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BRIDGING SACRED TEXT AND LANGUAGE PEDAGOGY: DESIGNING QURAN BASED ARABIC MATERIALS THROUGH PEDAGOGICAL GRAMMAR

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Abstract

Many learners of the Arabic language struggle to access primary Islamic sources, which are predominantly written in Arabic. Mastery of Quranic Arabic is essential in both Islamic studies and Arabic language acquisition, particularly for non-native speakers aiming to understand Islamic teachings. However, conventional methods of teaching Arabic grammar often focus heavily on theoretical aspects and fail to develop practical language skills. This study investigates the role of pedagogical grammar in Arabic language instruction, particularly in the development of teaching materials tailored to Quranic Arabic. Employing the 4D research and development model (Define, Design, Develop, Disseminate) by Thiagarajan, the study designed pedagogical grammar-based instructional materials using Quranic texts. These materials were tested on a cohort of 40 fourth-semester students. The findings demonstrate that instructional materials developed through a pedagogical grammar approach, incorporating authentic Quranic texts, significantly enhance learning outcomes. Students showed statistically significant improvement in performance, particularly in the qawā'id li al-mutaqaddimīn course. The study concludes that pedagogical grammar-based materials are effective and should be further implemented in Islamic higher education institutions to enrich grammar instruction, optimize learning efficiency, and foster deeper engagement with Quranic texts.

Keywords: *Quran-based Arabic Material, Pedagogical Grammar, Authentic Materials, Islamic Higher Education.*

Abstrak

Banyak pembelajar bahasa Arab mengalami kesulitan dalam mengakses sumber-sumber utama Islam yang umumnya ditulis dalam bahasa Arab. Penguasaan bahasa Arab Al-Qur'an merupakan aspek yang sangat penting dalam studi Islam dan pembelajaran bahasa Arab, terutama bagi penutur non-Arab yang ingin memahami ajaran Islam. Namun, metode pembelajaran tata bahasa Arab yang konvensional cenderung menekankan aspek teoretis dan kurang mengembangkan keterampilan berbahasa secara praktis. Penelitian ini bertujuan untuk mengkaji peran tata bahasa pedagogis dalam pembelajaran bahasa Arab, khususnya dalam pengembangan bahan ajar yang berfokus pada penerapannya dalam bahasa Arab Al-Qur'an. Penelitian ini menggunakan model penelitian dan pengembangan 4D (Define, Design, Develop, Disseminate) dari Thiagarajan untuk merancang bahan ajar berbasis tata bahasa pedagogis dengan menggunakan teks-teks Al-Qur'an. Bahan ajar tersebut diuji coba pada 40 mahasiswa semester empat. Hasil penelitian menunjukkan bahwa bahan ajar yang dikembangkan melalui pendekatan tata bahasa pedagogis dengan teks Al-Qur'an autentik mampu meningkatkan hasil belajar secara signifikan. Para mahasiswa menunjukkan peningkatan kinerja yang signifikan secara statistik, khususnya dalam mata kuliah *qawā'id li al-mutaqaddimīn*. Penelitian ini menyimpulkan bahwa bahan ajar berbasis tata bahasa pedagogis efektif dan perlu dikembangkan lebih lanjut di perguruan tinggi Islam untuk memperkaya pengajaran tata bahasa, mengoptimalkan waktu pembelajaran, serta mendukung keterlibatan yang lebih mendalam terhadap teks-teks Al-Qur'an.

Kata Kunci: Materi Bahasa Arab Berbasis Al-Quran, Tata Bahasa Pedagogis, Materi Otentik, Pendidikan Tinggi Islam.

INTRODUCTION

Arabic holds a central position in Islamic studies, serving as the primary language of the Qur'an an authoritative text for over a billion Muslims worldwide. As noted by Arkoun, the Qur'an is the linguistic foundation of the Muslim community.¹ It has inspired the development of numerous branches of knowledge, particularly Arabic linguistic sciences such as *ʿIlm al-Nahw* (syntax), *ʿIlm al-Ṣarf* (morphology), *ʿIlm al-Lughah* (linguistics), *Tafsīr* (Qur'anic exegesis), *Balāghah* (rhetoric), among others.² However, for non-Arabic-speaking students in Islamic higher education, engaging with the meanings of the Qur'an is often hindered by challenges in acquiring the Arabic language. The Arabic of the Qur'an authentic, classical, and deeply contextual remains essential in Arabic instruction.³ Despite years of formal education, many students continue to struggle with connecting grammatical knowledge to meaningful comprehension of Qur'anic texts.

¹Muhammad Arkoun, "Exploration and Responses : New Perspectives for a Jewish-Christian-Moslem Dialogue," *Journal Ecumenical Studies* 26, no. 3 (Summer 1989): 524 dalam Ismail Suardi Wekke, "Tinjauan Mohammad Arkoun Tentang Bahasa Arab," *Al-Fikr* 17, no. 1 (2013): 74.

²Achmad Gazali Salim, "Peran Kitab Suci Al-Quran Dalam Menjaga Eksistensi Bahasa Arab," *OKARA* 9, no.1 (2015): 2.

