

Comparative Study Of Traditional and Conetmporary Arabic Teaching Materials

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Abstract: *This study examined the characteristics, pedagogical approaches, and effectiveness of traditional and contemporary Arabic language teaching materials within various learning settings. The research was grounded in the reality that traditional materials, often based on classical texts and grammar-translation methods, have maintained linguistic depth and preserved Islamic scholarly traditions, yet were found to be less responsive to the communicative needs of modern learners. Conversely, contemporary materials—characterized by interactive, technology-based, and communicative approaches—were perceived to foster learner engagement and practical language use, though they lacked emphasis on grammatical accuracy and classical text interpretation. A qualitative descriptive approach was employed, with data collected through document analysis, classroom observations, and in-depth interviews with Arabic language educators at selected formal and non-formal educational institutions. The data were analyzed thematically using comparative content analysis. The findings indicated that each type of material offered distinct strengths and limitations, concluding that an integrative approach is needed to balance linguistic depth with communicative competence. This study contributed theoretically by expanding discourse on Arabic language pedagogy through a contextual and experience-based lens, and practically by offering insights for curriculum developers, educators, and textbook authors to design more adaptive and meaningful instructional materials in Arabic language education.*

Keywords: *Arabic teaching materials, traditional and modern approaches, language pedagogy, integrative learning, Arabic education*

Abstrak: Penelitian ini dilakukan untuk mengkaji secara komparatif karakteristik, pendekatan pedagogis, dan efektivitas bahan ajar Bahasa Arab tradisional dan kontemporer dalam berbagai konteks pembelajaran. Penelitian ini dilatarbelakangi oleh kenyataan bahwa bahan ajar tradisional, yang umumnya berbasis teks klasik dan menggunakan metode gramatikal-terjemahan, dinilai mampu mempertahankan kedalaman linguistik dan melestarikan tradisi keilmuan Islam, namun kurang responsif terhadap kebutuhan komunikatif pembelajar modern. Sebaliknya, bahan ajar kontemporer dengan pendekatan komunikatif, berbasis teknologi, dan interaktif mendorong keterlibatan siswa serta penggunaan bahasa yang praktis, namun sering kali mengabaikan aspek ketepatan gramatikal dan kemampuan memahami teks klasik. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa analisis dokumen, observasi kelas, dan wawancara mendalam dengan pendidik Bahasa Arab di beberapa lembaga pendidikan formal dan nonformal. Data dianalisis secara tematik dengan pendekatan analisis isi komparatif. Hasil penelitian menunjukkan bahwa masing-masing jenis bahan ajar memiliki keunggulan dan keterbatasan tersendiri, sehingga diperlukan pendekatan integratif untuk mengoptimalkan kedalaman linguistik sekaligus kompetensi komunikatif siswa. Secara teoretis, penelitian ini memperluas wacana pedagogi Bahasa Arab melalui pendekatan kontekstual berbasis pengalaman, dan secara praktis memberikan kontribusi bagi pengembang kurikulum, pendidik, dan penulis buku ajar dalam merancang bahan ajar Bahasa Arab yang lebih adaptif dan bermakna.

Kata kunci: bahan ajar Bahasa Arab, pendekatan tradisional dan modern, pedagogi bahasa, pembelajaran integratif, pendidikan Bahasa Arab

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Introduction

Arabic, one of the international languages with religious and scientific legitimacy, has played a central role in the history and development of Islamic civilization (Al Yamin, 2023). Not only as the language of the holy book of the Qur'an and hadith, Arabic is also the primary medium in the treasure trove of classical Islamic literature that is the foundation of various disciplines, from jurisprudence, tafsir, to philosophy (Kurnia & Hidayat, 2022). Therefore, in the tradition of Islamic education, learning Arabic has become an essential component in the curriculum, ranging from elementary madrassas to higher education (Mahbubi, 2024). One of the fundamental elements that supports the success of this learning is the existence of adequate, relevant, and contextual teaching materials (Putri Krismonika & Asrizal, 2021). In its pedagogical function, teaching materials serve as a medium for delivering material, as a means of language skills training, and as an instrument to achieve student competency achievements (Febriati et al., 2022).

Along with the dynamics of the times and transformations in educational approaches, Arabic teaching materials have undergone significant development (Yusuf, 2023). If in the past, teaching materials were synonymous with classical texts such as Al-Ajurrumiyah or Alfiyyah, then now a contemporary approach has developed that emphasizes communicative, integrative, and technology-based aspects (Irawan, 2023). This change also affects learning patterns in various institutions, both traditional ones, such as Islamic boarding schools, and formal educational institutions. Previous research has described this dynamic (Rahmawati, 2024). For example, Ahmad's (2018) study found that contemporary teaching materials, such as Al-'Arabiyyah Bayna Yadayk, are more effective in presenting the context of communication and vocabulary mastery, while classical teaching materials are superior in sentence structure and grammatical deepening.

