



## Analysis of Arabic Teaching Material Needs Based on Local Pesantren Context

Analisis Kebutuhan Materi Ajar Bahasa Arab Berbasis Konteks Lokal Pesantren

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### ABSTRACT

This study examines the needs analysis for Arabic teaching materials contextualized within the local pesantren environment. The research investigates how Arabic language instruction can be enhanced by integrating pesantren's unique cultural, religious, and social contexts into curriculum development. Through qualitative methods including interviews, observations, and document analysis, the study identifies specific material needs that align with pesantren students' daily experiences and religious practices. Findings reveal that contextually relevant materials significantly improve student motivation and comprehension. The study demonstrates that Arabic teaching materials incorporating pesantren terminology, Islamic discourse, and local cultural elements create meaningful learning experiences. Results indicate four primary needs: vocabulary related to pesantren life, conversational patterns reflecting daily interactions, religious texts aligned with curriculum, and culturally appropriate content. This research contributes to understanding how localized content enhances Arabic language acquisition in Islamic educational settings, offering practical implications for curriculum developers and educators seeking to create culturally responsive teaching materials.

**Keywords:** Arabic teaching materials, pesantren education, needs analysis, local context, Islamic education

### ABSTRAK

Penelitian ini mengkaji analisis kebutuhan materi ajar bahasa Arab yang dikontekstualisasi dalam lingkungan pesantren lokal. Penelitian ini menginvestigasi bagaimana pengajaran bahasa Arab dapat ditingkatkan melalui integrasi konteks budaya, religius, dan sosial unik pesantren ke dalam pengembangan kurikulum. Melalui metode kualitatif yang mencakup wawancara, observasi, dan analisis dokumen, penelitian ini mengidentifikasi kebutuhan materi spesifik yang selaras dengan pengalaman harian dan praktik keagamaan santri. Temuan mengungkapkan bahwa materi yang relevan secara kontekstual meningkatkan motivasi dan pemahaman siswa secara signifikan. Studi ini menunjukkan bahwa materi ajar bahasa Arab yang mengintegrasikan terminologi pesantren, wacana Islam, dan elemen budaya lokal menciptakan pengalaman belajar yang bermakna. Hasil penelitian mengindikasikan empat kebutuhan utama: kosakata terkait kehidupan pesantren, pola percakapan yang merefleksikan interaksi harian, teks keagamaan yang selaras dengan kurikulum, dan konten yang sesuai budaya. Penelitian ini berkontribusi pada pemahaman

bagaimana konten lokal meningkatkan akuisisi bahasa Arab dalam setting pendidikan Islam, menawarkan implikasi praktis bagi pengembang kurikulum dan pendidik yang ingin menciptakan materi ajar responsif budaya.

**Kata Kunci:** materi ajar bahasa Arab, pendidikan pesantren, analisis kebutuhan, konteks lokal, pendidikan Islam

## A. INTRODUCTION

The teaching of Arabic language in Islamic educational institutions, particularly pesantren, represents a unique pedagogical context that requires specialized attention to material development and curriculum design. Pesantren, as traditional Islamic boarding schools predominantly found in Indonesia and Southeast Asia, serve as centers for Islamic learning where Arabic language instruction plays a fundamental role in accessing religious texts and Islamic scholarship. The challenge of developing appropriate teaching materials for these institutions has become increasingly significant as educators recognize the importance of contextualizing language instruction within students' lived experiences and cultural frameworks. Richards (2001) emphasized that language teaching materials should reflect the cultural and social contexts in which learners will use the target language, suggesting that generic materials often fail to address specific learner needs and contexts.

The integration of local context into Arabic teaching materials addresses a critical gap in pesantren education (Muhsyanur, 2025), where students often struggle to connect classical Arabic instruction with their daily experiences and practical communication needs. Traditional approaches to Arabic instruction in pesantren settings have historically focused on classical texts and grammatical analysis, sometimes neglecting the communicative competence students require for meaningful interaction within their educational environment. Tomlinson (2011) argued that effective language teaching materials must engage learners emotionally and cognitively, connecting new language input to their existing knowledge and experiences. This perspective supports the development of materials that incorporate pesantren-specific vocabulary, situations, and cultural references that resonate with students' immediate environment.

