Developing Arabic Grammar Materials Based on Contextual Learning at Islamic Boarding School in Indonesia

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Abstract

This study aims to describe the development of contextual-based supplementary Nahwu teaching materials in five pesantren in Central Kalimantan using the Matan al-Ajrumiyyah text. The research uses a descriptive qualitative and quantitative EDDIE model approach. The subjects are seven ustadz. Data were collected through observation, interviews, documentation, and questionnaires. Experts validated the teaching materials. Qualitative data were analyzed using Miles and Huberman's method, involving data reduction, display, and conclusion drawing. Quantitative data from questionnaires were analyzed using the mean formula. The analysis revealed a need to shift from traditional to contextual-based learning, leading to the development of supplementary Nahwu teaching materials. The design phase identified the learning experiences and specific skills needed by the students. The designed materials included introductions (apperception), examples, explanations, exercises, conclusions, and reflections. The development phase involved creating supplementary materials to achieve the learning objectives, along with determining strategies, methods, and media. Expert validation showed an average validity score of 3.71, with a validity rate of 92.75%, categorizing it as very valid and usable without revision. Theoretical implications suggest that contextual-based Nahwu learning helps learners understand Nahwu and apply Arabic communication. Educational institutions teaching Nahwu can implement contextual-based learning to facilitate students’ application of Nahwu.

Keywords: Developing Materials, Arabic Grammar, Contextual Learning

Abstrak

ditentukan pengalaman belajar dan keterampilan khusus yang perlu dimiliki santri. Bahan ajar yang dirancang meliputi pengantar (apersepsi), contoh, penjelasan, latihan, kesimpulan, dan refleksi. Tahap pengembangan melibatkan penyusunan bahan ajar pendamping untuk mencapai tujuan pembelajaran yang ditentukan, serta penentuan strategi, metode, dan media pembelajaran. Validasi ahli menunjukkan skor kevalidan rata-rata 3,71, dengan tingkat validitas 92,75%, yang termasuk kriteria sangat valid dan dapat digunakan tanpa revisi. Implikasi teoretis menunjukkan bahwa pembelajaran Nahwu berbasis kontekstual membantu pembelajar memahami Nahwu dan menerapkan komunikasi dalam Bahasa Arab. Secara praktis, lembaga pendidikan yang mengajarkan Nahwu dapat melaksanakan pembelajaran berbasis kontekstual untuk memudahkan santri dalam menerapkan Nahwu.

Kata Kunci: Pengembangan Bahan Ajar, Gramatikal Bahasa Arab, Pembelajaran Kontekstual

INTRODUCTION

Arabic is the unifying language of Muslims worldwide and a language of knowledge studied not only by Muslims. It is used in worship and international communication, making its study a key to unlocking knowledge (ElHawari, 2020; Hussein Ali, 2006; Letmiros, 2019). Since the primary sources of Islamic teachings, the Quran and Hadith, are in Arabic, learning the language is crucial for accurate understanding and interpretation (Andrian, 2015; Badawi, 2023; Pane, 2018). In Indonesia, Arabic is taught in both formal and informal institutions using the nadzariyah wihdah and nadzariyah al-furu systems, following the qawaid rules, which include nahwiyyah and sharfiyyah. Nahwu is essential as it determines the meaning of a sentence. At pesantren, texts such as al-Ajrumiyah, Qathrun Nada, and Alfiyah are used to teach Nahwu progressively from easy to difficult levels (Aliyah, 2018; Febriyanti et al., 2021; Shidqi & Mudinillah, 2021).

However, Nahwu education at pondok pesantren or Islamic boarding schools in Central Kalimantan is predominantly theoretical, with few sentence examples, leading to students mastering theory rather than practical application in spoken or written sentences. It can be confusing when students speak despite knowing the vocabulary. Contextual learning can reduce verbatim learning and provide a more comprehensive understanding (Franscy et al., 2019; Hakim & Kamal, 2018; Nazhimah & Mohammad, 2023; Suryawati & Osman, 2017). Contextual approaches connect material with real life, encouraging students to apply it daily (Haerazi et al., 2019). Developing contextual teaching materials involves steps to ensure the material is relevant to students' social and cultural contexts (Mustaufiy, 2019). Components of contextual learning include constructivism, modelling, questioning, discovery, learning communities, authentic assessment, and reflection (Kosasih, 2021).

