

The Concept of Designing and Developing Arabic Receptive Skills Learning Materials: Maharah Istima' and Qira'ah***Muslimin Resi¹, Wilda Widya Armadani², Andi Nur Pratiwi³, Hamzah⁴, Kaharuddin⁵**Institut Agama Islam Negeri Parepare, Indonesia¹²³⁴⁵***Correspondence Address :** musliminresi@iainpare.ac.id**Citation**Chicago Manual of Style 17th EditionMuslimin Resi et al., "The Concept of Designing and Developing Arabic Receptive Skills Learning Materials: Maharah Istima' and Qira'ah". *Al-Jawhar*, 3(2), 147-162.**Abstract**

This study discusses the design and development of Arabic receptive skills learning materials, which include mahārah istimā' (listening skills) and mahārah qirā'ah (reading skills). This topic was chosen because receptive skills play an important role as the foundation of Arabic language acquisition; however, in practice, the learning process of listening and reading skills still faces various problems, such as limited vocabulary mastery, a lack of varied learning media, and learning materials that are not yet suited to students' needs. This study aims to describe the concept of Arabic receptive skills, explain the principles of effective learning material design, and examine the steps for developing listening and reading learning materials. This research employed a qualitative approach with a library research method. The data were obtained from various sources, including books, journals, research articles, and academic documents on Arabic language learning. Data collection was conducted through documentation techniques, while data analysis used the Miles and Huberman interactive model, which consists of data reduction, data presentation, and conclusion drawing. The results of the study indicate that effective receptive skills learning materials should be designed based on gradual, communicative, relevant, and contextual principles. In addition, the use of audio media, texts, and digital technology has proven to improve students' motivation and comprehension in Arabic language learning. The development of interactive learning activities also encourages students to become more active in understanding conversations and Arabic texts. Therefore, the design and development of innovative learning materials that are suited to students' needs are essential for improving the quality of mahārah istimā' and mahārah qirā'ah learning in modern Arabic language education.

Keywords : Material Design, Arabic Language Learning, Receptive Skills, Maharah Istima', Maharah Qira'ah

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A. Introduction

Arabic is a major language that plays a significant role in education, religion, and culture across the Islamic world.¹ Arabic language skills, particularly receptive skills such as listening (istimāʿ) and reading (qirāʾah), constitute a fundamental basis for language mastery. Receptive skills enable learners to understand communicative contexts, expand their vocabulary, and support productive skills such as speaking and writing.² Recent studies indicate that Arabic language learning continues to face significant challenges, including limited learning materials, insufficient interactive media, and materials that are not fully aligned with learners' needs.³ Global trends also show the increasing use of digital technologies, including mobile applications, videos, and audio resources, to support receptive skills. These developments highlight the urgency of developing effective and technology-based learning materials.

In socio-cultural contexts, vocabulary comprehension in authentic settings has been shown to significantly improve students' receptive skills.⁴ However, other studies have found that listening skills are often neglected in Arabic language curricula, resulting in limited listening exposure for learners.⁵ This gap makes it difficult for students to comprehend academic texts and religious contexts fully. Therefore, the design of learning materials that considers social and cultural contexts and integrates digital media is highly relevant.

Reading skills encounter similar challenges. Aziz and Al-Firdausy argue that the effectiveness of reading instruction depends on learners' proficiency levels and the teaching methods used.⁶ The reading-while-listening method has been shown to enhance receptive skills among second-language learners; however, its implementation remains limited to certain academic settings. This indicates the need for gradual, communicative materials adjusted to students' proficiency levels.

¹ Ganjar Yusup Sofian et al., "The Effectiveness of AI Based Microlearning Platforms through Vlog Content to Improve Arabic Listening Skills," *Arabiyatuna: Jurnal Bahasa Arab* 10, no. 1 SE-Articles (May 1, 2026): 39–62, <https://doi.org/10.29240/jba.v10i1.16265>; Adamu Muhammad et al., "Semantic Exploration of the Word 'Imra'ah' in the Qur'an: Differences in Meaning and Forms," *Borneo Journal of Language and Education* 6, no. 2 SE-Articles (May 16, 2026), <https://doi.org/10.21093/benjole.v6i2.12794>.

² Faizmailiatus Sofa et al., "Innovation of Language Receptive Skills Based on Authentic Assessment," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (2023): 31–44; Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64, <https://doi.org/https://doi.org/10.21093/benjole.v4i1.8085>.

