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Recontextualizing Arabic Reading Instruction: Developing Arabic Reading Skills Teaching Materials Grounded in Islamic Values

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Abstract

This study aims to develop *Maharah al-Qir'ah* (Arabic reading skills) instructional materials that integrate Islamic values and are contextualized to students' social and proficiency levels. Utilizing a Research and Development (R&D) approach adapted from the Borg & Gall model, the research followed eight key stages, including preliminary research, planning, product development, field testing, revision, and implementation. Conducted at a single Islamic higher education institution, the study found that the developed materials significantly improved students' reading comprehension of Arabic texts and positively influenced their affective and social engagement, including motivation and active participation. Validation by experts confirmed the materials' feasibility, with recommendations for refining text structure and grammar. Theoretically, this research contributes to the Value-Based Content and Language Integrated Learning (VB-CLIL) paradigm by positioning Arabic reading instruction as a vehicle for values education, character building, and Islamic identity formation. The developed model is adaptable for implementation across similar Islamic educational contexts.

Keywords: *Arabic Reading Proficiency, Islamic Values, Value-Based Content and Language Integrated Learning (VB-CLIL)*

Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar Mahārah al-Qirā'ah (keterampilan membaca) yang mengintegrasikan nilai-nilai Islam serta dikontekstualisasikan dengan latar sosial dan tingkat kemampuan mahasiswa. Menggunakan pendekatan Research and Development (R&D) yang diadaptasi dari model Borg & Gall, penelitian ini mengikuti delapan tahapan utama, termasuk studi pendahuluan, perencanaan, pengembangan produk, uji coba lapangan, revisi, dan implementasi. Penelitian ini dilaksanakan di salah satu perguruan tinggi Islam, dan hasilnya menunjukkan bahwa bahan ajar yang dikembangkan secara signifikan meningkatkan pemahaman mahasiswa terhadap teks berbahasa Arab serta berdampak positif pada aspek afektif dan sosial mahasiswa, termasuk motivasi dan partisipasi aktif. Validasi dari para ahli menunjukkan bahwa bahan ajar tersebut layak digunakan, dengan beberapa saran perbaikan terkait struktur teks dan aspek gramatikal. Secara teoretis, penelitian ini memberikan kontribusi terhadap paradigma Value-Based Content and Language Integrated Learning (VB-CLIL) dengan memosisikan pembelajaran membaca bahasa Arab sebagai sarana untuk pendidikan nilai, pembentukan karakter, dan penguatan identitas keislaman. Model yang dikembangkan ini dapat diadaptasi untuk diterapkan dalam konteks pendidikan Islam serupa.

Kata Kunci: *Kemahiran Membaca, Nilai-Nilai Islam, Value-Based Content and Language Integrated Learning (VB-CLIL)*

Introduction

Arabic, like other languages, consists of four main skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), as well as linguistic components such as vocabulary and sentence structure¹. Listening and speaking represent oral language skills, enabling individuals to comprehend others' speech and express

Chikanti Amanda and Junaid Khan, "The Influence of Internal and External Factors on Arabic Language Learning Interest among Arabic Language Education Students," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 2 (April 16, 2024): 89–100, <https://doi.org/10.23971/jallt.v2i2.178>; Raees Calafato and Fei Tang, "The Status of Arabic, Superdiversity, and Language Learning Motivation among Non-Arab Expats in the Gulf," *Lingua* 219 (February 1, 2019): 24–38, <https://doi.org/10.1016/j.lingua.2018.11.003>; Kassem Wahba, Zeinab A. Taha, and Liz England, *Handbook for Arabic Language Teaching Professionals in the 21st Century* (Routledge, 2014).

their thoughts verbally². Meanwhile, reading and writing constitute written language skills, allowing individuals to communicate ideas through written texts and gain understanding through the reading process³.