Needs analysis serves as the foundational step in developing contextually appropriate teaching materials, providing systematic insights into learners' requirements, preferences, and goals (Muhsyanur et al., 2021). The process of identifying what students need to learn, how they prefer to learn, and what resources will best support their learning journey requires careful investigation of the specific educational context. Nation and Macalister (2010) described needs analysis as essential for ensuring that curriculum development responds to actual learner requirements rather than assumed or generalized needs. In pesantren settings, this analysis must consider not only linguistic competencies but also the religious, cultural, and social dimensions that shape how Arabic is used and valued within the community.

The pesantren environment presents distinctive characteristics that influence Arabic language learning, including immersive religious study, communal living arrangements, hierarchical teacher-student relationships, and intensive engagement with Islamic texts. These contextual factors create specific language needs that differ from those in secular educational settings or modern language schools. Students in pesantren require Arabic proficiency for Quranic recitation, hadith study, Islamic jurisprudence discussions, and daily religious practices, alongside communicative abilities for interaction with teachers and peers. Graves (2000) highlighted that curriculum development must account for the institutional context, including physical environment, available resources, and educational philosophy, all of which significantly impact material selection and design (Muhsyanur, 2025).

The concept of localization in language teaching materials extends beyond mere translation or surface-level adaptation, requiring deep integration of cultural values, social prac-

tices, and contextual relevance. Materials that reflect students' immediate environment and incorporate familiar references create cognitive bridges that facilitate language acquisition and retention. Brown (2007) maintained that culturally responsive teaching materials acknowledge learners' backgrounds and experiences, validating their identities while providing pathways to new linguistic and cultural knowledge. In pesantren contexts, this might include dialogues set in prayer halls, vocabulary related to Islamic rituals, reading passages about scholars familiar to students, and writing tasks connected to religious observances.

Research on Arabic teaching in pesantren has identified various challenges including limited authentic materials, overreliance on classical texts, insufficient focus on communicative competence, and disconnect between classroom instruction and practical language use (Mulyana et al., 2021). Many existing Arabic textbooks used in pesantren were developed for general audiences or different educational contexts, failing to address the specific needs and interests of pesantren students. Hutchinson and Waters (1987) stressed that materials should be designed based on thorough analysis of target needs, learning needs, and present situation, ensuring alignment between what students will need to do with the language and how instruction prepares them for those tasks. This principle underscores the necessity of developing specialized materials for pesantren contexts.

The significance of this study lies in its potential to inform material development practices that better serve pesantren students while preserving the religious and cultural integrity of these institutions (Muhsyanur, 2024). By systematically analyzing the Arabic language needs within pesantren contexts and identifying how local elements can be integrated into teaching materials, this research contributes to more effective and culturally appropriate language education. The findings offer practical guidance for curriculum developers, teachers, and educational administrators seeking to enhance Arabic instruction quality while maintaining pesantren's unique educational philosophy and objectives. As Nunan (1988) observed, effective curriculum development requires ongoing evaluation and adjustment based on learner feedback and contextual realities, making needs analysis an essential component of responsive education.

## B. LITERATURE REVIEW

The theoretical foundations for needs analysis in language teaching have evolved significantly over the past decades, with scholars proposing various frameworks and approaches for systematically identifying learner requirements. Needs analysis emerged as a central concern in language education during the development of communicative language teaching and has since become recognized as essential for effective curriculum design. Dudley-Evans and St. John (1998) distinguished between target situation analysis, which examines what learners need to do with the language in specific contexts, and learning situation analysis, which considers how learners prefer to learn and what resources are available. This dual focus provides a comprehensive framework for understanding both the destination and the journey of language learning, particularly relevant in specialized contexts like pesantren education.

The application of needs analysis to Islamic educational contexts requires adaptation of general frameworks to account for religious, cultural, and institutional specificities. Pesantren as educational institutions embody particular values, pedagogical traditions, and learning objectives that shape how Arabic language instruction is conceptualized and delivered (Santalia et al., 2025). The integration of religious texts, emphasis on memorization and recitation, and the central role of teacher-student relationships all influence what constitutes effective teaching materials in these settings. Long (2005) emphasized that needs analysis must consider not only linguistic requirements but also the broader social and cultural contexts in which language learning occurs. In pesantren environments, Arabic serves

multiple functions: as the language of religious texts, as a medium for Islamic scholarship, and as a communicative tool within the educational community.

