

## THE AL-MUMTAZ TEXTBOOK IN TEACHING ARABIC TO NON-SPECIALISTS FOR THE DEVELOPMENT OF LANGUAGE SKILLS

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### Abstract

This study aims to describe the role of Al-Mumtaz Textbook in teaching Arabic to non-specialist (non-Arab) learners from philosophical, theoretical, and practical perspectives, and to analyze its contribution to the development of the four main language skills: listening, speaking, reading, and writing. The research employs a qualitative approach with a descriptive-analytical design. The primary data were obtained through documentation and content analysis of Al-Mumtaz Textbook, which is used in Arabic language instruction for non-native speakers. The population of this study includes the entire content of Al-Mumtaz Textbook, which comprises several volumes and is widely used in various educational institutions in Indonesia, particularly at the elementary and non-formal education levels. The sampling technique used was purposive sampling, focusing on the first and second volumes that beginners commonly use. The sample consists of sections of the book containing language skill exercises and their instructional presentation. Data was collected through documentation. Data analysis was conducted using a qualitative descriptive method, based on the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings reveal that Al-Mumtaz Textbook significantly contributes to the gradual and contextual development of students' language skills. Its communicative approach and real-life-based exercises have also proven effective in increasing students' confidence in using Arabic. Therefore, this book is considered a valuable primary reference for Arabic language instruction for non-specialist learners at various educational levels.

### Keywords

Al-Mumtaz Textbook; Language Skills; Non-Specialist Learners; Teaching Arabic Language.



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## INTRODUCTION

Arabic is one of the international languages that plays a vital role in religion, education, diplomacy, and culture, particularly in Muslim-majority countries. As the language of the Qur'an, Arabic is a compulsory subject in many Islamic educational institutions, both formal and non-formal. For non-native speakers, mastering Arabic requires appropriate strategies, methods, and learning materials tailored to their needs, especially for learners without a linguistic background in Arabic (Asy'Ari, 2016; Pane, 2018). One of the central issues in teaching Arabic to non-specialist learners is the lack of communicative and contextual textbooks (Suryani, 2016). Existing materials tend to focus heavily on grammar while neglecting the integrative development of core language skills. This imbalance often results in learners struggling to use Arabic effectively in real-life situations, hindering their communicative proficiency (Al-Jarf, 2015).

Moreover, the demand for Arabic language instruction has increased globally, not only in the Middle East but also in regions such as Southeast Asia, Africa, and Europe. This growth is driven by various factors, including religious education, academic exchange, international cooperation, and the expanding role of Arabic in global discourse (Albirini, 2016; Prananingrum et al., 2020). However, the availability of structured and learner-centered Arabic textbooks remains limited, particularly those targeting absolute beginners unfamiliar with Arabic script or phonology (Ghani et al., 2017; Ikrima et al., 2024). This gap highlights the need for textbooks that are not only pedagogically sound but also culturally accessible and systematically designed.

Al-Mumtaz Textbook is one such instructional material that attempts to bridge this gap. The book adopts an integrative approach that aligns with communicative language teaching (CLT) principles and is designed for non-Arabic speakers at the elementary level. It provides structured exposure to vocabulary and grammar while embedding language in meaningful, real-world contexts. Unlike traditional Arabic textbooks prioritizing rote memorization and isolated grammar drills, Al-Mumtaz Textbook offers functional language use, gradually progressing from controlled to more open-ended tasks, encouraging active communication (Goh, 2014).

Furthermore, the structure of Al-Mumtaz Textbook reflects modern language teaching standards, where receptive (listening and reading) and productive (speaking and writing) skills are developed concurrently. This aligns with recent research advocating skill integration to reinforce linguistic competence and cognitive retention (Newton & Nation, 2020; Richards, 2017). The book's illustrations, dialogues, thematic units, and activity-based learning contribute to learner

engagement, particularly for younger or beginner learners. In the Indonesian context, Arabic language instruction faces particular challenges due to the limited availability of high-quality, locally relevant materials. While several institutions have attempted to produce their textbooks, few are subjected to a comprehensive pedagogical evaluation. Thus, this study not only explores the theoretical and practical dimensions of Al-Mumtaz Textbook but also seeks to provide a reference for future textbook development and curriculum design in similar learning environments.

