Development of Quran-Based Nahwu Tatbīqi Teaching Materials to Improve Understanding of Verbal and Nominal Sentence Meanings

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Abstract: Understanding Arabic syntax, especially verbal (jumlah fi'liyyah) and nominal sentences (jumlah ismiyyah), is essential for comprehending Qur'anic texts. However, grammar learning in schools often remains theoretical and lacks contextual application. This study aims to develop Quran-based Nahwu Tatbiqi teaching materials to enhance students' practical understanding of these sentence structures. The research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Participants included Madrasah Aliyah students and Arabic teachers, with data collected through questionnaires, tests, expert validation sheets, and observations. Expert validation in media, content, and language confirmed the feasibility of the product. The materials were then tested through field implementation with a pretest–posttest design. Data analysis employed SPSS 27 using descriptive and inferential statistics. Findings indicate that the developed materials are valid and effective, demonstrated by a significant increase in students' average scores from 62.15 (pretest) to 82.47 (posttest). This improvement shows that integrating theoretical grammar with Qur'anic-based contextual practice bridges the gap between abstract knowledge and applied understanding. The results confirm that the developed teaching materials enhance grammatical comprehension and provide meaningful contributions to Arabic learning in educational institutions. Moreover, this study suggests further exploration of similar context-based materials for other aspects of Arabic language learning to enrich pedagogical practices.

Keywords: *Arabic Language Learning, Nahwu Tatbiqi, Verbal Sentences*

INTRODUCTION

Arabic language learning, as an integral part of mastering Islamic sciences, has broad and complex dimensions (Solyman et al., 2021). One fundamental aspect in mastering the Arabic language is the understanding of nahwu (Arabic grammar), which serves as the foundation for accurately grasping sentence structures and meanings (Al-Deaibes, 2021). Nahwu is not only important from a linguistic perspective but is also crucial in comprehending Islamic texts, especially the Qur'an, which is the primary source in Islamic teachings (Pusti & Renajaya, 2024). Therefore, mastery of verbal sentence structures (jumlah fi'liyah) and nominal sentence structures (jumlah ismiyah) is essential for deepening religious understanding (Amrullah, 2024).

However, the learning of nahwu is often perceived as difficult and tedious by many students, primarily due to the theoretical approach still commonly used, with little emphasis on practical application (Pokhrel, 2024). The material is typically presented as memorization of rules and definitions, lacking relevance to the actual comprehension of texts (Sofian Muhammad Agus, Suhartiningsih, & Husna Faiqatul, 2024). This results in students having low levels of understanding of Arabic sentence structures, ultimately hindering their ability to fully comprehend Qur'anic texts (Musyafaah, Ahmad, Rahmawati, Rohman, & Nuha, 2023). Hence, a more contextual and practical teaching approach is needed—one that meets the real needs of students in interacting with authentic Arabic texts (Fitriani, 2021).

Specifically, the problem that arises in nahwu instruction is the lack of teaching materials that effectively connect nahwu theory with direct application in the Qur'an (Ridlo, 2023). In fact, the Qur'an—as an authoritative and inspirational source in Islamic education—has a rich linguistic structure and can be used as a primary source in nahwu instruction (Raden Vina Iskandya Putri1, 2023). When students are directly exposed to Qur'anic texts through an tatbiqi (applied) approach, their understanding of nahwu rules becomes more meaningful and contextual (Tong, 2024). Unfortunately, the currently available teaching materials have not yet systematically integrated nahwu rules with their direct application in Qur'anic verses (RIDWAN, 2016).

Previous studies have explored the theme of nahwu learning, whether from the perspective of teaching strategies or instructional media development (Al-Farizi, 2022). Several of these studies emphasize the importance of communicative, contextual approaches and the use of technology in Arabic language learning (حسنة، مملؤة, شرفة، ألفيتش, & ساري، ريسنا رياتني, 2022). However, few have specifically developed nahwu teaching materials based on the Qur'an in a systematic way, particularly focusing on the understanding of verbal and nominal sentences (Rosyidi, Sari, Faisal Mahmoud Adam, & Fathoni, 2023). Existing studies tend to remain theoretical or are limited to the development of general modules without deepening the instructional design based on the sacred text of the Qur'an as the main material (Abdullah, Mardani, & Alhaq, 2024).

This is the research gap that this study seeks to address. The purpose of this research is to develop nahwu tatbiqi (applied grammar) teaching materials based on the Qur'an, focusing on the analysis and understanding of the meanings of verbal and nominal sentences (Rozali & Lubis, 2023). The innovation lies in the integration of structural nahwu approaches with the application of relevant Qur'anic verses, so that students not only understand the rules but can also directly apply them in real contexts (Ridlo, Royani, & Umbar, 2021). This approach is expected to bridge the gap between linguistic comprehension and a deeper, more holistic understanding of Qur'anic texts (Untuk, Penghafal, & Pesantren, 2024).