Among these four skills, reading plays a crucial role in intellectual and academic development. Reading not only enables individuals to extract meaning from texts but also contributes to knowledge enhancement, broadening perspectives, and vocabulary enrichment⁴. This activity involves complex cognitive and physiological processes, where visually acquired information is

² Aulia Mustika Ilmiani et al., "The Implementation of Semester Learning Plan (RPS) on MaharahIstima' Course by Using Cartoon Story Maker," *LISANIA: Journal of Arabic Education and Literature* 4, no. 1 (June 26, 2020): 1–22, <https://doi.org/10.18326/lisania.v4i1.1-22>; Hamidah Hamidah and Marsiah Marsiah, "Pembelajaran Maharah Al-Istima' Dengan Memanfaatkan Media Youtube: Problematika Dan Solusi," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (December 2, 2020): 147–60, <https://doi.org/10.23971/altarib.v8i2.2282>; Raden Ahmad Barnabas, Zainal Rafli, and Yumna Rasyid, "Cognitive and Metacognitive Strategies in Arabic Listening Learning and Relationship with Students' Personality," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (December 20, 2019): 254–71, <https://doi.org/10.15408/a.v6i2.11771>; M.H. Al-Khresheh, A. Khaerurrozikin, and A.H. Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," *Universal Journal of Educational Research* 8, no. 3 (2020): 872–78, <https://doi.org/10.13189/ujer.2020.080318>; Lika Harnika et al., "Impact of Linguistic Environment on Speaking Skills of Female Students at the Arabic Language Center Islamic Boarding School in Indonesia," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 2 (April 16, 2024): 121–36, <https://doi.org/10.23971/jallt.v2i2.180>.

³ Zulfa Tsalitsatul Muna et al., "Mind Mapping as an Innovation in Reading and Writing Learning: A Study of Understanding Arabic Texts," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 30, 2025): 120–37, <https://doi.org/10.19105/ajpba.v6i1.15963>.

⁴ S. Fatmawati, "Enhancing Students Creative Thinking Skills through Web Blog-Assisted Cooperative Integrated Reading and Composition (CIRC) Learning," *Journal of Physics: Conference Series* 1157 (February 2019): 032019, <https://doi.org/10.1088/1742-6596/1157/3/032019>; Tanya Kaefer, "When Did You Learn It? How Background Knowledge Impacts Attention and Comprehension in Read-Aloud Activities," *Reading Research Quarterly* 55, no. S1 (2020): S173–83, <https://doi.org/10.1002/rrq.344>; Fan-Wei Kung, "Teaching Second Language Reading Comprehension: The Effects of Classroom Materials and Reading Strategy Use," *Innovation in Language Learning and Teaching* 13, no. 1 (January 2, 2019): 93–104, <https://doi.org/10.1080/17501229.2017.1364252>.

processed in the mind for deeper comprehension⁵. Moreover, in an increasingly dynamic information and communication era, reading skills are considered a fundamental foundation for achieving academic and professional success⁶.

The primary objectives of reading in an educational context include understanding language structure (words, phrases, sentences, paragraphs, and discourse), grasping the main message of a text, retrieving information, following instructions, and enjoying reading both literally and contextually⁷. This reading competency is accommodated in educational curricula, which are then translated into teaching materials by educators. The development of teaching materials plays a vital role in ensuring learning effectiveness. Therefore, teaching materials must be designed systematically and structured while aligning with predetermined learning outcomes⁸.

⁵ Nur Fitriyani et al., "The Application of the Loud Reading Strategy (Al Qira'ah Al Jahriyyah) Based on Pop-Up Books in Enhancing Arabic Reading Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 10, 2025): 23–41, <https://doi.org/10.19105/ajpba.v6i1.15978>.

⁶ K.K. Wijekumar et al., "A Web-Based Intelligent Tutoring System for Reading Comprehension Delivered to Fifth-Grade Students Attending High-Poverty Schools: Results From a Replication Efficacy Study," *Journal of Educational Psychology* 116, no. 8 (2024): 1333–51, <https://doi.org/10.1037/edu0000878>; V. Loopoo and R.J. Balfour, "Improving Reading Strategies and Assessments Used by Educators to Enhance Learner Academic Success," *Per Linguam* 37, no. 1 (2021), <https://doi.org/10.5785/37-1-984>; B. Moss, "GETTING THE PICTURE: VISUAL DIMENSIONS OF INFORMATIONAL TEXTS," in *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts: Volume II*, vol. 2, 2015, 393–98, <https://doi.org/10.4324/9781315759616-53>.

