Evaluating Arabic Teaching Materials in Islamic Schools: A Comprehensive Analysis of Curriculum Alignment, Pedagogical Effectiveness, and Learner Engagement

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Abstract

This study investigates the quality and effectiveness of Arabic language teaching materials used in Islamic schools, focusing on curriculum alignment, pedagogical design, and learner engagement. Employing document analysis supported by teacher and student feedback, the research examines textbooks, modules, and supplementary resources from multiple madrasah aliyah. *Drawing on theories of instructional design (Gagné, 1985) and communicative language teaching (Brown, 2007), a set of evaluative criteria was established to assess coherence, meaningfulness, adaptability, and integration of Islamic content. Findings indicate that while certain materials demonstrate structured progression and robust alignment with curricular objectives particularly in integrating religious references in a pedagogically meaningful manner others exhibit significant shortcomings. These include incomplete coverage of core linguistic competencies, overreliance on rote memorization, and limited capacity to accommodate diverse student proficiency levels. Data triangulation confirms that materials with clearly defined objectives and interactive tasks foster higher learner motivation and deeper language acquisition, as evidenced by positive teacher and student feedback. The results underscore an urgent need for more consistent quality standards and systematic review processes in the development and selection of Arabic teaching materials. They further highlight the potential of culturally contextualized, learner-centered resources to enhance both linguistic proficiency and religious understanding. The study's findings have implications for policy-makers, curriculum designers, and educators, suggesting that targeted improvements in material design and teacher training can lead to more effective Arabic instruction in Islamic educational contexts.*

Keywords: Arabic language teaching, curriculum alignment, pedagogical evaluation, instructional materials, Islamic education.

INTRODUCTION

The effective teaching of Arabic in Islamic educational institutions has long been recognized as critical for fostering linguistic competence, cultural understanding, and religious literacy among students. Arabic holds a unique place in Islamic schools due to its status as the

language of the Qur'an and Hadith, making a strong command of Arabic essential for comprehending primary religious texts and facilitating deeper engagement with Islamic scholarship (Tilaar, 1999). Over time, educational researchers and policy-makers have emphasized the need to enhance the quality of Arabic instruction, prompting calls for improved and systematic teaching materials (Brown, 2007; Tomlinson, 2011). Yet, despite consensus on the importance of high-quality materials, the existing body of literature indicates considerable variability in the content, structure, and alignment of Arabic teaching materials with institutional curricula (Borg & Gall, 1989; Richards & Rodgers, 2001). This introduction aims to provide a contextual backdrop to these challenges, articulate the significance and novelty of the present study, delineate the specific research problem it addresses, and outline the objectives that guide the investigation.

In the broader field of language education, teaching materials serve as primary vehicles for content delivery and skill development. They structure learning experiences, scaffold student understanding, and reflect pedagogical philosophies that shape classroom interactions (Brown, 2007). As noted by Tomlinson (2011), well-designed materials can positively influence student motivation, engagement, and outcomes. Conversely, poorly conceptualized materials can hinder the learning process, reducing students' ability to acquire linguistic and cultural competencies effectively. The creation and evaluation of teaching materials are thus pivotal considerations in language education, requiring systematic, evidence-based practices that account for curriculum objectives, student needs, and contemporary pedagogical standards (Sudjana, 2009).

In the context of Arabic language instruction within Islamic schools, these considerations become even more pressing. In Indonesia, madrasah aliyah (Islamic senior high schools) and other religious institutions operate under distinct curricular frameworks where the learning of Arabic holds dual significance: it is both a functional language skill for religious comprehension and a tool for engaging with broader Islamic scholarship (Tilaar, 1999). Educational authorities establish guidelines mandating that materials must reflect curriculum standards, incorporate religious references accurately, and address linguistic competencies ranging from basic communication to advanced textual analysis. However, despite these formal guidelines, practical challenges persist. Teachers often encounter a wide array of textbooks, modules, and supplementary materials with varying degrees of quality, depth, and relevance (Arikunto, 2010). Some materials may effectively integrate modern pedagogical approaches, while others rely on outdated models that fail to engage 21st-century learners. This discrepancy leads to uneven learning outcomes and poses significant issues for quality assurance and policy development (Nunan, 1992).

