

---

## DEVELOPMENT OF SHARAF LEARNING MATERIALS BASED ON A COMMUNICATIVE APPROACH TO ENHANCE STUDENTS' LANGUAGE PROFICIENCY IN AN ISLAMIC UNIVERSITY

Zulfiah Sam<sup>1</sup>, Amrah Kasim<sup>2</sup>, Haniah<sup>3</sup>, A. Abdul Hamzah<sup>4</sup>

<sup>1234</sup>Universitas Islam Negeri Alauddin Makassar; Indonesia

Correspondence Email: zulfiahsam@stiba.ac.id

Submitted: 27/01/2026

Revised: 15/02/2026

Accepted: 08/03/2026

Published: 31/03/2026

---

### Abstract

This study aims to develop learning materials for Sharaf based on a communicative approach to address the limitations of existing instructional practices that have not optimally enhanced students' Arabic speaking skills (mahārah al-kalām). It also seeks to examine the validity, practicality, and effectiveness of the developed materials among students at STIBA Islamic Institute of Makassar. The research employed a design and development research approach consisting of several stages: needs analysis, design, development, and evaluation. The research data consisted of both quantitative and qualitative data obtained from 30 first-semester students as well as subject-matter experts and instructional design experts. Data were collected through expert validation sheets, student response questionnaires, observation sheets, and pretest-posttest assessments of Arabic language proficiency. The data were then analyzed using descriptive quantitative and qualitative analysis to determine the validity, practicality, and effectiveness of the developed learning materials. The findings reveal that the developed materials demonstrate a very high level of validity, with an average score of 3.97, and are considered practical and engaging based on positive student responses and observations of the learning implementation. The effectiveness test indicates a significant improvement in students' speaking ability after the use of the learning materials, with an N-gain score of 0.41, which falls into the moderate category. These findings suggest that integrating Sharaf rules into meaningful communicative activities can bridge the gap between students' mastery of linguistic structures and their ability to apply them in Arabic-speaking practice. Therefore, Sharaf learning materials based on a communicative approach are suitable to be used as an innovative alternative in teaching Sharaf at Islamic higher education institutions.

---

### Keywords

Learning Materials, Sharaf, Communicative Approach, Mahārah al-Kalām, Arabic Language.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

## INTRODUCTION

Arabic language learning in Islamic higher education institutions should ideally not only emphasize the mastery of linguistic rules in a structural sense but also aim to develop communicative and functional language proficiency. In this context, the communicative approach is considered highly relevant because it positions language as a means of communication actively used through meaningful interaction, contextual practice, and the use of language in real-life situations (Junaidi, 2019); (W. Y. Rahman, 2020); (Ramadhanty, 2014). Several studies have shown that the communicative approach can improve Arabic language skills, particularly speaking skills (*mahārah al-kalām*), as it provides learners with opportunities to practice the language directly and authentically (Aflisia, 2020); (Zaenudin, 2024); (Syafei et al., 2025).

Based on preliminary observations conducted during the Ilmu Sharaf course at STIBA Islamic Institute of Makassar, it was found that students' Arabic language proficiency, particularly in the aspect of *mahārah al-kalām*, had not yet shown optimal development. Documentation data from formative scores and initial semester evaluations indicate that out of 30 first-semester students, 63% were categorized at a moderate-to-low level in speaking practice, with an average initial score of 62.40. Structured interviews with the course lecturer also revealed that students were relatively able to explain *tashrīf* patterns theoretically, yet they experienced difficulties when asked to use these word forms in spontaneous conversations. These findings indicate a gap between the mastery of morphological rules and the students' ability to apply them in oral communication.

This condition raises academic concerns that the primary problem in learning does not merely lie in the limited opportunities for speaking practice but rather in the lack of integration between the mastery of Ilmu Sharaf and communicative practice. From a linguistic perspective, *sharaf* constitutes the foundation of word formation in Arabic, which directly determines the accuracy of speech structure. Therefore, the development of students' language skills logically needs to begin with reconstructing the way Ilmu Sharaf itself is taught. If Sharaf continues to be taught separately and theoretically, students will continue to perceive it as declarative knowledge rather than as a productive instrument for communication. On this basis, this study views the development of Ilmu Sharaf learning materials based on a communicative approach as an antithesis to the traditional approach, aiming to transform morphological rules into active instruments for building students' communicative competence.

However, the implementation of the communicative approach in Arabic language learning has not yet been fully integrated with the teaching of instrumental linguistic sciences, particularly Ilmu Sharaf. Sharaf is often positioned as a theoretical subject oriented toward memorizing patterns of word transformation and taught through lecture-based methods and mechanical exercises. This condition causes students to experience a gap between their mastery of sharaf rules and their ability to use them in oral communication. Hajar and Qohar (2024) emphasize that the teaching of nahwu and sharaf still faces serious challenges due to the dominance of traditional approaches that provide limited opportunities for communicative and applicative language experiences (Hajar & Qohar, 2024); (Rizqiyah et al., 2024).

Several studies conducted over the past five years indicate efforts to implement the communicative approach in Arabic language learning. Aflisia (2020) and Shofiyani and Rahmawati (2020) developed learning materials based on a communicative approach and found significant improvements in students' speaking skills (Aflisia, 2020); (Shofiyani & Rahmawati, 2020). Other studies also demonstrate that the communicative approach has a positive impact on mahārah al-kalām across various educational levels, including madrasahs and Islamic educational institutions (Hamzah & Amrulloh, 2025); (Zaenudin, 2024); (Miftahuddin, 2025). Furthermore, Lillah et al. (2025) developed an Arabic language learning program oriented toward speaking skills and emphasized the importance of contextual and communicative instructional design (Lillah et al., 2025).

