Transforming Arabic Writing Skills through Qur'anic Expression Pattern-Based Insha' Materials: A Developmental Study

Qintan Emilia Sholihah[1*], Umar Faruq[2], Ahmad Taufiq[3]

[1,2,3] Universitas Islam Negeri Syekh Wasil, Kediri, Indonesia
Email: qintanbarcanista@gmail.com[1], umarfaruq@uinkediri.ac.id[2], ahmadtaufiq.nf@gmail.com[3]
*Corresponding Author

Abstract

The scarcity of specialized textbooks in Arabic writing instruction often leads to creative stagnation and a heavy reliance on passive translation methods at the secondary school level. This study aims to develop and evaluate the effectiveness of composition instructional materials adapted from Dr. Nasaruddin Idris Jauhar's methodology of Qur'anic expression patterns to enhance students' writing proficiency. Employing a Research and Development (R&D) approach with the ADDIE model, the study involved 70 eleventh-grade students at SMA Al-Ishlah Ngasem Kediri. Expert validation results categorized the product as "Very Feasible" with a mean score of 83.84%. Inferential analysis using an independent samples t-test demonstrated a significant improvement in writing skills; the experimental group achieved a post-test mean of 86.76, substantially outperforming the control group's mean of 80.00 (p < 0.001). In conclusion, utilizing authentic Qur'anic expression patterns as a cognitive framework is effective in transforming writing abilities from mere word reproduction to creative text production. This research offers a theoretical contribution to reconstructing core content based on authoritative text authenticity and a practical contribution by providing an innovative module to overcome Arabic literacy barriers in schools.

How to Cite this Article: Sholihah, Q. E., Faruq, U., & Taufiq, A. (2026). Transforming Arabic Writing Skills through Qur'anic Expression Pattern-Based Insha' Materials: A Developmental Study. *Jurnal Pendidikan Islam*, 1–11. https://doi.org/10.38073/jpi.4212

INTRODUCTION

The instruction of the Arabic language for non-native speakers in Indonesia holds strategic significance, serving not merely as a functional communication medium but as an essential instrument for comprehensively understanding Islamic literature and fundamental values (Dewi et al., 2025; Ilahi et al., 2025). Within the constellation of language skills, writing proficiency (*Maharah al-Kitabah*), particularly at the advanced composition stage (*Insha'*), occupies a central position as a manifestation of high-level productive and analytical competencies (Aulia et al., 2024). Writing composition demands complex cognitive engagement; students do not simply arrange letters but formulate structured ideas through the integration of orthographic awareness (*imla'*), syntactic precision (*nahwu*), and morphological accuracy (*sharaf*) (Ighfariyah et al., 2025; Jannah et al., 2025). Consequently, the mastery of *Insha'* becomes a crucial indicator for successful academic and professional communication.

The transformation of basic skills into comprehensive compositional competence relies heavily on the availability of pedagogical instruments, specifically instructional materials (González-Pérez & Ramírez-Montoya, 2022; Ilma & Rohmah, 2025; Okulu, 2025; Qian,

2025). In educational discourse, instructional materials occupy a pivotal position as a representative "curriculum substitute" that guides educational interactions in the classroom and directly impacts the quality of learning outcomes (Hamid et al., 2022; Mariani et al., 2026). The absence of structured, adaptive, and creativity-oriented instructional materials directly impedes the achievement of instructional goals, leaving students vulnerable to stagnation in expressing their linguistic ideas (Al-Madani et al., 2023).

Recognizing the critical nature of writing proficiency, recent research landscapes have offered various trajectories of instructional innovation to address the challenges of *Insha'*. Numerous empirical studies have focused on the integration of artificial intelligence, such as the utilization of ChatGPT-based AI models proven to accelerate writing proficiency through human-AI collaborative frameworks (Zubaidi et al., 2025). In the realm of digitalization, the exploration of post-pandemic learning platforms (Al-Abdullatif & Alsubaie, 2022) and Android-based interactive learning media interventions (Mizan et al., 2022) have demonstrated significance in eliminating spatial literacy barriers. Furthermore, from a pedagogical approach perspective, the implementation of the Genre-Based Approach at the senior high school level (Ashari et al., 2024) and online Project-Based Learning (PjBL) (Amrulloh, 2025) have been confirmed to effectively structure students' critical thinking and creative writing.

