

## Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills And Its Implications on Self-Regulated Learning

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### Abstract:

This article outlines the integration of local culture into the development of Arabic language teaching materials, aiming to enhance students' reading skills. The research, categorized as Research and Development, involved class X students and Arabic language teachers at Madrasah Aliyah Nuris in Jember Regency, East Java. The teaching materials underwent five stages: analysis, design, development, implementation, and evaluation, including the validation of assessment instruments and analysis of validation data. Research findings on the development of teaching materials grounded in local cultural content unfolded through distinct phases. These included the design of teaching material products, systematically organizing the primary study materials; the presentation of trial results for Arabic language teaching materials infused with local culture, featuring regional song culture and images of the surrounding environment to engage student interest; and the analysis of expert assessments and student responses to these teaching material products. The unique impact of Local Culture-Based Arabic language teaching materials on self-regulation was evident in students' adeptness at overcoming learning challenges, practicing self-regulation and enhanced focus, aiding comprehensive understanding of various ideas and subjects. This proficiency enabled them to apply their knowledge in practical scenarios and fostered creativity in overcoming hurdles in learning to read Arabic texts.

**Keywords:** *Development of Teaching Materials, Arabic Language, Local Culture, Reading Skills, Self-Regulation.*

### Introduction

Arabic is an international language, with 274 million people recorded as users according to Ethnologue in 2021. Abdel Aleem stated that Arabic is the language of the Arab nation, and it is learned by various groups, especially in schools under the Ministry of Religious Affairs of the Republic of Indonesia<sup>1</sup>. In Arabic language teaching, four skills need to be emphasized: listening, speaking, reading, and writing<sup>2</sup>. Among these skills, reading is considered the most crucial as it

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<sup>1</sup> Arifah, F., Hannase, M., Zulharby, P., & Khairurrijal, A. (2022). "Arabic as a Sacred language or Arabic as a Foreign Language? a survey of Muslim Student's Belief in non-Islamic Higher Education in Indonesia. ICOLLITE: International Conference on Language, Literature, Culture and Eduvation", 189–198

<sup>2</sup> Albantani, A. M., & Madkur, A. (2019). "Teaching Arabic in the era of Industrial Revolution 4.0 in Indonesia: Challenges and opportunities". *ASEAN Journal of Community Engagement*, 3(2), 89–96. <https://doi.org/10.7454/ajce.v3i2.1063>



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serves as a foundation for mastering other skills. In teaching reading skills, students are expected to read Arabic texts proficiently<sup>3</sup>. Teachers play a vital role in developing materials to facilitate students' understanding and achieve learning objectives<sup>4</sup>.

Several studies on the development of Arabic reading materials indicate that instructional materials based on local culture in English can enhance student motivation<sup>5</sup>, effectively boosting student learning motivation<sup>6</sup>. Borjan Grozdanoski's research also suggests that developing foreign language teaching materials with cultural elements in the school environment can improve students' reading skills<sup>7</sup>. Supported by Al-Busaidi's findings, culturally enriched foreign language teaching materials help students understand concepts and subjects, enabling them to apply their knowledge in real-life situations<sup>8</sup>.

Machdalena's study involved testing students who couldn't read Arabic texts in the academic year 2021 by adjusting science teaching materials to local culture, successfully improving students' learning achievements<sup>9</sup>. Hence, the development of culturally based teaching materials is crucial as local culture facilitates students' understanding of vocabulary in their surroundings, aiding in text comprehension. The research gap and novelty in this study lie in expanding previous research on the development of culturally enriched teaching materials by adding a sub-focus on the self-regulated learning of students in mastering Arabic reading skills at Madrasah Aliyah (high school).