³Yahya Toyin Muritala, "Instances of Quranic Analysis Using Arabic Linguistic Textual Standards," *Journal of Arts and Humanities* 2, no. 6 (2013): 40, <http://irep.iium.edu.my/40012/>.

This gap reflects a broader issue: the traditional approach to Arabic grammar instruction tends to be abstract, rule-based, and detached from communicative language use.

Utilizing authentic materials such as the Qur'an in grammar instruction allows students to witness grammar in real-life application, where it functions not merely as theoretical knowledge, but as a practical communicative tool.⁴ Language learning should prioritize understanding the structures that convey intended meaning. Therefore, instructional materials should be designed to present linguistic content that supports the communicative functions of the language. Language learning becomes more effective when based on real texts;⁵ thus, a text-based approach using authentic sources like the Qur'an helps learners grasp language structures in a more natural and contextual manner.⁶ This pedagogical direction aligns with the principles of pedagogical grammar, which emphasize that grammar instruction must be closely tied to language proficiency and usage in context.⁷ Pedagogical grammar serves as a framework for designing instructional materials that guide learners toward functional grammar competence, equipping them with accurate and purposeful language skills. Rather than isolating grammar as theoretical knowledge, pedagogical grammar bridges grammar learning with language acquisition in real-world contexts.⁸

Pedagogical grammar should serve as the foundation for developing teaching materials to guide functional grammar learning, equipping students with accurate and proper language skills. Rather than presenting Arabic materials that focus solely on grammar as theoretical knowledge without linking it to its contextual use,⁹ pedagogical grammar theory bridges grammar instruction and language acquisition. Larsen-Freeman's framework views language as comprising three interrelated dimensions: *form*, *meaning*, and *use*.¹⁰ Effective Arabic grammar instruction must address all three.¹¹ Similarly, Celce Murcia argues that within a pedagogical grammar model, teaching should go beyond presenting grammatical rules to include strategies for learning and

⁴ Jack C Richards, *Communicative Language Teaching Today* (SEAMEO Regional Language Centre Singapore, 2005); Bernard Mohan, "The Second Language as a Medium of Learning," in *English as a Second Language in the Mainstream* (Routledge, 2014), 107–126.

⁵ Nigina Mukhtarova, "Enhancing Foreign Language Learning through Authentic Video Materials: Theoretical and Practical Perspectives," *Journal of Language Pedagogy and Innovative Applied Linguistics* 2, no. 5 (2024): 78–81.

⁶ Çağrı Tuğrul Mart, "Teaching Grammar in Context: Why and How?," *Theory and Practice in Language Studies* 3, no. 1 (2013): 124–129.

⁷ Michael Swan "Design Criteria for Pedagogic Language Rules," in *Grammar and The Language Teacher*, ed. Martin Bygate, Alan Tonkyn dan Eddie Williams (New York : Prentice Hall, 1994), 45-55, dalam Luthfi, *Epistemologi Nahwu (Pedagogis)Modern*, 33.

⁸ Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context* (Routledge, 2011), 1–167.

⁹ Çağrı Tuğrul Mart, "Teaching Grammar in Context: Why and How?," *Theory and Practice in Language Studies* 3, no. 1 (January 1, 2013): 121-129.

¹⁰ Marianne Celce-Murcia, "Grammar Pedagogy in Second and Foreign Language Teaching," *TESOL Quarterly* 25, no. 3 (1991): 459-480.

¹¹ Sabine De Knop, "Review of Keck & Kim (2014): Pedagogical Grammar," *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics* 29, no. 2 (2016): 647.

applying grammar in authentic communicative contexts. In this regard, enriching the linguistic corpus used in instruction is necessary to provide contextual grounding for language use.¹²

The Qur'an, as an authentic source for learning Arabic grammar, can support students' reasoning in understanding grammar usage in a natural and contextual way. Since the structure of Quranic verses often presents variations in sentence patterns and word choices, the text challenges students to think analytically in interpreting grammatical rules inductively. This aligns with the discovery learning or inductive grammar teaching approach, which encourages students to engage in reasoning rather than simply memorize.¹³ In addition, the design of teaching materials should align with learning objectives.¹⁴ For instance, if the goal is to understand certain parts of the Qur'an, then the materials presented should be related to the verses being studied. Hidayat and as-Shiddiqi state that learning Arabic directly from its source (the Qur'an) is an effective process.¹⁵

Currently, the implementation of Arabic grammar instruction, particularly at the university level, still lacks sufficient teaching materials that facilitate learners in directly interacting with authentic language sources such as the Qur'an. Arabic language learning in Islamic Higher Education Institutions, where the primary focus is Islamic Studies and the Quran, as the primary source, must be explored from a linguistic perspective. This is particularly important for language learners who also study the Quran as a source of religious knowledge. Arabic language instruction should be directed toward a specific goal: enabling direct comprehension of the primary religious source, the Quran. This approach has been proven to be more effective in enhancing learners' understanding.¹⁶

Ruhmadi's research found that a *tahfīz* (Qur'an memorization) institution had not yet developed Arabic grammar materials suited to the needs of students memorizing the Qur'an.¹⁷ Similarly, a study by Nahar A. Abdul Ghani, "*The Implementation of Quran-Based Arabic Language Learning at UMSU*," remains at a preliminary stage in assessing students' needs for

¹² Marianne Celce-Murcia, "English structure in context: An area of research for ESL specialists. Workpapers in teaching English as a second language," *Eric* 9 (1975): 647; Ute Römer, "Corpus Research Applications in Second Language Teaching," *Annual Review of Applied Linguistics* 31 (2011): 208, <https://doi.org/10.1017/S0267190511000055>.

