

A Multidimensional Model for Integrating Qur'anic Verses in Arabic Language Learning

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ABSTRACT

Arabic holds a central place in the Islamic intellectual tradition as the language of the Qur'an. Therefore, Arabic instruction in Islamic higher education is expected not only to develop linguistic competence but also to integrate Qur'anic values into the learning process. However, in practice, much of the existing literature and instructional approaches continue to focus primarily on structural and linguistic aspects. Comprehensive models that systematically connect language skills with spiritual and ethical dimensions remain limited. This gap highlights the lack of a multidimensional framework that meaningfully integrates these elements. This study aims to examine the model and implementation of integrating Qur'anic verses into Arabic language learning at Universitas Sunan Drajat Lamongan. Using a qualitative case study approach, data were collected through classroom observations, in-depth interviews with lecturers and students, and document analysis. The data were then analyzed through an interactive process involving data reduction, data display, and conclusion drawing. The findings reveal a novel five-dimensional integrative model consisting of linguistic, contextual, thematic, value-based, and pedagogical integration. In this model, the Qur'an functions not only as a linguistic resource but also as an epistemological and pedagogical foundation. The implementation of this model follows a structured set of stages: introduction, language exploration, communicative practice, value reflection, and evaluation. This approach contributes to the simultaneous development of linguistic competence, communicative ability, and the internalization of Qur'anic values.

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INTRODUCTION

Arabic central position in the Islamic intellectual tradition. It functions not only as a means of communication but also as the language of divine revelation used in the Qur'an. For this reason, mastery of Arabic becomes a fundamental requirement for Muslims who wish to understand the primary sources of Islamic teachings directly (Abas et al., 2025; Bashir et al., 2023; Habil et al., 2025; Humaida et al., 2026). In the context of Islamic education, Arabic language learning cannot be separated from the study of the Qur'an as the main text within the Islamic scholarly tradition (Bahjatul Waafiroh et al., 2025).

Islamic higher education institutions in Indonesia have a responsibility to develop Arabic language learning models that are not merely oriented toward linguistic aspects but also toward the integration of Islamic values. Such integration is important because Arabic has an intrinsic relationship with the Qur'an as the sacred scripture of Muslims (Dimyathi et al., 2025; Muflihah et al., 2025; Ritonga et al., 2024). Therefore, the process of Arabic language learning should ideally not only focus on the mastery of linguistic structures but also guide students to understand the meanings and messages contained in Qur'anic verses (Al-Salami, 2022; Hanani et al., 2024; Sormin et al., 2025; Suryanti et al., 2025).

In contemporary Islamic education, the integration of knowledge and religious values has become a paradigm that increasingly attracts scholarly attention. This concept of integration aims to eliminate the dichotomy between religious sciences and general sciences, which has long been considered one of the major issues in the Islamic education system. Through an integrative approach, Arabic language learning can serve as a medium for connecting linguistic competence with the understanding of Islamic teachings (Alsamaani & Alhoody, 2025; Kabalmay et al., 2025; Ma'arif & Rosikh, 2025).

Within the context of Islamic higher education, integrating Qur'anic verses into Arabic language learning has several important objectives. First, it strengthens students' ability to understand Qur'anic texts directly without relying entirely on translations (Basir et al., 2024; Bhat & Bisati, 2025a; Ismail, 2024; Jannah & Jumari, 2024; Karman et al., 2024). Second, it increases students' learning motivation through the use of texts that possess religious significance. Third, it facilitates the internalization of moral and spiritual values through the language learning process (Bashir et al., 2023; Ma'arif & Rosikh, 2025).

One Islamic higher education institution that has significant potential for developing such an integrative model is Sunan Drajat University in Lamongan. This university is a pesantren based higher education institution with a vision to develop higher education grounded in Islamic values and the pesantren tradition. The campus is located within a pesantren environment and offers several Islamic studies programs, including the Arabic Language Education program under the Faculty of Tarbiyah.

As a pesantren based educational institution, Arabic language learning at this university is not only directed toward mastering language skills such as reading, writing, speaking, and listening but also toward understanding Islamic texts (Rosikh et al., 2023; Susanto et al., 2022). The Arabic Language Education program aims to produce graduates who are capable of becoming professional Arabic language educators and contributing to the development of Islamic da'wah through education (Bahjatul Waafiroh et al., 2025). In practice, the integration of Qur'anic verses in Arabic language learning can be implemented through various approaches (Alrayzah et al., 2023; Chamidah et al., 2023). Qur'anic verses may be used as examples in grammar instruction, as texts for reading analysis, or as sources of vocabulary for developing speaking and writing skills. In this way, Arabic language learning becomes more contextual and directly connected to the Islamic intellectual tradition.

However, the implementation of such integration also faces several challenges (Rahmi et al., 2022). One of the main challenges is developing learning methods that are able to balance linguistic aspects with spiritual dimensions. In addition, lecturers need adequate competence in Qur'anic interpretation so that they can explain the context of the verses accurately to students.

Based on this background, this study aims to analyze how the integration of Qur'anic verses in Arabic language learning is implemented at Sunan Drajat University Lamongan. This research also seeks to identify the integration model used in the learning process and its implications for students' Arabic language competence and religious understanding. Thus, this study is expected to contribute to the development of integrative Arabic language learning models in Islamic higher education. Furthermore, the findings of this research are expected to serve as a reference for other Islamic educational institutions in developing Arabic language learning based on the integration of Qur'anic teachings.

METHODS

This study employed a qualitative approach with a case study design. A qualitative approach was chosen because the research aims to obtain an in-depth understanding of the phenomenon of integrating Qur'anic verses into Arabic language learning within a specific educational institutional context. Qualitative research is appropriate for exploring social and educational phenomena in depth and understanding participants' perspectives within their natural settings (Creswell, 2014; Creswell & Poth, 2016). The research was conducted at Sunan Drajat University Lamongan, particularly in the Arabic Language Education Program of the Faculty of Tarbiyah. This site was selected due to its characteristic as a pesantren-based higher education institution, which emphasizes the integration of Islamic values and academic disciplines.