The model of developing Arabic teaching materials based on local culture demands students to be more independent and active<sup>10</sup>. Integrating local culture into teaching materials helps students

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<sup>3</sup> Masrop, N. A. M., Ishak, H., Zainuddin, G., Ramlan, S. R., Sahrir, M. S., & Hashim, H. (2019). "Digital Games Based Language Learning for Arabic Literacy Remedial. *Creative Education*", 10(12), 3213–3222. <https://doi.org/10.4236/ce.2019.1012245>

<sup>4</sup> Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). "Has arabic language learning been successfully implemented? *International Journal of Instruction*", 13(4), 715–730. <https://doi.org/10.29333/iji.2020.13444a>

<sup>5</sup> Lavrenteva, E., & Orland-Barak, L. (2023). "Conceptual-analytical framework for exploring culture in EFL coursebooks: Analysis of teaching materials from a multimodal perspective". *Social Sciences and Humanities Open*, 7(1), 100441. <https://doi.org/10.1016/j.ssaho.2023.100441>

<sup>6</sup> Oktarina, Y., Inderawati, R., & Petrus, I. (2022). "Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning". *Studies in English Language and Education*, 9(3), 1128–1147. <https://doi.org/10.24815/siele.v9i3.24660>

<sup>7</sup> Grozdanoski, B. (2019). "Teaching arabic as a foreign language: The importance of cultural awareness". *Publicaciones de La Facultad de Educacion y Humanidades Del Campus de Melilla*, 49(5), 131–148. <https://doi.org/10.30827/PUBLICACIONES.V49I5.13874>

<sup>8</sup> Al-Busaidi, F. Y. (2019). "The Socio-Cultural Factors Influencing Learners of Arabic in the Sultanate of Oman. *International Education Studies*", 12(8), 72. <https://doi.org/10.5539/ies.v12n8p72>

<sup>9</sup> Machdalena, V., & Wulandari, A. A. (2021). "Using local culture as teaching materials for improving students' reading comprehension". *The 4th International Conference on Language, Society, and Culture in Asian Contexts*, *KnE Social Sciences*, 60–69. <https://doi.org/doi:10.18502/kss.v1i3.725>

<sup>10</sup> Squarcini, F. (2022). "Teaching Arabic as a Foreign Language: Origins, Developments and Current Directions. *Arabele 2022*". *Enseñanza y Aprendizaje de La Lengua Árabe*, 899–911.

stimulate themselves to find out how they learn and control their learning procedures effectively<sup>11</sup>. Good self-regulation assists students in setting goals for the desired learning outcomes, while students with poor self-regulation may struggle to define their goals<sup>12</sup>.

The choice of the research locus at Madrasah Aliyah Nuris, Jember Regency, East Java, is based on the unique observation results indicating students' achievements at the provincial and national levels in Arabic essay writing competitions. However, there is a discrepancy as students' reading abilities remain low, partly due to their background from public schools, necessitating intensive guidance from Arabic language teachers to adapt and develop proficiency in reading Arabic texts. Given these unique challenges, the researcher deems it essential to uncover the role of teachers in developing culturally based Arabic teaching materials to enhance reading skills and its implications for the self-regulated learning abilities of tenth-grade students at Madrasah Aliyah Nuris, Jember Regency, East Java.

## Literature Review

In the learning process, several components contribute to the achievement of learning objectives, including materials or textbooks, strategies, methods, and educational resources<sup>13</sup>. More crucial than these components is the instructional material or textbooks. Teaching materials possess specific characteristics, such as being self-instructional, self-contained, stand-alone, adaptive, and user-friendly<sup>14</sup>. Teaching materials play a significant role for both teachers and students in the educational process. Arabic language teaching materials are used by teachers to achieve specific educational goals at particular levels or classes.

The teaching materials used by teachers are part of efforts to enhance students' understanding of the subject matter. The development of teaching materials begins with determining competency standards, basic competencies, indicators, teaching materials, learning activities, and teaching aids<sup>15</sup>. Therefore, teaching materials are the most crucial component that receives full attention in all academic subjects, especially in the Arabic language, through the integration of local culture into

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<sup>11</sup> Khasawneh, N. A. S., & Khasawneh, M. A. S. (2022). "Linguistic Needs of Non-Native Students of Arabic Language at Saudi Universities". *International Journal of Language Education*, 6(3), 245–253. <https://doi.org/10.26858/ijole.v6i3.21623>

<sup>12</sup> Gambo, Y., & Shakir, M. Z. (2021). "Review on self-regulated learning in smart learning environment". *Smart Learning Environments*, 8(1). <https://doi.org/10.1186/s40561-021-00157-8>

<sup>13</sup> Abdullahi, M. S., & Oladosu, A. G. A. S. (2021). "Relationship Between Students' Learning Outcomes in WAEC and NECO Arabic Language Examinations in North-Central Nigeria". *International Journal of Islamic Educational Psychology*, 2(2), 127–141. <https://doi.org/10.18196/ijiep.v2i2.12324>