Several relevant previous studies include the research by (Derşevi & Tülü, 2021) which examined the role of the four language skills (listening, speaking, reading, and writing) in the *Al-Kitāb fī Ta'allum al-'Arabiyyah* series for non-Arabic speakers. They emphasized a learning approach that systematically integrates all four skills through the presentation of contextual vocabulary, graduated exercises, and reinforcement of inter-skill interaction. The results of their study showed that this method is effective in improving students' language competence. However, the authors also noted shortcomings, such as the lack of interactive conversation exercises and the need for more accurate evaluation tools. (Jamaludin, 2024) Research analyzed the *Al-Mumtaz* Book Volume 1 for early childhood learners based on Carl Rogers' humanistic psychology approach. The study focused on the dialogue sections of daily conversations, using a cognitive taxonomy as the analytical tool. The findings indicated a dominance of lower-order cognitive skills (remembering and understanding), while higher-order thinking skills (evaluating and creating) were still underdeveloped. The study recommends strengthening exercises that encourage critical and creative thinking. Additionally, the book effectively built children's self-confidence and gradually improved their listening and speaking skills through a contextual approach and engaging illustrations.

The study conducted by Muchtar (2020) raised the issue of methodological problems in teaching Arabic to non-Arabic speakers in Indonesia. This study highlighted various key challenges within the Arabic teaching system, particularly in formal institutions such as pesantren (Islamic boarding schools), madrasahs, and religious universities. The main focus of the research was on the limitations of existing methodological approaches, which were seen as hindering the effectiveness of language instruction. These findings are highly relevant to the current study, especially regarding criticisms of traditional curricula often perceived as rigid and lacking communicative value. In this context, innovative approaches such as those offered in the *Al-Mumtaz* textbook, which are based on contextual and functional language use, become particularly significant. Mukhtar emphasized that

the success of Arabic language learning should be communication-oriented rather than merely focused on grammatical mastery. Therefore, the communicative approach developed by *Al-Mumtaz* aligns well with the need for methodological reform as proposed in this study.

(Falah, 2023) emphasizes mastering the four language skills—listening, speaking, reading, and writing—in teaching Arabic as a living language, particularly for non-Arabic speakers. He rejects approaches focusing solely on grammatical rules and advocates for teaching methods that contextual and communicatively integrate language skills. Activities such as conversation simulations, discussions, audio-based listening exercises, and written responses to reading texts effectively enhance students' communicative abilities in a natural way. This approach aligns with the content of the *Al-Mumtaz* textbook, which presents real-life situational material and integrated exercises, making it an effective learning medium for non-specialist learners.

A relevant study to the author's research is one written by Romana. This study is an evaluative analysis of the book by Abdul Aziz al-'Asyīlī, designed to teach Arabic to non-Arabic speakers. The researcher, Iraq Hasim, critically examines the approach used in the book, including its theoretical foundations, instructional design, and application strategies. This study is highly important as a benchmark for the present research, which analyzes the *al-Mumtāz* textbook. In terms of significance, the study holds several important values. Philosophically and theoretically, al-'Asyīlī employs a structural approach focusing on language systems, while the *al-Mumtāz* textbook emphasizes language application in real-life situations. This comparison is highly relevant for discussing the differences between theoretical and communicative teaching models. Regarding instructional practice, *al-Mumtāz* is designed with dialogues, contextual illustrations, and context-based exercises that engage students in active language use. This makes *al-Mumtāz* a concrete example of the communicative and functional approach, in contrast to al-'Asyīlī's model, which is more conceptual.