Research on Arabic language teaching materials has highlighted persistent gaps between available resources and the specific needs of different learning contexts. Many commercially produced Arabic textbooks adopt standardized approaches that may not align with particular institutional goals or learner backgrounds. Studies have shown that materials lacking cultural relevance or contextual appropriateness often fail to engage learners or support meaningful language acquisition. McGrath (2013) argued that materials development should involve careful consideration of learner characteristics, institutional constraints, and cultural appropriateness, suggesting that one-size-fits-all approaches rarely succeed in diverse educational settings (Muhsyanur and Mustapha, 2023). For pesantren students, materials that incorporate Islamic content, pesantren vocabulary, and scenarios reflecting their daily experiences are more likely to resonate and facilitate learning.

The concept of localization in language teaching materials encompasses multiple dimensions, including linguistic adaptation, cultural relevance, and pedagogical appropriateness for specific learner populations. Localization goes beyond simple translation, requiring thoughtful integration of local references, values, and practices into the fabric of teaching materials. Research has demonstrated that culturally responsive materials enhance student motivation, engagement, and learning outcomes by creating meaningful connections between new content and existing knowledge (Muhsyanur et.al, 2025). Tomlinson (2012) proposed that effective materials should provide exposure to authentic language use while remaining accessible and relevant to learners' experiences. In pesantren contexts, this might involve incorporating Arabic terminology commonly used in Islamic education, creating dialogues that reflect typical student-teacher interactions, or selecting reading texts that address topics of interest to pesantren communities.

The relationship between context and curriculum in Islamic education has been explored by various scholars examining how traditional educational institutions adapt to contemporary challenges while maintaining their distinctive characteristics. Pesantren represent a unique educational tradition that balances preservation of classical Islamic learning with responsiveness to modern educational demands. The role of Arabic language instruction within this tradition reflects both religious imperatives and practical communication needs, creating complex requirements for material development. Berkey (2007) noted that Islamic educational institutions have historically demonstrated remarkable adaptability in curriculum and pedagogy while maintaining core values and objectives. Understanding this dynamic is crucial for developing Arabic teaching materials that honor pesantren traditions while addressing current student needs and preparing learners for diverse language use contexts.

### C. METHOD

This study employed a qualitative research design to conduct comprehensive needs analysis for Arabic teaching materials in pesantren contexts. The qualitative approach was selected for its capacity to provide rich, detailed insights into the complex factors influencing material needs, including cultural values, educational practices, and stakeholder perspectives. Data collection occurred over a six-month period and included multiple methods to ensure triangulation and comprehensive understanding of the phenomenon under investigation. Creswell and Poth (2018) advocated for multi-method qualitative approaches when investigating educational contexts, arguing that combining interviews, observations, and document analysis provides deeper understanding than any single method alone. The research was conducted in three established pesantren institutions representing different sizes and educational orientations, allowing for examination of both common needs and contextual variations.

Participants included Arabic language teachers, pesantren administrators, students at various levels, and curriculum developers, totaling forty-two individuals who provided diverse perspectives on material needs and preferences. Semi-structured interviews were conducted with teachers and administrators to explore their views on current materials, perceived gaps, and visions for improvement. Student focus groups provided insights into learner experiences, preferences, and challenges with existing Arabic materials. Classroom observations documented actual material use, teacher-student interactions, and the contexts in which Arabic language learning occurred. Document analysis examined current textbooks, syllabi, lesson plans, and student work to understand existing practices and identify areas for enhancement. Merriam and Tisdell (2016) emphasized that purposeful sampling and multiple data sources strengthen qualitative research by providing varied perspectives and enabling researchers to identify patterns and themes across different contexts. Data analysis followed iterative coding procedures, beginning with open coding to identify initial themes, followed by axial coding to establish relationships among themes, and concluding with selective coding to develop comprehensive understanding of material needs within pesantren contexts.

## D. RESULT AND DISCUSSION

### Vocabulary and Terminology Needs in Pesantren Context

The analysis revealed that pesantren students require specialized vocabulary reflecting their unique educational and living environment, extending beyond standard Arabic curriculum content. Students consistently identified gaps between the vocabulary taught in conventional textbooks and the Arabic terms they encounter daily in pesantren life. The pesantren context introduces numerous Arabic terms related to Islamic education, religious practices, institutional structures, and communal living that rarely appear in general Arabic teaching materials. These include terms for different types of religious texts, educational activities specific to pesantren, hierarchical positions within the institution, and daily routines characteristic of boarding school life. The disconnect between classroom vocabulary instruction and practical language needs emerged as a significant concern among both students and teachers.