Nevertheless, these studies generally focus on Arabic language learning in general or on speaking skills as a separate subject. Research that specifically develops Ilmu Sharaf learning materials using a communicative approach and tests them through a research and development design remains relatively limited. Handayani (2025) indeed discusses effective methods for teaching sharaf within the context of modern Arabic, yet it does not explicitly integrate sharaf with structured communicative exercises aimed at improving oral language proficiency (Handayani, 2025). Therefore, a research gap exists in the integration of Sharaf as an instrumental linguistic discipline with a communicative approach oriented toward real language use.

Based on this gap, the present study occupies a strategic position by proposing the development of Ilmu Sharaf learning materials based on a communicative approach designed systematically to support the improvement of students' Arabic language proficiency, particularly in the aspect of mahārah al-kalām. The novelty of this study lies in three aspects: (1) repositioning Ilmu Sharaf from a theoretical form of instruction toward functional sharaf that supports oral language

production; (2) integrating sharaf rules with contextual and applicative communicative exercises; and (3) employing a Research and Development design to produce learning materials that are validated, practical, and effective within the context of Islamic higher education institutions. This approach is expected to bridge the gap between the mastery of morphological rules and students' oral communication abilities.

Based on the above discussion, the objectives of this study are: (1) to analyze the need for developing Ilmu Sharaf learning materials based on a communicative approach to enhance the Arabic language proficiency of students at STIBA Islamic Institute of Makassar; (2) to design and develop Ilmu Sharaf learning materials based on a communicative approach; and (3) to examine the validity, practicality, and effectiveness of the developed learning materials in improving students' Arabic language proficiency, particularly in the aspect of mahārah al-kalām. Theoretically, this study is expected to enrich the body of knowledge in the field of Arabic language education, particularly in the development of communicative-based sharaf learning materials. Practically, this study is expected to provide meaningful contributions for lecturers and students in realizing sharaf learning that is more interactive, contextual, and oriented toward the active use of the Arabic language.

## **METHOD**

This study employed a Research and Development (R&D) method aimed at developing Ilmu Sharaf learning materials based on a communicative approach and examining their validity, practicality, and effectiveness in improving students' Arabic language proficiency, particularly in the aspect of mahārah al-kalām. The R&D method was chosen because it allows the development of instructional products to be conducted systematically, based on users' needs, and tested through structured and continuous empirical procedures (Sugiyono, 2012). The development of learning materials in this study is understood as the actual production process of instructional content designed based on instructional design principles and oriented toward improving the quality of Arabic language learning.

The development model used in this study was the 4-D model, which consists of four stages: define, design, develop, and disseminate (Karimuddin Abdullah et al., 2022). In the define stage, a learning needs analysis was conducted through initial analysis, analysis of learner characteristics, task analysis, and concept analysis to identify problems in Ilmu Sharaf learning and the need to

improve students' Arabic language proficiency, particularly speaking skills. The design stage included the development of a functional sharaf material structure, the preparation of communicative exercises, the selection of media and instructional material formats, and the development of assessment instruments aligned with the communicative approach. The development stage involved validation by subject-matter experts and media experts, revision of the product based on validators' feedback, and a limited trial using a one-group pretest–posttest design to examine the effectiveness of the developed learning materials. The dissemination stage was conducted at the classroom level to determine the applicability of the product in real learning situations.

The study was conducted at STIBA Islamic Institute of Makassar. The research population consisted of all first-semester students of the Arabic Language Education Study Program, totaling 88 students. The research sample was determined through purposive sampling by involving 30 students who were enrolled in the Ilmu Sharaf course, based on the principles of representativeness and relevance to the objectives of the development process.

Data collection techniques in this study consisted of several procedures. First, passive observation was conducted by directly observing the Ilmu Sharaf learning process in the classroom without the researcher's involvement in the learning activities, in order to obtain an overview of the learning conditions, the use of instructional materials, and the interaction between lecturers and students. Second, structured interviews were conducted with the course lecturer and several students using an interview guideline that had been prepared, aiming to identify needs, challenges, and expectations regarding the development of communicative approach–based learning materials. Third, documentation was used to collect supporting data such as syllabi, Semester Learning Plans (Rencana Pembelajaran Semester/RPS), existing instructional materials, and other documents relevant to Ilmu Sharaf learning. Fourth, tests were administered in the form of pretests and posttests to measure students' Arabic language proficiency before and after the use of the developed learning materials. Fifth, questionnaires were used to obtain data on the level of practicality and students' responses to the learning materials, while validation sheets were used to obtain expert assessments regarding the validity of the content, language, and design of the developed instructional materials.

The research instruments used included observation guidelines, interview guidelines, a Sharaf conceptual understanding test, an oral performance test for speaking ability, and a Likert-scale questionnaire to assess the validity, practicality, and effectiveness of the learning materials. Data analysis was conducted using both quantitative and qualitative approaches. Quantitative data

were analyzed using a paired sample t-test and N-gain calculations to measure improvements in students' learning outcomes. Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and continuous conclusion drawing.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Needs Analysis for the Development of Ilmu Sharaf Learning Materials Based on a Communicative Approach**

Needs analysis constitutes an important initial stage in the development of Ilmu Sharaf learning materials based on a communicative approach. This stage was conducted during the define phase of the 4-D development model to identify the actual conditions of learning, students' characteristics, and the gap between the existing Sharaf instruction and the needs of communicative Arabic language learning. The data were obtained through classroom observation, interviews with lecturers and students, as well as analysis of curriculum documents and the Semester Learning Plan (Rencana Pembelajaran Semester/RPS).

The results of the analysis indicate that students of the Arabic Language Education Study Program at STIBA Islamic Institute of Makassar still experience difficulties in applying Sharaf rules in oral communication. Theoretically, students sufficiently understand the concept of word form transformation (*taṣrīf*), yet this understanding has not been realized in speaking practice. Students are able to identify verb forms in texts, but they encounter obstacles when required to use them in spontaneous conversations. This condition demonstrates a gap between the mastery of morphological rules and the ability to produce spoken language (*mahārah al-kalām*).