In general, the five previous studies have different focuses and approaches compared to the present study. Derşevi and Tülü (2021) emphasized the integration of the four language skills in the *Al-Kitāb fī Ta'allum al-'Arabiyyah* textbook series. In contrast, this study specifically evaluates the *Al-Mumtaz* textbook in the context of teaching Arabic to non-specialist learners. Ahmad Jamaludin's (2024) research applied a humanistic psychological approach and cognitive taxonomy to analyze cognitive aspects in the dialogues of *Al-Mumtaz*, while the present study focuses more on the communicative function and contextual use of language in real-life situations. Mukhtar's (2018)

research addressed methodological issues in Arabic language teaching in formal educational institutions. Unlike this study, which evaluates a textbook concretely, it did not directly examine a specific textbook. Meanwhile, Muhammad Fajr Al-Falah's work is more conceptual, emphasizing the importance of a communicative approach in Arabic teaching without a detailed analysis of a particular textbook. Lastly, Romana's study, analyzed by Iraq Hasim, evaluates *Thuruq Tadriis al-Lughah al-'Arabiyyah* by al-'Asyīlī based on a structural approach. In contrast, the present study contrasts it with *Al-Mumtaz*, which is grounded in a communicative and contextual approach. Therefore, this study offers a distinctive contribution by thoroughly examining the Al-Mumtaz textbook's content, approach, and effectiveness as an alternative learning resource for teaching Arabic to non-specialist learners.

The study aims to describe the textbook's structure and content about non-specialist Arabic language instruction, analyze the underlying philosophical and theoretical foundations, evaluate its contribution to the development of the four language skills listening, speaking, reading, and writing and assess its effectiveness in enhancing learners' communicative competence in real-world contexts.

## METHOD

This study employs a qualitative descriptive approach to provide an in-depth and systematic description of a phenomenon through data presented in words, sentences, and paragraphs. This approach is suitable for exploring the role of the al-Mumtāz textbook in teaching Arabic to non-specialist learners, particularly in developing the four language skills: listening, speaking, reading, and writing (Kusumastuti & Khoiron, 2019; Moleong, 2018). The type of research used is library research, where data is gathered from various written sources such as books, journals, and relevant documents, primarily the al-Mumtāz textbook, as the main object of analysis.

The population in this study consists of the entire content of al-Mumtāz volumes one and two, published by Kampung Bahasa Arab BISA in Bogor. This textbook is designed for beginner non-Arabic learners in formal and informal education settings. The sample was selected purposively, focusing on parts directly related to language skills development, such as dialogues, illustrations, contextual exercises, and the structure of content presentation. The data analyzed includes written content from the textbook, its learning objectives, methodological approach, and alignment with language skills theory and communicative approaches.

Data was collected using a documentation technique, involving intensive reading and systematic note-taking of the textbook's contents. This process aimed to identify and describe key elements relevant to the research focus. The data analysis technique employed is the interactive model developed by (Miles & Huberman, 1994), consisting of three main stages: data reduction, data display, and conclusion drawing. Data reduction involves filtering and simplifying relevant information; data display organizes data into descriptive narratives; and conclusion drawing interprets the data to answer the research questions.

Through this approach, the study seeks to comprehensively portray how the *al-Mumtāz* textbook contributes to a communicative, contextual, and structured Arabic learning process—particularly for learners without a prior background in Arabic or Islamic studies.

## FINDINGS AND DISCUSSION

### Findings

#### 1. Practical Review

##### Learning Objectives

The *Al-Mumtaz* textbook is designed for non-specialist learners; therefore, its purpose is practical and communicative rather than theoretical. This is evident in the first volume of the *Al-Mumtaz* textbook:



Figure 1. Topic Introduction

The topic of *ta'aruf* (introduction) is common in most Arabic textbooks for non-native speakers. However, the *Al-Mumtaz* textbook presents it distinctively, characterized by a spiral progression and a functional thematic structure. The chapter begins with familiar vocabulary and real-life contexts closely related to a child's immediate environment, such as name, place of residence, age, school, and greetings. These elements are presented through short dialogues,

supported by illustrations and oral questions that gradually guide the learner toward building interactive communication skills. This chapter emphasizes using language in real-life situations rather than learning grammar rules or memorizing vocabulary. It serves as a model of authentic dialogue that children or beginners can use with peers or teachers in the classroom or outside.

From the explanation above, it is clear that *Al-Mumtaz* adopts a practical teaching approach. This is evident through the listening sessions previously mentioned. Its main objectives include: improving both receptive and productive Arabic language skills (listening, speaking, reading, and writing); providing a functional linguistic foundation for general academic, professional, or religious purposes; and fostering cultural awareness and intercultural communication, as much of the book's content addresses Arab social and cultural contexts.