³ Moh Sholeh Afyuddin and M Syamsul Maarif, "Listening Learning Strategy Used by Arabic Education Students," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 6, no. 1 (2023): 138–66.

⁴ Aliyu Abdullahi, Nurazan Binti Mohamad Rouyan, and S H Noor, "The Use of Web 2.0 Technologies to Determine Receptive Skills among Malay Learners of Arabic Language," *International Journal of Asian Social Science* 8, no. 9 (2018): 651–59.

⁵ Muh Sabilar Rosyad, Uril Bahrudin, and Faisal Mahmoud Adam, "The Reality of Learning Arabic Listening Skills at Pesantren-Based Universities from the Perspective of Teaching Materials," *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab* 10, no. 2 (2023): 92–120.

⁶ Muhammad Tareh Aziz, M Kemal Husain Al-Firdausy, and Moh Syafi'i, "Learning Listening and Reading Skills from the Arabic Language in a Psycholinguistic Perspective," *Al-Ishlah: Jurnal Pendidikan* 14, no. 4 (2022): 4997–5006.

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Limited vocabulary mastery is also a major obstacle in receptive language learning. Messouab demonstrates that vocabulary knowledge significantly influences reading and listening comprehension, yet many students experience a gap between the vocabulary they know and the vocabulary they need.⁷ This condition makes it difficult to understand Arabic texts and affects productive skills. Accordingly, the development of vocabulary-based materials in a gradual sequence is an important strategy.

The digitalization of education offers new opportunities to improve receptive skills. Irawan emphasizes that using digital media, such as audiovisual resources and e-learning platforms, can enhance listening and reading skills.⁸ Sofa et al. further argue that technology enables materials to be adapted to learners' individual needs, supporting personalized and flexible learning.⁹ Thus, integrating digital technology addresses the limitations of conventional media.

In addition, students' motivation and learning strategies also influence learning success. Al-Otaibi shows that independent learning strategies and hybrid learning encourage active student engagement, thereby improving receptive skills.¹⁰ This confirms that material design should combine the principles of self-regulated learning with interactive methods to make learning more effective and engaging.

The gaps in previous studies further justify the importance of the present research. Many studies have focused on productive skills or English language learning, whereas the development of Arabic receptive-skill materials remains limited.¹¹ This gap presents a research opportunity to emphasize context- and technology-based material design for listening and reading instruction. Theoretically, second-language learning principles emphasize integrating context, materials, and media. Abdullah and Samsudin state that receptive skills serve as a foundation for learners to understand messages and participate in language interaction.¹² Therefore, learning materials should be gradual, communicative, relevant, contextual, and supported by digital media. The novelty of this study lies in the development of materials that emphasize academic, social, cultural, and technological dimensions. These materials integrate listening-while-reading methods, audiovisual resources, and interactive digital technology to optimize students' receptive skills. The findings are expected to contribute significantly to Arabic language education literature and classroom teaching practices.

⁷ Imad Messouab, "Receptive Vocabulary Knowledge and Reading Comprehension: The Case of Arabic as a Foreign Language," *International Journal of Arabic Linguistics* 10, no. 01 (2024).

⁸ Bambang Irawan, "Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills And Its Implications on Self-Regulated Learning," *IJIE International Journal of Islamic Education* 2, no. 2 (2023): 57-72.

⁹ Sofa et al., "Innovation of Language Receptive Skills Based on Authentic Assessment."

¹⁰ Humayyed Muhammad Al-Swat Al-Otaibi, "The Effectiveness of Using Multimedia in Developing the English Language Listening Skills of Intermediate Female Students," *مجلة كلية التربية (أسبوت)* 35, no. 12.2 (2019): 1-27.

¹¹ Nela Erina and Diki Nurwahidin, "Storytelling Method in Arabic Language Learning: Enhancing Listening and Speaking Skills in Islamic Elementary Education," *Athla Journal of Arabic Teaching Linguistic and Literature* 6, no. 1 (2025): 49-64, <https://doi.org/10.22515/athla.v6i1.11341>.

¹² Iis Susiawati Abdullah and Dadan Mardani Samsudin, "Learning Arabic Language Skills for Adults (Jack C. Richard Thought Review)," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 103-23.

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Based on the above discussion, the main objective of this article is to design and develop effective, relevant, and technology-based learning materials for Arabic receptive skills, particularly listening and reading. The expected benefits include theoretical contributions to the literature on Arabic language material development and practical contributions as a guideline for material design that can be implemented in higher education institutions and secondary schools. This study seeks to bridge the gap between theory and practice, enhance students' receptive skills, and support more modern, technology-based Arabic language learning.