Incorrect method selection can hinder learning. Various methods can be used in Nahwu instruction, including qiyasiyyah (deductive), istinbathiyyah (inductive), and qawaid wa tarjamah (Aliyah, 2018). Contextual Nahwu learning includes inductive and deductive methods, helping students discover and conclude the material. Madrasah institutions aim to enhance students' faith and piety and
cultivate noble character. The contextual approach encourages students to construct their learning actively, ensuring they not only memorize but also experience and apply knowledge in real life (Hamruni, 2015; Hidayat, 2012).

Based on these issues, this research aims to develop contextual-based supplementary Nahwu teaching materials for beginners at pesantren in Central Kalimantan. Previous research on Nahwu teaching materials development includes combining traditional and modern teaching methods at Al-Bidayah pesantren and compiling textbooks for memorizing and understanding Nahwu and Shorof (Wahyono, 2019). Nahwu materials based on Thoriqoh Ma'rifiyah using examples are effective (Shofiyani & Nafingah, 2021). The development of Matan al-Ajrumiyyah with an inductive approach is effective (Isnainiyah, 2019). Arabic teaching materials based on local wisdom in Brebes on agro-tourism were sufficiently validated (Mi'yar, 2021). Imbalances in educational curricula regarding knowledge, attitudes, and skills were noted, and separate textbooks for reading, grammar, and language exercises were suggested (Majadly & Geva-Kleinberger, 2020). Arabic handbooks for non-native speakers in various contexts were also discussed (Wahba et al., 2014). Challenges in Arabic grammar teaching and solutions faced by teachers were identified (Ismail et al., 2022).

Previous studies on contextual learning highlight its impact on student learning outcomes (Nilasari et al., 2016), improved learning results (Setiawan & Sudana, 2018), better understanding of material (Brinus et al., 2019), and positive influence on students' material comprehension (Harleni & Ningtias, 2019). It also enhances students' cognitive aspects regarding Islamic moderation values and internalizes these values in students (Winata et al., 2020). This research supports the development of contextual-based Nahwu materials, aiding students in understanding Nahwu, a relatively under-researched area. The study aims to describe the development of contextual-based supplementary Nahwu teaching materials at pesantren in Central Kalimantan.

**METHOD**

**Research Design**

The researcher employed a descriptive qualitative and descriptive quantitative approach using the R&D model EDDIE (Analysis, Design, Development, Implementation, and Evaluation), which is one of the instructional system design models. The EDDIE model consists of five main phases: conducting a needs analysis to determine appropriate problems and solutions and identify student competencies, determining specific competencies, methods, teaching materials, and learning strategies, producing programs and teaching materials to be used in the learning program, conducting the learning program by applying the design or specifications of the learning program, and evaluating the learning program and learning outcomes (Pribadi, 2009).

**Data Collection Technique**

The research was conducted in 5 Islamic boarding schools (pondok pesantren) in Central Kalimantan at the junior high school level (MTs) that use Nahwu textbooks, particularly Matan al-Ajrumiyyah. The subjects of the study were seven ustads who teach at the Islamic boarding schools in Central Kalimantan. Qualitative data, including performance analysis and needs analysis, were collected.
through observation, interviews, and documentation techniques. Meanwhile, data regarding expert validation of the teaching materials developed at the Islamic boarding schools in Central Kalimantan were obtained using a questionnaire technique validated by a lecturer in Arabic Language Education.