Although these methodological and technological interventions have recorded positive impacts, a critical review of the literature indicates a substantial research gap. The majority of previous studies tend to orient toward the exteriority of learning—such as media digitalization and the use of external platforms—or on the acquisition of generic vocabulary. Specifically, there remains a void in the literature regarding interventions on the core content (*subject matter*) that comprehensively integrates authentic expression patterns from religious texts as a cognitive framework for creative writing at the senior high school level. This theoretical gap resonates strongly with the empirical problems at SMA Al-Ishlah Ngasem Kediri. Preliminary analysis reveals that *Insha'* instruction for eleventh-grade students has experienced a reduction in pedagogical meaning; learning proceeds rigidly through conventional "re-explanation" methods without the stimulation of varied paragraph writing. This deficiency culminates in one primary setback: the absence of a specialized textbook to guide and structure students' writing logic in the composition subject.

To respond to the blind spot in academic literature while providing a resolution to the instructional problems in the field, this study offers a distinction by developing composition teaching materials adapted from the methodology of the book *"Qur'anic Expression Patterns and Examples of Their Use in Sentences"* by Dr. Nasaruddin Idris Jauhar. The novelty of this research lies in the utilization of Qur'anic linguistic expressions—as the Arabic reference with the highest authority—to be contextualized into functional writing instruments for high school students. Grounded in the ADDIE instructional design model, this study aims to design, validate, and empirically test the effectiveness of these instructional materials to measurably and sustainably accelerate the composition (*Insha'*) writing skills of eleventh-grade students at SMA Al-Ishlah Ngasem Kediri.

RESEARCH METHOD

This study employed a Research and Development (R&D) design utilizing a mixed-methods approach to systematically develop, validate, and test the effectiveness of a novel educational product. The instructional development process was guided by the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, which was selected for its comprehensive and systematic framework in structuring language learning materials (Spatioti et al., 2022; Zou et al., 2024). The core objective of this methodological pipeline was to construct specialized composition (*Insha'*) teaching materials derived from the Qur'anic expression patterns detailed in Dr. Nasaruddin Idris Jauhar's reference book. The ADDIE progression commenced with an empirical needs analysis, progressed through the didactic design and expert-driven development of the textbook, culminated in field implementation, and concluded with a rigorous evaluation of the product's instructional efficacy in improving writing skills.

The field implementation and empirical testing phases were conducted at Al-Ishlah Ngasem Senior High School in Kediri. The research subjects comprised 70 eleventh-grade students who were purposively assigned to two distinct cohorts: an experimental class consisting of 36 students, and a control class comprising 34 students. Prior to the empirical field trials, the newly developed instructional materials underwent a stringent validation process to ensure robust construct and content validity. This pedagogical validation was executed by two primary subject matter and instructional design experts, alongside practitioner auditors who evaluated the product's operational feasibility across multiple instructional dimensions, including learning objectives, material coherence, methodological appropriateness, and evaluation techniques.

Data acquisition relied on a triangulation of measurement instruments, incorporating expert validation checklists, pre-tests and post-tests to quantify writing proficiency, and student response questionnaires to gauge the pedagogical acceptability and practicality of the materials. The qualitative validation data were quantified using Percentage Agreement (R score) calculations and subsequently interpreted against established eligibility criteria to determine the material's feasibility for classroom deployment. To ascertain the instructional effectiveness of the developed materials, the quantitative pre-test and post-test data from both the experimental and control cohorts were subjected to inferential statistical analysis. Following the confirmation of data normality via the Shapiro-Wilk test and the verification of variable linearity through ANOVA, an Independent Samples t-test was administered to systematically evaluate the statistical divergence in learning outcomes between the two groups, thereby providing definitive empirical evidence regarding the textbook's efficacy in enhancing Arabic composition skills.

