

The Relevance of *Al-Nahw Al-Asāsī* and *Al-Nahw Al-Taṭbīqī* to Modern Arabic Grammar Instruction: A Comparative Textbook Analysis

Madā Mulā'amah Kitābay al-Nahw al-Asāsī wa al-Nahw al-Taṭbīqī li-Ta'lim al-Nahw al-'Arabī al-Mu'āṣir: Dirāsah Taḥlīliyyah Muqārana

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Abstract

This study aims to compare the content quality, language, presentation, exercises, graphical design, and pedagogical relevance of *Al-Nahw al-Asāsī* and *Al-Nahw al-Taṭbīqī* to identify their respective strengths and suitability for modern Arabic grammar instruction. Using a qualitative approach with comparative content analysis, the study evaluates both textbooks based on a synthesis of Mudzakkir's and Cunningsworth's textbook evaluation frameworks, focusing on five aspects: content, language, presentation, exercises, and graphics. The findings indicate that *Al-Nahw al-Asāsī* excels in content depth, systematic organization, and grammatical accuracy, making it particularly suitable for academic and theoretical studies. Meanwhile, *Al-Nahw al-Taṭbīqī* demonstrates strengths in language accessibility, inductive presentation, contextualized exercises, and learner-friendly design, making it more compatible with contemporary learner-centered approaches. The study concludes that the two textbooks are complementary rather than competitive, as they represent different instructional orientations: theoretical mastery and practical language application. Integrating the strengths of both textbooks may contribute to more effective and relevant *nahw* instruction for contemporary Arabic language learners.

Keywords: Comparative Analysis; Modern *Nahw* Instruction; *al-Nahw al-Asāsī*; *al-Nahw al-Taṭbīqī*; Textbook Evaluation.

ملخص

تهدف هذه الدراسة إلى إجراء مقارنة بين كتابي النحو الأساسي والنحو التطبيقي من حيث جودة المحتوى، وجودة اللغة، وأسلوب العرض، والتدريبات، والتصميم والإخراج الفني، إضافة إلى مدى ملاءمتهما من الناحية التربوية، وذلك للكشف عن مواطن القوة في كل منهما وبيان مدى صلاحيتهما لتعليم النحو العربي في ضوء الاتجاهات التعليمية الحديثة. واعتمدت الدراسة المنهج النوعي باستخدام أسلوب تحليل المحتوى المقارن، حيث جرى تقييم الكتابين استناداً إلى إطار تركيبي يجمع بين معايير تقويم الكتب الدراسية التي وضعها Mudzakkir و Cunningsworth، مع التركيز على خمسة جوانب رئيسية هي: المحتوى، واللغة، والعرض، والتدريبات، والإخراج الفني. وأظهرت النتائج أن كتاب النحو الأساسي يتفوق في عمق المحتوى، والتنظيم المنهجي، والدقة النحوية، مما يجعله أكثر ملاءمة للدراسات الأكاديمية والنظرية. وفي المقابل، أظهر كتاب النحو التطبيقي تميزاً في سهولة اللغة، والعرض الاستقرائي، والتدريبات القائمة على السياق، والتصميم المراعي لاحتياجات المتعلمين، الأمر الذي يجعله أكثر انسجاماً مع الاتجاهات التعليمية المعاصرة المتمحورة حول المتعلم. وتخلص الدراسة إلى أن الكتابين لا يمثلان نموذجين متنافسين،

بل يتكامل كل منهما مع الآخر، إذ يعبر كل واحد منهما عن توجه تعليمي مختلف؛ أحدهما يركز على الإتقان النظري للقواعد النحوية، والآخر يركز على توظيفها العملي في الاستعمال اللغوي. ومن ثم، فإن الإفادة من نقاط القوة في كلا الكتابين يمكن أن تسهم في تطوير تعليم النحو العربي وجعله أكثر فاعلية وملاءمة لاحتياجات متعلمي اللغة العربية في العصر الحاضر. **الكلمات المفتاحية:** النحو الأساسي؛ النحو التطبيقي؛ تقويم الكتب الدراسية؛ تعليم النحو العربي الحديث؛ التحليل المقارن.

INTRODUCTION

Arabic language learning aims not only to develop learners' communicative competence but also to provide a solid understanding of the linguistic system that underlies language use.¹ Among the core components of Arabic language instruction, *nahw* (Arabic grammar) occupies a central position because it serves as the foundation for understanding sentence structure, interpreting texts accurately, and producing grammatically correct language.² Mastery of *nahw* is therefore essential for developing receptive and productive language skills, particularly in academic and religious contexts where the comprehension of Arabic texts requires a sound understanding of grammatical principles.³ Consequently, the effectiveness of *nahw* instruction has become a crucial concern in efforts to improve the quality of Arabic language education.

Arabic language learning in various educational institutions, particularly in the area of *nahw* (Arabic grammar), presents an interesting yet problematic reality.⁴ On the one hand, textbooks serve as the primary instructional instruments because they function as systematic references for delivering learning materials.⁵ National educational regulations even emphasize that textbooks constitute essential resources for supporting the comprehensive achievement of learners' competencies.⁶ However, in practice, the use of *nahw* textbooks often fails to adequately address learners' needs, particularly in developing an applied understanding of Arabic grammatical structures.⁷ This situation is reflected in the tendency

¹ Sultan Almelhes, "Enhancing Arabic language acquisition: Effective strategies for addressing non-native learners' challenges," *Education Sciences*, MDPI, 2024 Zaki Ghufuron et al., "Preserving Meaning and Context: A Study of Cultural Adaptation in the Translation of Arabic Proverbs," *Alsinatuna*, 2023 Isop Syafei, *Desain Kurikulum Bahasa Atab*, Widina Media Utama, Bandung, 2025, 4.

² Mukmin Mukmin et al., "Determining Arabic language proficiency: An examination of grammar mastery, active usage, and discipline of linguistic," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 2025.

³ Muhamad Hasyim, "Implementation of the Al-Miftah Method in Nahwu Instruction at MTs Darul Muhajirin Putra," *Journal of Education, Teaching, and Learning*, 2025 Mukmin Mukmin et al., "Determining Arabic language proficiency: An examination of grammar mastery, active usage, and discipline of linguistic," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 2025.

⁴ Nana Jumhana, Mufrodi, and Teguh Fahmi, "Teachers' Understanding and Practice of the Genre-Based Approach in Arabic Instruction at Indonesian Madrasahs," *Jurnal Pendidikan Islam*, 2025.

⁵ Núria Carrete-Marín and Laura Domingo-Peñafiel, "Textbooks and Teaching Materials in Rural Schools: A Systematic Review," *Center for Educational Policy Studies Journal*, ERIC, 2022 Irfan Hania et al., "Revitalizing Arabic Learning in Madrasah: A Deep Learning-Based Holistic Framework Integrating Islamic Pedagogy," *HEUTAGOGIA: Journal of Islamic Education*, 2025.

