in identifying their strengths and weaknesses. Through systematic evaluation, it is possible to assess the alignment of teaching materials with learning objectives, students' proficiency levels, and their relevance to developments in science and technology. Evaluation also provides a foundation for formulating recommendations to improve teaching materials in terms of content, instructional strategies, and technological integration.

Lecturers' and students' perceptions serve as key indicators in evaluating Nahwu teaching materials. Lecturers, as instructional designers and course facilitators, offer insights into the alignment of materials with syllabi, learning models, and expected learning outcomes. Meanwhile, students, as direct users, provide valuable information regarding readability, engagement, motivation, and ease of understanding. Integrating both perspectives enables a more comprehensive and balanced evaluation.

Previous studies on Nahwu and Arabic grammar learning demonstrate a broad spectrum of research foci, ranging from curriculum development and teaching material analysis to theoretical linguistic studies. Research on Arabic grammar curricula in primary education across Middle Eastern countries indicates that functional learning objectives and linguistic integration have not been fully realized, highlighting the need for systematic improvement.⁵⁷ Other studies have examined Nahwu–Sharaf instruction in traditional Islamic education contexts, particularly pesantren, revealing that

⁵⁷ Haifaa Majadly and Aharon Geva-Kleinberger, "Arabic Grammar Curricula for Primary Schools in Middle Eastern Countries a Comparative Study," *Journal of Educational Media, Memory, and Society* 12, no. 2 (2020): 1–29, <https://doi.org/10.3167/jemms.2020.120201>.

learning difficulties often stem from poorly structured curricula, monotonous teaching methods, and teaching materials misaligned with learners' characteristics.⁵⁸

Commonly used grammar books in pesantren, such as *Nahwu Al-Wadhih*, *Durus al-Lughah al-'Arabiyyah*⁵⁹, and *Al-Jurumiyyah*⁶⁰, have also been widely discussed. Studies on students' perceptions⁶¹ of specific Nahwu texts, including *Nahwu Mabda'i*⁶² and *Kifayatul Ashhab*,⁶³ indicate that although these texts possess strengths in systematic rule presentation and depth of content, their exclusive use often leads to learning fatigue and difficulties when not accompanied by pedagogical innovation.

In contrast, contemporary international Arabic linguistics research predominantly focuses on theoretical structural analysis,

⁵⁸ Ade Arip Ardiansyah and Azhar Muhammad, "Implementation of Integrative Arabic Grammar (Nahwu & Sharaf) Curriculum in Islamic Boarding School," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (December 31, 2020): 211–28, <https://doi.org/10.22219/jiz.v3i3.13264>.

⁵⁹ Noza Aflisia et al., "Komparasi Pembelajaran Nahwu Di Pesantren Dan Madrasah," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 5, no. 1 (2022): 97–110.

⁶⁰ Ahmad Mizan Rosyadi, Abdul Jalil Mannan, and Muhammad Shokhibul Hidayah, "Pendampingan Pembelajaran Kaidah Nahwu Dengan Kitab Al-Ajurumiyyah Di Pondok Pesantren Darus Sibyan Jombang Jember," *An-Nuqtah: Journal of Research & Community Service* 2, no. 1 (2022): 46–51, <https://doi.org/https://doi.org/10.1234/an-nuqtah.v1i3.886>.

⁶¹ Rasha K. Soliman, "Learners' Perception of Arabic Grammar," in *Teaching and Learning Arabic Grammar: Theory, Practice, and Research* (Taylor and Francis, 2022), 122–49, <https://doi.org/10.4324/9781003034209-8>.

⁶² Mochammad Firdaus and Ahmad Fatoni, "Student Perceptions of the Use of the Nahwu Mabda'i Book in Nahwu Learning in the Arabic Language Education Study Program FAI-UMM," *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (January 11, 2024): 427–37, <https://doi.org/10.31943/AFKARJOURNAL.V7I1.1042>.

⁶³ Siti Faizah Munawaroh and Ahmad Fawaid, "Persepsi Mahasiswa Pendidikan Bahasa Arab Kelas A-K Semester V Terhadap Penggunaan Kitab Kifayatul Ashhab Untuk Pembelajaran Nahwu Iv," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies* 1, no. 2 (2024), <https://doi.org/10.69966/mjemias.v1i2.61>.

such as broken plurals,⁶⁴ syntactic constructions,⁶⁵ and grammatical variation across Arabic varieties,⁶⁶ employing formal and functional linguistic approaches.⁶⁷ While these studies significantly contribute to Arabic linguistic theory, they do not directly address pedagogical issues, particularly the development of Nahwu teaching materials for classroom instruction. International literature on Arabic grammar teaching has begun emphasizing communicative approaches, relevant grammatical content selection, and the integration of linguistic research into instructional practice. However, such studies remain general and have yet to specifically examine the suitability of Nahwu teaching materials within Islamic higher education contexts and the demands of 21st-century learning.