⁷ I. Riyadi et al., "Enhancing Comprehensive Reading Skills: Learning from Metacognitive Strategy," *International Journal of Innovation and Learning* 26, no. 4 (2019): 391–406, <https://doi.org/10.1504/IJIL.2019.102904>; Moh Ainin et al., "Analyzing Errors in Lesson Plans of Arabic Teacher Professional Education Participants During the Teaching Practise at Schools," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (December 2, 2021): 133–44, <https://doi.org/10.23971/altarib.v9i2.3043>; R.G. Mirasol, "Title: Exploring Junior High School Students' Critical Reading Strategies and Reading Performance," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2416814>.

⁸ Husnaini Jamil, Nur Agung, and Takdir Takdir, "Penyusunan Materi Ajar Al Nahw Al Whazhifi Dan Penerapannya Dalam Pembelajaran Bahasa Arab Untuk Mahasiswa PAI IAI Muhammadiyah Sinjai," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 2 (August 25, 2020): 175–96, <https://doi.org/10.19105/ajpba.v1i2.3571>.

In the context of the Arabic Language Education Study Program, reading skills (*maharah al-qira'ah*) are taught to enable students to comprehend and interpret Arabic texts relevant to academic and real-life needs⁹. However, the currently available teaching materials still require development to align with the study program's vision, which is to equip students with materials grounded in Islamic values and tailored to their proficiency levels¹⁰.

Several previous studies have examined the development of teaching materials for *maharah al-qira'ah*. Zaki developed teaching materials based on the integration of Arabic language skills and structures using a reorganization approach to existing materials¹¹. Zulhanan et al. The *Al-'Arabiyyah Bayna Yadayk* textbook exemplifies an integrated approach to linguistic, communicative, and cultural competencies. It incorporates practical dialogues, role-playing activities, and authentic materials, all of which are essential for fostering communicative competence in the Arabic language¹². Ritonga emphasized the importance of developing science-based teaching materials using the Whole Language approach, particularly in specific disciplines such as physics¹³. Fitriani highlighted the integration of character education values in learning materials as part of a holistic student development strategy¹⁴.

⁹ Nurul Huda, Isnaini Maulidia Annisa, and Muhammad Nuruzzaman Syam, "Writing Skills Teaching Methods for Elementary School Students: Scramble in Connecting Arabic Letters," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (August 7, 2024): 268–87, <https://doi.org/10.19105/ajpba.v5i2.15084>.

¹⁰ Ferdinan, M. Nurhidayah, and M. Pewangi, "Integration of Islamic Values in the Field of General Studies at SMP Unismuh Makassar: Evaluation of the Stake Countenance Model Approach," *Educational Process: International Journal* 14 (2025), <https://doi.org/10.22521/edupij.2025.14.59>.

¹¹ M. Zaki, "Corpus-Based Teaching in the Arabic Classroom: Theoretical and Practical Perspectives," *International Journal of Applied Linguistics (United Kingdom)* 27, no. 2 (2017): 514–41, <https://doi.org/10.1111/ijal.12159>.

¹² Zulhannan et al., "Enhancing Communicative Arabic Teaching: Evaluating the Al-Arabiyyah Baina Yadaik Model," *Journal of Educational and Social Research* 15, no. 3 (2025): 318–35, <https://doi.org/10.36941/jesr-2025-0100>.

¹³ Mahyudin Ritonga, "Desain Bahan Ajar Bahasa Arab Sains Dengan Pendekatan Whole Language," *EDUKASI: Jurnal Pendidikan Islam* 5, no. 2 (December 1, 2017): 1–24.

¹⁴ Laily Fitriani, "Pengembangan Bahan Ajar Maharah Qiroah Berbasis Karakter Di Perguruan Tinggi," *An Nabighoh* 20, no. 01 (June 24, 2018): 1–18, <https://doi.org/10.32332/an-nabighoh.v20i01.1130>.

Unlike previous studies, this research focuses on developing *maharah al-qira'ah* teaching materials explicitly based on Islamic values and tailored to the specific needs of students in the Arabic Language Education Study Program. Thus, this study aims to describe the development process of teaching materials that not only support the achievement of linguistic competencies but also strengthen the Islamic dimension in Arabic language learning.

