INNOVATION OF DIGITAL-BASED ARABIC TEACHING MATERIALS WITH CONTEXTUAL TEACHING AND LEARNING APPROACH

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Abstract
The background of this research is the condition in the field that there is still a lack of digital teaching materials for Arabic language learning. So far, teachers only use textbooks that are still monotonous in their implementation, not dynamic enough to see the development of technology which is currently very rapid. The objectives in this study are (1) to determine the development of digital-based Arabic teaching materials with the Contextual Teaching and Learning approach, (2) to determine the effectiveness of using digital-based Arabic teaching materials with the Contextual Teaching and Learning approach. This research method is mixed method with Research and Development (R&D) design using Borg and Gall model. The results of this study showed a difference, the average pretest score was 38.9 and the average posttest score was 86.4. From the results of the pretest and posttest, the results of the normality test were pretest $0.088 > 0.05$ and posttest $0.151 > 0.05$, so the pretest and posttest data were normally distributed. Then the results of the homogeneity test show the sig value > 0.05, namely $0.571 > 0.05$, so the data variance is homogeneous data. From the paired t test it is known that the sig value. (2-tailed) $<$ than 0.05, namely $0.000 < 0.05$, so there is a real difference and influence between learning outcomes on pretest and posttest data. N-Gain Score test results are > 78.6108 then the product development of digital-based Arabic language materials with contextual teaching and learning approach gets a very effective category.
**Keywords**: development, digital teaching materials, contextual teaching and learning

1. INTRODUCTION

In today's digital era, technology has become an important component in education, including Arabic language learning (Hidayatullah et al., 2023). One of the most important aspects of learning Arabic is reading skills which are essential for understanding Arabic texts effectively (Muhammad et al., 2023). In teaching Arabic also reading skills are important enough to be the center of our attention as teachers (Hikmah et al., 2024; Sabana, 2020). This skill is a language ability that involves a lot of work of the mind and intellect (Qomaruddin, 2023). In order for readers to truly understand the texts they read, they must have good reading skills (N. Hidayah, 2019). By mastering reading skills learners are exposed to a variety of new vocabulary, (Jamanuddin, 2015) expressions and sentence structures (N. Hidayah, Mukmin, & Eltika, 2023; Irmansyah et al., 2022). This improves their language skills and their ability to support other skills (Nazarmanto & Oktafia, 2018). Such as by modeling good language use when reading texts will help when they speak (Imron, 2015; Wasilah, 2015) (Rohayati & Rahayu, 2017). Reading skills also help listening skills by improving word comprehension and meaning (Muhammad, 2020). While writing skills, (Nurani, Qaaf, et al., 2023) students can learn the language and structure of the reading text they have read.(Jumhur, 2015; Utami & Hidayah, 2024). However, in practice, learning maharah qira'ah still faces a number of challenges (Jumhur & Maghfur, 2016). such as the lack of student learning motivation (N. Hidayah, Mukmin, & Marfuah, 2023). Monotonous teaching materials (Irmansyah, 2015) and the use of learning approaches that are less relevant to students' lives (Mukmin, 2017).

The utilization of technology-based digital teaching materials is one innovative way to answer the challenges in learning maharah qira'ah (Imron et al., 2023; Jamanuddin & Kumbara, 2016). There are several tools that can be used in the development of digital qiro'ah teaching materials are Microsoft Powerpoint and iSpring Suite, a platform that allows the creation of interactive teaching materials with various multimedia features (Ummi et al., 2025). And to create image illustration designs, and layouts utilizing free online illustration platforms such as canva, teaching materials can be made more attractive, interactive, and flexible to meet student learning needs (Muhammad & Irmansyah, 2024).

Teaching materials are a set of materials or lesson substances that are arranged coherently and systematically to help students face challenges (Muhammad & Purnama, 2025; Rahmat et al., 2022). Teaching materials allow students to learn one competency coherently and systematically so that they can master all competencies as a whole (N. Hidayah, 2018; Irmansyah & Puspita, 2022). For this reason, it is very important for an educator to be able to make good learning materials that meet the requirements and needs, so that lessons can be delivered well and students have sufficient learning activities (Nazhyfa et al., 2022). As a learning tool, teaching materials increase the
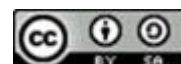
effectiveness of learning. However, this effectiveness largely depends on how well the teacher uses it (Sabana et al., 2024).