¹³ Ali Günay Balim, "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills," *Eurasian Journal of Educational Research* 35, no. 35 (2009): 1–20.

¹⁴ Lamtiar Ferawaty Siregar, Novike Bela Sumanik, and Heru Christianto, "Analysis of Teacher's Ability in Setting Learning Objectives, Flow of Learning Objectives, and Modules in the Merdeka Curriculum," *SHS Web of Conferences* 149 (EDP Sciences, 2022): 1005.

¹⁵ Syamsul Hidayat and Amien Ashiddiqi, "Metode I'Rāb Al-Qur'an Dan Konvensional Sebagai Pembelajaran Bahasa Arab Bagi Non Arab Di Ponpes Al Madinah Boyolali," *Profetika: Jurnal Studi Islam* 19, no. 2 (2019): 127, <https://doi.org/10.23917/profetika.v19i2.8119>.

¹⁶ Maswani, *Bahasa Arab Qur'ani: Model Pembelajaran Bahasa Arab Berbasis Religiusitas Pada Orang Dewasa* (Publica Indonesia Utama, 2022), 43.

¹⁷ Abdul Ruhmadi, et.al, "Analysis of the Need for Nahwu Teaching Materials for Qur ' an Memorizers," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 2 (2024): 150–64.

Arabic instruction. These findings indicate an urgent need for further development of Qur'an-based Arabic teaching materials and models.¹⁸ While efforts have been made such as Emawati's development of grammar-based Qur'anic materials for the Islamic Education Department at the Faculty of Tarbiyah and Teacher Training, UIN Mataram¹⁹ teaching materials specifically designed to strengthen the linguistic competence of Arabic Language Education students remain limited.

This study addresses that gap by exploring how pedagogical grammar can serve as a methodological bridge between Arabic grammar instruction and Qur'anic language comprehension. It aims to design Arabic teaching materials based on the Qur'an that embody the functional principles of pedagogical grammar at the Arabic Language Education Department of IAIN Pontianak. By grounding instruction in authentic texts and communicative contexts, this approach proposes a more integrative and meaningful model of Arabic learning for students engaged in Islamic studies. The resulting materials reframe grammar not as an end in itself, but as a tool for both interpretive engagement and communicative competence, effectively bridging the sacred text with pedagogical practice.

METHOD

The type of research method employed in this study is Research and Development (R&D). The research procedure follows the development model proposed by Thiagarajan, known as the 4D model. Viewed in terms of its target orientation, the 4D model is particularly suitable for developing instructional materials aimed at specific learning outcomes, such as within a single course in a study program. The 4D model consists of four systematic stages: (1) Define, which involves a preliminary study phase conducted both theoretically and empirically to identify instructional needs and problems. (2) Design, where conceptual and theoretical models, as well as development procedures, are formulated. (3) Develop, which includes the empirical development of an initial product, trial implementation, revisions, and validation processes. (4) Disseminate, which refers to the process of distributing the finalized product to the broader target population.²⁰ This stage may also involve the publication of the developed materials to reach a wider academic or instructional audience.

¹⁸ Nahar A Abdul Ghani, "Penerapan Pembelajaran Bahasa Arab Berbasis Al-Quran di UMSU," *Jurnal Taushiah FAI UISU* 9, no. 2 (2019): 85.

¹⁹ Emawati, "Pengembangan Model Pembelajaran Gramatika Bahasa Arab Berbasis Al-Quran Di Jurusan PAI FITK UIN Mataram," in *Antologi Hasil Penelitian Manajemen Kelembagaan Dan Pembelajaran Dalam Praktis Pendidikan Islam* (Mataram: LP2M IAIN Mataram, 2015), 181–204.

²⁰ Zainal Arifin, *Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2014), 128-129.

Figure. 1. Research Flow



The draft teaching materials and exercises were reviewed by experts in Arabic language education with recognized competence in the field. The review encompassed several key aspects: (1) alignment of content with learning objectives, (2) comprehensiveness of Arabic grammar coverage, (3) relevance of exercises to grammatical rules, (4) clarity of exercise instructions, (5) appropriateness of examples drawn from the Qur'an, (6) design and layout of the teaching materials, (7) utilization of interactive media, and (8) suitability of assessment and evaluation components.

