



A Linguistic-Based Development of Nahwu Textbooks through Blended Learning for Arabic Grammar Mastery

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Abstract

Keywords: textbooks, blended learning, Nahwu Science, media development, ADDIE

This research aims to develop a basic Nahwu Science textbook based on blended learning and measure its effectiveness in improving the understanding of grade VIII students at Prof. Muhajirin Applied Islamic Junior High School Palembang. The method used is a mix-method with the Design and Development (R&D) of the ADDIE model. Qualitative data was obtained through observation, interviews, and documentation, while quantitative data was obtained through pretest and posttest tests of 25 students. The results showed that the textbooks developed were very feasible to use (validation of material experts 89%, validation of media experts 85%) and practical according to teachers (88%) and students (82%). The average pretest score of 56.8 increased to 81.2 in the posttest, with an N-Gain value of 0.67 (moderate category close to high). This textbook effectively improves student understanding through visual, contextual, and online and offline practice support. These

findings strengthen the relevance of the use of blended learning in learning Nahwu Science at the junior high school level.

Abstrak

Kata Kunci: buku ajar, blended learning, Ilmu Nahwu, pengembangan media, ADDIE

Penelitian ini bertujuan untuk mengembangkan buku ajar dasar Nahwu Science berbasis blended learning dan mengukur efektivitasnya dalam meningkatkan pemahaman siswa kelas VIII di SMP Islam Terapan Prof. Muhajirin Palembang. Metode yang digunakan adalah mix-method dengan Design and Development (R&D) model ADDIE. Data kualitatif diperoleh melalui observasi, wawancara, dan dokumentasi, sedangkan data kuantitatif diperoleh melalui tes pretest dan posttest terhadap 25 siswa. Hasil penelitian menunjukkan bahwa buku ajar yang dikembangkan sangat layak digunakan (validasi ahli materi 89%, validasi ahli media 85%) dan praktis menurut guru (88%) dan siswa (82%). Skor rata-rata pretest 56,8 meningkat menjadi 81,2 di posttest, dengan nilai N-Gain 0,67 (kategori sedang mendekati tinggi). Buku teks ini secara efektif meningkatkan pemahaman siswa melalui dukungan praktik visual, kontekstual, dan online dan offline. Temuan ini memperkuat relevansi penggunaan blended learning dalam pembelajaran Nahwu Science di tingkat SMP.

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Introduction

Development is a process that is designed in a structured manner to create or improve a product to be more appropriate and in accordance with the needs of users. In the realm of education, development includes various aspects, including strategies, media, and teaching materials used in teaching and learning activities. One of the tangible manifestations of this process is the development of textbooks, which are compiled by taking into account the characteristics of students, learning objectives, and approaches used, so as to support the achievement of maximum learning outcomes (Suttrisno & Puspitasari, 2021).

Textbooks are learning materials that are systematically arranged and structured in accordance with the curriculum, serving as the main reference for educators and students in the learning process to achieve the educational goals

that have been set (Sutrisno & Puspitasari, 2021), according to (Pratiwi & Widyaningrum, 2021) The quality of the textbook is also determined by the suitability of the content to the needs of the students, the ease of reading, the usefulness in learning, and the depth of the meaning of the material. In the context of learning Nahwu Science, this characteristic is reflected in the preparation of material from basic concepts such as the introduction of nouns (isim), verbs (fi'il), and letters (harf), to the understanding of simple sentence structures. A study of beginner Nahwu textbooks shows that the use of a step-by-step approach as well as concrete examples is helpful in improving students' understanding of the basics of Arabic grammar (Zaenuri & Baroroh, 2025). Thus, the ideal Nahwu textbook for beginners needs to be designed with attention to the clarity of the presentation, logical order of the material, supportive visualization, and practice activities that are able to encourage active student engagement.