The novelty of this research lies in the design of teaching materials that combine structural nahwu analysis with an tatbiqi approach based on the Qur'an (Rizqi & Syuhada, 2025). Unlike conventional nahwu modules that are often disconnected from authentic texts, the teaching materials developed in this study will invite students to analyze and understand Qur'anic verses based on their sentence structure. Moreover, the development of these materials will follow systematic and structured instructional design principles, allowing them to be widely used in various Arabic language education contexts, both

formal and non-formal (Juhri, Anam, Puspita, Putri, & Milah, 2024).

The contribution of this research is expected to offer a solution to the classic problem of rigid and non-contextual nahwu learning (Ali, Ahmad EQ , & Suhartini, 2021). Through an approach that emphasizes direct analysis of Qur'anic texts, students will be more actively engaged in the learning process and experience a significant improvement in their understanding. Furthermore, this research also provides theoretical contributions to the study of instructional material development based on authentic sources and has practical implications for curriculum development and Arabic language instructional design at various educational levels (Satrio, 2021).

This research is important because it addresses real needs in the Arabic language learning process, which still faces various challenges, particularly in integrating theory and practice. Amid the current challenges of Islamic literacy, the ability to deeply understand the Qur'anic text is a necessity. Therefore, developing teaching materials that can enhance both linguistic and religious competence is highly relevant and necessary. This study also supports the strengthening of Islamic character through the understanding of the Holy Qur'an, which is an integral part of the overall goals of Islamic education (Moukrim, Abderrahim, Benlahmer, & Tarik, 2021).

Accordingly, this study aims to design and develop nahwu tatbiqi teaching materials based on the Qur'an, focusing on the understanding of structure and meaning in verbal and nominal sentences. The main objectives of this research are:
(1) To analyze students' needs for practical and Qur'an-based nahwu teaching materials;
(2) To design systematic nahwu tatbiqi materials based on instructional design principles;
(3) To develop the materials and test their feasibility through expert validation and limited trials; and
(4) To analyze the effectiveness of the materials in improving students' understanding of the meanings of verbal and nominal sentences (Jaradat, 2021).

Arabic language learning, as an integral part of mastering Islamic sciences, has broad and complex dimensions (Solyman et al., 2021). One fundamental aspect in mastering the Arabic language is the understanding of nahwu (Arabic grammar), which serves as the foundation for accurately grasping sentence structures and meanings (Al-Deaibes, 2021). Nahwu is not only important from a linguistic perspective but is also crucial in comprehending Islamic texts, especially the Qur'an, which is the primary source in Islamic teachings (Pusti & Renajaya, 2024). Therefore, mastery of verbal sentence structures (jumlah fi'liyah) and nominal sentence structures (jumlah ismiyah) is essential for deepening religious understanding (Amrullah, 2024).

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Previous studies have explored the theme of nahwu learning, whether from the perspective of teaching strategies or instructional media development. Several of these studies emphasize the importance of communicative, contextual approaches and the use of technology in Arabic language learning. However, few have specifically developed nahwu teaching materials based on the Qur'an in a systematic way, particularly focusing on the understanding of verbal and nominal sentences. Existing studies tend to remain theoretical or are limited to the development of general modules without deepening the instructional design based on the sacred text of the Qur'an as the main material (Abdullah, Mardani, & Alhaq, 2024).

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Accordingly, this study aims to design and develop nahwu tatbiqi teaching materials based on the Qur'an, focusing on the understanding of structure and meaning in verbal and nominal sentences. The main objectives of this research are:

1. To develop Quran-based Nahwu Tatbiqi teaching materials for verbal and nominal sentences by analyzing students' needs, designing systematic content, and validating the materials through experts and limited trials.
2. To evaluate the effectiveness of the developed materials in improving students' understanding of the structure and meaning of verbal and nominal sentences.

RESEARCH METHOD

The research method employed in this study is Research and Development (R&D), utilizing the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). This approach was chosen to ensure that the design and development process of the teaching materials is systematic, learner-oriented, and results in an effective product to enhance students'

understanding of the meanings of verbal and nominal sentences in Qur'anic texts.In the Analysis stage, the researcher conducted a needs analysis by distributing questionnaires related to the nahwu learning process in class. The analysis revealed that many students experience difficulties in identifying sentence structures and understanding grammatical functions in Qur'anic verses due to the lack of applicable and contextual teaching materials (Dalimunthe, Affandi, & Suryanto, 2021).