Method

This study employed a Research and Development (R&D)¹⁵ approach by adapting the development model of Borg & Gall¹⁶, which was modified and simplified to suit the context and objectives of the research. The study was conducted at a single location and followed eight main stages: (1) preliminary research and information gathering, (2) planning, (3) development of the initial product, (4) initial field testing, (5) revision of the initial product, (6) main field testing, (7) revision of the final product, and (8) implementation.

The first stage, preliminary research and information gathering, was conducted through literature review, classroom observation, and interviews with students and lecturers to identify the need for *Maharah al-Qirā'ah* teaching materials that integrate Islamic values. This information served as the foundation for the initial report and the formulation of development needs. The second stage, planning, included the determination of learning objectives, formulation of competency indicators, and structuring of teaching materials based on logical and pedagogical sequences. This phase also involved the initial design of assessment tools and the plan for small-scale trials.

The third stage focused on developing the initial product format in the form of a draft textbook, evaluation tools, and instructional procedures. The initial draft of the teaching materials was validated by three experts in Arabic language and instructional material development, who assessed the content, presentation, and language aspects. The fourth stage was the initial trial, conducted with eight

¹⁵ Prof Dr H. Punaji Setyosari M.Ed, *Metode Penelitian Pendidikan & Pengembangan* (Prenada Media, 2016).

¹⁶ Septya Novena Putri, Anak Agung Gede Agung, and I. Kadek Suartama, "E-Module with the Borg and Gall Model with a Contextual Approach to Thematic Learning," *Journal for Lesson and Learning Studies* 6, no. 1 (March 11, 2023): 27–34, <https://doi.org/10.23887/jlls.v6i1.57482>.

students as participants. Data were collected through interviews, observations, and questionnaires designed to assess needs and initial responses to the materials. The findings from this trial informed the initial revision of the product.

Following the revision, the fifth stage main field testing involved 16 students. At this stage, quantitative learning outcome data were collected and analyzed to evaluate the effectiveness of the revised materials. Further revisions were made based on the results of the field testing to refine the final product. The final stage was implementation, where the instructional materials were applied in actual teaching sessions in the form of a draft textbook ready for classroom use.

Data were collected using observation, interview, questionnaire, and documentation techniques. The feasibility of the teaching materials was assessed by three expert validators using a five-point scale: 1 (not necessary/appropriate), 2 (less necessary/appropriate), 3 (moderately necessary/appropriate), 4 (necessary/appropriate), and 5 (highly necessary/appropriate). This evaluation covered content, presentation, and language aspects.

Qualitative data analysis followed the Miles and Huberman model¹⁷, which includes three stages: data reduction, data display, and conclusion drawing. Meanwhile, quantitative data were analyzed descriptively using mean and percentage formulas. The criteria for determining the feasibility of the instructional materials were based on percentage ranges: 85.01–100% (highly appropriate/necessary), 70.01–85.00% (moderately appropriate/necessary), 50.01–70.00% (less appropriate/necessary), and 0–50.00% (inappropriate/unnecessary).

Results

Results of Needs Analysis and Development Planning

This study aims to develop Maharah al-Qirā'ah teaching materials based on Islamic values, in alignment with the vision of the Arabic Language Education Study Program. The needs analysis revealed that previously used teaching materials did not reflect Islamic values and were not adapted to students' characteristics and capabilities. Classroom observations and document reviews indicated that students faced difficulties in understanding long, unvowelized Arabic texts.

¹⁷ Michael Huberman and Matthew B. Miles, *The Qualitative Researcher's Companion* (SAGE, 2002).

A survey of 16 students showed that all respondents expressed interest in the designed Maharah al-Qirā'ah topics, indicating a genuine need for the development of more contextual and relevant instructional materials. Furthermore, the socioeconomic background of students residing in Central Kalimantan was taken into account during material development to ensure the reading texts could be related to their everyday environment.

The planning phase involved formulating learning objectives and structuring the material based on the analyzed syllabus and curriculum. Selected topics for development included *Wasā'il al-Safar*, *Al-'Ilm al-Nāfi'*, *Iqra'*, *Maktabah al-Manzil*, *Qimah al-Zamān*, *Qishshah Ashḥāb al-Jannah*, and *Washiyyat al-Abb*. Each topic was designed to incorporate Islamic values such as gratitude, patience, sincerity, responsibility, and enthusiasm for seeking knowledge.