Teachers noted that students often learn pesantren-specific terminology informally through immersion rather than through systematic instruction, leading to incomplete understanding and inconsistent usage. When Arabic teaching materials fail to include vocabulary students regularly encounter, opportunities for reinforcement and proper acquisition are lost. The data showed that students felt more engaged and motivated when learning vocabulary directly applicable to their immediate environment. For instance, terms related to prayer schedules, dormitory arrangements, Islamic studies classes, and interactions with teachers resonated more strongly than generic vocabulary about topics distant from their experience. This finding aligns with Nation's (2013) research demonstrating that vocabulary acquisition improves significantly when new words are encountered in meaningful, relevant contexts that connect to learners' existing knowledge and experiences.

The research identified four primary vocabulary categories essential for pesantren students: religious practice terminology, educational structure vocabulary, daily life expressions, and Islamic scholarship terms. Religious practice terminology includes words related to various forms of worship, ritual purification, prayer positions, and Quranic recitation techniques. Educational structure vocabulary encompasses terms for different types of classes, teaching methods used in pesantren, student levels and classifications, and academic assessment practices. Daily life expressions cover dormitory activities, meal times, social interactions, and communal responsibilities. Islamic scholarship terms include names of classical texts, scholarly methodologies, jurisprudential schools, and theological concepts. Each

category serves specific communicative functions within the pesantren environment, and students need mastery across all categories for full participation in institutional life.

Document analysis of existing textbooks confirmed that conventional Arabic materials inadequately address these vocabulary needs, with most focusing on general modern standard Arabic or classical Arabic without attention to the specific register used in Islamic educational contexts. The gap between textbook content and contextual needs creates unnecessary learning burden as students must acquire pesantren-specific vocabulary through separate, unsystematic means. Teachers expressed frustration with having to supplement textbooks extensively to address vocabulary gaps, often creating informal materials without pedagogical training or resources. Schmitt (2010) argued that vocabulary instruction should prioritize words learners will frequently encounter and use, suggesting that material developers must carefully analyze target contexts to ensure appropriate lexical selection. The findings strongly support developing Arabic teaching materials that systematically incorporate pesantren-specific vocabulary, organized thematically to reflect the contexts in which students will use these terms.

### Communicative Situations and Dialogue Patterns

Analysis of communicative needs revealed that pesantren students engage in distinctive interaction patterns shaped by institutional culture, hierarchical relationships, and religious contexts. The data showed significant differences between the dialogue models presented in conventional Arabic textbooks and the actual communicative situations students navigate daily. Pesantren communication reflects specific social structures, including formal address patterns for teachers and elders, communal decision-making processes, and religious discourse conventions. Students identified the need for Arabic materials that model appropriate language for various pesantren situations: requesting permission from teachers, discussing religious texts with peers, participating in communal prayers, seeking clarification during Islamic studies classes, and managing daily life interactions in Arabic-medium environments.

Observational data documented numerous recurrent communicative situations that deserve explicit attention in teaching materials. These include interactions before and after classes, conversations during communal meals, discussions about religious observances, explanations of Islamic concepts, and various service encounters within the pesantren community. The hierarchical nature of pesantren relationships requires students to master different registers and politeness levels depending on their interlocutor's position. Conversations with teachers demand highly respectful language and formal structures, while peer interactions allow more casual expression. This sociolinguistic complexity rarely appears in general Arabic textbooks, which often present simplified or decontextualized dialogues that fail to prepare students for authentic pesantren communication.

Teachers emphasized that appropriate dialogue models serve multiple pedagogical functions: they provide language input, demonstrate cultural norms, offer practice opportunities, and build communicative confidence. When materials present dialogues reflecting students' actual experiences, learners can more readily envision themselves using the language and transfer classroom learning to real interactions. Students reported that textbook dialogues about shopping, tourism, or modern city life felt irrelevant and unmotivating, while conversations about religious study, pesantren routines, or Islamic topics generated greater interest and engagement. This pattern reflects broader research findings on motivation in language learning. Dörnyei and Ushioda (2011) demonstrated that learner motivation increases when materials reflect their goals, interests, and intended language use contexts, suggesting that dialogue selection significantly impacts engagement and learning outcomes.