Meanwhile, Nurhasanah (2020) shows that interactive digital teaching materials motivate younger generation students more, even though those from pesantren education backgrounds still feel comfortable with conventional formats. A similar finding was put forward by Al-Khatib (2019), who noted that teachers recognize the benefits of modern approaches but have not entirely abandoned classical books that are considered complete in scientific value and a well-established learning systematics. The innovation of teaching materials based on local and digital contexts, as developed by Yusuf and Latifah (2021), shows that incorporating elements of local culture and technology in learning Arabic can increase the meaningfulness and motivation of students to learn.

However, despite the many studies on the effectiveness of Arabic teaching materials, there is still a gap in studies that systematically compare in-depth and comprehensively between traditional and contemporary teaching materials. Most previous studies have tended to focus on just one approach or explore the application of technology without looking at its relevance to the richness of classical methods. This shows a knowledge gap and a contextual gap, namely the absence of synthesis or integration between two approaches with their own strengths and characteristics. The reality in the field shows the diversity of students' backgrounds, different learning needs, and the challenges of the times that demand pedagogical innovation that remains based on traditional values.

However, this reality shows that there is a discrepancy between the expectation of adaptive and balanced teaching materials and the reality of the use of teaching materials, which still tends to be partial, even in some contexts, and it gives rise to a dichotomy between "modernity" and "tradition." When traditional teaching materials are considered superior in structure and scientific value, they cannot often answer today's students' practical and communicative needs. On the other hand, dynamic and interactive contemporary teaching materials are sometimes judged to be grammatically superficial and tend to

weaken the depth of literacy of classical texts. This tension presents practical and academic problems that are urgent for further study.

Therefore, it is important to bridge this dichotomy through a comparative study that assesses the strengths and weaknesses of each teaching material and opens up the possibility of developing an integrative model. This research is particularly significant because it offers a new perspective in the discourse of Arabic teaching materials by combining a descriptive-qualitative approach and content analysis. This research contains an improvement-based novelty, which enriches the understanding of optimizing traditional teaching materials with a modern approach or vice versa, strengthening contemporary methods with the depth of classical methodology. In addition, this approach is also contextual, because it examines the needs and tendencies of today's students without letting go of original values in learning Arabic.

Therefore, the main objective of this study is to comprehensively explore the characteristics, pedagogical approaches, and impact of traditional and contemporary Arabic teaching materials in the learning process. This study also aims to formulate the possibility of an integrative model that can accommodate the strengths of both approaches and present teaching materials that are more relevant, balanced, and contributory to the dynamics of today's Arabic language education.

Method

This study uses a qualitative approach with comparative study methods to deeply understand traditional and contemporary Arabic teaching materials' characteristics, advantages, and disadvantages (Hanckel et al., 2021). Data was collected through in-depth interviews with teachers and students, direct observation of the learning process, documentation of teaching materials, and open-ended questionnaires. Participants were purposively selected from two Islamic educational institutions with different teaching approaches: traditional institutions that use classical books such as *Al-Ajurrumiyyah* and *Alfiyah Ibn Malik*, and modern institutions that use contemporary books such as *Al-'Arabiyyah Bayna Yadayk* and digital modules. The research instruments are structured semi-structured to capture perceptions, experiences, and learning practices naturally and reflectively.

The research procedure begins with initial observation and licensing, followed by gradual field data collection. Data analysis is done through descriptive-comparative techniques, including data reduction, presentation, and conclusion. Validity is maintained through the triangulation of sources from teachers, students, and learning documents. The researcher also referred to the evaluation criteria of teaching materials from experts to compare aspects of content, pedagogical approaches, language clarity, and interactivity (Wagenaar et al., 2022). The findings of this study are expected to contribute to developing more integrative and contextual Arabic teaching materials.

Results and Discussion

The results of this study show striking differences between traditional and contemporary Arabic teaching materials in various learning dimensions. Based on in-depth interviews, classroom observations, and documentation of teaching materials, it was found that traditional materials are compelling in forming a structural understanding of the Arabic language, especially in *nahwu* and *sharaf* (Aqeela et al., 2023). Students in traditional educational institutions are accustomed to in-depth analysis of classical texts, and can decipher sentence structures, identify syntactic patterns, and understand grammatical rules. Books such as *Al-Ajurrumiyyah* and *Alfiyah Ibn Malik* are the primary sources in building students' linguistic accuracy (Mulyani & Sholeh, 2023). However, the learning process tends to be teacher-centered and lacks communicative practices. Classroom activities are one-way, making students less experienced in speaking and hearing in a real context, so their communicative skills are relatively low (Azmi, 2023).