To make learning easier for students, certain learning approaches are also needed (Imron, 2015; Rohayati, 2018). One of these approaches is contextual learning, which refers to the connection between students' knowledge and its application in their daily lives as members of society and family (N. Hidayah, 2021b). This idea helps teachers connect what is taught with students' real-life situations (Rifa'i et al., 2022). Therefore, researchers want to choose the contextual teaching and learning approach because it is not only knowing the content but also learning the context, which makes learning meaningful (Muhammad et al., 2023).

Previous research is not entirely based on the same expertise, but the research findings below are related to the researcher's research. The results of this study can be used as input and consideration for researchers. Previous studies are: "Development of Interesting and Innovative Arabic Teaching Materials to Increase Santri Learning Motivation Dayah Darutthalibi Al-Aziziyah Samalanga" (2023) is a journal written by Bani Amin, Amiruddin and Asmaul Husna. The second study was written by Umi Machmudah, M. Ibnu Ahmad, and Sugeng Ali Mansur with the title "Development of Teaching Materials for Qiro'ah based on Higher Order Thinking Skills through Quizizz Real Interactive" (2023). The third study entitled "Implementation of Contextual Teaching and Learning in Improving Student Learning Achievement in Arabic Language Material" (2022) was written by Moh Rifa'I, Irdatul Hasanah, Zubairi, Mukhlisin Sa'ad. From these various previous studies, it can be concluded that this research is new and different from previous studies, both the approach used and the form of development produced.

It is very necessary to innovate in Arabic language learning today so that students are more interested and motivated to learn (Imron, 2020). So, from some of the statements above, researchers are interested in conducting research and development research entitled "Development of digital-based Arabic teaching materials with a contextual teaching and learning approach".

2. LITERATURE REVIEW

A. The nature of development

Development refers to any activity that involves the improvement, growth, or quantitative and qualitative aspects of a particular activity or object that is the goal (Imron, 2023; Waruwu, 2024). The Borg and Gall development model is the model used by researchers. The Borg and Gall development model is a systematic approach used to evaluate and develop products for education (Effendi & Hendriyani, 2018). Created in 1983 by Meredith D. Gall and Walter R. Borg, this model has become one of the main pillars in product development in several educational fields (Waruwu, 2024). The reason for using the Borg and Gall development design is that this method has proven

effective in producing high-quality products and has been widely used in previous studies (Irmansyah et al., 2023; Savika et al., 2024). Based on the above definition, researchers can conclude that development is an effort to produce and evaluate new products that are better than before by testing their effectiveness.

**B. Urgency of teaching materials**

Teaching materials are defined by many experts. Teaching materials, according to Muhaimin, are all materials used to assist teachers in learning (Andika et al., 2022). According to the National Center for Vocational Education Research Ltd./National Center for Competency-Based Training, teaching materials are everything that helps teachers conduct classroom learning (Andika et al., 2022). The material in question can be written or unwritten material (Magdalena et al., 2020; Nurani, 2025).

Taking into account the above explanation, researchers can conclude that teaching materials are a collection of learning materials or information that are compiled and designed to assist students in fostering the views, values, and skills needed to meet the competency standards set by the curriculum (Mukmin et al., 2023; Nurani, Rizal, et al., 2023). Regarding the purpose of making learning materials, there are two main factors that are important to consider: a) Assist students in learning a material; b) Provide various types of learning materials so that students do not easily experience boredom; c) Make it easier for students to complete learning activities; d) Make learning activities more interesting

C. Maharah Qiro'ah

Etymologically, the word "mahārah" or "qira'ah" comes from Arabic, from the word "maharah", which means "clever" or "proficient" (Hidayah & Pd, 2022; Utami & Hidayah, 2024). Terminologically, the word "maharah" refers to the proficiency or skill required to master a new language (N. Hidayah, 2015; N. Hidayah et al., 2021; Imron, 2023). The word al-qira'ah means reading. Reading is like seeing and understanding what is written inside or outside a writing (N. Hidayah, 2021a; Imron, 2021). Learning maharah qira'ah is divided into three levels, namely beginner, intermediate, and advanced (N. Hidayah & Amelina, 2024; Mukmin & Hidayah, 2017; Nurilngin, 2022).