RESULTS AND DISCUSSION
Formative Validation: Expert and Practitioner Appraisals

The developmental trajectory of the *Insha'* instructional materials necessitated rigorous formative validation to ascertain construct, content, and operational integrity prior to classroom deployment. The product was initially evaluated by two primary specialists: a subject matter expert in Arabic composition and an instructional design expert. Their

evaluation encompassed 26 distinct pedagogical parameters, yielding an average Percentage Agreement (R) of 83.84%, which categorizes the textbook as "Very Feasible".

Table 1. Material Expert Validation Results

No.	Indicators	Material Expert 1	Material Expert 2	R (%)	Criteria
I.	**Learning Objectives / Basic Competencies**				
1	Alignment of learning objectives with program goals and school objectives.	5	4	90	Very Feasible
2	Suitability of learning objectives for the development level and needs of learners.	5	4	90	Very Feasible
3	Alignment of learning objectives with achievement indicators that can be realized.	5	4	90	Very Feasible
II.	**The Material (Content)**				
4	Suitability of the material with learning objectives and competency standards.	4	4	80	Feasible
5	The material combines curriculum content between theory and application.	5	4	90	Very Feasible
6	The subject includes aspects of knowledge, skills, and attitudes.	4	4	80	Feasible
7	Continuity between materials in a logical order.	4	5	90	Very Feasible
8	Suitability of the material level for the interests and needs of learners.	4	4	80	Feasible
9	Suitability of the material for the available time.	4	4	80	Feasible
III.	**Teaching Method**				
10	Suitability of the methods used for the material.	5	4	90	Very Feasible
11	Suitability of the methods for the development level of learners.	4	4	80	Feasible
12	Suitability of the methods for the teacher's ability.	5	5	100	Very Feasible
13	Suitability of the methods for the available time.	5	5	100	Very Feasible
14	Methods enable the stimulation and nurturing of learners' interest, attention, and ability.	5	3	80	Very Feasible
15	Methods provide diverse activities to serve individual differences.	5	4	90	Very Feasible
16	The method is a logical and systematic sequence of activities.	4	4	80	Feasible
IV.	**Teaching Media**				
17	Suitability of the media used with learning methods and materials.	4	4	80	Feasible
18	The media used are practical according to classroom/school conditions.	5	4	90	Very Feasible
19	Media can stimulate and feed learners' interest, attention, and ability.	5	4	90	Very Feasible
V.	**Learning Resources**				
20	Suitability of learning resources for learning methods and materials.	5	4	90	Very Feasible
21	Learning resources can stimulate and feed learners' interest, attention, and ability.	5	4	90	Very Feasible

VI.	Evaluation Method				
22	Suitability of evaluation with basic competencies/learning objectives.	5	3	80	Feasible
23	Suitability for student ability level.	5	4	90	Very Feasible
24	Evaluation includes aspects of knowledge, skills, and attitudes.	4	3	70	Feasible
25	Meeting the principle of objective evaluation.	4	4	80	Feasible
26	Meeting the principles of accountability evaluation.	4	3	70	Feasible

Following expert appraisal, practitioner validation was executed to assess the operational feasibility of the materials in a real-world pedagogical context. The practitioner evaluation culminated in a heightened feasibility score of 88% across 20 instructional indicators, confirming the textbook's readiness for classroom integration.

Table 2. Data on Results of Verification by Practitioner

No.	Statement / Indicator	Score	R (%)	Criteria
I.	Purpose / Competence			
1.	Presentation of objectives with a clear statement.	5	100	Very Feasible
2.	Objectives are translatable into educational activities or experiences.	4	80	Feasible
3.	Objectives are expressed in terms of observable and measurable behavior.	4	80	Feasible
II.	Materials / Content			
4.	The material/content is directed to achieve learning objectives.	4	80	Feasible
5.	The material/content is interconnected and continuous.	4	80	Feasible
6.	The material/content is in accordance with student needs and development.	5	100	Very Feasible
7.	The material/content is introduced according to the available time allocation.	4	80	Feasible
8.	The material/content is meaningful or closely related to student life.	4	80	Feasible
III.	Teaching Methods and Steps			
9.	The method used can convey the materials effectively.	4	80	Feasible
10.	The learning method is capable of actively engaging students.	5	100	Very Feasible
11.	The method used is compatible with the excellent time allocation.	4	80	Feasible
12.	The method can stimulate and nurture learner motivation, attention, and ability.	5	100	Very Feasible
13.	The method provides diverse activities to serve individual differences.	5	100	Very Feasible
14.	The method used is in accordance with the teacher's ability.	5	100	Very Feasible
15.	The presented methods align with the material.	4	80	Feasible
IV.	Evaluation / Assessment			
16.	Suitability of evaluation with basic competencies/learning objectives.	4	80	Feasible