⁶ Permendiknas RI No. 11 Tahun 2005, *Buku Teks Pelajaran*, Permendikbud, Jakarta, 2005.

⁷ Ahmad Syifa Al Qolbi, Lubna Farah Khan, and Ihsan Zikri Ulfiandi, "Tantangan Dan Prospek Bahasa Arab Di Era Modern," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 2024 Salahuddin Mohd Shamsuddin and SSBH Ahmad, "Problems of Teaching Arabic Language to non-native speakers and its methodological solutions," *Advances in Social Sciences Research Journal*, 2024.

of instruction to remain heavily focused on texts and grammatical rules without being balanced by contextual and communicative approaches.

This phenomenon becomes more specific when the effectiveness of *naḥw* textbooks in facilitating language competence acquisition is questioned. Textbooks, which should function as vehicles for knowledge transformation, frequently serve merely as tools for memorizing grammatical rules.⁸ Consequently, learners experience a gap between theoretical mastery and practical language use.⁹ This condition indicates fundamental issues in the organization of learning materials, pedagogical approaches, and the relevance of textbook content to contemporary educational needs.¹⁰ Therefore, a deeper examination of how the quality and systematic presentation of *naḥw* textbooks influence learning outcomes is necessary.

Several empirical studies reinforce the urgency of this issue. One study found that the majority of *naḥw* instruction in Indonesia continues to face effectiveness challenges, with approximately 92.85% of teachers expressing the need for textbooks that are more adaptive to students' learning needs.¹¹ Another study revealed that evaluations of currently used *naḥw* textbooks indicate weaknesses in comprehensibility and the integration of language skills.¹² Furthermore, research conducted by Nasution and Walad found that the structures presented in several Arabic language textbooks are not fully aligned with practical grammatical principles, thereby hindering the learning process.¹³ These findings are further supported by the study of Azizah and Nashoiḥ, which emphasizes the importance of context-based textbook development to ensure greater relevance to actual learning conditions.¹⁴

Theoretically, this issue is closely related to instructional material development and language learning theories. Davis argues that a quality textbook should meet curriculum standards, be relevant to learners' developmental levels, and be written by competent authors.¹⁵ Meanwhile, Houtz highlights the importance of comprehensive textbook

⁸ Mamdouh Alenezi, "Digital learning and digital institution in higher education," *Education Sciences*, MDPI, 2023.

⁹ Thi Thuy Minh Nguyen, Roby Marlina, and Thi Hong Phuong Cao, "How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective," *Asian Englishes*, Taylor & Francis, 2021.

¹⁰ Ali Derakhshan, "'Should textbook images be merely decorative?': Cultural representations in the Iranian EFL national textbook from the semiotic approach perspective," *Language Teaching Research*, SAGE Publications Sage UK: London, England, 2024 Faisal Nur Shadiq Shabri, Muhammad Kholilurrahman, and Ahmad Fauzan Aditya, "Konsep Dasar Nahwu dalam Kitab al-Ājurrūmiyyah dan Relevansinya terhadap Pembelajaran Bahasa Arab," *Dualy: Jurnal Pendidikan Bahasa Arab*, 2026.

¹¹ Zahrotul Muzdalifah, Moh. Khasairi, and Kholisin Kholisin, "Development of the Arabic Grammar (Nahwu) Textbook Al-Ajurumiyyah Al-Qur'aniyyah based on the Scaffolding-Structure," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 2021.

¹² Muhammad Zaenuri and R Umi Baroroh, "Developing An Integrated Nahwu Textbook For Kitab Kuning Reading Skills," *Ijaz Arabi Journal of Arabic Learning*, 2025.

¹³ Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-based Arabic Textbook in Higher Education," *Arabiyatuna: Jurnal Bahasa Arab*, 2022.

¹⁴ Fina Nur Azizah and Afif Kholisin Nashoiḥ, "Development of Functional Arabic Grammar (Nahwu) Textbooks Based on Local Wisdom for Arabic Language Students," *Arabiyatuna: Jurnal Bahasa Arab*, 2024.

¹⁵ Jeffrey Choppin et al., "The Role of Instructional Materials in The Relationship Between The Official Curriculum and The Enacted Curriculum," *Mathematical Thinking and Learning*, Routledge, 2022 Elizabeth A

evaluation, including content, presentation, and learning activities.¹⁶ In the context of *naḥw*, linguists such as Ibrāhīm Muṣṭafā and ‘Abbās Ḥassān argue that grammar should function as a tool for understanding and using language rather than merely a collection of theoretical rules.¹⁷

Within the field of instructional material evaluation, Mudzakkir’s textbook feasibility framework is widely employed to assess textbook quality comprehensively. According to Mudzakkir, textbook quality can be evaluated through four major aspects: content feasibility, language feasibility, presentation feasibility, and graphical feasibility. Content feasibility concerns the accuracy, breadth, and depth of the material presented, while language feasibility relates to clarity, readability, and the appropriateness of language use for learners’ characteristics. Presentation feasibility emphasizes the organization, coherence, and strategies used in delivering the material, whereas graphical feasibility encompasses layout, typography, illustrations, and visual elements that support learning.¹⁸ On the other hand, Cunningsworth developed a textbook evaluation framework that is more strongly oriented toward the pedagogical functions of instructional materials.¹⁹ According to him, textbook quality is determined not only by content but also by its alignment with learning objectives, material organization, instructional approaches, and the variety of exercises that facilitate learners’ competence development. Thus, the frameworks proposed by Mudzakkir and Cunningsworth complement one another by assessing textbooks not only from the perspectives of substance and presentation but also from their pedagogical effectiveness in supporting the learning process. Therefore, both frameworks serve as the analytical foundation of this study in evaluating the relevance of *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī* to the needs of modern *naḥw* instruction.

From the perspective of material presentation, *naḥw* instruction generally employs deductive and inductive approaches. The deductive approach begins with the explanation of grammatical rules, followed by examples, whereas the inductive approach starts with examples before learners derive the underlying rules. According to Alhawary, effective instructional materials should be organized progressively and systematically, in accordance

Davis et al., “Educative Curriculum Materials: Uptake, Impact, and Implications for Research and Design,” *Educational Researcher*, SAGE Publications Sage CA: Los Angeles, CA, 2017.

¹⁶ Hsuan-Yau Lai, “Evaluating Textbook Selection Criteria Among University English Teachers in Taiwan: A Mixed-Methods Study,” *Language Teaching Research*, SAGE Publications Sage UK: London, England, 2025 Michael Tulley and Roger Farr, “Textbook evaluation and selection,” *Teachers College Record*, SAGE Publications Sage CA: Los Angeles, CA, 1990.