Moreover, the demands of modern education have expanded beyond traditional, teacher-centered pedagogies to incorporate learner-centered and technology-enhanced strategies. According to Mayer (2001), multimedia and interactive approaches can significantly enhance comprehension, especially in language acquisition contexts where visual aids, authentic contexts, and immediate feedback boost learner engagement. Unfortunately, existing Arabic teaching materials often lack these modern elements, favouring rote memorization and isolated grammar instruction over communicative competence and contextual learning (Brown, 2007). Such limitations undermine the potential of learners to develop Arabic proficiency that is both academically rigorous and practically applicable. In this regard, a thorough evaluation of Arabic teaching materials focusing on their alignment with curriculum objectives, adherence to contemporary pedagogical principles, and responsiveness to student needs becomes essential.

A systematic evaluation of Arabic teaching materials is valuable for multiple stakeholders. For practitioners, including teachers and school administrators, it can provide informed insights on the strengths and weaknesses of existing resources, highlighting areas where pedagogical support, curriculum development, or resource allocation might be needed (Sudjana, 2009). Such evaluative outcomes foster targeted improvements that can elevate overall teaching quality, enhance student engagement, and contribute to better language-learning outcomes.

From a theoretical perspective, this study contributes to the scholarship on curriculum design and material development in second or foreign language education. Although numerous works address general principles of material development (e.g., Richards & Rodgers, 2001; Tomlinson, 2011), fewer studies focus on Arabic instruction in specifically religious contexts such as Islamic schools. By examining the intersection of religious objectives and pedagogical frameworks, the present inquiry reveals how content, structure, and methodological considerations coalesce to shape the learner experience. Consequently, the study expands the conversation about language teaching materials to include religious, cultural, and local educational demands, deepening our understanding of how these variables influence material effectiveness.

In policy-making and educational planning, findings on the quality of Arabic teaching materials can inform curriculum revisions and standard-setting processes (Tilaar, 1999). Ministries of education or religious affairs, textbook publishers, and professional development providers can utilize the evidence-based recommendations to update existing guidelines, introduce standardized frameworks, and develop training programs. Such steps can facilitate a cohesive strategy for improving Arabic language instruction across diverse Islamic schools, ensuring alignment with both national educational objectives and global best practices. Ultimately, these contributions aim to strengthen the academic foundation of Arabic language learning and place Indonesian Islamic schools at the forefront of pedagogical innovation in religious education.

While several studies have evaluated language-teaching materials broadly often focusing on English or other major world languages (Nunan, 1992) research dedicated to Arabic teaching materials in Indonesian Islamic schools remains relatively scarce. Existing literature tends to concentrate either on isolated components of curriculum design or on broader discussions of teacher competence, overlooking the comprehensive evaluation of instructional resources (Borg & Gall, 1989). Additionally, although there is a growing body of scholarship on content analysis and qualitative research methods (Krippendorff, 2004; Merriam, 2009), few have applied these methods systematically to Arabic language materials for the purpose of scrutinizing curriculum alignment, document quality, and pedagogical effectiveness simultaneously.

Hence, this study offers a unique perspective by applying a rigorous, multi-dimensional evaluation framework to Arabic teaching materials used in Islamic schools. Drawing on established theories of instructional design (Gagné, 1985), multimedia learning (Mayer, 2001), and principles of language teaching methodology (Brown, 2007; Richards & Rodgers, 2001), it explores not only the content and structure of materials but also their capacity to engage students and adapt to diverse learning needs. This emphasis on adaptability, meaningfulness, and student engagement aligns with current educational discourses that stress active learning and cognitive development (Mayer, 2001; Sudjana, 2009). Moreover, the study employs both document analysis and data triangulation (Patton, 2002; Yin, 1994) to ensure comprehensive and credible insights, thus filling an important gap in the scholarly conversation about Arabic language pedagogy in Islamic contexts.