**Data Analysis Technique**

Qualitative data were analyzed using Miles and Huberman's qualitative analysis, involving data reduction, data display, and conclusion drawing. Meanwhile, quantitative data, namely expert validation, utilized quantitative descriptive analysis by calculating the mean and presenting it to determine the level of validity of the teaching materials. The criteria for assessing the validity of teaching materials and their validity levels are as follows (Akbar, 2013):

**Table 1**

<table>
<thead>
<tr>
<th>NO</th>
<th>VALIDITY CRITERIA</th>
<th>VALIDITY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85.01% - 100%</td>
<td>Very valid or can be used without revision</td>
</tr>
<tr>
<td>2</td>
<td>70.01% - 85.00%</td>
<td>Reasonably valid or can be used but requires minor revision</td>
</tr>
<tr>
<td>3</td>
<td>50.01% - 70%</td>
<td>Less valid, not recommended for use as it requires major revision</td>
</tr>
<tr>
<td>4</td>
<td>01.00% - 50%</td>
<td>Not valid or should not be used</td>
</tr>
</tbody>
</table>

**RESULT AND DISCUSSION**

**Analysis (Performance Analysis and Needs Analysis)**

Performance analysis consists of two stages: performance analysis and needs analysis. Performance analysis is conducted to identify and clarify whether the performance problems encountered require solutions in the form of organizing a learning program or improving management. During performance analysis, from observation, interviews, and documentation, the researcher found performance issues that require a solution in the form of organizing a learning program, namely that students memorize and understand the rules but are unable to apply them due to a lack of practice and functional vocabulary.

The second stage, the needs analysis, is a necessary step to determine the abilities or competencies that students need to learn to improve performance or learning achievement. It can be done because the learning program is considered a solution to the learning problems encountered. In this analysis stage, there are two key questions: whether students need the predetermined learning objectives and whether students can achieve the predetermined objectives. From the analysis of the collected data, it leads to learning as a solution to overcome the learning problems being faced. Therefore, the researcher conducted a needs analysis on the characteristics of students who will participate in the learning program, the knowledge and skills that students already possess, the abilities or competencies that students need to have, the indicators or criteria that can be used to determine that students have achieved the specified competencies after the learning process, and the conditions needed by students to demonstrate the learned competencies.
From the interview results, it is known that students who reside in the social, cultural, and natural environment of Central Kalimantan have diverse learning styles, have limited abilities only in understanding the rules, provide limited examples, and are not yet able to apply sentences both spoken and written. The students need to have competencies to demonstrate confidence in communicating with the social environment, to show independence, responsibility, and the ability to collaborate in practicing Arabic as an international communication language and as an introduction to studying Islamic treasures. Understanding and applying knowledge about rules and being able to apply them in communication is also essential, both spoken and written, about everyday life in local and national cultures.

The indicators used to determine that students have achieved the specified competencies are for the cognitive domain: completing sentences, choosing words, and making sentences according to the rules through formative tests or during the learning process. For the affective domain, assessment is done simultaneously with the cognitive and psychomotor domains through observation. In contrast, the psychomotor domain is assessed based on the ability to compose sentences, including using visual media. The conditions needed for students to demonstrate their competencies are both test-based and non-test-based assessments.

**Teaching Material Design**

Important steps in the design process include determining the learning experiences that students need to have during the designed learning activities to address the gaps observed in students, namely the observable differences between their current abilities and the ideal abilities they should possess.

Contextual-based learning experiences for students include constructivism, where students recall relevant content related to the instructional material to be delivered (association) and construct their knowledge and skills being learned. In modelling, students observe and imitate models or examples; in questioning, students are motivated to ask questions; in inquiry or discovery, students pay attention to and understand the teacher’s explanations of principles and example sentences, complete exercises, and draw conclusions; in learning communities, students collaborate; in authentic assessment, students are assessed based on the learning process and outcomes; in reflection, students evaluate learning materials and draw conclusions.

Specific skills that students need to have are completing sentences, creating sentences, and guided composition. Indicators that can be used to measure the success of students in following the learning program are completing sentences by selecting, filling in the blanks, creating sentences from predetermined words, guided composition (*insya muwajjah*), and composition based on pictures. Conditions required are through tests and non-tests. The instructional material designed is a supplementary teaching material for the *al-Ajrumiyyah* book in the form of an introduction (apprehension), explanation, exercises, conclusions, and reflections designed based on contextual teaching and learning (CTL).