The participants consisted of 1 Arabic language lecturer and 32 students, who were selected through purposive sampling based on the following criteria: (1) lecturers who actively teach Arabic language courses that integrate Qur'anic content, and (2) students who have taken the course for at least one semester. And the research subjects consisted of Arabic language lecturers, students of the Arabic Language Education program, and academic documents related to the curriculum and teaching materials. Data were collected using several techniques:

Classroom observations were conducted 3 times in different Arabic language classes. The observations focused on: (1) the types of Qur'anic verses used, (2) instructional strategies employed by lecturers, and (3) student responses and participation. Field notes and, where permitted, audio recordings were used to document the learning process. Observation allows researchers to capture authentic interactions and learning practices in their natural context (Creswell & Poth, 2018).

Semi-structured interviews were conducted with lecturers and students. The interview protocols included questions about participants' experiences, perceptions, and challenges related to the integration of Qur'anic verses in Arabic learning. All interviews were audio-recorded and transcribed verbatim for analysis. Interviews enable researchers to explore participants' perspectives, beliefs, and experiences more comprehensively.

A total of 5 documents were analyzed, including the curriculum, course syllabi (RPS), and teaching materials. The analysis focused on identifying the presence, frequency, and forms of Qur'anic integration in instructional planning and materials. Document analysis is useful for understanding institutional policies, curriculum structures, and instructional materials that support the learning process.

Data analysis was conducted using the interactive analysis model (Haryoko et al., 2020; Mayring, 2014), which consists of three stages: data reduction, data display, and conclusion drawing. This model

allows the analysis process to occur continuously throughout the research process, from data collection to interpretation of findings (Mayring, 2014).

To ensure the validity and trustworthiness of the data, this study applied triangulation techniques, including source triangulation and methodological triangulation. Source triangulation was carried out by comparing data obtained from lecturers, students, and academic documents. Meanwhile, methodological triangulation was conducted by comparing data derived from observation, interviews, and document analysis. Triangulation is widely used in qualitative research to enhance the credibility and reliability of research findings.

FINDINGS AND DISCUSSION

Model of Integrating Qur'anic Verses in Arabic Language Learning at Sunan Drajat University

The findings of this study demonstrate that the integration of Qur'anic verses in Arabic language learning at Sunan Drajat University Lamongan operates within a multidimensional pedagogical framework. This framework encompasses linguistic, contextual, thematic, value-based, and pedagogical dimensions, indicating that the Qur'an functions not only as a linguistic resource but also as an epistemological foundation shaping the overall learning process.

From a theoretical perspective, this integrative model reflects the broader paradigm of knowledge integration within Islamic education. The integration interconnection paradigm proposed by Abdullah emphasizes the necessity of overcoming the dichotomy between religious sciences and modern academic disciplines, thereby fostering a holistic and interdisciplinary educational framework. In the context of Arabic language learning, such integration allows language acquisition to transcend purely communicative functions and become a medium for accessing and interpreting divine revelation.

Furthermore, the findings resonate with the concept of the Islamic integrated curriculum, which positions the Qur'an as a central epistemological source in curriculum development. Halstead argues that Islamic education should integrate cognitive, spiritual, and moral dimensions in order to produce balanced intellectual and ethical development. Similarly, Berglund highlights that contemporary Islamic education increasingly seeks to integrate religious texts with modern pedagogical approaches to create meaningful and contextually relevant learning experiences.

Empirical studies also support the pedagogical value of Qur'an-based Arabic learning. The use of authentic Qur'anic texts has been shown to enhance grammatical comprehension, vocabulary acquisition, and learners' engagement with the language. Likewise, the utilization of resources such as the Quranic Arabic Corpus demonstrates how Qur'anic linguistic structures can serve as effective materials for teaching Arabic syntax and discourse analysis (Ismail, 2024). Since Arabic is the original language of the Qur'an, mastery of the language significantly contributes to deeper comprehension of the sacred text and strengthens students' religious literacy.

Therefore, the integration of Qur'anic verses in Arabic language learning represents more than a methodological strategy; it reflects a broader epistemological orientation that connects linguistic competence with spiritual understanding. Such an approach contributes to the development of students who are not only proficient in Arabic but also capable of engaging critically and reflectively with Islamic sources.

Table 1. Integration Model of Al-Qur'an Verses in Arabic Language Learning.

Dimension of Integration	Description	Learning Implementation	Expected Learning Outcomes
Linguistic Integration	Qur'anic verses are used as authentic linguistic	Analysis of Qur'anic vocabulary, grammatical	Improvement of Arabic linguistic competence

	materials for teaching vocabulary, morphology, syntax, and rhetoric.	structures (nahw and şarf), and stylistic features.	and understanding of classical Arabic structures.
Contextual Integration	Qur'anic verses are interpreted within their historical and thematic context to support comprehension.	Discussion of asbāb al-nuzūl, semantic interpretation, and contextual meaning of verses.	Development of contextual reading skills and deeper comprehension of Qur'anic discourse.
Thematic Integration	Qur'anic themes are integrated into language learning topics such as ethics, social relations, and knowledge.	Language exercises based on thematic Qur'anic passages relevant to lesson topics.	Students connect language learning with broader Islamic intellectual traditions.
Value Integration	Qur'anic verses are used to internalize Islamic moral and ethical values.	Reflection activities, discussion of moral lessons, and character education.	Strengthening students' ethical awareness and Islamic character formation.
Pedagogical Integration	Qur'anic texts are integrated into modern language teaching methodologies.	Use of communicative learning, task-based learning, and corpus-based analysis of Qur'anic texts.	More engaging, meaningful, and spiritually grounded Arabic learning

The table above provides information that the integration of Al-Qur'an verses in Arabic language learning includes five integration models. The following is an explanation of the model for integrating verses from the Koran in Arabic language learning at Sunan Drajat University.

Linguistic Integration: The Qur'an as an Authentic Source of Language Learning

The findings of the study show that linguistic integration is a key component in this learning model. The verses of the Qur'an are used as an authentic source to learn vocabulary, sentence structure, as well as the rules of nahwu and sharaf. For example, in learning the structure analysis of Arabic, students are asked to analyze sentence structure in QS. Yusuf verse 2 which reads: "إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا". The verse is used to explain the structure of the number of ismiyyah and the function of the inna particle in Arabic sentences. Through this approach, students not only understand grammatical rules theoretically, but also see their application in the authentic text of the Qur'an (Bhat & Bisati, 2025b; Bukhari Muslim et al., 2024).