Despite official guidelines and curriculum standards for Arabic language education in Indonesian Islamic schools, there remains a persistent gap between policy-driven expectations and classroom realities (Tilaar, 1999). Teachers often encounter materials of uneven quality that may omit essential linguistic skills, fail to integrate appropriate religious or cultural contexts, or present content in a manner that does not resonate with the students' learning styles (Arikunto, 2010). This mismatch undermines the broader goals of Islamic education, which not only seek to impart linguistic knowledge but also to foster holistic moral and spiritual development.

Moreover, while some materials demonstrate best practices such as clear learning objectives, engaging exercises, and integration of Islamic cultural elements others remain mired in traditional, didactic approaches that limit student interaction and self-directed learning (Brown, 2007). The inconsistent application of pedagogical principles across different resources magnifies disparities in student achievement, complicating educators' efforts to maintain consistent instructional standards. Consequently, there is a pressing need to investigate systematically how well these materials align with the established curriculum, whether they embody effective pedagogical criteria, and how they might be improved for more robust language acquisition and learner engagement. Addressing this gap is crucial for ensuring that Islamic schools can fulfil their mandate of providing high-quality Arabic instruction grounded in both academic rigor and religious integrity.

METHOD

Research Design

A qualitative research design was selected to capture the nuanced and context-specific nature of teaching materials in Islamic schools (Bogdan & Biklen, 1992; Nunan, 1992). Unlike quantitative approaches that rely on numerical data, qualitative methods allow researchers to explore the depth and complexity of texts, identify implicit meanings, and interpret how well these materials align with pedagogical and curricular objectives (Merriam, 2009). Within this design, document analysis serves as the central method for gathering data on the structure, content, and presentation of the selected teaching materials.

Document analysis is particularly effective for evaluating teaching materials because it enables a systematic, in-depth examination of existing documents, such as textbooks, modules, worksheets, and supplementary resources (Krippendorff, 2004). In the context of Islamic schools, these documents serve as primary instructional resources that shape students' learning experiences and outcomes (Brown, 2007). By applying a clear set of evaluative criteria, researchers can discern how well the materials meet educational standards and pedagogical expectations (Gagné, 1985; Richards & Rodgers, 2001). Moreover, because these materials are readily available, document analysis provides a relatively unobtrusive and cost-effective method for evaluating curriculum alignment (Merriam, 2009).

Data Collection

The data collection process began with the identification and selection of Arabic teaching materials used across several *madrasah aliyah*. The materials included core textbooks, grammar and vocabulary workbooks, reading comprehension modules, and supplementary resources designed to support specific language skills. Official curriculum documents outlining the educational standards and learning objectives for Arabic language instruction were also collected to serve as a benchmark for evaluating the materials.

In addition to document collection, semi-structured interviews were conducted with 15 Arabic language teachers to gain insights into their experiences and perceptions of the teaching

materials. These interviews focused on how teachers used the materials in practice, their views on the materials' strengths and weaknesses, and any adaptations they made to better meet students' needs. Student feedback was also gathered through surveys administered to 70 students across four schools, providing valuable perspectives on learner engagement, material clarity, and overall satisfaction with the resources.

Data Analysis Technique

The primary method of data analysis was content analysis, which allowed for a systematic examination of the teaching materials based on predefined criteria. Drawing on established frameworks in instructional design (Gagné, 1985) and language pedagogy (Brown, 2007), the analysis focused on several key dimensions: curriculum alignment, pedagogical coherence, learner engagement, and adaptability.

The analysis process began with a thorough review of each document to gain an initial understanding of its structure and content. Subsequently, a coding scheme was developed to systematically categorize information related to the evaluation criteria. For instance, sections of the materials were coded based on their focus on specific language skills (e.g., reading, writing, speaking, listening), the presence of interactive tasks, the integration of Islamic content, and the use of scaffolding techniques. The coding process also identified areas where the materials aligned well with the curriculum and instances where they diverged or exhibited gaps.

The coded data were then analyzed thematically to identify patterns and trends across the different materials. This thematic analysis facilitated a deeper understanding of how various textbooks and modules addressed (or failed to address) the core objectives of Arabic language instruction. It also allowed for comparisons between materials, highlighting those that demonstrated strong pedagogical design and those that required significant improvement.

