



**Design and Evaluation of a Deductive-Based Pocketbook to Support Arabic Grammar
Learning at the Junior Secondary Level**

تصميم وتقويم كُتَيْبٍ جَيِّيٍّ قائمٍ على المدخل الاستنباطي لدعم تعلُّم قواعد اللغة العربية
في المرحلة المتوسطة

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ABSTRACT

This study aimed to develop and evaluate a deductive-based pocketbook as a supplementary medium for Arabic grammar learning at the junior secondary school level. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of the analysis, design, development, implementation, and evaluation stages. Product feasibility was assessed through expert validation, while practicality was measured based on students' responses. Product effectiveness was examined using the Wilcoxon Signed-Rank Test because the pretest and posttest data were not normally distributed. The findings revealed that the developed pocketbook achieved a material expert validation score of 79.16% and a media expert validation score of 89.70%, both indicating a highly valid product. Students' responses also demonstrated excellent practicality, with a mean score of 91.03. Furthermore, the Wilcoxon Signed-Rank Test yielded a significance value of 0.002 ($p < 0.05$), indicating a statistically significant improvement in students' learning outcomes after using the pocketbook. These findings suggest that the deductive-based pocketbook is valid, practical, and effective as a supplementary instructional medium for Arabic grammar learning at the junior secondary level.

Keywords: Pocketbook; Deductive Approach; Arabic Grammar; Research And Development; Wilcoxon Signed-Rank Test

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi buku saku berbasis pendekatan deduktif sebagai media pendukung pembelajaran kaidah bahasa Arab pada jenjang sekolah menengah pertama. Penelitian menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Kelayakan produk dinilai melalui validasi ahli materi dan ahli media, sedangkan kepraktisan diukur berdasarkan respons peserta didik. Efektivitas produk dianalisis menggunakan uji Wilcoxon Signed-Rank Test karena data pretest dan posttest tidak berdistribusi normal. Hasil penelitian menunjukkan bahwa buku saku yang dikembangkan memiliki tingkat validitas yang tinggi dengan skor validasi ahli materi sebesar 79,16% dan ahli media sebesar 89,70%, keduanya termasuk kategori sangat valid. Respons peserta didik juga menunjukkan tingkat kepraktisan yang sangat tinggi dengan rata-rata skor sebesar 91,03. Hasil uji Wilcoxon memperoleh nilai signifikansi sebesar 0,002 ($p < 0,05$), yang menunjukkan adanya peningkatan hasil belajar yang signifikan setelah penggunaan buku saku. Dengan demikian, buku saku berbasis pendekatan deduktif dinyatakan valid, praktis, dan efektif sebagai media pendukung pembelajaran kaidah bahasa Arab di tingkat sekolah menengah pertama.

Kata Kunci: Buku Saku, Pendekatan Deduktif, Kaidah Bahasa Arab, Research And Development, Uji Wilcoxon.

INTRODUCTION

Arabic plays a significant role in Indonesian Islamic education, functioning not only as a subject of study but also as a gateway to understanding religious texts and scholarly traditions. Despite this importance, many students encounter considerable difficulties when learning Arabic, particularly in mastering Arabic grammar (Afjalurrahmansyah, Assegaf, and Wahyudin 2025; Segaf Baharun 2025). Grammar instruction often involves abstract rules, unfamiliar terminology, and complex sentence structures that can overwhelm beginning learners. As a result, students frequently perceive grammar as rigid and difficult, which may reduce motivation and limit achievement (Samin and Muhammad 2025).

One factor contributing to these difficulties is the predominance of teacher-centered practices in grammar classrooms. Lessons typically rely on direct explanation of rules followed

by mechanical exercises, with limited opportunities for interactive or independent learning (Hafid and Hayati 2025). Although this approach may efficiently deliver information, it often positions students as passive recipients rather than active participants (Al-shehri and Alaudan 2024). Consequently, students tend to depend heavily on the teacher and struggle to review or consolidate their understanding outside class hours.

