



Alibbaa': Jurnal Pendidikan Bahasa Arab

Vol. 6 No. 2, July 2025

P-ISSN: 2721-1606 | E-ISSN: 2716-4985

doi: <http://xxx>

Development of Genre-Based Arabic Teaching Materials Inspired by Kediri Ulama to Enhance Students' Motivation

**Ahmad Zubairi¹, Imam Asrori², Nurhidayati³, Loso Judijanto⁴,
Darmanto⁵, Suti Mega Nur Azizah⁶**

^{1,2,3,6}*Universitas Negeri Malang, Indonesia*

⁴*IPOSS Jakarta, Indonesia*

⁵*STIT Muhammadiyah Tempurejo Ngawi, Indonesia*

Corresponding E-mail: ahmadzubairi.xpresi@gmail.com

Abstract

An ongoing issue in many schools is the lack of enthusiasm among students for learning Arabic. This study aims to (1) develop genre-based Arabic teaching materials inspired by the history of Kediri's *ulama* for use in *Madrasah Aliyah*, and (2) evaluate their effectiveness in enhancing students' motivation. A quasi-experimental design was employed, involving 60 students from Madrasah Aliyah Sunan Gunung Jati, who were divided into experimental and control groups. Quantitative data were collected using a learning motivation questionnaire and analyzed through Product Moment Correlation, Cronbach's Alpha, Levene's test, Shapiro-Wilk test, and Independent Sample t-test. The results revealed that the experimental group's motivation scores increased significantly from 58.20 (SD = 6.973) to 72.23 (SD = 4.847), a gain of 14.03 points, while the control group showed a smaller increase from 58.17 (SD = 6.975) to 61.03 (SD = 5.068), with a gain of 2.87. The independent sample t-test confirmed that this difference was statistically significant ($t = -8.747$, $df = 57.885$, $p < 0.001$). These findings highlight the importance of contextualized, culturally grounded teaching materials in fostering student engagement. Practically, this study offers a model for Arabic instruction that integrates linguistic, affective, and cultural learning goals. Future research should focus on developing complementary multimedia

resources and examining the long-term effects of such materials across diverse *madrasah* contexts.

Keywords: *Alternative Teaching Materials, Kediri Ulama, Student Motivation, Arabic Language*

Abstrak

Rendahnya antusiasme siswa terhadap pelajaran bahasa Arab merupakan masalah yang terus terjadi di berbagai lembaga pendidikan. Penelitian ini bertujuan untuk mengembangkan materi ajar bahasa Arab berbasis genre yang terinspirasi dari sejarah ulama Kediri untuk digunakan di Madrasah Aliyah, serta mengevaluasi efektivitasnya dalam meningkatkan motivasi belajar siswa. Penelitian ini menggunakan pendekatan kuasi-eksperimental, dengan 60 siswa dari Madrasah Aliyah Sunan Gunung Jati yang dibagi menjadi dua kelompok. Korelasi Product Moment, Cronbach's Alpha, uji Levene, uji Shapiro-Wilk, dan uji Independent Sample T-test digunakan untuk menilai data kuantitatif yang dikumpulkan melalui kuesioner motivasi belajar. Hasil kuantitatif menunjukkan bahwa skor motivasi kelompok eksperimen meningkat secara signifikan dari 58,20 (SD = 6,973) menjadi 72,23 (SD = 4,847), dengan kenaikan sebesar 14,03 poin, sementara kelompok kontrol hanya meningkat dari 58,17 (SD = 6,975) menjadi 61,03 (SD = 5,068), kenaikan = 2,867, dan uji t independen menunjukkan hasil ini signifikan ($t = -8,747$, $df = 57,885$, $p < 0,001$). Penelitian ini menekankan pentingnya materi pembelajaran yang kontekstual dan berlandaskan budaya dalam mendorong keterlibatan siswa, sekaligus menawarkan model pembelajaran bahasa Arab yang seimbang antara tujuan linguistik, afektif, dan kultural. Penelitian selanjutnya disarankan untuk mengembangkan materi multimedia pelengkap serta mengevaluasi dampak jangka panjang di berbagai konteks madrasah.

Keywords: *Bahan Ajar Alternatif, Ulama Kediri, Motivasi Siswa, Bahasa Arab*

Introduction

Students need strong motivation to learn Arabic in order to enhance their language proficiency, particularly in the context of *Madrasah Aliyah* (MA), where Arabic serves as the primary medium for studying the Qur'an and Islamic sciences. As the language of sacred texts and foundational Islamic knowledge, Arabic plays a pivotal role in shaping the *madrasah* curriculum¹. According to Calafato, students' motivation to learn Arabic, as observed in Scandinavian contexts, is influenced by various factors, including career aspirations and an interest

¹ Nurul Hadi, Nuri Alvina, and Khaled Radhouani, "Ta'zizu Dâfi'iyati Thullâbi Riyâdh al-Athfâl Li Tathwîri Mahârât al-Lughah al-'Arabiyyah al-Syafawiyyah Min Khilâli Barâmîji al-Ta'lim al-Mukatstsaf," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 189–214, <https://doi.org/10.19105/ajpba.v5i2.12195>.

in Arab culture. However, motivation alone is not sufficient; it must be supported by self-regulated learning and metacognitive strategies to ensure sustained language development. Students' desire to acquire and master Arabic is often driven by their recognition of its intrinsic value, especially its close connection to the Qur'an and Hadith². Moreover, neurolinguistic factors also play a vital role, as the cognitive challenges of learning Arabic can serve as a powerful motivator for individuals seeking a deeper connection with the language of their faith.

Despite its significance, a persistent issue in many educational institutions, including *Madrasah Aliyah* in Kediri, is the low motivation among students to learn Arabic. While some students show limited enthusiasm, others struggle with the inherent difficulties of the language. Both external factors, such as the learning environment and availability of resources, and internal factors, including students' attitudes and beliefs, significantly influence their motivation. Previous studies indicate that students' motivation to learn Arabic is shaped by their interest in the subject, perceived difficulty, and the level of support they receive from teachers and parents³. Low motivation not only reduces students' interest in Arabic but also negatively affects their learning process and overall academic performance⁴.

One promising solution to address this problem is to develop alternative teaching materials that are inspired by the history and legacy of Kediri's *ulama* and incorporate a variety of genres. A historical perspective, particularly one that highlights the contributions of local religious scholars, can provide a fresh and stimulating approach to Arabic learning. By integrating elements of local culture, history, and diverse genres, such as narratives about *ulama*, *fatwas*, and classical texts, teaching materials can become more relatable and engaging for

² Agus Husein As Sabiq et al., "Pesantren Students' Religious Beliefs and Attitudes toward Learning English in Indonesia," *3L The Southeast Asian Journal of English Language Studies* 28, no. 1 (March 2022): 60–74, <https://doi.org/10.17576/3L-2022-2801-05>.