Meanwhile, contemporary teaching materials used in modern curriculum-based institutions show different results. Students appear to be more active, enthusiastic, and engaged in learning. Materials such as Al-'Arabiyyah Bayna Yadayk, learning videos, and digital applications are considered easier to understand and relevant to daily life. Observations show a significant improvement in speaking and listening skills, thanks to context-based approaches such as dialogue simulations, group discussions, and language play. However, students in this group face challenges when it comes to reading or interpreting classical texts, due to their weak mastery of grammatical structures (Kim, 2021). They tend to memorize forms of expression without understanding the sentence structure in depth. Teachers from both institutions also expressed the same view: traditional teaching materials build the foundation of knowledge, while contemporary materials develop practical skills (Columbu, 2022). Therefore, there is an aspiration for the need for integrative teaching materials to bridge these two approaches' strengths. The following is a thematic summary of the research results in the form of a simple table:

Table 1. Comparison of traditional and contemporary Arabic learning

Topic	Findings on Traditional Materials	Findings on Contemporary Materials
Content	Compact, academic, with classical Islamic nuances	Lightweight, applicative, contextual
Teaching Approach	Tekstual, gramatikal, teacher-centered	Communicative, contextual, student-centered
Student Response & Motivation	Lack of enthusiasm tends to be passive	More enthusiastic, active, and motivated
Grammatical Ability	Excellent (nahwu-sharaf), analytical	Weak in formal grammar
Communicative Skills	Low, rarely oral practice	Tall, familiar with the context of everyday life
Learning Evaluation	Translation, syntax analysis	Presentations, group projects, videos
Excess	Structural rigor, high scientific and religious value	Visually appealing, practical, and fun approach
Deficiency	Monotonous, not adaptive to current technology and contexts	Lack of grammar, not strong in classical text analysis

In terms of documentation, traditional teaching materials seem heavy and require a deep understanding of bare texts without visual aid, but are full of academic and religious value. Meanwhile, contemporary teaching materials are more visually and digitally accessible, but relatively shallow in shaping students' grammatical logic (Khalil, 2022). In terms of evaluation, traditional institutions tend to test comprehension through sentence structure analysis and literal translation, while modern institutions assess oral skills and collaborative abilities through presentations, discussions, and digital projects. Behind all that, both students and teachers convey that an integrative approach is a real need—that is, an approach that is not only practically relevant, but also does not forget the rich and profound legacy of classical methodology.

These findings reinforce the concept that no one approach is completely superior. Traditional and contemporary teaching materials have complementary roles. The primary recommendation is an integrative and adaptive pedagogical approach (Santos et al., 2019). This research suggests the development of teaching materials that combine the depth of content from classical books with the contextual, visual, and interactive approaches of contemporary materials (M. Ali. Hussein & Al-Chalabi, 2020). For example, classical text excerpts can be used in digital module formats supported by illustrations, audio explanations, and practical scenarios (Cavanagh et al., 2020).

Thus, the results of this study not only contribute to the academic discourse on Arabic teaching materials and have direct implications for teachers, curriculum developers, and textbook authors (Tabroni et al., 2022). Adjustments to teaching materials need to consider students' learning styles, the

challenges of the times, and practical and spiritual needs. This synergy between heritage and innovation is believed to be able to present Arabic learning that is complete, alive, and firmly rooted in Islamic scientific culture (Ludgério et al., 2023; "The Arabic Learning Style at the State Islamic Universities during the COVID-19 Period (Study of Four State Islamic Universities in Indonesia)," 2023).

The results of this study fill the gap that has been mapped in the introduction, especially in the aspect of separation between the two poles of the approach to Arabic teaching materials namely traditional and contemporary which have been studied more partially and not comparatively thoroughly (Baek & Hwang, 2024; Nasution et al., 2024). This study directly brings together the practice of using these two types of teaching materials in a natural and authentic field context, through the meaning-making process of the experience of teachers and students as the prominent participants in learning practices (Hassan et al., 2025; Kim, 2025). By delving into classroom practice, pedagogical reflection, and perceived learning experiences, this study presented rich and contextual narratives, which the literature had not touched much (Fitri et al., 2025; O'Brien & Charura, 2025).

In the discovery process, the interaction between observational data, interviews, and documentation opens up space for the emergence of awareness that the advantages and disadvantages of each teaching material do not stand alone, but are dynamically interconnected with the educational context, institutional character, and socio-cultural experience of the participants (Soliman & Khalil, 2024). For example, students from traditional institutions show a deep sense of the structure of classical language and science as part of Islamic scientific identity. In contrast, students from contemporary institutions interpret learning Arabic as a means of communication and active participation in global life (Akmaliah et al., 2021). The difference in how students interpret learning shows how the form of teaching materials helps shape their learning awareness and orientation of their interpretation of Arabic as a science and skill.