¹⁷ Adib Alfalah and Asep Sopian, “Simplifikasi I’rab Nahwu Imam Sibawaih Perspektif Nahwu Modern Ibrahim Mustafa/Simplification of I’rab Nahwu Imam Sibawaih According to Perspective of Ibrahim Mustafa’s Modern Nahwu,” *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, 2024 Jimmy H M Van Rijt and Peter-Arno J M Coppen, “The conceptual importance of grammar: Knowledge-related rationales for grammar teaching,” *Pedagogical Linguistics*, John Benjamins Publishing Company Amsterdam/Philadelphia, 2021.

¹⁸ Mudzakir Mudzakir, *Penulisan Buku Teks yang Berkualitas*, UPI, Bandung, 2010.

¹⁹ Shaghayegh Mokhtari and Sousan Sattar Boroujeni, “Textbook Evaluation Based on the Developed Version of Cunningsworth’s Model: A Focus on EVOLVE One,” *Language, Identity and the Digital Realm*, English Department, Na.C., Islamic Azad University, Najafabad, Iran, 2025.

with learners' developmental abilities.²⁰ Consequently, material structure, sequencing, examples, and exercises become essential indicators in evaluating the quality of *naḥw* textbooks.

In addition to linguistic aspects, textbook evaluation should also consider pedagogical dimensions. Wahba and Chaker explain that effective textbooks must demonstrate alignment among learning objectives, instructional materials, learning activities, and expected outcomes.²¹ This perspective is consistent with constructivist learning theory, which emphasizes the active involvement of learners in constructing knowledge through contextual experiences.

Numerous studies on *naḥw* instruction and instructional materials have been conducted with various research focuses. Some studies concentrate on the effectiveness of instructional methods, such as the Grammar Translation Method, without thoroughly examining the characteristics of the instructional materials employed.²² Other studies investigate the implementation of specific textbooks, such as *An-Naḥwu al-Wāḍiḥ*, and their contributions to learners' understanding; however, these studies remain limited to a single object of investigation and therefore do not provide an adequate comparative perspective.²³ Likewise, studies on Arabic grammar textbooks and classical *naḥw* works, including *Syarḥ Mukhtaṣar Jiddan*, *At-Taḍīḥāt al-Jaliyyah*, *Al-Ājurrūmiyyah*, *Amsilati*, and *Al-Muyassar fī 'Ilm an-Naḥw*, generally focus on content analysis, material sequencing, or instructional implications without comprehensively evaluating presentation structure, pedagogical approaches, and the usability of these works as instructional materials.²⁴ Consequently, previous studies have rarely provided a comprehensive comparative evaluation of *naḥw* textbooks that simultaneously examines content quality, language, presentation, exercises, graphical design, and pedagogical relevance within a unified textbook evaluation framework. Addressing this research gap, the present study compares *al-Naḥw al-Asāsī* and *al-Naḥw al-Taṭbīqī* to analyze their content quality, presentation systematics, pedagogical approaches, and relevance to contemporary Arabic language learning needs. This study differs from

²⁰ Mohammad T Alhawary, *Teaching Arabic as a Foreign Language: Techniques for Developing Language Skills and Grammar*, Routledge, London, 2023.

²¹ Kassem M Wahba and Aja Q Chaker, "Arabic Language Learning Textbooks: An Evaluation of Current Approaches," *Al-'Arabiyya*, Georgetown University Press, 2013.

²² Intan Afriati et al., "Grammar and Translation Methods in Arabic Language Learning: Theory and Practice," *MADINA : Journal of Islamic Studies*, 2025.

²³ Debi Maghfiroh, Ainur Rofiq Sofa, and Muhammad Sugianto, "The Implementation of the Book Nahwu Al-Wadhih in Grammar Learning to Enhance the Proficiency in Reading Classic Arabic Literature," *Tanwir Arabiyyah: Arabic As Foreign Language Journal*, 2025.

²⁴ Asy Syifa Reza Amelya, "Studi Komparasi Kitab An-Nahwu Al-Wadhih dan Kitab Al-Muyassar fi Ilmin Nahwi: Analisis Materi Berdasarkan Teori Mackey," Universitas Pendidikan Indonesia, 2023Milla Zulfatul Aufa, "Studi Komparasi Antara Kitab Al-Ajrumiyyah dan Kitab Amsilati (Analisis Gradasi Materi Nahwu)," UIN Sunan Kalijaga Yogyakarta, 2023Nur Ratna Fauzia, "Studi Komparasi Kitab Syarah Mukhtasar Jiddan dan At-Tauidhat Al-Jaliyyah serta Implikasinya dalam Pembelajaran Nahwu," UIN Sunan Kalijaga Yogyakarta, 2025Muhammad Iqbal Zamzami and Dailatus Syamsiyah, "The Material Analysis and Learning Method of Nahwu in the Book of Qawa'id Al-Asasiyyah Li Al-Lughah Al-'Arabiyyah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 2020.

previous research by comparatively examining two widely used *naḥw* textbooks through the lens of textbook evaluation and their relevance to contemporary Arabic language instruction.

Based on the foregoing discussion, this study aims to analyze and compare *al-Naḥw al-Asāsī* and *al-Naḥw at-Taṭbīqī* in terms of content, language, presentation, exercises, and graphical design using the textbook evaluation frameworks proposed by Mudzakkir and Cunningsworth. The comparative analysis seeks to identify the characteristics, strengths, and limitations of each textbook while assessing their relevance to the principles of modern *naḥw* instruction. Accordingly, this study focuses not only on differences in content but also on how the presentation structure, pedagogical approaches, and instructional design of the two textbooks support the acquisition of grammatical competence in a more effective and practical manner. The findings are expected to contribute theoretically to the development of Arabic instructional material evaluation studies and to provide practical guidance for educators, curriculum developers, and textbook authors in designing *naḥw* instruction that is more responsive to the needs of contemporary learners.

METHODS

This study employed a qualitative approach using a comparative content analysis²⁵ designed to examine two widely used Arabic grammar (*naḥw*) textbooks: *al-Naḥw al-Asāsī* by Ahmad Mukhtar Umar, Mustafa al-Nahas Zahran, and Muhammad Hammasah Abd al-Laṭīf (4th revised edition, Dār al-Salāsīl, Kuwait, 1994), and *al-Naḥw al-Taṭbīqī* by Khalid Abd al-Aziz (Dār al-Lu'lu'ah, Cairo, 2019). These two textbooks were purposively selected because they represent two contrasting paradigms of Arabic grammar instruction: a theoretically oriented model and an application-oriented model, and both are widely used in Arabic language education.

The textbooks were selected through purposive sampling because they represent two different pedagogical orientations in Arabic grammar instruction and are frequently used as instructional references in Arabic language programs.²⁶ The unit of analysis comprised the complete contents of both textbooks, including all chapters, subtopics, explanatory sections, examples, exercises, and graphical components. Rather than sampling individual chapters, the analysis covered each textbook in its entirety to ensure a comprehensive comparison across all evaluation dimensions.