The use of Qur'anic verses as linguistic teaching materials can be understood through the perspective of authentic materials in language learning. The use of authentic texts in language learning allows students to gain a more natural exposure to language thereby improving understanding of the structure of language used in real contexts. The same thing was also stated by Peacock who stated that authentic materials are able to increase motivation to learn languages because they provide a more meaningful learning experience (Eazolli & Hatamleh, 2025; Maghfurin et al., 2025).

In the context of Arabic, the Qur'an is one of the most linguistically rich authentic sources (Al-Salami, 2022). research shows that the use of Qur'anic texts in Arabic language learning can significantly improve students' understanding of morphology and syntax (Chamidah et al., 2023). In addition, Qur'anic texts also have complex rhetorical and semantic values, so they can be a very effective source of language learning.

In addition to the linguistic aspect, this integration also has a spiritual dimension. Several studies have shown that the use of religious texts in language learning can increase students' intrinsic motivation because they feel emotionally connected to the learning material (Amrullah et al., 2022; Maghfurin et al., 2025). Therefore, the integration of linguistics in Arabic learning not only improves students' language competence, but also strengthens their involvement in the learning process.

In addition, the use of Qur'an verses as a source of linguistic learning also strengthens student motivation. Some students in interviews stated that they felt more motivated to learn the structure of the Arabic language because it came directly from the Qur'an. This shows that linguistic integration not only functions as a language learning strategy, but also has a spiritual dimension that strengthens students' emotional involvement in the learning process.

Thus, linguistic integration makes the Qur'an the main source of authentic Arabic language learning, while strengthening the relationship between linguistic competence and understanding of the language of the Qur'an

Contextual Integration: Developing Communicative Competence

The findings indicate that Qur'anic verses are not only used as linguistic examples but also function as contextual materials for Arabic communication activities. In this approach, the verses are utilized as thematic triggers for discussion and interaction in Arabic. For example, during a lesson on the theme of love of reading, the lecturer used Qur'an Surah Al-'Alaq verses 1–5 as the basis for classroom discussion. Students were encouraged to discuss in Arabic the importance of reading and seeking knowledge as emphasized in these verses.

From a pedagogical perspective, this practice reflects an effort to situate language learning within meaningful communicative contexts (Mardani & Syafei, 2025). Through activities such as group discussions, presentations on the interpretation of verses, and Qur'an-themed role-play, students actively practice speaking while engaging with the conceptual and ethical dimensions of the text. This approach demonstrates that Arabic language instruction can simultaneously promote communicative competence and intellectual reflection on religious teachings.

This finding aligns with the principles of Communicative Language Teaching (CLT), which emphasize the use of language as a tool for meaningful interaction rather than merely as a system of grammatical rules (Rosikh et al., 2023; Yusupalieva, 2024). According to CLT theory, effective language learning occurs when learners are provided with opportunities to use language in authentic communicative situations. In such contexts, learners develop not only grammatical competence but also sociolinguistic and discourse competence (Yusupalieva, 2024).

The integration of Qur'anic verses into communicative learning activities also reflects the concept of contextualized language learning, which highlights the importance of connecting instructional materials with learners' cultural and intellectual backgrounds. In Islamic educational settings, the Qur'an represents a central cultural and epistemological reference (ALMashaleh, 2023; Hussain, 2025). Therefore, its integration into language learning can enhance both linguistic engagement and personal relevance for students.

Previous studies have demonstrated that incorporating religious or culturally meaningful texts into language instruction can significantly enhance learner motivation and participation. For instance, Al-Seghayer (2014) found that Arabic language learning that incorporates authentic cultural and religious content can improve students' communicative competence and engagement in classroom interaction. Similarly, research on Arabic language pedagogy indicates that authentic texts such as Qur'anic passages provide rich linguistic input and stimulate deeper cognitive processing among learners.

Furthermore, the use of Qur'anic verses in communicative learning contexts contributes to the development of religious literacy alongside linguistic literacy. Students are not only practicing Arabic communication but also reflecting on the ethical and intellectual values embedded in the Qur'anic message. This integrative approach resonates with the broader paradigm of integrated knowledge in Islamic education, which seeks to bridge linguistic, intellectual, and spiritual dimensions of learning (Al-Aadili & Shardaghly, 2023; Mardani & Syafei, 2025; Tottoli, 2023).

In this regard, the contextual integration of Qur'anic verses in Arabic language learning represents a pedagogical strategy that moves beyond structural language instruction. It encourages students to use Arabic as a medium for critical reflection, discussion, and interpretation of religious texts. Consequently, Arabic language learning becomes a multidimensional process that supports the development of communicative competence, religious understanding, and moral awareness simultaneously.

Thematic Integration: A Qur'an-Based Thematic Learning Approach

The third component identified in this integrative model is thematic integration, in which Arabic language learning themes are connected with themes derived from Qur'anic verses. In this approach, instructional topics in Arabic language classes are systematically linked with relevant Qur'anic passages that reflect similar conceptual meanings.

For example, the theme of love of reading is associated with Qur'an Surah Al-'Alaq (1–5), which emphasizes the importance of reading as the gateway to knowledge. These verses contain the first command revealed in Islam *iqra'* (read) which highlights the central role of reading in the Islamic intellectual tradition. By linking language learning themes with this Qur'anic message, students not only learn vocabulary such as *qara'a* (to read), *kitāb* (book), and *'ilm* (knowledge), but also explore the philosophical and theological meaning of reading within the Islamic worldview.

Through this thematic approach, students learn vocabulary and grammatical structures related to reading, studying, and knowledge-seeking activities within a broader conceptual framework. Vocabulary learning therefore does not occur in isolation; rather, it is connected to ethical values, moral messages, and the intellectual tradition of Islam. This approach supports meaningful learning, as students are able to perceive the relationship between language, sacred texts, and their lived experiences as Muslims (ALMashaleh, 2023; Ismail, 2024).