Media-related aspects were also assessed, including: (1) quality of visual presentation, (2) readability and typography, (3) consistency in design, (4) accessibility, (5) navigational ease, (6) relevance of media to the instructional content, and (7) inclusion of evaluation and feedback mechanisms.

The validation process consisted of both material and test instrument validation, conducted by two experts specializing in content and media aspects. Based on their critiques, suggestions, and recommendations, the teaching materials were revised and refined prior to implementation. The resulting data, in the form of evaluation scores, were analyzed using descriptive percentage techniques.²¹

The percentage results that have been obtained are then analyzed based on a predetermined criteria table. The criteria can be seen in table 1. below:

Table 1. Criteria for The Validity of Teaching Materials

No.	Criteria	Qualification	Description
1	75,01% - 100,00 %	Very valid	Without revision
2	50,01% - 75,01%	Quite valid	Small revision
3	25,01% - 50,01%	Invalid	Major revision
4	0,00% - 25,01%	Very invalid	Major revision

Source: Akbar and Sriwiyana (2011: 207)

The practicality of the teaching materials was evaluated using questionnaire data completed by respondents, which focused on the following dimensions: (1) readability and understandability, (2) relevance to learners' needs, (3) contextual appropriateness, (4) ease of use, (5) ease of assessment, and (6) user engagement. These aspects provided insights into how well the materials functioned in real classroom settings and how they supported the learning process.

²¹ Sa'dun Akbar and Hadi Sriwiyana, *Pengembangan Kurikulum Dan Pembelajaran Ilmu Pengetahuan Sosial* (Yogyakarta: Cipta Media, 2011), 208.

In addition to assessing practicality, this study also examined the effectiveness of the developed materials through statistical analysis using a paired sample *t*-test. This test was used to determine whether there was a significant difference between pre-test and post-test results. A significance level of *0.05* was applied to evaluate the hypothesis. If the *p*-value exceeded *0.05*, it indicated no statistically significant difference between the two sets of scores, suggesting the null hypothesis could not be rejected. Conversely, a *p*-value equal to or less than *0.05* signified a significant difference, supporting the effectiveness of the intervention. All statistical analyses were conducted using JASP (Jeffreys's Amazing Statistics Program), an open-source statistical software developed by Eric-Jan Wagenmakers and colleagues at the University of Amsterdam, known for its user-friendly interface and robust analytical capabilities.

RESULTS AND DISCUSSION

The results of this study are presented systematically, focusing on the development and implementation of teaching materials tested on students of the Arabic Language Education Department at IAIN Pontianak enrolled in the *Qawā'id li al-Mutaqaddimīn* course. The presentation begins with the design of pedagogical grammar-based Qur'anic Arabic teaching materials, followed by the results of the practicality assessment, the outcomes of the field trials based on students' learning achievements, and a discussion of the findings.

Design of the Qur'an-Based Arabic Material through Pedagogical Grammar Format

The define stage in this research involved a preliminary study, beginning with a needs analysis. This initial activity included interviews with *qawā'id* (Arabic grammar) instructors and classroom observations of *qawā'id* learning. The process continued with a literature review, examining the characteristics of Quranic Arabic by selecting samples from verses containing narratives of past prophets. These narrative verses have a storyline that can capture students' attention while also conveying moral lessons to instill educational values.

The design activities began with the researcher drafting the initial version of the product to be developed. The design process involves selecting samples of Quranic verses, starting with the use of grammatical examples found in the verses. The development of such teaching materials follows an inductive approach. The format of the developed teaching materials is as follows.

Table 2. Systematics of Arabic Teaching Materials Based on Pedagogical Grammar

Module Systematics	Overview	Description
Title page	“Qur'an-Based Arabic Material through Pedagogical Grammar”.	
General information	the content and purpose of making teaching materials	The target users of this teaching material are explained here, namely fourth semester students in

Module Systematics	Overview	Description
Table of Contents		<p>the PBA study program. Systematic content of teaching materials starting from <i>Mufradāt</i>, text, focus on rules and their use, exercises (practice), proficiency exercises and rule analysis. The purpose of making teaching materials</p> <p>As a user navigation to search and find the material he wants on the contents page, especially those related to the <i>qawā'id</i> material discussed in the teaching materials.</p>
Systematics of Teaching Materials	<p>This teaching material is designed to facilitate learning grammar with an inductive learning model. by presenting factual examples of language use, and then giving an explanation of the rules.</p>	<p>Each chapter of learning can be described as follows:</p> <ol style="list-style-type: none"> 1. Learning Objectives 2. <i>Mufradāt</i> (vocabulary) 3. <i>Qirā'ah</i> text 4. Rule focus 5. Practice (practice) of the use of rules 6. Proficiency Exercises / skill practice
Competency exercises	<p>These exercises are general exercises to measure both text comprehension, vocabulary and practice in the application of rules.</p>	<p>This exercise is in the form of multiple-choice questions. This question is also used to measure the initial ability of students before and after the use of teaching materials.</p>
References	<p>Some references used in making the Module</p>	<ol style="list-style-type: none"> 1. <i>al-Qur'ān al-Karīm</i>: QS. Al-Qomar (54) ayat 33-39, QS As-Shafat (37) 99-113, QS. Yusuf (12) 2. <i>Mu'jam I'rāb li-Alfāz al-Karīm</i> 3. <i>Jāmi'u al-Durus</i>