<sup>14</sup> Hasan, A. A. (2020). "Arabic Language Learning Curriculum Islamic Boarding School System". *Ta'lim Al-'Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(2), 138–152. <https://doi.org/10.15575/jpba.v4i2.9985>

<sup>15</sup> Verawati, H., & Hasanah, U. (2021). "The Modern Reform of Arabic Learning Paradigm and Its' Contribution toward the Development of Islamic Studies". *Al-Lisan: Jurnal Bahasa*, 6(1), 71–84. <https://doi.org/10.30603/al.v6i1.1866>

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the subjects taught to simplify the relationship between students' knowledge and the materials presented in Arabic language subjects<sup>16</sup>.

On the other hand, self-regulated learning involves three common aspects in academic learning, namely metacognition, motivation, and behavior<sup>17</sup>. Learning with the self-regulation of each individual includes metacognition, planned actions, and motivation carried out to achieve goals in the personal learning process.

### Methods

The type of research conducted is development research, also known as Research and Development (R&D)<sup>18</sup>, aiming to develop Arabic language teaching materials based on local culture to enhance reading skills and its implications on the self-regulated abilities of learners. This method is considered effective as it can be used to produce specific products and test the effectiveness of Arabic language teaching materials based on local culture.

The subjects of this development research are the 10th-grade students and Arabic language teachers at Madrasah Aliyah Nuris, Jember Regency, East Java. The research was conducted during the second semester from February to June in the academic year 2022/2023. The initial step of this R&D is field observation, which involves assessing the field conditions, needs, and time considerations<sup>19</sup>. After conducting the observation, the researcher develops teaching materials in the form of instructional materials and tests the product's feasibility through validation by experts in the field and field trials<sup>20</sup>.

Data regarding the teaching material development process are collected through five stages: analysis, design, development, implementation, and evaluation. This includes data on the design of teaching materials, assessment instruments, teaching tools, validation of instructional material

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<sup>16</sup> Benkharafa, M. (2019). "The present situation of the Arabic language and the Arab world commitment to Arabization. *Theory and Practice in Language Studies*", 13(2), 201–208. <https://doi.org/10.4304/tpls.3.2.201-208>

<sup>17</sup> Brenner, C. A. (2022). "Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices". *Smart Learning Environments*, 9(1). <https://doi.org/10.1186/s40561-021-00184-5>

<sup>18</sup> Maxwell, B., Tony, G., Aspinwall, K., Handscomb, G., Seleznyov, S., & Simkins, T. (2015). "Approaches to research & development for 'great pedagogy' and 'great CPD' in teaching school alliances". In University College London Institute of Education (p. 117). [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/406283/Approaches\\_to\\_research\\_and\\_development\\_for\\_great\\_pedagogy\\_and\\_CPD\\_in\\_TSAs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406283/Approaches_to_research_and_development_for_great_pedagogy_and_CPD_in_TSAs.pdf)

<sup>19</sup> Yoshikawa, H. (2012). "Design Methodology for Research and Development Strategy (Realizing a Sustainable Society)". Japan Science and Technology Agency (JST), 1(5), 4–103. <https://www.jst.go.jp/crds/pdf/methodology/CRDS-FY2010-XR-25E.pdf>

<sup>20</sup> Yoshikawa, H. (2012). "Design Methodology for Research and Development Strategy (Realizing a Sustainable Society)". Japan Science and Technology Agency (JST), 1(5), 4–103. <https://www.jst.go.jp/crds/pdf/methodology/CRDS-FY2010-XR-25E.pdf>

assessment instruments, and the analysis of instructional material validation data, with validity criteria as follows<sup>21</sup>.