### Content / Learning Materials

The *Al-Mumtaz* textbook organizes the material thematically and in a spiral manner, starting from familiar contexts and progressing toward higher complexity. This can be found in the first volume of *Al-Mumtaz*:



Figure 2. Dialogue Text

From the above explanation, it is evident that the *Al-Mumtaz* textbook presents learning materials (content) objectively and spirally. The book organizes content thematically and progressively. The content components include: dialogues and narrative texts with simple sentence structures, thematic vocabulary (family, work, education, culture), integrated language skills training (listening, speaking, reading, writing), and applying standard Arabic values relevant to daily life.

### Learning Methods and Strategies

In the modern curriculum, task-based learning strategies are applied to activate language skills in context. This is evident in the first volume of the *Al-Mumtaz* textbook. The *Al-Mumtaz* textbook tends to use: a communicative language teaching approach, task-based learning strategies

that activate language skills in context, structured drilling techniques, language games, role-play dialogues, and simple discussions.

## 2. Philosophical Study

Philosophically, this research is based on the view that education is the primary means of developing human potential as a whole intellectually, socially, and morally. Within the framework of educational philosophy, language is seen not only as a tool for communication but also as a medium for shaping thought, culture, and identity. Therefore, mastering the Arabic language, especially in the context of Islamic education, has strategic value in achieving comprehensive and transformative educational goals. The *Al-Mumtaz* textbook illustrates culture and identity formation by introducing family members.

In Lesson Seven: *The Family*, we find an illustrated dialogue between characters introducing family members such as:

مَنْ هَذَا؟ هَذَا أَبِي.  
مَنْ هَذِهِ؟ هَذِهِ أُمِّي.  
هَذَا جَدِّي - هَذِهِ جَدَّتِي - هَذَا عَمِّي - هَذِهِ عَمَّتِي... إلخ

This linguistic introduction not only teaches family-related vocabulary, but also instills in the child's mind the traditional Islamic family system, which acknowledges and values extended family relationships such as grandparents, uncles, and aunts—an essential part of Islamic culture and identity. This example from the *Al-Mumtaz* textbook illustrates how teaching Arabic within such an educational framework goes beyond linguistic dimensions, transmitting cultural and social values related to family, obedience, respect, and intergenerational bonding. These are part of shaping Islamic identity and align with the transformative educational philosophy referenced in your research.

## 3. Theoretical Review

The integrated skills approach focuses on developing the four language skills (listening, speaking, reading, and writing) simultaneously in connected contexts. *Al-Mumtaz* applies this approach by combining activities like reading, listening, discussion, and writing within a single lesson. This supports a more natural and communicative learning process, especially suited for non-specialist learners who benefit from practical and structured methods.



## a. Developing Language Skills

### 1) Listening Skill

#### The Role of the Al-Mumtaz Book in Supporting Listening Skills

Although the *Al-Mumtaz* book does not explicitly include audio media, its content supports the development of listening skills through several aspects:

- **Availability of Dialogues and Narrative Texts:** The book contains numerous dialogues and simple narrative texts that can be utilized as listening materials. Teachers can read the texts aloud or use additional recordings to train students' comprehension of spoken information.
- **Simple and Thematic Sentence Structures:** The texts are organized with clear structures and vocabulary suitable for beginners, enabling students to connect sounds with meaning more easily.
- **Utilization of Classroom Activities:** Teachers are encouraged to:
  - ✓ read texts as listening materials,
  - ✓ assign listening tasks such as answering questions, rearranging sentences, or completing texts based on audio, and
  - ✓ Create additional audio recordings to practice pronunciation and digital-based listening comprehension.

Thus, the *Al-Mumtaz* book serves as a reading and grammar resource and a supportive tool for developing listening skills by integrating teachers' creative teaching strategies.

#### Barriers and Challenges in Using the Al-Mumtaz Book for Listening Instruction

- **Limited Audio Resources:** The book does not provide official audio materials, making the success of listening exercises highly dependent on the teacher's ability to read texts clearly and fluently.
- **Difficulty in Comprehending Long Texts:** Some students struggle to understand long spoken texts delivered continuously without pauses or repetitions, which may reduce their confidence in oral skills.
- **Impact on Vocabulary and Contextual Mastery:** The absence of sufficient listening practice makes vocabulary acquisition passive (more recognized during reading than actively used in speaking). It weakens the understanding of conversational context, as

students are accustomed to reading texts without processing intonation, tone, and speech rate.