The following is the display of the module:

Figure 3. Qirā'ah texts and examples of grammatical rule application



Figure 4. Grammatical Rules Explanation

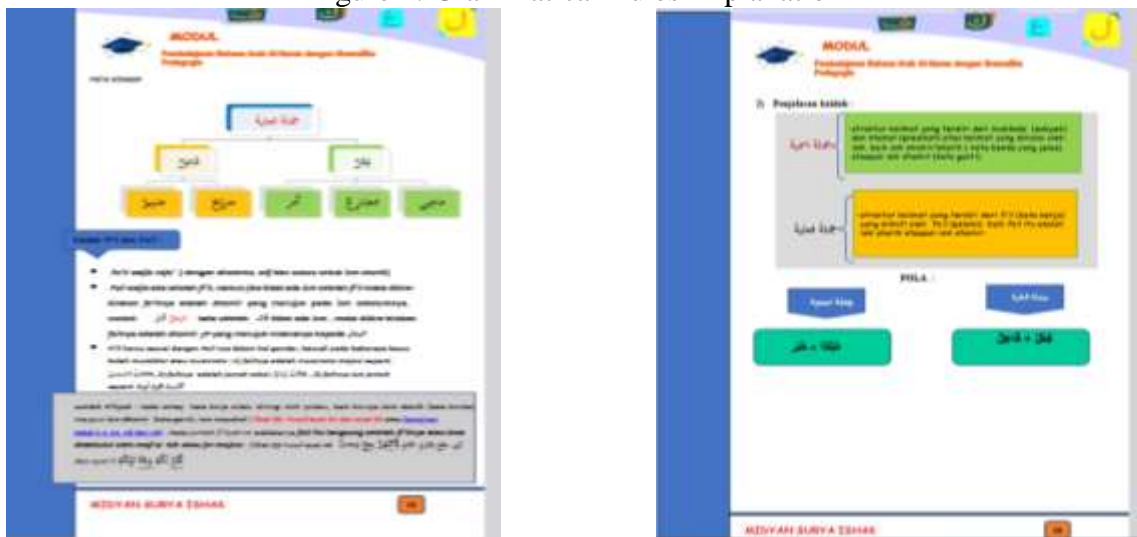


Figure 5. Exercise of Rules and Skill Practice



Practicality Evaluation Results of the Developed Teaching Materials

The practicality test of the developed teaching materials is a stage in the development process that follows validation by subject matter experts and media experts, after which revisions are made. The Arabic language teaching materials based on Quranic grammar using a pedagogical grammar approach received positive feedback from users, in this case, students. The results of the practicality test can be seen from the analysis of the questionnaire responses given to the research sample, as follows:

Table 3. Practicality Test of Qur'an-Based Arabic Material through Pedagogical Grammar

Aspect	Interval	Total Score	Category	Frequency	%
Readability and Understandability	$9 < X$		Very High	21	100
	$7 < X \leq 9$		High	-	-
	$5 < X \leq 7$		Medium	-	-
	$3 < X \leq 5$		Low	-	-
	$X \leq 3$		Very Low	-	-
	Total		-	21	100
Linkage to Needs	$10 < X$		Very High	21	100
	$7,33 < X \leq 10$		High	-	-
	$4,67 < X \leq 7,33$		Medium	-	-
	$2 < X \leq 4,67$		Low	-	-
	$X \leq 2$		Very Low	-	-
	Total		-	21	100
Appropriateness to Context	$8 < X$		Very High	-	-
	$6,67 < X \leq 8$		High	18	85,71
	$5,33 < X \leq 6,67$		Medium	3	14,29
	$4 < X \leq 5,33$		Low	-	-
	$X \leq 4$		Very Low	-	-
	Total		-	21	100
Ease of Use	$8 < X$		Very High	-	-
	$6,67 < X \leq 8$		High	17	80,95
	$5,33 < X \leq 6,67$		Medium	4	19,05
	$4 < X \leq 5,33$		Low	-	-
	$X \leq 4$		Very Low	-	-
	Total		-	21	100
Ease of Assessment	$8 < X$		Very High	-	-
	$6,67 < X \leq 8$		High	17	80,95
	$5,33 < X \leq 6,67$		Medium	4	19,05
	$4 < X \leq 5,33$		Low	-	-
	$X \leq 4$		Very Low	-	-
	Total		-	21	100
User Involvement	$8 < X$		Very High	-	-
	$6,67 < X \leq 8$		High	13	61,90
	$5,33 < X \leq 6,67$		Medium	8	38,10
	$4 < X \leq 5,33$		Low	-	-
	$X \leq 4$		Very Low	-	-
	Total		-	21	100

Based on the table 3, overall, the practicality test instrument shows that Qur'an-based Arabic materials through pedagogical grammar are rated positively by respondents. This teaching material is considered very practical, easy to understand, relevant to the needs of learners, and effective in supporting various Arabic language skills. There are several areas that can be improved to achieve more optimal effectiveness, such as increasing the interactivity of teaching materials and ensuring ease of use in various learning settings.