To address this research gap, this study positions Nahwu teaching materials not merely as linguistic products but as pedagogical instruments that must align with the demands of 21st-century learning and Society 5.0. In contrast to previous studies that have generally evaluated Nahwu teaching materials in a partial manner focusing on a single textbook, a single institution, or a

⁶⁴ Marwan Jarrah, Jaradat Abdulazeez, and Linda Alkhawaja, "The Position of the Broken Plural in the Grammar: Rural Jordanian Arabic as a Case Study," *Lingua* 265 (2022), <https://doi.org/10.1016/j.lingua.2021.103165>.

⁶⁵ Mona Kamel Hassan, *Keda Mazbuut: A Grammar Book of EGYPTIAN COLLOQUIAL Arabic with Exercises*, Keda Mazbuut: A Grammar Book of EGYPTIAN COLLOQUIAL Arabic with Exercises, 2020, https://api.elsevier.com/content/abstract/scopus_id/105019735968.

⁶⁶ Kassem M. Wahba, Zeinab A. Taha, and Manuela E.B. Giolfo, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*, 2022, <https://doi.org/10.4324/9781003034209>.

⁶⁷ Ruaa Jassim Mohammed and Nawar Hussein Rdhaiwi Al-Marsumi, "A Systemic Functional Grammar Approach to the Study of Emphatic Constructions in English and Arabic Scientific Texts," *Arab World English Journal* 13, no. 2 (2022): 364–85, <https://doi.org/10.24093/awej/vol13no2.25>; Tommi Tsz Cheung Leung, Dimitrios Ntelitheos, and Meera Al Kaabi, *Basic Emirati Arabic: A Grammar and Workbook*, *Basic Emirati Arabic: A Grammar and Workbook*, 2024, <https://doi.org/10.4324/9781003320241>.

specific group of participants this study offers a more comprehensive evaluative approach. The novelty of this research lies in its evaluation of Nahwu teaching materials based on the TPACK framework and the demands of twenty-first-century learning while simultaneously examining lecturers' and students' perceptions across two Islamic State Higher Education Institutions.

The integration of TPACK in Nahwu learning is important because Nahwu involves abstract grammatical concepts and complex syntactic structures that are often difficult to understand through conventional text-based instruction. Students frequently encounter difficulties in identifying grammatical functions (such as *fa'il*, *maf'ul bih*, *mubtada'*, and *khobar*), determining *i'rab* changes, and applying grammatical rules in authentic Arabic sentences. For instance, students may memorize Nahwu rules but still struggle to explain why word endings change according to their syntactic positions within sentences. Traditional Nahwu learning has largely relied on memorization and teacher-centered explanations, which may limit students' engagement, conceptual understanding, and HOTS. Therefore, TPACK is relevant because it enables the integration of technology, pedagogy, and grammatical content to support visualization, interactive practice, contextual learning, and deeper understanding of Nahwu concepts.

Moreover, this study goes beyond assessing the level of material suitability by revealing perceptual gaps between lecturers as instructional designers and students as end users of the teaching materials. Consequently, the findings provide both empirical and conceptual contributions to the development of Nahwu teaching materials that are adaptive, contextual, and aligned with the paradigms of Outcome-Based Education and Society 5.0.

Within the framework of Outcome-Based Education and the Merdeka Belajar policy, the development of relevant Nahwu teaching materials has become increasingly urgent. Evaluating existing

materials serves as a critical foundation for designing innovative instructional resources aligned with the desired graduate profile: professional, innovative, competitive, and ethically grounded. Thus, this study contributes not only to teaching material development but also to enhancing the overall quality of Arabic language education at Islamic State Higher Education Institutions.

Based on this background, the study aims to evaluate Nahwu teaching materials used at Islamic State Higher Education Institutions in Bengkulu Province through lecturers' and students' perceptions. The evaluation focuses on relevance and alignment, material presentation and structure, emotional aspects, technological integration (TPACK), and content quality. The findings are expected to provide a comprehensive overview of the current condition of Nahwu teaching materials and serve as a basis for developing more effective instructional resources.

Ultimately, this study is expected to strengthen the quality of Nahwu instruction at Islamic State Higher Education Institutions, particularly in Bengkulu Province. Its findings may also serve as a reference for lecturers, curriculum developers, and textbook authors in designing Nahwu teaching materials that meet academic standards while remaining responsive to contemporary educational developments. High-quality teaching materials, in turn, will support the development of graduates who possess deep and practical mastery of the Arabic language.

METHOD

This study employed a formative evaluative research design using a mixed methods approach with an embedded design, in which quantitative data served as the primary source of analysis, while qualitative data functioned as supporting evidence. This approach was adopted to obtain a comprehensive evaluation of Nahwu teaching materials used in Arabic Language Education programs at State Islamic Higher Education Institutions in Bengkulu Province, based on

lecturers' and students' perceptions as well as objective characteristics of the teaching materials documented in instructional documents.

The study was conducted at IAIN Curup and UIN Fatmawati Sukarno Bengkulu involving 4 Nahwu lecturers and 251 Arabic Language Education students from semesters II to X who had taken or were currently enrolled in Nahwu courses. The lecturer participants consisted of two lecturers from each institution, while the student participants included 88 students from IAIN Curup and 163 students from UIN Fatmawati Sukarno Bengkulu. All students at IAIN Curup were included as the sample because the population was fewer than 100 students, whereas the sample at UIN Fatmawati Sukarno Bengkulu was determined using the Yamane/Slovin formula with a 5% margin of error and distributed proportionally across semester levels. Participants were selected purposively based on their direct involvement in the use of Nahwu teaching materials during the learning process.