B. Method

This study employed a qualitative research methodology, which is appropriate for exploring in depth the development of Arabic receptive skill learning materials (listening and reading). According to Merriam and Tisdell, qualitative research enables researchers to understand phenomena within their natural contexts, focusing on meaning, experiences, and processes.¹³ This approach was selected because the study aims to design learning materials that are contextual, relevant, and aligned with learners' needs, rather than merely measuring variables quantitatively. Through this method, the researcher can analyze principles, strategies, and pedagogical contexts holistically.

The data sources comprised academic literature, Arabic textbooks, scholarly articles, and relevant curriculum documents. Data collection was conducted through documentation studies and systematic literature review, allowing the identification of proven principles, strategies, and practices for material development.¹⁴ Data were analyzed thematically with detailed note-taking and initial coding, facilitating the identification of key themes, patterns, and categories relevant to the development of receptive skills.

The data analysis procedure followed the interactive model proposed by Miles, Huberman, and Saldana,¹⁵ which includes data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting critical information from the literature; data display was conducted through tables, charts, and narratives; and conclusions were drawn by linking the findings to the research objectives. Thematic coding techniques were applied to extract patterns, categories, and main themes from the literature, ensuring that the research results were structured and systematic.

The selection of literature sources employed purposive sampling, choosing references that were most relevant and credible to support the development of Arabic learning materials.¹⁶ Selection criteria included relevance to the development of listening and reading skills, academic quality, and publication period from 2018 to 2026. This strategy ensured that the analyzed literature

¹³ Elizabeth J Tisdell, Sharan B Merriam, and Heather L Stuckey-Peyrot, *Qualitative Research: A Guide to Design and Implementation* (John Wiley & Sons, 2025).

¹⁴ Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods* (Sage publications, 2008).

¹⁵ J Miles, M. B., Huberman, A. M., & Saldaña, *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)* (SAGE Publications, 2014).

¹⁶ Juanita Heigham and Robert Croker, *Qualitative Research in Applied Linguistics: A Practical Introduction* (Springer, 2009).

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provided a representative overview, supported in-depth analysis, and aligned with the study's objectives.

Data validity and reliability were ensured through several methodological procedures. First, literature triangulation was conducted to verify the consistency of findings across different sources.¹⁷ Second, an audit trail was maintained, documenting all stages of data collection and analysis to ensure traceability of the research process.¹⁸ Third, inter-researcher discussions were used to minimize interpretive bias. Through these procedures, the study produced theoretically robust, practically relevant, and reliable findings for the development of Arabic receptive skill learning materials.

C. Findings and Discussion

Concept of Arabic Receptive Skills

Receptive skills in Arabic language learning constitute fundamental competencies, encompassing the processes of receiving, comprehending, and interpreting linguistic information through listening and reading. In language learning, receptive skills comprise two primary components: mahārah istimā' (listening skills) and mahārah qirā'ah (reading skills). These skills form a critical foundation for mastering Arabic, as learners must first understand language input through auditory and visual channels before they can effectively engage in speaking and writing.¹⁹

In language education, receptive skills are considered the initial stage of language acquisition. Learners acquire linguistic input through listening and reading activities and subsequently process this information to develop comprehension that can be utilized in communication. Therefore, the effectiveness of Arabic language learning is strongly influenced by learners' mastery of receptive skills.²⁰

Generally, receptive skills refer to the ability to understand messages conveyed by others, whether spoken or written. In Arabic, these skills aim to enable learners to recognize sounds, words, and linguistic structures, extract information from texts or conversations, comprehend meaning both literally and contextually, and accurately interpret the content of communication. Receptive skills are closely linked to cognitive processes and language understanding. When learners listen to or read Arabic, they not only recognize linguistic symbols but also engage in mental processes involving meaning interpretation, information integration, and inference of the message content.

In contemporary language education, receptive skills are no longer perceived merely as the passive reception of information; rather, they are understood as an active process that engages critical, analytical, and interpretative thinking. Learners are expected to comprehend the full meaning of

¹⁷ Alexander Bogner, Beate Littig, and Wolfgang Menz, *Interviewing Experts* (Springer, 2009).

¹⁸ Helle Neergaard and John P Ullhøi, *Handbook of Qualitative Research Methods in Entrepreneurship* (Edward Elgar Publishing, 2007).