1. The main purpose of teaching maharah qira'ah for beginners is to help them understand the meaning of sentences, analyze words and sentences, and explain the symbols or letters with makhroj and intonation in accordance with the reading marks (Irmansyah & Fera, 2018).

2. The main purpose of teaching maharah qira'ah to intermediate students is that they are able to understand the main concept and explanatory sentences, understand the relationship between ideas, and begin to briefly review the reading (إرمنشاة & ليستارينا, 2024).
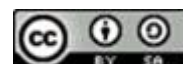
3. The aim of teaching maharah qira'ah at this level is for students to be able to understand the concept of the passage, as well as the explanatory sentences, interpret the content of the passage, make a gist of the passage, and begin to reflect on what has been discussed (Furqon & Nur, 2024).

D.   Contextual teaching and learning approach

The learning approach known as contextual learning emphasizes the process of full student involvement in the learning process (Agustiningsih et al., 2024). This approach encourages students to apply their knowledge in real life (Haryanto, 2023; Irmansyah & Pratiwi, 2021). With this, daily activities and experiences become the basis for students' learning efforts. This not only enhances students' understanding of the learning objectives and benefits, but also increases their motivation and makes the learning process more enjoyable (Mukmin, 2017).

Taking into account the above explanation, contextual teaching and learning is a learning concept that helps teachers connect the material taught with students' real-world situations. It also encourages students to make connections between what they know and the application in everyday life. The components of Contextual teaching and learning are:

1. Constructivism aims to improve students' thinking by encouraging them to discover, invent, and develop their own skills and knowledge.

2. Inquiry is a form of learning in which students learn to use critical thinking skills through searching and understanding from observations (N. Hidayah & Apriyani, 2024).

3. Questioning, which is fostering students' curiosity through interactive discussions through questions and answers between teachers and students (N. Hidayah et al., 2024). By using this method, learning will be more active and broader and deeper learning outcomes will be encouraged.

4. Learning communities are the result of working together with others. Learning generated through cooperation is called a learning community. Smart students teach the weak, those who know tell those who don't, and so on. Active students will certainly learn different skills from inactive students (N. Hidayah & Setiawan, 2021).

5. Modeling means acquiring certain skills or knowledge or models that can be imitated (Imron & Murtopo, 2022).

6. Reflection is the process of seeing, organizing, analyzing, explaining, and evaluating what has been learned.

7. Real assessment is a process carried out by the teacher to find out how students develop in learning (N. Hidayah & Amelina, 2024; N. Hidayah & Nofiasari, 2024).

3. METHOD

This research uses a mixed methods approach, integrating qualitative and quantitative methods, with a research and development (R&D) design. R&D is a process aimed at developing a specific product, validating it, evaluating its effectiveness, and testing its application in learning. This research follows the Borg and Gall development model, which originally consisted of ten steps, but researchers have simplified it to six steps. The six steps are Potential and Problems, Data collection, Product Design, Product Validation, Product Revision, and product trial (Imron et al., 2024).

The data collection techniques that researchers use to obtain accurate data are skinative data taken through observation and interviews while quantitative data is taken from the needs and satisfaction questionnaire and the scores of pretest and post test results. The data analysis methods are normality test, homogeneity test, paired t test and N-gain Score test.
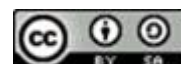
4. DISCUSSION

A. Development of Digital-Based Arabic Teaching Materials with Contextual Teaching and Learning Approach

This research produces a digital-based Arabic teaching material with a contextual teaching and learning approach with the following research and development stages:

1) Potential and Problems

This stage aims to find out the potential and problems that become the basis for developing teaching materials so that the data can be stated according to the situation in the field. At this stage, researchers conducted observations and interviews with teachers and students. The results of interviews conducted by researchers with Mr. Muhaimin, S. Pd as the Arabic language teacher at MTs Al-akbar I Banyuasin. Researchers obtained information about the problems that occur, namely the ineffective use of technology by teachers in carrying out the teaching and learning process, and the media used is still not much, classified as simple and the media has never been replaced so that students are less enthusiastic in participating in learning. The learning method or model used by the teacher is also still a lecture. The application of these learning methods or models has not been able to fully improve students' interests and abilities. The lecture method also does not fully make students understand the lesson.