17.	Appropriateness of evaluation for learning inputs.	5	100	Very Feasible
18.	Suitability for student ability level.	4	80	Feasible
19.	Evaluation techniques can measure student ability.	4	80	Feasible
20.	Evaluation is conducted comprehensively.	5	100	Very Feasible

Summative Evaluation: Field Testing and Inferential Analysis

To empirically quantify instructional efficacy, field testing was conducted involving 70 eleventh-grade students, delineated into an Experimental Class (n=34) and a Control Class (n=36). Prior to comparative inferential analysis, parametric prerequisite tests were strictly administered. The Shapiro-Wilk test verified the normal distribution of the datasets ($p > 0.05$), and Analysis of Variance (ANOVA) confirmed a statistically significant linear relationship between variables (Deviation from Linearity = 0.605, $p > 0.05$).

Table 3. Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Control	0.143	34	0.077	0.955	34	0.175
Post-test Control	0.141	34	0.083	0.958	34	0.209
Pre-test Experimental	0.174	34	0.01	0.941	34	0.064
Post-test Experimental	0.179	34	0.007	0.939	34	0.057

Table 4. ANOVA Table (Linearity)

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Pretest	**Between Groups**	**(Combined)**	228.73	6	38.122	0.638	0.7
		Linearity	11.159	1	11.159	0.187	0.667
		Deviation from Linearity	217.571	5	43.514	0.728	0.605
	Within Groups		3765.556	63	59.771		
	Total		3994.286	69			

With parametric assumptions satisfied, the analysis of post-test learning outcomes demonstrated a marked divergence in writing proficiency. Descriptive statistics highlighted that the Experimental cohort achieved a substantially higher mean score (M = 86.76) compared to the Control cohort (M = 80.00).

Table 5. Group Statistics (Posttest)

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Control Class	36	80.00	7.653	1.276
	Experimental Class	34	86.76	5.888	1.010

To inferentially validate this divergence, an Independent Samples t-test was executed. The test yielded a highly significant two-tailed p-value of 0.000 ($p < 0.001$), providing definitive empirical evidence of the instructional materials' superiority. Furthermore, post-

implementation surveys indicated robust pedagogical acceptability, with student responses averaging 86.06% in favor of the new textbook.

Table 6. Independent Samples Test

Posttest	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.054	.308	-4.127	68	.000	-6.765	1.639	-10.035	-3.494
Equal variances not assumed			-4.158	65.382	.000	-6.765	1.627	-10.013	-3.516

The empirical findings of this study provide a robust affirmation that the integration of authentic and contextual linguistic patterns into instructional materials significantly accelerates the mastery of Arabic composition (*Insha'*) among non-native speakers. The substantial mean difference in post-test scores, coupled with high statistical significance, demonstrates that the developed materials successfully dismantled the pedagogical stagnation observed in the field. As highlighted in recent academic discourse, *Maharah Kitabah* is frequently identified as the most formidable skill for learners due to the complex integration of orthographic and grammatical systems (Fariz et al., 2025). Prior to this intervention, *Insha'* instruction at the research site was confined to conventional "re-explanation" and passive translation. However, contemporary paradigms necessitate a transition toward generative writing models that cultivate students' critical thinking in paragraph construction (Rufaiqoh et al., 2024; Syakara et al., 2025). The intervention through the textbook based on Dr. Nasaruddin Idris Jauhar's methodology effectively provided the cognitive scaffolding required to bridge this transition.