The design of instructional materials also plays a crucial role in supporting grammar acquisition. In many schools, learning resources consist primarily of standard textbooks that are dense, lengthy, and not easily portable. Such materials may contain comprehensive explanations but are often impractical for quick reference or self-study. For younger learners in particular, bulky texts can reduce accessibility and discourage frequent use. This situation highlights the need for supplementary resources that present essential content in a concise, manageable, and learner-friendly format. (Ali, Ahmed, and Ariannejad 2024; Sukarman et al. 2024).

Compact learning media offer one potential solution. Materials that are brief, portable, and visually organized enable students to revisit concepts anytime and anywhere, thereby extending learning beyond the classroom context (Sukma and Ramadhan 2023). A pocketbook, for instance, allows key rules and examples to be summarized into small sections that are easy to review repeatedly. This format not only enhances practicality but also encourages autonomous learning habits, which are increasingly recognized as important for language mastery. (Suranto and Hapsari 2025)

Beyond format, the instructional approach embedded in learning materials is equally important. Grammar instruction may follow either inductive or deductive strategies. For novice learners, a deductive approach—where rules are explained explicitly before practice—can provide clearer cognitive scaffolding. By presenting systematic explanations first, students gain structured guidance that helps them interpret examples more accurately and apply rules more confidently. This approach is particularly suitable for grammar topics that require precision and form-based awareness. (Benitez-correa, Gonzalez-torres, and Ochoa-cueva 2019; Xayitmuratovna 2025)

Although previous studies have examined various media and strategies for Arabic language teaching, limited attention has been given to the design of compact, deductive-based grammar resources tailored specifically to junior secondary learners. Most instructional

materials remain either overly comprehensive or insufficiently adapted to students' everyday learning needs. This gap indicates the necessity of developing practical and context-sensitive resources that balance clarity, accessibility, and pedagogical effectiveness. (Fahman and Hamzah 2025; Nufus, Sya`roni, and Maujud 2025; Nury and Masrun 2025)

In response to these challenges, this study proposes the design and evaluation of a deductive-based pocketbook to support Arabic grammar learning. Rather than serving as a replacement for textbooks, the pocketbook functions as a supplementary tool that provides concise explanations, illustrative examples, and guided exercises in a portable format. By combining structured deductive instruction with an accessible design, the material is expected to facilitate independent review and strengthen students' conceptual understanding.

Accordingly, this study seeks to address three main objectives: (1) to design an Arabic grammar pocketbook based on deductive principles that is pedagogically appropriate for junior secondary students; (2) to evaluate its validity and practicality through expert judgment and learner feedback; and (3) to examine its effectiveness in improving students' grammar achievement through empirical testing. Through these objectives, the study aims to contribute to instructional material design in Arabic language education and to provide teachers with an alternative resource that supports more engaging and meaningful grammar learning experiences.

METHOD

This study employed a Research and Development (R&D) design to produce and evaluate an instructional pocketbook intended to support Arabic grammar learning at the junior secondary level. The development process followed the Planning–Production–Evaluation (PPE) model, which emphasizes systematic needs assessment, iterative material design, and empirical testing to ensure both pedagogical quality and practical usability (Rowntree 1993). This model was selected because it provides a structured framework for generating instructional products while simultaneously examining their effectiveness in real classroom contexts.

The study was conducted at Al-Ikhlas Islamic junior secondary school, Blabak, Kediri, Indonesia involving seventh-grade students enrolled in an introductory Arabic course. These learners were selected because they were at the early stage of formal grammar instruction and

frequently experienced difficulties in understanding basic nahwu concepts. One class was purposively chosen as the trial group for field implementation. In addition to students, two categories of experts participated in the validation stage: a material expert with a background in Arabic linguistics and pedagogy, and a media expert specializing in instructional design. Their involvement ensured that both the content accuracy and visual presentation of the pocketbook met educational standards.

The development process consisted of three main stages; First, the planning stage involved a needs analysis through classroom observation and informal interviews with the Arabic teacher and students. This stage aimed to identify common learning problems, existing instructional practices, and limitations of current teaching materials. The findings indicated that students required concise, portable, and easy-to-understand resources to review grammar rules independently. Based on these needs, a pocketbook format combined with a deductive instructional approach was selected.

