

Developing Arabic Reading Materials Based on Islamic Moderation: A Design-Based Research in Indonesian Higher Islamic Education

Ahmad Falah¹, Fuad Munajat², Taufikin³

^{1,2,3}Universitas Islam Negeri Sunan Kudus, Indonesia

falah@uinsuku.ac.id¹, fuadmunajat@uinsuku.ac.id²

taufikin@uin.suku.ac.id³

ABSTRACT

The understanding of Arabic texts is vital in Islamic education, especially in facing global challenges and the spread of digital misinformation. However, the lack of teaching materials that integrate Islamic moderation values remains a significant issue, leading to students' slow comprehension of Arabic texts. This study aims to develop Arabic reading materials based on Islamic moderation values (wasathiyah) through a Research and Development (R&D) approach modified from the Borg and Gall model. The materials are designed for Arabic Language Education students at IAIN Kudus and focus on contextualizing qirā'ah learning with moderate Islamic values such as justice, balance, and tolerance. The development process involved needs analysis, expert validation, trials, and revisions based on feedback. Results showed that the developed teaching materials were both academically feasible and received positive responses from students and experts, highlighting their potential to foster moderate religious understanding. The study contributes to the development of thematic, value-based teaching materials and offers an alternative approach to Arabic language education that emphasizes inclusivity and tolerance in Islamic teachings.

Keywords : Arabic reading materials, Islamic moderation, Qirā'ah teaching, Educational design, Islamic higher education.

INTRODUCTION

Understanding texts in Arabic has a strategic position in Islamic education, especially when facing the challenges of globalization and the rapid flow of digital information (Baharun et al., 2020; Rusli et al., 2024). Amid advances in information and communication technology, Islamic teachings are often misunderstood or even manipulated by certain groups with a narrow understanding (Bunt, 2024; Hizam Sheikh Khairudin & Mohammad, 2021; Larsson, 2016). This is also triggered by the emergence of extreme groups that take the name of religion in spreading narratives of intolerance and violence. This reality not only disrupts social harmony but also threatens the peaceful essence of Islam. Learning Arabic as the primary means of understanding Islamic texts becomes urgent in this context (Djuaeni & Usman, 2021; Shah, 2016). Especially in reading skills (*maharah qirā'ah*), which equips students to understand original texts with a moderate and critical perspective.

However, some recent studies show that *qirā'ah* learning in Islamic higher education institutions in Indonesia still faces various obstacles. Several studies (Midhwah & Alhawary, 2020; Othman et al., 2020; Zaki et al., 2024) show that the inaccuracy of teaching materials causes students to have a slow understanding of Arabic texts. The available teaching materials are often generic, not contextualized, and tend not to touch important ideological aspects such as the values of moderation in Islam. As a result, students not only have difficulty understanding the text, but also lose their value orientation in learning.

The main issue raised in this study is the absence of *qirā'ah* teaching materials that systematically integrate Islamic moderation values. In Indonesia's socio-political situation that is prone to polarization of religious identity (Ibrahim et al., 2024; Soderborg & Muhtadi, 2023), it is crucial to ensure that Arabic language learning, especially *qirā'ah*, contributes to the formation of a moderate understanding of Islam. Most available teaching materials still adopt a normative textual approach, without explicit efforts to incorporate *wasathiyyah* values such as justice, balance, and tolerance.

In response to these problems, academics have proposed several solutions. Saifuddin (2019) emphasizes the importance of Islamic moderation as a fundamental principle of religious life in a pluralistic society (Arif, 2020; Ebrahimi et al., 2022). In learning, this moderation can be translated into curriculum and teaching materials that reflect the values of togetherness, tolerance, and respect for differences (Aderibigbe et al., 2023; Kosim et al., 2024). Islamic moderation, or *wasathiyyah*, has strong roots in Islamic tradition, as the Qur'an explains. Al-Baqarah: 143, which refers to Muslims as "*ummatan wasathan*". Moderation here does not only mean being in the middle, but also represents the best choice (*khiyar*) in behavior.

Integrating *wasathiyyah* values into *qirā'ah* teaching materials requires a pedagogical approach that is both linguistic and ideological (Akmaliyah et al., 2021; al-Kathiri, 2020). For example, reading texts from socio-cultural phenomena in Indonesia allows students to learn Arabic and understand the plural and tolerant Indonesian context (Eldin, 2015; Hamdany & Picard, 2022). This effort is supported by the study of (Kosim et al., 2024; Muhaemin et al., 2023), which emphasizes that Islamic moderation must be manifested in all aspects of education, including curriculum, methodology, and teaching content. This is where it is essential to develop teaching materials specifically designed to carry moderation themes in Arabic.