The knowledge of Nahwu for beginners is very important to understand sentence structure and word ending changes in Arabic. One of the books that is suitable for use is *An-Nahwu Al-Wadhih* because the content is arranged in stages, using a communicative approach, and equipped with exercises and evaluation questions, making it easier for beginners to learn (Purnama et al., 2025), the knowledge of Nahwu is the main key in understanding Arabic texts, especially the yellow book. For beginners, teaching materials that are easy, systematic, and in accordance with their level of understanding are needed. The book of *An-Nahwu al-Wadhih* is one of the options because it uses an inductive approach that invites students to learn from examples before understanding the rules (Firdaus & Rahman, 2022). However, this book still needs to be developed to make it easier to understand, especially by beginner students at Prof. Muhajirin Applied Islamic Junior High School, Therefore, the development of the book *An-Nahwu al-Wadhih* is very important to make it easier for beginner students to understand and master the science of Nahwu gradually and enjoyably.

The learning model is a systematic reference designed to assist teachers in managing the learning process in a structured manner, from planning to evaluation. The model includes the steps that shape the interaction between educators and learners, as well as the approaches, strategies, and methods used to achieve optimal learning goals. The selection of the right model allows the learning process to take place more interactively, is relevant to the needs of students, and encourages the development of critical and collaborative thinking skills. The results of the latest study show that learning models that are in accordance with the characteristics of students are able to increase learning effectiveness and create a more enjoyable and meaningful learning atmosphere (Sari et al., 2024).

Blended learning is a learning model that integrates face-to-face instruction with online learning activities, thereby providing flexibility and improving the effectiveness of the learning process. Kurniati (2022) stated that the use of digital media in Arabic language learning can increase students' interest and facilitate learning, as it enables them to study anytime and anywhere. This approach is highly relevant for teaching Nahwu to beginner learners, considering that fully online learning often faces obstacles such as limited teacher-student interaction and unstable internet connectivity. Therefore, blended learning is considered an appropriate solution to develop Nahwu learning that is more engaging and easier to understand.

Several previous studies have reported that Nahwu learning still faces various difficulties due to limited teaching methods and students' low understanding of basic grammatical concepts (Fitriani, n.d.). Other studies also confirm that blended learning can improve students' motivation and learning outcomes (Yunianti, n.d.) and that blended learning-based teaching materials are effective in supporting learning achievement (Agusdianita & Yusnia, 2024; Marlissa et al., 2021). However, research focusing on the development of beginner Nahwu teaching materials based on *An-Nahwu al-Wadih* in a blended learning format for junior high school students remains limited. Therefore, the

novelty of this research lies in developing *An-Nahwu al-Wadiah*, which applies an inductive approach by presenting examples before rules, into a blended learning-based Nahwu teaching material that integrates classroom instruction with online learning support, structured exercises, and flexible access, particularly for students at Prof. Muhajirin's Applied Islamic Junior High School.

Nahwu science learning for beginner students still uses direct lecture and memorization methods, without making much use of varied learning media or a more interactive approach. Teachers tend to explain the rules orally, while students only take notes and memorize without being given in-depth or tiered comprehension exercises. As a result, students who are learning Arabic for the first time often have difficulty understanding sentence structure and Nahwu rules, and tend to be slow to follow the material. Learning is also still monotonous, making it less interesting for some students.

In addition, although some students live in dormitories, there are also a number of students who go back and forth every day. This makes them have limited learning time outside of school hours, making it difficult to repeat the lessons that have been taught in class. Therefore, learning innovations that are more flexible and accessible at any time are needed. One of the solutions that meets these needs is the development of the Nahwu Textbook based on *blended learning*, which combines direct learning in the classroom and the use of digital media. With this approach, students can repeat the material, access the teacher's explanations, and practice independently at home. Moreover, if the material developed is sourced from the book *An-Nahwu al-Wadiah*, which is known to be systematic and gradual, so it is very suitable to support the understanding of beginner students in learning Nahwu science.

The development of textbooks is a strategic effort to improve the quality of learning, especially in facilitating beginner students' understanding of Nahwu science. Based on the results of pre-observation at Prof. Muhajirin's Applied Islamic Junior High School, the learning process is still dominated by one-way and teacher-centered methods, such as lectures and memorization, without

making much use of varied learning media. This approach has not fully addressed the needs of students, especially for those who do not live in dormitories and have limited study time outside of school hours. Therefore, textbooks are needed that are designed systematically, communicatively, and in accordance with the level of understanding of beginner students. The book of *An-Nahwu al-Wadiah*, with its inductive approach and gradual preparation of material, is the right choice to be used as a basis for development. The integration of *blended learning* models in this textbook provides flexibility that allows students to learn anytime and anywhere.