³ Huma Akram and Shengji Li, "Understanding the Role of Teacher-Student Relationships in Students' Online Learning Engagement: Mediating Role of Academic Motivation," *Perceptual and Motor Skills* 131, no. 4 (August 2024): 1415–38, <https://doi.org/10.1177/00315125241248709>.

⁴ Zawawi Ismail et al., "Motivation as the Mediator in Relationship between Non-Verbal Communication of Arabic Language Teachers and Student Learning Outcomes," *Universal Journal of Educational Research* 8, no. 2 (February 2020): 700–708, <https://doi.org/10.13189/ujer.2020.080244>.

students⁵. Research by Tazhitova demonstrates that incorporating local content into language instruction significantly enhances students' motivation by linking the learning process to their cultural and community context⁶. In this way, localized materials not only improve students' Arabic language proficiency but also foster a deeper emotional and cultural connection to the subject matter. Similarly, Stracke found that learners in bilingual or bicultural settings, such as heritage language schools, experience increased motivation when language learning is closely tied to their cultural identity and community⁷. This approach promotes a more meaningful and personalized learning experience, ultimately leading to improved learning outcomes and sustained motivation.

Previous research has demonstrated that various factors, such as students' backgrounds, interests, attitudes, and teacher involvement in the learning process, play a crucial role in influencing learning motivation. For example, Tseng highlighted that the use of visual scaffolding within genre-based teaching approaches significantly enhances students' comprehension of materials, particularly in bilingual educational settings⁸. Similarly, Wasilah demonstrated the effectiveness of multimedia resources in improving learning outcomes in Arabic language instruction⁹. These findings suggest that alternative teaching

⁵ Mohamad Zaka 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 (April 2024): 134–49, <https://doi.org/10.1108/AEDS-07-2023-0082>.

⁶ Gulzhakhan Tazhitova et al., "Local Materials as a Means of Improving Motivation to EFL Learning in Kazakhstan Universities," *Education Sciences* 12, no. 9 (September 2022): 604, <https://doi.org/10.3390/educsci12090604>.

⁷ Elke Stracke, "Language Learning Motivation and Interculturality of Australian Community/Heritage Language Learners," in *Intercultural Competence Past, Present and Future*, ed. María Dolores López-Jiménez and Jorge Sánchez-Torres, Intercultural Communication and Language Education (Singapore: Springer Nature Singapore, 2021), 23–41, https://doi.org/10.1007/978-981-15-8245-5_2.

⁸ Jun-Jie Tseng, "Using Visual Scaffolding to Enhance the Comprehensibility of English Materials in Science Education: A Genre-Based Approach," *Journal of English for Academic Purposes* 75 (May 2025): 101500, <https://doi.org/10.1016/j.jeap.2025.101500>.

⁹ Wasilah Wasilah, Jumhur Jumhur, and Raziqa Diah Cahyani, "Development of Quantum Teaching-Based Shorof Materials at Madrasah Aliyah," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (June 2023): 2375–85, <https://doi.org/10.35445/alishlah.v15i2.3616>.

materials have strong potential to support learning strategies that align with students' motivational needs. However, despite the growing use of multimedia tools and visual scaffolding, genre-based approaches that incorporate local cultural values, such as the history of Kediri's *ulama*, remain underexplored in the existing literature. This gap presents an opportunity to introduce localized, genre-based teaching materials that emphasize historical figures and cultural heritage, thereby offering a more meaningful and engaging learning experience.

Supporting this idea, Al Farisi's research on integrating Indonesian folklore into Arabic language teaching materials demonstrated that embedding local cultural elements can significantly strengthen students' connection to the subject matter and promote deeper learning¹⁰. This approach could be similarly applied by incorporating the history of Kediri's *ulama* into Arabic language curricula, making the learning process more relevant and relatable to students. Likewise, Sakti's study on revitalizing local wisdom in education found that incorporating local culture and historical narratives into instructional materials enhances students' sense of identity and increases their engagement with the content¹¹.

Additional empirical studies also highlight the benefits of integrating local heritage into Arabic language education. For instance, Himmah explored the use of heritage texts in Arabic learning, emphasizing the importance of local context for improving comprehension and fostering active engagement¹². Their findings revealed that exposure to culturally relevant materials significantly enhanced students' understanding of Arabic grammar and semantics, leading to greater motivation and deeper involvement in learning activities. Similarly, Azizah traced the historical development of Arabic

¹⁰ Al Farisi et al., "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore."

¹¹ Syahria Anggita Sakti, Suwardi Endraswara, and Arif Rohman, "Revitalizing Local Wisdom within Character Education through Ethnopedagogy Apporach: A Case Study on a Preschool in Yogyakarta," *Heliyon* 10, no. 10 (May 2024): e31370, <https://doi.org/10.1016/j.heliyon.2024.e31370>

¹² Ro'fat Hizmatul Himmah et al., "'Shawer' Program to Strengthen the Arabic Language Skills: Education in Heritage Books Study in the Arabic Language Community I Barnamij 'Syawir' Fi Taqwiyyati al- Lughoh al-'Arabiyah: Al-Ta'Lim Fi Dirasati Kutubi al-Thurats Fi Mujtama' al-Lughoh al-'Arabiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (October 2024): 300, <https://doi.org/10.24042/albayan.v16i2.24182>.

language education in Indonesia, noting how local cultural and religious contexts have profoundly shaped teaching practices and student outcomes¹³. According to Azizah, references to local historical figures and religious scholars have played a key role in shaping how Arabic is taught and learned in Indonesian schools, thereby fostering stronger motivation and cultural connection among students.

A closer examination of these studies reveals that previous research has explored the value of genre-based pedagogy¹⁴⁻¹⁵, multimedia learning, and culture-based approaches in language education. Other studies have investigated the integration of local heritage and history into Arabic language instruction through folklore, heritage texts, and broader cultural references. Collectively, these works affirm the significance of cultural integration in language pedagogy. However, none of the existing studies specifically address the use of local historical figures, particularly the *ulama* of Kediri, as the foundation for genre-based materials in Arabic language instruction. This gap highlights that, while culture has been widely recognized as an important factor in motivating students, the potential of local Islamic history as a contextualized pedagogical resource remains largely unexplored. The novelty of this research lies in its unique focus on incorporating local historical figures, specifically the *ulama* of Kediri, into the development of genre-based Arabic teaching materials. No previous studies have combined this specific historical context with Arabic language instruction in a *Madrasah Aliyah* setting, making this approach both innovative and highly relevant to the local educational context and community needs.

To address this gap, this study aims to develop genre-based Arabic teaching materials inspired by the history of Kediri's *ulama* for use in *Madrasah Aliyah* and to evaluate their effectiveness in enhancing students' motivation through a quasi-experimental design involving

¹³ Nur Laila Azizah et al., "Development of Arabic Language Learning in Indonesia at 19th – 21st Century," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (June 2024): 219, <https://doi.org/10.24042/albayan.v16i1.22767>.