Data collection was conducted through systematic document analysis.²⁷ First, both textbooks were read repeatedly to obtain a comprehensive understanding of their structure

²⁵ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, SAGE Publications, California, 2004.

²⁶ Maiss Ahmad and Stephen Wilkins, "Purposive Sampling in Qualitative Research: A Framework for The Entire Journey," *Quality & Quantity*, 2025 Omid Tajik, Jawad Golzar, and Shagofah Noor, "Purposive Sampling," *International Journal of Education & Language Studies*, Herat University, 2025.

²⁷ Satish Prakash Chand, "Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis," *Advances in Educational Research and Evaluation*, 2025 David Wiljer et al., "Exploring Systemic Influences on Data-Informed Learning: Document Review of Policies, Procedures, and Legislation from Canada and The United States," *Journal of Continuing Education in the Health Professions*, LWW, 2022.

and pedagogical organization. Second, relevant data were extracted according to predetermined evaluation categories derived from the synthesis of Mudzakkir's and Cunningsworth's textbook evaluation frameworks. Third, all identified data were coded and organized into five analytical dimensions: content quality, language, presentation, exercises, and graphical design. Finally, cross-textbook comparisons were conducted to identify similarities, differences, strengths, limitations, and their relevance to modern Arabic grammar instruction.

The analysis followed four stages of qualitative content analysis: (1) data reduction through the selection of relevant textbook content; (2) coding and thematic categorization according to the five evaluation dimensions; (3) comparative interpretation to identify convergent and divergent characteristics between the two textbooks; and (4) synthesis of the findings to evaluate their pedagogical relevance to contemporary Arabic grammar instruction. Through this process, the study generated a comprehensive understanding of the strengths, limitations, and pedagogical relevance of each textbook, thereby providing a basis for assessing their contribution to modern *naḥw* instruction.

Table 1. Research Analysis Framework

No.	Aspect	Analysis Indicators
1	Content	Depth and relevance of the materials
2	Language	Clarity and readability of language
3	Presentation	Systematic organization and sequencing of materials
4	Exercises	Variety and meaningfulness of exercises
5	Graphics	Layout and visual readability

RESULT AND DISCUSSION

Comparative Analysis of *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī*

The results of the debate concerning the effectiveness of *naḥw* textbooks are fundamentally related to the learning orientation they seek to achieve. Application-oriented textbooks tend to be more effective in modern *naḥw* instruction because they not only present grammatical rules but also guide learners in understanding the practical functions of those rules in authentic language use.²⁸ This approach aligns with the demands of twenty-first-century education, which emphasizes critical thinking, problem-solving, and contextual language use.²⁹ Nevertheless, theoretically oriented textbooks remain indispensable because they provide a systematic and in-depth conceptual foundation for understanding Arabic grammatical structures.³⁰ Strong theoretical mastery serves as an essential basis for grammatical analysis, particularly in interpreting complex academic texts and classical Arabic

²⁸ Faisal Nur Shadiq Shabri, Muhammad Kholilurrahman, and Ahmad Fauzan Aditya, "Konsep Dasar Nahwu dalam Kitab al-Ājurrūmiyyah dan Relevansinya terhadap Pembelajaran Bahasa Arab," *Dualy: Jurnal Pendidikan Bahasa Arab*, 2026.

²⁹ Rustam Shadiev and Xun Wang, "A Review of Research on Technology-Supported Language Learning and 21st Century Skills," *Frontiers in Psychology*, Frontiers Media SA, 2022.

³⁰ Muhammad Zaidan and N Lalah Alawiyah, "Analisis Konseptual Metode Tata Bahasa Terjemah Dalam Pengajaran Bahasa Arab Di Era Digital," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 2025.

literature.³¹ Therefore, an ideal *naḥw* learning model should not position these two approaches in opposition but rather integrate the conceptual depth offered by theoretical textbooks with the practical orientation provided by application-based textbooks. Such integration enables learners not only to understand grammatical rules but also to apply them effectively in language use.

A comparative analysis of *Al-Naḥw al-Asāsī* by Ahmad Mukhtar Umar, Mustafa al-Nahhas Zahrān, and Muhammad Hamāsah Abd al-Latif, and *Al-Naḥw al-Taṭbīqī* by Khalid Abd al-Aziz yielded several findings. These findings are presented based on five analytical aspects.³² These five aspects synthesize the textbook evaluation frameworks proposed by Mudzakkir and Cunningsworth, which were employed to assess both the quality of the instructional materials and their relevance to modern *naḥw* instruction.

Content Quality Analysis

Al-Naḥw al-Asāsī consists of three volumes totaling 656 pages and covers nearly all major topics of Arabic grammar in a systematic and comprehensive manner. The first volume introduces fundamental linguistic concepts, including word categories (*ism*, *fi'l*, and *ḥarf*) and *marfū'āt al-asmā'*; the second volume discusses *manṣūbāt al-asmā'*, *majrūrāt*, and *tawābi'*; while the third volume provides a more advanced treatment of *al-af'āl* (verbs) and various *asālib naḥwiyyah* (grammatical constructions).

The grammatical accuracy of this textbook is particularly noteworthy. Each topic is presented through a structured sequence consisting of *al-ta'rīf* (formal definition), *al-taqṣīm* (classification), and *al-amthilah* (illustrative examples) drawn from the Qur'an, Hadith, and classical Arabic poetry. For example, in its discussion of *al-mubtada'* (the nominal subject), the textbook defines it as follows:

المبتدأ: اسم أو ما في تأويله، مجرد من العوامل اللفظية، مرفوع بالابتداء.³³

This definition demonstrates a high level of analytical rigor. Rather than simply describing *al-mubtada'* as “a noun occurring at the beginning of a sentence,” the textbook specifies three technical criteria simultaneously: its grammatical category, its independence from overt governing elements (*'awāmil lafẓiyyah*), and its nominative status resulting from *al-ibtidā'*. Such treatment reflects the classical Basran grammatical tradition associated with scholars such as al-Jurjānī and Ibn 'Aqīl. Furthermore, *Al-Naḥw al-Asāsī* incorporates

³¹ Kazi Imran Hossain, “Literature-based language learning: Challenges, and opportunities for English learners,” *Ampersand*, Elsevier, 2024; Mumtaz Yahya, “Peran Strategis Ilmu Linguistik dalam Pembelajaran Bahasa Arab di Perguruan Tinggi,” *AL-I'ROBY: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2026.

³² Khālid 'Abd al-'Azīz, *al-Naḥw al-Taṭbīqī*, Dār al-Lu'lu'ah, Mesir, 2019; Ahmad Mukhtār Umar, Muṣṭafā an-Naḥḥās Zahrān, and Muḥammad Ḥamāsah 'Abd al-Laṭīf, *An-Naḥwu al-Asāsī*, Dār al-Salāsīl, al-Kuwait, 1994.