Some previous studies have tried to develop contextual and integrative Arabic teaching material models. For example, (Abu Al Houl et al., 2024; Chaudhary, 2020) developed a digital application-based module that contains actual Islamic themes, although it has not specifically emphasized the dimensions of Islamic moderation. Another study by Fakhurrozi and Mahyudin (2012) highlighted the importance of learning *qirā'ah* that pays attention to linguistic gradation and the

relevance of content to students' lives (al-Kathiri, 2020; Hamid et al., 2024). However, no study explicitly develops *qirā'ah* teaching materials based on Islamic moderation values systematically compiled and validated through research and development (R&D) methods.

Therefore, this research is here to fill the gap. Using a Research and Development (R&D) approach modified from the Borg and Gall model (Choiriyah et al., 2023; Syahmel & Jumadi, 2020), this study develops *qirā'ah* teaching materials based on Islamic moderation content aimed at Arabic Language Education Study Program students at IAIN Kudus. The development was done through needs analysis, initial design, expert validation, limited trials, and revision based on user feedback. The resulting teaching materials refer to pedagogical principles based on academic reading skills and moderate Islamic values such as *al-khairiyyah* (goodness), *al-istiqamah* (consistency), *al-bainiyyah* (balance), *al-yusr* (convenience), and *al-adl wa al-hikmah* (justice and wisdom).

This study aims to answer the following questions: (1) What are the characteristics of *qirā'ah* teaching materials that integrate Islamic moderation values? (2) To what extent are these teaching materials feasible regarding content and learning design? (3) How do students respond to implementing these teaching materials in learning *qirā'ah*? By answering these questions, this study is expected to make a scientific contribution to developing a contextual and ideological Arabic language curriculum in Islamic higher education.

The novelty of this study lies in the effort to integrate the ideological substance of Islamic moderation into the development of *qirā'ah* teaching materials, which has not been widely discussed in previous studies. In addition, the systematic R&D-based design approach provides an empirical basis for the quality and effectiveness of the products developed. This study's theoretical contribution includes expanding the pedagogical framework of *qirā'ah* by adding the ideological value dimension. In contrast, its practical contribution lies in providing teaching materials that lecturers and students in value-based Arabic language learning can directly use. Thus, this study is not only innovative in terms of content but also applicable in the context of contemporary Islamic education.

REASERCH METHODS

This study uses a research and development approach (Daoud et al., 2017; Fayek & Golabchi, 2022) to produce *qirā'ah* teaching material products based on Islamic moderation values. This approach was chosen because it is the main objective of the research, which is to create concrete solutions in the form of learning products that can be tested for effectiveness and feasibility directly in the field.

Research Design

The development model used in this study refers to the Borg and Gall (2003) framework (Izzuddin et al., 2020; Slavin, 2002; Syahmel & Jumadi, 2020), which has

been widely applied in developing educational products. This procedure was chosen because it is flexible and allows customization to the context of Islamic higher education needs. However, to suit the scale of the study and the effectiveness of implementation, some stages were simplified into five main steps: (1) needs analysis, (2) initial product design, (3) expert validation, (4) individual trial, and (5) field trial. This approach is also based on *Design-Based Research* (DBR) principles, emphasizing the interaction between design, implementation, and continuous reflection throughout development. DBR is believed to be relevant for producing contextualized and practice-based learning innovations (Barab & Squire, 2004; Ghos & Kumar, 2025).

Subjects and Data Sources

This study involved three main groups of informants: content experts, learning design experts, and PBA students of IAIN Kudus. The experts evaluated the content of the teaching materials and the learning structure. Meanwhile, students directly used the developed products and provided feedback through prepared instruments. Primary data were collected from semi-structured interviews and closed-ended questionnaires distributed at two stages: individual trial (5 students) and field trial (23 students). In addition, a needs analysis was conducted through an online questionnaire (Google Form) distributed to students to identify the most relevant grammatical topics and themes.

Data Collection Technique

Data collection was conducted using several key techniques. First, a *needs assessment* using an open-ended questionnaire identified students' preferences and difficulties in understanding Arabic texts. Second, the validation process by experts was conducted through in-depth interviews and assessment sheets based on content and design feasibility indicators. Third, individual and field trials were conducted using quantitative and qualitative evaluation instruments. The results of all these stages were analyzed descriptively and quantitatively to assess the level of product feasibility, as well as qualitative reflections from interviews that provided a more in-depth description of the user experience of the teaching materials.

Validation and Revision Procedure

Teaching materials were validated by two experts: one expert in the field of Arabic learning content and another in the field of learning design. Each expert provided input on the content, grammar, vocabulary choice, suitability of illustrations, and visual structure of teaching materials. The suggestions obtained were used as the basis for the first stage revision. Furthermore, after the individual trial, a second revision was carried out based on student feedback, before finally being tested more widely in the field trial. Revisions were carried out in stages to ensure that every aspect of teaching materials- content and appearance-

experienced significant improvements. This aims to provide the readability, understandability, and applicability of teaching materials in the context of real lectures.