The success of this intervention is inextricably linked to the precision of the instructional design employed. High validation scores from academic experts (83.84%) and field practitioners (88%) confirm that the ADDIE model remains a resilient and highly adaptive gold standard for designing Arabic pedagogical materials, aligning with the findings of Nur et al. (2024) and Ridha et al. (2026). Furthermore, the statistical significance of the comparative analysis (p < 0.001) proves that the absence of structured materials can be mitigated through specifically curated instructional interventions. This surge in competence within the experimental cohort reinforces the postulates of Aslihah and Rifa'i (2025) and Aziz (2023), which assert that materials developed through rigorous R&D processes inherently outperform traditional lecture or dictation methods.

Nevertheless, the most fundamental distinction and novelty of this research lie in its emphasis on subject matter authenticity. Amidst a current research trend heavily biased toward exterior innovations—such as media digitalization or artificial intelligence integrations like ChatGPT (Zubaidi et al., 2025)—this study proves that reconstructing the core content is equally vital. The utilization of Qur'anic expression patterns does not merely

enrich the learners' lexicon; it renders the understanding of sentence structures (*Insha'*) far more meaningful and contextual (Hula & Mahmud, 2025). This integrative approach, which merges applied linguistics with authoritative religious texts (Imrob et al., 2025), proved exceptionally effective. This is reflected in the high student response rate (86.06%), confirming the theory that authentic materials allow students to witness grammar operating in real-world contexts, thereby drastically reducing cognitive load and accelerating text production (Ishak et al., 2025).

The successful implementation of these materials carries broad managerial and strategic implications for the ecosystem of madrasahs and Islamic schools. From a policy perspective, these findings urge decision-makers—including school principals and language program directors—to reorient standards toward more standardized Arabic literature procurement (Busaka, 2023). Reliance on verbal explanations must be accompanied by the mandatory use of specific modules that stimulate active composition. Looking ahead, this research opens several potential avenues for further study. Given the limited scope of implementation, future research is recommended to test the effectiveness of these Qur'anic pattern-based materials across broader demographics, such as in higher education or traditional boarding schools (*pesantren*). Furthermore, marrying this classical content authenticity with digital platforms like mobile learning or gamification would undoubtedly represent a significant leap in the future of applied Arabic linguistics.

CONCLUSION

This developmental study successfully designed and empirically tested the effectiveness of Arabic composition (*Insha'*) instructional materials adapted from Dr. Nasaruddin Idris Jauhar's methodology of Qur'anic expression patterns. The primary findings indicate that the developed product met exceptionally high feasibility criteria, achieving a material validation score of 83.84% from academic experts and 88% from educational practitioners. Empirically, the implementation of these materials demonstrated a significant impact on improving the writing proficiency of eleventh-grade students at SMA Al-Ishlah Ngasem Kediri. This was confirmed by t-test results showing a highly significant difference in learning outcomes between the experimental cohort (M = 86.76) and the control cohort (M = 80.00), with a significance value of $p < 0.001$. Consequently, utilizing authentic Qur'anic expression patterns as a cognitive framework has proven effective in transforming student performance from passive translation to more systematic and creative text production.

Despite these positive outcomes, this study is subject to certain limitations, including a participant scope restricted to a single educational institution and a relatively brief implementation period. Furthermore, the development focused primarily on print media, maintaining a conventional level of interactivity between the material and the learner. Based on these constraints, future research is encouraged to expand field testing across more heterogeneous student demographics, such as in higher education or traditional Islamic boarding schools (*pesantren*), to test the generalizability of these materials. Moreover, there is a strategic opportunity to digitalize the Qur'anic expression pattern content into Android-

based applications or interactive e-learning platforms to better align with the pedagogical demands of the digital era.

BIBLIOGRAPHY

Al-Abdullatif, A. M., & Alsubaie, M. A. (2022). Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia. *Sustainability*, *14*(19). https://doi.org/10.3390/su141911868

Al-Madani, M. S. H., Tampubolon, M. S., Mustofa, A., & Ghufron, M. (2023). The Challenges of Maharah Kitabah of ICBB Students in Yogyakarta. *Amorti: Jurnal Studi Islam Interdisipliner*, 167–174. https://doi.org/10.59944/amorti.v2i3.153

Amrulloh, F. S. (2025). Integrating Online Project-Based Learning to Improve Critical Thinking and Arabic Writing in Pesantren. *Journal of Education and Religious Studies*, *5*(02), 110–120. https://doi.org/10.57060/jers.4m70bn88