³³ Aḥmad Mukhtār Umar, Muṣṭafā an-Naḥḥās Zahrān, and Muḥammad Ḥamāsah 'Abd al-Laṭīf, *An-Naḥwu al-Asāsī*, Dār al-Salāsīl, al-Kuwait, 1994.

discussions of *khilāfiyyāt* (scholarly disagreements among grammarians), enhancing its value not only as an instructional textbook but also as a scholarly reference work.

In contrast to *Al-Naḥw al-Asāsī*, *Al-Naḥw al-Taṭbīqī* adopts a fundamentally different instructional orientation. Although comprising approximately 600 pages, the textbook is not designed to provide an exhaustive treatment of Arabic grammar. Instead, it selectively focuses on grammatical topics most relevant to learners' needs for reading and comprehending contemporary Arabic texts. This orientation is reflected in its concise and functional definition of *al-mubtada'* (the nominal subject):

المبتدأ: اسم مرفوع يقع في أول الجملة الاسمية، ويُخبر عنه بالخبر³⁴

The contrast between the two definitions is particularly revealing. While in *al-Naḥw al-Asāsī* explains *al-mubtada'* through the lens of grammatical theory, emphasizing its syntactic status and the principles governing its nominative case, *Al-Naḥw al-Taṭbīqī* approaches the concept from a functional perspective by highlighting its position and role within the nominal sentence. This distinction extends beyond mere differences in wording; it reflects two divergent pedagogical philosophies of grammar instruction. The former presents *naḥw* as a structured body of linguistic knowledge to be mastered conceptually, whereas the latter treats grammar as a practical instrument for facilitating language comprehension and use. Consequently, *Al-Naḥw al-Taṭbīqī* places greater emphasis on helping learners recognize and apply grammatical patterns in authentic language contexts rather than engaging extensively with theoretical grammatical debates.

Table 2. Comparative Analysis of Content Quality in *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī*

Sub-Indicator	<i>Al-Naḥw al-Asāsī</i>	<i>Al-Naḥw al-Taṭbīqī</i>
Grammatical Accuracy	Demonstrates a very high level of accuracy, with grammatical principles grounded in the works of authoritative classical Arab grammarians such as Sibawayh and Ibn Hisham. Each rule is accompanied by critical discussions of scholarly disagreements and alternative viewpoints.	Exhibits a high degree of accuracy based on widely accepted grammatical conventions, although without extensive discussion of divergent scholarly opinions. The emphasis is placed on functional rather than theoretical precision.
Scope of Coverage	Adopts an encyclopedic approach, consisting of 656 pages across three volumes. It covers virtually all major topics of Arabic grammar, from <i>al-kalimah</i> to advanced grammatical constructions and stylistic patterns.	Employs a selective approach, comprising approximately 600 pages. The content focuses on functional grammatical topics that frequently occur in contemporary Arabic texts.
Depth of Discussion	Provides detailed and analytical explanations, including extensive treatment of grammatical subcategories	Offers sufficient explanations for practical understanding and application, without extending to

³⁴ Khālīd 'Abd al-'Azīz, *al-Naḥw al-Taṭbīqī*, Dār al-Lu'lu'ah, Mesir, 2019.

Suitability for Learner Level	and exceptions supported by evidence from the Qur'an and classical Arabic poetry. Primarily intended for intermediate to advanced students of Arabic studies. The level of theoretical complexity may pose challenges for beginners.	highly specialized philological discussions or rare grammatical exceptions. More appropriate for intermediate learners and can be effectively utilized in the early stages of Arabic language programs.
Relevance to Learning Objectives	Highly relevant to academic goals, particularly for developing comprehensive knowledge of the Arabic grammatical system and advanced <i>i'rāb</i> skills.	Closely aligned with practical learning objectives, including reading comprehension, text interpretation, and the production of grammatically accurate Arabic expressions.

Language Quality Analysis

The linguistic style of *Al-Naḥw al-Asāsī* is characterized by formal and highly academic Arabic, employing grammatical terminology that consistently adheres to the conventions of the classical Arabic grammatical tradition. Explanations are often presented through elaborate sentences enriched with technical linguistic expressions. This feature can be observed in its discussion of *al-fi'l al-lāzim* (intransitive verbs):

الفعل اللازم هو الفعل الذي لا يتعدى أثره الفاعل، فلا يحتاج إلى مفعول به في أصل وضعه³⁵

The use of specialized terms such as *أثره* (*atharuhu*), *أصل وضعه* (*aṣl waḍ'ihī*), and *يتعدى* (*yata'addā*) suggests that readers are expected to possess prior knowledge of Arabic grammatical concepts. Consequently, the textbook appears to be intended primarily for learners with an established background in Arabic language studies and grammatical theory.

By contrast, *Al-Naḥw al-Taṭbīqī* adopts a more concise and accessible style of exposition. The same concept is explained as follows:

الفعل اللازم: هو الفعل الذي لا يحتاج إلى مفعول به³⁶

This definition is considerably shorter, avoids unnecessary technical elaboration, and communicates the core grammatical concept directly. The difference in linguistic style carries important pedagogical implications. The straightforward explanations found in *Al-Naḥw al-Taṭbīqī* are generally easier for intermediate learners to comprehend independently, whereas the more sophisticated and terminology-rich language of *Al-Naḥw al-Asāsī* often requires additional guidance from instructors. Therefore, while *Al-Naḥw al-Asāsī* offers greater terminological precision and academic rigor, *Al-Naḥw al-Taṭbīqī* provides higher readability and accessibility for learners who are still developing their grammatical competence.

³⁵ Aḥmad Mukhtār Umar, Muṣṭafā an-Naḥḥās Zahrān, and Muḥammad Ḥamāsah 'Abd al-Laṭīf, *An-Naḥwu al-Asāsī*, Dār al-Salāsīl, al-Kuwait, 1994.

³⁶ Khālīd 'Abd al-'Azīz, *al-Naḥw al-Taṭbīqī*, Dār al-Lu'lu'ah, Mesir, 2019.

Presentation and Exercise Quality Analysis

One of the most significant findings of this study concerns the contrasting presentation strategies adopted by the two textbooks. *Al-Naḥw al-Asāsī* consistently follows a deductive instructional model. Each chapter begins with a formal definition (*ta'rif*), followed by the classification of subcategories (*taqsīm*), illustrative examples (*amthilah*), and finally practice exercises (*tamrīnāt*). This organizational pattern remains largely unchanged throughout the three volumes, reflecting a strong adherence to the conventions of the classical Arabic grammatical tradition. Such a structure provides learners with a systematic and logically sequenced understanding of grammatical concepts, although it places greater emphasis on the transmission of knowledge than on learner discovery.