From the perspective of instructional materials, the book *Syadz al-'Arf fī Fann al-Ṣarf*, which has been used so far, is considered systematic and comprehensive in presenting theoretical explanations. However, the material is still oriented toward memorization of patterns and conceptual mastery and has not yet supported communicative learning. Applicative exercises are limited, formative evaluations are not available in every chapter, and the presentation of the material is not complemented by tables or schematic visualizations that facilitate understanding. Examples of language use also tend to be textual and have not been sufficiently linked to everyday communicative contexts.

Students expect instructional materials that are more communicative, interactive, and contextual. They expect clear learning objectives, concise summaries of materials, gradual exercises integrated with speaking skills, and examples of Arabic language use that are relevant to their academic and social needs. Students also expect the integration of examples from the Qur'an and Hadith presented functionally so that they can be applied in oral communication. This indicates that students' needs are not limited to mastering structures but extend to the ability to use those structures actively and meaningfully.

From the methodological perspective, instruction is still dominated by lectures with a teacher-centered pattern. Opportunities for speaking practice are relatively limited, resulting in communicative interaction that has not developed optimally. Students expect more varied methods, such as dialogues, presentations, and role-playing, so that Sharaf's rules can be directly applied in communication.

The curriculum analysis indicates that the learning outcomes of the Sharaf course have been formulated comprehensively, covering mastery from basic to advanced concepts. However, their implementation has not been fully integrated with the development of speaking skills. Sharaf material is still positioned as the ultimate goal of learning rather than as a means of building communicative competence.

The results of the needs analysis emphasize the urgency of developing Ilmu Sharaf learning materials based on a communicative approach. This development is necessary to bridge the gap between the mastery of rules and oral communication skills, as well as to create learning that is more interactive, contextual, and effective in improving mahārah al-kalām. These findings serve as the basis for designing instructional materials in the subsequent stage.

### **Design and Characteristics of Ilmu Sharaf Learning Materials Based on a Communicative Approach**

The design of Ilmu Sharaf learning materials based on a communicative approach was developed as a direct response to the findings of the needs analysis at the define stage. In the design stage, the development of instructional materials was directed toward repositioning Ilmu Sharaf from structurally theoretical learning to functional and communicative learning, enabling Sharaf rules to be actively used in the development of students' mahārah al-kalām. This design is grounded in the principle that mastery of Arabic morphology becomes meaningful when integrated with oral communication practice in real contexts.

Operationally, the product design was realized in the form of a communicative approach-based Ilmu Sharaf module systematically organized into several learning units. Each unit was designed with a structure consisting of: (1) learning objectives oriented toward communicative competence; (2) concise, contextual, and applicative presentation of sharaf rules; (3) examples of word forms used in sentences and communicative dialogues; (4) gradual exercises including form identification, morphological transformation, and sentence construction; (5) communicative activities such as pair dialogues, conversation practice, and real-life situation simulations to encourage active use of sharaf forms; and (6) formative evaluation to measure understanding and the ability to apply rules in oral communication contexts. In addition, the materials are equipped with usage guidelines, contextual illustrations, and summaries to support independent and interactive learning. This design positions Sharaf's rules not merely as conceptual material but as practical tools for developing students' communicative competence.

Conceptually, the instructional materials were designed by integrating three main components: (1) the systematic substance of Ilmu Sharaf rules; (2) the communicative approach as the pedagogical foundation; and (3) orientation toward the development of speaking skills. These three components are integrated within a material structure that positions Sharaf's rules as supporting instruments for language production rather than as the ultimate goal of learning. Thus, the design of the instructional materials emphasizes not only "what students should know" but also "how the rules are used" in spoken discourse.

From a structural perspective, the instructional materials are organized progressively and gradually, beginning with basic concepts of Ilmu Sharaf and moving toward more complex topics. The sequence of materials includes the introduction to Ilmu Sharaf, *al-mīzān al-ṣarfī*, verb classification, *fi'il mujarrad* and *mazīd*, as well as *fi'il ṣaḥīḥ* and *mu'tal*. The organization of the material follows the principles of simple to complex and from controlled to free use, enabling students to develop strong conceptual foundations before engaging in more flexible communicative practices. Each topic is selected based on its relevance to students' needs in constructing morphologically accurate Arabic utterances.

The main characteristic of these instructional materials lies in the consistent and communicative design of the learning units. Each unit is designed with six principal components: (1) clear and measurable learning objectives; (2) warming-up activities to activate prior knowledge and introduce communicative contexts; (3) contextual presentation through dialogues or short texts

representing the use of sharaf rules in communicative situations; (4) concise and functional explanations of sharaf rules supported by tables, diagrams, and examples; (5) gradual communicative exercises ranging from controlled practice to free practice; and (6) evaluation and learning reflection. This structure is designed to ensure integration between conceptual understanding and speaking practice.

The communicative approach is strongly reflected in the nature of the exercises provided. The exercises are not limited to completing *taṣrīf* tables or analyzing word forms but are directed toward using sharaf rules in speaking activities such as pair dialogues, question-and-answer sessions, short presentations, and role-playing. In this context, sharaf rules function as tools for constructing meaning and conveying messages orally. Grammatical explanations serve as supporting elements, while the main activities focus on meaningful communicative practice.

From the perspective of language and presentation, the instructional materials are designed with communicative and learner-friendly characteristics. The explanatory language is simplified without compromising the accuracy of scientific terminology, making it easier for early-semester students to understand. The presentation of the material is complemented with tables, diagrams, and summaries of rules to help students understand morphological patterns visually. Examples of the application of sharaf rules are drawn from modern Arabic as well as Islamic texts such as the Qur'an and Hadith, yet they are presented in applicative and communicative contexts.

In the develop stage, this conceptual design was realized in the form of a prototype instructional material in the form of a communicative approach-based Ilmu Sharaf textbook. This prototype was developed to function both as an independent learning resource and as a guide for classroom learning activities. An important characteristic of this prototype is the integration of materials, activities, and assessment. The assessment instruments are designed not only to measure mastery of sharaf concepts but also to evaluate students' speaking performance through *mahārah al-kalām* performance tests and clear assessment rubrics.