Ashari, M. Y., Huda, M. M., & Mahfudhoh, R. (2024). Enhancing Arabic Writing Skills Through the Genre-Based Approach in Senior High School. *Journal of Arabic Language Teaching*, *4*(2), 121–134. https://doi.org/10.35719/arkhas.v4i2.2137

Aslihah, I., & Rifa'i, A. (2025). Development Of Arabic Language Teaching Materials Based On Interactive Multimedia Plotagon Story Class VII MTsN 7 Kediri. *ARABIA: Jurnal Ilmu Bahasa Arab*, *3*(01), 96–114.

Aulia, S., Fadhilah, S. N., Siregar, S. A., Chandra, R. R., & Nasution, S. (2024). Menerapkan Pembelajaran Bahasa Arab Pada Maharah Kitabah Dengan Strategi Guided Composition. *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa*, *2*(1), 12–20. https://doi.org/10.59059/perspektif.v2i1.886

Aziz, A. M. (2023). Pengembangan Bahan Ajar Insya' Bagi Peserta Didik Di Madrasah Tsanawiyah Sultan Hasanuddin Kabupaten Gowa. *Transformasi : Jurnal Kepemimpinan & Pendidikan Islam*, *7*(1), 18–38. https://doi.org/10.47945/transformasi.v7i1.1380

Busaka, M. F. (2023). Arabic Language Program Management at Dar Al-Lughah Wal-Quran Institute. *IJ-ATL (International Journal of Arabic Teaching and Learning)*, *7*(2), 89–99. https://doi.org/10.33650/ijatl.v7i2.5068

Dewi, D. P., Yuliani, S. Y., Ramadhani, G. P., & Abdurahman, M. (2025). Analysis of Arab-Islamic Cultural Integration in Arabic Language Teaching Materials Based on Book Iḍāʾāt Li Mu'allimi Al-Lughah Al-ʿarabīyah Li Ghayr Al-Nāṭiqīn Bihā. *Abjadia : International Journal of Education*, *10*(3), 595–610. https://doi.org/10.18860/abj.v10i3.33399

Fariz, M., Mukmin, M., & Hidayah, N. (2025). Pembelajaran Maharah Kitabah Berbasis Collaborative Learning. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, *11*(2), 294–305. https://doi.org/10.30821/ihya.v11i3.26205

González-Pérez, L. I., & Ramírez-Montoya, M. S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. *Sustainability*, *14*(3). https://doi.org/10.3390/su14031493

Hamid, M. A., Sutaman, S., Natsir, M., & Salih, I. O. M. (2022). The Development of an Evaluation Instrument for the Implementation of the Arabic Language Curriculum

in Islamic High School. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *14*(1), 242–257. https://doi.org/10.24042/albayan.v14i1.10303

Hula, I. R. N., & Mahmud, M. andika S. (2025). Development of Quran-Based Nahwu Tatbĩqi Teaching Materials to Improve Understanding of Verbal and Nominal Sentence Meanings. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *8*(2), 652–666. https://doi.org/10.35931/am.v8i2.5113

Ighfariyah, L. N., Azhari, S., & Istiqomah, N. (2025). The Interplay Between Imla' Mastery and Writing Errors in Maharah Kitabah: A Case Study at Junior High School. *Al-Irfan : Journal of Arabic Literature and Islamic Studies*, *8*(2), 375–391. https://doi.org/10.58223/al-irfan.v8i2.550

Ilahi, A., Wahyudi, H., Fitriyadi, M., Mellati, I., Nasution, N. R., & Rahman, A. (2025). Mapping Arabic Language Learning Methods: A Study of Madrasah Aliyah Pekanbaru. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *13*(2), 7827–7837. https://doi.org/10.24256/ideas.v13i2.8876

Ilma, A., & Rohmah, Z. (2025). AI in EFL education: Teachers' competence and the roadblocks to teaching material development. *Cogent Education*, *12*(1), 2588471. https://doi.org/10.1080/2331186X.2025.2588471