The research identified essential communicative functions students need to perform in Arabic within pesantren contexts: asking and answering questions about religious texts, expressing agreement or respectful disagreement in discussions, requesting assistance or clarification, offering opinions on Islamic topics, narrating religious stories or scholar biographies, describing religious practices and obligations, making supplications and prayers, and managing collaborative learning activities. Each function requires specific linguistic structures, vocabulary, and pragmatic knowledge. Teaching materials should systematically develop these functions through progressive dialogue practice that gradually increases complexity. The table below presents key communicative situations identified through observation and stakeholder interviews, showing the frequency of occurrence and current coverage in existing materials.

**Table 1.** Communicative Situations in Pesantren Context

Communicative Situation	Frequency of Occurrence	Coverage in Current Materials	Student Priority Rating
Discussing religious texts with teachers	Daily	Low	Very High
Peer study group conversations	Daily	Very Low	High
Requesting permission/clarification	Daily	Low	Very High
Participating in class discussions	Daily	Medium	High
Dormitory life interactions	Daily	Very Low	Medium
Prayer-related communication	Multiple daily	times	Very Low
Greeting teachers/elders appropriately	Multiple daily	times	Medium
Seeking religious guidance	Weekly	Very Low	Very High

### Integration of Islamic Content and Values

The analysis revealed strong preference among all stakeholder groups for Arabic teaching materials that explicitly incorporate Islamic content, values, and perspectives rather than treating Arabic as a neutral linguistic system. This finding reflects the fundamental purpose of Arabic instruction in pesantren: to enable access to Islamic knowledge and facilitate religious practice. Students, teachers, and administrators consistently emphasized that Arabic learning in pesantren contexts cannot be separated from Islamic education more broadly. The language serves as a vehicle for transmitting religious knowledge, understanding sacred texts, and participating in Islamic scholarly traditions. Materials that ignore or minimize this connection fail to align with institutional missions and student motivations. Teachers noted that students demonstrate significantly higher engagement when Arabic lessons incorporate Quranic verses, hadith narratives, Islamic history, or discussions of religious concepts compared to generic secular content.

The integration of Islamic content serves multiple pedagogical purposes beyond cultural relevance. Religious texts and topics provide authentic, meaningful input that students value and wish to understand. Islamic narratives offer rich contexts for vocabulary development and grammatical analysis. Discussions of religious concepts require students to develop argumentation skills and precise expression. The moral and spiritual dimensions of

Islamic content address the whole person rather than only cognitive linguistic competence. This holistic approach aligns with pesantren educational philosophy, which emphasizes character development alongside intellectual growth. Abdalla (2018) argued that Islamic education inherently integrates ethical formation with knowledge acquisition, suggesting that Arabic teaching materials for Islamic contexts should reflect this integration rather than adopting purely skills-based approaches common in secular language education.

Document analysis revealed that existing Arabic textbooks used in pesantren fall into two problematic categories: secular materials developed for general audiences that ignore Islamic dimensions entirely, or religious materials that focus on classical text analysis without adequate attention to language skill development. Neither category adequately serves pesantren students' needs for integrated language and Islamic learning. Students require materials that teach Arabic language skills through Islamic content, developing reading, writing, listening, and speaking abilities while simultaneously deepening religious understanding. For example, vocabulary lessons might focus on terms from Quranic exegesis, reading comprehension might engage with adapted Islamic historical texts, listening practice might use recordings of religious lectures, and speaking activities might involve discussing Islamic ethical principles.

The research identified specific types of Islamic content appropriate for different proficiency levels and pedagogical purposes. Beginning students benefit from simple hadith narrations, basic Islamic concepts, stories of prophets, and descriptions of religious practices. Intermediate students can engage with adapted scholarly texts, Islamic historical narratives, comparative discussions of jurisprudential positions, and contemporary Islamic issues. Advanced students should encounter authentic classical texts, complex theological arguments, and opportunities for original analysis and composition on Islamic topics. Richards and Rodgers (2014) emphasized that content selection should consider both learner proficiency and material relevance to learning objectives, suggesting that Islamic content integration requires careful scaffolding to ensure accessibility while maintaining authenticity. Teachers expressed need for guidance on how to effectively integrate Islamic content into language instruction without sacrificing pedagogical quality or language skill development.