- **Teacher and Technology Roles:** The success of listening instruction largely depends on teachers' creativity in overcoming these limitations, such as providing additional audio materials and utilizing digital technologies.

## 2) Speaking Skill

### Contextual Dialogue Presentation

The *Al-Mumtaz* textbook excels in developing speaking skills through contextual dialogues relevant to everyday life. These dialogues serve as a practical means for realistic speaking practice. The contextual presentation includes:

- Selection of topics close to students' experiences: Dialogue topics are taken from familiar and frequently encountered situations, such as in the classroom, shopping at the market, asking for directions, greeting guests, or conversations between peers or teachers and students.
- Use of practical and functional vocabulary: Dialogues in *Al-Mumtaz* use common expressions essential for real communication, such as greetings (السلام عليكم، كيف حالك؟), requests (أريد، من فضلك)، and question-answer forms (من هذا؟ ماذا تعمل؟). These equip students with standard expressions for social interaction in Arabic.
- Use of visual illustrations: Dialogues are often accompanied by pictures or illustrations depicting the situation, for example, a picture of two students in the library or someone buying fruit at the market. These visuals help students grasp the context of the dialogue, stimulate memory and vocabulary association, and enhance participation in speaking activities.

### Enhancing Fluency and Confidence

- **Gradual and targeted presentation of materials:** The book presents speaking and dialogue exercises in stages, starting from simple sentences that reinforce basic sentence structures, short conversations, quick-response practice, and progressing to more complex dialogues that improve the expression of ideas. Because the progression is gradual, students do not feel overwhelmed, making them more prepared and fluent in future speaking activities.

- **Practice through repetition and consistent sentence patterns:** Many of the book's exercises involve repetition (drills) of specific sentence patterns, replacing vocabulary within the same structure, and practicing quick oral responses. This helps students internalize Arabic language patterns and use them spontaneously during conversation.
- **Use of contextual dialogue and role-play:** Dialogues in *Al-Mumtaz* are organized in realistic contexts and further developed into role-play exercises conversations in a store, at school, at home, group Q&A sessions, and role-playing in specific situations.

### **The Role of the Book in Developing Speaking Exercises**

*Al-Mumtaz* plays a significant role in developing oral exercises through activities such as role-plays based on book scenarios, small group discussions using expressions from the material, and conducting oral tests or short presentations. These activities actively engage students in natural two-way communication. The book provides structured materials, dialogues, and exercises for speaking skills. However, the success of continuous learning heavily depends on the teacher's active role in designing oral exercises suitable for the student's context, adapting learning materials to be more communicative and interactive, and providing reinforcement and practical guidance.

### **Challenges and Weaknesses**

- **Limited spontaneous speaking practice:** Although the book presents various dialogues, most exercises are geared towards memorizing and repeating texts. It lacks space for students to speak freely, creatively, and spontaneously. *Impact:* Students can speak if it matches the text, but struggle when improvising in new contexts.
- **Limitations in rich contextual situations:** Dialogues tend to be confined to certain situations, sometimes less relevant to the cultural background of non-Arabic learners, and do not reflect the diversity of real-world communication outside the classroom. *Example:* scenarios in hospitals or government offices are rarely included, although they are important for practical purposes.
- **Lack of guidelines for interactive oral activities:** The book focuses on text and structure, but it is less encouraging for teachers to develop activities such as debates, group discussions, or interviews. It does not provide explicit instructions for enhancing two-way communication (taking turns, expressing agreement/disagreement, etc.). *Impact:* Teachers must take the initiative to create lively speaking interactions in class.

- **Absence of supporting audiovisual media:** *Al-Mumtaz* is generally in text form only and lacks: Audio pronunciation by native speakers, contextual speaking videos, interactive digital applications or tools.