Data Analysis

Data from quantitative questionnaires were analyzed using descriptive analysis techniques (Heymann et al., 2014) by calculating the average score of each indicator. Score interpretation was based on Likert scale categories to assess the feasibility of content, design, and usability of teaching materials. Meanwhile, qualitative data from interviews were thematically analyzed to identify patterns of understanding, perceptions, and recommendations from users and experts.

RESULTS AND DISCUSSION

2. Results

This chapter presents the findings of Islamic moderation content-based *qirā'ah* teaching materials' research and development process in five main stages: needs analysis, initial product development, expert validation, individual trials, and field trials. Each stage produces data that is analyzed to assess the feasibility and effectiveness of the developed products in terms of content, learning design, and user experience.

Needs Analysis

The needs analysis was conducted through an online survey of IAIN Kudus's Arabic Language Education Study Program students. A total of 47 students filled out the instrument to identify the most needed grammatical topics and text types that interest them in developing teaching materials for *qirā'ah*. The results of the analysis show that most students want themes close to the reality of socio-religious life, such as tolerance, diversity, and social ethics in Islam. In addition, as many as 68% of respondents expressed difficulty understanding Arabic texts due to the absence of a familiar value context in their lives. This strengthens the justification for developing teaching materials integrating Islamic moderation values as a contextual learning solution.

Expert Validation

A content expert and an instructional design expert conducted validation. Each provided an assessment of different aspects based on the indicators that had been compiled.

Table 1. Results of Content Expert Assessment of Teaching Materials

No.	Assessed Aspect	Average Score (Scale 1-4)	Category
1	Content suitability with learning objectives	3.8	Very good

2	Clarity of information and order of material	3.6	Good
3	Relevance of Islamic moderation values	3.9	Very good
4	Choice of diction and sentence structure	3.7	Good
Total Average Score	3.75	Good-Very Good	

Content experts said that the teaching materials contained the substantive dimensions of Islamic moderation values, strengthening key concepts such as *al-'adl*, *al-wasathiyyah*, and *al-hikmah*. However, adding more contextual illustrations and an alphabetical vocabulary arrangement is recommended.

Meanwhile, the results of validation by learning design experts can be seen in the following table:

Table 2. Learning Design Expert Assessment Results

No.	Assessed Aspect	Average Score (Scale 1-4)	Category
1	Consistency of format and layout	3.4	Good
2	Readability and font size	3.5	Good
3	Accuracy of illustration and color selection	3.3	Good enough
4	Structural compatibility with the PR-WR-PO approach	3.4	Good
Total Average Score	3.39	Good	

The validation results indicated that the product met the general feasibility standards, although some suggestions for visual and layout improvements were followed up at the revision stage.

Individual Trial

The individual trial was conducted on 5 PBA students who had taken the intermediate level *qirā'ah* course. Feedback was given through closed-ended questionnaires and reflective interviews. The average overall score of the individual trial was 3.35, categorized as "good". Students stated that the topics presented were relevant and engaging, and helped them understand the vocabulary more vividly. Some of the feedback given included: the need for vocabulary compilation at the end of the unit, and the addition of space for personal reflection notes in the text.