¹⁹ Henny Sanulita et al., *Keterampilan Berbahasa Reseptif: Teori Dan Pengajarannya* (PT. Sonpedia Publishing Indonesia, 2024).

²⁰ R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179–96, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

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texts or conversations, including understanding the social, cultural, and communicative contexts in which language is used.

1. Maharah Istima' (Listening Skill)

Mahārah istimā' refers to the ability to listen to and comprehend Arabic utterances accurately and appropriately.²¹ This skill includes the ability to recognize language sounds, understand vocabulary, identify main ideas, and comprehend the speaker's intended meaning. Listening in Arabic is not merely the act of hearing sounds but a process of understanding orally delivered messages. Therefore, learners need concentration, the ability to recognize Arabic phonology, and an understanding of the communicative context. Mahārah istimā' is the first skill acquired by humans in the process of language acquisition. A child learns language through listening activities before being able to speak, read, and write.

This concept also applies to the teaching of Arabic as a foreign language. In Arabic language learning, listening skills play an essential role because they serve as the foundation for mastering pronunciation and language comprehension. Learners who are regularly exposed to Arabic listening input tend to understand sentence patterns and language intonation more easily. The teaching of istimā' can be conducted through various media, such as audio recordings, instructional videos, direct conversations, and Arabic songs. The use of varied media helps learners become more focused and motivated in the learning process.

2. Maharah Qira'ah (Reading Skill)

Mahārah qirā'ah refers to the skill of reading and comprehending Arabic texts. This skill requires not only the ability to pronounce Arabic script, but also the ability to understand the content of reading materials in depth. In Arabic language learning, qirā'ah serves as a primary means of obtaining information, broadening knowledge, and improving vocabulary mastery. Through reading, learners can recognize various linguistic structures and understand language use across different contexts.²²

The teaching of qirā'ah can be delivered through simple texts, short stories, dialogues, articles, and theme-based reading materials tailored to learners' proficiency levels. Qirā'ah is an important skill because many sources of Islamic knowledge are written in Arabic. Therefore, Arabic reading proficiency is highly necessary for understanding both Islamic literature and academic texts.

3. The Role of Receptive Skills in Arabic Language Learning

Receptive skills, namely mahārah istimā' and mahārah qirā'ah, play a critical role in mastering Arabic as they constitute the primary foundation in the language acquisition process.²³ Through listening and reading activities, learners receive diverse linguistic input that aids in understanding vocabulary,

²¹ Hidayatul Khoiriyah, "Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 10, no. 1 (2020): 32-44.

²² Arfakhsyadz Rusyana Anzaldin Maulidan, "Maharah Al-Qira'ah Dan Maharah Al-Kitabah Sebagai Fondasi Studi Tafsir Al-Qur'an," *AR-RIYADH: Jurnal Pendidikan Dan Bahasa Arab* 1, no. 2 (2025): 1-13.

²³ Lc Erta Mahyudin et al., *Strategi Mengembangkan Keterampilan Berbahasa Arab Aktif Produktif Dan Reseptif* (Publica Indonesia Utama, 2025).

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pronunciation, and sentence structures in Arabic. The more learners are exposed to the language via audio and text, the more their ability to comprehend meaning and use language accurately develops. Consequently, receptive skills form the essential groundwork before learners can develop productive skills such as speaking and writing.

Beyond serving as the basis for language acquisition, receptive skills also enhance learners' abilities to comprehend information and engage in critical thinking. During listening and reading, learners do not merely receive information; they also learn to identify main ideas, interpret meaning, and analyze the content of the texts or utterances they encounter. These activities support the development of analytical thinking and expand learners' understanding of diverse contexts in which Arabic is used. Therefore, the teaching of *istimā'* and *qirā'ah* is not solely focused on linguistic aspects but also on fostering learners' intellectual capabilities.