Additionally, the analysis also included learners' characteristics, such as their background in Arabic language comprehension, learning style preferences, and the challenges they face in understanding the concepts of verbal (jumlah fi'liyyah) and nominal (jumlah ismiyyah) sentences. This information served as a crucial foundation for the Design stage, where the researcher began to structure the nahwu tatbiqi teaching materials based on the Qur'an. The design included the organization of thematically and applicatively structured content, the selection of Qur'anic verses containing verbal and nominal sentences, and the development of syntactic analysis worksheets that encourage students to apply nahwu rules directly. At this stage, the researcher also formulated evaluation formats and assessment instruments to objectively measure students' progress in understanding (Jayani, 2024).

The Development stage involved producing the previously designed teaching materials. The content was developed in both printed and digital module formats, equipped with brief theoretical explanations, sentence examples from the Qur'an, analysis guides, and applied exercises. To ensure content quality and relevance, the teaching materials underwent validation by nahwu experts, instructional design experts, and Arabic language teachers. Suggestions and feedback from the validators were used to revise and improve the product.

Following this, the Implementation stage was conducted by testing the teaching materials on a small group of intermediate-level students. This trial aimed to assess the effectiveness of the materials in enhancing students' sentence analysis abilities and their understanding of grammatical structures in Qur'anic verses (Wibawa, Ashrianto, & Pambudi, 2021).

In the final Evaluation stage, the researcher carried out both formative and summative evaluations of the implemented teaching materials. The evaluations were conducted through pre-tests and post-tests, classroom observations, and interviews with students and teachers to gather qualitative data regarding their responses and the impact of the teaching materials. The evaluation results were used to assess students' improvement in understanding the meanings of verbal and nominal sentences, as well as to identify the strengths and weaknesses of the developed materials. These findings also serve as a basis for further development of future

versions of the teaching materials to optimize their effectiveness (Education, 2022).

Through the systematic and participatory ADDIE approach, this research is expected to produce nahwu tatbiqi teaching materials that are applicable, contextual, and capable of enhancing students' comprehension of sentence structures and meanings in the Qur'an. Furthermore, the resulting product also contributes to strengthening the integration between Arabic grammar instruction and the meaningful and relevant understanding of religious texts (Mental et al., 2025).

RESULTS AND DISCUSSION

This study focused on developing nahwu tatbiqi teaching materials based on the Qur'an to enhance students' understanding of the meanings of verbal and nominal sentences in Arabic. The approach used was Research and Development (R&D) with the ADDIE development model, which consists of five main stages: analysis, design, development, implementation, and evaluation. The teaching materials were designed to offer a more contextual, practical, and Qur'an-integrated Arabic grammar learning process, thereby supporting students' grammatical comprehension more effectively.

1. Analysis Stage

In the needs analysis stage, the researcher distributed questionnaires to students at MA Al-Falah to identify the challenges they faced in learning nahwu, particularly regarding the comprehension of verbal and nominal sentence meanings. The results of the questionnaire are presented below:

Table 1: needs analysis student

No	Criteria	"Yes" Answers	"No" Answers	Percentage
1	I understand the difference between verbal sentences (jumlah fi'liyyah) and nominal sentences (jumlah ismiyyah) in Arabic.	54	6	90%
2	I find it difficult to identify the elements of verbal and	48	12	80%

	nominal sentences in Arabic texts			
3	I need more contextual teaching materials to understand nahwu, especially in recognizing sentence structures.	55	5	91.7%
4	I have difficulty applying nahwu theory in analyzing Qur'anic verses.	49	11	81.7%
5	Nahwu learning so far has been too theoretical and lacks practical application.	57	3	95%
6	I find it easier to understand nahwu material when accompanied by examples from Qur'anic verses.	53	7	88.3%
7	I am interested in using teaching materials that connect nahwu rules with hands-on practice in sentence analysis.	52	8	86.7%
8	I feel the need for systematic and interactive teaching materials to help understand verbal and nominal sentences.	50	10	83.3%
9	The nahwu instruction I have received has not fully helped me understand the grammatical meaning of a Qur'anic verse.	48	12	80%
10	I need learning media that can improve my ability to analyze Arabic sentence structures, especially those derived from the Qur'an.	56	4	93.3%

Table 2: needs analysis student

Respondents	Score Obtained (f)	Maximum Score (N)	P	Category
60 Students	86.9	100	87%	In Need

Based on the results of the survey involving 60 respondents, the majority of students (90%) stated that they understood the difference between verbal sentences (jumlah fi'liyyah) and nominal sentences (jumlah ismiyyah) in Arabic. However, 80% of students still experienced difficulties in identifying the components of these sentence types within Arabic texts. Furthermore, 91.7% of respondents expressed the need for more

contextual teaching materials to facilitate a better understanding of sentence structure in nahwu studies.