Student Learning Outcomes Using Qur'an-Based Arabic Material through Pedagogical Grammar

The trial was carried out by examining students' learning outcomes in the *Qawā'id* course before and after the implementation of the developed teaching materials. A statistical test was conducted to evaluate the research hypothesis. The threshold for determining statistical significance was based on the *p*-value, where a *p*-value less than 0.05 indicates a statistically significant difference between the pre-test and post-test results.

Table 4. Hypothesis Acceptance and Rejection Thresholds

Measure 1	Measure 2	t	df	p	Cohen's <i>d</i>	95% CI for Cohen's <i>d</i>	
						Lower	Upper
Pre-Test	Post-Test	-5.750	39	<0.001	-0.909	-∞	-0.594

Based on the results of the paired sample *t*-test presented in Table 4, the *t* value was -5.750 with 39 degrees of freedom (*df* = 39) and a *p*-value of less than 0.001. This very small *p*-value (*p* < 0.05) indicates that the difference between the pre-test and post-test scores is highly statistically significant. Moreover, the Cohen's *d* value of -0.909 reflects a large effect size, suggesting that the improvement is not only statistically significant but also practically meaningful. These findings lead to the conclusion that the use of Pedagogical Grammar-Based Arabic Language Learning Teaching Materials has a substantial positive impact on students' learning outcomes.

Table 5. Descriptive Statistical Analysis

	N	Average	SD	SE	Coefficient of variation
Pre-Test	40	45.688	15.032	2.377	0.329
Post-Test	40	57.000	17.424	2.755	0.306

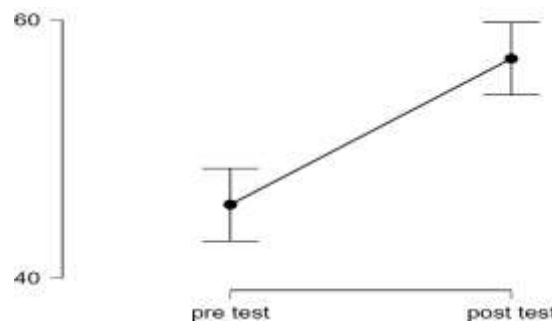
Based on the descriptive statistics presented in Table 5, the pre-test results yielded a mean score of 45.688 with a standard deviation of 15.032 and a standard error of 2.377. The coefficient of variation (CV) of 0.329 indicates a relatively high level of variability in students' performance prior to the intervention. In contrast, the post-test results showed an increased mean of 57.000, with a standard deviation of 17.424 and a standard error of 2.755. The post-test CV of 0.306 suggests a

slightly lower degree of variation, indicating more consistent student performance following the intervention.

The significant increase in the mean scores from pre-test to post-test demonstrates a notable improvement in students' learning outcomes after the implementation of the Pedagogical Grammar-Based Arabic Language Learning Teaching Materials. Additionally, the reduction in the coefficient of variation in the post-test implies greater consistency in student achievement, reflecting the effectiveness of the materials not only in raising performance but also in stabilizing learning outcomes.

To further support these findings, descriptive plots are presented as visual tools to illustrate both the descriptive and inferential statistical results. These plots clearly depict the differences in students' performance in the *Qawā'id li al-Mutaqaddimīn* course before and after the use of the developed teaching materials.

Figure 5. Descriptive Plot



Based on the descriptive plot displayed in Figure 5, it can be observed that there is a significant increase in learning outcomes from pre-test to post-test. The dots on the plot indicate the average learning outcomes, while the vertical line represents the confidence interval. The mean of the pre-test results was around a value of 45.688, while the mean of the post-test results increased to around 57.000. The narrower confidence interval in the post-test indicates that the learning outcomes were more consistent after the intervention. These results are also in line with the inferential analysis using paired sample t-test, which showed that the difference between the pre-test and post-test was statistically significant.

The presentation of the teaching materials focuses on grammatical cases contained in the selected verses, with an analysis of the relevant grammatical rules based on the examples in those verses. This approach reflects problem-based learning, where learners are guided to solve issues related to determining grammatical rules within the studied verses. This strategy is more effective in engaging students,²² as it allows them to actively construct their understanding rather than passively

²² Satish Nargundkar, Subhashish Samaddar, and Somnath Mukhopadhyay, "A Guided Problem-based Learning (PBL) Approach: Impact on Critical Thinking," *Decision Sciences Journal of Innovative Education* 12, no. 2 (2014): Bridging Sacred Text and Language Pedagogy: Designing Quran-Based Arabic Materials Through Pedagogical

receiving grammatical theory. Thus, the taught grammar is eclectic and tailored to learners' needs in understanding texts. Additionally, this approach addresses the potential ineffectiveness of grammar instruction that is overly theoretical but rarely encountered in actual language use.