Thus, learning becomes more effective, engaging, and fun for beginner students. This development is expected to be a real contribution in improving the quality of learning Nahwu science at Prof. Muhajirin Applied Islamic Junior High School and make it an educational institution that is adaptive to the needs of the times.

The formulation of the problem in this study consists of two main things, namely: first, how to develop the Nahwu textbook at Prof. Muhajirin Applied Islamic Junior High School Palembang; and second, how effective the Nahwu textbook is in the same school. Furthermore, the purpose of this study is to describe the process of developing blended learning-based Nahwu textbooks that are in accordance with the needs of students at Prof. Muhajirin Applied Islamic Junior High School Palembang, as well as to determine the effectiveness of the use of the textbook in improving the understanding of beginner students in learning Arabic.

The benefits of this research can be seen from several aspects. Theoretically, this research contributes to the development of Arabic language learning theory, especially in the preparation of Nahwu Science textbooks for beginners with a *blended learning approach*. Practically, the results of this research are expected to be an alternative teaching material that is practical and easy to use by teachers and students, both in online and offline learning. For the school, this research can help Prof. Muhajirin Applied Islamic Junior High School in

providing textbooks that are more interactive, systematic, and in accordance with the needs of students, so that they can improve the quality of Arabic language learning. As for the researcher himself, this research is a means of experience and reference in the development of teaching materials, as well as deepening an understanding of effective learning strategies for beginners in Arabic.

Method

This study employed a mixed-method approach with a Research and Development (R&D) design. The research was conducted at Prof. Muhajirin Applied Islamic Junior High School Palembang from June to August 2025. The objective of this study was to develop and examine the effectiveness of a blended learning-based basic Nahwu textbook for eighth-grade students. The development procedure followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).

The research participants consisted of Arabic language teachers and grade VIII students at Prof. Muhajirin Applied Islamic Junior High School Palembang. The product trial involved 25 students. Product validation was conducted by two Nahwu material experts and one learning media expert.

Qualitative data were obtained through classroom observations and semi-structured interviews with teachers and students to identify learning problems and user needs. Quantitative data were collected through questionnaires and learning achievement tests (pretest and posttest). The instruments used in this study included observation sheets, interview guidelines, expert validation sheets, Likert-scale practicality questionnaires for teachers and students, and pretest–posttest questions.

Data analysis was conducted using both qualitative and quantitative techniques. Qualitative data were analyzed descriptively through data reduction, data display, and conclusion drawing. Quantitative data were analyzed by calculating percentage scores from practicality questionnaires and interpreting them using practicality criteria. The effectiveness of the developed textbook was

measured using the N-Gain formula by comparing pretest and posttest results. The product was considered successful if it achieved valid scores from expert validation, high practicality scores from users, and a significant improvement in students' learning outcomes.

Result and Discussion

Product Validation and Practicality Results

The Nahwu textbooks developed have proven to have high quality after going through a validation process and practicality tests.

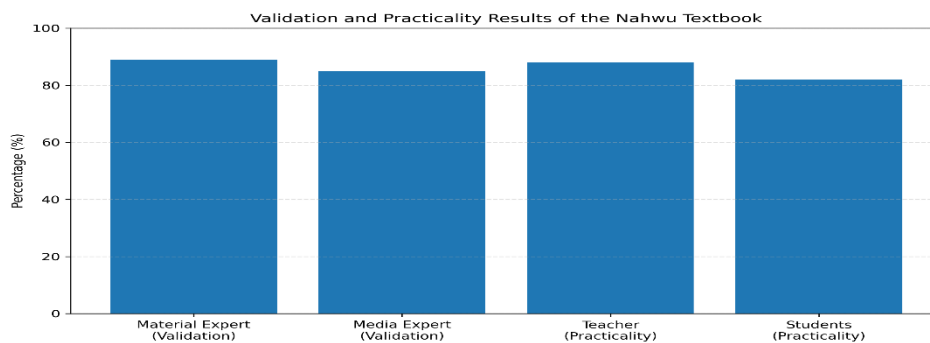
Table 1: Product Validation and Practicality Results