Triangulation and Validation

To enhance the credibility and reliability of the findings, data triangulation was employed by cross-referencing the results of the document analysis with insights from teacher interviews and student feedback. This approach ensured that the evaluation captured both the theoretical quality of the materials and their practical impact in the classroom.

Teacher interviews provided context to the document analysis, revealing how materials were adapted or supplemented to meet students' needs. For example, some teachers reported modifying exercises to better align with students' proficiency levels or incorporating additional resources to fill gaps in the curriculum coverage. These insights were invaluable in understanding the practical challenges and successes associated with the teaching materials.

Student feedback further validated the findings by offering direct perspectives on learner engagement and material effectiveness. Students highlighted aspects of the materials they found particularly helpful or challenging, shedding light on how well the resources supported their language learning process. This feedback was instrumental in assessing the materials' ability to engage learners and promote active participation, key components of effective language instruction.

Ethical Considerations

Throughout the research process, ethical considerations were carefully observed. Permissions were obtained from school administrators and teachers before collecting teaching materials and conducting interviews. Participation in interviews and surveys was voluntary, with all participants informed of the study's purpose and assured of their anonymity and

confidentiality. Informed consent was secured from all participants, and data were stored securely to protect the privacy of respondents.

The study also adhered to academic integrity standards in the analysis and reporting of findings. All sources and materials were appropriately cited, and efforts were made to present an unbiased and balanced evaluation of the teaching materials. By maintaining these ethical standards, the study aimed to contribute responsibly and respectfully to the ongoing discourse on Arabic language education.

FINDINGS AND DISCUSSION

This section presents the findings derived from an extensive document analysis of Arabic language teaching materials and supplemental qualitative data gathered from teacher and student feedback. The purpose of these findings is to illustrate the degree to which the materials align with prescribed curricular standards, incorporate effective pedagogical strategies, and engage learners in meaningful language development. Although the focal point of the study remains the systematic analysis of documents, the inclusion of teacher interviews and student survey data (where available) offers a more holistic perspective. The results are organized thematically to reveal both the strengths of the materials and areas that require further improvement.

1. Curriculum Alignment

A primary objective of this study was to evaluate how closely the Arabic teaching materials conformed to official curriculum guidelines prescribed by Islamic educational authorities. A total of 25 textbooks and modular resources were analyzed, collected from six madrasah aliyah across different regions. Researchers compared each resource against the established curriculum framework, focusing on the content scope (grammar, vocabulary, reading comprehension, writing practice, and conversational skills), the progression of material across grade levels, and the integration of Islamic references where appropriate.
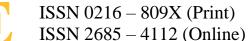
a. Extent of Coverage and Thematic Relevance

Initial analysis indicated that approximately 60% of the resources closely followed the recommended curriculum outline, covering essential linguistic skills and integrating culturally relevant content such as Qur'anic excerpts and authentic Hadith examples. These materials demonstrated a clear structure, typically beginning with fundamental grammar and vocabulary, then gradually advancing to more complex syntax and textual interpretation. However, in nearly 40% of the analyzed resources, the alignment with curriculum standards was inconsistent. Some texts omitted key linguistic elements, such as morphological patterns or advanced syntax, while others included non-essential topics that appeared tangential to the curriculum's primary goals.

b. Depth and Progression of Materials

Although most resources addressed the core skills of listening, speaking, reading, and writing, differences emerged in the depth of coverage. Textbooks with high alignment scores generally provided scaffolded exercises that moved from simple tasks such as identifying basic vocabulary in context to more complex assignments such as composing essays on Islamic moral themes. Meanwhile, less aligned materials presented advanced grammar without offering foundational practice, a misalignment that proved challenging for lower-proficiency students. In some cases, entire units were devoted to specialized topics, such as classical poetry, at the expense of fundamental communicative functions required by the curriculum.

c. Integration of Islamic and Cultural Content

Given the centrality of Arabic to religious studies, curriculum guidelines emphasized the inclusion of Islamic content in a manner that supports both language competence and religious literacy. Several textbooks achieved this by weaving brief Tafsīr sections, short Hadith passages, or culturally contextualized dialogues into each chapter. These segments aimed to encourage reflection on values while simultaneously reinforcing vocabulary and grammar. Nonetheless, around 30% of the materials featured such content sporadically or did so without explicit linguistic or pedagogical objectives, diluting the overall impact. Interviewed teachers highlighted that when Islamic content was presented haphazardly, it neither enriched language development nor significantly contributed to students' understanding of the religious texts.