¹⁴ Tseng, "Using Visual Scaffolding to Enhance the Comprehensibility of English Materials in Science Education"; Linda Septiyana et al., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach," *Pedagogy: Journal of English Language Teaching* 10, no. 2 (December 2022): 169, <https://doi.org/10.32332/joelt.v10i2.5228>.

¹⁵ Septiyana et al., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach."

control and experimental groups. In line with these aims, this research seeks to answer two key questions: how genre-based Arabic teaching materials can be effectively developed using the history of Kediri's *ulama* as a foundation, and to what extent these materials can improve students' motivation compared to conventional teaching resources.

Method

Research Design

This study employed a Research and Development (R&D) approach based on the Borg and Gall model. From the original ten steps proposed in the model, five were adapted to suit the scope and objectives of this research. These steps included: (1) needs analysis, (2) product design, (3) product development, (4) expert validation, and (5) field testing. The selection of these stages was intended to provide a systematic and practical framework for developing instructional materials while ensuring their quality and relevance to the educational context.

The final stage, field testing, was conducted using a quasi-experimental design involving both control and experimental groups. The integration of this experimental procedure into the R&D process positioned it as a natural continuation of the development phase rather than a separate methodology. Figure 1 illustrates the overall research procedure, which combines the steps of material development with the quasi-experimental design applied during the testing phase.

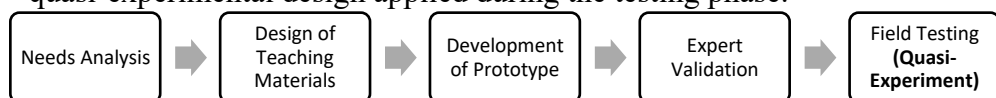


Figure 1. Adapted Borg & Gall Research Procedure with Integrated Quasi-Experimental Design

Population, Sample, and Sampling Technique

The population of this study consisted of students from Class X at Madrasah Aliyah Sunan Gunung Jati, with a total of 60 participants. Thirty students were assigned to the experimental group, while the remaining thirty were placed in the control group. A purposive sampling technique was employed to select these groups, as they shared similar characteristics in terms of age, educational background, and developmental stage, ensuring comparability between the two groups.

Data Collection Technique

Data were collected through observation and questionnaires. Observations were used to capture classroom interactions and student

engagement during the learning process, while questionnaires were administered to measure students' motivation to learn Arabic.

Research Instruments

Two research instruments were utilized in this study. The first was an expert validation questionnaire used to assess the content validity of the developed teaching materials. The second was a student learning motivation questionnaire, which was adapted from the framework developed by Herianto and Wiluyeng. This framework consists of four key dimensions: Attention, Relevance, Confidence, and Satisfaction (ARCS)¹⁶. The adaptation process involved translating and rephrasing the items to fit the context of Arabic language learning, followed by an expert review. Three validators were involved in this process: two senior lecturers specializing in Arabic language education and one expert in educational evaluation, each with over five years of teaching and research experience. Their feedback was used to refine the questionnaire to ensure clarity, contextual appropriateness, and construct validity. The final version of the instrument consisted of 16 items, each measured using a five-point Likert scale, designed to comprehensively evaluate students' motivation in learning Arabic.

Data Analysis Technique

Data analysis was carried out using SPSS software. To ensure that the instruments were appropriate for the study objectives, validity was assessed using Product Moment Correlation, while reliability was evaluated through Cronbach's Alpha. The Shapiro-Wilk test was then applied to examine data normality, as this test is well-suited for smaller sample sizes ($n < 50$). Levene's test was used to assess the homogeneity of variances between groups, confirming whether the assumption of equal variances was met. These preliminary tests established that the data were valid, reliable, normally distributed, and homogeneous, thereby fulfilling the requirements for parametric statistical testing.

Following these assessments, an Independent Sample t-test was employed to determine whether there were significant differences in students' learning motivation between the control and experimental groups. The hypothesis of this study posits that if the p-value is less than 0.05, the alternative hypothesis (H_1) is accepted, indicating a significant difference in motivation between the two groups as a result of using the

¹⁶ Herianto and Insih Wilujeng, "Increasing the Attention, Relevance, Confidence and Satisfaction (ARCS) of Students through Interactive Science Learning Multimedia," *Research in Learning Technology* 29 (August 2021), <https://doi.org/10.25304/rlt.v29.2383>.

newly developed instructional materials. Conversely, if the p -value exceeds 0.05, the null hypothesis (H_0) is accepted, indicating no significant difference in motivation between the groups

Results and Discussion

Based on the results of the validity test for the 24 items included in the student learning motivation questionnaire, each item was analyzed using the Product Moment Correlation method. The calculated r values were then compared to the critical r value of 0.306. Out of the 24 items, 16 had r values greater than 0.306 and were therefore considered valid. Table 1 presents the r values for each item, indicating which items met the validity threshold and which did not.

Table 1. Result of the Validity Test

No Item	R-Count	R-Table	Description
1	0,340	0,306	Valid
2	0,584	0,306	Valid
3	0,184	0,306	Invalid
4	0,410	0,306	Valid
5	0,546	0,306	Valid
6	0,254	0,306	Invalid
7	0,402	0,306	Valid
8	0,528	0,306	Valid
9	0,313	0,306	Valid
10	0,246	0,306	Invalid
11	0,238	0,306	Invalid
12	0,407	0,306	Valid
13	0,340	0,306	Valid
14	0,469	0,306	Valid
15	0,184	0,306	Invalid
16	0,562	0,306	Valid
17	0,254	0,306	Invalid
18	0,604	0,306	Valid
19	0,725	0,306	Valid
20	0,246	0,306	Invalid
21	0,580	0,306	Valid
22	0,619	0,306	Valid
23	0,646	0,306	Valid
24	0,254	0,306	Invalid

Items with an r value lower than 0.306 were deemed invalid because they did not show a significant correlation with the total score. This suggests that these items were ineffective in accurately measuring

the construct of student learning motivation. Such items are recommended for revision or removal in future iterations of the instrument. Overall, the results indicate that the majority of items met the validity criteria and can be used to evaluate learning motivation in the context of developing genre-based Arabic teaching materials inspired by the history of Kediri's *ulama*.

The reliability of the instrument was further examined using Cronbach's Alpha to determine the internal consistency of the items. This step was essential to ensure that the questionnaire consistently and accurately measured the intended construct across different respondents and testing conditions.

Table 2. Result of the Reliability Test

Item	Standard	Cronbach's Alpha	Description
Student Learning Motivation	0,6	0,75	Reliable

As presented in Table 2, the Cronbach's Alpha value of 0.75 exceeds the minimum threshold of 0.6, indicating that the instrument demonstrates good internal consistency. A higher Cronbach's Alpha value reflects a strong correlation among the items, signifying that they are measuring the same underlying construct, in this case, student learning motivation. This result confirms that the questionnaire is both appropriate for this research context and capable of producing reliable and consistent data on students' motivation to learn Arabic.