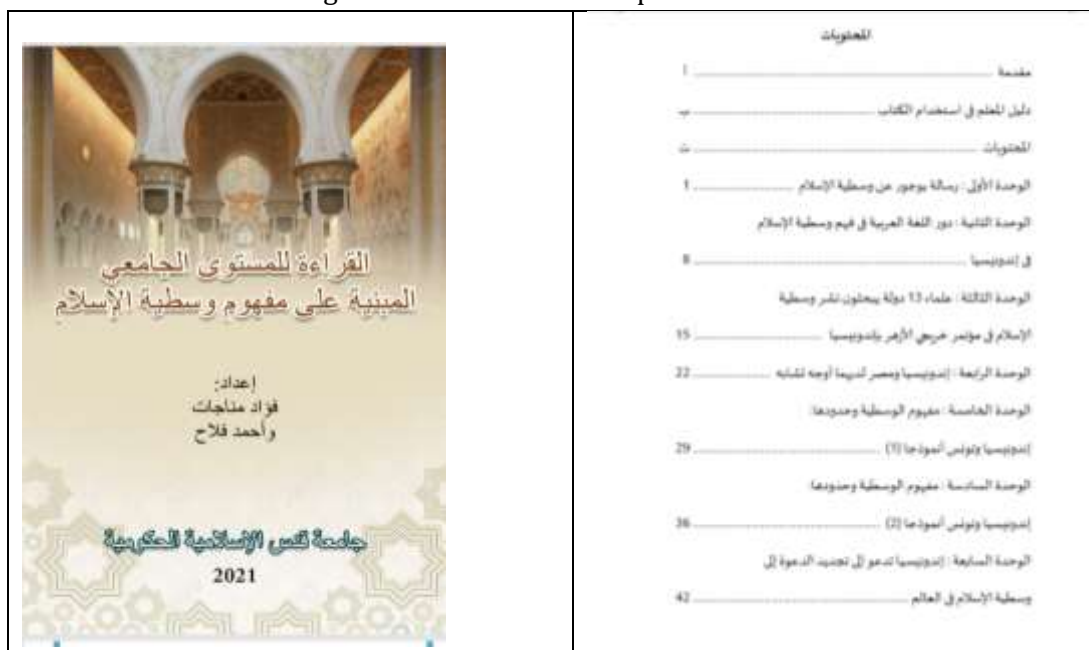
Field Trial

The field trial was conducted on 23 final semester students of the PBA Study Program of IAIN Kudus. Data was collected through questionnaires and guided group discussions.

Table 3. Average Student Assessment Score (Field Trial)

No.	Assessed Component	Average Score	Category
1	Clarity of learning objectives	3.5	Good
2	Relevance of content to student needs	3.6	Good
3	Appropriateness of moderation value to reality	3.7	Very good
4	Quality of training and evaluation	3.3	Good enough
5	Clarity of vocabulary list and references	3.2	Good enough
Total Average Score	3.48	Good	

Figure: Textbook of Development Result



50	الوحدة الثامنة : مفهوم الوسطية	
56	الوحدة التاسعة : مصطلحات تتعلق بالوسطية	
63	الوحدة العاشرة : وسطية الإسلام في قضايا الإيمان	
69	الاختصار النهائي	
72	الملاحق	
72	قائمة المفردات	
82	المراجع والمصادر	

These results show that the teaching materials are considered quite feasible and effective by students. One of the strong points they highlighted was how the texts presented were able to evoke reflection on moderate religious attitudes. On the other hand, some students suggested the addition of a "thematic glossary" to help understand new terms.

Summary of Findings

Based on the results of all stages, it can be concluded that the Islamic moderation-based *qirā'ah* teaching materials developed have "good" quality and received positive responses from experts and students. The following is a summary of the quantitative findings arranged comparatively:

Table 4. Average Recapitulation of Product Feasibility Assessment

No.	Assessment Source	Average Score	Category
1	Content Expert	3.75	Good - Very Good
2	Learning Design Expert	3.39	Good
3	Individual Trial	3.35	Good
4	Field Trial	3.48	Good

The overall score shows that the development of *qirā'ah* teaching materials with Islamic moderation content is feasible and has significant potential to support the achievement of Arabic language learning that is more relevant to contextual Islamic values.

3. Discussion

The results showed that developing *qirā'ah* teaching materials based on Islamic moderation values is not only feasible in substance and design, but also significantly contributes to shaping students' understanding of Arabic texts full of moderate Islamic meaning. This finding becomes substantial in Islamic higher education, where the urgency of strengthening *wasathiyyah* (moderate) values is urgently needed amid increasing ideological polarization in global religious discourse.

Integration of Islamic Moderation Value in *Qirā'ah* Learning

Integrating Islamic moderation values in teaching materials enriches the cognitive aspects of Arabic learning and deepens learners' affective and spiritual dimensions. In line with the concept of *value-integrated learning* promoted by Aloni, value-based learning allows learners to develop linguistic skills and form an inclusive and contextualized personality and religious worldview (Galskova et al., 2022; Kim & Huh, 2025).

This research strengthens previous findings by (Elmi, 2020; Getty et al., 2021), who stated that integrating social values in learning materials increases students' emotional engagement and learning motivation. In the context of *qirā'ah* learning, values such as *al-'adl* (justice), *al-wasathiyyah* (balance), and *al-hikmah* (wisdom) inserted in the reading text become a bridge between language comprehension and value internalization.

Theoretically, this approach aligns with the theory of social constructivism (Vygotsky, 1978; Wibowo et al., 2025)), which emphasizes the importance of social context in constructing meaning. Students do not just mechanically interpret Arabic language structures but also critically relate them to social reality and religious experiences.

Relevance of Instructional Design Theory to the Development Process

Using the Borg and Gall model in this study proved effective in designing and testing pedagogically and contextually relevant teaching materials (Aka, 2019; Bennett, 1984). Although this model has often been used in developing learning tools, the approach, combined with *Design-Based Research* (Barab & Squire, 2004; Ghos & Kumar, 2025), makes the development process more dynamic and adaptive to field realities.

This approach also reinforces the findings of The Design-Based Research Collective (2003) (Ghos & Kumar, 2025), that collaboration between researchers

and practitioners in designing learning innovations can produce products that are more applicable, contextual, and have a direct impact on improving the quality of education.