The *qawā'id* material derived from *QS. Yusuf*, for example, is presented using a simpler approach, avoiding complex analyses related to *i'rāb*, *'āmil theory*, *taqdīri theory*, and *maḥalli*. This structuring refers to the *nahwu ta'līmi* method developed by *Shawqi Dayf*.²³ This approach aims to prevent confusion and negative attitudes toward Arabic learning by delaying the introduction of overly philosophical grammatical concepts that do not directly contribute to learners' comprehension of meaning and language skills.

The learning process emphasizes learners' independent exploration of grammatical rules found in the verse texts after receiving a general explanation. This strategy aims to cultivate learners' curiosity in further investigating the rules being studied through examples of their usage and their impact on meaning within the text. Thus, learning occurs independently with the support of teaching materials designed to facilitate deeper understanding.

The effectiveness of grammar learning through narrative context is more prominent in this teaching material. The textual context serves as a foundation for understanding the analyzed grammar.²⁴ The selection of discourse structures in verses containing stories, particularly the stories of prophets, forms the basis for emphasizing commonly used Arabic grammar patterns (core grammar). The grammatical rules presented in this material are not only oriented toward theoretical understanding but also aimed at enhancing language proficiency, both productive -speaking and writing- and receptive -reading and listening- skills.

The presentation of teaching materials is enriched with exercises designed to deepen both linguistic competence and language proficiency. These exercises aim to reinforce students' understanding of the grammatical rules they have learned while connecting them to appropriate language use in social contexts. Through diverse activities such as dialogues, role-playing, simulations, and observations of native speakers' linguistic behavior, students are encouraged to understand the relationship between grammatical structures and their real-life applications in communication.²⁵

91–108; Megan Yih Chyn A Kek and Henk Huijser, “The Power of Problem-based Learning in Developing Critical Thinking Skills: Preparing Students for Tomorrow’s Digital Futures in Today’s Classrooms,” *Higher Education Research & Development* 30, no. 3 (2011): 329–341.

²³ Sakholik Nasution, *Pemikiran Nahwu Syauqi Dhaif, Solusi Alternatif Mengatasi Problematika Pembelajaran Bahasa Arab* (Malang: Misykat, 2015), 85.

²⁴ Dedi Jasrial and Et.al, “Pedagogical Grammar in an Indonesian ELT Textbook : Features , Approaches , and Design Criteria Analysis,” *International Journal of Language Pedagogy* 4, no. 1 (2024): 41.

²⁵ Celce-Murcia, “Grammar Pedagogy in Second and Foreign Language Teaching,” 468.

Contextualizing teaching materials with the principle of pedagogical grammar provides structured guidance for students to learn language through descriptive linguistic data derived from authentic materials, such as Quranic texts. However, prescriptive data is still considered as a standard reference in language learning. This approach enables learners to grasp the relationship between linguistic forms and their communicative functions. The prescriptive data used in these teaching materials is derived from an analysis of descriptive data, which has been carefully examined based on relevant *qawā'id* references.²⁶ Thus, authentic teaching materials contribute to more contextual and applicable language acquisition²⁷ while also generating a richer understanding of linguistic rules due to their diverse applications in different sentence or verse contexts.

Quranic verses, as authentic materials in *qawā'id* learning, offer a distinct advantage because the grammatical rules taught are practical and real, rather than purely theoretical. Many grammatical structures found in Quranic verses are often overlooked in conventional classes due to time constraints and the extensive scope of *qawā'id* material. This can lead to a fragmented understanding among students. For example, the rule regarding the use of the pronoun *ḍamīr yā mutakallim*, which is separated by *nūn wiqāyah* when functioning as an object in a verb (*fi'il*), is often omitted in traditional instruction. However, since this structure frequently appears in Quranic verses, students can naturally comprehend and apply it by directly observing its usage in context.

The practicality analysis indicates that this teaching material is systematically designed to meet students' needs in learning Arabic based on pedagogical grammar. The effectiveness of this material is reflected in students' active engagement in learning, facilitated through *qawā'id* exercises and the development of Arabic language skills. Moreover, this material enables independent learning by providing usage examples and rule explanations that have been previously introduced.

Rajabalee and Santally state that learner engagement can be measured by the improvement in their learning outcomes.²⁸ In this study, the improvement in students' learning outcomes after the post-test demonstrates that this teaching material successfully fosters active student involvement. Furthermore, the practicality test results for this pedagogical grammar-based Arabic material received positive feedback from students as users. These findings align with Rajabalee and

²⁶ Zaki and Abdul Wahid Usmani, "Studying the Need and Impact of Pedagogical Grammar Input during an In-Service ELT Teacher Education Programme," 8.

²⁷ Oybek Rashov, "Modern Methods of Teaching Foreign Languages," in *International Scientific and Current Research Conferences* (2024), 158–164.