To further ensure the appropriateness of subsequent statistical analyses, the Shapiro-Wilk test was conducted to examine the normality of the data distribution. Testing for normality is an essential prerequisite for applying parametric statistical procedures, such as the independent samples t-test. A normal distribution ensures the validity of these tests, as they rely on the assumption that data are evenly distributed.

Table 3. Result of the Normality Test

Class		Shapiro-Wilk			Description
		Statistic	df.	Sig.	
Control	Pre-Test	0,953	30	0,203	Normal
	Post-Test	0,955	30	0,230	Normal
Experiment	Pre-Test	0,954	30	0,210	Normal
	Post-Test	0,943	30	0,111	Normal

The results of the Shapiro-Wilk test, displayed in Table 3, indicate that all p-values for both the pre-test and post-test scores in the control and experimental groups were greater than 0.05. This finding confirms that the data are normally distributed, thereby meeting one of the key assumptions required for accurate and valid parametric analysis.

The Levene's test for equality of variances was conducted to determine whether the variances between the control and experimental groups were homogeneous. Establishing homogeneity of variance is essential because parametric tests, such as the independent samples t-test, assume that the groups being compared have equal variances. If this assumption is violated, the results of the statistical analysis could be distorted, leading to inaccurate conclusions.

Table 4. Result of the Homogeneity Test

Based on	Levene Statistic	df1	df2	Sig.	Description
Mean	0,015	1	58	0,903	Homogeneous
Median	0,000	1	58	1,000	Homogeneous
Median and with adjusted df	0,000	1	57,924	1,000	Homogeneous
Trimmed mean	0,10	1	58	0,921	Homogeneous

As shown in Table 4, the results of the Levene's test indicate that all significance values were greater than 0.05. This outcome confirms that there were no significant differences in variances between the two groups, thereby meeting the homogeneity assumption required for parametric testing. With this condition satisfied, the independent samples t-test could be appropriately and confidently applied to assess differences in learning motivation between the control and experimental groups.

Figure 2 and Table 5 illustrate a comparison of the pre-test and post-test scores measuring students' motivation to learn Arabic in both the control and experimental groups. The figure provides a visual representation of the changes in motivation levels before and after the intervention, while the table presents the descriptive statistics, including the mean scores and gain scores for each group. The gain score reflects the degree of improvement in motivation following the intervention.

Table 5. Descriptive Analysis Result of the Student Learning Motivation

Class	Pretest		Posttest		Gain
	Mean	Stdev	Mean	Stdev	
Control	58,17	6,975	61,03	5,068	2,867
Experiment	58,20	6,973	72,23	4,847	14,03

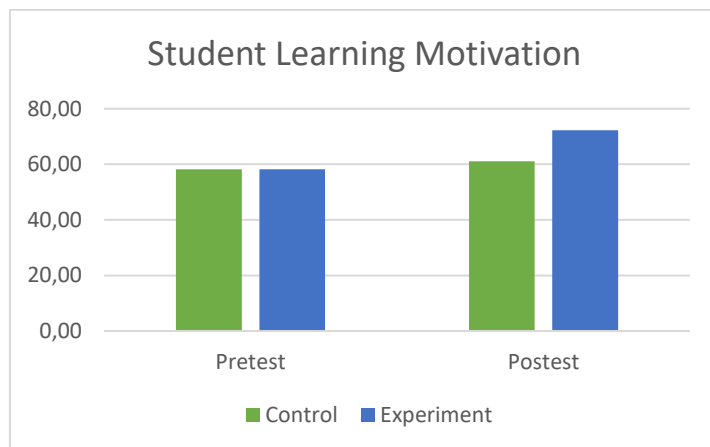


Figure 2. Student Learning Motivation Pretest-Posttest Scores Comparison

As illustrated in Figure 2 and presented in Table 5, the experimental group demonstrated a considerably higher gain score (14.03) compared to the control group (2.87). This notable difference suggests that the intervention, genre-based Arabic teaching materials inspired by the history of Kediri's *ulama*, had a substantial effect on enhancing students' motivation to learn Arabic. The experimental group exhibited a marked improvement in motivation levels, while the control group showed only a slight increase. These findings indicate that the genre-based materials were significantly more effective than traditional teaching methods in fostering student motivation and engagement.

To determine whether the difference between the experimental and control groups was statistically significant, an independent samples t-test was performed. This statistical test is used to evaluate whether the variation observed between the two groups is meaningful and unlikely to have occurred by random chance. The results of this analysis are summarized in Table 6, providing evidence of whether the intervention had a measurable and significant effect on students' motivation to learn Arabic.

Table 6. Result of the Independent Sample T-Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Equal variances assumed	-8,747	58	0,000
Equal variances not assumed	-8,747	57,885	0,000

As shown in Table 6, the independent samples t-test produced a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the post-test scores of the experimental and control

groups. This result provides strong evidence that the intervention of genre-based Arabic teaching materials inspired by the history of Kediri's *ulama* had a meaningful positive effect on students' motivation to learn Arabic. To further evaluate the magnitude of this effect, the effect size was calculated, yielding a Cohen's *d* value of 2.19, which represents a very large effect. This suggests that the intervention had a substantial and powerful impact on the motivation levels of students in the experimental group. Additionally, the 95% confidence interval for the mean difference between the groups ranged from 10.5 to 17.6, confirming that the observed difference was both statistically significant and practically meaningful. These findings collectively support the conclusion that the implementation of genre-based Arabic teaching materials significantly enhanced students' motivation to learn Arabic. Therefore, the alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected.

Development of Genre-Based Arabic Teaching Materials

An innovative approach to enhancing student engagement and improving learning outcomes in Arabic language education involves the development of genre-based teaching materials inspired by the history of Kediri's *ulama*. This approach is particularly significant given that, in many *madrasah* contexts, Arabic language teaching materials often lack integration with local cultural values and historical perspectives. By addressing this gap, genre-based materials connect students' backgrounds with contextualized learning experiences, incorporating historical figures and elements of local wisdom into the Arabic curriculum.

The teaching materials were specifically designed for use in secondary Islamic schools (*Madrasah Aliyah*), with a primary focus on developing reading (*qirā'ah*) and writing (*kitābah*) skills. The genre-based approach, as described by Martin and Rose, emphasizes the comprehension and production of texts based on authentic genres. This method enables students to understand the structure, social functions, and linguistic features of various text types within real-world contexts. Moreover, by integrating narratives and values drawn from the history of Kediri's *ulama*, the materials aim to increase student motivation while fostering a deeper appreciation of cultural and religious heritage.