Furthermore, receptive skills are instrumental in broadening learners' linguistic, cultural, and scholarly horizons. The ability to read and listen enables learners to access a wide range of Arabic-language knowledge sources, including books, articles, digital media, podcasts, and educational videos. Through this process, learners acquire not only language proficiency but also cultural awareness and an understanding of communication patterns among Arabic-speaking communities. Therefore, mastery of receptive skills is essential for developing active, communicative, and comprehensive Arabic language competence in accordance with the demands of modern language learning.²⁴

Design of Materials for Developing *Istimā'* and *Qirā'ah* Skills

1. Principles for Effective Material Design

The development of learning materials for *mahārah istimā'* and *mahārah qirā'ah* should be carried out systematically to ensure that learning objectives are optimally achieved. Effective materials not only provide linguistic information or exercises but also support learners in understanding and using Arabic communicatively. Therefore, material design must be tailored to learners' proficiency levels, needs, and characteristics. Materials that are too difficult may demotivate learners, whereas overly simple materials can reduce the learning challenge.²⁵

A key principle in material design is *tadarruj* (gradual progression), where materials are presented from simple to more complex levels. In *istimā'* instruction, learners should first be introduced to letter sounds, basic vocabulary, and simple dialogues before progressing to longer, more complex audio. Similarly, in *qirā'ah*, reading texts should begin with short texts of simple structures and gradually move to more complex materials, such as academic articles or literary works. This principle ensures that learners can process materials incrementally without feeling overwhelmed.

Materials should also adhere to the principles of relevance and meaningfulness. Materials connected to learners' daily experiences are more

²⁴ Ardiansah Ardiansah, Moh Masrur, and Maya Aulia, "Penerapan Metode *Qira'ah* Dalam Pembelajaran Keterampilan Reseptif Bahasa Arab," *JIP-Jurnal Ilmiah Ilmu Pendidikan* 8, no. 4 (2025): 3589–95.

²⁵ Khoiriyah, "Metode *Qirā'ah* Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah."

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easily comprehended and enhance motivation. Themes such as education, family, technology, social media, environment, and daily activities are more engaging than overly theoretical content. In this way, Arabic learning becomes not only an academic activity but also a practical skill.

Another essential principle is communicativeness. Learning materials should train learners to understand Arabic in authentic contexts, rather than merely memorizing language rules. For instance, *istimā'* materials may include dialogues about daily activities, interviews, or simple news items. In contrast, *qirā'ah* materials may consist of popular articles, short stories, or factual texts that encourage critical thinking. By applying communicative principles, Arabic learning becomes more meaningful and engaging.

2. Characteristics of Engaging and Communicative Materials

Engaging materials significantly influence learners' motivation and participation. In Arabic learning, a common issue is the use of monotonous, overly formal, or non-relevant materials, which can lead to boredom and hinder comprehension. Therefore, *istimā'* and *qirā'ah* materials should be designed to create an active and enjoyable learning environment.²⁶

Firstly, materials should use contextual themes relevant to learners' daily lives. Materials about everyday experiences help learners relate content to their personal experiences, such as school activities, hobbies, travel, social media, or popular culture, thereby increasing interest in Arabic learning. Secondly, the language in the materials should be clear and easy to understand. In receptive skill instruction, the language used in audio or texts should match learners' proficiency levels. Overly complex sentences or excessive vocabulary can obstruct understanding. Materials should employ simple yet authentic language, enabling learners to grasp Arabic usage naturally.

Communicative materials should also promote interaction and cognitive engagement. For *istimā'*, learners should not merely listen but also perform tasks such as answering questions, identifying key information, summarizing conversations, or discussing content. In *qirā'ah*, learners should be trained to identify main ideas, analyze texts, express opinions, and connect readings to real-life contexts. This approach encourages active learning rather than passive reception. Lastly, materials should incorporate variation and creativity. Teachers can use images, illustrations, infographics, interactive dialogues, or language games to make learning more engaging. Material variation is crucial for maintaining attention and fostering active participation.

3. Use of Audio, Text, and Digital Technology

Advances in digital technology offer significant opportunities for enhancing Arabic language learning, particularly in receptive skills. The use of audio, textual, and digital media can make learning more interactive, flexible, and responsive to learners' needs. Learning media serve not only as tools but also as means to improve comprehension and motivation.²⁷

In *istimā'* instruction, audio media are essential for helping learners understand Arabic sounds, intonation, and pronunciation directly. Audio materials may include dialogues, podcasts, songs, news items, or educational

²⁶ Khoiriyah.

²⁷ Khoiriyah.

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videos. Authentic audio from native speakers is particularly valuable for training learners to comprehend pronunciation variations and language use in real contexts. Exposure to such media gradually improves listening comprehension.