From a pedagogical perspective, this finding aligns with the theory of thematic learning, which suggests that organizing instruction around integrated themes allows learners to understand conceptual relationships more deeply. That thematic or integrated curriculum models help students build comprehensive conceptual understanding because knowledge is presented within a unified thematic framework rather than as fragmented disciplinary content. In such a model, themes function as an organizing structure that integrates different forms of knowledge and learning experiences.

In the context of Arabic language learning, a Qur'an-based thematic approach enriches the instructional process by providing an authentic religious context. Arabic is no longer perceived merely as a foreign or academic language but also as the language of revelation, which carries spiritual, intellectual, and historical significance within Islamic civilization. This perspective is consistent with research indicating that Arabic language learning in Islamic educational settings is closely connected with the study of the Qur'an and classical Islamic scholarship (Eazolli & Hatamleh, 2025; Hussain, 2025; Ma'arif & Rosikh, 2025).

Furthermore, thematic integration based on Qur'anic texts also resonates with the concept of the Qur'anic worldview articulated by Seyyed Hossein Nasr. Nasr argues that the Islamic worldview is fundamentally shaped by the epistemological and ethical principles contained in the Qur'an. Within this perspective, education should not separate academic knowledge from spiritual values. Therefore,

connecting language learning themes with Qur'anic verses enables students to explore how Islam conceptualizes fundamental human activities such as reading, learning, working, and social interaction (Al Farisi, 2023; Bhat & Bisati, 2025b).

Thematic integration also contributes to a holistic learning process. Students not only develop cognitive competence in understanding linguistic structures but also cultivate affective and spiritual dimensions of learning. In this regard, Arabic language instruction becomes a medium for character development, as the moral values embedded in Qur'anic themes influence students' attitudes and motivation toward learning. Language thus functions not only as a communication tool but also as a medium for internalizing ethical values (Mammadova, 2024; Youpika et al., 2024).

Empirical studies also support the effectiveness of integrating religious values within educational curricula. Berglund demonstrates that the incorporation of religious perspectives in educational contexts can enhance students' sense of relevance and engagement. When learning materials are connected to students' religious identities, they are more likely to perceive academic learning as meaningful and personally significant.

From the perspective of contemporary pedagogy, thematic integration also reflects the principles of contextual learning, which emphasize linking academic content with meaningful real-world contexts. In Islamic educational environments, the Qur'an represents a powerful contextual resource because of its central role in shaping Muslim intellectual and spiritual life. Consequently, Arabic language learning becomes not only a process of linguistic skill development but also a process of identity formation and value interpretation (Bhat & Bisati, 2025b; Hussain, 2025).

Overall, the findings indicate that thematic integration within a Qur'an-based Arabic language learning model connects three major dimensions of education: linguistic competence, pedagogical relevance, and spiritual understanding. This integrative framework makes the learning process more contextual, meaningful, and relevant to students' needs in mastering Arabic while simultaneously deepening their understanding of Islamic values

Value Integration: Internalizing Qur'anic Values in Language Learning

Beyond linguistic and communicative aspects, the findings of this study also reveal the integration of Qur'anic values within Arabic language learning. In this stage, students are encouraged to reflect on the moral messages embedded in the Qur'anic verses studied during the learning process. For instance, after studying Qur'an Surah Al-'Alaq (1-5), students are asked to write reflective responses in Arabic about the value of the love of knowledge emphasized in the verses. This reflective activity not only develops students' Arabic writing skills but also encourages them to internalize Qur'anic values within their personal and intellectual development.

This approach is closely aligned with the concept of value-based education, which emphasizes that education should cultivate students' moral character and ethical awareness in addition to intellectual competence. Within the framework of Islamic education, the ultimate goal of education is not merely the development of cognitive abilities but also the formation of individuals with noble character (akhlaq). Therefore, integrating Qur'anic values into language learning creates a learning environment that simultaneously supports linguistic development and moral formation.

The integration of values in language instruction also corresponds with broader perspectives in holistic education, which argue that learning should address cognitive, emotional, social, and spiritual dimensions of human development (Ma'arif & Rosikh, 2025). In this regard, the use of Qur'anic texts as learning materials enables Arabic language classes to function not only as linguistic training but also as spaces for ethical reflection and spiritual growth.

Empirical studies further support the effectiveness of value-oriented education in enhancing student engagement and learning motivation. Lovat found that values based education can significantly improve students' involvement in learning activities because students perceive stronger connections between academic knowledge and real-life moral experiences (Youpika et al., 2024). In the context of Arabic language learning, reflecting on Qur'anic messages allows students to understand that language is not merely a communicative tool but also a medium for conveying ethical and spiritual meanings.

Moreover, integrating Qur'anic values in language learning contributes to the development of students' spiritual intelligence, which refers to the capacity to interpret life experiences in terms of deeper meaning and purpose. Through reflective activities based on Qur'anic verses, students learn to connect linguistic knowledge with broader existential and spiritual perspectives. Such integration fosters deeper learning because students perceive the language not only as an academic subject but also as part of their religious identity and worldview.

In addition, the findings resonate with studies in Islamic educational philosophy, which emphasize the inseparability of knowledge and moral values. Al-Attas argues that Islamic education should aim at the integration of knowledge ('ilm) and ethical conduct (adab), ensuring that intellectual development is accompanied by moral refinement. From this perspective, the incorporation of Qur'anic values in Arabic language instruction represents an effort to restore the classical Islamic educational tradition in which linguistic learning, ethical reflection, and spiritual cultivation are interconnected (Bhat & Bisati, 2025b; Eazolli & Hatamleh, 2025; Iqbal et al., 2025).

Furthermore, the integration of values through reflective writing activities supports the development of critical and reflective thinking skills. Reflective practices in language learning encourage students to analyze meaning, interpret texts, and express personal perspectives using the target language. When students reflect on Qur'anic values in Arabic, they simultaneously practice language production while engaging in deeper cognitive and ethical reasoning.

Research on Arabic language education in Islamic institutions also indicates that integrating religious texts can strengthen learners' motivation and sense of relevance in language learning (Eazolli & Hatamleh, 2025; Maghfurin et al., 2025). Arabic, as the language of the Qur'an, carries symbolic and spiritual significance for Muslim learners. Consequently, when Arabic instruction incorporates Qur'anic values, students are more likely to experience the learning process as meaningful and personally significant.