The instructional materials consist of three chapters, each centered on a distinct text type derived from historical accounts of Kediri's *ulama*. Each chapter follows a structured genre-based learning cycle composed of four stages. The first stage, **Building Context**,

involves guiding students to explore the topic, read related texts, extract key information, and acquire relevant vocabulary. The second stage, **Modeling and Deconstruction**, requires the teacher to present a model text and explain its meaning, social purpose, structural elements, and linguistic features, followed by collaborative analysis with students and guided questioning activities. The third stage, **Joint Construction**, engages students in group activities to collaboratively construct a text under teacher guidance. Finally, the fourth stage, **Independent Construction**, allows students to apply their knowledge by composing texts independently, demonstrating their mastery of both language skills and genre awareness.

This teaching material consists of three chapters aligned with the 10th-grade Arabic language curriculum. Each chapter focuses on a distinct text type drawn from the historical narratives of Kediri's *ulama* and follows a carefully structured genre-based learning cycle. This design facilitates contextual and comprehensive Arabic language learning by integrating authentic cultural and historical content into language instruction.

Chapter 1: Descriptive Text (النص الوصفي)

The first chapter introduces Kyai Haji Taha Mu'id through a descriptive text that portrays his physical characteristics, personal qualities, and significant contributions to Islamic education in Kediri. Student activities include reading the passage, extracting specific information, and analyzing descriptive language. For instance, students examine sentences such as, "*Kyai Haji Taha Mu'id was a wise scholar, born in Kediri, who taught at an Islamic boarding school...*". After this analysis, students are tasked with composing their own descriptive texts about this local scholar. The aim of this activity is to strengthen students' ability to comprehend and produce descriptive texts while fostering an appreciation for local cultural heritage.

Chapter 2: Narrative Text (النص القصصي)

The second chapter features a narrative text recounting the life and achievements of Kyai Haji Abdullah Maksum Jauhari or Sheikh Ahmad Yazid bin Taha, both of whom were renowned for their mastery of multiple languages. The text presents their life journeys, for example, "*Sheikh Ahmad Yazid bin Taha was fluent in Arabic, Indonesian, and English, and pursued his studies in Mecca...*". Students engage in activities such as identifying and analyzing the structure of a narrative,

including orientation, complication, and resolution. Following this, they are guided to write a short narrative about one of these historical figures. This process enhances students' narrative writing skills while deepening their understanding of prominent local scholars and their legacies.

Chapter 3: News Text (النص الإخباري)

The third chapter focuses on news texts, using as its central figure Sheikh Shamsuddin Al-Wasil. The example text highlights his contributions, such as, "*Sheikh Shamsuddin Al-Wasil, a cleric from Kediri, founded a new Islamic boarding school in 19XX, which later became home to thousands of students...*". In this chapter, students learn to identify the essential elements of a news report; who, what, when, where, and why, and practice writing news stories related to local events. This activity not only strengthens students' skills in producing well-structured news articles but also encourages them to connect language learning with current events and real-life contexts within their community.

The teaching material is compiled as a supplementary module available in both printed and electronic formats. It includes authentic texts about Kediri's *ulama*, enriched with visual elements such as images and diagrams, as well as multimedia resources like short videos. These features support independent learning and enhance comprehension. The design emphasizes interactivity and the development of cognitive skills through conceptual understanding, while visual aids such as functional diagrams and summaries help students grasp complex ideas more effectively. By incorporating blended learning elements, the module allows for flexible learning experiences that accommodate students' diverse needs, schedules, and learning environments. This approach has been shown to improve student satisfaction and academic performance by providing personalized and adaptable learning opportunities. Moreover, this design aligns with the **Merdeka Belajar** policy, which promotes active, student-centered learning and the integration of local cultural contexts into the curriculum.

The development of this teaching material was guided by a comprehensive needs analysis that identified several key challenges in Arabic language learning within *madrasahs*. Among the most pressing issues were low student motivation, limited proficiency in reading and

writing, and the absence of contextualized teaching resources¹⁷. These challenges can be addressed by providing instructional materials that are closely aligned with students' needs and sociocultural contexts, thereby creating a more effective and engaging learning experience¹⁸. In the *madrasah* context, Arabic functions not only as a tool for religious study but also as an academic subject essential for intellectual development. Consequently, teaching materials must be designed to support students' linguistic growth while simultaneously fostering their cultural and spiritual identities. In this regard, Arabic teaching resources should serve as both a medium for language acquisition and a bridge connecting students to their local history and cultural heritage¹⁹. To meet these objectives, a genre-based approach was adopted because it offers a structured, systematic, and culturally relevant framework that is particularly well-suited to *madrasah* education²⁰. By incorporating various text genres such as narrative, descriptive, expository, and argumentative, educators can guide students in understanding text structures while simultaneously integrating local cultural elements, including the historical contributions of Kediri's *ulama*. This integration makes the learning process more relevant and meaningful, as it situates language study within contexts that are directly connected to students' lived experiences.

This approach is expected to enhance student motivation and engagement by linking Arabic language learning to real-life contexts²¹.

¹⁷ Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

¹⁸ Xiangling Zhang et al., "Accessibility within Open Educational Resources and Practices for Disabled Learners: A Systematic Literature Review," *Smart Learning Environments* 7, no. 1 (December 2020): 1, <https://doi.org/10.1186/s40561-019-0113-2>.

¹⁹ Evania Yafie et al., "Implementation Studies Documentation in Media and Culture Studies," *KnE Social Sciences*, ahead of print, May 9, 2024, <https://doi.org/10.18502/kss.v9i15.16201>.

²⁰ Ahmad Zaki Annafiri et al., "Cultural Analysis of the Arabic Language Textbooks of Muhammadiyah Elementary School," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 1 (January 2024): 98–119, <https://doi.org/10.19105/ajpba.v5i1.10989>.

²¹ Fatimah Azzahra Mutmainah, "Genre-Based Approach In Arabic Language Books Of Madrasah Aliyah," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (June 2023), <https://doi.org/10.18860/ijazarabi.v6i2.21094>.

Furthermore, genre awareness plays a crucial role in linguistic development, as it enables students to identify and apply specific language features and rhetorical patterns across different text types²². Beyond fulfilling curriculum objectives, this teaching material also embeds elements of character education, which is a fundamental component of instruction in *madrasahs*²³. By introducing texts in a carefully sequenced and progressively challenging manner, students are guided toward the gradual development of both linguistic skills and higher-order thinking abilities. Empirical studies have shown that localized and genre-based instructional materials promote more meaningful and effective learning by incorporating moral, religious, and cultural dimensions²⁴. This dual focus not only strengthens students' reading and writing proficiency but also cultivates a deeper understanding of language as a tool for communication, reflection, and identity formation. Through exposure to authentic historical texts, students are encouraged to engage critically with the intellectual legacies of Kediri's *ulama*, gaining insights into the development of Islamic scholarship and culture.