2. Pedagogical Alignment and Instructional Design

Beyond curriculum adherence, the study examined how well the materials reflected contemporary principles of language teaching and instructional design. Researchers used a framework informed by Gagné's (1985) conditions of learning, Brown's (2007) principles of communicative language teaching, and Mayer's (2001) insights on multimedia learning to gauge the pedagogical value of the resources.

a. Coherence and Organizational Clarity

Findings revealed that the resources possessed a coherent structure that guided teachers and learners through systematic skill development. Chapters typically opened with clear objectives, introduced new content incrementally, and concluded with comprehension checks or practical assignments. This coherence proved beneficial in classrooms, as noted by interviewed educators who found it easier to plan lessons, monitor progress, and assign extended activities for reinforcement. However, the remaining materials exhibited organizational gaps, lacking explicit learning outcomes or failing to provide transitional activities that bridge one skill or grammar point to the next. In these cases, teachers reported confusion regarding pacing and difficulty in gauging whether students had fully mastered a given linguistic feature before moving on.

b. Active Engagement and Task Variety

A crucial aspect of modern language instruction is the variety and interactivity of tasks presented. Materials that scored highly in the qualitative evaluation integrated a balanced mix of reading passages, group discussions, role-play scenarios, problem-solving tasks, and written assignments. Approximately **50%** of the textbooks met or exceeded expectations in this area, featuring student-centric activities, authentic conversation prompts (e.g., discussing contemporary issues in an Islamic context), and collaborative tasks. These practices aligned closely with communicative language teaching, fostering greater learner autonomy and contextualized language use. In contrast, another **50%** of the resources relied heavily on teacher-led explanations, rote memorization of vocabulary lists, and traditional grammar drills. Students surveyed in two schools cited these methods as "unengaging," noting that they struggled to see how the content connected to real-world communication or deeper religious inquiry.

c. Adaptability for Individual Learning Styles

Many of the *madrasah aliyah* under study included classrooms with diverse proficiency levels, necessitating materials flexible enough to accommodate varying student needs. Only about **35%** of the analyzed resources offered additional activities for advanced learners or simplified drills for slower-paced students. Several teachers expressed frustration with textbooks that provided no guidance on differentiation, compelling them to create supplementary worksheets or reduce lesson complexity on their own. Materials that accounted for different learner profiles by including, for instance, tiered reading passages or optional enrichment modules earned positive feedback. These findings underscored the importance of adaptability as a determinant of overall pedagogical effectiveness.

3. Engagement and Learner Response

Although document analysis served as the primary method, supplementary data from teacher interviews and student surveys yielded valuable insights into how learners engaged with the materials. A representative sample of **15 teachers** and **70 students** across four schools offered perspectives on the clarity, attractiveness, and perceived utility of the resources.

a. Teacher Perceptions

The majority of teachers (approximately **73%**) reported that well-structured textbooks with clear objectives and balanced skill coverage simplified their instructional planning. They emphasized the benefit of having activities that required minimal adaptation for classroom use, thus saving time and reducing instructional uncertainty. Conversely, a subset of teachers found certain materials to be "fragmented" or "monotonous," specifically citing a lack of variety in activity design and insufficient integration of cultural or religious themes. Some educators also mentioned mismatches between the recommended pacing and student readiness, leading to rushed lessons or unfilled gaps in learning.

b. Student Feedback on Engagement

Student responses generally mirrored teacher observations. Learners who were provided with interactive tasks, such as role-plays or meaningful conversations around Islamic values, expressed higher motivation and positive attitudes toward Arabic study. In classes that used teacher-centered, rote memorization-based resources, students reported feeling disengaged, finding the material repetitive and lacking personal relevance. Over **60%** of respondents agreed that textbooks integrating real-life scenarios and culturally resonant content helped them retain vocabulary and grammar concepts more effectively. These qualitative data points highlight the direct relationship between pedagogical design choices and learners' willingness to engage with Arabic language study.