No	Validator	Assessment Aspects	Percentage	Category
1	Nahwu Material Expert	Content suitability, accuracy of grammatical rules, systematic presentation	89%	Very Feasible
2	Learning Media Expert	Visual design, readability, layout, blended learning integration	85%	Feasible and Attractive

No	Respondents	Number	Percentage	Category
1	Arabic Language Teacher	1 person	88%	Very Practical
2	Grade VIII Students	25 students	82%	Very Practical

Validation by two Nahwu Science subject matter experts and one learning media expert resulted in a high feasibility score: the subject matter expert gave a score of 89% (Very Feasible), while the media expert gave a score of 85% (Feasible and Interesting), confirming the suitability of the material, the accuracy of the

rules, visual design, and the integration of *blended learning*. Furthermore, the practicality test showed a very positive response from field users: teachers gave a practicality score of 88%, stating the product was easy to use and supportive of learning, while 25 students gave an average score of 82%, with comments that the book was easy to understand and the *online exercises* were enjoyable. Overall, these results confirm that the blended learning-based Nahwu textbook is feasible and practical to be implemented in learning.



This R&D study using the ADDIE model aimed to describe the development process and examine the effectiveness of a blended learning-based basic Nahwu textbook for grade VIII students at Prof. Muhajirin Applied Islamic Junior High School Palembang. Qualitative findings indicated that Nahwu instruction was still dominated by traditional, teacher-centered methods and relied on classical books that were not suitable for beginner students in terms of communicative language, visual presentation, contextual explanation, and flexible access (online/offline). This gap highlights the urgent need to develop an instructional product that can bridge theoretical grammar and practical understanding for novice learners.

In the Design and Development stages, the researcher designed and produced a structured six-chapter textbook based on beginner-level Nahwu competencies, including clear learning objectives, contextual examples, step-by-step explanations, and graded exercises. The textbook was also integrated with blended learning features, such as QR Codes linked to online interactive exercises (Google Forms), *i'rab* tables, and supporting illustrations to enhance readability

and engagement. This instructional design was specifically developed to accommodate both boarding and non-boarding students by providing flexible learning access beyond classroom time. Expert validation results confirmed that the product was Very Feasible, with a material validation score of 89% and a media validation score of 85%, indicating that the content accuracy and visual design met the expected quality standards.

Quantitatively, this textbook has proven to be effective in improving student understanding. The average *pretest score* of 56.8 increased significantly to 81.2 (Posttest). This increase resulted in an N-Gain score of 0.67, which is classified as medium near high, proving that this product is quite optimal compared to the previous conventional method. This effectiveness is supported by the implementation of *blended learning* that facilitates independent learning through digital features and the presentation of visual and contextual materials, in accordance with the learning styles of junior high school students. In addition to effectiveness, the product was also rated Very Practical, with a practicality score of 88% from teachers and 82% from students, who found it helped by the clear structure and *fun online* exercises, in line with multimedia learning theory. Implicitly, this study has succeeded in proving that the development of Nahwu Science textbooks based on *blended learning* is an applicative solution for digital transformation in Islamic science teaching, significantly increasing student interest, motivation, and learning outcomes. Although there are inhibiting factors such as the limited experience of teachers in digital platforms, the support of school infrastructure and student enthusiasm are the main supporting factors. The main recommendations are the need to expand the trial to other schools and the development of a more comprehensive digital platform (not just Google Forms) to deepen and expand the reach of learning in the future.

Theoretical Analysis and Instructional Implications of Blended Nahwu Learning

This study demonstrates that the development of a blended learning-based Nahwu textbook using the ADDIE model aligns strongly with established

instructional design theory, particularly in its systematic progression from analysis to evaluation. The initial findings, which revealed the dominance of teacher-centered instruction and reliance on classical texts, reflect a misalignment with contemporary learning paradigms. According to constructivist theory proposed by Jean Piaget, learners actively construct knowledge through interaction and experience, rather than passively receiving information. The persistence of traditional Nahwu instruction therefore limits students' cognitive engagement and hinders meaningful grammar acquisition, especially for beginners.

Furthermore, the gap identified in the use of non-communicative and text-heavy classical books confirms the importance of learner-centered material design. This aligns with Lev Vygotsky's concept of the Zone of Proximal Development (ZPD), which emphasizes that learning occurs optimally when instructional materials are tailored to the learner's current level with appropriate scaffolding. The newly developed textbook, with its step-by-step explanations and contextual examples, serves as a scaffold that bridges abstract grammatical theory and practical language use, making Nahwu more accessible to novice learners (Vygotsky, 1978).