Researchers also conducted interviews with Mamluatul Khoiriyah as a student representative at MTs Al-Akbar I banyuasin. Researchers get information about the condition of students during the learning process in the classroom, namely when the teacher teaches in class students are less active in participating in learning, there are also students who do not fully understand the material

presented by the teacher because the way of presenting the material is less interesting and sometimes makes students bored. And they feel less excited in learning Arabic.

The potential in this research is the development of digital-based Arabic teaching materials with a contextual teaching and learning approach. At this time, technological advances greatly encourage teachers to be innovative and creative in the teaching and learning process. In addition, teaching models/methods can also hinder the learning process. As we know, if the lecture model/method is used consistently during the learning process, it will make students less attentive and less interested in reading the qiraah text being taught. As a result, understanding of the qiraah text is low and learning objectives are not achieved. Therefore, researchers provide solutions by developing digital-based Arabic teaching materials with a contextual teaching and learning approach.

2) Data Collection

After completing the potential and problem stages, the next step is to collect data and process data that supports the development of teaching materials. Sources or references for the development of teaching materials are obtained from relevant sources. (Sabana et al., 2024) Researchers collected existing problems at school through interviews with Mr. Muhaimin, S. Pd and student needs questionnaires. Furthermore, collecting sources of information such as Arabic printed book references used in class VIII. The material about daily activities has a lot to do with the daily context of students, making it easier for researchers to develop.

Student needs questionnaires are also needed to see how much students need about the development of digital-based Arabic teaching materials with a contextual teaching and learning approach.

Table 1. Needs Questionnaire

NO	STATEMENT	LIKERT SCALE ITEM ANSWERS					PERCENTAGE
		5	4	3	2	1	
1	Learning maharah Qiroah is a boring lesson	1	9	2	10	0	60,9%
2	I find it difficult to understand the reading text in the textbooks	1	16	5	0	0	76,4%
3	I have difficulty in translating qiroah texts	9	12	1	0	0	87,3%
4	I need teaching materials that attract learning interest	10	9	1	2	0	84,5%
5	Teachers provide learning materials in a monotonous manner	7	12	1	1	1	80,9%
6	The way the teacher delivered the maharah qiro'ah was difficult to understand.	4	12	6	0	0	78,2%
7	Learning using interactive apps is fun	12	9	1	0	0	90%
8	The teacher asks triggering questions at the beginning of the lesson	3	14	2	2	1	74,5%
9	The teacher models the pronunciation of the vocabulary or reading text.	10	11	1	0	0	88,2%
10	The teacher provides an opportunity to ask questions and discuss with friends who understand better.	16	4	2	0	0	92,7%
11	The teacher gives a variety of questions/tasks and the questions train you to think critically.	7	13	0	2	0	82,7%
12	Students reflect at the end of the lesson	11	9	2	0	0	88,2%
	AVERAGE						82%

From the results of the student needs questionnaire in table 1, the statement "I need teaching materials that attract learning interest" received a score of 84.5%, meaning that students really need teaching materials that attract their learning interest. From the results of the needs questionnaire above, the statement "Learning using interactive applications is fun" scored 90%, meaning that students really need interactive applications that are fun for them to learn. From the explanation above, it can be concluded that the results of the calculation of the student needs questionnaire obtained an average score of 82% with a category that really needs the development of digital-based Arabic language materials with a contextual teaching and learning approach.

3) Product Design

After identifying potential and problems and collecting data, the researcher then designs the product to be designed in accordance with the hypothesis of product specifications, namely Qiroah teaching materials packaged into android applications.