In contrast, *Al-Naḥw al-Taṭbīqī* employs a more inductive and learner-centered approach. For instance, in its discussion of *al-ḥāl* (circumstantial expression), the chapter opens with a short contextualized text containing several authentic examples of the target structure. Learners are then encouraged to observe recurring patterns (*mulāḥazāt*) before being guided to formulate the grammatical rule independently. Only after this process are they introduced to explicit explanations and application exercises. This sequence *namādhij* (examples), *mulāḥazāt* (observations), *qā'idah* (rule formulation), and *taṭbīq* (application), is closely aligned with the inductive principles advocated in communicative language teaching. The contrast between these presentation models highlights two different pedagogical orientations: one prioritizes the systematic mastery of grammatical theory, while the other emphasizes active engagement and the gradual construction of grammatical understanding through language use. The differences in presentation patterns are summarized in the following table.

Table 3. Comparison of Presentation and Exercise Patterns in *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī*

Aspect	<i>Al-Naḥw al-Asāsī</i>	<i>Al-Naḥw al-Taṭbīqī</i>
Presentation Approach	Employs a strictly deductive sequence: <i>ta'rif</i> (definition) → <i>taqsīm</i> (classification) → <i>amthilah</i> (examples) → <i>tamrīnāt</i> (exercises).	Adopts a combined inductive–deductive model: <i>namādhij</i> (textual examples) → <i>mulāḥazāt</i> (observations) → <i>al-qā'idah</i> (rule formulation) → <i>taṭbīq</i> (application).
Content Progression	Materials are organized systematically according to the traditional structure of Arabic grammar, progressing from word classes to <i>i'rāb</i> , <i>marfū'āt</i> , <i>manṣūbāt</i> , <i>majrūrāt</i> , and advanced grammatical constructions.	Topics are sequenced according to learners' cognitive readiness and the frequency of grammatical structures in actual texts, rather than strictly following the traditional grammatical order.
Inter-Chapter Coherence	Demonstrates strong internal coherence, with later chapters frequently referring to concepts introduced earlier. However, explicit connections between chapters are not always clearly stated.	Coherence is established through contextualized texts, with new grammatical concepts consistently linked to structures previously studied by learners.
Exercise	Primarily consists of <i>i'rāb</i> analysis,	Provides a wider range of activities,

Variety	syntactic identification, sentence transformation (e.g., active–passive and singular–plural forms), and sentence completion tasks. Opportunities for free language production are limited.	including identification tasks, transformations, sentence completion, extended text analysis, independent sentence construction, and text-based comprehension questions.
Contextual Relevance of Exercises	Exercises focus largely on formal grammatical analysis and draw examples from classical texts and Arabic poetry, offering limited connection to contemporary communicative contexts.	Exercises are embedded in contexts that are more relevant to modern learners, including news texts, narrative passages, and everyday written communication.

With regard to exercises, *Al-Naḥw al-Asāsī* offers a variety of practice activities that are predominantly structural and form-oriented. A typical *i'rāb* exercise, for instance, presents instructions such as:

أعرب ما يأتي: (جاء الطلاب المجتهدون)³⁷

In this type of activity, learners are required to identify and explain the grammatical functions of each word within the sentence. Such exercises are highly effective for developing grammatical precision and analytical skills, particularly in mastering syntactic structures and case endings. Nevertheless, they provide limited opportunities for learners to employ grammatical knowledge in authentic language production or communicative contexts.

By comparison, *Al-Naḥw al-Taṭbīqī* incorporates a broader range of exercise formats that extend beyond grammatical analysis. In addition to identification and transformation tasks, the textbook includes activities such as:

اقرأ الفقرة التالية ثم أجب عن الأسئلة³⁸

These tasks require learners to comprehend a complete passage and respond to content-based questions, thereby promoting integrated reading and comprehension skills rather than isolated word-level analysis. Furthermore, the textbook provides productive exercises such as:

اكتب ثلاث جمل تشتمل على³⁹

This encourages learners to construct their own sentences using targeted grammatical structures. Through such activities, grammatical rules are transformed from abstract concepts

³⁷ Aḥmad Mukhtār Umar, Muṣṭafā an-Naḥḥās Zahrān, and Muḥammad Ḥamāsah 'Abd al-Laṭīf, *An-Naḥwu al-Asāsī*, Dār al-Salāsīl, al-Kuwait, 1994.

³⁸ Khālīd 'Abd al-'Azīz, *al-Naḥw al-Taṭbīqī*, Dār al-Lu'lu'ah, Mesir, 2019.

³⁹ Khālīd 'Abd al-'Azīz, *al-Naḥw al-Taṭbīqī*, Dār al-Lu'lu'ah, Mesir, 2019.

into practical linguistic tools, fostering active engagement and creative language use. As a result, the exercise design of *Al-Naḥw al-Taṭbīqī* aligns more closely with contemporary approaches to language teaching that emphasize meaningful communication and learner participation.

Graphic Design Quality Analysis

From a graphical design perspective, *Al-Naḥw al-Asāsī* exhibits a text-dense layout with minimal white space, a characteristic commonly found in Arabic academic textbooks published during the early 2000s. Although tables are occasionally employed to summarize grammatical rules, their use is not consistently maintained across chapters. Furthermore, the visual distinction between core grammatical principles, illustrative examples, and explanatory notes is often limited, making it difficult for learners to immediately identify the hierarchy of information presented on the page. As a result, effective use of the textbook requires a relatively high level of reading proficiency and sustained concentration.

In contrast, *Al-Naḥw al-Taṭbīqī* demonstrates a stronger awareness of visual readability and instructional design principles. Each chapter follows a consistent visual structure in which chapter titles are prominently highlighted, examples are presented in clearly differentiated sections, key grammatical rules are displayed in separate boxed formats, and exercises are systematically numbered. This organization enables learners to navigate the material more efficiently and distinguish between different types of information with ease. A particularly noteworthy feature is the inclusion of summary tables at the end of each chapter, which consolidate the grammatical rules discussed along with representative examples. These summaries serve as valuable tools for review, reinforcement, and independent study, thereby enhancing the overall usability of the textbook. Consequently, while *Al-Naḥw al-Asāsī* prioritizes content density and scholarly substance, *Al-Naḥw al-Taṭbīqī* offers a more learner-friendly visual design that better supports comprehension and self-directed learning.

The Distinct Characteristics of *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī*: Two Paradigms of *Naḥw* Instruction

The first research question seeks to identify the characteristics of each textbook in terms of content, language, presentation, exercises, and graphical design. The findings indicate that *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī* embody two epistemologically distinct approaches to Arabic grammar instruction, reflecting different conceptions of the role and purpose of *naḥw* in language education.