The design and characteristics of Ilmu Sharaf learning materials based on a communicative approach demonstrate a systematic effort to address the needs of Arabic language learning in Islamic higher education institutions. These materials are designed not only to enhance understanding of morphological rules but also to develop students' ability to actively use those rules in oral communication. With communicative, contextual, and integrated characteristics, these instructional materials are expected to serve as a bridge between the mastery of language structures and students'

speaking skills.

### **Validity and Practicality of Ilmu Sharaf Learning Materials Based on a Communicative Approach**

The develop stage represents a crucial phase in this development research because it is at this stage that the conceptual design of communicative approach-based Ilmu Sharaf learning materials is transformed into an actual product that is empirically tested. The primary focus of this stage is to ensure that the developed instructional materials meet the criteria of validity and practicality before they are subsequently tested for effectiveness. The development process was carried out gradually through expert validation, limited trials, and continuous revisions based on feedback obtained from validators and users.

#### **Validity of the Learning Materials**

The validity of the learning materials was assessed through an expert validation process involving four validators, consisting of two lecturers who are experts in Arabic language teaching and two lecturer observers. The validation focused on ten main aspects reflecting the comprehensive quality of the instructional materials, including content feasibility, accuracy of Ilmu Sharaf concepts, alignment with learning outcomes, systematic presentation, language clarity, visualization, integration of the communicative approach, and the relevance of the materials to the development of language skills, particularly mahārah al-kalām.

The validation results indicate that the instructional materials obtained an average score of 3.97 on a four-point scale, which falls into the category of very valid. This score indicates that, substantively, the instructional materials meet the established academic and pedagogical standards. The validators assessed that the Ilmu Sharaf materials were presented accurately, systematically, and relevantly to students' needs, and successfully integrated morphological rules with the communicative approach in a proportional manner. In addition, the linguistic aspect was considered clear and communicative, while visual elements in the form of tables and diagrams were considered helpful for students in understanding sharaf patterns.

**Table 1.** Validation Results of Communicative Approach-Based Ilmu Sharaf Learning Materials

<b>Assessed Aspect</b>	<b>Average Score</b>	<b>Category</b>
Feasibility and depth of material content	4,00	Very Valid
Accuracy of Ilmu Sharaf concepts	4,00	Very Valid
Alignment with learning outcomes	3,95	Very Valid
Systematics and sequence of material presentation	3,95	Very Valid
Clarity and accuracy of language use	4,00	Very Valid
Visualization (tables, diagrams,	3,90	Very Valid

illustrations)		
Integration of the communicative approach	3,95	Very Valid
Relevance to language skill development	4,00	Very Valid
Support for mahārah al-kalām	4,00	Very Valid
Suitability with student characteristics	3,95	Very Valid
<b>Overall Average</b>	<b>3,97</b>	<b>Very Valid</b>

*Source: Research Data Analysis Results*

Table 1 presents the validation results of the developed Ilmu Sharaf learning materials based on the evaluation of four validators, consisting of two lecturers specializing in Arabic language teaching and two lecturer observers. The assessment was conducted on ten major aspects reflecting the substantive, pedagogical, and technical quality of the instructional materials. The validation results indicate an overall average score of 3.97 on a four-point scale, which falls into the category of very valid. This finding suggests that the instructional materials meet academic and pedagogical standards, with accurate and systematic material presentation and the ability to proportionally integrate Ilmu Sharaf rules within a communicative approach. The linguistic and visualization aspects were also considered supportive in helping students understand sharaf patterns and their application in developing speaking ability (mahārah al-kalām).

In addition, the validators provided several constructive suggestions, including improving the wording of certain rule explanations, adding contextual examples in several units, and strengthening the alignment between communicative exercises and learning objectives. All of these suggestions were used as the basis for the first revision, after which the instructional materials were declared feasible for testing at the subsequent stage. Thus, from the perspective of validity, the communicative approach-based Ilmu Sharaf learning materials meet the criteria as a valid development product and can be scientifically justified.

### **Practicality of the Learning Materials**

The practicality of the instructional materials was evaluated through student responses, observation of learning activities, classroom management, and the implementation of lectures during the limited trial. The trial involved 30 first-semester students of the Arabic Language Education Study Program at STIBA Islamic Institute of Makassar who were enrolled in the Ilmu Sharaf course. The practicality assessment focused on the ease of use of the instructional materials, clarity of instructions, attractiveness of presentation, and their integration with classroom learning activities.

The results of the student response questionnaire indicate an average score of 3.98, categorized as very valid/practical. Students reported that the instructional materials were easy to

understand, used clear and contextual language, and were presented attractively. They also stated that the exercises provided helped them understand sharaf rules while encouraging their confidence in speaking Arabic. These findings indicate that the instructional materials are not only easy to use but also capable of increasing students' learning motivation.

The practicality of the instructional materials is also reflected in the results of observations of student activities during learning. Observations conducted by two lecturer observers show an average score of 3.75, categorized as very relevant. Students appeared actively involved in learning activities during the opening, core, and closing stages. Speaking activities, discussions, and communicative exercises proceeded well, indicating that the instructional materials facilitate student-centered learning.

In addition, the results of classroom management observations indicate an average score of 3.93, categorized as very relevant. The lecturer was considered capable of managing the learning process effectively using the developed instructional materials, starting from delivering learning objectives, managing time, and implementing communicative activities. This indicates that the instructional materials are flexible and easily integrated into classroom learning practices.

The aspect of lecture implementation also showed very positive results, with an average score of 3.96, categorized as implemented very well. All components of the learning process, including the opening, core, and closing activities, were implemented according to the planned design. These findings confirm that the instructional materials are not only conceptually valid but also practical and operational in real learning contexts.