This teaching material is interactive and innovative because many supporting features such as text, images, videos, animations and interactive quizzes will make the learning display more interesting. This teaching material is presented with contextual characteristics. The structure of teaching materials consists of: an opening display with a start button, the main menu in the form of: a button to go to the navigation button page, a button for the learning objectives page, a button for the material page, which contains mufrodat videos and qiroah text, a button to go to the quiz

page, which contains practice questions, and a button to go to the profile page, which contains the developer's biodata.

From the product design picture, it can be described:

1) Cover which has the title of the product, class, and the name of the product maker and there is a start button to go to the main menu.

2) The menu display has a button to go to the navigation button instructions, learning objectives, learning materials, tasks, reflections and developer bios.

3) The navigation button has a menu button, a button to go to the next page, and a button to go to the next page.

4) The learning objectives are Students are able to read Arabic text correctly, fluently, and understand its meaning according to the context, expand their mastery of Arabic vocabulary to help understand the content of more complex texts, students can identify main ideas, supporting ideas, and answer questions related to the content of the text, students are able to relate the content of the text read with their daily experiences, so that learning is more meaningful.

5) Trigger questions, there is a material title, namely "daily activities", then there are pictures and questions for them to build their own knowledge, namely contructivism.

6) Mufrodat video which is a collection of vocabulary related to the material that contains mufrodat writing, supporting images, along with the meaning and voice of the developer to provide pronunciation for the modeling step.

7) Video qiro'ah which is a reading text entitled "yaumiyati' which means my daily life there are also animations and developer voices to provide examples of how to read.

8) Group assignments for the authentic assessment step, namely the assessment of student learning progress, there is a command to translate into Indonesian the text in the qiro'ah video with the group in order to train the ability to work together in the learning community step and there is a note to ask the teacher if there are difficulties, namely the questioning step.

9) Individual tasks there is a quiz consisting of 10 questions with the form of true and false questions related to the qiro'ah material that has been learned as an evaluation and to train students to think critically, namely inquiry.

10) Reflection there are statements to evaluate students after this learning including the reflection step.

Researchers use several applications or software that can support the manufacture of products such as canva to design backgrounds, animations, elements, images, make videos, then researchers also use Microsoft Powerpoint to design layouts, actions, and publish them using the ispring suite application to create quizzes along with the score results obtained and packaged in the form of applications using the website 2 APK builder.

4) Product Validation

After designing the product, the next step is product validation to determine the feasibility of the product before field trials. Product validation includes materials and media developed.

a) Material Validation

Product validation of material experts in this study was carried out by lecturers at Raden Fatah State Islamic University Palembang, namely Ustadz Nazarmanto, Lc., MA, based on the validation results it is known that the material in the development of digital-based Arabic teaching materials with a contextual teaching and learning approach obtained a score of 100 with a very valid category.

b) Media Expert Validation

Media expert product validation in this study was carried out by a lecturer at Raden Fatah State Islamic University Palembang, namely Ustadz Irmansyah, M. Pd. I, based on the validation results it is known that the media in the development of digital-based Arabic teaching materials with a contextual teaching and learning approach obtained a score of 88 with a very valid category.

5) Product Revision

After the product validation process, researchers revised the product by improving the product according to the suggestions given by the material expert validators and media experts in order to produce a product that is suitable for use.

a) Material Revision

From the assessment of the material expert validator, suggestions were obtained which were used as material for consideration in revising the material aspects, for suggestions some writing and spelling errors have been corrected in accordance with the validator's suggestions.

b) Media revision

From the assessment of the media expert validator, namely ustadz Irmansyah, M. Pd. I, suggestions were obtained which were used as considerations in revising the media. The validator suggested that. Adjusting the sound on vocabulary and reading text, making the application easy to use, adjusting the image and meaning with vocabulary, these suggestions have been improved by researchers.

6) Product Trial

Product trials were carried out after validating the material expert validators and media experts. Product trial is the core stage where the product is assessed for effectiveness based on the average assessment score. The effectiveness of the product was carried out as much as 1 trial stage, namely the product trial on learning at the research site. The data obtained from product trials are the results of pretest and posttest scores and the results of student satisfaction questionnaires.