A total of 81.7% of students reported difficulty in applying nahwu theory when analyzing verses of the Qur'an, and 95% stated that the nahwu learning they had received so far was still too theoretical and lacked practical application. Conversely, 88.3% of students indicated that they understood the material more easily when accompanied by concrete examples from Qur'anic verses, and 86.7% were interested in using teaching materials that integrate nahwu rules with direct practice in sentence analysis.

Additionally, 83.3% of students noted the need for systematically and interactively developed learning materials to help them better understand the forms of verbal and nominal sentences. Moreover, 80% mentioned that the current nahwu instruction had not fully supported their ability to understand the meaning of Qur'anic verses grammatically. Finally, 93.3% of respondents expressed the need for learning media that could enhance their analytical skills in understanding Arabic sentence structures, especially those derived from the Qur'an.

These findings indicate that the development of Qur'an-based nahwu tatbiqi teaching materials is highly relevant and necessary. Interactive, contextual, and practical learning products are believed to improve students' understanding of sentence structure and meaning in Arabic texts, particularly in the context of grammatically comprehending Qur'anic verses.

Table 3: needs analysis student

No	criteria	answer	score (P)
1	Has the nahwu instruction you have provided been effective and aligned with students' needs?	no	0%
2	Do students show interest when studying nahwu material, particularly about verbal and nominal sentences?	no	0%
3	Have you primarily used textbooks or classical books (kutub turats) as the main sources for teaching nahwu?	Yes	100%
4	Do you feel that the current nahwu teaching approach is still theoretical and lacks practical application?	Yes	100%
5	Do you face difficulties in explaining the concept of verbal sentences (jumlah fi'liyyah) and nominal sentences (jumlah ismiyyah)?	Yes	100%
6	Have you utilized Qur'anic verses to teach sentence structure in nahwu lessons?	yes	100%
7	Do students show difficulties in analyzing Arabic	yes	100%

	sentence structures from Qur'anic texts?		
8	Have you ever used technology-based learning media (such as PPT, videos, animations, or apps) for nahwu instruction?	no	0%
9	Do you feel the need for nahwu teaching materials that are more systematic, contextual, and Qur'an-based?	yes	100%
10	Do you agree that practical (tatbiqi) nahwu teaching materials using Qur'anic verses should be developed to improve students' understanding of sentence structure?	yes	100%

Table .3: Results of Teachers' Needs Analysis

Respondent	Score Obtained (f)	Maximum Score (N)	P	Category
Dr. Syarif Hidayat	8	10	80%	In Need

The survey results indicate that most teachers are aware of the urgent need to develop more contextual and applicable nahwu teaching materials. Although nahwu learning is still dominated by textbook use and theoretical approaches, teachers also revealed that students face difficulties in understanding the structure of verbal and nominal sentences, especially when analyzing Qur'anic verses. Moreover, the suboptimal use of technology-based

media in the learning process adds to the urgency of developing a nahwu tatbiqi (practical grammar) teaching material based on the Qur'an that is more systematic, interactive, and relevant to students' needs. These findings affirm the importance of developing innovative teaching materials to enhance the effectiveness and appeal of Arabic language learning in the classroom.

2) Design Stage

Next, the researcher carried out the design stage, which included:

a) Designing the content/material. The material developed focuses on the application of nahwu rules in analyzing verbal and nominal sentences based on Qur'anic verses.

b) In the process of designing the nahwu tatbiqi teaching material, the researcher developed instructional media containing exercises for analyzing sentence structures based on the Qur'an, complemented by practical examples to enhance contextual understanding of verbal and nominal sentence meanings Next, the researcher carried out the design stage, which included:

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Note:

a. The module cover includes the module title, the author's name, institution/school, and year of publication.
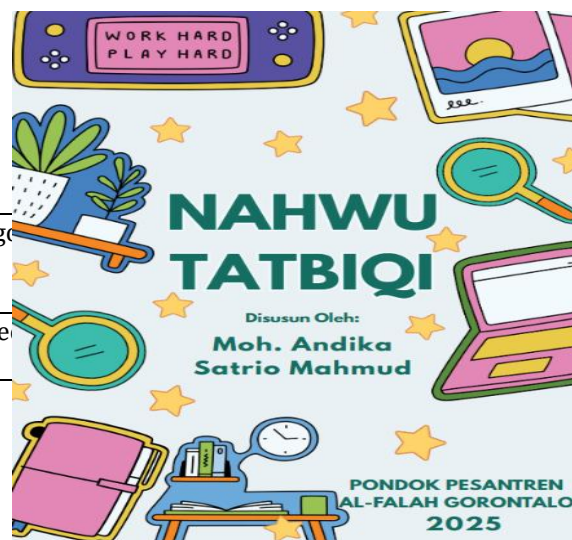

b. In the foreword, there is an expression of gratitude, a brief background explaining why the module was created, and hopes for the readers/students.