Overall, the integration of Qur'anic values within Arabic language learning demonstrates that language education can serve multiple pedagogical purposes: developing linguistic competence, moral awareness, and spiritual understanding simultaneously. This integrative approach supports a holistic model of Arabic language education that aligns linguistic proficiency with ethical and spiritual development. As such, Qur'an-based language learning not only enhances communicative skills but also contributes to the formation of morally responsible and spiritually aware learners.

Pedagogical Integration: The Qur'an as a Basis for Teaching Materials and Assessment

The final component identified in the integration model is pedagogical integration, which refers to the use of Qur'anic verses as part of both instructional materials and assessment instruments in Arabic language learning. In this approach, the Qur'an is positioned not only as a source of moral values or thematic inspiration but also as an authentic text directly utilized in teaching and evaluation activities. Consequently, the Qur'an functions as a pedagogical medium that enables students to develop linguistic competence while simultaneously deepening their understanding of Islamic messages.

In practice, lecturers employ selected Qur'anic verses as analytical texts in evaluating students' reading comprehension (*qirā'ah*) and textual understanding (*fahm al-maqrū'*). For example, students may be asked to analyze the sentence structure, vocabulary meaning, and semantic messages contained in Qur'an Surah Al-'Alaq (1). Linguistically, this verse offers rich opportunities for analysis, particularly regarding the imperative form *iqrā'* (read), the phrase structure *bismi rabbika* (in the name of your Lord), and the semantic relationship between reading and the acquisition of knowledge. Through such analysis, students practice grammatical skills such as identifying *fi'l amr* (imperative verbs), *tarkīb idāfah* (genitive constructions), and lexical meanings while also exploring the broader conceptual meaning of the verse.

This pedagogical approach demonstrates that the integration of Qur'anic texts extends beyond the delivery of learning materials to become an integral component of the assessment system. By incorporating Qur'anic verses into evaluation activities, the learning process becomes more coherent in terms of the relationship between learning objectives, teaching methods, and assessment strategies. Such coherence is essential because educational practices often suffer from a mismatch between what is taught and what is measured in assessment (Bashir et al., 2023).

The use of Qur'anic texts as both instructional material and evaluation tools aligns with the concept of constructive alignment, developed by Biggs and Tang. This theory argues that effective learning occurs when three essential components intended learning outcomes, teaching and learning activities, and assessment tasks are systematically aligned. When such alignment exists, students are more likely to develop the competencies targeted by the curriculum. In the context of this study, the learning objectives of Arabic instruction extend beyond grammatical mastery to include the ability to understand Islamic texts. Therefore, the inclusion of Qur'anic verses in evaluation tasks represents an assessment strategy that directly reflects the intended learning outcomes.

Furthermore, the use of Qur'anic verses in assessment can be understood within the framework of authentic assessment, which emphasizes evaluation tasks that reflect real-life contexts of knowledge application. In Islamic educational settings, the ability to comprehend Qur'anic texts represents a highly relevant and meaningful competency. Thus, assessments based on Qur'anic verses constitute authentic evaluation because they engage students with texts that hold practical significance in their religious and intellectual lives.

This pedagogical integration also reflects the principles of text-based language learning, in which texts serve as the primary unit of instruction. Within this approach, texts function not only as reading materials but also as sources for linguistic analysis, semantic interpretation, and contextual discussion (Al-Salami, 2022; Suja et al., 2025). Qur'anic verses offer particularly rich textual resources because of their distinctive linguistic structures, rhetorical sophistication, and semantic depth. As a result, they provide valuable opportunities for students to develop advanced analytical skills in Arabic language learning.

From the perspective of Islamic educational philosophy, the use of Qur'anic texts in assessment also reflects the classical tradition of integrative knowledge. Historically, the Qur'an has served as a foundational source in the teaching of various disciplines, including Arabic grammar (*nahw*), rhetoric (*balāghah*), and Qur'anic exegesis (*tafsīr*). Scholars such as Al-Attas emphasize that Islamic education traditionally integrates intellectual inquiry with spiritual and ethical values, positioning the Qur'an as a central source of knowledge. Therefore, the pedagogical practice of using Qur'anic verses as learning and evaluation materials can be seen as a continuation of this long-standing intellectual tradition.

Beyond cognitive development, pedagogical integration also has implications for the affective and spiritual dimensions of student learning. When students analyze Qur'anic verses as part of their academic evaluation, they engage not only in linguistic analysis but also in meaningful interaction with a sacred text. Such interaction may strengthen students' spiritual awareness and foster greater appreciation for the Qur'an as a source of knowledge and guidance. This finding is consistent with

research suggesting that the integration of religious texts in language learning can enhance students' motivation and sense of purpose in the learning process (Alghazali & Alzyoudi, 2025; Ismail, 2024).

Overall, the findings of this study indicate that the integration of the Qur'an in Arabic language learning is implemented in a systematic and comprehensive manner, encompassing learning materials, thematic frameworks, instructional strategies, and evaluation processes. Pedagogical integration demonstrates that the Qur'an functions not merely as a source of inspirational values but also as a concrete learning resource for developing linguistic competence. Through this approach, Arabic language instruction not only produces students with strong linguistic abilities but also strengthens the connection between language learning and the understanding of Islamic texts.

Therefore, this pedagogical integration model has significant potential as an effective approach in Arabic language education within Islamic educational institutions. By combining academic objectives, religious values, and aligned pedagogical practices, the model contributes to a learning process that is more meaningful, contextual, and relevant to students' academic and spiritual needs.

Implementation of Integrating Qur'anic Verses in Arabic Language Learning at Sunan Drajat University

In addition to identifying the integration model of Qur'anic verses in Arabic language learning, this study also found that the integration is implemented through a series of systematic pedagogical stages. These stages include the introduction stage, language exploration, communicative practice, value reflection, and learning evaluation. Such a structured sequence indicates that the integration of Qur'anic verses is not incidental but rather intentionally designed as part of a comprehensive instructional framework in Arabic language education.