The results of the develop stage indicate that the communicative approach-based Ilmu Sharaf learning materials possess a very high level of validity and excellent practicality. These materials are considered appropriate for use as learning resources because they are easy to use, engaging, and capable of supporting communicative and contextual Ilmu Sharaf learning. This validity and practicality provide an important foundation for testing the effectiveness of the instructional materials in improving students' Arabic language proficiency, particularly in the aspect of mahārah al-kalām.

**Table 2.** Practicality Test Results of Communicative Approach–Based Ilmu Sharaf Learning Materials

<b>Assessed Practicality Aspect</b>	<b>Data Source</b>	<b>Average Score</b>	<b>Category</b>
Ease of use of instructional materials	Student responses	4,00	Very Practical
Clarity of learning instructions	Student responses	3,95	Very Practical
Attractiveness of material presentation	Student responses	3,98	Very Practical
Integration with learning activities	Student responses	4,00	Very Practical
Student activity during learning	Observer observation	3,75	Very Practical
Classroom management by the lecturer	Observer observation	3,93	Very Practical
Implementation of lectures	Observer observation	3,96	Very Practical
<b>Average student response</b>		<b>3,98</b>	<b>Very Practical</b>

*Source: Research Data Analysis Results*

Table 2 presents the results of the practicality test of communicative approach–based Ilmu Sharaf learning materials obtained through student response questionnaires and observation sheets during the limited trial. The trial involved 30 first-semester students of the Arabic Language Education Study Program at STIBA Islamic Institute of Makassar. The results of the student response questionnaire show an average score of 3.98, categorized as very practical, indicating that the instructional materials are easy to use, the instructions are clear, the presentation is engaging, and the materials are well integrated with classroom learning activities.

In addition, observations conducted by two lecturer observers indicate that student activity falls within the very relevant category with a score of 3.75, classroom management by the lecturer obtained a score of 3.93, categorized as very relevant, and the implementation of lectures reached a score of 3.96, categorized as very well implemented. These findings confirm that the instructional materials are not only conceptually valid but also practical, operational, and easily implemented in Ilmu Sharaf learning based on a communicative approach.

### **Effectiveness of the Instructional Materials in Improving Students' Language Proficiency (Mahārah al-Kalām)**

The effectiveness of communicative approach–based Ilmu Sharaf instructional materials in this study was measured to determine the extent to which the developed product was able to improve students' Arabic language proficiency, particularly in the aspect of speaking skills (mahārah al-kalām). The effectiveness test was conducted after the instructional materials had been

declared valid and practical, ensuring that the results truly reflected the impact of the materials on the learning process and outcomes. The effectiveness test was carried out using a one-group pretest–posttest design, which allowed the researchers to compare students’ abilities before and after using the instructional materials.

The main instruments used to measure effectiveness were a test of Ilmu Sharaf conceptual understanding and an oral performance test. The performance test was designed to assess students’ ability to use Arabic morphological forms orally, including the accuracy of word-pattern usage, speaking fluency, the appropriateness of morphological structures in spoken contexts, as well as confidence and clarity in expressing ideas. Thus, the measurement did not focus solely on cognitive aspects but also on students’ applicative abilities in oral communication.

The pretest results indicate that students’ initial ability to understand and use Ilmu Sharaf communicatively was still in the low to moderate category. This finding reinforces the results of the needs analysis in the define stage, which indicated a gap between the mastery of sharaf rules and students’ ability to apply them in mahārah al-kalām. Students tended to understand the concepts theoretically but had not yet been able to use them spontaneously and contextually in speaking practice.

After the implementation of communicative approach–based Ilmu Sharaf instructional materials, the posttest results showed a significant improvement. Students’ abilities shifted to a high category, both in terms of understanding sharaf concepts and their ability to apply them in spoken discourse. This improvement was reflected in more accurate use of fi’il forms, the ability to perform taṣrīf functionally, and increased fluency and confidence when engaging in dialogues and oral presentations. Pedagogically, this finding indicates that integrating sharaf rules with communicative exercises can bridge the transition from declarative knowledge to procedural ability in Arabic language use.

**Table 3.** t-Test Results of Students’ Arabic Language Proficiency

Variable	Mean	SD	t-value	Sig. (2-tailed)	Description
Pretest	62,40	8,15			
Posttest	78,73	7,62	9,284	0,000	Significant

*Source: Research data analysis results*

Based on Table 3, the average (mean) posttest score (78.73) is higher than the average pretest score (62.40). The t-test results indicate a t-value of 9.284 with a significance value (Sig. 2-tailed) of

0.000, which is smaller than the significance level of 0.05 ( $p < 0.05$ ). This indicates that there is a significant difference in students' Arabic language proficiency before and after the use of communicative approach-based Ilmu Sharaf instructional materials. Therefore, the developed instructional materials are statistically proven to be effective in improving students' Arabic language proficiency.

To strengthen these findings, statistical analysis was also conducted using N-gain calculations. The results show an N-gain value of 0.41, which falls into the moderate category. This value indicates that the instructional materials contributed positively to improving students' language proficiency, although the improvement has not yet reached the high category. In the context of development research, this achievement can be considered realistic, given that the trial was conducted on a limited scale and within a relatively short learning period.

The effectiveness of the instructional materials is also reflected in the learning process observed during the trial. Observations show that students became more actively involved in speaking activities through structured dialogues, question-and-answer exercises, group discussions, and role-playing. Sharaf rules were no longer positioned merely as memorization material but were used directly in meaningful communication activities. This pattern aligns with the principles of the communicative approach, which positions language as a tool for interaction rather than merely as an object of grammatical study.

From a theoretical perspective, the improvement in students' mahārah al-kalām indicates that sharaf instruction can significantly contribute to speaking skills when designed in a functional and communicative manner. The instructional materials developed in this study successfully reposition Ilmu Sharaf as an instrumental discipline that supports oral language production rather than merely the understanding of rules. This finding further strengthens the argument that integration between language structure learning and language skills development is an urgent necessity in the context of Arabic language learning in higher education.