Quantitative data were collected through a perception questionnaire administered to lecturers and students to evaluate the Nahwu teaching materials used in instruction. The questionnaire was developed based on theoretical frameworks of teaching material evaluation and the TPACK (Technological Pedagogical Content Knowledge) framework. It covered four components: (1) presentation and visual appearance of the teaching materials, (2) emotional aspects of learning, (3) integration of TPACK, and (4) substance and relevance of the teaching materials. Responses were measured using a five-point Likert scale ranging from very inappropriate to very appropriate. Prior to distribution, the questionnaire was validated through expert judgment.

Prior to distribution, the questionnaire was tested for validity and reliability. Construct validity was analyzed using the Pearson Product Moment correlation, and all items met the validity criteria.

Reliability testing using Cronbach’s Alpha indicated that the instrument had acceptable reliability for educational research.

Table 1. Perception Questionnaire Instrument

Component	Indicator	Number of Items
Perceptual Component	<i>Presentation and visual design of Nahwu teaching materials</i>	16
Emotional Component	<i>Students’ enjoyment, attention, and concentration when reading and analyzing Nahwu textbooks</i>	6
TPACK Component	<i>Integration of technology, pedagogy, and content in Nahwu teaching materials</i>	22
Content Substance Component	<i>Content alignment and relevance of Nahwu teaching materials to learning needs, students’ abilities, and learning objectives</i>	6
Total		50

Qualitative data were obtained through document analysis, including Semester Learning Plans (RPS) and Nahwu teaching materials used by lecturers. These documents were analyzed to examine the alignment of teaching materials with learning outcomes, material organization, and the integration of technological, pedagogical, and content aspects in Nahwu instruction.

The qualitative findings were used to validate and deepen the quantitative results obtained from the questionnaires. For example, lecturers’ and students’ perceptions regarding the limited integration of technology and the dominance of conventional learning approaches were confirmed through document analysis, which revealed that most teaching materials and RPS documents relied heavily on classical textbooks, text-based explanations, and limited use of digital learning media. Thus, the qualitative analysis functioned as supporting evidence to strengthen the interpretation of the quantitative findings.

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Quantitative data were analyzed using descriptive statistics, including percentages and mean scores, to describe the overall tendencies of lecturers’ and students’ perceptions toward the Nahwu teaching materials. Qualitative data from documentation were analyzed using document analysis procedures, consisting of data reduction, data display, and conclusion drawing.

Data integration was carried out by comparing and relating the quantitative findings from the questionnaire with the results of document analysis. This integration aimed to identify congruencies and discrepancies between lecturers’ and students’ perceptions and the actual characteristics of the Nahwu teaching materials as reflected in instructional documents, thereby providing a more holistic understanding of the current condition of Nahwu teaching materials at PTKIN in Bengkulu Province.

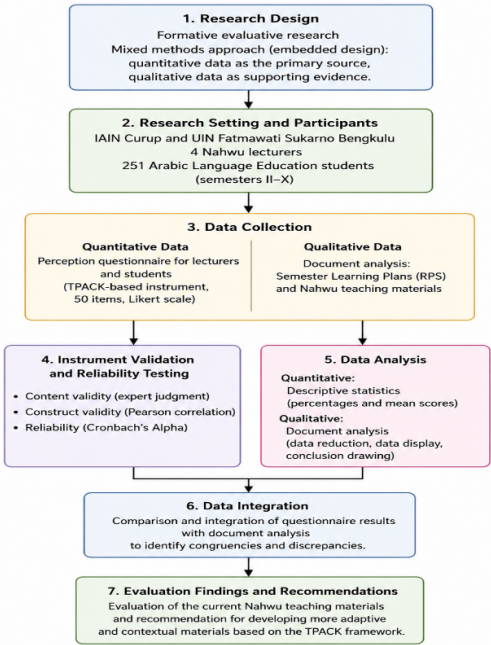


Figure 1. Research Flow Diagram

RESULT AND DISCUSSION

Lecturers' Perceptions of the Nahwu Teaching Materials

Lecturers' perceptions of teaching materials constitute a crucial indicator in assessing the quality and relevance of instruction, particularly in Nahwu courses, which are inherently complex and often perceived as difficult by students.⁶⁸ In this context, the perceptions of lecturers teaching Nahwu in the Arabic Language Education Study Programs at Islamic State Higher Education Institutions in Bengkulu Province provide empirical insights into the extent to which the teaching materials align with learning needs, student characteristics, and the contemporary demands of Arabic language education.

Based on the recapitulation of questionnaire data, only a small proportion of lecturers perceived the currently used Nahwu teaching materials as appropriate. Specifically, 25% of lecturers rated the materials as very appropriate, 24.10% as appropriate, 47.73% as less appropriate, 14.20% as inappropriate, and 0.57% as very inappropriate. Overall, 62.50% of lecturers categorized the existing Nahwu teaching materials as ranging from less appropriate to very inappropriate. This finding indicates that the majority of lecturers consider the current materials insufficient to optimally support learning objectives.