Iterative revision of teaching materials based on student feedback and expert validation indicates the principle of *formative evaluation* (Black & Wiliam, 2009; Daoud et al., 2017) are consistently applied, ensuring that every element of the learning material can be maximized to achieve the expected learning effectiveness.

Construction of Students' Qirā'ah Competence

In the aspect of reading skills, this study strengthens the conception that *qirā'ah* is a complex skill that demands not only the ability to recognize phonemes and morphemes, but also mastery of the meaning and structure of the text as a whole (Ehri, 2022; Fernandes et al., 2024). The developed teaching materials can integrate functional grammar, contextual reading strategies, and graded comprehension exercises according to the principle of *scaffolding* (Fajarwati et al., 2023; Liamkina & Ryshina-Pankova, 2012; Xu & Zhang, 2015). This differs from previous approaches that emphasize memorization and literal translation. Students are invited to build connections between the discourse read with their life experiences and religious values through pre-reading, while-reading, and post-reading strategies.

Novelty and Scientific Contribution

This research presents novelty in three main aspects: (1) thematic approach of Islamic moderation in the development of *qirā'ah* teaching materials; (2) integrative model between R&D and *Design-Based Research*; and (3) contribution to the strengthening of moderate Islamic values in the context of higher education.

Table 5. Research Novelty Compared to Previous Studies

No.	Study Focus	Previous Studies	This Study
1	Learning content	General Arabic without value integration	Integration of context-based Islamic moderation values
2	Development model	Using the classic R&D model	Dynamic combination of R&D and <i>Design-Based Research</i>
3	Learning objectives	Focus on linguistic competence	Integration of <i>qirā'ah</i> skills and Islamic values
4	Application context	General or limited to the school	The context of Indonesian Islamic higher education

With this approach, this research makes a theoretical contribution to expanding teaching material development models that not only prioritize language skills, but also form students' Islamic character and orientation in a balanced manner. This study is similar to research conducted by (Abd Rashid & Engku

Ibrahim, 2018; Ali Halidin et al., 2024; Munjiatun et al., 2020; Nashuddin, 2020; Usman & Ibrahim, 2023), which emphasizes the importance of developing teaching materials aligned with local cultural and Islamic values. However, this study goes further with an explicit focus on Islamic moderation content as the central theme in *qirā'ah*.

On the other hand, striking differences also appear compared to studies based on the *grammar-translation method*, which is still widely applied in the Arabic curriculum in several institutions (Mottaghizadeh et al., 2013; Piantaggini, 2020; Tahmasebi et al., 2015). This research challenges this approach by offering teaching materials that are more communicative, contextual, and value-based.

CONCLUSION

This research has successfully developed *qirā'ah* teaching materials based on Islamic moderation values that are not only academically feasible, but also have significant potential in shaping students' religious awareness that is contextual and balanced. The development process that follows the combined framework of *research and development* with *design-based research* (DBR) allows the preparation of communicative and applicable materials that are ideologically and pedagogically valuable. The results of expert validation and user trials show that this teaching material has good content, design, and user acceptance quality, while strengthening the argument that Arabic language learning can be an effective vehicle for internalizing inclusive and tolerant Islamic values.

The main findings of this study show that learning content based on Islamic moderation values can shape a more reflective understanding of language and strengthen learners' affective and spiritual learning. The implications of this finding include curricular, pedagogical, and cultural dimensions, where this kind of teaching material can act as a learning medium that trains linguistic competence and touches on the dimensions of character, ethics, and moderate Islamic thought. In Islamic higher education, teaching materials like this are essential in presenting an alternative Islamic narrative that prioritizes balance and spiritual depth.

Academically, this research contributes to developing value-based thematic teaching materials in Arabic studies and expands the horizons of integrating Islamic values in linguistic materials. This research enriches the teaching materials development literature by emphasizing the importance of continuity between local needs, social context, and responsive instructional approaches. However, the limitations in the scale of the pilot test and the absence of measuring the long-term impact on changes in student attitudes and understanding leave room for further study. Future research could expand the coverage to more diverse levels and institutional settings and develop more in-depth and standardized value-based evaluative instruments.