### 3) Reading Skill

#### Step-by-Step Structure of Reading Materials

The *Al-Mumtaz* book organizes reading texts systematically and progressively, ranging from simple to highly complex materials. The detailed explanation is as follows:

- At the elementary level, the reading materials consist of only 2–4 short sentences, employing familiar vocabulary previously taught and incorporating simple sentence structures (basic *jumlah ismiyyah* and *jumlah fi'liyyah*).
- Gradual increase in length and complexity: Once students become accustomed, the texts evolve into longer passages, ranging from a single paragraph to multiple paragraphs, utilizing more complex nouns and verbs, as well as incorporating additional grammatical structures such as *idhāfah*, more elaborate *mubtada'-khabar* constructions, conditional sentences (*jumlah syarhiyyah*), and other advanced syntactic features. Examples include texts on daily activities, family descriptions, or school life.
- Introduction of graded and diverse topics: The *Al-Mumtaz* book introduces gradually reading themes, beginning with personal topics such as self, family, and home, then progressing to social topics such as school, friends, and occupations, and finally to broader themes such as environment, transportation, and Arab culture.

This thematic sequencing is designed to be relevant to students' experiences while enriching their vocabulary in a thematic and contextualized manner.

#### Analysis of Vocabulary Development and Contextual Comprehension Approaches in the Al-Mumtaz Book

This approach encompasses three main aspects:

- **Vocabulary Development in Context:** The *Al-Mumtaz* book does not merely provide vocabulary lists but integrates new words into meaningful sentences and reading passages. Word meanings are derived from the context of the story or situation, rather than from direct definitions. For instance, the word “مكتبة” is not explicitly defined but appears in a sentence such as “ذهبت إلى المكتبة لأقرأ كتاباً”. Through this approach, learners

grasp the meanings of new words from their usage context rather than through rote memorization.

- **Gradual Repetition (Spiral Approach):** Vocabulary introduced in one reading passage is repeated in subsequent passages, but within different contexts and sentence structures. This spiral strategy has been proven effective in strengthening long-term memory and facilitating deeper vocabulary mastery.
- **Contextual Relevance to Learners' Lives:** The reading materials closely relate to learners' life experiences, covering themes such as home, school, marketplace, family, environment, and Arab culture. As a result, the reading materials are theoretical and contextual, making them more meaningful and applicable for learners.

### **The Impact of the Al-Mumtaz Book on Reading Fluency and Confidence**

The reading activities presented in the *Al-Mumtaz* book encourage learners to practice reading aloud individually and in groups. This practice helps them to:

- Improve reading fluency,
- Recognize sentence patterns and grammatical structures, and
- Increase their confidence in reading before others.

### **Weaknesses and Challenges**

Although the Al-Mumtaz book has many strengths in Arabic reading instruction, several weaknesses and challenges have been identified as follows:

- **Mismatch Between Text Difficulty and Learner Proficiency:** Some texts are too lengthy or complex for beginners, containing grammatical structures that have not been taught and vocabulary rarely used in everyday life. This creates difficulties in comprehension and may reduce learners' motivation to read.
- **Limited Variety of Texts:** The book predominantly presents informative and descriptive texts but offers limited genre diversity, such as stories, dialogues, poetry, or short articles, essential for enriching learners' competence in reading different texts.
- **Simplistic Comprehension Exercises:** Many exercises consist only of multiple-choice or short-answer questions, which do not encourage deep analysis or critical thinking. As a result, learners' comprehension tends to remain superficial.

- Minimal Visual Support: Not all texts are accompanied by pictures or illustrations that could aid understanding, even though non-Arabic-speaking learners often require visual support to comprehend abstract concepts.

#### 4) Writing Skill

##### **Material Structure and Gradual Approach**

*Al-Mumtaz* is designed with a gradual approach tailored to the needs of non-Arabic learners. The content starts at the basic level (letters and words), progressing to the intermediate level (sentences and paragraphs). This step-by-step method helps students develop writing skills progressively and measurably.

Examples from *Al-Mumtaz* textbook:

- Letters begin on page 9 of Volume 1.
- Words begin on page 7 of Volume 2.
- Sentences appear on page 26, and paragraphs on page 38 of Volume 2.