Second, during the production stage, the initial prototype of the pocketbook was designed. The content focused on essential Arabic grammar topics aligned with the seventh-grade curriculum. Each unit presented explicit rule explanations followed by illustrative examples and short practice exercises to facilitate gradual comprehension. The material was organized into brief sections with simplified language and visual elements to enhance readability and portability. After the prototype was completed, it underwent expert validation. Feedback from the material and media experts was used to revise inaccuracies, improve clarity, and refine layout and design features.

Third, the evaluation stage consisted of limited classroom implementation to examine the practicality and effectiveness of the revised pocketbook. Students used the material during grammar lessons and for independent review over several meetings. Their experiences and learning outcomes formed the basis for the final evaluation.

Instruments and Data Collection

Multiple instruments were employed to obtain both qualitative and quantitative data. Validation checklists were administered to experts to assess the content relevance, linguistic accuracy, instructional clarity, and design quality of the pocketbook. Student response questionnaires were distributed to measure perceived practicality, attractiveness

ss, and ease of use. To evaluate learning effectiveness, achievement tests were administered before and after the intervention. The tests covered grammar concepts included in the pocketbook and were designed to measure students' understanding and application of rules.

Data Analysis

Validation and questionnaire data were analyzed descriptively using percentage scores to determine levels of validity and practicality. Higher percentages indicated better feasibility of the product (Gall and P. 2003). To examine the effectiveness of the pocketbook, pre-test and post-test scores were compared. Because the distribution of scores did not meet normality assumptions, the non-parametric Wilcoxon signed-rank test was employed to identify statistically significant differences between students' performance before and after the intervention. All results were interpreted at a 0.05 significance level.

Through this combination of systematic development, expert evaluation, and empirical testing, the study sought to ensure that the proposed pocketbook was not only theoretically sound but also practically effective for supporting Arabic grammar learning.

RESULTS AND DISCUSSION

Expert Validation of the Pocketbook Design

The first phase of evaluation focused on determining the validity and feasibility of the developed pocketbook through expert judgment. Two experts assessed the product from complementary perspectives: content quality and instructional media design. The material expert examined the relevance of grammar topics to the curriculum, the accuracy of linguistic explanations, the clarity of examples, and the appropriateness of exercises. Meanwhile, the media expert evaluated visual layout, typography, readability, organization, and overall attractiveness.

The validation results indicate that the pocketbook achieved high feasibility ratings in both aspects. Content evaluation showed that the explanations were conceptually accurate and aligned with students' cognitive levels. Grammar rules were presented systematically and supported by contextualized examples, which helped reduce ambiguity often found in traditional textbooks. From a design perspective, the pocket-sized format, concise sections, and simple visual organization were considered effective for promoting ease of use. The

experts suggested minor revisions related to wording clarity and layout consistency, which were incorporated into the final version. Overall, the high validation scores suggest that the pocketbook met pedagogical and technical standards and was appropriate for classroom implementation.

These findings highlight the importance of combining content expertise with instructional design principles in material development. A resource may be linguistically accurate but still ineffective if it is visually dense or difficult to navigate. Conversely, attractive design alone cannot compensate for weak conceptual explanations. The integration of both dimensions contributed to the overall quality and readiness of the product.

Students' Responses and Practicality

Following revision, the pocketbook was implemented in classroom learning to examine its practicality from students' perspectives. Questionnaire results demonstrate generally positive responses regarding usability, clarity, and engagement. Most students reported that the pocketbook was easy to carry and convenient to use both during lessons and for independent review. Its compact format enabled them to quickly locate rules without searching through lengthy textbooks.

Students also noted that the deductive presentation of rules helped them understand grammar more clearly. The explicit explanation—example—exercise sequence provided step-by-step guidance, reducing confusion when encountering new structures. Several learners indicated that they felt more confident completing exercises because the rules were readily accessible in the same booklet. This immediacy of reference appeared to support self-regulated learning behaviors, such as checking rules independently rather than waiting for teacher assistance.

From an instructional standpoint, these responses suggest that practicality is not merely a matter of physical design but also of cognitive accessibility. Materials that simplify information and present it in manageable units can reduce cognitive load and encourage more active engagement. The pocketbook's format therefore functioned not only as a storage medium for content but also as a scaffold that supported learning processes.