Nevertheless, the moderate N-gain result also indicates room for further improvement in effectiveness. Several factors may have influenced this outcome, including the limited duration of implementation, variations in students' initial abilities, and the early-stage adaptation of both lecturers and students to communicative learning patterns within the Ilmu Sharaf course. Therefore, the effectiveness of the instructional materials has the potential to increase if implemented over a longer period, combined with other communicative learning strategies, and applied consistently

across a broader classroom scale.

The effectiveness test results indicate that communicative approach-based Ilmu Sharaf instructional materials are moderately effective in improving students' Arabic language proficiency, particularly mahārah al-kalām. These instructional materials not only improve learning outcomes quantitatively but also bring qualitative changes in how students understand and use sharaf rules in oral communication. Therefore, the developed instructional materials are appropriate to be used as an innovative alternative in Ilmu Sharaf learning at STIBA Islamic Institute of Makassar and have the potential to be further developed and implemented in broader contexts.

### **Discussion**

The results of this study indicate that the development of Sharaf instructional materials based on a communicative approach provides a tangible contribution to improving the Arabic language proficiency of students at the Institut Agama Islam STIBA Makassar, particularly in the aspect of mahārah al-kalām. This finding reinforces the longstanding criticism of sharaf instruction that tends to be structural-theoretical in nature and detached from meaningful communicative practice. Several previous studies have emphasized that the separation between mastery of morphological rules and speaking skills constitutes one of the primary factors behind the low level of students' oral proficiency in Islamic higher education institutions (Ismail & Hasan, 2020); (Hidayat et al., 2022); (Alfasimi & Mawaddah, 2025); (Srirehani & Yansah, 2025); (Nuryadin et al., 2024); (Thobib & Amirudin, 2023); (Naseha & Muassomah, 2018); (Bamualim et al., 2025).

The improvement in students' speaking ability following the implementation of the instructional materials demonstrates that integrating sharaf rules into communicative activities can shift the orientation of learning from rule-centered learning toward use-centered learning. This is consistent with the fundamental principle of Communicative Language Teaching (CLT), which positions language as a tool for social communication rather than merely a grammatical system (Richards & Rodgers, 2021); (Littlewood, 2021). Within this framework, sharaf is no longer perceived as the ultimate goal of learning, but rather as a means of developing students' communicative competence.

Empirically, the findings regarding the effectiveness of the instructional materials are consistent with the studies of Al-Qahtani and Higgins (2020), Alrabai (2022), and Sulaiman et al. (2022), which demonstrate that the communicative approach significantly influences the improvement of speaking skills, both in terms of performance and learning motivation

(Wahyuningsi, 2007); (Soro et al., 2023); (Romandani et al., 2025); (Fatimatuz Zahro & Amirudin, 2025); (Nuryadin et al., 2024). Students become more confident, fluent, and accurate in using Arabic morphological forms when these rules are learned through authentic communicative contexts (Al-Qahtani & Higgins, 2020); (Alrabai, 2022); (Sulaiman et al., 2022). Thus, communicative-based sharaf instruction has proven capable of bridging the gap between linguistic knowledge and students' practical language abilities.

From the perspective of instructional design, the success of these instructional materials is also inseparable from the application of systematic instructional design principles. The development process followed a design and development research framework that emphasizes needs analysis, context-based design, and evaluation of the product's validity, practicality, and effectiveness (Branch & Dousay, 2021); (Richey & Klein, 2022); (McKenney & Reeves, 2020). This approach ensures that the instructional materials are not only theoretically sound but also relevant to the actual conditions of sharaf learning at STIBA Makassar.

The N-gain score, which falls within the moderate category, indicates that the instructional materials have a significant positive impact, although it has not yet reached an optimal level. In studies of interactive learning, a moderate N-gain achievement already reflects a meaningful conceptual and skill shift, particularly in the context of language learning, which is inherently complex and multidimensional (Hake, 2021). This outcome is understandable considering that the implementation of the instructional materials was conducted within a limited duration and on a relatively small trial scale.

These findings also support the research conducted by Fauzi and Mahmud (2023), Rahman and Syahputra (2021), and Aflisia (2020), which emphasizes that communicative-based Arabic instructional materials can improve speaking skills when designed contextually and practice-oriented (Fauzi & Mahmud, 2023); (F. Rahman & Syahputra, 2021); (Aflisia, 2020). In this study, dialogue exercises, role-play activities, and speaking tasks based on *taṣrīf* proved effective in helping students internalize morphological patterns functionally rather than merely memorizing forms.

From a pedagogical perspective, the developed instructional materials also encourage active student participation in the learning process. This aligns with the principles of integrated and participatory learning, which position students as active subjects in the construction of knowledge (Trianto, 2021); (Yaumi, 2021). Structured communicative activities enable students not only to understand "how word forms are constructed," but also "when and how those forms are used in

communication.”

Nevertheless, the results of this study also reveal certain implementation challenges. The adaptation of lecturers and students to the communicative approach in Sharaf courses requires time and consistency. This finding is consistent with the studies of Hasanah and Ridwan (2023), Hajar and Qohar (2024), and Handayani (2025), which state that paradigm shifts from grammatical to communicative learning often encounter initial resistance, particularly in courses traditionally perceived as “theoretical” (Hasanah & Ridwan, 2023); (Hajar & Qohar, 2024); (Handayani, 2025); (Utami et al., 2020).

Conceptually, this study provides an important contribution to the development of Arabic language learning in Islamic higher education. The findings confirm that sharaf and mahārah al-kalām are not two separate domains but are functionally interconnected. Their integration through communicative-based instructional materials can serve as a solution to the longstanding problem of sharaf instruction that has limited impact on students’ oral language proficiency (Zaenudin, 2024); (Syafei et al., 2025); (Miftahuddin, 2025).

The development of Sharaf instructional materials based on a communicative approach is not only empirically effective but also theoretically and contextually relevant. These instructional materials have the potential to serve as an alternative model for sharaf instruction in Islamic higher education institutions and open opportunities for further development on a broader and more sustainable scale.