From a theoretical perspective, these findings reinforce constructivist thinking in language learning, where the teacher does not simply instill meaning through text, but is constructed by students through contextual, reflective learning experiences, and interacting with their social reality (Guo, 2024). In traditional teaching materials, meaning occurs more cognitively and grammatically speaking, while in contemporary teaching materials, meaning is constructed through situations and social interactions in the classroom (GOROBET, 2024). This affirms Vygotsky's theory of learning about the importance of social mediation in shaping understanding and Krashen's theory of comprehensible inputs that emerge strongly in contemporary teaching materials (Friday, 2024).

However, the findings also reveal an epistemological tension between textual and communicative approaches. On the one hand, traditional approaches are powerful in building analytical thinking structures, but tend to ignore the dimension of language practice as a social communication tool (Irfan, 2022). On the other hand, project- and simulation-based contemporary approaches have succeeded in arousing students' interest and participation, but have not equipped them with the rigor to read classical texts or think systematically about grammar (Azhar et al., 2022). This tension provokes a deep reflection in the discussion that Arabic language learning should not be trapped in the dichotomy of tradition and innovation, but must move towards a pedagogical bridge that integrates the two creatively and proportionately (Pratama et al., 2024).

In terms of scientific contribution, this study enriches the literary discourse of Arabic teaching materials by bringing an interpretive approach based on field experience, not just theoretical analysis or quantitative evaluation (Maryani et al., 2024). It offers updates in the form of integrative teaching material models that are not only syncretic in content but also responsive to today's learning context (Muliastuti et al., 2023). Another contribution lies in a critical reading of evaluation practices, where this study highlights that the evaluation orientation of teaching materials also reflects the pedagogical paradigm adhered to: traditionally oriented towards mastery of form and content, while contemporary prioritizes student performance and participation (Kholid & Kholid, 2024). It is important for teachers

and curriculum developers to realize that the design of teaching materials not only focuses on the format or media, but also on the learning logic it brings (Alicia et al., 2025).

The following is a table that summarizes the relationship between the main themes of the research results, the excerpts of the participants' experiences, and the contribution to filling the gap:

Table 2. Citation Contributions/Context Participants and research gaps

Main Topics	Participant Quotes/Context	Contribution to Gap
Grammatical advantages of traditional teaching materials	"We learned to analyze texts without expectations, which made me understand the rules of language." (Traditional Teacher)	Fill <i>practical and contextual gaps</i> related to the power of structural analysis.
Lack of communicative practice in classical approaches	"We rarely practice speaking, more listen to the teacher's explanations." (Traditional Students)	Filling the <i>evidence gap</i> about the limitations of communicative competence mastery
Student activity and motivation in contemporary learning	"If you use video and role-play, learning feels fun and you understand quickly." (Contemporary Students)	Addressing the <i>knowledge gap</i> in the effectiveness of media-based communicative approaches
Lack of mastery of classical texts by contemporary teaching materials	"I can talk to you, but when you read the book, I am confused." (Contemporary Students)	Filling the <i>theoretical gap</i> about the depth of understanding of the text in modern approaches
Teachers' views on the integration of the two approaches	"Ideally combined, because each has its strengths." (Teachers from both institutions)	Addressing <i>conceptual gaps</i> in integrated teaching material design

Finally, this discussion confirms that today's urgent need is no longer simply a choice between maintaining heritage or following innovation, but how to design teaching materials that can present the continuity of classical values and contemporary relevance. This kind of model can encourage the creation of meaningful, fun, and deeply rooted Arabic language learning in Islamic science and answer the challenges of cross-cultural communication in the global era. Thus, the findings of this research not only contribute to the academic level but also provide practical direction for teachers, curriculum developers, and educational institutions in designing complete, reflective, and humane Arabic language learning.

Conclusion

This study concludes that traditional and contemporary Arabic teaching materials have characteristics and advantages that complement each other. Traditional teaching materials emphasize grammatical depth and classical scientific values that are important in shaping the structural understanding of Arabic. In contrast, contemporary teaching materials are more adaptive with communicative, visual, and contextual approaches that encourage active participation and students' practical language skills. These findings confirm that using one approach alone has not been able to answer the complexity of overall learning needs.

Therefore, integrating the two approaches is a relevant strategic step to create a more complete and meaningful learning of Arabic. This research provides a theoretical contribution to enriching the discourse of teaching materials through an experiential approach and practical contributions for teachers, curriculum developers, and educational institutions in designing contextual, reflective, and adaptive learning. In the future, strengthening teachers' pedagogical capacity and developing integrative teaching materials will be important recommendations to answer the challenges and dynamics of Arabic education in the modern era.

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