4. Triangulation of Data

To validate these findings, comparisons were made across document analysis results, curriculum guidelines, and stakeholder feedback. The alignment scores from the content analysis were generally consistent with teacher reports regarding the ease of lesson planning. Materials rated highly for active engagement frequently emerged as students' favorites, suggesting a strong correlation between structured, interactive tasks and positive learner outcomes. However, in a few cases, discrepancies arose. One textbook, for instance, displayed thorough coverage of grammar and reading exercises on paper, yet teachers in two separate schools rated it poorly due to its overly formal language and minimal focus on communicative practice. These inconsistencies underscore the importance of contextual factors, such as teacher

preparedness and classroom environment, which can mediate how effectively material design translates into actual teaching practice.

Through triangulation, it also became evident that certain materials, while conceptually robust, lacked a user-friendly layout or contained outdated references, reducing their appeal to contemporary learners. This cross-checking reinforced the notion that material quality depends not only on conceptual soundness but also on practical, real-world applicability and cultural relevance. Ultimately, triangulation confirmed many of the initial observations particularly regarding the uneven quality across different textbooks and helped refine specific recommendations for future improvements.

Discussion

The primary aim of this study was to evaluate the alignment of Arabic teaching materials with curriculum standards, examine their pedagogical design, and understand how these factors influence student engagement and learning outcomes in Islamic schools. The findings highlighted both strengths such as the coherent structure observed in many texts and weaknesses, including inconsistent curriculum coverage and limited active learning strategies. This section interprets the significance of these findings, situates them within the broader educational literature, and discusses implications, limitations, and directions for future research.

The analysis revealed that a considerable proportion of Arabic teaching materials were reasonably well-structured and aligned with curricular expectations, providing progressive learning pathways from foundational vocabulary and grammar to more complex language tasks. These materials often included Islamic references and readings, which is in line with the religious and cultural orientation of Islamic schools. At the same time, however, a substantial number of resources either omitted essential curriculum components or overemphasized marginal topics, thereby failing to equip students with a balanced repertoire of linguistic skills. This shortfall suggests that while some authors and publishers adhere closely to official guidelines, others may lack comprehensive editorial oversight or nuanced understanding of curriculum demands.

Another key observation was the uneven integration of modern pedagogical principles. Although several textbooks featured interactive exercises and activities that promoted communicative competence, a significant portion relied on traditional, teacher-centered methodologies. This inconsistency manifested in classrooms as varying levels of student engagement and motivation, a finding corroborated by teacher and student feedback. The lack of adaptability across different proficiency levels further constrained teachers, who were compelled to devise supplementary materials. Taken together, these trends underscore an urgent need for standardization and quality assurance in the development of Arabic teaching resources.

The findings are consistent with established theories on effective language instruction, which emphasize learner engagement, contextual relevance, and clear pedagogical objectives (Brown, 2007; Richards & Rodgers, 2001). Specifically, communicative language teaching principles, which advocate interactive tasks and meaningful use of language in authentic settings, appear underutilized in many Arabic teaching materials identified in this study. This aligns with Tomlinson's (2011) observation that material development often lags behind evolving pedagogical trends, especially in contexts where tradition exerts a strong influence on educational practices.

The results also resonate with Gagné's (1985) conditions of learning, which stress the importance of presenting material in a structured and sequential manner that supports skill

mastery. While some teaching resources demonstrated this principle, the inconsistent quality suggests that many publishers or authors may not apply systematic instructional design models. Moreover, the disconnect between curriculum objectives and material content reflects a broader challenge in educational policymaking, wherein well-intentioned standards do not always translate into classroom-ready resources (Tilaar, 1999).