Table 2. Implementation of Qur'anic Verse Integration in Arabic Language Learning

Learning Stage	Lecturer Activities	Student Activities	Learning Objectives
Introduction	Linking Arabic language topics with Qur'anic verses (Al-'Alaq 1-5; Yusuf 2)	Listening to and reading the Qur'anic verses	Building learning context
Language Exploration	Explaining vocabulary, sentence structures, and meanings of the verses	Analyzing linguistic structures in the Qur'anic text	Understanding linguistic elements
Communicative Practice	Assigning discussions or conversations based on the verses	Participating in discussions or conversations in Arabic	Developing communicative competence
Value Reflection	Guiding students to reflect on the moral messages of the verses	Writing or presenting reflections in Arabic	Internalizing Qur'anic values
Evaluation	Providing assignments or quizzes based on Qur'anic texts	Completing language analysis tasks	Assessing language competence

From a pedagogical perspective, the staged implementation of learning activities reflects principles of scaffolded instruction, in which learning progresses from contextual introduction to deeper linguistic analysis and communicative application (AlMashaleh, 2023; Ningsih et al., 2025). In the introductory stage, the lecturer establishes a conceptual bridge between the lesson topic and Qur'anic verses such as Al-'Alaq (1-5) and Yusuf (2), thereby situating language learning within a meaningful

religious and intellectual context. This contextualization is essential because meaningful learning occurs when new knowledge is connected with learners' prior knowledge and experiences.

The language exploration stage focuses on analyzing vocabulary, grammatical structures, and semantic meanings embedded in the Qur'anic verses. Qur'anic Arabic provides rich linguistic material due to its complex syntactic patterns, rhetorical features, and lexical depth. Consequently, analyzing Qur'anic texts enables students to develop a deeper understanding of Arabic grammar and semantics while simultaneously engaging with authentic textual sources (Alhroot, 2025; Yusupalieva, 2024).

The communicative practice stage reflects the principles of Communicative Language Teaching (CLT), which emphasizes the use of language in meaningful interaction rather than merely memorizing grammatical rules (Mardani & Syaifei, 2025). Through discussions and conversations based on Qur'anic themes, students actively apply linguistic knowledge in communicative contexts. This process allows learners to transform passive language knowledge into active communicative competence.

Following communicative practice, the value reflection stage introduces a deeper dimension of learning by encouraging students to reflect on the moral and spiritual messages contained in the Qur'anic verses. Such reflective activities align with the concept of values-based education, which highlights the importance of integrating moral and ethical reflection into academic learning. By expressing reflections in Arabic, students simultaneously develop language proficiency while internalizing Qur'anic ethical values.

The final stage, evaluation, measures students' language competence through tasks based on Qur'anic texts. This form of evaluation can be categorized as authentic assessment, since it employs meaningful texts that reflect the real contexts in which Arabic is used within Islamic intellectual traditions. Rather than relying solely on artificial language exercises, students are evaluated through the analysis and interpretation of authentic Qur'anic passages.

Furthermore, the sequence of learning stages demonstrates alignment with constructive alignment theory, which emphasizes coherence between learning objectives, instructional activities, and assessment methods. In the context of this study, the learning objective is not only the mastery of Arabic linguistic structures but also the ability to understand Islamic texts. Therefore, the use of Qur'anic verses in teaching, practice, reflection, and assessment ensures that all components of the learning process support the intended educational outcomes.

From a broader perspective, the implementation model observed at Sunan Drajat University reflects an integrative paradigm in Islamic education, where linguistic competence, intellectual inquiry, and spiritual formation are interconnected. Classical Islamic educational traditions have long utilized the Qur'an as a primary source for teaching language, rhetoric, and religious knowledge. The pedagogical practices identified in this study therefore represent not only a contemporary educational innovation but also a continuation of the classical Islamic scholarly tradition.

Overall, the findings indicate that the integration of Qur'anic verses in Arabic language learning is implemented through a structured pedagogical framework that systematically integrates linguistic analysis, communicative practice, value reflection, and authentic assessment. Such an approach enhances the relevance and meaningfulness of Arabic language learning in Islamic higher education institutions because it simultaneously develops linguistic competence, religious literacy, and moral awareness among students

Introduction Stage: Contextualizing Qur'anic Verses in Arabic Language Learning

The first stage in the learning process is the introduction stage, which functions as the orientation phase of instruction. At this stage, the lecturer begins the lesson by connecting the Arabic language topic to be studied with relevant Qur'anic verses. Among the verses frequently used in this context are Qur'an Surah Al-'Alaq (1–5), which relates to the command to read and the process of seeking

knowledge, and Qur'an Surah Yusuf (2), which emphasizes that the Qur'an was revealed in Arabic so that people may understand its message.

The use of these verses in the introductory stage serves several important pedagogical functions. First, Qur'anic verses act as a contextual trigger, establishing a connection between the linguistic material to be studied and the primary source of Islamic teachings. Second, they function as a motivational stimulus, enhancing students' motivation to learn Arabic because they recognize that the language is the key to directly understanding the Qur'an. Third, this stage helps create a religious and reflective learning atmosphere, encouraging students to perceive Arabic not merely as a linguistic system but also as part of the broader Islamic intellectual tradition.

From the perspective of language pedagogy, this introductory phase can be categorized as a form of contextual learning, an instructional approach that connects learning materials with real-life contexts or meaningful values related to learners' experiences (ALMashaleh, 2023; Herawati & Ainil Mawaddah, 2023; Youpika et al., 2024). In Islamic educational settings, Qur'anic verses provide a powerful contextual framework that enriches the meaning of Arabic language learning by linking linguistic competence with religious knowledge.

Furthermore, the integration of Qur'anic verses at the beginning of the lesson also reflects principles of meaningful learning, which emphasize the importance of connecting new knowledge with existing conceptual frameworks. By introducing Qur'anic texts as the contextual basis for language instruction, students are able to relate linguistic structures to meaningful intellectual and spiritual references (Al Farisi, 2023).

Language Exploration Stage: Linguistic Analysis of Qur'anic Texts

The second stage in this learning model is the language exploration stage, in which students conduct linguistic analysis of the Qur'anic verses introduced during the previous stage. This phase serves as a bridge between understanding the general meaning of the verses and mastering Arabic language structures systematically. In this stage, lecturers guide students to identify various linguistic elements found in the verses, including vocabulary (*mufradāt*), verb forms (*fi'l*), morphological patterns (*ṣarf*), and syntactic structures (*naḥw*).