Effectiveness on Students' Grammar Achievement

To evaluate the instructional impact of the pocketbook, students' grammar achievement was measured through pre-test and post-test assessments. The pre-test results indicated that many students had limited mastery of the targeted grammar topics, reflecting common difficulties in identifying patterns and applying rules correctly. After several sessions using the pocketbook, post-test scores showed noticeable improvement across most participants.

Statistical analysis using the Wilcoxon signed-rank test revealed a significant difference between pre-test and post-test scores ($p < 0.05$), indicating that the improvement was unlikely to occur by chance. This result demonstrates that the pocketbook contributed positively to students' learning outcomes. The increase in scores suggests that students were better able to understand grammatical concepts and apply them accurately in exercises.

The effectiveness of the pocketbook can be explained by two main factors. First, the deductive approach provided explicit conceptual frameworks before practice. For beginning learners, such clarity reduces guesswork and supports more systematic reasoning. Rather than inferring rules independently, students received structured guidance that facilitated immediate application. Second, the portability of the pocketbook encouraged repeated exposure to content. Frequent review is known to strengthen retention, and the ease of carrying the material likely increased opportunities for informal study outside the classroom.

These findings align with broader perspectives in language pedagogy that emphasize the role of well-designed supplementary materials in reinforcing classroom instruction. While textbooks remain important, concise resources that target specific skills may offer more focused support and enhance learning efficiency.

Discussion

The findings of this study indicate that the developed pocketbook is a valid, practical, and effective supplementary resource for Arabic grammar learning. Beyond the confirmation of content accuracy and design quality through expert validation, the study provides insights into how instructional design, material format, and pedagogical approach interact to support learning outcomes. While previous sections summarized results, this discussion emphasizes

the mechanisms underlying the pocketbook's effectiveness and situates them within broader theoretical and empirical contexts (Lightbown and Spada 2021; Costa et al. 2017).

One of the key strengths of the pocketbook lies in its combination of a deductive instructional approach and a compact, user-friendly design. Deductive grammar instruction, in which rules are presented explicitly before practice, has been widely debated in language pedagogy. While communicative and inductive approaches prioritize discovery and contextualized learning, deductive methods have been shown to be particularly effective for beginners or learners encountering complex grammatical structures for the first time. In the present study, the structured explanation -example-exercise sequence allowed students to access a clear conceptual framework before attempting application, thereby reducing uncertainty and the likelihood of misconceptions. This aligns with cognitive theories suggesting that explicit guidance can scaffold learners' mental models and facilitate more efficient rule internalization (Mayer and Fiorella 2022; VanPatten and Benati 2020).

The pocketbook's physical and cognitive accessibility further contributed to its effectiveness. Students reported ease of portability and quick reference, which not only supported convenience but also enabled repeated exposure and informal review outside the classroom. This repeated retrieval aligns with the principle of retrieval practice, which has been documented as a robust factor in enhancing long-term retention of linguistic knowledge (Kirschner and Hendrick 2024). By reducing extraneous cognitive load through concise presentation and well-organized content, the pocketbook allowed learners to focus cognitive resources on understanding and applying grammatical rules rather than navigating dense or cluttered materials. These findings echo Mayer's principles of multimedia learning, which emphasize the importance of minimizing unnecessary cognitive demands to promote meaningful learning. (Mayer and Fiorella 2022)

The positive student responses also highlight the role of learner-centered design in supplementary materials. The clear examples, step-by-step guidance, and immediate availability of rules appear to foster greater learner autonomy and self-regulated learning behaviors (Kirschner and Hendrick 2024). Students actively checked rules independently, indicating that materials can shape learning strategies beyond content delivery. This finding is consistent with research emphasizing that well-designed instructional resources can function as metacognitive scaffolds, promoting active engagement and reflective learning (Surbakti

and Umboh 2024; Ahmad et al. 2023). In contexts where classroom time is limited or teacher-student ratios are high, such scaffolding may be particularly valuable for ensuring consistent learning opportunities across diverse learners.