##### **Material Context**

The material context refers to efforts to align the content and structure of learning materials with students' real-life situations, making learning more relevant, meaningful, and applicable. In skill-based learning, context means organizing and presenting written Arabic materials according to non-Arabic learners' realities, needs, interests, and environments. The writing exercises in this book include various everyday topics such as self-introduction, family, school, and daily activities. This contextualization closely relates to the students' real world, encouraging them to write based on personal experiences. It also reinforces the vocabulary and sentence structures they have learned.

##### **Impact on Grammar Mastery**

Although *Al-Mumtaz* primarily focuses on writing skills, it indirectly enhances grammar mastery. Each writing activity requires correct structural use, increasing students' grammatical awareness, and encouraging more careful writing. In this context, grammar mastery refers to students' ability to write in Arabic following correct linguistic rules—especially: *nahwu* rules (such as sentence structure, final vowel markings, nominal/verbal sentence forms), *sarf* rules (such as verb conjugation based on tense: past, present, imperative, plural forms, etc.), and *imla'* rules (correct spelling, supporting letters, punctuation). Mastering these rules is essential so that student writing is meaningful and grammatically

accurate.

*Al-Mumtaz* teaches writing practically and integrates grammar into its writing exercises. Its effect on grammar mastery is evident in the following aspects: (1) Integrated writing exercises that require direct application of grammar, such as constructing proper subject-verb-object sentences and verb conjugation based on pronouns (e.g., أَذْهَبُ، يَذْهَبُ، تَذْهَبِينَ), which reinforce *sarf* skills. (2) Providing example sentences with correct Arabic structure before writing tasks, serving as models for students to imitate and understand the placement of verbs, subjects, objects, adjectives, and prepositions. (3) Applying grammar rules during writing corrections, where grammatical mistakes are corrected and explained, making the revision process a contextual way of learning Arabic grammar through writing practice.

### **Weaknesses and Challenges**

There are several challenges in implementing this book, including the lack of creative writing exercises such as short stories or poetry, the absence of evaluation rubrics or correction guides for some activities, and the difficulty some students face when writing independently without concrete examples. Nevertheless, the book still provides a strong foundation for developing writing skills among non-Arabic students, especially in the early stages of learning. Based on the findings of this study, it can be concluded that *Al-Mumtaz* plays a significant role in improving Arabic writing skills for non-native learners. Its gradual approach, relevant context, and communicative exercise structure are key strengths. Teacher-led learning innovations and additional variation in practical and challenging tasks are necessary to achieve more optimal results.

### **Discussion**

The research findings indicate that the *Al-Mumtaz* textbook significantly contributes to Arabic language learning for non-specialist learners, who generally lack an Arabic linguistic background. In second language learning, the availability of communicative, contextual, and structured teaching materials is a key factor for success (Ainiyah et al., 2020; Perwitasari et al., 2018). The *Al-Mumtaz* textbook is explicitly designed with a Communicative Language Teaching (CLT) approach, which focuses on the use of language in real communicative contexts, thereby training learners to use Arabic not merely as an object of study but as a means of social interaction. Such an

approach is considered relevant to the needs of non-specialist learners, as most of them do not have purely academic objectives but rather practical needs, such as everyday communication or basic comprehension of Arabic texts (Juliandri, 2016).

The main strength of the *Al-Mumtaz* book lies in its presentation of contextual dialogues relevant to students' daily lives, such as conversations in the classroom, at home, in the market, and while traveling. These dialogues are not merely presented as examples but serve as realistic speaking practice materials. (GHIFARIA AYU, 2024) shows that authentic contexts in foreign language learning can enhance students' motivation and confidence in speaking. Furthermore, (Junaidi & Wulandari, 2020) emphasize that integrating local contexts into Arabic teaching materials can reduce language anxiety, increase learners' sense of ownership of the material, and strengthen their learning motivation.

In terms of speaking skills, the findings of this study indicate that the *Al-Mumtaz* book provides opportunities for learners to practice fluency and confidence through activities such as role play, small group discussions, and simple presentations. These results support (Nindialisma et al., 2025; Purwaningsih, 2024) findings, which state that scenario-based role-playing from textbooks effectively improves speaking fluency, particularly for beginner learners who are still hesitant to use a foreign language. Similarly, (Biesta, 2019; Coelho & Moles, 2016; Gibbs, 2014) demonstrates that the spiral curriculum design implemented in textbooks is important in strengthening the internalization of sentence patterns and gradually enriching vocabulary. Thus, the design of the *Al-Mumtaz* book, which is oriented toward real communicative skills, supports language acquisition theory, which states that repetition in different contexts reinforces retention and accelerates language production ability (Syamsiyah, 2017).