In addition, this teaching material was designed to foster students' critical and analytical thinking skills by engaging them with texts that highlight the contributions of local scholars to Islamic science and education. Incorporating local wisdom into foreign language instruction enables learners to achieve both linguistic competence and cultural competence²⁵, the latter being a central goal of Arabic education in *madrasahs*. For teachers, these genre-based materials provide practical solutions to the common difficulty of sourcing relevant and engaging content. Moreover, they support curriculum development

²² Sirisuda Thongchalerms and Wisut Jarunthawatchai, "The Impact of Genre Based Instruction on EFL Learners' Writing Development," *International Journal of Instruction* 13, no. 1 (January 2020): 1–16, <https://doi.org/10.29333/iji.2020.1311a>.

²³ Nely Rahmawati Zaimah et al., "Harnessing Gemini for Arabic Mastery: Educators' and Learners' Views," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 166–88, <https://doi.org/10.19105/ajpba.v5i2.14808>.

²⁴ Karoline Anita Anderson, "Integrative Genre-Based Pedagogy: Enhancing Social Responsiveness in English Medium of Instruction and STEM Education," *Journal of English for Academic Purposes* 74 (March 2025): 101483, <https://doi.org/10.1016/j.jeap.2025.101483>.

²⁵ Azkia Muharom Albantani and Ahmad Madkur, "Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia," *International Journal of Applied Linguistics and English Literature* 7, no. 2 (March 2018): 1, <https://doi.org/10.7575/aiac.ijalel.v.7n.2p.1>.

efforts aligned with the **Merdeka Belajar** principle, which emphasizes contextualized and meaningful learning experiences. The integration of pedagogical technology further enhances the effectiveness of these materials, particularly in developing students' Arabic speaking and writing skills, as emphasized by Husein²⁶. Similarly, Tajuddin highlights the importance of aligning Arabic pedagogical resources with students' proficiency levels to ensure accessibility and gradual skill progression²⁷. To fully optimize these outcomes, it is essential to cultivate students' critical thinking abilities within a structured Arabic learning environment. By doing so, Arabic instruction moves beyond rote memorization toward a more dynamic process that encourages analytical engagement, independent learning, and deeper cultural appreciation²⁸.

Based on the findings of the needs analysis, the genre-based approach was selected for its effectiveness in enhancing students' comprehension and independent text production through the use of authentic materials drawn from the history of Kediri's *ulama*. This approach addresses common challenges faced by students, such as difficulties in understanding vocabulary, sentence structure, and text organization. At the same time, it introduces learners to values of nationalism and local cultural wisdom, which play a vital role in Arabic language education within *madrasahs*. By integrating linguistic skills with cultural and moral dimensions, this approach provides a more holistic learning experience, fostering not only language proficiency but also students' sense of identity and connection to their community.

Effectiveness of Genre-Based Arabic Teaching Materials

The data analysis revealed notable changes in learning motivation scores between the pre-test and post-test for both the

²⁶ Sudi Yahya Husein et al., "Teaching Methods, Challenges, And Strategies For Improving Students' Arabic Linguistic Competence," *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (October 2023), <https://doi.org/10.18860/ijazarabi.v6i3.23558>.

²⁷ Shafruddin Tajuddin, Muhammad Kamal Abdul Hakim, and R.A. Barnabas, "Developing Arabic Textbook Material for Junior High School Students," *ALSINATUNA* 5, no. 2 (September 2020): 130–46, <https://doi.org/10.28918/alsinatuna.v5i2.2322>.

²⁸ Hanzalah Mohamed Nor, Ahmad Johari Sihes, and Mas Hamidon, "Implementation of The Critical Thinking Skills in Arabic Language Teaching and Learning: A Preliminary Study," *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (September 2021): Pages 1120-1128, <https://doi.org/10.6007/IJARBS/v11-i9/11109>.

experimental and control groups. However, only the experimental group demonstrated a statistically significant improvement. The average motivation score of the experimental group increased from 58.20 (SD = 6.973) to 72.23 (SD = 4.847), resulting in a gain of 14.03 points. In contrast, the control group experienced a minimal increase of only 2.87 points, rising from 58.17 (SD = 6.975) to 61.03 (SD = 5.068). The results of the independent samples t-test confirmed these findings, yielding $t = -8.747$, $df = 57.885$, and $p < 0.001$. These results indicate that the implementation of genre-based teaching materials, incorporating content on the history of Kediri's *ulama*, significantly enhanced students' motivation to learn Arabic. This highlights the critical role of culturally relevant instructional resources in *madrasah* Arabic language classes, where many students struggle to engage with traditional textbook-based content that often feels abstract and disconnected from their cultural and local realities.

This educational innovation empowers teachers to design lessons that are both meaningful and relatable. By integrating historical narratives and teachings of local religious figures, the materials enhance cultural relevance while transmitting values rooted in religious and social life. Widdah emphasizes that *madrasah* management strategies should aim to develop students who are not only academically competent but also spiritually grounded, with character formation closely tied to local culture and religious values. Such an approach fosters a more holistic and resonant educational experience²⁹. Similarly, genre-based methodologies in Arabic learning have been shown to be effective in creating context-rich materials that increase engagement and comprehension, especially when local content is incorporated³⁰. Moreover, this approach encourages teachers to adopt independent and adaptive learning strategies that align with students' linguistic and cultural backgrounds, thereby promoting learner autonomy and personal relevance in Arabic instruction³¹.

²⁹ Minnah El Widdah, "Madrasah Management Strategy as the Education Base for Religious Cadre," *International Journal of Learning, Teaching and Educational Research* 21, no. 11 (November 2022): 227–42, <https://doi.org/10.26803/ijlter.21.11.13>.

³⁰ Dina Mustika Ishak, Imam Asrori, and Nurhidayati Nurhidayati, "Development Of E-Book For Learning Arabic Reading Skills Based On A Genre Based Approach For Senior High School Students," *Ijaz Arabi Journal of Arabic Learning* 8, no. 1 (February 2025), <https://doi.org/10.18860/ijazarabi.v8i1.29593>.

³¹ Muhammad Ahsan Thoriq, Nurhidayati Nurhidayati, and Mohammad Ahsanuddin, "Tathwir Ansyithah Al-Ta'allum al-Mustaqillah Li Tanmiyah Maharah

The integration of open-ended learning resources with local cultural values results in a more structured and meaningful learning environment, ultimately strengthening students' intrinsic motivation. This finding aligns with Septiyana, who found that learning materials connected to students' daily realities foster more positive attitudes toward reading Islamic texts³². Likewise, Abubakar underscores the importance of embedding local wisdom into the curriculum through strategies that help students link their studies to their communities and lived experiences. Such connections make language learning more meaningful and sustainable.³³ Consequently, genre-based Arabic materials rooted in local heritage allow *madrasah* educators to simultaneously achieve linguistic and affective learning objectives while promoting Islamic values, cultural identity, and language proficiency.