When examined at the institutional level, lecturers at IAIN Curup expressed a relatively higher level of dissatisfaction compared to those at UIN Fatmawati Sukarno Bengkulu. At IAIN Curup, only 9.09% of lecturers rated the materials as very appropriate and 21.59% as appropriate, while 61.36% rated them as less appropriate and

⁶⁸ Salim Khirani, "The Role Of Grammatical Evidence In Facilitating The Teaching Of Arabic Grammar," *Ta'limiah* 15, no. 1 (June 1, 2025): 965, <https://doi.org/10.52127/2240-015-001-071>.

7.96% as inappropriate. Consequently, 69.32% of Nahwu lecturers at IAIN Curup perceived the teaching materials as misaligned with instructional needs. This figure reflects a substantial gap between available teaching materials and lecturers' expectations as instructional practitioners.

Meanwhile, lecturers at UIN Fatmawati Sukarno Bengkulu demonstrated a relatively more positive tendency, although negative perceptions still predominated. The results show that 15.91% of lecturers rated the materials as very appropriate and 28.40% as appropriate. However, 34.09% considered them less appropriate, 20.45% inappropriate, and 1.14% very inappropriate. In total, 55.68% of Nahwu lecturers at UIN Fatmawati Sukarno Bengkulu perceived the teaching materials as inadequate. Although the percentages vary across institutions, both contexts reveal a shared concern regarding the quality and relevance of Nahwu teaching materials.

Figure 1 presents the recapitulation of questionnaire data on Nahwu lecturers' perceptions of the teaching materials currently used in the Arabic Education Study Program at Islamic State Higher Education Institutions in Bengkulu Province.

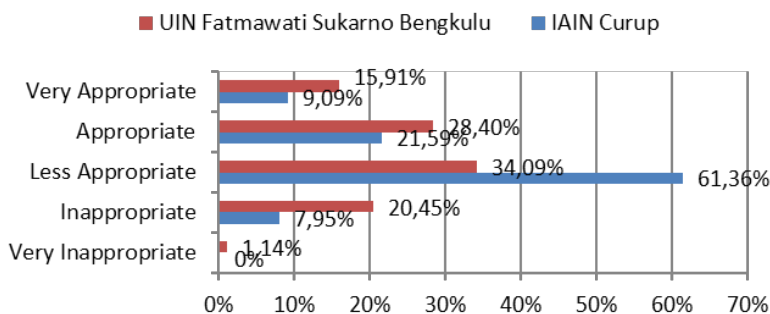


Figure 2. Nahwu Lecturers' Perceptions of the Teaching Materials Used in the Arabic Education Study Program at Islamic State Higher Education Institutions in Bengkulu Province

The teaching materials currently used are predominantly classical printed textbooks, supplemented by simple materials such as handouts and modules, while the use of information and communication technology (ICT)-based materials remains very limited. At IAIN Curup, lecturers reported that PowerPoint-based materials are rarely used, as they are perceived to be less effective in facilitating students' understanding of Nahwu concepts. Nahwu modules are only employed under certain conditions, whereas handouts are more frequently used as supplementary materials alongside the main textbooks.

The Nahwu textbooks used at IAIN Curup include *Kawakib ad-Durriyah* by Shaykh Muhammad al-Ahdal, *Mulakhas Qaṭwa'id al-Lughah al-'Arabiyyah* by Fuad Ni'mah, *Jami' ad-Durus al-'Arabiyyah* by Shaykh Mustafa al-Ghalayaini, and *Qaṭwa'id al-Lughah al-'Arabiyyah* by Hifni Bik Nashif and Mustafa Thamum. Although these texts are authoritative references in Nahwu studies, their relatively old publication dates— with the most recent edition published in 2011 — significantly influence lecturers' perceptions of their limitations.

A similar pattern was observed at UIN Fatmawati Sukarno Bengkulu. Lecturers indicated that PowerPoint presentations and handouts are rarely used in Nahwu instruction, while modules are employed only occasionally. The primary instructional resources remain classical Nahwu textbooks, such as *An-Nahwu al-Wadhih* by Ali Jarim and Mustafa Amin, *An-Nahwu al-Wazhifi* by Abdul Alim Ibrahim, *Jami' ad-Durus al-'Arabiyyah*, and *Matan al-Jurumiyyah*. Several of these references were published as early as 2007 or even earlier. This reliance on classical literature highlights the absence of substantial instructional material development aligned with contemporary educational contexts.

According to lecturers, these classical Nahwu textbooks possess notable strengths, particularly in terms of comprehensive

rule explanations, examples, and exercises, making them valuable for building students' foundational understanding. However, they are considered insufficient in addressing the challenges of learning in the era of Industry 4.0 and Society 5.0. The limitations are evident in the minimal integration of technology, lack of material visualization, and the absence of instructional approaches that foster interactivity and student creativity.