Product Development and Expert Validation

The initial product a draft textbook was developed through three stages: preparation, implementation, and refinement. The materials were organized systematically, including vocabulary (*mufradāt*), harakat practice, reading texts, comprehension exercises, and value reflection. The teaching materials were then validated by three experts in Arabic Language Education. The validation process of the teaching material was carried out by three lecturers from the Arabic Language Education Department, each possessing relevant academic backgrounds and professional experience in the areas of content, presentation, and language. Conducted after the final draft was completed, the validation phase involved both internal revision and external expert review. The purpose of the validation was to assess the appropriateness of the material's content, structural presentation, and linguistic clarity. Although the duration of the process was not explicitly stated, it included both quantitative assessments using structured evaluation sheets based on specific indicators and qualitative feedback with recommendations for improvement. The content validation focused on the alignment of materials with competency standards, the accuracy of information, and its relevance to learning objectives.

The validation results showed the following: (1) Content: Average score of 3.17 (moderately appropriate category). (2) Presentation: Average score of 4.00 (appropriate category). (3) Language: Average score of 4.00 (appropriate category).

Expert recommendations included improvements to sentence structure in accordance with Arabic grammar (*nahwu* and *sharaf*), better topic organization, and simplification of text length.

Initial Trial and Product Revision

The initial trial was conducted with eight students. During the trial, the researcher observed students' activities and gathered feedback through interviews. Results indicated that students appreciated the instructional materials and found them beneficial for understanding reading texts. However, they suggested reducing text length to facilitate comprehension.

The development of the teaching materials proved to have a positive impact, both in increasing students' reading interest and in creating a more active and participatory learning environment. Based on trial results and student feedback, revisions were made, including the removal of three texts—*Min Adab al-Munāqashah*, *Washiyyat al-Abb 1*, and 2—to match time allocation and material difficulty.

Field Testing and Student Learning Outcomes

The field test was conducted with 16 students using an active learning strategy. Observations revealed increased student enthusiasm, particularly in adding harakat, translating, summarizing, and relating texts to real-life contexts.

Oral post-test results showed the following score distribution: (1) Score 100 (excellent): 5 students (31.25%) (2) Score 90 (very good): 3 students (18.75%) (3) Score 80 (good): 5 students (31.25%) (4) Score 70 (fair): 3 students (18.75%).

These results demonstrate that the developed teaching materials were effective in improving students' ability to read and understand Arabic texts. This aligns with the findings of Hernawan et al. (2012), which emphasized that relevant instructional materials can accelerate the attainment of learning competencies.

Implementation and Impact

The revised and refined teaching materials were permanently implemented in the Maharah al-Qirā'ah course. The successful implementation indicated that the material development process had considered pedagogical principles, learner characteristics, and deep integration of Islamic values.

This development showed that contextual, thematic, and values-based teaching materials can serve as a strategic alternative to bridge the gap between standard content and the real needs of students. This approach also enhances the quality of learning interaction and enriches students' learning experiences in a holistic manner.

Discussion

The results of the needs analysis conducted in this study revealed a significant gap between the currently used *Maharah al-Qirā'ah* teaching materials and the actual needs and characteristics of students as the primary users. The existing materials not only lack representation of Islamic values which constitute the core of Arabic language education in the Arabic Language Education Study Program but also fail to consider critical aspects such as students' abilities, sociocultural backgrounds, and learning preferences. This finding affirms the assertion of Al-Mahrooqi and Roscoe, who argued that Arabic language instruction, particularly at the tertiary level, has long focused excessively on linguistic aspects while neglecting the integration of values and student-centered learning approaches¹⁸.

These findings are also in line with Almelhes, who highlighted that traditional Arabic language instruction often fails to accommodate the increasingly diverse learning needs and experiences of students, especially in cross-cultural and multi-contextual learning environments¹⁹. This limitation becomes more apparent when students face difficulties in comprehending long Arabic texts that lack diacritical marks and are disconnected from their everyday lives. Therefore, the integration of Islamic values and students' local context as demonstrated in this study not only enriches the cognitive domain but also serves as a strategic instrument to build a more meaningful connection between learners and learning content.

Students' preferences for more contextual learning materials, as evidenced by a survey involving 16 participants, reinforce the concept

¹⁸ Rahma Al-Mahrooqi and Adrian Roscoe, *Literature Teaching in the EFL Context: New Perspectives*, 2012.