Al-Naḥw al-Asāsī represents a traditional academic paradigm in which grammar is regarded as a systematic body of knowledge that must be mastered comprehensively and hierarchically. As noted by Holilulloh, this orientation is rooted in the Basran grammatical tradition, which treats grammatical rules as legitimate objects of scholarly inquiry.⁴⁰ This perspective is evident in the textbook's extensive treatment of grammatical issues, including

⁴⁰ Andi Holilulloh, "Kontribusi pemikiran nahwu Imam Sibawaih dan Ibrahim Mushtafa dalam linguistik Arab: Studi komparatif epistemologis," *Alfaz (Arabic Literatures for Academic Zealots)*, 2020.

discussions of divergent scholarly opinions, exceptional cases, and linguistic evidence drawn from classical Arabic poetry and other authoritative sources. Such features demonstrate that the primary objective of the textbook is to cultivate a thorough understanding of the Arabic grammatical system rather than merely to facilitate language use.

By contrast, *Al-Naḥw al-Taṭbīqī* reflects an applied approach to grammar instruction influenced by functional linguistics and second-language acquisition theories. The term *taṭbīqī* (“applied”) in the title is not merely descriptive but signals a clear pedagogical stance: grammar is presented as a practical tool for understanding and producing language rather than as an autonomous field of study. This orientation resonates with the ideas of Ibrahim Musthafa in *Iḥyā’ al-Naḥw*, which advocate restoring grammar to its functional role as a facilitator of language use rather than an end in itself.⁴¹

Comparative Findings: Areas of Convergence and Divergence

The second research question focuses on identifying the similarities and differences between *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī* across the evaluation dimensions examined in this study. One notable area of convergence lies in the accuracy of their grammatical content. Both textbooks are grounded in established Arabic grammatical scholarship and adhere to widely accepted grammatical principles. Neither presents rules that deviate from the mainstream tradition of Arabic grammar, ensuring that learners receive reliable and linguistically sound instruction regardless of which textbook they use.

Despite this common foundation, the differences between the two works are considerably more pronounced. The first distinction concerns the scope of content. *Al-Naḥw al-Asāsī* adopts a comprehensive and encyclopedic approach, whereas *Al-Naḥw al-Taṭbīqī* selectively focuses on grammatical topics deemed most relevant to practical language use. A second difference is evident in their instructional design. The former consistently employs a deductive model that introduces rules before examples, while the latter combines inductive and deductive procedures by guiding learners from observation and analysis toward rule formulation. A third and pedagogically significant distinction lies in the nature of the exercises provided. *Al-Naḥw al-Asāsī* primarily emphasizes structural and form-focused practice, whereas *Al-Naḥw al-Taṭbīqī* incorporates more contextualized and application-oriented learning activities.

This divergence in exercise design has important implications for language learning outcomes. According to Wahba and Chaker, the quality and variety of textbook exercises play a crucial role in determining learners’ ability to develop productive language competence rather than merely acquiring passive grammatical knowledge.⁴² The predominance of *i’rāb* analysis and mechanical transformation exercises in *Al-Naḥw al-Asāsī* helps explain why learners who study through this textbook often demonstrate strong analytical skills yet encounter difficulties when producing grammatically accurate Arabic discourse. This

⁴¹ Andi Holilulloh, “Kontribusi pemikiran nahwu Imam Sibawaih.

⁴² Kassem M Wahba and Aja Q Chaker, “Arabic Language Learning Textbooks: An Evaluation of Current Approaches,” *Al-‘Arabiyya*, Georgetown University Press, 2013.

observation corresponds with the findings of Al Qolbi et al., who identified a persistent gap between grammatical knowledge and communicative performance as a major challenge in Arabic language education in Indonesia.⁴³

Nevertheless, the emphasis on *i'rāb* exercises in *Al-Naḥw al-Asāsī* should not be viewed solely as a limitation. In certain educational contexts, such exercises serve a strategic and indispensable function. Roslina et al. argue that *i'rāb* proficiency constitutes a fundamental prerequisite for reading unvocalized classical Islamic texts (*turāth*), a skill that remains highly valued in Islamic boarding schools and Arabic studies programs with a focus on classical scholarship.⁴⁴ Therefore, the differences in exercise design between the two textbooks should not be interpreted in terms of superiority or inferiority. Rather, they reflect distinct educational priorities and learner needs. While *Al-Naḥw al-Asāsī* is particularly suited to contexts that emphasize grammatical analysis and classical text interpretation, *Al-Naḥw al-Taṭbīqī* is more compatible with instructional settings that prioritize language use, communicative competence, and contextualized learning.

Relevance to Modern Naḥw Instruction

The third research question and arguably the most significant within the scope of this study concerns the extent to which the two textbooks align with the principles of modern *naḥw* instruction. The findings suggest that their relevance is contextual and complementary rather than mutually exclusive. Each textbook addresses different educational needs and learning objectives, thereby contributing to Arabic grammar instruction in distinct yet interconnected ways.

According to Alhawary, contemporary language teaching is guided by several key principles, including: (1) the gradual sequencing of learning materials in accordance with learners' cognitive development; (2) the contextualization of grammatical concepts through meaningful language use; (3) the active involvement of learners in constructing knowledge; and (4) a balanced progression from controlled practice to freer language production.⁴⁵ When examined through these criteria, *Al-Naḥw al-Taṭbīqī* demonstrates a stronger alignment with modern pedagogical expectations. Its organization reflects a learner-centered progression; its grammatical explanations are embedded within authentic contexts, its inductive approach promotes active discovery, and its exercises range from structured practice to productive language use.

In contrast, *Al-Naḥw al-Asāsī* possesses a different, yet equally valuable, form of relevance. For academic programs that aim to develop advanced analytical competence in

⁴³ Ahmad Syifa Al Qolbi, Lubna Farah Khan, and Ihsan Zikri Ulfiandi, "Tantangan Dan Prospek Bahasa Arab Di Era Modern," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 2024.

⁴⁴ Dina Roslina et al., "Analisis Pembelajaran Nahwu Menggunakan Kitab Matan Al-Jurumiyah Pada Kelas Pemula di Pondok Pesantren Rahmatul Ummah As-Salafiyah An-Nahdiyyah," *Pendas: Jurnal Ilmiah Pendidikan Dasar: Jurnal Ilmiah Pendidikan Dasar*, 2025.

⁴⁵ Mohammad T Alhawary, "Arabic Second Language Acquisition Research and Second Language Teaching: WHAT THE TEACHER, TEXTBOOK WRITER, AND TESTER NEED TO KNOW," *Al-'Arabiyya*, Georgetown University Press, 2013.