Furthermore, lecturers emphasized that the current Nahwu teaching materials do not adequately accommodate students' diverse abilities. Material selection and design tend to be generic and insufficiently adaptive to variations in students' educational backgrounds, prior knowledge, and learning styles. In addition, the materials are not systematically designed to promote higher-order thinking skills. Most exercises focus on mechanical rule application and memorization, either through written sentence construction or basic structural analysis.

Another limitation identified by lecturers concerns the incomplete composition of Nahwu teaching materials. The materials lack supporting elements such as illustrations, concept maps, diagrams, posters, or other visual media that could assist students in understanding conceptual relationships within Nahwu. As a result, Nahwu learning tends to be abstract and difficult to grasp, particularly for students with limited basic Arabic proficiency. This condition negatively affects students' interest, concentration, and engagement in the learning process.

Nevertheless, analysis of the Semester Learning Plans indicates that Nahwu lecturers at PTKIN in Bengkulu Province have attempted to implement student-centered learning through discussion, presentation, and assignment-based methods. Learning content is aligned with the syllabus and predetermined learning outcomes, meaning that not all material from the textbooks is taught

in its entirety. However, the limitations of the teaching materials constrain the optimal implementation of student-centered learning.

Overall, these findings suggest that lecturers' perceptions of Nahwu teaching materials at Islamic State Higher Education Institutions in Bengkulu Province are predominantly critical, highlighting an urgent need for the development of more relevant, up-to-date, and contextualized Nahwu teaching materials. Integrating ICT, accommodating student characteristics, and promoting higher-order thinking skills have become unavoidable demands. Consequently, the development of such materials is expected to enhance instructional quality, increase students' learning motivation, and respond effectively to the challenges of Arabic language education in the global and digital era.

Students' Perceptions of Nahwu Teaching Materials

Students' perceptions of teaching materials constitute an important aspect in evaluating the effectiveness of Nahwu learning, as students are the primary subjects who directly experience the impact of the materials used during the instructional process. Based on the recapitulation of questionnaire results from students of the Arabic Language Education (PBA) Program at IAIN Curup, it is evident that students' perceptions of the Nahwu teaching materials tend to indicate dissatisfaction. A total of 18.39% of students stated that the materials were very appropriate, and 25.90% perceived them as appropriate. However, the proportion of students who considered the materials less appropriate (10.30%), inappropriate (9.79%), and very inappropriate (35.56%) reached 55.65%. These findings indicate that more than half of PBA students at IAIN Curup believe that the Nahwu teaching materials used thus far have not optimally met their learning needs.

PowerPoint-based teaching materials are very rarely used in Nahwu instruction. Handouts and modules are used only

occasionally, while other forms of teaching materials are applied under certain conditions. The Nahwu textbooks used in learning are highly diverse, encompassing classical texts and modern instructional books, such as *Kawakib ad-Durriyah*, *Mulakhas Qawaid al-Lughah al-Arabiyah*, *Jami' ad-Durus al-Arabiyah*, *Qawaid al-Lughah al-Arabiyah*, *Matan al-Jurumiyah*, *Alfiyah Ibn Malik*, *Al-Arabiyah Baina Yadaik*, *Muyassar*, and *An-Nahwu al-Wadhih*. Despite this variety, the most recent publication year among the textbooks used is 2011, indicating that most learning resources remain relatively outdated.

Students of the PBA Program at IAIN Curup reported that the Nahwu books used are sufficiently helpful in understanding grammatical rules. Nevertheless, they also perceived the teaching materials as monotonous, less engaging, and not yet integrated with learning technologies relevant to the Industrial Revolution 4.0 and Society 5.0 eras. Students emphasized the need for more creative, interactive, and contextual teaching materials to enhance learning motivation and foster deeper, meaningful understanding of Nahwu.

Students' perceptions at UIN Fatmawati Sukarno Bengkulu show a relatively more positive tendency, although fundamental issues regarding the suitability of teaching materials remain. Questionnaire results indicate that 30.37% of students considered the materials very appropriate and 28.57% appropriate. However, 10.75% rated them as less appropriate, 6.90% as inappropriate, and 23.41% as very inappropriate. Cumulatively, 41.06% of PBA students at UIN Fatmawati Sukarno Bengkulu perceived the Nahwu teaching materials used to be inconsistent with their learning needs.

The recapitulated data of student perceptions toward Nahwu teaching materials in PBA programs at PTKIN across Bengkulu Province are presented in Figure 2.

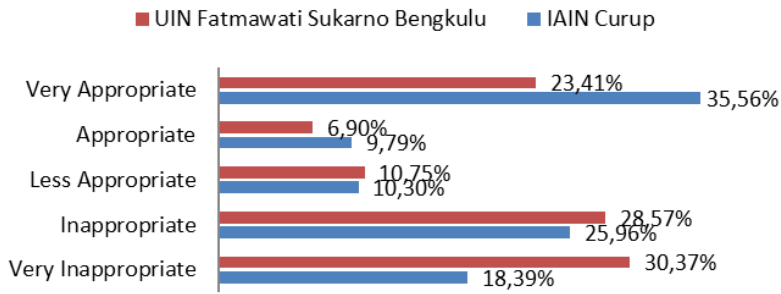


Figure 3. Nahwu Students' Perceptions of the Teaching Materials Used in the Arabic Education Study Program at Islamic State Higher Education Institutions in Bengkulu Province