REFERENCES

- Abd Rashid, R. S. A., & Engku Ibrahim, E. H. (2018). *English Language Textbooks and Portrayal of Culture: A content analysis*. 150. Scopus. <https://doi.org/10.1051/mateconf/201815005076>
- Abu Al Houl, M. A., Alqudah, M. T. S., & Almomani, M. A.-A. (2024). Digital Media and Islamic Jurisprudence: Exploring Legal Adaptations and Challenges. *Pakistan Journal of Criminology*, 16(2), 1031–1046. Scopus. <https://doi.org/10.62271/pjc.16.2.1031.1046>
- Aderibigbe, S. A., Idriz, M., Alzouebi, K., AlOthman, H., Hamdi, W. B., & Companioni, A. A. (2023). Fostering Tolerance and Respect for Diversity through the Fundamentals of Islamic Education. *Religions*, 14(2). Scopus. <https://doi.org/10.3390/rel14020212>
- Aka, K. A. (2019). *Integration Borg & Gall (1983) and Lee & Owen (2004) models as an alternative model of design-based research of interactive multimedia in elementary school*. 1318(1). Scopus. <https://doi.org/10.1088/1742-6596/1318/1/012022>
- Akmaliyah, Hudzaifah, Y., Ulfah, N., & Pamungkas, M. I. (2021). Child-friendly teaching approach for arabic language in nn indonesian islamic boarding school. *International Journal of Language Education*, 5(1), 501–514. Scopus. <https://doi.org/10.26858/IJOLE.V5I1.15297>
- al-Kathiri, A. B. M. A. (2020). The Plural Tenses in Qira'at Al-Mutawatirah and Their Impact on Meaning Starting From the Beginning of the Quran Until Surah Al-Anfal. *Quranica*, 12(2 Special Issue 5), 506–529. Scopus.
- Ali Halidin, I. B., Arisal, A., & Zakiah, St. (2024). Building the Students' Critical and Analytical Capabilities in Determining an Understanding of Radicalism through the Bugis Phylosopy "Sipakatau." *Pakistan Journal of Life and Social Sciences*, 22(2), 4018–4030. Scopus. <https://doi.org/10.57239/PJLSS-2024-22.2.00297>
- Arif, K. M. (2020). Islamic Moderation Concepts in Thought. *Millah: Journal of Religious Studies*, 19(2), 307–344. Scopus. <https://doi.org/10.20885/millah.vol19.iss2.art6>
- Baharun, H., Rahman, S. A., Ahmad, H., Saad, N. S. M., & Jamal, I. H. (2020). Quranic understanding among non-native speaker of Arabic: Malaysian experts' perspectives. *GEMA Online Journal of Language Studies*, 20(2), 203–223. Scopus. <https://doi.org/10.17576/gema-2020-2002-12>
- Barab, S., & Squire, K. (2004). Design-Based Research: Putting a Stake in the Ground. *Journal of the Learning Sciences*, 13(1), 1–14. Scopus. https://doi.org/10.1207/s15327809jls1301_1
- Bennett, N. (1984). [Review of *Review of Educational Research: An Introduction*, by W. R. Borg & M. D. Gall]. *British Journal of Educational Studies*, 32(3), 274–274. <https://doi.org/10.2307/3121583>

- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. Scopus. <https://doi.org/10.1007/s11092-008-9068-5>
- Bunt, G. R. (2024). *ISLAMIC ALGORITHMS: Online Influence in the Muslim Metaverse* (p. 318). Scopus.
- Chaudhary, M. Y. (2020). Initial Considerations for Islamic Digital Ethics. *Philosophy and Technology*, 33(4), 639–657. Scopus. <https://doi.org/10.1007/s13347-020-00418-3>
- Choiriyah, S., Khuriyah, & Hakiman. (2023). Development of Evaluation Model of Character-based Islamic Education Program in Elementary Schools. *Educational Administration: Theory and Practice*, 29(2), 300–313. Scopus.
- Daoud, A. O., Tsehayae, A. A., & Fayek, A. R. (2017). A guided evaluation of the impact of research and development partnerships on university, industry, and government. *Canadian Journal of Civil Engineering*, 44(4), 253–263. Scopus. <https://doi.org/10.1139/cjce-2016-0381>
- Djuaeni, M. N., & Usman, A. (2021). Al-lughah al-'arabiyah fi al-ma'ahid al-islamiyah bi indunisiya: Mushkilatuha wa turuq halliha. *Studia Islamika*, 28(2), 413–455. Scopus. <https://doi.org/10.36712/sdi.v28i2.21936>
- Ebrahimi, M., Yusoff, K., & Rosman, A. S. B. (2022). Moderation in Islam: A Comparative Case Study on Perceptions of International Students in Malaysia. *Journal of Islamic Thought and Civilization*, 12(1), 253–269. Scopus. <https://doi.org/10.32350/jitc.121.15>
- Ehri, L. C. (2022). What Teachers Need to Know and Do to Teach Letter–Sounds, Phonemic Awareness, Word Reading, and Phonics. *Reading Teacher*, 76(1), 53–61. Scopus. <https://doi.org/10.1002/trtr.2095>
- Eldin, A. A. T. S. (2015). Teaching culture in the classroom to Arabic language students. *International Education Studies*, 8(2), 113–120. Scopus. <https://doi.org/10.5539/ies.v8n2p113>
- Elmi, C. (2020). Integrating social emotional learning strategies in higher education. *European Journal of Investigation in Health, Psychology and Education*, 10(3), 848–858. Scopus. <https://doi.org/10.3390/ejihpe10030061>
- Fajarwati, L., Hendrawijaya, Indrianti, D. T., Himmah, I. F., & Shofyan, A. (2023). *Development of Thematic Teaching Materials on Literacy Program for Coastal Communities*. 2679. Scopus. <https://doi.org/10.1063/5.0127464>
- Fayek, A. R., & Golabchi, A. (2022). Framework for identification of performance metrics for research and development collaborations: Construction Innovation Centre. *Built Environment Project and Asset Management*, 12(5), 837–852. Scopus. <https://doi.org/10.1108/BEPAM-04-2021-0063>
- Fernandes, S., Querido, L., & Verhaeghe, A. (2024). Learning to Read in an Intermediate Depth Orthography: The Longitudinal Role of Grapheme Sounding on Different Types of Reading Fluency. *Behavioral Sciences*, 14(5). Scopus. <https://doi.org/10.3390/bs14050396>