c. In the introduction, there is a background, learning objectives, and the benefits of the module

d. In the learning material section, there is an explanation of verbal and nominal sentences, the structure of jumlah fi'liyyah and jumlah ismiyyah, examples from Qur'anic verses, and grammatical analysis based on those examples
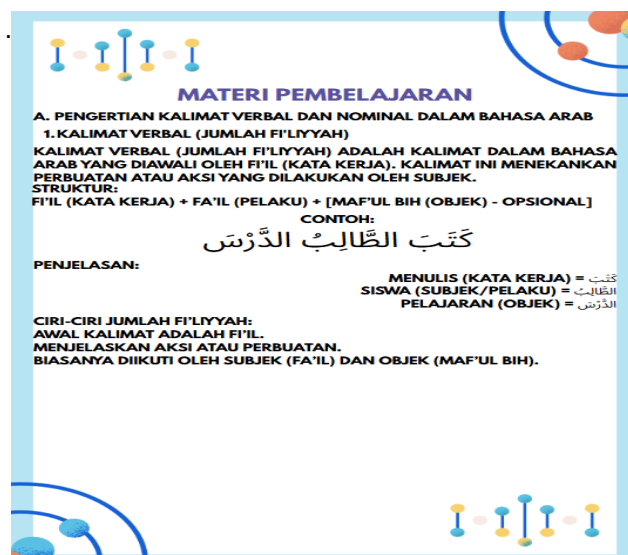
e. In the evaluation section, there are multiple-choice questions related to nahwu theory.
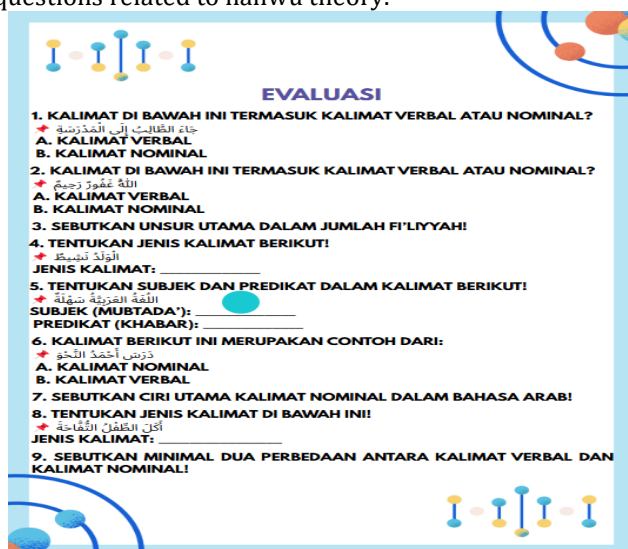
e. In the answer key section, there are the correct answers to the evaluation questions provided.

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KUNCI JAWABAN

1. A. KALIMAT VERBAL
2. B. KALIMAT NOMINAL
3. FI'IL DAN FA'IL
4. KALIMAT NOMINAL
5. SUBJEK (MUBTADA): اللَّغَةُ العَرَبِيَّةُ
   PREDIKAT (KHABAR): سَهْلَةٌ
6. B. KALIMAT VERBAL
7. DIMULAI DENGAN ISIM (KATA BENDA) DAN DIIKUTI KHABAR
8. KALIMAT VERBAL
9. KALIMAT VERBAL: DIAWALI FI'IL (KATA KERJA).
   KALIMAT NOMINAL: DIAWALI ISIM (KATA BENDA).
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3) Development Stage

This stage involves the process of developing the instructional material product. In addition to designing the Nahwu Tatbiqi teaching material based on the Qur'an in the form of an e-module using the Canva platform, this stage also includes the preparation of instruments used to measure students' understanding of verbal and nominal sentence structures in Qur'anic texts.

The developed teaching material and instruments then undergo a validation process by expert lecturers. After the validation, revisions are made based on input and suggestions from the validators before the product is implemented in teaching with students. The development stage can be described as follows:

a) Product Feasibility Validation Results

Once the teaching material product is completed, the next step is to conduct a validity test before it is used in classroom trials.

a. Media Expert Validation

Validation by a media expert is conducted to ensure that the developed teaching material meets the feasibility standards in terms of appearance, structure, and ease of use. This validation aims to make the Nahwu Tatbiqi Qur'an-based teaching material more effective, aligned with students' needs, and refined based on input, criticisms, and suggestions from the validator. In this study, media validation was conducted by Dr. James Richard Hasan, M.Hum, a lecturer in English Education at the State Islamic Institute (IAIN) Sultan Amai Gorontalo. The results of the media expert validation are presented in the following table:

Table 4.: Media Expert Validation Analysis Results

Media Validator	Obtained Score	Maximum Score	P	Category
Validator	85	100	85%	Highly Feasible