**Table 1. Criteria for Expert and Respondent Assessment Validity Scores**

Score	Criteria
3,5 < -- < 4	Very valid
2,5 < -- < 3,5	Valid
1,2 < -- < 2,5	Fairly valid
0 < -- < 1,5	Not valid

Post-tests are used to measure the improvement in learning achievement in the triangle competency. The results of this post-test are used to assess the quality and effectiveness of the use of the developed teaching materials in learning, with the validity criteria as follows (Usmeldi et al., 2017):

**Table 2. Scores and Categories of Descriptive Analysis**

Nilai	Kategori Pernyataan Positif
4,2 – 5,0	Strongly Agree
3,4 – 4,1	Agree
2,6 – 3,3	Neutral
1,8 – 2,5	Disagree
1,0 – 1,7	Strongly Disagree

The data analysis employed in this study is descriptive data analysis, which generally involves data reduction, data presentation, and drawing conclusions or data verification<sup>22</sup>. Following the principles of qualitative research, data analysis is conducted in the field and often concurrently with the data collection process. Data reduction and data presentation are two components of data analysis. Drawing conclusions is carried out when data collection is deemed sufficiently comprehensive and complete. To ensure the validity of the research findings, credibility techniques such as prolonged observation, source triangulation, and method triangulation are employed<sup>23</sup>.

<sup>21</sup> Richey, R. C., & Klein, J. D. (2015). "Developmental research methods: Creating knowledge from instructional design and development practice". *Journal of Computing in Higher Education*, 16(2), 23–38. <https://doi.org/10.1007/BF02961473>

<sup>22</sup> Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

<sup>23</sup> Absari, D. T., Djunaidy, A., & Susanto, T. D. (2022). "Design Science Research Methodology Concept and Its Application". Proceedings - 2022 9th International Conference on Information Technology, Computer and Electrical Engineering, ICITACEE 2022, 236–241. <https://doi.org/10.1109/ICITACEE55701.2022.9924092>

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## Results and Discussion

### Development of Arabic Language Teaching Materials for Grade X Students with Local Cultural Content at Nuris Islamic Senior High School, Jember Regency, East Java

In this section, the researcher presents a description of the development of the instructional material product design, the presentation of the results of the implementation trial of the instructional material, and the analysis of expert assessments and student responses to the instructional material product.

#### a. Design of Arabic Language Teaching Materials based on Local Culture

The activities conducted in this step involve identifying, detailing, and systematically arranging the main materials that students will study<sup>24</sup>. The subject matter in this research is the environment. Based on the existing reality in the field, students are more interested in reading and learning if the learning materials contain not too much text, meaning in the form of summaries with easily understandable language. Additionally, the inclusion of color impressions and images in the learning material aims to prevent feelings of monotony and boredom. Therefore, the summarized material included in the instructional module can serve as the basis for students' understanding to achieve the desired learning objectives.

The development begins by creating the structure of the e-module, consisting of a cover, introduction, content, quiz, and conclusion<sup>25</sup>. The systematic structure of the instructional material product report in Arabic language for tenth-grade students with local cultural content is as follows:

Teaching Material Section	Teaching Material Structure	Teaching Material Description
Cover and Introduction Content	Front Cover and Back Cover	The developed basic competencies are derived from the standards set by the Ministry of Religious Affairs. Then, the indicators and learning objectives are formulated with reference to Bloom's taxonomy, incorporating local culture (regional songs and images of the surrounding environment).
	Preface	
	Table of Contents	
	Competencies and Indicators	
	Learning Objectives	
Quiz	Learning Activity: Singing Regional Songs	The lyrics of the Jember's distinctive song titled "Jember Phandalungan" are included."

<sup>24</sup> Abdullahi, M. S., & Oladosu, A. G. A. S. (2021). "Relationship Between Students' Learning Outcomes in WAEC and NECO Arabic Language Examinations in North-Central Nigeria". *International Journal of Islamic Education*

<sup>25</sup> Verawati, H., & Hasanah, U. (2021). "The Modern Reform of Arabic Learning Paradigm and Its' Contribution toward the Development of Islamic Studies". *Al-Lisan: Jurnal Bahasa*, 6(1), 71–84. <https://doi.org/10.30603/al.v6i1.1866> hal Psychology, 2(2), 127–141. <https://doi.org/10.18196/ijep.v2i2.12324>

	Learning Activity: Playing Picture Cards with Arabic Vocabulary	There are four easy-to-use Arabic language playing cards: Find My Pair cards, Question and Answer cards, Word Formation cards, and Picture Movement cards..
Conclusion	Singing Competition Group	Quizzes can assist teachers in conducting assessments
Cover and Introduction	Matching Cards with Team Play	
	Reference List	It contains citations from references used in developing Arabic language teaching materials for Grade 10, taken from books, scholarly articles, and modules.
	Curriculum Vitae of the Author	Biographical Sketch of the Author