Imrob, K., Sobari, D., Abdullah, M. Y., & Humairoh, S. (2025). The reconstruction of Arabic language instructional design in higher education: An integrative approach to improve learning quality: *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *8*(3), 623–636. https://doi.org/10.30872/diglosia.v8i3.1233

Ishak, M. S., Garancang, S., Kasim, A., & Marjuni, M. (2025). Bridging Sacred Text and Language Pedagogy: Designing Quran Based Arabic Materials Through Pedagogical Grammar. *Alsinatuna*, *10*(2), 159–177. https://doi.org/10.28918/alsinatuna.v10i2.10362

Jannah, V. M., Salamah, U., & Ridlo, U. (2025). Pengembangan Instrumen Evaluasi Maharah Kitabah. *Jejak Digital: Jurnal Ilmiah Multidisiplin*, *2*(1), 501–508. https://doi.org/10.63822/5rpgh055

Mariani, M., Idris, J., Silahuddin, S., Harahap, N., Ulfa, M., & Nazarullah, N. (2026). Development of an Innovative ADDIE-Based Islamic Education Curriculum Model in Madrasah Aliyah Negeri. *Tafkir: Interdisciplinary Journal of Islamic Education*, *7*(2), 382–401. https://doi.org/10.31538/tijie.v7i2.2543

Mizan, A. N., Aridan, M., Akmansyah, M., Adelia, S., Asiyah, I. N., & Sholikha, L. M. (2022). The Development of Arabic Learning Media Based on Android for Senior High School Students. *LISANIA: Journal of Arabic Education and Literature*, *6*(2), 178–189. https://doi.org/10.18326/lisania.v6i2.178-189

Nur, N., Rifa'i, A., & Fajar, A. S. M. (2024). The Development of Nahwu Teaching Materials Based on Mind Maps Using the ADDIE Model. *Naatiq: Journal of Arabic Education*, *1*(1), 35–47. https://doi.org/10.33367/naatiq.v1i1.5720

Okulu, H. Z. (2025). Creating and evaluating instructional materials with generative artificial intelligence: Visual representations in astronomy education. *Education and Information Technologies*, *30*(14), 19833–19852. https://doi.org/10.1007/s10639-025-13580-y

Qian, Y. (2025). Pedagogical Applications of Generative AI in Higher Education: A Systematic Review of the Field. *TechTrends*, *69*(5), 1105–1120. https://doi.org/10.1007/s11528-025-01100-1

Ridha, H., Hamidah, & Marsiah. (2026). Pengembangan Ebook Percakapan Bahasa Arab Kelas IV MI Berbasis Konstruktivisme Menggunakan Model Addie. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *11*(01), 91–104. https://doi.org/10.23969/jp.v10i04.39612

Rufaiqoh, E., Hasanah, M., Syuhadak, S., Asy'ari, H., & Ibrahim, N. I. E. (2024). Problem-Based Learning (PBL) in Arabic Opinion Writing Learning. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, *8*(2), 249–263. https://doi.org/10.15575/jpba.v8i2.38579

Spatioti, A. G., Kazanidis, I., & Pange, J. (2022). A Comparative Study of the ADDIE Instructional Design Model in Distance Education. *Information*, *13*(9). https://doi.org/10.3390/info13090402

Syakara, V. V., Fatmawati, N., Huda, M. N., & Muasomah, M. (2025). Teaching Mahārat al-Kitābah through Imlā', Inshā', and Problem-Based Learning: A Study at Madrasah Aliyah. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, *14*(2), 328–336. https://doi.org/10.24235/ibtikar.v14i2.23659

Zou, D., Jong, M. S.-Y., Huang, X., Cheng, G., Hwang, G.-J., & Jiang, M. Y.-C. (2024). A systematic review of SVVR in language education in terms of the ADDIE model. *Interactive Learning Environments*, *32*(10), 6672–6697. https://doi.org/10.1080/10494820.2023.2277747

Zubaidi, A., Munip, A., Widodo, S. A., & Zerrouki, T. (2025). Enhancing Arabic writing skills using Chat GPT-based AI learning models: A tridimensional human-AI collaboration framework. *Indonesian Journal of Applied Linguistics*, *15*(1), 87–101. https://doi.org/10.17509/ijal.v15i1.75378