In addition to the quantitative evidence of increased motivation, field observations revealed that students were more active, engaged, and enthusiastic when working with genre-based materials featuring the history of Kediri's *ulama*. Lessons became more interesting and accessible compared to abstract, theory-driven textbook content. Teachers also reported that these materials facilitated the integration of religious and cultural values into lessons, making learning more meaningful, relevant, and interactive. The development process began with an assessment of student needs and an analysis of local cultural characteristics. This was followed by the compilation of texts that incorporated religious, social, and historical dimensions. Challenges encountered during development included aligning the Arabic language level with students' proficiency and ensuring compatibility with the *madrasah* curriculum. These challenges were addressed by gradually sequencing the texts from simple to complex and by providing supportive features such as footnotes and glossaries to aid comprehension³⁴. Overall, these findings demonstrate that genre-based

al-Kalam Fi Madrasah Tsanawiyah al-Hukumiyah Indonesia," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 2023): 781, <https://doi.org/10.29240/jba.v7i2.7102>.

³² Septiyana et al., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach."

³³ Abubakar Abubakar et al., "The Implementation of Local Values in Aceh Education Curriculum," *Jurnal Ilmiah Peuradeun* 10, no. 1 (January 2022): 165–82, <https://doi.org/10.26811/peuradeun.v10i1.660>.

³⁴ Moh Ismail, Fairuz Subakir Ahmad, and Muhammad Alamuddin Ma'ruf, "The Impact of Learning Management System 'Arabi.Id' Web-Based Application on Developing Arabic Language Skills," *Al-Ta'rib: Jurnal Ilmiah Program Studi*

Arabic teaching materials inspired by local history not only enhance motivation and engagement but also provide practical guidance for teachers in designing contextualized, relevant, and culturally grounded learning experiences.

Conclusion

The development of genre-based Arabic teaching materials inspired by the history of Kediri's *ulama* demonstrated a significant positive effect on students' motivation to learn Arabic in *madrasah* settings. The experimental group exhibited a substantial improvement in motivation scores, increasing from 58.20 to 72.23 (gain = 14.03), compared to a modest increase in the control group from 58.17 to 61.03 (gain = 2.87). These differences were confirmed by the results of the independent samples t-test ($t = -8.747$, $df = 57.885$, $p < 0.001$), indicating that the implementation of locally contextualized and value-rich materials effectively enhanced student engagement in Arabic learning. While this study primarily focused on motivation, the inclusion of local historical content also suggests potential benefits for strengthening students' connection to their cultural heritage, although this outcome was not directly measured. In practical terms, these materials provide Arabic language teachers with tools to design lessons that are more relevant, contextual, and engaging for students.

However, the study is limited to text-based instructional resources, which may not fully address the diverse learning preferences of students, such as those who benefit from auditory or kinesthetic activities. Future research is therefore recommended to expand the scope of these materials by incorporating complementary resources, including audio recordings, interactive digital media, and movement-based learning activities. Additionally, longitudinal studies across various *madrasah* contexts are needed to examine the long-term impact of these materials on learning motivation and other educational outcomes, such as cultural identity development and language proficiency.

REFERENCES

- Abubakar, Abubakar, Dian Aswita, Israwati Israwati, Jujuk Ferdianto, Jailani Jailani, Anwar Anwar, Muhammad Ridhwan, Didin Hadi Saputra, and Hayati Hayati. "The Implementation of Local Values in Aceh Education Curriculum." *Jurnal Ilmiah Peuradeun* 10, no. 1 (January 2022): 165–82. <https://doi.org/10.26811/peuradeun.v10i1.660>.
- Akram, Huma, and Shengji Li. "Understanding the Role of Teacher-Student Relationships in Students' Online Learning Engagement: Mediating Role of Academic Motivation." *Perceptual and Motor Skills* 131, no. 4 (August 2024): 1415–38. <https://doi.org/10.1177/00315125241248709>.
- Al Farisi, Mohamad Zaka, Hikmah Maulani, Adityo Baskoro Hardoyo, Shofa Musthofa Khalid, and Nalahuddin Saleh. "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 (April 2024): 134–49. <https://doi.org/10.1108/AEDS-07-2023-0082>.
- Anderson, Karoline Anita. "Integrative Genre-Based Pedagogy: Enhancing Social Responsiveness in English Medium of Instruction and STEM Education." *Journal of English for Academic Purposes* 74 (March 2025): 101483. <https://doi.org/10.1016/j.jeap.2025.101483>.
- Annafiri, Ahmad Zaki, Andi Suseno, Ilmah Fitrotul Azizah, Ahmad Mizaj El Kafoor, and Firda Saphira Azzahro. "Cultural Analysis of the Arabic Language Textbooks of Muhammadiyah Elementary School." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 1 (January 2024): 98–119. <https://doi.org/10.19105/ajpba.v5i1.10989>.
- As Sabiq, Agus Husein, Moh. Roqib, Siti Sarah, and Amin Ma'ruf. "Pesantren Students' Religious Beliefs and Attitudes toward Learning English in Indonesia." *3L The Southeast Asian Journal of English Language Studies* 28, no. 1 (March 2022): 60–74. <https://doi.org/10.17576/3L-2022-2801-05>.
- Azizah, Nur Laila, Naifah Naifah, Baiq Intan Afrianingsih, Millatul Hamidah, and Muhammad Athif Audl Ramadhan. "Development of Arabic Language Learning in Indonesia at 19th – 21st Century." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa*

- Arab* 16, no. 1 (June 2024): 219.
<https://doi.org/10.24042/albayan.v16i1.22767>.
- Cheng, Lili, Qingwen Yuan, and Lijuan Liu. "Research on Blended Teaching Design Based on Deep Learning." *Journal of Contemporary Educational Research* 7, no. 12 (December 2023): 338–43. <https://doi.org/10.26689/jcer.v7i12.5845>.
- Hadi, Nurul, Nuri Alvina, and Khaled Radhouani. "Ta'zîzu Dâfi'iyati Thullâbi Riyâdh al-Athfâl Li Tathwîri Mahârât al-Lughah al-'Arabiyyah al-Syafawiyyah Min Khilâli Barâmiji al-Ta'lim al-Mukatstsaf." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 189–214.
<https://doi.org/10.19105/ajpba.v5i2.12195>.
- Herianto, and Insih Wilujeng. "Increasing the Attention, Relevance, Confidence and Satisfaction (ARCS) of Students through Interactive Science Learning Multimedia." *Research in Learning Technology* 29 (August 2021).
<https://doi.org/10.25304/rlt.v29.2383>.
- Himmah, Ro'fat Hizmatul, Aminullah Aminullah, Sofkhatin Khumaidah, and Muhamad Bisri Ihwan. "'Shower' Program to Strengthen the Arabic Language Skills: Education in Heritage Books Study in the Arabic Language Community 1 Barnamij 'Syawir' Fi Taqwiyyati al- Lughoh al-'Arabiyah: Al-Ta'Lim Fi Dirasati Kutubi al-Thurats Fi Mujtama' al-Lughoh al-'Arabiyah." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (October 2024): 300.
<https://doi.org/10.24042/albayan.v16i2.24182>.
- Husein, Sudi Yahya, Nur Hasaniyah, Murdiono Murdiono, and Akmaluddin Akmaluddin. "Teaching Methods, Challenges, And Strategies For Improving Students' Arabic Linguistic Competence." *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (October 2023). <https://doi.org/10.18860/ijazarabi.v6i3.23558>.
- Ishak, Dina Mustika, Imam Asrori, and Nurhidayati Nurhidayati. "Development Of E-Book For Learning Arabic Reading Skills Based On A Genre Based Approach For Senior High School Students." *Ijaz Arabi Journal of Arabic Learning* 8, no. 1 (February 2025). <https://doi.org/10.18860/ijazarabi.v8i1.29593>.
- Ismail, Moh, Fairuz Subakir Ahmad, and Muhammad Alamuddin Ma'ruf. "The Impact of Learning Management System 'Arabi.Id' Web-Based Application on Developing Arabic Language Skills." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa*