From the table above, it can be concluded that the language aspect of the interactive learning media developed by the researcher obtained a percentage score of 85%. This percentage falls within the 80%-100% range, indicating that the interactive learning media is classified as highly feasible for use.

b. Content Expert Validation

The content expert in this teaching material validation is Dr. Damhuri, M.Ag, a lecturer in Arabic Language Education at IAIN Sultan Amai Gorontalo. This validation by the content expert relates to the feasibility of content, presentation, and language. The results of the content expert validation can be seen in the following table:

Table 5: Content Expert Validation Analysis Results

Content Validator	Obtained Score (f)	Maximum Score (N)	P	Category
Validator	70	80	87%	Highly Feasible

Based on the table above, it can be concluded that the content aspect of the teaching material received a "Highly Feasible" rating from the content expert. The average percentage score obtained was 87%, which falls within the 80%–100% range, indicating that the learning media developed by the researcher is considered highly feasible for use in Nahwu Tatbiqi instruction.

c. Language Expert Validation

Table 6: language Expert Validation Analysis Results

Language Validator	Obtained Score	Maximum Score	P	Category
Validator	20	25	80%	Highly Feasible

Based on the table above, it can be concluded that the language aspect of the teaching material received a "Highly Feasible" rating from the language expert. The average percentage score obtained was 80%, which falls within the 80%–100% range, indicating that the developed teaching material is highly feasible in terms of language quality.

4) Implementation Stage

After the product was declared valid, the next step was implementation, which aimed to apply the developed learning media in the Nahwu Tatbiqi subject. In this phase, the researcher involved the Arabic language teacher and 60 students. The purpose of the implementation stage was to assess the responses of both the teacher and students to the learning media developed by the researcher. The responses from the teacher and students can be explained as follows:

a.Teacher Response

The teacher's response to the e-module teaching material was collected through a teacher response questionnaire consisting of 17 statements rated using a Likert Scale of 1–5. The teacher's response results are shown in the following table:

Table 8: quisioner

No	Criteria	Score
1	Alignment of the quiz with the learning material	80%
2	Appropriateness of the quiz in accordance with the explained material	100%
3	Relevance of images to the quiz	100%
4	The media can be used by both teachers and students	100%
5	Clarity of quiz content	100%
6	Alignment of the quiz with the material	80%
7	Completeness of the material in the quiz	80%
8	The quiz is easily understandable	100%
9	The media can be used by both teachers and students	100%
10	Alignment of the quiz with the learning objectives	80%
11	Interconnection between the media and the quiz	80%
12	Sentence length is appropriate to students' comprehension level	80%
13	Sentence structure is appropriate to students' comprehension level	100%
14	Paragraph construction is suitable to students' comprehension	80%
15	The language used is semi-formal (common classroom language)	100%
16	Consistency in the use of symbols, icons, and navigation	80%
17	Suitability with the intellectual development of seventh-grade students	80%
Total		89%

Table 7: Results of teacher response questionnaire analysis

Respondents	Acquisition Score	Maximum Score (N	P	Category
A.g	76	85	89%	Very Feasible

Based on the table above, it can be concluded that the development of e-module teaching materials using Canvaa in nahwu tatbiqi material obtained very feasible results. The average percentage obtained from the teacher response questionnaire is 89%, this value is in the 80%-100% range, so this learning media is declared very feasible to use in the Arabic language learning process.

b.Student Response

The students' response to the learning media that the researchers developed can be seen through the students' response questionnaire which contains 14 statements. The results of the analysis of students' responses can be seen in the following table

Table 9: quisioner

Respondents	Acquisition Score (f)	Maximum Score (N)	P	Category
60 Students	59	70	84%	Very Worth

Based on the data from the students' response questionnaire, it can be concluded that the learning media developed by the researchers obtained very feasible results. The average percentage obtained from the students'

 5) Evaluation Stage

This stage is carried out to measure the effectiveness of the development of teaching materials in improving students' understanding of verbal and nominal sentence structures in Arabic, especially based on Qur'anic verses. All seventhgrade students take a sentence structure understanding test whose assessment indicators refer to instruments that have previously been measured through an initial ability questionnaire. The questionnaire consists of 10 important aspects of mastering nahwu, namely:

First, the ability to identify the position and function of words in sentences. Second, the accuracy in understanding the meaning of the sentence based on the correct nahwu structure. Third, mastery of mufradat (vocabulary) that supports understanding the context of the sentence. Fourth, mastery of Arabic grammar structures (nahwu) both in verbal and nominal sentences. Fifth, the ability to analyze the relationship between sentence elements to get a logical understanding. Sixth, the accuracy in determining meaning based on changes in word structure in sentences. Seventh, the accuracy of classifying the type of sentence (jumlah fi'liyyah or jumlah ismiyyah). Eighth, the ability to interpret the meaning of the sentence based on the verses of the Qur'an. Ninth, mastery of various sentence structures in Arabic texts. And tenth, the ability to revise and correct sentence structure analysis in case of misunderstanding. The ten aspects become the foundation in the process of developing skills to understand the meaning of verbal and nominal sentences in depth.

after the use of teaching materials were analyzed using the help of SPSS software version 27. The results of descriptive statistical analysis showed a significant increase in understanding. The average value at the time of the pretest was 58.85, with a 95% confidence range between 55.41 to 62.29. After the use of al- Qur'an-based Nahwu Tatbiqi teaching materials, the average posttest value increased to 84.20, with a confidence interval of 80.69 to 87.71.