The development of instructional materials based on contextual teaching and learning (CTL) in language teaching includes constructivism, encouraging students to recall relevant content related to the instructional material to be learned correlated with learning objectives, modelling, demonstrating objects,
works, or skills to be imitated by students, questioning, to develop these skills can be stimulated by a number of questions that require students to think at a higher level, discovery, the discovery step guides students through the learning process they undertake, learning communities, learning outcomes should be achieved through collaboration among students, authentic assessment, assessment that attempts to describe students' learning achievements according to their actual abilities, reflection, thinking back on what they have learned, whether it is lacking or which materials have been mastered (Kosasih, 2021).

Development of Teaching Materials

The development steps here include activities to create supplementary teaching materials for the Nahwu textbook to achieve specified learning objectives. The preparation of teaching materials is tailored to the specific learning objectives that have been designed.

Specific learning objectives are derived from the general objectives. General learning objectives are derived from the competencies that students must possess. The students need to have competencies, including demonstrating confidence in communicating with the social environment, showing independence, responsibility, and the ability to collaborate in practicing Arabic as an international communication language and as an introduction to studying Islamic treasures and understanding and applying knowledge of qawaid and being able to apply it in both oral and written communication about daily life in local and national cultures.

The general objective of Nahwu learning using supplementary teaching materials is to use the Arabic language in communication according to the qawaid learned. The specific objectives include: completing sentences by placing appropriate isim; completing sentences by placing an appropriate mubtada with a khabar; completing sentences by placing a khabar appropriate to a mubtada; choosing the appropriate fi’il madhi according to the subject; choosing the appropriate fi’il mudhari’ according to the subject; choosing the appropriate fi’il amr according to the subject; completing sentences with a fa’il appropriate to its fi’il; creating sentences containing a fa’il; completing sentences with a maf’ul bih; creating sentences containing a maf’ul bih; completing sentences with a naibul fa’il appropriate to its fi’il; creating sentences containing a naibul fa’il; completing sentences with mudhaf; completing sentences with mudhaf ila’; creating sentences containing idhafat; and creating sentences according to pictures.

The development steps include activities to select appropriate teaching methods, media, and learning strategies used in delivering instructional materials. The learning strategy used in this teaching is the steps of CTL (Contextual Teaching and Learning), namely introductory learning, delivery of instructional materials, student performance enhancement (practice), feedback (learning progress information), and follow-up activities.

Meanwhile, the teaching methods follow these learning strategies: question-and-answer, lecture, drill, and assignment. The teaching media adjusts to the learning objectives and the material being delivered, which can be direct or simulated media. The teaching materials are supplemented with color images for clarity of the intended content or exercises.
There are two objectives achieved in the development steps: producing teaching materials to achieve formulated learning objectives and selecting suitable media to achieve learning objectives. These two objectives can be seen in the following table:

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING OBJECTIVES</th>
<th>DISCUSSION</th>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completing sentences by placing the appropriate <em>Isim</em></td>
<td><em>Al-Ism</em></td>
<td>Direct Media</td>
</tr>
<tr>
<td>2</td>
<td>Completing sentences by placing the appropriate <em>mubtada</em> with its <em>khabar</em></td>
<td><em>Al-Mubtada wa al-Khabar</em></td>
<td>Direct Media, Images</td>
</tr>
<tr>
<td>3</td>
<td>Completing sentences by placing the appropriate <em>khabar</em> with its <em>mubtada</em></td>
<td></td>
<td>Images</td>
</tr>
<tr>
<td>4</td>
<td>Choosing the appropriate <em>fi’il madhi</em> according to its subject</td>
<td><em>Fi’il madhi</em></td>
<td>Images</td>
</tr>
<tr>
<td>5</td>
<td>Choosing the appropriate <em>fi’il mudhari</em> according to its subject</td>
<td><em>Fi’il Mudhari</em></td>
<td>Images</td>
</tr>
<tr>
<td>6</td>
<td>Choosing the appropriate <em>fi’il amr</em> according to its subject</td>
<td><em>Fi’il Amr</em></td>
<td>Direct Media, Images</td>
</tr>
<tr>
<td>7</td>
<td>Completing sentences with the <em>fa’il</em> that corresponds to its <em>fi’il</em></td>
<td><em>Fa’il</em></td>
<td>Images</td>
</tr>
<tr>
<td>8</td>
<td>Creating sentences containing the <em>fa’il</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Completing sentences with the appropriate <em>maf’ul bih</em></td>
<td><em>Maf’ul bih</em></td>
<td>Images</td>
</tr>
<tr>
<td>10</td>
<td>Creating sentences containing the <em>maf’ul bih</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Completing sentences with the appropriate <em>naibul fa’il</em> according to its verb</td>
<td><em>Naibul Fa’il</em></td>
<td>Images</td>
</tr>
<tr>
<td>12</td>
<td>Creating sentences containing the <em>naibul fa’il</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Completing sentences with the <em>mudhaf</em></td>
<td><em>Idhafat</em></td>
<td>Direct Media, Images</td>
</tr>
<tr>
<td>14</td>
<td>Completing sentences with the <em>mudhaf ilaih</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Creating sentences containing the <em>idhafat</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The instructional program designer undertook the following tasks in this development: (1) Developing instructional materials as companions to the *Nahwu Kitab*, (2) The prepared instructional materials primarily included the original *Nahwu Kitab*, *Matan al-Ajrumiyyah*, supplemented with other *Nahwu* books as additional sources. (3) The supplementary instructional materials accompanying the *Nahwu Kitab* followed the topical flow of *Matan al-Ajrumiyyah* but were
modified for ease of understanding. (4) Ensuring that the combination of instructional media used in conducting the instructional program met the standards and effectiveness criteria of each pesantren.

In this development phase, the researcher created supplementary instructional materials based on the contextual explanation, exercise development, and reflection. In the analysis phase, the researcher created a sample of contextual supplementary instructional materials for the Nahwu Kitab and distributed a questionnaire to respondents (Ustadz and student samples). The research was conducted at Nurudz Dzalam Kuala Pembuang, Darul Amin Sampit, al-Marhamah Sampit, Sabilul Mutaqin Samuda, and Darul Amin Palangka Raya. All these pesantren in Central Kalimantan expressed satisfaction with the preparation of this supplementary instructional material for implementation, thus helping to achieve the desired goals. Furthermore, the instructional materials that had been sampled to users were further developed up to 9 discussions. Experts then validated the compiled instructional materials before being experimented. The experts validating were Arabic language teaching lecturers who validated the relevance of instructional materials to the expected competencies, the accuracy of content, completeness of presentation, systematic presentation, appropriateness of presentation to student-centered learning demands, presentation style, readability, and communicativeness. The results of the expert validation are as follows:

Table 3
Expert Validation on The Suitability of Instructional Materials

<table>
<thead>
<tr>
<th>NO.</th>
<th>VALIDATION INDICATORS/ASPECTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RELEVANCE</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Material relevant to the competencies students must master</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Assignments relevant to the competencies students must master</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Examples relevant to the competencies students must master</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Exercises and questions relevant to the competencies students must master</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Depth of explanation suitable for the students' developmental level</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Completeness of material explanation appropriate for the students' developmental level</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Elaboration of material adequately meets curriculum demands</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Sufficient functional illustrations</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Sufficient number of exercises and questions</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Sufficient number of assignments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The material presented aligns with the scholarly truth</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The material presented aligns with the latest developments</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The material presented aligns with everyday life</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Material packaging aligns with the relevant scholarly approach</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMPLETENESS OF PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Presents the competencies students must master</td>
<td>3</td>
</tr>
</tbody>
</table>
2 Presents the benefits and importance of mastering competencies for students' lives 3
3 Presents table of contents 3
4 Presents bibliography 3

SYSTEMATIC PRESENTATION
1 Material explanation follows a logical progression from simple to complex 4
2 Material explanation follows a progression from local to global scope 4

FIT OF PRESENTATION WITH STUDENT-CENTERED LEARNING DEMANDS
1 Encourages students' curiosity 4
2 Promotes interaction between students and learning resources 4
3 Encourages students to build their knowledge 4
4 Encourages group learning 4
5 Encourages students to practice what they have read 4