Product trials were conducted by researchers in class VIII MTs Al-akbar I Banyuasin totaling 22 students using a one-group pretest-posttest design (one group pretest and posttest). The procedure for conducting field trials on students is as follows.

a) Explain briefly about the learning materials that have been developed

b) Explain briefly about the product of digital-based Arabic teaching materials with contextual teaching and learning approach

c) Carry out a pretest before starting learning to get the results of the value before using the development product

d) Conducting the teaching and learning process by using the product that has been developed

e) At the end of learning and research, researchers conducted a posttest to get the results of student scores after using the development product and to find out how effective the product development of digital-based Arabic teaching materials with a contextual teaching and learning approach.

B. The Effectiveness of Using Digital-Based Arabic Teaching Materials with Contextual Teaching and Learning Approach

After going through the six stages of development that have been carried out above, then the next step is to calculate the results of the pretest and posttest scores to determine the effectiveness of the use of digital-based Arabic teaching material development products with a

contextual teaching and learning approach. The following are the results of the pretest and posttest data that has been carried out:

1) Test Results

The results obtained from the Microsoft Excel calculation, the implementation of the pretest and posttest are to see the difference before and after using the digital-based Arabic teaching materials. This is to see the difference before and after using the product that the researcher has developed.
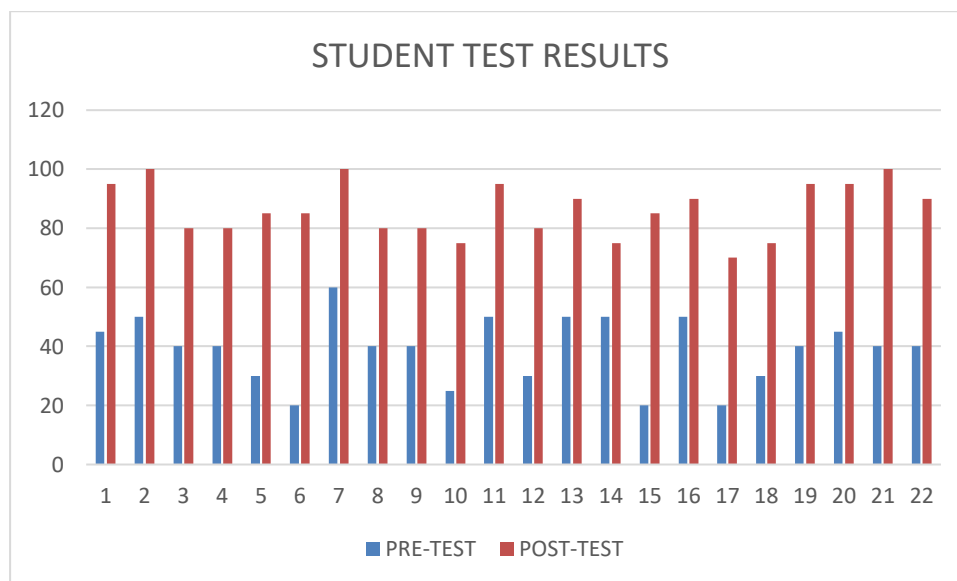
Based on the calculation of the results of pretest and posttest scores in class VIII as many as 22 students served as control and experimental classes, it was found that students experienced an increase in learning outcomes seen from the average value on the pretest with 38.9 and the average value on the posttest with 86.4.

2) Normality Test

The normality test was carried out with the help of the SPSS23 application. Testing was carried out on two data, namely pretest and posttest data in class VIII as control and experimental classes. The normality test can be done using the Shapiro-Wilk test because the research sample is under 30. This normality test is carried out to determine whether the data is normally distributed or not. With the provision that the data is normally distributed if it meets the criteria for the Sig value> 0.05.

Table 2. Normality Test

Tests of Normality		Shapiro-Wilk		
		Statistic	df	Sig.
Nilai				
Pretest_Posttest	Pretest	.923	22	.088
	Posttest	.934	22	.151

Based on table 4, it can be seen that the pretest and posttest data show a sig value> 0.05, namely pretest 0.088> 0.05 and posttest 0.151> 0.05. So it can be concluded that the pretest and posttest data are normally distributed.