In qira'ah instruction, textual media are central to developing reading comprehension. Texts may include Arabic digital articles, online news, short stories, infographics, or social media content. Textual variation enhances engagement and supports comprehension across diverse real-life contexts. Digital technology further increases the effectiveness of Arabic learning. Applications and platforms—such as instructional videos, digital dictionaries, interactive reading apps, and e-learning platforms—enable learners to study independently outside the classroom, transcending time and space constraints. Digital media also increases learner engagement through visual, interactive, and non-monotonous content.

However, technology use must align with learning objectives and learners' abilities. Teachers play a critical role in selecting appropriate media to ensure that technology supports learning rather than serving merely as entertainment. Thoughtful integration of audio, textual, and digital media is therefore necessary to create effective, communicative, and innovative receptive skill instruction.

Development of Learning Materials

1. Steps in Material Development

The development of learning materials for mahārah istimā' and mahārah qirā'ah should be conducted systematically to ensure that the resulting materials align with learning objectives and learners' needs. High-quality materials not only convey information but also enable learners to actively and communicatively use Arabic. Therefore, material development must consider linguistic, pedagogical, and psychological aspects, as well as advances in educational technology.²⁸

The first step in material development is conducting a learner needs analysis. Teachers should assess learners' language proficiency, backgrounds, interests, and difficulties encountered in Arabic learning. Needs analysis is crucial, as materials tailored to learners' characteristics are easier to comprehend and more motivating. For instance, beginner learners require materials with simple vocabulary and relatable daily-life themes, whereas advanced learners can be provided with more complex and analytical content.

The next step is to establish clear learning objectives. Learning objectives guide the selection of content, teaching methods, media, and evaluation methods. In istimā', objectives may include the ability to understand main ideas from audio or recognize specific vocabulary meanings. In qirā'ah, objectives may involve identifying key ideas, comprehending textual content, or analyzing information in reading materials. Clear objectives facilitate focused and effective material design.

Once objectives are determined, the next step is selecting and organizing learning materials. Materials should progress gradually from simple to complex. In istimā', teachers may select short dialogues, everyday conversations, stories, news, or Arabic-language videos. In qirā'ah, materials can include descriptive texts, narratives, popular articles, or other informative texts. Selection should

²⁸ Chairani Astina, Rifqi Aulia Rahman, and Nurul Azizah, "Pantomim: 'Evaluatainment Methods' Dalam Peningkatan Efikasi Diri Maharah Al-Kalam Siswa Mts Terpadu Al-Kautsar," *Borneo Journal of Language and Education* 3, no. 1 (2023): 15–32.

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account for linguistic difficulty and learners' interests to enhance engagement and meaningful learning.

The following step involves determining appropriate media and teaching strategies. Using audio, video, digital texts, or educational applications can enhance the effectiveness of receptive skill instruction. Teachers should design interactive activities to ensure learners are not passive listeners or readers but actively process and interpret information. After implementation, materials should be evaluated through tests, observations, or learner feedback. Evaluation results inform improvements and refinements of the materials.

2. Examples of Istimā' Learning Activities

Istimā' activities should be designed to develop learners' listening comprehension gradually. Effective activities not only train learners to recognize language sounds but also help them understand meaning, identify key information, and respond appropriately to audio content. Activities should be varied and communicative.²⁹

One example is listening to a simple dialogue and answering questions based on its content. This develops learners' ability to understand main ideas and details. Teachers may also ask learners to identify the main idea or summarize the conversation in their own words, enhancing concentration and comprehension.

Other activities include completing sentences or matching information based on audio. Learners listen and then fill in missing words or match appropriate information, reinforcing vocabulary recognition, sentence structure, and listening accuracy.

Video media can also be incorporated. Learners watch short videos, news items, or simple conversations, then discuss the content in groups. This not only trains listening comprehension but also supports understanding of Arabic in authentic contexts. Engaging media and interactive activities make istimā' learning more active and enjoyable.

3. Examples of Qirā'ah Learning Activities

Qirā'ah activities should help learners understand textual content deeply, rather than merely reading and translating. Reading activities should be developed gradually, from basic information comprehension to critical thinking exercises. One activity is reading a text and identifying the main idea and key information. This helps learners comprehend overall content and train the skill of recognizing central ideas in each paragraph. Teachers may also ask learners to write summaries to encourage a holistic understanding. Another activity is responding to analytical questions based on the text, which directs learners to interpret meaning, analyze content, and express opinions. This develops both literal reading skills and critical, reflective thinking.