- Galskova, N. D., Levchenko, M. N., Shabanova, V. P., Skitina, N. A., & Krasnova, I. A. (2022). MODERN PROFESSIONAL LINGUISTIC EDUCATION IN RUSSIA: CONCEPTUAL COMPONENTS AND AXIOLOGICAL ORIENTATIONS. *Youth Voice Journal*, 2(DecemberSpecial issue), 61–68. Scopus.
- Getty, S. R., Barron, K. E., & Hulleman, C. S. (2021). What is the role of motivation in social and emotional learning? *Advances in Motivation and Achievement*, 21, 23–41. Scopus. <https://doi.org/10.1108/S0749-742320210000021002>
- Ghos, O., & Kumar, B. (2025). An introduction to design-based research. In *Global Perspectives and Implementations of Design-Based Research* (pp. 1–29). Scopus. <https://doi.org/10.4018/979-8-3373-2086-1.ch001>
- Hamdany, H. A., & Picard, M. (2022). Literature Circles Enhancing Cultural Awareness and Language Acquisition for Adult Learners of Arabic. *International Journal of Society, Culture and Language*, 10(3), 89–102. Scopus. <https://doi.org/10.22034/ijsc.2022.550377.2578>
- Hamid, A. H. A., Hj Othman, M. K., & Hj Rofie, M. K. (2024). The Level of Qiraat Knowledge Among Qur'anic Skills Teachers: A Preliminary Finding. *Pakistan Journal of Life and Social Sciences*, 22(2), 4942–4954. Scopus. <https://doi.org/10.57239/PJLSS-2024-22.1.00364>
- Heymann, H., King, E. S., & Hopfer, H. (2014). Classical descriptive analysis. In *Novel Techniques in Sensory Characterization and Consumer Profiling* (pp. 9–40). Scopus. <https://doi.org/10.1201/b16853>
- Hizam Sheikh Khairudin, S. M., & Mohammad, M. A. (2021). The Role of Information Technology on the Muslim Community in the Era of Globalization and Digitalizatio. *Journal of Information Technology Management*, 13(3), 178–186. Scopus. <https://doi.org/10.22059/JITM.2021.83236>
- Ibrahim, I., Haryadi, D., & Hidayat, N. (2024). The manipulation of identity politics in Indonesian electoral democracy today: Between regulations and practices. *Journal of Infrastructure, Policy and Development*, 8(7). Scopus. <https://doi.org/10.24294/jipd.v8i7.4211>
- Izzuddin, Maulana, A., Ma'mun, T. N., & Mannaa, H. S. (2020). The curriculum development of arabic instruction to improve student's writing skills. *Universal Journal of Educational Research*, 8(9), 4261–4272. Scopus. <https://doi.org/10.13189/ujer.2020.080952>
- Kim, H.-J., & Huh, K. (2025). Character-Integrated English Language Learning Through CLIL for Young EFL Learners. *English Teaching (South Korea)*, 80(1), 167–194. Scopus. <https://doi.org/10.15858/engtea.80.1.202503.167>
- Kosim, M., Kustati, M., Sirait, W. R., Fajri, S., Febriani, S. R., Mufti, & Perrodin, D. D. (2024). DEVELOPING A RELIGIOUS MODERATION-BASED CURRICULUM MODULE FOR LABORATORY MADRASAH TSANAWIYAH IN ISLAMIC HIGHER EDUCATION. *Jurnal Pendidikan Islam*, 10(2), 350–362. Scopus. <https://doi.org/10.15575/jpi.v10i2.39163>