## CONCLUSION

This study concludes that the development of Sharaf instructional materials based on a communicative approach represents a relevant and effective pedagogical innovation in improving students’ Arabic language proficiency, particularly in the aspect of mahārah al-kalām. Through the stages of needs analysis, design, development, and evaluation, the resulting instructional materials were proven to be valid, practical, and moderately effective. The integration of Sharaf rules into meaningful communicative activities successfully shifts the learning paradigm from a structural-theoretical orientation toward functional and contextual learning. The effectiveness test results demonstrate a significant improvement in students’ speaking abilities, including the accuracy of morphological forms, speaking fluency, and confidence in oral communication.

The findings of this study affirm that Ilmu Sharaf plays a strategic role as an instrumental discipline supporting the development of language skills when designed and taught through a communicative approach. The developed instructional materials not only improve learning outcomes quantitatively but also bring qualitative changes in the way students understand and apply Sharaf rules in real communication. Therefore, these instructional materials are feasible to be used as an alternative model for sharaf instruction in Islamic higher education institutions, particularly at the Institut Agama Islam STIBA Makassar, and hold potential for further development through long-term implementation, integration with other language skills, and application in broader institutional contexts.

## REFERENCES

- Aflisia, N. (2020). Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif. *Arabiyatuna : Jurnal Bahasa Arab*, 4(1), 111–130. <https://doi.org/10.29240/jba.v4i1.1380>
- Al-Qahtani, M. H., & Higgins, S. (2020). Effects of Communicative Language Teaching on Arabic Speaking Skills: Learners' Perceptions and Performance. *Journal of Language Teaching and Research*, 11(6), 936–944. <https://doi.org/10.17507/jltr.1106.08>
- Alfasimi, M. H., & Mawaddah, S. (2025). Pengaruh Sastra Arab Melayu terhadap Pengembangan Kurikulum Pendidikan Agama Islam di Kalangan Mahasiswa PAI UIN Kabupaten Pidie. *Bayt Al Hikmah*, 1(1), 94–103. <https://doi.org/10.30605/BaytAl-Hikmah.394>
- Alrabai, F. (2022). The Role of Communicative Language Teaching in Developing EFL Learners' Oral Proficiency and Motivation. *System*, 105, 102719. <https://doi.org/10.1016/j.system.2022.102719>
- Bamualim, M., Bimantara, A., & Gogari, I. (2025). Strategi Integrasi Kurikulum Pendidikan Bahasa Arab dan Dakwah di STAI Ali bin Abi Thalib Surabaya. *Thalaaqah Journal*, 3(2), 94–108. <https://doi.org/10.54214/thalaaqah.Vol3.Iss2.962>
- Branch, R. M., & Dousay, T. A. (2021). *Survey of Instructional Design Models* (6th ed.). Association for Educational Communications and Technology.
- Fatimatuz Zahro, & Amirudin, N. (2025). Implementasi Ilmu Nahwu dan Sharaf dalam Pembelajaran Kitab Fathul Qarib di Madrasah Diniyah Pondok Pesantren Mubtadiaat. *Tadarus : Jurnal Pendidikan Islam*, 14(1), 1–11.
- Fauzi, A., & Mahmud, Y. (2023). Pengembangan Bahan Ajar Bahasa Arab Berbasis Komunikatif untuk Meningkatkan Keterampilan Berbicara Mahasiswa. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*, 11(1), 45–60. <https://doi.org/10.23971/altarib.v11i1.5287>
- Hajar, H. I., & Qohar, H. A. (2024). Pendekatan Inovatif untuk Mengatasi Tantangan Pembelajaran Nahwu dan Sharaf bagi Peserta Didik. *Ranah Research*, 6(6), 2995–3009. <https://doi.org/10.38035/rrj.v6i6>
- Hake, R. R. (2021). Interactive Engagement Methods and Conceptual Gain. *American Journal of Physics*, 89(2), 113–124. <https://doi.org/10.1119/10.0002268>
- Hamzah, K. Al, & Amrulloh, M. A. (2025). Pembelajaran Bahasa Arab dengan Pendekatan Komunikatif terhadap Kemampuan Maharah Al Kalam di Madrasah Tsanawiyah. *Lisan An Nathiq*, 7(2), 385–402.