The integration of blended learning features, such as QR Codes and interactive online exercises, reflects the application of digital pedagogy principles. This is closely related to the Multimedia Learning Theory proposed by Richard Mayer, which posits that learners understand better when information is presented through both verbal and visual channels. The inclusion of illustrations, *i'rab* tables, and digital exercises enhances dual-channel processing and reduces cognitive overload, thereby improving comprehension and retention (Mayer, 2009).

In addition, the flexibility of access (online and offline) corresponds with the principles of blended learning theory, as articulated by Graham C. R., who argues that combining face-to-face and online instruction creates a more adaptive and personalized learning environment. The textbook's design accommodates

diverse student conditions, particularly boarding and non-boarding students, thereby supporting equitable access to learning resources (Graham, 2013).

The quantitative findings further reinforce the theoretical framework. The significant increase from a pretest mean of 56.8 to a posttest mean of 81.2, with an N-Gain score of 0.67, indicates that the intervention is pedagogically effective. This improvement can be interpreted through the lens of cognitive learning theory, where structured input, repetition, and meaningful practice contribute to schema construction and long-term memory retention (Anderson, 1995). The graded exercises and contextualization in the textbook appear to facilitate this cognitive process effectively.

Moreover, the high practicality scores from both teachers (88%) and students (82%) highlight the usability and acceptance of the product. This finding supports the Technology Acceptance Model (TAM), introduced by Fred Davis, which emphasizes perceived usefulness and ease of use as key determinants of technology adoption. The positive responses suggest that the blended features were not only functional but also user-friendly, encouraging both teachers and students to engage with the material more actively (Davis, 1989).

Despite these strengths, the study also reveals challenges, particularly the limited digital competence of teachers. This issue aligns with broader discussions in educational technology literature, which stress the importance of teacher readiness in successful technology integration (Koehler & Mishra, 2009). Without adequate training and support, even well-designed digital materials may not be utilized optimally. However, the presence of strong institutional infrastructure and high student motivation serves as a compensatory factor in this context.

The most surprising finding of this study lies in the magnitude of improvement achieved despite the relatively simple digital integration (limited primarily to QR Codes and Google Forms). Contrary to the assumption that sophisticated platforms are necessary for effective digital learning, this study demonstrates that even modest technological enhancements – when pedagogically grounded – can produce significant learning gains. This suggests

that the key determinant of success is not technological complexity, but rather the alignment between instructional design, linguistic clarity, and learner needs. Consequently, this finding challenges the prevailing notion in digital education that innovation must always be technologically advanced, highlighting instead the critical role of thoughtful, theory-driven design in achieving meaningful educational outcomes.

Conclusion

This study aims to develop and test the effectiveness of a blended learning-based basic Nahwu science textbook for grade VIII students at Prof. Muhajirin Applied Islamic Junior High School Palembang. Using a *mix-method approach* and ADDIE development model, this research succeeded in producing a textbook that is communicative, visual, contextual, and flexible. The results of observations and interviews show that the previous Nahwu learning method was still conventional, theoretical, and not in accordance with the needs of novice students.

The developed products are validated by material and media experts with "very feasible" results. The practicality test showed a positive response from teachers and students, with scores of 88% and 82%, respectively. Quantitatively, the increase in scores from pretest (56.8) to posttest (81.2) with an N-Gain of 0.67 shows that this textbook is effective in improving students' understanding of the basic concept of Nahwu.

The limitation of this research lies in the scale of the trial which is still limited to one class and a simple digital platform. For further research, it is recommended that development be carried out on a wider scale, using a more comprehensive Learning Management System (LMS), and involving collaboration between linguists, teachers, and educational technology developers.

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Author Contributions

M. Azizul Kiram served as the primary researcher, contributing to the conceptualization of the study, research design, data collection, analysis, and manuscript drafting. Kristina Imron contributed to the theoretical framework development, validation of research instruments, and critical revision of the manuscript for important intellectual content. Rendi Sabana was responsible for data interpretation, methodological refinement, and final editing of the manuscript. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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