Group discussions are also effective. After reading, learners discuss content, share opinions, or relate the text to real-life contexts. Digital texts, online articles, or Arabic social media content can be used to make learning more engaging and relevant. By developing varied, communicative, and contextualized activities, istimā' and qirā'ah learning become more effective in enhancing learners'

²⁹ Renti Yasmar, "Multimedia Interaktif Pembelajaran Bahasa Arab Untuk Siswa Madrasah Aliyah," *Arabiyatuna: Jurnal Bahasa Arab* 1, no. 2 Desember (2017): 199–216.

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receptive skills. Properly designed materials and activities help learners understand Arabic while boosting motivation and critical thinking in the learning process.

Challenges and Solutions

1. Challenges in Material Development

The development of Arabic language learning materials, particularly for receptive skills (mahārah istimā' and mahārah qirā'ah), faces several pedagogical, technical, and contextual challenges. Understanding these challenges is essential for designing effective learning strategies.³⁰

- a) Limited Teacher Competence, Some teachers still rely on traditional methods, such as the grammar-translation approach, which emphasizes memorizing rules and translating texts. This is often due to limited mastery of modern teaching strategies, including communicative approaches and the integration of digital technology. Additionally, the ability to design creative, innovative, and learner-centered materials remains underdeveloped.
- b) Scarcity of Media and Learning Resources, Limited access to learning facilities is a major obstacle, particularly in developing istimā' skills. Many educational institutions lack adequate access to authentic audio, video, and reading materials. The absence of language laboratories and stable internet connectivity further limits variety and engagement in learning.
- c) Low Learner Motivation, Learners often perceive Arabic as a difficult and uninteresting subject. Linguistic differences, monotonous teaching methods, and a lack of relevance to daily life influence this perception. Consequently, learners' interest and engagement in the learning process are low.³¹
- d) Mismatch Between Materials and Learner Needs, Overly theoretical or non-contextual materials make it difficult for learners to grasp the meaning and function of language in real-life situations. Materials are often not tailored to learners' proficiency, interests, or learning objectives, resulting in ineffective, less meaningful learning.

2. Innovative Solutions for Receptive Skill Instruction

To overcome these challenges, innovative, adaptive, and learner-centered solutions are required.

- a) Technology-Based Material Development, Digital technology can significantly enhance the quality of learning. Teachers can use platforms such as language-learning apps, podcasts, interactive videos, and e-learning. Multimodal media (audio, visual, text) allow learners to engage with content more deeply and flexibly while enhancing motivation and comprehension.
- b) Communicative and Contextual Approaches, The communicative approach emphasizes using language as a real communication tool rather than merely an object of study. Materials should relate to everyday situations, including social interactions, educational contexts, and digital media. Contextualized

³⁰ Nadia Adiningrat and Meyniar Albina, "Pentingnya Perencanaan Strategi Pembelajaran Untuk Menciptakan Pembelajaran Yang Efektif Dan Berkualitas," *QOUBA: Jurnal Pendidikan* 1, no. 2 (2024): 141–53.

³¹ Triani Triani, "Analisis Metode Pembelajaran Bahasa Arab Di Sekolah: Kajian Teoretis Dan Implikasinya Dalam Konteks Pendidikan Modern," *Sanaamul Quran: Jurnal Wawasan Keislaman* 6, no. 2 (2025): 15–28.

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instruction helps learners grasp language meaning more naturally and apply it effectively.

- c) Teacher Training and Professional Development, Improving teacher competence is key to successful learning. Teachers should participate in training on the design of digital materials, innovative instructional development, and higher-order thinking skills (HOTS)-based teaching strategies. Workshops, seminars, and professional learning communities provide effective avenues for enhancing teacher quality.
- d) Use of Authentic Materials, Incorporating authentic materials, such as Arabic news, short films, songs, podcasts, and social media content, increases learner motivation. Such materials provide real-world, contextual learning experiences, helping learners better understand language use in daily life.

Integration of Higher-Order Thinking Skills (HOTS) , Arabic language instruction should integrate higher-order thinking skills, including analysis, evaluation, and creation. Learners should not only comprehend texts and audio but also critically assess, compare, and express opinions about the information they receive. This approach makes learning more meaningful, challenging, and conducive to the development of learners' overall cognitive abilities.³²

Discussion

The results of this study indicate that the development of Arabic receptive skill learning materials, particularly in listening and reading, is significantly influenced by the quality of material design, the integration of digital media, and the contextual relevance of instruction. These findings are consistent with those of Rajab et al., who emphasize the need for linguistically responsive digital resources to support Arabic vocabulary acquisition.³³ Accordingly, materials that integrate audio, text, and cultural context provide more effective cognitive stimulation and enhance learners' ability to comprehend Arabic messages holistically.