¹⁹ S. Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024), <https://doi.org/10.3390/educsci14101116>; S.A. Almelhes and H.E. Alsaiani, "A Conceptual Framework for Teaching Arabic as a Second Language," *Theory and Practice in Language Studies* 14, no. 7 (2024): 2110–18, <https://doi.org/10.17507/tpls.1407.18>.

of Contextual Teaching and Learning (CTL) proposed by Stein et al., who asserts that meaningful learning can only occur when instructional materials are linked to students' real-life experiences personally, socially, and culturally²⁰. Unfortunately, such an approach remains underutilized in the development of *Maharah al-Qirā'ah* materials, which tend to be generic and linguistically oriented, as noted by Hassan²¹. This study addresses that gap by developing instructional materials that not only present reading texts but also embed Islamic values contextualized to students' lives in Central Kalimantan, a region where learners come from diverse socioeconomic backgrounds.

The expert validation process in this study demonstrated that the developed teaching materials met the criteria for feasibility in terms of content, presentation, and language. Nevertheless, improvements were still needed in sentence structure and text simplification. This underscores the importance of *formative evaluation* in instructional design, as articulated by Dick, Carey, and Carey, who emphasized that validation and revision are integral parts of the instructional development cycle aimed at ensuring that the final product is aligned with learners' needs and can be effectively implemented in real learning contexts²².

Criticisms from validators concerning *nahwu* (syntax) and *sharaf* (morphology) highlight the indispensable role of grammatical clarity in teaching Arabic as a second or foreign language. Beginner learners require instructional materials that are not only engaging in content but also linguistically accessible. Thus, the simplification of texts and better topic organization, as carried out in this study, represent strategic steps to enhance the accessibility of learning materials for students.

Field testing involving 16 students showed significant improvements in motivation, participation, and students' ability to apply diacritical marks, translate, summarize, and relate texts to their

²⁰ S.J. Stein, G. Isaacs, and T. Andrews, "Incorporating Authentic Learning Experiences within a University Course," *Studies in Higher Education* 29, no. 2 (2004): 239–58, <https://doi.org/10.1080/0307507042000190813>.

²¹ Shahir Akram Hassan and Wan Mohd Khairul Firdaus Wan Khairulidin, "Research Design Based on Fatwa Making Process: An Exploratory Study," *International Journal of Higher Education* 9, no. 6 (September 30, 2020): 241, <https://doi.org/10.5430/ijhe.v9n6p241>.

²² Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction* (Vital Source (for Pearson) VST E+p, 2015).

real lives. The post-test data, which reflected high achievement levels, served as a strong indicator of the effectiveness of the developed materials in enhancing students' reading and comprehension skills in Arabic. These findings support Al farisi et al., who found that culturally and thematically relevant teaching materials can accelerate the acquisition of Arabic reading proficiency²³.

However, this study goes beyond that by explicitly integrating Islamic values into the materials, which positively impacts students' affective and social domains. As described by Succarie, this dimension is part of the holistic education approach, which views language learning not merely as a tool for linguistic competence but also as a medium for shaping character, values, and Islamic identity²⁴.

The learning experience fostered by the thematic, contextual, and values-based materials also contributed to a more active, participatory, and collaborative classroom environment. This indicates that the developed materials succeeded in transforming the role of students from passive recipients of information into active agents engaged in meaningful learning processes.

Theoretically, this study contributes to the body of knowledge in Arabic language education by offering a new model of value-based instructional material for *Maharah al-Qirā'ah*, integrated with students' social contexts. The proposed model reinforces the paradigm of Value-Based Content and Language Integrated Learning (VB-CLIL), which remains underutilized in Arabic language teaching both in Indonesia and globally. This paradigm positions language not only as a means of communication but also as a vehicle for internalizing values, strengthening identity, and developing learners' character.

Practically, the instructional model developed in this study offers a strategic alternative that can be replicated across Islamic educational institutions, particularly in regions with distinct sociocultural characteristics such as Central Kalimantan. The

²³ M.Z. Al Farisi et al., "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore: An Ethnographic Study on the Folktale of 'Bandung,'" *Asian Education and Development Studies* 13, no. 2 (2024): 134–49, <https://doi.org/10.1108/AEDS-07-2023-0082>.