Nevertheless, it is important to consider the interaction between learner characteristics and instructional format. The effectiveness of the pocketbook was likely mediated by students' prior knowledge, motivation, and learning preferences. Junior secondary learners, as observed in this study, may particularly benefit from structured and visually organized resources due to their developing cognitive capacities and need for manageable learning units. Large, text-heavy materials could overwhelm such learners, whereas a compact, deductively organized pocketbook provides both conceptual clarity and physical manageability. Future studies could explore differential effects across age groups, proficiency levels, or learning styles to optimize the design of similar instructional materials. (Green and Waesol 2023; Kala and Ayas 2023)

Despite its positive outcomes, the study has several limitations. The implementation was limited to a single class with a relatively small sample, which may restrict the generalizability of the findings. Moreover, the short duration of the intervention may not fully capture longer-term retention or the potential for transfer of grammatical knowledge to authentic language use. While test scores improved significantly, the study did not investigate whether the pocketbook facilitated higher-order language skills such as sentence composition, discourse coherence, or oral communication. Addressing these aspects in future research would provide a more comprehensive understanding of its pedagogical impact (Creswell, J. W., & Creswell 2020).

Comparatively, the findings align with studies on supplementary instructional materials in foreign language education, which consistently emphasize the synergistic role of content accuracy and usability in learning enhancement (Tulu 2019). However, this study adds nuance by demonstrating that a small-scale, well-designed pocketbook can effectively bridge classroom instruction and independent study, highlighting the practical benefits of integrating design principles with deductive grammar instruction. This suggests that even minimal interventions, if carefully structured and learner-centered, can yield meaningful improvements in foundational language skills. (Xie 2020)

In practical terms, the pocketbook offers implications for both teachers and curriculum developers. Teachers can leverage it as a portable reference during instruction, allowing for

differentiated support without over-reliance on lengthy textbooks. Curriculum developers might consider adopting similar approaches for other linguistic domains, balancing explicit instruction with accessibility and engagement. Furthermore, the positive reception by students underscores the potential of materials to influence learning behaviors, suggesting that future innovations in language pedagogy should attend not only to content but also to format, usability, and cognitive scaffolding.(Abad and Hattie 2025; Almunawaroh and Steklacs 2025)

The integration of deductive explanations, structured content organization, and a compact design contributed to the pocketbook's validity, practicality, and effectiveness. The study reinforces the idea that effective language learning resources require a dual focus on pedagogical and design considerations, particularly for younger or beginner learners. While further research is needed to explore long-term retention, broader applicability, and higher-order language outcomes, the current findings demonstrate that small-scale instructional innovations can meaningfully enhance grammar learning and support learner autonomy.

CONCLUSION

This study has demonstrated that a deductive-based pocketbook can serve as a valid, practical, and effective supplementary resource for Arabic grammar learning at the junior secondary level. Expert validation confirmed that the pocketbook meets both content and design standards, ensuring conceptual accuracy, systematic rule presentation, and user-friendly organization. Students' feedback indicated that the material was engaging, portable, and cognitively accessible, supporting independent review and self-regulated learning behaviors. Empirical evidence from pre-test and post-test comparisons further showed significant improvements in students' grammar achievement, highlighting the pedagogical value of concise, deductively organized learning materials.

The findings underscore the importance of integrating pedagogical principles with instructional design to enhance both learning outcomes and usability. By combining explicit rule explanations, illustrative examples, and manageable content units in a compact format, the pocketbook not only facilitates understanding and application of grammatical concepts but also encourages autonomous study beyond classroom instruction.

While the study provides promising evidence, its scope was limited to a single class and short-term implementation, which may constrain generalizability. Future research could investigate long-term retention, broader applicability across different proficiency levels, and the potential for transfer to higher-order language skills such as composition and oral communication.

Overall, the development and evaluation of this pocketbook demonstrate that well-designed, learner-centered instructional resources—particularly those that integrate deductive instruction with accessible formatting—can effectively support grammar mastery and enhance independent learning. This study contributes to the growing body of research on supplementary materials in Arabic language education and offers practical implications for teachers and curriculum developers aiming to improve grammar instruction in secondary education contexts.

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