PowerPoint-based materials are rarely used, while handouts and modules are employed only occasionally. The Nahwu textbooks used at UIN Fatmawati Sukarno Bengkulu are also dominated by classical works, such as *Mulakhas Qawaid al-Lughah al-Arabiyah*, *Jami' ad-Durus al-Arabiyah*, *Qawaid al-Lughah al-Arabiyah*, *Matan al-Jurumiyah*, *Alfiyah Ibn Malik*, *An-Nahwu al-Wadhih*, *Imrithi*, *Durus al-Lughah*, *At-Tashil 'ala an-Nahwiyah*, and *Syarah Riyadhul Badi'ah*. Most of these books were published relatively long ago, with the most recent edition dating back to 2007.

Students at UIN Fatmawati Sukarno Bengkulu expressed that the Nahwu teaching materials currently used are not integrated with information and communication technology, are not oriented toward the development of higher-order thinking skills, and are not fully aligned with students' needs and characteristics. Additionally, the materials were perceived as lacking motivational appeal and failing to stimulate students' interest in learning Nahwu. The large number of grammatical rules that must be memorized, limited vocabulary mastery, and insufficient contextual examples and exercises contribute to students' difficulties in comprehensively understanding Nahwu.

Based on the combined recapitulation of questionnaire results from PBA students at Islamic State Higher Education Institutions in Bengkulu Province, 24.38% of students perceived the teaching materials as very appropriate, 27.27% as appropriate, 10.53% as less appropriate, 8.35% as inappropriate, and 29.49% as very inappropriate. Overall, 48.36% of students rated the Nahwu teaching materials as falling within the categories of less appropriate to very inappropriate. This finding indicates that nearly half of PBA students at Islamic State Higher Education Institutions in Bengkulu Province feel that their learning needs have not been adequately fulfilled by the existing teaching materials.

The Nahwu learning process in PBA programs at Islamic State Higher Education Institutions in Bengkulu Province still relies heavily on classical reference books written by prominent Nahwu scholars, such as *Mulakhas Qawaid al-Lughah al-Arabiyyah*, *Jami' ad-Durus al-Arabiyyah*, *An-Nahwu al-Wadhih*, and *An-Nahwu al-Wazhifi*. Digital-based supplementary teaching materials and interactive media have not yet been optimally utilized in the learning process.

Overall, students' perceptions indicate that the Nahwu teaching materials currently used remain limited in terms of content currency, technological integration, visual appeal, and orientation toward higher-order thinking skills. Visual presentation is also a critical factor, as text-dominated materials may reduce students' learning interest and hinder deep conceptual understanding.⁶⁹ These findings underscore the urgent need to develop more innovative Nahwu teaching materials that are adaptive to contemporary developments and oriented toward the needs and characteristics of

⁶⁹ Mohd Fauzi Abdul Hamid et al., "Evaluating Student Acceptance of Interactive Infographics Module for Arabic Grammar Learning Using the Technology Acceptance Model (TAM)," *International Journal of Learning, Teaching and Educational Research* 23, no. 9 (2024): 121–40, <https://doi.org/10.26803/ijlter.23.9.7>.

PBA students, thereby enabling Nahwu learning to become more effective, engaging, and meaningful.

The Alignment of Nahwu Teaching Materials with 21st-Century Learning

Twenty-first-century learning requires the integration of higher-order thinking skills, digital literacy, creativity, collaboration, and student-centered learning. In this context, teaching materials play a strategic role in facilitating the development of these competencies. However, the findings of this study reveal a significant gap between the demands of twenty-first-century learning and the characteristics of Nahwu teaching materials used at Islamic State Higher Education Institutions in Bengkulu Province. The existing materials have not been systematically designed to support active, reflective, and contextual learning, resulting in Nahwu instruction that remains largely conventional and insufficiently responsive to contemporary educational developments and students' learning needs.

The Nahwu teaching materials currently employed are predominantly classical textbooks that adopt a structural and rule-centered approach. Although these materials possess strong academic legitimacy and contribute to foundational grammatical understanding, their pedagogical orientation tends to position students as passive recipients of knowledge rather than active learners who construct understanding critically and reflectively. Consequently, Nahwu instruction has not fully supported the development of key twenty-first-century competencies, such as analytical thinking, problem-solving, and creative thinking. Reliance on conventional instructional approaches focused primarily on rule transmission limits opportunities for students to engage in higher-order cognitive processes and hinders the cultivation of sustainable critical thinking skills.

This gap is further evident in the limited utilization of digital-based teaching materials and interactive media.⁷⁰ The integration of technology in learning is essential to create problem-solving environments that stimulate critical thinking and argumentative skills, thereby enhancing higher-order thinking abilities.⁷¹ However, PowerPoint presentations, digital modules, and online learning platforms have not been systematically incorporated into Nahwu instruction. This condition is incongruent with the characteristics of contemporary students, who are digital natives and tend to prefer visual, interactive, and multimodal learning experiences. Consequently, Nahwu teaching materials remain insufficiently relevant to the learning needs of 21st-century students.