In addition to speaking skills, the *Al-Mumtaz* book also effectively develops reading and writing skills. Reading materials are presented with a gradual level of difficulty, starting from simple sentences to longer and more complex texts. This gradual approach has been proven effective, as reported by Harianto (2020), who found that using leveled reading materials helps enrich vocabulary and improve text comprehension skills. In terms of writing, the exercises provided are not limited to copying or completing sentences but also include simple writing tasks based on learners' real-life experiences, such as self-introductions, daily activities, and family descriptions. (Ginting, 2023) emphasizes that contextual writing tasks can strengthen grammatical understanding, as every written language production requires the correct application of



grammatical rules. The findings of this study support this argument by showing that the writing exercises in the Al-Mumtaz book encourage learners to apply grammar in communicative contexts, thereby fostering functional use rather than mere memorization of rules.

Nevertheless, the successful implementation of the Al-Mumtaz textbook does not rely solely on material design but is also influenced by the teacher's role. Teachers are responsible for adapting the teaching materials to make them more interactive, providing reinforcement, and integrating supporting media such as audio or digital applications (Buchari, 2018; Minsih, 2018). (Nurzannah, 2022) states that teachers' adaptation of teaching materials can enhance learning effectiveness, whereas (Supriadi, 2018; Zunidar, 2019) found that textbooks without teacher innovation often have a limited impact on learners' communicative competence. In this study, teachers who actively utilized supplementary media and provided spontaneous practice tended to improve learners' confidence more than those who adhered strictly to the textbook's structure.

This study also identified several limitations of the Al-Mumtaz book, including the lack of official audio-visual support materials and the minimal explicit guidance for developing spontaneous and creative speaking exercises. This finding is consistent with (Ma'arif & Ma'arif, 2015), who revealed that most Arabic textbooks in Indonesia remain text-oriented and provide limited encouragement for improvisation. Therefore, additional innovation is required, such as using digital technology, including speaking practice applications, online audio media, and contextual videos, as (Ainun et al., 2022; Iskandar et al., 2023; Nashrullah et al., 2025) suggested, who emphasizes the importance of digital transformation in Arabic language learning. Such technological integration enriches the learning experience and expands opportunities for students to practice outside the classroom (Sari, 2023; Tanjung et al., 2024).

Overall, this study reinforces previous findings regarding the importance of communicative textbooks for non-specialist learners while contributing new insights through an in-depth analysis of the Al-Mumtaz textbook's structure, approach, and effectiveness. With its spiral and contextual approach, this book has proven effective in simultaneously improving listening, speaking, reading, and writing skills and fostering learners' confidence and willingness to use Arabic outside the classroom. Nevertheless, successfully using this textbook requires the support of creative and innovative teachers and the development of technology-based supplementary media. With such support, Al-Mumtaz has the potential to serve as a model Arabic language textbook relevant to the needs of non-specialist learners in Indonesia and other regions with similar characteristics.

## CONCLUSION

This study affirms that the Al-Mumtaz textbook significantly contributes to Arabic language learning for non-specialist learners. Designed with a communicative and contextual approach relevant to learners' daily lives, the book supports the integrated development of language skills, including listening, speaking, reading, and writing. Its spiral progression of materials, contextual dialogues, and experience-based exercises has proven effective in improving learners' speaking fluency, confidence, and willingness to use Arabic inside and outside the classroom. Despite several limitations, such as the lack of official audio-visual materials and explicit guidance for spontaneous speaking practice, Al-Mumtaz remains an effective learning resource. Its successful implementation largely depends on teachers' creativity in adapting materials, providing supplementary media, and utilizing educational technology. With such innovative support, Al-Mumtaz has the potential to serve as a model Arabic textbook relevant to the needs of non-specialist learners and to make a meaningful contribution to improving learners' communicative competence.

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