3) Homogeneity Test

The homogeneity test was carried out with the help of the SPSS23 application. This homogeneity test for the sample uses data from the pretest and posttest scores, the homogeneity test is also carried out to determine whether the data is the same or not, the sample is declared homogeneous if sig> 0.05.

Table 3. Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df 1	df 2	Sig.
Pretest_Posttest	Based on Mean	.326	1	42	.571
	Based on Median	.134	1	42	.716
	Based on Media and with adjusted df	.134	1	36.351	.717
	Based on trimmed mean	.340	1	42	.563

Based on table 5, it can be seen that the pretest and posttest data show a sig value> 0.05, namely 0.571> 0.05. So it can be concluded that the data variants in this study are the same or the data is homogeneous.

4) Paired T Test

The paired t test is useful for testing the same sample that has two interconnected data, where the sample in this study is class VIII by testing the results of the pretest and posttest scores as control and experimental classes. Guided by if sig. (2-tailed) <0.05. The paired t test results can be seen in the following table:

Table 4. Paired T Test

Paired Samples Test								
	Paired Differences							
			Std. Error Mean	95% Confidence Internal of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1 PreTest-PostTest	-47.50000	9.35414	1.99431	-51.64739	-43.35261	-23.818	21	.000

From the paired t test results in table 6, it is known that the sig value. (2-tailed) < 0.05, namely 0.000 < 0.05, it can be concluded that there is a real difference and influence between learning outcomes on pretest and posttest data.

1. N-Gain Score Test

The N-Gain score test was calculated using SPSS23. This test is conducted to determine the effectiveness of a treatment or action in research.

Table 5. N-Gain Score Categories

< 40	Tidak efektif
40-55	Kurang efektif
56-75	Cukup efektif
>76	Sangat Efektif

Table 6. N-Gain Score Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	22	.50	1.00	.7861	.13910
N-Gain Score	22	50.00	100.00	78.6108	.1391042
Valid N(listwise)	22				

Based on table 8, it can be seen that the value obtained is >78.6108, and in table 7 it is stated that the value is categorized as very effective. So it can be concluded that the development of digital-based Arabic qiro'ah teaching materials with a contextual teaching and learning approach is very effective for use in the learning process.

2. Student Satisfaction Questionnaire

Table 7. Results of satisfaction questionnaire

NO	STATEMENT	LIKERT SCALE ITEM ANSWERS					PERCENTAGE
		5	4	3	2	1	
1	This teaching material makes me not feel bored	12	8	1	1	0	88,18%
2	The menu in this teaching material is complete	10	9	3	0	0	86,36%
3	Teaching materials are easy to use	11	10	1	0	0	88,18%
4	The videos in this teaching material help me better understand the material	15	6	1	0	0	92,73%
5	The language used in this teaching material is easy to understand	6	13	3	0	0	82,73%
6	The tasks in this teaching material help me master the material	6	13	2	1	0	81,82%
7	The appearance and layout of this teaching material is interesting and fun	11	8	3	0	0	87,27%
8	Suitability of material with student conditions	5	16	1	0	0	83,64%
9	I enjoy learning maharah qiro'ah using this teaching material	8	13	1	0	0	86,36%
10	This teaching material motivates me to learn Maharah Qiro'ah	13	7	1	1	0	89,09%
	AVERAGE						86,64%

Judging from table 9, the results of the student satisfaction questionnaire obtained an average result of 86.64% with a very good category, proving that digital-based Arabic teaching materials with a contextual teaching learning approach received a very good response from students so that students felt happy and motivated students to learn Arabic especially maharah qiro'ah.

5. CLOSING

The development of digital-based Arabic teaching materials with the Contextual Teaching and Learning (CTL) approach is an innovative step in improving learning effectiveness. This

approach allows students to understand Arabic more meaningfully by linking teaching materials with real-life contexts. By utilizing digital technology, teaching materials can be presented interactively and interestingly, so as to increase students' motivation and language skills, especially in maharah Qiro'ah. Therefore, the development of digital-based Arabic teaching materials with a contextual teaching and learning approach is expected to be an effective solution in improving the quality of Arabic language learning in the digital era.

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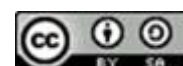
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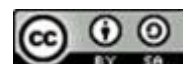
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