Moreover, this study supports Krashen's Input Comprehensible Theory,³⁴ which posits that comprehensive understanding of materials enhances receptive skills. Gradually structured, communicative, and contextually grounded materials allow learners to connect vocabulary and linguistic structures with everyday experiences, thereby improving retention and deep comprehension. This is further reinforced by evidence that the effectiveness of reading-while-listening methods depends on learners' proficiency levels, underscoring the need to tailor material design to students' initial abilities.³⁵

The implications of these findings suggest that Arabic language instructors should consider integrating digital strategies with contextual pedagogy. Utilizing e-learning platforms, mobile applications, and audiovisual resources offers

³² Triani.

³³ Siti Sharah Rajab, Nurahimah Mohd Yusoff, and Muhammad Noor Abdul Aziz, "Digital Tools for Enhancing Arabic Vocabulary Acquisition: A Bibliometric Analysis," *Journal of Information System and Technology Management* 9 (n.d.): 256–70.

³⁴ Stephen Krashen, "Principles and Practice in Second Language Acquisition" (Pergamon Press, 1982).

³⁵ Padma Lamo, Saleem Mohd Nasim, and Rajakumar Guduru, "Modality Principle in Learning L2: A Systematic Review of How Proficiency Moderates the Efficacy of Reading-While-Listening on Receptive Skills," *The Electronic Journal for English as a Second Language* 30, no. 2 (2026).

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opportunities for autonomous, flexible learning. Shehada et al. similarly link self-regulated learning strategies with improved receptive skills.³⁶ These insights open the door to developing adaptive, interactive, and personalized materials that enhance motivation and learner engagement.

Supporting factors identified in this study include material quality, student engagement, and technological support. In contrast, limiting factors include restricted access to technology in some institutions, variations in learners' initial abilities, and limited direct instructor guidance. Some findings also indicate that digital methods do not fully replace face-to-face interaction; rather, a combination of digital materials and conventional teaching strategies yields optimal outcomes.³⁷

This study has limitations, notably its reliance on literature and available documents without incorporating field observations or primary data collection from learners. Future research is recommended to conduct experimental or mixed-methods studies that measure the direct impact of learning materials on students' listening and reading skills. Additionally, subsequent studies could explore variations in instructional strategies, proficiency-based adaptations, and more innovative digital media integration to strengthen receptive skills comprehensively.³⁸

In conclusion, the findings of this study make a significant contribution to the literature on Arabic language education, particularly in the development of receptive skill learning materials. Beyond highlighting the importance of contextualization and digital media, this study underscores the necessity of adaptive approaches tailored to learners' needs to enhance the effectiveness of Arabic language instruction in the modern era.

D. Conclusion

Based on the findings of this study, it can be concluded that receptive skills, namely mahārah istimā' and mahārah qirā'ah, play an essential role in Arabic language learning, as they constitute the primary foundation for language comprehension and acquisition. Effective learning materials should be designed based on the principles of gradual progression, communicativeness, relevance, and contextualization to meet learners' needs. Moreover, the development of learning materials should incorporate audio media, textual resources, and digital technology to create a more interactive and engaging learning environment that enhances learners' motivation and comprehension of Arabic. Varied learning activities have also been shown to help learners become more actively involved in understanding Arabic conversations and texts. This study indicates that the innovative development of receptive skill learning materials is highly necessary to improve the quality of Arabic language instruction in educational institutions. Therefore, teachers are encouraged to be more creative in designing learning materials that align with technological developments and learners' needs.

³⁶ Suzan Shehada et al., "Asynchronous Digital Approach for Advancing Learners' Foreign Language Proficiency," 2025.

³⁷ Sofian et al., "The Effectiveness of AI Based Microlearning Platforms through Vlog Content to Improve Arabic Listening Skills."

³⁸ Ahmed Abdullahi Mohamud, Ahmed Absuge Gabow, and Abdirahman Ibrahim Abdi, "Exploring the Factors Influencing Listening Skills Proficiency: A Quantitative Study of English Language Learners at IML, SIMAD University, Somalia," *Language Testing in Asia* 15, no. 1 (2025): 73.

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Educational institutions should also support the provision of adequate media and learning resources so that the teaching of mahārah istimā' and mahārah qirā'ah can be implemented more effectively and optimally.

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