This increase was also seen in the median which rose from 58.50 in the pretest to 84.50 in the posttest. The distribution of data in both measurements was relatively stable, with a pretest standard deviation of 7.350 and a

posttest of 7.509. The variance in the posttest (56.379) was slightly greater than the pretest (54.029), indicating that the variation in results was maintained. The range of pretest scores was 28 (minimum 47, maximum 75) while the posttest had a range of 26 (minimum 71, maximum 97). The pretest data distribution tended to be skewed to the right (skewness 0.460), while the posttest was almost symmetrical (skewness -0.077) with kurtosis showing a flat distribution, -0.199 and -0.837 respectively.

Overall, these results indicate that the development of Qur'an-based Nahwu Tatbiqi teaching materials is able to make a significant contribution in improving students' understanding of the meaning of verbal and nominal sentences in Arabic.

PreTest and PostTest data fulfill the assumption of normality, both based on the Kolmogorov-Smirnov and Shapiro- Wilk tests, because the significance value (Sig.) of both is greater than 0.05. This shows that the data can be used for statistical analyses that require the assu normality, such as the paired t-test

• Paired Sample t-tests

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-20.267	8.211	1.060	-22.388	-18.146	-19.119	59	.000

The results of the paired sample t-test indicate that there is a significant difference between the PRETEST and POSTTEST scores. The average difference between the two scores is -20.267, meaning that the POSTTEST scores were overall approximately 20.267 points lower than the PRETEST scores. The variability or spread of the difference data had a standard deviation of 8.211, with a standard error of the mean of 1.060. The 95% confidence interval for the mean difference ranged from -22.388 to -18.146, indicating that this difference is fairly consistent and not influenced by random fluctuations.

The t-value obtained was -19.119 with 59 degrees of freedom (df), indicating that the difference between the PRETEST and POSTTEST scores is highly significant. The resulting p-value was 0.000, which is far below the commonly accepted significance level of 0.05. This allows us to reject the null hypothesis, which states that there is no difference between the PRETEST and POSTTEST scores. Therefore, it can be concluded that there is a significant difference between the PRETEST and POSTTEST scores, with the POSTTEST scores being lower than the PRETEST scores.

Table 10:Table of PreTest and Post Test Values					
Students	Pretest Score	Posttest Score	Percentage Increase(%)	Improvement (Yes/No)	Completed (Yes/No)
Hasan	64	89	39.06	Increased	Completed
Layla	59	84	42.37	Increased	Completed
Bilal	53	92	73.58	Increased	Completed
Hafsah	70	71	1.43	Increased	Completed
Nuh	60	80	33.33	Increased	Completed
Zara	75	95	26.67	Increased	Completed
Idris	64	74	15.63	Increased	Completed
Ruqayyah	64	73	14.06	Increased	Completed
Ismail	55	97	76.36	Increased	Completed
Sufyan	54	76	40.74	Increased	Completed
Fatimah	58	83	43.10	Increased	Completed
Umar	52	78	50.00	Increased	Completed
Aisyah	63	88	39.68	Increased	Completed
Zayd	66	90	36.36	Increased	Completed
Khadijah	60	85	41.67	Increased	Completed
Musa	65	87	33.85	Increased	Completed
Salma	67	80	19.40	Increased	Completed
Yunus	55	70	27.27	Increased	Completed
Aminah	60	77	28.33	Increased	Completed
Taha	50	79	58.00	Increased	Completed
Yasir	62	85	37.10	Increased	Completed
Mariam	61	84	37.70	Increased	Completed
Khalid	57	79	38.60	Increased	Completed
Jannah	65	90	38.46	Increased	Completed
Sami	53	74	39.62	Increased	Completed
Naeem	56	82	46.43	Increased	Completed
Amina	70	91	30.00	Increased	Completed
Imran	60	76	26.67	Increased	Completed
Huda	62	74	19.35	Increased	Completed
Rafi	54	72	33.33	Increased	Completed
Najwa	59	84	42.37	Increased	Completed
Adnan	63	86	36.51	Increased	Completed
Sarah	64	78	21.88	Increased	Completed
Thariq	68	88	29.41	Increased	Completed
Dina	58	75	29.31	Increased	Completed
Jabir	60	79	31.67	Increased	Completed
Aliyah	61	87	42.62	Increased	Completed
Qasim	55	74	34.55	Increased	Completed
Farah	69	82	18.84	Increased	Completed
Salman	62	76	22.58	Increased	Completed
Hana	67	89	32.84	Increased	Completed
Ibrahim	53	77	45.28	Increased	Completed
Safiyyah	60	80	33.33	Increased	Completed
Luqman	57	85	49.12	Increased	Completed
Yasmin	59	77	30.51	Increased	Completed
Mahmud	62	86	38.71	Increased	Completed
Zahra	55	72	30.91	Increased	Completed
Hud	64	79	23.44	Increased	Completed
Malik	66	90	36.36	Increased	Completed
Fatin	58	80	37.93	Increased	Completed
Rayyan	56	81	44.64	Increased	Completed