²⁴ A. Succarie, "Examining the Implications of Islamic Teacher Education and Professional Learning: Towards Professional Identity Renewal in Islamic Schools," *Education Sciences* 14, no. 11 (2024), <https://doi.org/10.3390/educsci14111192>.

integration of student-centered learning with place-based education, as suggested by Nichols et al., has proven effective in creating more meaningful, contextual, and transformative learning experiences²⁵.

Although the development of *Mahārah al-Qirā'ah* instructional materials based on Islamic values and local contextualization has shown positive impacts on students' motivation and competence, the product still presents several limitations. One of the main challenges lies in the syntactic and morphological complexity (*nahwu* and *sharaf*) present in certain parts of the texts, which poses a barrier for beginner learners. This indicates that the process of linguistic simplification has not been fully optimized, particularly in terms of readability and linguistic acceptability. Moreover, although Islamic values have been integrated into the instructional content, the pedagogical approach to conveying these values in an explicit and practical manner has not been systematically elaborated. The value integration remains largely implicit and is not yet consistently supported by reflective or dialogical learning activities that foster deep internalization.

From a technical standpoint, the validation and revision processes were limited to formative aspects, involving only three validators from a single institution and lacking both quantitative readability testing and long-term effectiveness assessments across diverse classroom contexts. The use of instructional media also remains conventional (e.g., PowerPoint) and has not yet been integrated with interactive technologies that could enrich students' digital learning experiences. Another significant challenge concerns distribution and sustainability. There is currently no implementation scheme that outlines how the developed materials will be disseminated or adapted by educators outside the originating institution. This aspect is crucial to ensure that pedagogical innovations can reach a wider audience and are not confined to a local context.

In response to these findings, several strategic recommendations are proposed for further development. First, it is necessary to design learning activities that explicitly connect Islamic values to students' real-life contexts, such as through reflective discussions, social projects, or contextual case studies. This is essential to ensure that the integration of values becomes not merely content-oriented but also an

²⁵ J.B. Nichols et al., "Promise of Place: Using Place-Based Education Principles to Enhance Learning," *International Journal of Pedagogy and Curriculum* 23, no. 2 (2016): 27–41, <https://doi.org/10.18848/2327-7963/cgp/v23i02/27-41>.

experiential and transformative learning process. Second, future development should incorporate technology-enhanced media, such as interactive e-books, learning management systems (LMS), or mobile applications based on VB-CLIL, to increase learner engagement and provide automated feedback, voice recording, and content visualization features. Third, field testing should be expanded to include other institutions with diverse student demographics to improve the reliability and generalizability of the materials' effectiveness. Validation should also involve experts in educational technology, educational psychology, and sociolinguistics to strengthen the interdisciplinary nature of instructional design. Finally, future material development should include assessment instruments capable of measuring the affective and social impact of value integration, such as empathy, social responsibility, and the strengthening of Islamic identity within multicultural societal contexts.

Conclusion

This study concludes that the development of *Maharah al-Qirā'ah* instructional materials based on Islamic values and students' social contextualization is effective in enhancing students' ability to read Arabic texts, while also yielding positive impacts on their affective and social dimensions, such as motivation and active participation. The validation results indicate that the developed materials are feasible for use, with some improvements needed in text structure and grammatical aspects. Theoretically, this study strengthens the Value-Based Content and Language Integrated Learning (VB-CLIL) paradigm, positioning *Maharah al-Qirā'ah* instructional materials as a means to reinforce students' values, character, and Islamic identity in a way that is relevant to their local context, and offering potential for replication in Islamic educational institutions with similar characteristics.

As for future research, it is recommended to develop interactive digital materials that utilize multimedia to enhance student engagement in a flexible and adaptive manner. Moreover, expanding the scale of field testing across various educational institutions with diverse sociocultural characteristics is essential to assess the external validity of the instructional model. Further research should also explore the impact of these materials on students' affective dimensions and character development using more structured quantitative instruments. Additionally, it is suggested to design more diverse instructional

models, such as project-based learning, problem-based learning, or the flipped classroom. Finally, integrating these instructional materials into the Merdeka Belajar curriculum framework should be considered to ensure greater adaptability, contextual relevance, and global orientation.

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