Through this analytical process, students gain insight into how the Arabic language functions authentically within the Qur'anic text. For example, students analyze the imperative verb *iqrā'* in Qur'an Surah Al-'Alaq (1), which represents the grammatical form *fi'l amr* (imperative verb). This analysis not only helps students understand the grammatical structure of imperative verbs but also illustrates how such forms operate within the context of divine revelation that carries profound theological meaning.

Additionally, students examine the use of nominal sentences (*jumlah ismiyyah*) and verbal sentences (*jumlah fi'liyyah*) frequently found in Qur'anic discourse. Such analysis provides a deeper understanding of Arabic syntactic patterns and demonstrates how grammatical structures contribute to the meaning of the text.

From a pedagogical perspective, this approach has significant value because the Qur'an represents one of the most authoritative sources of classical Arabic, characterized by sophisticated rhetorical structures and linguistic richness. Classical Arabic linguists historically relied on Qur'anic verses as primary references for formulating grammatical rules. Therefore, the use of Qur'anic verses as linguistic analysis material allows students to study Arabic in its most authentic and authoritative form (Maghfurin et al., 2025; Mardani & Syafei, 2025).

Historically, the Qur'an has played a central role in the development of Arabic linguistic sciences. Classical scholars such as Sibawayh, in his monumental work *Al-Kitab*, frequently cited Qur'anic verses

to illustrate syntactic rules and grammatical patterns. This historical precedent demonstrates that the Qur'an has long been recognized as a primary linguistic corpus for the study of Arabic grammar.

In addition to providing insights into grammatical structures, Qur'an-based linguistic exploration also enriches students' vocabulary acquisition. Many Qur'anic words derive from trilateral roots that generate various morphological forms. For instance, the root q-r-' produces forms such as qara'a (to read), qur'ān (recitation), and qirā'ah (the act of reading). Understanding this root-based morphological system enables students to expand vocabulary systematically by recognizing relationships among words within the same morphological family.

From the perspective of second language acquisition research, this instructional strategy can be associated with the concept of form-focused instruction, which emphasizes directing learners' attention to linguistic forms within meaningful contexts. According to Ellis, language learning becomes more effective when learners are guided to notice grammatical structures while engaging with meaningful communicative input.

Moreover, the use of Qur'anic texts in language exploration aligns with the principles of text-based language learning, where texts serve as the central unit of instruction. In such approaches, texts function as sources for learning vocabulary, grammar, discourse structures, and pragmatic meanings. Qur'anic verses are particularly valuable for this purpose because they contain rich linguistic structures, rhetorical features, and semantic depth.

From the perspective of Islamic education, the use of Qur'anic verses in language exploration also demonstrates the integration of linguistic and spiritual dimensions in the learning process. Students do not merely learn abstract grammatical rules; they also observe how Arabic language structures are employed in conveying divine messages. This integration makes the learning process more meaningful because students recognize the direct relationship between mastering Arabic and understanding Islamic texts.

Pedagogically, the language exploration stage also contributes to the development of linguistic awareness, which refers to learners' sensitivity to language patterns and structures. By analyzing linguistic structures in Qur'anic verses, students become more aware of how grammatical forms function in authentic texts. This awareness plays a crucial role in developing deeper and more systematic language competence.

Overall, the language exploration stage demonstrates that the integration of Qur'anic verses in Arabic language learning serves not only as a source of religious values but also as a rich linguistic corpus for language analysis. Through this approach, students learn Arabic structures authentically, expand vocabulary through root-based morphology, and understand the relationship between linguistic forms and textual meanings in the Qur'an. Consequently, this stage becomes a fundamental foundation for developing students' linguistic competence before they proceed to communicative language practice.

Communicative Practice Stage: Developing Language Competence

After students understand the linguistic elements contained in Qur'anic verses, the next stage in the learning model is the communicative practice stage. This phase marks the transition from language analysis activities to the active use of language in communication. While the previous stage focuses on understanding vocabulary, sentence structures, and textual meanings, the communicative practice stage encourages students to use Arabic productively in various communicative situations related to the themes of the Qur'anic verses studied.

In classroom practice, communicative exercises are implemented through activities that require authentic language use. These activities may include group discussions in Arabic, short presentations about the meaning of Qur'anic verses, and conversational practice (*hiwār*) related to the learning theme.

For example, when students study verses related to the importance of knowledge, such as Qur'an Surah Al-'Alaq (1–5), they are asked to discuss in Arabic the role of knowledge in human life, the importance of reading, and the relationship between knowledge and the development of civilization. Such activities encourage students to use previously learned vocabulary and grammatical structures in broader communicative contexts.

Communicative activities based on Qur'anic themes enable students to develop these competencies simultaneously. From the perspective of grammatical competence, students apply linguistic structures they have learned in discussions and conversations. From the perspective of discourse competence, they learn to organize arguments and explanations coherently in Arabic. Sociolinguistic competence develops when students adjust vocabulary and language style according to the academic discussion context, while strategic competence emerges when students employ communication strategies to convey ideas despite limited vocabulary.

This instructional approach aligns with the principles of Communicative Language Teaching (CLT), which emphasize that the primary objective of language learning is the ability to communicate effectively (Richards, 2006; Brown, 2007). Within the CLT framework, language is viewed as a tool for conveying meaning rather than merely a system of grammatical rules. Consequently, learning activities are designed to engage students in meaning-focused communication using authentic contexts.

In the context of this study, the integration of Qur'anic verses into communicative practice provides an additional dimension that enriches the CLT approach. Unlike conventional language learning topics that often focus on everyday situations, this model incorporates communication themes derived from Qur'anic values and teachings. As a result, communicative activities function not only as language practice but also as opportunities for intellectual and spiritual reflection.

Moreover, using Qur'anic themes in communicative practice enhances the cultural and religious relevance of Arabic language learning. For students in Islamic educational environments, the Qur'an occupies a central position in intellectual and spiritual life. When classroom communication activities are linked to Qur'anic verses, students are more likely to perceive Arabic learning as directly connected to their religious identity and intellectual tradition. This relevance can increase student motivation and engagement in the learning process (Amin et al., 2025; Maghfurin et al., 2025; Munir et al., 2026; Sabarudin et al., 2023).