²⁸ Yousra Banoor Rajabalee and Mohammad Issack Santally, "Learner Satisfaction, Engagement and Performances in an Online Bahan ajare: Implications for Institutional e-Learning Policy," *Education and Information Technologies* 26 no. 3 (2021): 2632, <https://doi.org/10.1007/s10639-020-10375-1>.

Santally's assertion that students' positive perceptions are one of the key indicators of learning satisfaction.²⁹

The success of grammar teaching materials within the framework of pedagogical grammar largely depends on appropriate instructional design. Luthfi, referring to Syauqy, outlines five key principles in the development of *qawā'id* materials: 1) If using a prescriptive approach, the complexity of the rules should be simplified. 2) The material should be applicable and relevant to the targeted language skills. 3) The teaching of rules should be structured and interconnected. 4) The presentation of material should progress gradually, from simple to complex. 5) The rules taught should be clear and should not lead to multiple interpretations.³⁰

The systematic structure of pedagogical grammar-based materials in language learning not only emphasizes formal rules but also their application in real communication. Ellis asserts that effective grammar instruction must be integrated with communication skills so that learners not only understand the theory but are also able to apply it in language interactions.³¹ Through this approach, students can directly observe grammatical rule applications in authentic texts,³² making their learning experience more meaningful and helping them construct knowledge independently.³³

This approach allows for a more contextual and comprehensive grammar learning process, as grammar is not taught in isolation but is directly linked to the texts being studied. Consequently, students can gain a deeper and more practical understanding of Arabic language structures. Additionally, this learning approach enhances time efficiency, as each grammatical concept is discussed in direct relation to its relevance in the text, ensuring that no discussions are redundant or unnecessary. Ultimately, this strategy results in richer teaching materials in terms of grammatical content and better aligns with learners' needs for a holistic understanding of texts. Thus, it can be concluded that the use of teaching materials has a significant impact on the effectiveness of students' *qawā'id* learning outcomes, as evidenced by the significant improvement between the pre-test and post-test results. This teaching material not only enhances students' understanding of Arabic grammar rules but also helps them develop contextual language skills for Quranic verse comprehension.

²⁹ Rajabalee and Santally, 2632.

³⁰ Luthfi, *Epistemologi Nahwu (Pedagogis) Modern*, 122.

³¹ Robert Ellis, "Grammar: An SLA Perspective," *TESOL Quarterly* 40, no. 1 (2006): 101.

³² Ehsan Namaziandost et al., "The Impact of Authentic Materials on Reading Comprehension, Motivation, and Anxiety among Iranian Male EFL Learners," *Reading & Writing Quarterly* 38, no. 1 (2022): 1–18; Silvia Ileana Ciornei and Tatiana Aurora Dina, "Authentic Texts in Teaching English," *Procedia - Social and Behavioral Sciences* 180, no. November 2014 (2015): 277, <http://dx.doi.org/10.1016/j.sbspro.2015.02.116>.

³³ Yvette Murdoch, "Using Authentic Texts in the Language Classroom," *Unpublished master's thesis*. Centre for English Language Studies. University of Birmingham, UK (1999): 3-5, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.117.4064&rep=rep1&type=pdf>.

Bridging Sacred Text and Language Pedagogy: Designing Quran-Based Arabic Materials Through Pedagogical Grammar

Based on the findings of this study, it is recommended that further development of instructional materials in Islamic higher education institutions adopt a pedagogical grammar approach by expanding the scope of content and incorporating digital components and interactive applications, in order to better support self-directed learning and enrich students' learning experiences in engaging with authentic religious texts, particularly for students in Arabic Language Education programs.

CONCLUSION

This study has demonstrated that the development of Qur'an-based Arabic teaching materials using a pedagogical grammar approach significantly enhances students' learning outcomes in the *Qawā'id li al-Mutaqaddimīn* course at IAIN Pontianak. The materials were systematically designed to align with student needs, incorporating authentic Qur'anic verses, particularly narrative texts, to contextualize grammatical concepts. By adopting an inductive learning model rooted in real linguistic data, the materials promoted a more meaningful and applicable understanding of Arabic grammar.

The results of the practicality test confirmed that the teaching materials were highly readable, relevant, easy to use, and aligned with learners' needs. Students responded positively, and the materials facilitated both comprehension and independent learning. The effectiveness of the materials was further supported by inferential statistical analysis, which revealed a statistically significant improvement in student learning outcomes, with a large effect size indicating both academic and practical significance.

Additionally, the structured use of pedagogical grammar supported deeper learner engagement by connecting grammatical instruction directly to communication and textual interpretation. This integration fostered learners' analytical abilities, enhanced language skills, and cultivated their appreciation for the linguistic features of the Qur'an.

In light of these findings, it is concluded that pedagogical grammar-based teaching materials not only improve grammatical proficiency but also enrich students' ability to interact meaningfully with Qur'anic texts. Therefore, it is recommended that Islamic higher education institutions adopt this approach in designing Arabic language instruction. Future developments should consider incorporating digital formats and interactive media to support flexible, self-directed learning, thereby maximizing student engagement and instructional effectiveness in diverse learning contexts.

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