Samira	61	75	22.95	Increased	Completed
Harun	60	87	45.00	Increased	Completed
Noor	59	82	38.98	Increased	Completed
Rania	68	85	25.00	Increased	Completed
Faizah	60	72	20.00	Increased	Completed
Yahya	54	78	44.44	Increased	Completed
Marwan	55	37	32.73	Increased	Completed
Laila	61	84	37.70	Increased	Completed
Amin	62	86	38.71	Increased	Completed

The results of the Paired Samples Test show that the mean Pre-Test score was 59.15 with a standard deviation of 6.596, while the mean Post-Test score was 84.40 with a standard deviation of 7.444. This data indicates that there was a significant change in scores after the intervention was implemented.

The 95% confidence interval for the mean difference ranges from -29.808 to -20.692, suggesting that the observed difference is consistent and reliable. The t-value obtained was -11.596 with degrees of freedom (df) of 19. This supports the interpretation that the observed mean difference is not due to chance, but rather reflects a real pattern of change..

The significance value (Sig. 2-tailed) of 0.000 indicates that the difference is statistically significant at the 95% confidence level ($p < 0.05$). These findings show that the Post-Test scores are significantly higher than the Pre-Test scores, indicating a substantial improvement following the implementation of the intervention or treatment in this study.

CONCLUSION

The development of Nahwu Tatbiqi teaching materials based on the Qur'an, through the systematic stages of the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—has proven to be effective in enhancing students' understanding of the meanings of verbal (jumlah fi'liyah) and nominal (jumlah ismiyyah) sentences in Arabic, particularly within the context of Qur'anic verses.

In the analysis phase, it was revealed that most students struggled to apply nahwu theory in practice and expressed a strong need for contextual learning materials that directly connect grammatical concepts to real texts. Teachers also acknowledged that the traditional approach to teaching nahwu, which relies heavily on memorization and classical texts, often lacks practical relevance and fails to support deep comprehension.

Following this, the design stage focused on creating structured, interactive materials that align with students' learning needs and linguistic development. These materials included Qur'anic examples, syntactic analysis exercises, and visual aids to support the application of grammar rules in context.

In the development stage, the materials were produced and validated by media, content, and language experts. Feedback from these validators confirmed that the product met high standards of quality, feasibility, and clarity, with each expert rating the materials as "highly feasible."

The implementation phase involved testing the materials in a classroom setting with 60 students and receiving very positive responses from both teachers and learners. The e-module was rated as highly engaging, appropriate to the students' cognitive levels, and effective in facilitating grammar learning through Qur'anic content.

Finally, the evaluation phase demonstrated a statistically significant improvement in students' grammar comprehension. Post-test scores showed a notable increase compared to pre-test results, supported by t-test analysis indicating a meaningful learning gain. This outcome confirms that the integration of Qur'anic texts into practical nahwu instruction not only enhances linguistic competence but also deepens students' understanding of the religious language.

Overall, this research concludes that Qur'an-based nahwu tatbiqi materials are pedagogically valuable and effective, offering a practical and contextual solution to the long-standing challenges of Arabic grammar instruction. The success of this development suggests that similar approaches could be extended to other areas of Arabic language learning in the future.

The findings of this study align with previous research emphasizing the importance of contextual and application-based approaches in grammar instruction. As Jaradat (2021) and Al-Khawaldeh (2019) have argued, nahwu learning becomes more meaningful when learners engage directly with authentic texts rather than abstract rules. The significant improvement in students' post-test scores confirms that contextualized materials based on the Qur'an can effectively bridge the gap between theoretical knowledge and practical application. Moreover, the positive responses from teachers highlight the pedagogical relevance of integrating religious texts into instructional design, as it not only strengthens linguistic competence but also fosters spiritual engagement. This suggests that the developed materials contribute both academically and affectively, making Arabic grammar learning more holistic and impactful.

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