One of the major challenges in integrating TPACK into Nahwu instruction lies in the characteristics of classical teaching materials such as *An-Nahwu al-Wadhih* and *Alfiyah Ibn Malik*. These classical texts were originally designed within traditional pedagogical contexts that emphasize rule memorization, textual explanation, and teacher-centered transmission of knowledge. Their highly condensed grammatical formulations, abstract linguistic structures, and limited contextual visualization make them difficult to transform into interactive, technology-supported learning resources. In addition, the organization of the materials is generally not designed for multimodal or digital learning environments, thereby

⁷⁰ Hermiwati Hermiwati et al., "Enhancing Arabic Vocabulary Acquisition: Development of Learning Apps Based Interactive Learning Media," *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab* 12, no. 2 (December 30, 2025), <https://doi.org/10.21111/LISANUDHAD.V12I2.30>.

⁷¹ Chairil Faif Pasani, "TPACK Untuk Mengembangkan HOTS Dan Berbagai Literasi," in *SENPIKA I* (Banjarmasin: FKIP ULM, 2018); Inayah Fitri Ulinnuha and Nuril Mufidah, "The Use of Albert Bandura's Method for Learning Arabic Speaking Skill Using TikTok," *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab* 12, no. 2 (December 15, 2025): 23–50, <https://doi.org/10.21111/LISANUDHAD.V12I2.42>.

limiting opportunities for the integration of videos, simulations, interactive exercises, or collaborative online learning activities. As a result, lecturers often experience difficulties adapting these classical materials into TPACK-oriented instructional practices that require the balanced integration of technological, pedagogical, and content knowledge.

Furthermore, the Nahwu teaching materials have not been systematically designed to foster HOTS Learning activities are still predominantly focused on memorization of grammatical rules, identification of i'rab, and mechanical application of rules to sentence examples, despite expert views emphasizing that Nahwu learning should extend beyond memorization. Analyses of classical Nahwu texts, including *An-Nahwu al-Wadhih* and Arabic language teaching guides, indicate that the dominant cognitive levels remain limited to remembering, understanding, and applying, with only minimal opportunities for synthesis or creativity. Although evaluative aspects are occasionally reflected through instructors' assessment practices, they are not explicitly embedded within the instructional content itself. Consequently, opportunities for critical analysis, contextual evaluation of grammatical rules, and creative text production remain highly limited. These findings reinforce the contribution of this study in highlighting the limitations of existing Nahwu teaching materials in supporting higher-order thinking development within Arabic language learning contexts.

From a digital literacy perspective, Nahwu teaching materials have not been integrated with digital learning resources such as instructional videos, language-learning applications, Arabic language corpora, or interactive media supported by Learning Management Systems (LMS). Digital literacy, however, is a core competency in 21st-century learning, particularly in language education. This limitation restricts students' exposure to authentic and contextual

learning resources that could enrich their understanding of Nahwu rules as used in real Arabic communication.

Although lecturers have attempted to implement discussion-based learning, presentations, and assignments, the limitations of existing teaching materials hinder the optimal implementation of student-centered learning.⁷² Text-heavy materials with minimal visual support do not adequately facilitate independent, collaborative, and exploratory learning. Consequently, the current Nahwu teaching materials have not fully aligned with the principles of student-centered learning that underpin 21st-century education.

Within the framework of Society 5.0, education is expected to integrate technology in a humanistic manner, positioning technology as a tool to enhance learning quality while fostering human potential. However, Nahwu teaching materials at Islamic State Higher Education Institutions in Bengkulu Province have not yet fully reflected this paradigm. Traditional Nahwu teaching materials are often less interactive and fail to engage students' interest,⁷³ making it difficult to comprehend complex grammatical concepts.⁷⁴ Lecturers and learners with long-standing engagement in Nahwu studies often experience difficulties adapting to technology due to their familiarity with traditional instructional methods passed down through generations. This condition does not stem from resistance to technology but rather from limited time and opportunities to

⁷² A R Widyadhana and A A Salim, "The Cognitive Approach in Learning to Read Arabic Texts: A Philosophical and Pedagogical Analysis," *Lisānunnā: Jurnal Bahasa Dan Pembelajaran Bahasa Arab* 12, no. 2 (December 15, 2025): 161–83, <https://doi.org/10.21111/LISANUDHAD.V12I2.41>.

⁷³ Keysha Aurellia Az-Zahra et al., "Development of Contrast-Based Nahwu Teaching Materials Using Macromedia Flash," *Educatione*, 2025, 154–62, <https://doi.org/10.59397/edu.v3i2.70>.

⁷⁴ Y Yasmadi et al., "Development of Innovative Teaching Materials: Transformation of Nahwu Textbooks in Interactive Digital," *E-Journal.Iain-Palangkaraya.Ac.Id* 13, no. 2 (2025): 249–70, <https://doi.org/10.23971/altarib.v13i2.9852>.

explore and utilize modern educational tools and applications.⁷⁵ As a result, despite the availability of various digital applications capable of supporting interactive, contextual, and effective Nahwu learning in the Industry 4.0 and Society 5.0 era, their integration into teaching materials and instructional practices remains minimal.