The title of the instructional material developed by the researcher is "ta'lim al-lhughoh arabiah bil farohah," which translates to "Learning Arabic Language with Joy." This title was chosen because the Arabic Vocabulary teaching materials are structured based on mnemonic structures with the goal of making vocabulary easy to remember through enjoyable activities. The materials are designed to be remembered easily in the preparation of local cultural songs from Jember and playing cards, without requiring students to memorize vocabulary in a traditional learning style. The table of contents is divided into four main activities that encompass students' language skills, including listening, reading, composing songs, speaking, and a card-playing session. The appearance of the instructional material table of contents is as follows:



Figure 1. Table of Contents of Arabic Language Teaching Material Based on Local Culture

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The next section is the user guide for the book, outlining the basic competencies and achievement indicators that tenth-grade students at Madrasah Aliyah Nuris Jember should attain in the Arabic language learning process. This description is provided to assist a teacher in assessing student achievement indicators when using the developed teaching material. The following is the display of the "Book User Guide":



Figure 2. Instructions for Using the Arabic Language Teaching Material Product

## b. Presentation of the Trial Results of Arabic Language Teaching Material Based on Local Culture

This teaching material includes two languages, Arabic and the Javanese local language in the Jember Regency. Additionally, supporting materials for this teaching material, such as supporting images, use photos taken from activities around the students' environment. In the development of this teaching material, there are still many shortcomings that need improvement. The development of teaching materials by teachers at Madrasah Aliyah Nuris in Jember involves the integration of local cultural elements, such as regional songs and images of the surrounding environment, to capture students' interest.

These local songs aid students in memorizing vocabulary provided by the teacher. In addition to using songs and images, exercises are also included in the teaching material to facilitate students in memorizing Arabic vocabulary. The integration of local cultural elements in the learning process makes it easier for students to understand the learning materials with concrete examples that align with the local culture.

The teaching material for Arabic vocabulary developed by the researcher focuses on language skills, specifically listening and reading. In the listening section, various images representing the



vocabulary to be taught are presented without providing the meaning of these terms. The purpose is to introduce the use of local culture in mastering the Arabic language for students. Students are directed to observe the images and draw their conclusions regarding the meaning of the presented vocabulary.

The procedure involves associating Arabic vocabulary with its translation. This is done by involving the Arabic vocabulary in the Javanese language that sounds similar to part of the foreign word. After associating it with the local language, which is considered to have a similar sound, a mental representation is presented to create an interaction between the keywords and the translation of the vocabulary being learned.

Students are given the freedom to use a wide range of references to find Arabic vocabulary adjusted to the lyrics of the "Jember Phandalungan" song. This approach is beneficial in developing creativity and expressing ideas in song lyrics, creating a compilation of Arabic vocabulary through group singing. After creating the song, measurements can be taken to determine its effectiveness or compare it with the vocabulary arrangement of other groups. After demonstrating each song presented in groups, students are asked to provide and record feedback and suggestions from other groups, especially from the teacher. This allows students to evaluate shortcomings and gain additional knowledge of vocabulary through the creation of songs based on the lyrics of the "Jember Phandalungan" song.

The exercise questions are also accompanied by cards to facilitate students in understanding the questions and capture their attention. The exercise questions provided are diverse and colorful to prevent monotony and maintain students' interest in honing their reading skills. Various challenges faced by students in learning Arabic include frequent misspellings due to significant differences between pronunciation and writing in Arabic. Additionally, students often require assistance in correct pronunciation because Arabic vocabulary has variations between writing and pronunciation. Furthermore, teachers typically ask students to paste cards they have found onto their notebooks. The activity of matching cards with vocabulary in the textbook helps increase students' enthusiasm for memorizing Arabic vocabulary.