Another important outcome of communicative activities based on Qur'anic texts is the development of higher-order thinking skills. When students discuss the meaning of Qur'anic verses or their relevance to contemporary life, they engage in interpretation, analysis, and critical reflection rather than merely reproducing textual information. This process is consistent with constructivist learning theory, which emphasizes that knowledge is constructed through active interaction between learners, texts, and social contexts.

From the perspective of Arabic language pedagogy, this approach also addresses a common limitation in traditional Arabic instruction, which often emphasizes grammar-centered learning. By incorporating communicative practice, students not only understand grammatical structures theoretically but also apply them in meaningful communication (Kabalmay et al., 2025; Suryanti et al., 2025). Consequently, Arabic language learning becomes more dynamic, interactive, and usage-oriented.

Furthermore, the integration of communicative practice with Qur'anic verses reflects a holistic approach to Islamic education, integrating intellectual development, language proficiency, and value formation. Arabic is not merely taught as a communication tool but also as a medium for understanding Islamic teachings and discussing ethical values contained within the Qur'an.

Overall, the communicative practice stage demonstrates that the integration of Qur'anic verses in Arabic language learning extends beyond textual analysis to include active language use in communication. Through this process, students develop not only linguistic competence but also the

ability to engage in dialogue, discussion, and reflection on Qur'anic values in Arabic. This integration makes the learning process more meaningful, contextual, and relevant to the objectives of Arabic language education in Islamic higher education institutions.

Value Reflection Stage: Integrating Language Learning and Character Formation

One of the important findings of this study is the presence of a value reflection stage in the learning process. After students complete language analysis and communicative practice activities, they are encouraged to reflect on the moral messages and ethical values contained in the Qur'anic verses studied.

Value reflection activities can take various forms, such as writing summaries of moral messages in Arabic, expressing opinions orally about the meaning of the verses, or discussing the relevance of the verses to contemporary life. These activities allow students to connect linguistic learning with ethical and spiritual reflection.

This stage serves as a crucial bridge between language learning and character development. In Islamic education, Arabic language learning is not intended solely to produce linguistic competence but also to cultivate individuals whose character is shaped by Qur'anic values. Through value reflection, students recognize that Arabic is not merely a system of linguistic symbols but also a medium for understanding the moral and spiritual messages of the Qur'an.

Consequently, language learning becomes a means of internalizing values such as honesty, responsibility, intellectual curiosity, and spiritual awareness. This process reflects the concept of values-based education, which emphasizes the integration of intellectual learning with moral development.

Evaluation Stage: Assessing Language Competence and Textual Understanding

The final stage in the learning process is evaluation, which aims to measure the extent to which students understand the linguistic elements of Qur'anic verses and their ability to use Arabic communicatively.

Evaluation in this model generally takes the form of Qur'an-based language analysis tasks, text translation, and writing summaries of the meaning of verses in Arabic. In some cases, evaluation is also conducted through presentations or classroom discussions in which students explain the grammatical structure and meaning of the verses orally (Amalia et al., 2024; Aziz et al., 2024; Nisa et al., 2025). Evaluation based on Qur'anic texts offers several advantages. First, it enables comprehensive measurement of students' linguistic competence, including grammar, vocabulary, and reading comprehension. Second, it assesses students' ability to understand the semantic and moral messages contained in Qur'anic texts.

Therefore, evaluation functions not only as a tool for measuring learning outcomes but also as a mechanism for strengthening the integration between language learning and the understanding of Islamic sources (Badawi, 2025; Pulungan et al., 2025; Rekan et al., 2025). Based on these findings, it can be concluded that the integration of Qur'anic verses in Arabic language learning within Islamic higher education institutions is implemented through systematic and structured pedagogical stages. These stages demonstrate that Arabic language instruction can be developed through an integrative approach combining linguistic analysis, communicative practice, value reflection, and academic evaluation.

This staged model also indicates that Arabic language education in Islamic universities has the potential to develop a distinct pedagogical approach—one that integrates language competence with the understanding of Islamic texts. Through such an approach, Arabic is taught not only as a foreign language but also as the language of knowledge and revelation, which holds a special place in the Islamic intellectual tradition.

CONCLUSION

This study demonstrates that the integration of Qur'anic verses into Arabic language learning can be systematically and effectively implemented through a multidimensional pedagogical model encompassing linguistic, contextual, thematic, value-based, and pedagogical dimensions. These dimensions are operationalized through structured stages of instruction, enabling the learning process to move beyond a purely linguistic focus toward a more holistic approach that connects language acquisition with intellectual engagement and spiritual development. As a result, Arabic learning is not only oriented toward mastering grammar and vocabulary, but also toward fostering deeper reflection, contextual understanding, and internalization of values derived from the Qur'anic text.

The findings further reveal that Qur'an-based Arabic instruction contributes significantly to students' overall development. In terms of linguistic outcomes, students show improvement in vocabulary acquisition, grammatical comprehension, and reading skills. At the same time, their communicative competence is enhanced through meaningful engagement with authentic texts. Importantly, the integration of Qur'anic verses also promotes moral awareness and character formation, as students are exposed to ethical messages and encouraged to reflect on their relevance in contemporary contexts. This indicates that language learning, when integrated with religious content, can function as a transformative educational process rather than merely a technical skill-building activity.

From a theoretical perspective, this study contributes to the growing discourse on integrative Islamic pedagogy by offering an empirically grounded model that bridges the domains of language education and Islamic studies. It provides a conceptual framework for understanding how religious texts can be pedagogically utilized in a way that remains academically rigorous while spiritually meaningful. Practically, the study offers a structured and adaptable model that can be replicated or modified by educators in Islamic higher education institutions seeking to integrate Qur'anic content into Arabic language instruction.

However, this study is limited to a qualitative case study within a single institutional context, which may affect the generalizability of the findings. Therefore, future research is recommended to examine the effectiveness and impact of this model using quantitative or mixed-method approaches, particularly by measuring learning outcomes across larger and more diverse student populations. Further studies could also explore its implementation in different educational settings, levels of instruction, and cultural contexts to assess its broader applicability and sustainability.

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