Nahwu teaching materials also continue to focus primarily on the transmission of grammatical knowledge without explicit linkage to social, cultural, and communicative contexts of Arabic in the global era. Society 5.0 demands graduates who not only possess knowledge but are also capable of applying it adaptively and contextually in real-life situations. The limited integration of technology further indicates that learning has not been directed toward equipping students with the ability to utilize technology as a tool for Arabic language learning. This condition may result in PBA graduates being insufficiently prepared to meet the challenges of the global workforce and society, which increasingly require functional, communicative, and technology-based Arabic language proficiency. In fact, lengthy and detailed Arabic grammar textbooks can be transformed into more creative and innovative formats through technological integration.⁷⁶

The misalignment between Nahwu teaching materials and the demands of 21st-century learning and Society 5.0 has direct implications for learning quality. Nahwu instruction tends to be abstract, monotonous, and less engaging, which negatively affects students' motivation, concentration, and active participation in

⁷⁵ Masnun, Segaf Baharun, and Sultan Abdus Syakur, "Interactive Whiteboard as a Medium for Nahwu Learning: Bridging Technology and Arabic Grammar Education," *International Journal of Arabic Language Teaching* 7, no. 01 (January 7, 2025): 1–20, <https://doi.org/10.32332/IJALT.V7I01.9977>.

⁷⁶ Mohd Fauzi Abdul Hamid, Zulazhan A. Halim, and Muhammad Sabri Sahrir, "An Insight on Needs Analysis towards the Development of Animated Infographic Module in Arabic Grammar Learning," *Journal of Language and Linguistic Studies* 16, no. 3 (2020): 1387–1401, <https://doi.org/10.17263/jlls.803813>.

the learning process. In the context of Society 5.0, Nahwu learning should not merely transfer grammatical rules but also humanize learning through the integration of technology that helps students understand abstract grammatical concepts more interactively and contextually. This may include the use of visual learning media, interactive digital exercises, Arabic language applications, instructional videos, and collaborative online learning platforms that can transform complex Nahwu rules into more accessible and meaningful learning experiences. However, the current teaching materials still provide limited visualization, contextualization, and authentic examples, making it difficult for students to understand and apply Nahwu rules meaningfully. This limitation ultimately affects students' ability to apply Nahwu knowledge to support other Arabic language skills, such as reading, writing, and speaking.

From the lecturers' perspective, the limitations of existing teaching materials hinder the implementation of innovative and student-centered learning because the materials are considered insufficiently adaptive to technological developments, Higher Order Thinking Skills, and diverse student characteristics. Lecturers mainly emphasized pedagogical limitations, such as the lack of interactive learning activities, minimal ICT integration, and the dominance of rule-based instruction. In contrast, students were more concerned with the practical learning experience, particularly the monotonous presentation of materials, difficulties understanding abstract grammatical concepts, and low learning engagement. This perceptual gap indicates that lecturers tend to evaluate the materials from instructional and curricular perspectives, whereas students assess them based on learning comfort, motivation, and accessibility. In the long term, these limitations may reduce the effectiveness of Nahwu instruction and affect the quality of Arabic Language Education graduates.

CONCLUSION

This study demonstrates that the Nahwu teaching materials used in the Arabic Language Education programs at Islamic State Higher Education Institutions in Bengkulu Province have not yet optimally aligned with contemporary learning demands. Based on the dimensions of presentation and visual appearance, emotional aspects of learning, TPACK integration, and substance and relevance of the materials, both lecturers and students generally perceived that the existing materials still rely heavily on classical textbooks, provide limited technological integration, and have not been systematically designed to accommodate diverse student characteristics. However, perceptual differences were identified in several aspects. Lecturers tended to emphasize pedagogical limitations, particularly regarding HOTS orientation and student-centered learning, whereas students were more concerned with learning engagement, interactivity, and difficulties understanding abstract grammatical concepts.

From a pedagogical perspective, current Nahwu teaching materials remain oriented toward mechanical mastery and memorization of grammatical rules, limiting opportunities for conceptual understanding, grammatical reasoning, and communicative application. Limited visualization, minimal interactive media, and restricted use of information technology were also perceived to affect students' motivation, engagement, and concentration during learning. These findings indicate that effective Nahwu instruction requires not only academically authoritative reference materials but also teaching materials that are adaptive, contextual, and responsive to students' learning needs and contemporary educational developments.

Both theoretically and practically, this study contributes to the development of Arabic language education, particularly Nahwu instruction, within Islamic higher education contexts. The

findings highlight the importance of developing Nahwu teaching materials that are more digitally integrated, oriented toward Higher Order Thinking Skills, and designed based on student-centered learning principles within the Society 5.0 framework. Therefore, the development of innovative Nahwu teaching materials is expected to support improved learning quality and strengthen the relevance of Arabic language education in contemporary educational contexts. This study is limited by its institutional scope and focus on lecturers' and students' perceptions. Future research is recommended to develop and empirically test digital and contextual Nahwu teaching material models or prototypes and to analyze their impact on learning outcomes, motivation, and higher-order thinking skills.

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