PRESENTATION STYLE
1 Supports devotion to the Almighty 4
2 Supports the growth of humanitarian values 4
3 Supports awareness of societal diversity 3
4 Supports the growth of nationalism 4
5 Supports the growth of students' legal awareness 3
6 Supports students' logical thinking 4
7 Language suitability with proper Arabic language norms 4
8 Accuracy in vocabulary usage 4
9 Accuracy in terminology usage 4
10 Accuracy in sentence structure 4

READABILITY AND COMMUNICATIVENESS
1 Sentence length appropriate for children's comprehension level 4
2 Sentence structure suitable for student comprehension 4
3 Creation of paragraphs appropriate for student comprehension 4
4 The language used is everyday language 4

Total score 145
Average Score (145/39) 3.717
Percentage (3.71/4 x100) 92.75%

From the table above, it is known that the average score is 3.71, thus obtaining a validity of 92.75%, and according to the validation level table, this falls within the criteria between 85.01% - 100%, indicating a very valid level of validity, or can be used without revision. Therefore, the developed teaching materials are suitable for proceeding to the implementation stage, taking into account the suggestions or recommendations from the validator. The recommendation from the validator is to increase the number of examples and exercises presented in various forms for each discussion.

Based on the description above, the first priority should be on the shifting from traditional learning to contextual-based learning. Secondly, there is a need
for supplementary teaching materials accompanying the Nahwu book tailored to the Islamic socio-cultural environment and the nature of Central Kalimantan. Thirdly, the expected competencies are for students to have independence, responsibility, tolerance, and cooperative abilities, to understand the principles of qawaid and apply them in oral and written communication about daily life in local and national culture. Thus, students will be able to apply the principles they have learned from the Nahwu book in communication because the goal of Nahwu learning is to communicate spoken and written according to the rules of the Arabic language. Fourthly, the specific skills that students must possess are selecting words, completing sentences, constructing sentences, and guided composition. The designed teaching material is supplementary teaching material for beginners based on contextual (CTL) Nahwu books. Fifthly, the learning strategy is based on contextual learning, and the learning media used are direct, simulated, and pictorial. Sixth, the sample teaching materials that have been prepared have been well-received by the teachers and students and will be implemented in several boarding schools in Central Kalimantan. Seventh, the teaching materials that have been developed have been validated by experts with very valid validation results or can be used without revision. Thus, the teaching materials continue to the implementation stage.

The need for contextual-based supplementary teaching materials for the Nahwu book is to facilitate teachers' teaching and students' learning of Nahwu, which has no examples. It is in line with the opinion of Amri and Ahmadi that the teaching materials developed are in accordance with the learning needs of students. Teaching materials help students to obtain alternative teaching materials in addition to textbooks, which are sometimes difficult to obtain, and facilitate teachers in implementing learning. Teaching materials are prepared with the aim of providing teaching materials that meet curriculum demands by considering the needs of students, namely teaching materials that are in accordance with the characteristics and setting or social environment of students. The benefits include making learning activities more interesting (Amri & Ahmadi, 2010).

A contextual approach can support and reinforce students’ understanding of a number of subjects. With this approach, students can derive meaning from what they learn and connect it to everyday life. Contextual learning is a learning method that connects attitudes, knowledge, and skills relevant to the circumstances and needs present in everyday life (Kosasih, 2021).

CONCLUSION

The analysis of performance and needs revealed deficiencies in functional examples, vocabulary, and exercises in Nahwu learning, leading to difficulties among students in applying Arabic language communication. Consequently, Nahwu instruction is based on contextual learning, and the development of supplementary teaching materials is deemed necessary. The design phase established the required learning experiences and specific skills for students, resulting in the creation of context-based teaching materials.

During the development phase, supplementary Nahwu teaching materials were prepared using Contextual Teaching and Learning (CTL) strategies, suitable teaching methods, and media. Expert validation indicated a very high level of
validity, allowing the teaching materials to be used without revision. The theoretical implication of this research suggests that Nahwu instruction utilizing contextual learning models and context-based teaching materials can aid learners in understanding Nahwu and applying Arabic language communication. Educational institutions teaching Nahwu can implement contextual-based instruction to help students apply Nahwu effectively.

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