- Arab IAIN Palangka Raya* 11, no. 2 (December 2023): 213–32.
<https://doi.org/10.23971/altarib.v11i2.6591>.
- Ismail, Zawawi, Nordin Halias, Rahimi Md Saad, and Mohd Faisal Mohamed. “Motivation as the Mediator in Relationship between Non-Verbal Communication of Arabic Language Teachers and Student Learning Outcomes.” *Universal Journal of Educational Research* 8, no. 2 (February 2020): 700–708.
<https://doi.org/10.13189/ujer.2020.080244>.
- Mohamed Nor, Hanzalah, Ahmad Johari Sihes, and Mas Hamidon. “Implementation of The Critical Thinking Skills in Arabic Language Teaching and Learning: A Preliminary Study.” *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (September 2021): Pages 1120-1128.
<https://doi.org/10.6007/IJARBSS/v11-i9/11109>.
- Muharom Albantani, Azkia, and Ahmad Madkur. “Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia.” *International Journal of Applied Linguistics and English Literature* 7, no. 2 (March 2018): 1. <https://doi.org/10.7575/aiac.ijalel.v.7n.2p.1>.
- Mutmainah, Fatimah Azzahra. “Genre-Based Approach In Arabic Language Books Of Madrasah Aliyah.” *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (June 2023).
<https://doi.org/10.18860/ijazarabi.v6i2.21094>.
- Septiyana, Linda, Widhiya Ninsiana, Eka Yuniasih, and Farida Nur Laily. “Development of Islamic Text-Based Reading Materials with a Genre-Based Approach.” *Pedagogy : Journal of English Language Teaching* 10, no. 2 (December 2022): 169.
<https://doi.org/10.32332/joelt.v10i2.5228>.
- Soesmanto, Tommy, Xuan-Binh (Benjamin) Vu, and Kanchana Kariyawasam. “Evaluation of the Mixed-Mode Teaching Design upon Students’ Learning Satisfaction and Academic Performance in an Introductory Economics Course.” *Studies in Educational Evaluation* 77 (June 2023): 101253.
<https://doi.org/10.1016/j.stueduc.2023.101253>.
- Stracke, Elke. “Language Learning Motivation and Interculturality of Australian Community/Heritage Language Learners.” In *Intercultural Competence Past, Present and Future*, edited by María Dolores López-Jiménez and Jorge Sánchez-Torres, 23–41. Intercultural Communication and Language Education.

- Singapore: Springer Nature Singapore, 2021.
https://doi.org/10.1007/978-981-15-8245-5_2.
- Syaifullah, Muhammad, and Nailul Izzah. "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab." *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127.
<https://doi.org/10.29240/jba.v3i1.764>.
- Tajuddin, Shafruddin, Muhammad Kamal Abdul Hakim, and R.A. Barnabas. "Developing Arabic Textbook Material for Junior High School Students." *ALSINATUNA* 5, no. 2 (September 2020): 130–46. <https://doi.org/10.28918/alsinatuna.v5i2.2322>.
- Tazhitova, Gulzhakhan, Dina Kurmanayeva, Kamaryash Kalkeeva, Jannat Sagimbayeva, and Nurilya Kassymbekova. "Local Materials as a Means of Improving Motivation to EFL Learning in Kazakhstan Universities." *Education Sciences* 12, no. 9 (September 2022): 604.
<https://doi.org/10.3390/educsci12090604>.
- Thongchalerm, Sirisuda, and Wisut Jarunthawatchai. "The Impact of Genre Based Instruction on EFL Learners' Writing Development." *International Journal of Instruction* 13, no. 1 (January 2020): 1–16. <https://doi.org/10.29333/iji.2020.1311a>.
- Thoriq, Muhammad Ahsan, Nurhidayati Nurhidayati, and Mohammad Ahsanuddin. "Tathwir Ansyithah Al-Ta'allum al-Mustaqillah Li Tanmiyah Maharah al-Kalam Fi Madrasah Tsanawiyah al-Hukumiyah Indonesia." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 2023): 781.
<https://doi.org/10.29240/jba.v7i2.7102>.
- Tseng, Jun-Jie. "Using Visual Scaffolding to Enhance the Comprehensibility of English Materials in Science Education: A Genre-Based Approach." *Journal of English for Academic Purposes* 75 (May 2025): 101500.
<https://doi.org/10.1016/j.jeap.2025.101500>.
- Wasilah, Wasilah, Jumhur Jumhur, and Raziqa Diah Cahyani. "Development of Quantum Teaching-Based Shorof Materials at Madrasah Aliyah." *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (June 2023): 2375–85.
<https://doi.org/10.35445/alishlah.v15i2.3616>.
- Widdah, Minnah El. "Madrasah Management Strategy as the Education Base for Religious Cadre." *International Journal of Learning, Teaching and Educational Research* 21, no. 11 (November 2022): 227–42. <https://doi.org/10.26803/ijlter.21.11.13>.

- Yafie, Evania, Andhika Yudha Pratama, Hariyono, Yurina Gusanti, and Fitri Ariska. "Implementation Studies Documentation in Media and Culture Studies." *KnE Social Sciences*, ahead of print, May 9, 2024. <https://doi.org/10.18502/kss.v9i15.16201>.
- Zaimah, Nely Rahmawati, Risti Kamila Wening Estu, Syarifatul Fitri Hidayah, Syamsul Hadi, and Aiden Button. "Harnessing Gemini for Arabic Mastery: Educators' and Learners' Views." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 166–88. <https://doi.org/10.19105/ajpba.v5i2.14808>.
- Zhang, Xiangling, Ahmed Tlili, Fabio Nascimbeni, Daniel Burgos, Ronghuai Huang, Ting-Wen Chang, Mohamed Jemni, and Mohamed Kouthair Khribi. "Accessibility within Open Educational Resources and Practices for Disabled Learners: A Systematic Literature Review." *Smart Learning Environments* 7, no. 1 (December 2020): 1. <https://doi.org/10.1186/s40561-019-0113-2>.