### **Pedagogical Approaches and Material Design Features**

The investigation into preferred pedagogical approaches revealed that pesantren contexts require teaching materials incorporating both traditional Islamic educational methods and contemporary language teaching principles. This integration reflects the dual identity of pesantren as institutions preserving classical Islamic learning traditions while adapting to modern educational demands. Teachers and students described appreciation for certain traditional methods, including memorization, repetition, textual analysis, and teacher-centered instruction, which remain valued in pesantren culture. Simultaneously, stakeholders recognized limitations of exclusively traditional approaches for developing communicative competence and expressed interest in incorporating interactive activities, task-based learning, and student-centered techniques. The challenge lies in creating materials that honor pesantren traditions while introducing effective contemporary methodologies.

Observational data showed that most current Arabic instruction in pesantren settings follows traditional patterns: teachers explain grammatical points, students memorize vocabulary and rules, classes focus on reading classical texts, and limited opportunity exists for communicative practice. While this approach develops certain competencies, particularly reading comprehension and grammatical analysis, it inadequately prepares students for active Arabic use. Students reported feeling capable of understanding texts but struggling with speaking and writing. They expressed desire for more opportunities to practice using Arabic in meaningful contexts, receive feedback on their production, and develop confidence in communication. Teachers acknowledged these limitations but often lack training in

communicative teaching methods or access to materials supporting such approaches. This situation creates tension between what stakeholders know students need and what current resources and pedagogical repertoires enable.

The research identified several material design features stakeholders deemed important for pesantren contexts. Materials should provide clear explanations of grammatical points, as pesantren students expect and value explicit grammar instruction rooted in classical Arabic linguistic traditions. However, grammar should be presented functionally, showing how structures enable communication rather than as isolated rules. Materials need abundant practice activities moving from controlled to free production, allowing students to gradually develop accuracy and fluency. Authentic or semi-authentic texts reflecting Islamic content should serve as input sources, exposing students to natural language use. Activities should promote interaction and collaboration while respecting pesantren social structures and gender norms. Visual design should be culturally appropriate, avoiding images prohibited in conservative Islamic contexts while remaining engaging and clear. Materials require flexibility for different proficiency levels and time allocations, as pesantren vary significantly in resources and curricula.

Teachers particularly emphasized the need for comprehensive teacher guides providing pedagogical support, especially for those lacking formal training in Arabic language teaching. Guides should explain activity objectives, offer implementation suggestions, provide answer keys, suggest extension activities, and include assessment tools. This scaffolding enables teachers to implement contemporary methodologies effectively rather than defaulting to familiar traditional approaches. Graves (2016) demonstrated that well-designed teacher support materials significantly impact implementation quality, particularly for teachers working in under-resourced contexts or attempting unfamiliar pedagogical approaches. The findings suggest that material development for pesantren contexts requires equal attention to student materials and teacher resources, recognizing that pedagogical transformation depends on providing teachers with tools, knowledge, and confidence to facilitate effective Arabic learning experiences.

## E. CONCLUSION

This needs analysis has demonstrated that Arabic teaching materials for pesantren contexts require careful attention to the distinctive linguistic, cultural, religious, and pedagogical dimensions of these educational environments. The research identified four critical areas demanding specialized material development: vocabulary reflecting pesantren life and Islamic education, communicative situations and dialogues modeling authentic interactions within institutional contexts, integration of Islamic content aligned with religious educational objectives, and pedagogical approaches balancing traditional Islamic educational values with contemporary language teaching principles. The findings reveal significant gaps between currently available Arabic teaching materials and the actual needs of pesantren students and teachers. Developing contextually appropriate materials requires moving beyond translation or superficial adaptation toward deep integration of local references, Islamic content, and culturally responsive pedagogy. Such materials promise to enhance student engagement, motivation, and learning outcomes while honoring the religious and cultural integrity of pesantren institutions. The study contributes to understanding how needs analysis can inform culturally appropriate curriculum development in Islamic educational contexts and offers practical direction for educators, material developers, and researchers seeking to improve Arabic language instruction quality in pesantren and similar settings. Future research should investigate the implementation and effectiveness of locally contextualized materials, explore teacher development needs for utilizing such materials effectively, and examine how different types of pesantren may require distinct material adaptations based on their specific educational orientations and student populations.

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