The Arabic language teaching material enriched with local culture, developed by the researcher, underwent evaluation by two experts in the fields of content and media validity<sup>26</sup>. The validity of the material was assessed based on several detailed aspects:

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<sup>26</sup> Richey, R. C., & Klein, J. D. (2015). "Developmental research methods: Creating knowledge from instructional design and development practice". *Journal of Computing in Higher Education*, 16(2), 23–38. <https://doi.org/10.1007/BF02961473>

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No	Assessment Aspect	Assessment Result		Criteria
		Score	Average Score	
1	Completeness of teaching materials with student needs	4	4	Excellent
2	Accuracy of vocabulary materials with Competency Standards and Basic Competencies	4	4	Excellent
3	Accuracy of Arabic Language Concept Maps	4	4	Excellent
4	Accuracy of examples of vocabulary that aid student understanding	4	4	Excellent
5	Accuracy of questions in Arabic Language teaching materials	4	4	Excellent
6	Accuracy of pictures, games, songs, and illustrations in Arabic Language teaching materials	4	4	Excellent
7	Accuracy of activities in the learning process	4	4	Excellent
8	Attractiveness of supporting facilities for Arabic Language teaching materials	4	4	Excellent
9	Accuracy of vocabulary application in composing song lyrics	4	4	Excellent
10	Use of pictures and illustrations in accordance with competency standards and basic competencies	4	4	Excellent
<b>Total Score Average</b>		<b>4</b>	<b>4</b>	

Based on the module validation results by content experts, the evaluation involved two Arabic language professors, namely Dr. Maskud, S.Ag., M.Si, and Dr. Erna Iftanti, M.Pd. Media validation was conducted with two English language professors, namely Emmy Najja, M.Pd, and Dr. H. Faisol Nasar bin Madi, M.AUIN Kyai Haji Achmad Siddiq Jember, resulting in an average media validity score of 4, categorizing it as highly valid. From the average assessment score, it can be concluded that the instructional material, in the form of culturally based media learning developed by the researcher, is considered suitable for implementation. According to the scoring results, the instructional material is deemed suitable for implementation, with the note, "Accuracy of images, songs, and illustrations should be considered to avoid confusion among students."

In addition to expert validation, the effectiveness of the Arabic language teaching material during the teaching and learning process was assessed by measuring the enthusiasm and understanding levels of students. This was achieved through a student respondent questionnaire to determine whether there were any changes in student learning outcomes after the instructional intervention. The evaluation utilized a Likert scale for a descriptive test. Here are the trial results for the 10th-grade students using the Arabic language teaching material in the Arabic language learning process with a local cultural focus at Madrasah Aliyah Nuris across three class groups:

**Table 5. Student Assessment Analysis on the Teaching Material Product**

No	Statement	STS		TS		N		S		SS		Mean
		F	%	F	%	F	%	F	%	F	%	
1	I understand the Arabic language teaching materials with local cultural content easily.	0	0%	2	1%	89	59%	61	40%	0	0%	4,39
2	The use of colors in the module looks attractive.	0	0%	0	0%	1	1%	64	42%	87	57%	4,57
3	Teaching materials are suitable for local cultural content.	0	0%	6	4%	18	12%	65	43%	63	41%	4,22
4	The teaching material product "Learning Arabic with Joy" helps me easily master Arabic reading skills.	1	1%	0	0%	1	1%	47	40%	10 3	68%	4,65
5	Learning with Arabic language content related to local culture is more enjoyable.	0	0%	0	0%	4	3%	71	47%	77	51%	4,48
6	Teaching media makes me more active during the learning process.	0	0%	2	1%	12	8%	77	51%	61	40%	4,30
7	I enjoy participating in learning using Arabic language content related to local culture.	0	0%	0	0%	1	1%	68	45%	83	55%	4,54
8	Arabic language media related to local culture helps me to know the environment in detail.	0	0%	0	0%	4	3%	67	44%	81	53%	4,51
9	Games and quizzes provided clarify my knowledge.	0	0%	0	0%	11	7%	67	44%	74	49%	4,43
10	Learning objectives in each Arabic language lesson are clearly conveyed.	0	0%	0	0%	12	8%	65	43%	75	49%	4,41
<b>Total Score Mean Student Responses After Using the Teaching Material Product</b>											<b>4,41</b>	

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Based on Table 5, the student assessment analysis on the teaching material product yielded an average score of 4.41. This result signifies that students strongly agree that the Arabic language teaching material based on local cultural content is effective in enhancing their interest in reading and writing Arabic. The descriptive results indicate that the teaching material product "Learning Arabic with Joy" can significantly assist students in easily mastering Arabic reading skills, with the highest mean score of 4.65.