- Larsson, G. (2016). *Muslims and the New Media: Historical and Contemporary Debates* (p. 223). Scopus. <https://doi.org/10.4324/9781315597102>
- Liamkina, O., & Ryshina-Pankova, M. (2012). Grammar Dilemma: Teaching Grammar as a Resource for Making Meaning. *Modern Language Journal*, 96(2), 270–289. Scopus. https://doi.org/10.1111/j.1540-4781.2012.01333_1.x
- Midhwah, A. A., & Alhawary, M. T. (2020). Arabic Diacritics and Their Role in Facilitating Reading Speed, Accuracy, and Comprehension by English L2 Learners of Arabic. *Modern Language Journal*, 104(2), 418–438. Scopus. <https://doi.org/10.1111/modl.12642>
- Mottaghizadeh, I., Parvin, N., Rekati, D. M., & Ismaili, S. (2013). The rate of implementing methods and strategies of grammar instruction in Arab language and literature (B. A.) in the perspective of professors and students. *Language Related Research*, 4(2), 159–178. Scopus.
- Muhaemin, Rusdiansyah, Pabbajah, M., & Hasbi. (2023). Religious Moderation in Islamic Religious Education as a Response to Intolerance Attitudes in Indonesian Educational Institutions. *Journal of Social Studies Education Research*, 14(2), 253–274. Scopus.
- Munjiatun, Noviana, E., Zufriady, Erlisnawati, & Antosa, Z. (2020). TAM integration in thematic learning; preliminary study of eco-culture learning in primary schools. *International Journal of Scientific and Technology Research*, 9(2), 2042–2046. Scopus.
- Nashuddin. (2020). Islamic values and sasak local wisdoms: The pattern of educational character at nw selaparang pesantren, lombok. *Ulumuna*, 24(1), 155–182. Scopus. <https://doi.org/10.20414/ujis.v24i1.392>
- Othman, M. A.-U., Ismail, Z., Zaid, C. M., & Majid, M. R. A. (2020). Non-verbal communication and its effectiveness on teaching and learning arabic language. *Journal of Critical Reviews*, 7(9), 21–25. Scopus. <https://doi.org/10.31838/jcr.07.09.04>
- Piantaggini, L. (2020). Grammar-Translation: What Is It-Really-For Students? *Journal of Classics Teaching*, 21(42), 92–94. Scopus. <https://doi.org/10.1017/S2058631020000513>
- Rusli, R. K., Martin, A. Y., Lathifah, Z. K., Monaya, N., & Yakşi, M. (2024). The Impact of Informative and Narrative Texts on Arabic Language Comprehension in Islamic Education. *International Journal of Language Education*, 8(4), 795–806. Scopus. <https://doi.org/10.26858/ijole.v8i4.70009>
- Shah, F. A. (2016). Arabic Language Methods and their Effects on the Scholars' Differences in Understanding the Qur'an and Hadith Texts. *AlBayan*, 14(1), 51–73. Scopus. <https://doi.org/10.1163/22321969-12340031>
- Slavin, R. E. (2002). Evidence-Based Education Policies: Transforming Educational Practice and Research. *Educational Researcher*, 31(7), 15–21. Scopus. <https://doi.org/10.3102/0013189X031007015>

- Soderborg, S., & Muhtadi, B. (2023). Resentment and Polarization in Indonesia. *Journal of East Asian Studies*, 23(3), 439–467. Scopus. <https://doi.org/10.1017/jea.2023.17>
- Syahmel, S. & Jumadi. (2020). *Utilization of multiple representations in science learning*. 1567(4). Scopus. <https://doi.org/10.1088/1742-6596/1567/4/042028>
- Tahmasebi, A., Homayuni, S., Niazi, S., & Moqaddasi-Nia, M. (2015). Effectiveness of ATN-D pattern on the process of learning Arabic language conversation. *Language Related Research*, 6(1), 173–203. Scopus.
- Usman, J., & Ibrahim, L. (2023). Augmenting the Quality of Acehnese Knowledge-Based EFL Material through a 4D Model. *Studies in English Language and Education*, 10(3), 1342–1357. Scopus. <https://doi.org/10.24815/siele.v10i3.29782>
- Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press; JSTOR. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wibowo, S., Wangid, M. N., & Firdaus, F. M. (2025). The relevance of Vygotsky's constructivism learning theory with the differentiated learning primary schools. *Journal of Education and Learning*, 19(1), 431–440. Scopus. <https://doi.org/10.11591/edulearn.v19i1.21197>
- Xu, T., & Zhang, B. (2015). Functional grammar and teaching of reading—A pedagogy based on graded teaching of college English in China. *English Language Teaching*, 8(7), 200–205. Scopus. <https://doi.org/10.5539/elt.v8n7p200>
- Zaki, M. F. M., Ismail, U. S., Radzi, A. H. M., & Pisal, N. A. (2024). Teaching Methods of Arabic Language Grammar Lessons Among Arabic Teachers at Religious Secondary Schools in Malaysia. *Theory and Practice in Language Studies*, 14(10), 3100–3108. Scopus. <https://doi.org/10.17507/tpls.1410.11>