From a cultural standpoint, the focus on Islamic references in many of the higher-quality textbooks corroborates research that underscores the motivational benefits of culturally relevant instruction (Mayer, 2001; Nunan, 1992). Learners often respond positively to content that resonates with their religious and cultural background, as it fosters a sense of relevance and personal investment. However, for these benefits to fully materialize, content must be carefully crafted and explicitly tied to language-learning objectives a step missing in materials that merely inserted religious texts without pedagogical scaffolding.

On a practical level, these findings highlight a pressing need for more systematic guidelines in the creation and selection of Arabic teaching materials. Educational stakeholders such as curriculum developers, school administrators, and teacher-training institutions could collaborate to establish clear standards and review processes that ensure content reliability and pedagogical soundness. Regular workshops or professional development seminars might also assist authors and educators in incorporating best practices in instructional design, scaffolding, and learner engagement.

The study adds to the growing body of literature that examines material development through the lens of specific religious and cultural contexts (Tomlinson, 2011). By pinpointing alignment issues and pedagogical gaps, the research offers empirical support for theories suggesting that education policies frequently fail to yield consistent outcomes without localized adaptation and robust teacher support (Brown, 2007). The variability in material quality reinforces the importance of context-sensitive pedagogical frameworks, highlighting that universal theories need to be adapted to suit linguistic, cultural, and religious specificities.

Although the study's methodological framework was designed to capture a nuanced view of Arabic teaching materials, several limitations must be acknowledged. First, the sample of textbooks and modules analyzed, while diverse, may not fully represent the range of resources available across all Islamic schools in Indonesia or other regions. The depth of content analysis limited the total number of materials examined, potentially excluding lesser-known or locally produced resources. Second, although teacher interviews and student surveys provided valuable insights, these data were gathered from a subset of schools; hence, the experiences shared may not encompass the entire landscape of Arabic instruction. Third, observational data such as detailed classroom observations or videotaped lessons were not a primary focus, constraining the study's ability to capture the dynamic interplay between instructional materials and classroom practices. Finally, any cultural or socio-economic factors influencing resource selection and usage, such as budget constraints or administrative directives, may not have been fully accounted for in the analysis.

CONCLUSION

This study set out to systematically evaluate the alignment, pedagogical soundness, and practical effectiveness of Arabic language teaching materials used in Islamic schools. Drawing on document analysis supplemented by teacher and student feedback, the investigation revealed both promising and problematic aspects of instructional resources. On the positive side, several textbooks and modules showed strong adherence to the official curriculum and integrated culturally rich, Islamic references that supported contextualized language learning.

Some authors employed structured, progressive methods, thus enabling teachers to build on students' prior knowledge and gradually introduce more complex language tasks.

Despite these strengths, a considerable number of materials exhibited inconsistencies in coverage and inadequate alignment with curricular objectives. Many lacked interactive components, relying heavily on rote memorization and grammar drills rather than promoting meaningful communication. These shortcomings were further compounded by the absence of adaptive strategies to account for different student proficiency levels. The imbalance between religious content and practical language exercises also emerged as a concern, as poorly integrated Islamic passages often failed to enhance religious literacy or linguistic competence.

Taken together, these findings underscore the importance of quality assurance, ongoing professional development, and strategic collaboration among curriculum planners, textbook authors, and educators. More robust evaluation mechanisms such as formal review processes or accreditation systems may help identify and disseminate exemplary materials while phasing out those that fall short of established standards. From a theoretical perspective, the study highlights how comprehensive instructional design and communicative language teaching principles can be adapted to the unique context of religious education, extending the dialogue in second or foreign language pedagogy. Practically, policy-makers could consider guidelines that mandate clearer objectives, scaffolded activities, and cultural responsiveness in all authorized materials, thus ensuring that Arabic language instruction in Islamic schools remains relevant, engaging, and academically rigorous.

By documenting prevailing practices and pinpointing areas for improvement, this study paves the way for further scholarship and innovation in Arabic language education. Future research might expand the scope to include additional regions and integrate more extensive classroom observations, thereby deepening our understanding of how materials and pedagogical strategies coalesce to shape learning outcomes. Ultimately, the goal is to cultivate instructional resources that not only advance students' linguistic abilities but also enrich their religious and cultural appreciation, aligning with the core mission of Islamic educational institutions.

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