### **Implications of Developing Arabic Language Teaching Materials Based on Local Culture on the Self-Regulated Learning of 10th-grade Students at Madrasah Aliyah Nuris, Jember Regency, East Java**

Based on the observation results, several distinct impacts were identified from the implementation of Arabic language teaching materials based on local culture on the self-regulated learning of 10th-grade students at Madrasah Aliyah Nuris, Jember Regency, East Java, considering age and gender as outlined below:

**Self-Regulated Learning Patterns for 15-year-old Students:** These students exhibit a good understanding of their preferred learning methods, leaning more towards group learning. Subsequently, they engage in independent study at the library to memorize vocabulary and songs. The culturally based Arabic language teaching materials provide clear academic targets, enabling students to comprehend achievements through group discussions (Observation, June 27, 2023).

**Self-Regulated Behavior for 16-year-old Students:** These students commence their learning independently in their rooms, followed by group study sessions. Aged 16, they can identify and understand academic and memorization goals. Additionally, they set higher targets for themselves, showcasing the ability to overcome learning obstacles, self-regulate, maintain focus, and recall initial learning goals (Observation, June 27, 2023)

**Gender-Based Impact of Arabic Language Teaching Materials:** Female students tend to prefer group learning, collaborative problem-solving, and discussions, displaying a lower academic and memorization target compared to their male counterparts. They utilize internal efforts to overcome learning obstacles and improve themselves (Observation, June 29, 2023). Male students, on the other hand, prefer individual learning and pay attention to the teacher during class, not utilizing leisure time for group study.

The research findings indicate that 10th-grade students at Madrasah Aliyah Nuris, Jember Regency, have developed self-regulated learning abilities, demonstrating the capacity to overcome learning obstacles, self-regulate, focus, and display creativity in dealing with challenges in learning

and reading Arabic texts according to the teaching material guidelines. These self-regulated learning patterns serve as the foundation for the development of their conditions, known as the self-regulated concept in the Goal Orientation Theory dimension, forming an understanding of goal orientation and learning strategies through the integration of teaching materials with local culture<sup>27</sup>. These characteristics serve as the initial conditions that will shape the learning outcomes after the learning process takes place. Learning is understood as various goals and learning strategies closely related to academic achievement.

## Conclusion

Based on the discussion, it can be concluded that the development of Arabic language teaching materials for Class X students with local cultural content at Madrasah Aliyah Nuris, Jember Regency, East Java, was carried out in three stages as follows:

First, by designing teaching materials through the use of local songs and picture cards of the surrounding environment. In this step, the identification, detailing, and systematic arrangement of the main materials to be learned by students were conducted. The development started with creating an e-module structure consisting of a cover, introduction, content, quiz, and conclusion. The systematic report structure of Arabic language teaching materials for tenth-grade students with local cultural content.

Second, the presentation of the results of the trial of Arabic language teaching materials based on local culture. This teaching material has two languages, namely Arabic and the local language in Jember Regency. The learning activities developed by the teacher involve the use of local songs and pictures of the surrounding environment to capture students' interest. These local songs can help students remember vocabulary provided by the teacher. In addition to the use of songs and pictures, exercise questions in the teaching material also contribute to facilitating students in memorizing Arabic vocabulary.

Third, the analysis of expert assessments and student responses to Arabic language teaching material products. Arabic language teaching materials with local cultural content developed by the researcher were evaluated by two experts in the fields of material feasibility and media feasibility (material expert and media expert). The average score for the validity of the media assessed by the validator was 4, categorized as highly valid. Based on the average assessment results, it can be

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<sup>27</sup> Brenner, C. A. (2022). "Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices". *Smart Learning Environments*, 9(1). <https://doi.org/10.1186/s40561-021-00184-5>

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concluded that the learning material product in the form of local cultural-based instructional media developed by the researcher is deemed suitable for implementation.

Based on the research findings, it can be understood that there are several different impacts from the implementation of Arabic language teaching materials based on local culture on the self-regulation of Class X students at Madrasah Aliyah Nuris, Jember Regency. The students have developed the ability to overcome learning obstacles, self-regulate, and try to be more focused. This aligns with the initial goal of mastering Arabic language teaching materials based on local culture. Additionally, the students have demonstrated creativity in overcoming obstacles in learning and reading Arabic texts according to the rules of *nahwu sharaf*.

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