- Handayani, M. (2025). Penerapan Metode Pembelajaran Sharaf Yang Efektif dalam Pembelajaran Bahasa Arab Modern di Daarul Qur'an Mulia. *Muthalaah : Jurnal Pendidikan Bahasa Dan Sastra Arab*, 1(2), 208–219.
- Hasanah, U., & Ridwan, M. (2023). Communicative Approach in Arabic Morphology Learning: Challenges and Opportunities in Higher Education. *International Journal of Arabic Language Teaching*, 5(2), 89–104.
- Hidayat, N., Syarif, M., & Anwar, K. (2022). Problematika Pembelajaran Sharaf di Perguruan Tinggi Islam dan Implikasinya terhadap Maharah al-Kalam. *Lisanudhad: Jurnal Pendidikan Bahasa Arab*, 9(2), 133–146. <https://doi.org/10.21111/lisanudhad.v9i2.6812>
- Ismail, A., & Hasan, R. (2020). Teaching Arabic Morphology in Indonesian Islamic Universities: Between Theory and Practice. *Journal of Arabic Linguistics and Education*, 4(1), 23–38.
- Junaidi, J. (2019). Peran Media Pembelajaran Dalam Proses Belajar Mengajar. *Diklat Review : Jurnal Manajemen Pendidikan Dan Pelatihan*, 3(1), 45–56. <https://doi.org/10.35446/diklatreview.v3i1.349>
- Karimuddin Abdullah, Misbahul Jannah, Ummul Aiman, Suryadin Hasda, Zahara Fadilla, Ns. Taqwin, M., Ketut Ngurah Ardiawan, & Meilida Eka Sari. (2022). *Metodologi Penelitian Kuantitatif*. Yayasan Penerbit Muhammad Zaini.
- Lillah, I., Kamal, M., & Setiadi, S. (2025). Pengembangan Program Safir al-Lughah al-'Arabiyyah untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Siswa di Ma'had al- 'Ashrī Litens untuk Pendidikan Islam Imaadulhamdi. *International Conference on Innovation*, 1(1), 34–51.
- Littlewood, W. (2021). Communicative Language Teaching: An Expanding Concept for a Changing World. *ELT Journal*, 75(1), 1–9. <https://doi.org/10.1093/elt/ccaa047>
- McKenney, S., & Reeves, T. C. (2020). *Conducting Educational Design Research* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203056760>
- Miftahuddin. (2025). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab 1\* Miftahuddin 1. *Journal of Authentic Research*, 4(8), 1113–1121. <https://doi.org/10.36312/jar.v4iSpecial%20Issue.3504>
- Naseha, S. D., & Muassomah, M. (2018). Model Pembelajaran Ilmu Sharaf dengan Menggunakan Metode Inquiry Dan Metode Snowball Tashrif. *Al-Fazuna*, 3(1), 103–122. <https://doi.org/10.15642/ALFAZUNA.V3I1.526>
- Nuryadin, R., Irfan, N., & Layinah, L. (2024). Systematic Literature Review : Strategi Pembelajaran Bahasa Arab Ilmu Sharaf berdasarkan Teori Pembelajaran Terpadu. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(4), 1371–1385. <https://doi.org/10.53299/jppi.v4i4.738>
- Rahman, F., & Syahputra, D. (2021). Pembelajaran Sharaf Berbasis Praktik Komunikasi: Studi pada Mahasiswa PBA. *Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13(2), 215–230. <https://doi.org/10.24042/albayan.v13i2.9118>
- Rahman, W. Y. (2020). Strategi Pembelajaran Kontekstual. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 1(1), 42–47.
- Ramadhanty, S. (2014). Penggunaan Komunikasi Fatis dalam Pengelolaan Hubungan di Tempat Kerja. *Jurnal Ilmu Komunikasi*, 5(1), 1–12.
- Richards, J. C., & Rodgers, T. S. (2021). *Approaches and Methods in Language Teaching* (4th ed.). Cambridge University Press. <https://doi.org/10.1017/9781009024532>
- Richey, R. C., & Klein, J. D. (2022). *Design and Development Research: Methods, Strategies, and Issues* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003109894>
- Rizqiyah, A., Hanik, M., Maimunah, N., Islam, U., Sunan, N., & Surabaya, A. (2024). The Relationship Between Mastery of Nahwu and Sharaf with the Expanding of Islamic

- Research References of PAI Students at UINSA. *Intiqad: Jurnal Agama dan Pendidikan Islam*, 16(1), 178–193. <https://doi.org/10.30596/17617>
- Romandani, D., Wijayanti, A. A., & Kendari, I. (2025). Pendekatan Komunikatif dalam Pengajaran Bahasa Arab : Studi pada Madrasah Aliyah di Indonesia Pembelajaran Bahasa Arab di Madrasah Aliyah Memiliki Posisi Strategis dalam Salah Satu Pendekatan yang Banyak Diterapkan adalah Communicative Language Teaching. *AR-RIYADH: Jurnal Pendidikan dan Bahasa Arab*, 1(1), 31–38.
- Shofiyani, A., & Rahmawati, R. D. (2020). Pengembangan Bahan Ajar Berbasis Model Komunikatif Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab. *Jurnal Education and Development*, 8(4), 238–242.
- Soro, S. H., Ermya, J., & Salman, J. (2023). Penerapan Pendekatan Komunikatif dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris (Studi Kasus Pembelajaran Bahasa Inggris dalam Perspektif Pendidikan Nilai). *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 4(2), 1681–1686.
- Srirehani, M. D., & Yansah, W. F. (2025). Analysis of Arabic Language Textbooks For Nahwu And Sharaf In Madrasah Aliyah Religious Specialization Class XI. *Abjadia : International Journal of Education*, 10(3), 516–527. <https://doi.org/10.18860/abj.v10i3.32871>
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: CV. Alfabeta, 2012), 35.
- Sulaiman, S., Zainuddin, Z., & Hamzah, H. (2022). Arabic Speaking Skill Development through Communicative Learning Materials. *Journal of Education and Learning*, 16(3), 312–320. <https://doi.org/10.11591/edulearn.v16i3.20455>
- Syafei, I., Ardiansyah, A. A., & Nugraha, D. (2025). The Communicative Approach in Arabic Language Learning (Theoretical and Practical Perspectives). *Gunung Djati Conference Series*, 55(1), 476–491.
- Thobib, M., & Amirudin, N. (2023). Implementasi ilmu Nahwu dan Sharaf dalam Pembelajaran Kitab Fathul Qarib di Madrasah Diniyah. *Al-Ilmi*, 6(2), 267–273. <https://doi.org/10.32529/al-ilm.v6i2.2653>
- Trianto. (2021). *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya*. Bumi Aksara.
- Utami, R. L., Islam, U., & Sunan, N. (2020). Konsep Pembelajaran Bahasa Arab dengan Pendekatan Komunikatif di Kelas VII SMP Muhammadiyah 1 Depok. *Shaut Al- ' Arabiyah*, 8(1), 64–74. <https://doi.org/10.24252/saa.v8i1.12270>
- Wahyuningsi, E. (2007). Pendekatan Komunikatif dalam Pembelajaran Bahasa Indonesia. *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya*, 1(2), 179–189.
- Yaumi, M. (2021). *Prinsip-Prinsip Desain Pembelajaran*. Kencana.
- Zaenudin, U. (2024). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab dan Implementasinya untuk Meningkatkan Maharatul Kalam. *Hasbuna*, 2(2), 351–356.