Arabic linguistics, grammar, translation, or Islamic studies, the textbook's comprehensive coverage and theoretical depth remain indispensable. As noted by Zamzami and Syamsiyah, comprehensive grammar textbooks continue to play an essential role as academic references, even when they are not employed as the sole instructional resource in the classroom.⁴⁶

These findings challenge the conventional dichotomy between “traditional” and “modern” approaches to grammar instruction. Rather than asking which textbook is superior, the more meaningful question concerns which textbook is most appropriate for a particular instructional context and learning objective. In this regard, the study supports the argument of Nur Azizah and Nashoih that truly effective *naḥw* materials should integrate rigorous grammatical scholarship with practical language application. Neither textbook fully achieves this synthesis on its own, yet each contributes important elements toward that goal.⁴⁷

Furthermore, the findings carry important implications for future textbook development. Muzdalifah et al. reported that approximately 92.85% of Arabic language teachers in Indonesia expressed the need for instructional materials that are more responsive to learners' needs. This statistic underscores the importance of evaluative studies such as the present research.⁴⁸ Before designing new textbooks, it is essential to identify the strengths and limitations of existing materials. The present study demonstrates that the content depth and grammatical accuracy of *Al-Naḥw al-Asāsī*, together with the learner-centered presentation, contextualized exercises, and visual accessibility of *Al-Naḥw al-Taṭbīqī*, provide a valuable foundation for developing a new generation of *naḥw* textbooks that are both academically rigorous and pedagogically effective.

Table 4. Summary of the Relevance of *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī* to Modern *Naḥw* Instruction

Evaluation Aspect	Overview of <i>Al-Naḥw al-Asāsī</i>	Overview of <i>Al-Naḥw al-Taṭbīqī</i>	Comparative Advantage	Pedagogical Implications
Content Quality	Presents <i>naḥw</i> (Arabic grammar) material comprehensively, systematically, and in-depth.	Presents material oriented toward the practical application of grammar rules in language use.	<i>Al-Naḥw al-Asāsī</i> is superior in depth of material, whereas <i>Al-Naḥw al-Taṭbīqī</i> excels in practical application.	<i>Al-Naḥw al-Asāsī</i> is better suited for academic goals and theoretical study, while <i>Al-Naḥw al-Taṭbīqī</i> supports functional learning.
Language Quality	Uses highly academic and	Uses more communicative,	<i>Al-Naḥw al-Taṭbīqī</i> is more	Facilitates the learning process

⁴⁶ Muhammad Iqbal Zamzami and Dailatus Syamsiyah, “The Material Analysis and Learning Method of Nahwu in the Book of Qawa'id Al-Asasiyyah Li Al-Lughah Al-'Arabiyyah,” *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 2020.

⁴⁷ Fina Nur Azizah and Afif Kholisun Nashoih, “Development of Functional Arabic Grammar (Nahwu) Textbooks Based on Local Wisdom for Arabic Language Students,” *Arabiyyatuna: Jurnal Bahasa Arab*, 2024.

⁴⁸ Zahrotul Muzdalifah, Moh. Khasairi, and Kholisin Kholisin, “Development of the Arabic Grammar (Nahwu) Textbook Al-Ajrumiyyah Al-Qur'aniyyah based on the Scaffolding-Structure,” *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 2021.

	dense language, requiring advanced reading proficiency.	simple, and easily accessible language for learners.	accessible to students, particularly non-native Arabic speakers.	and enhances comprehension across various proficiency levels.
Presentation Quality	Tends to follow a deductive approach, starting with rule explanations at the beginning.	Combines inductive and deductive approaches using contextual examples.	<i>Al-Naḥw al-Taṭbīqī</i> aligns better with modern, student-centered learning methodologies.	Supports active, exploratory, and discovery-based concept learning.
Exercise Quality	Exercises focus on reinforcing the understanding of grammatical rules.	Exercises are more varied, contextual, and encourage applying rules in active language use.	<i>Al-Naḥw al-Taṭbīqī</i> is more effective in developing productive language competencies.	Helps learners bridge the gap between theoretical understanding and practical language use.
Graphic Design Quality	Simple layout with a primary focus on core content.	More structured layout that enhances readability through improved visual organization.	<i>Al-Naḥw al-Taṭbīqī</i> offers a more comfortable visual learning experience.	Makes it easier for students to navigate, process, and comprehend information.
Relevance to Modern Education	Remains highly relevant as a foundational reference for theoretical grammar and linguistic study.	Aligns closely with competency-based, communicative, and applied language learning.	<i>Al-Naḥw al-Taṭbīqī</i> better fits contemporary Arabic grammar learning needs.	Both books can complement each other, with <i>Al-Naḥw al-Asāsī</i> serving as theoretical reinforcement and <i>Al-Naḥw al-Taṭbīqī</i> as an applied learning medium.

Table 4 summarizes the comparative evaluation of the two textbooks across the selected criteria. Overall, *Al-Naḥw al-Taṭbīqī* demonstrates a stronger alignment with the principles of modern *naḥw* instruction, showing comparative advantages in four of the five evaluation aspects. Its learner-friendly language, contextualized presentation, diverse exercises, and effective visual organization make it particularly compatible with contemporary approaches that emphasize active learning and communicative competence. Nevertheless, *Al-Naḥw al-Asāsī* retains a distinct advantage in terms of content quality, especially for academic programs that require a comprehensive and rigorous understanding of the Arabic grammatical system. These findings support the argument advanced by Zaenuri and Baroroh that developing integrative *naḥw* textbooks capable of combining theoretical depth with practical applicability remains an urgent priority in the context of Arabic language education in Indonesia. Such integration would enable future instructional materials to

address both the academic and communicative dimensions of grammar learning more effectively.

CONCLUSION

This study reveals that *Al-Naḥw al-Asāsī* and *Al-Naḥw al-Taṭbīqī* represent two distinct yet complementary approaches to *naḥw* instruction. Comparative analysis shows that *Al-Naḥw al-Asāsī* is superior in terms of content breadth, conceptual depth, systematic organization, and grammatical accuracy, making it particularly suitable for academic purposes and advanced grammatical studies. In contrast, *Al-Naḥw al-Taṭbīqī* demonstrates greater strengths in language accessibility, inductive presentation, contextualized exercises, and learner-friendly design, making it more aligned with the principles of modern, learner-centered Arabic language instruction. These findings indicate that the two textbooks are not competing models but rather fulfill different educational needs: *Al-Naḥw al-Asāsī* provides a strong theoretical foundation, whereas *Al-Naḥw al-Taṭbīqī* facilitates the practical application of grammatical knowledge in language use. Therefore, effective *naḥw* instruction should adopt an integrated instructional model that combines the complementary strengths of both textbooks. In this model, *Al-Naḥw al-Asāsī* serves as the primary source for developing learners' conceptual understanding of grammatical principles through systematic theoretical explanations, whereas *Al-Naḥw al-Taṭbīqī* functions as the practical component by providing contextualized examples, inductive activities, and communicative exercises that facilitate the application of grammatical knowledge in authentic language use. Such a complementary sequencing allows learners to develop both grammatical accuracy and functional communicative competence. Future studies are recommended to empirically validate this integrated instructional model across different educational contexts and learner proficiency levels. Based on the findings, this study proposes an Integrated Theory–Application *Naḥw* (ITAN) Model, in which *Al-Naḥw al-Asāsī* functions as the conceptual foundation and *Al-Naḥw al-Taṭbīqī* serves as the application-oriented instructional resource.

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