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AN EVALUATIVE ANALYSIS OF TPACK-BASED NAHWU TEACHING MATERIALS ORIENTED TOWARD HIGHER-ORDER THINKING SKILLS

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Abstrak

This study aims to evaluate the pedagogical characteristics, strengths, and limitations of Higher-Order Thinking Skills (HOTS)-oriented Nahwu teaching materials developed within the Technological Pedagogical Content Knowledge (TPACK) framework in Arabic language learning. The study employed a qualitative library research design using descriptive-evaluative content analysis. The teaching materials were analyzed based on several indicators, including pedagogical organization, contextuality of content, technology integration, HOTS orientation, integration of Islamic values and local wisdom, and accessibility aspects. The findings reveal several pedagogical strengths, particularly in the simplified presentation of Nahwu rules, the use of contextual Arabic texts, the integration of Islamic and local cultural values, gender-balanced representation, the utilization of digital media, and the implementation of HOTS-oriented activities. However, the analysis also identifies several limitations, including dependence on internet connectivity and the absence of empirical validation regarding instructional effectiveness. This study concludes that the analyzed teaching materials possess considerable potential to support contextual and technology-based Arabic language learning while also promoting the development of Higher-Order Thinking Skills. Nevertheless, further empirical investigation and pedagogical refinement are still required to enhance their inclusiveness and instructional effectiveness.

Keywords: *TPACK, HOTS, Nahwu, Teaching Materials, Arabic Language Learning*

الملخص

تهدف هذه الدراسة إلى تقويم الخصائص البيداغوجية ونقاط القوة والقيود في المواد التعليمية النحوية الموجّهة نحو مهارات التفكير العليا والمطوَّرة في إطار معرفة المحتوى التربوي التكنولوجي في تعليم اللغة العربية. واعتمدت الدراسة المنهج الكيفي من خلال الدراسة المكتبية باستخدام أسلوب تحليل المحتوى الوصفي التقويمي. وتم تحليل المواد التعليمية استناداً إلى عدد من المؤشرات، تشمل التنظيم البيداغوجي، وسياقية المحتوى، وتكامل التكنولوجيا، وتوجّه مهارات التفكير العليا، ودمج القيم الإسلامية والحكمة المحلية، إضافةً إلى جوانب إمكانية الوصول. وأظهرت نتائج الدراسة عدداً من نقاط القوة البيداغوجية، من أبرزها تبسيط عرض القواعد النحوية، واستخدام النصوص العربية السياقية، ودمج القيم الإسلامية والثقافة المحلية، وتحقيق التوازن الجنس، وتوظيف الوسائط الرقمية، والتوجيه نحو مهارات التفكير العليا. ومع ذلك، كشفت الدراسة أيضاً عن بعض القيود، من بينها الاعتماد على الاتصال بالإنترنت، وغياب التحقق التجريبي المتعلق بفعالية العملية التعليمية. وتخلص الدراسة إلى أن المواد التعليمية التي تم تحليلها تمتلك إمكانات كبيرة لدعم تعليم اللغة العربية القائم على السياق والتكنولوجيا، مع الإسهام في تنمية مهارات التفكير العليا. ومع ذلك، ما تزال هناك حاجة إلى مزيد من الدراسات التجريبية والتحسينات البيداغوجية لتعزيز شمولية هذه المواد وفعاليتها التعليمية.

الكلمات المفتاحية: معرفة المحتوى التربوي التكنولوجي، مهارات التفكير العليا، النحو: المواد التعليمية، تعليم اللغة العربية

INTRODUCTION

In several *Nahwu* learning settings at the tertiary level, the instructional process is still dominated by theoretical explanations and rote-based exercises of grammatical rules, while learning activities that foster students' analytical, evaluative, and creative thinking skills remain relatively limited. The use of digital media in learning is also generally confined to simple material delivery through presentations and social media–based communication, and has not yet been directed toward interactive learning that can assist students in analyzing Arabic sentence structures in a contextualized manner. This condition leads *Nahwu* learning to be more oriented toward mastering grammatical rules rather than developing the ability to apply language rules in authentic Arabic usage. (Ardiansyah & Muhammad, 2020). This situation indicates the need for *Nahwu* teaching materials that not only present content systematically, but also integrate learning technology and Higher-Order Thinking Skills (HOTS) activities

This need becomes increasingly relevant in line with the demands of 21st-century learning, which emphasizes the integration of technology, contextual learning, and the development of higher-order thinking skills. (Febriani et al., 2020). In the context of language education, the Technological Pedagogical Content Knowledge (TPACK) framework is widely used because it emphasizes a balanced integration of technology, pedagogy, and content knowledge (Koehler & Mishra, 2009; Mishra, 2019). In *Nahwu* instruction, this approach opens opportunities to transform previously theoretical grammar learning into a more visual, interactive, and contextual experience through the use of digital media, instructional videos, and technology-based learning resources. In addition, the integration of HOTS in *Nahwu* teaching materials is considered essential so that students not only understand grammatical rules but are also able to analyze, evaluate, and construct Arabic language use critically and contextually

This condition is also evident in the context of Arabic language learning at IAIN Curup. Previous studies have shown that students' abilities in explaining grammatical inflection (i'*rāb*), comparing and identifying sentence structures, constructing mind maps, and evaluating differences of opinion related to specific *Nahwu* rules are still relatively low. Students also experience difficulties in completing analytical exercises that require higher-order thinking skills. This condition is influenced by several factors, including the use of textbooks with lengthy and highly theoretical explanations, the lack of exercises that can measure and strengthen students' understanding of *Nahwu*, and the absence of diagrams, visual illustrations, and learning media developed based on needs analysis of both students and lecturers. In addition, the use of interactive digital learning media and HOTS-oriented learning activities in *Nahwu* instruction is still not optimal. (Aflisia et al., 2022).

Several previous studies have discussed the integration of TPACK and HOTS in Arabic language learning, including aspects of instructional implementation, digital media development, and the development of technology-based teaching materials. Studies on the implementation of TPACK in Arabic language learning based on language immersion in Islamic boarding schools indicate that the integration of technology in Arabic instruction is still largely limited to the use of simple presentation media (Ali et al., 2025). Meanwhile, other studies have focused on the development of HOTS-based e-modules with the integration of digital technology in Arabic learning (Ali et al., 2025; Fauzan et al., 2022; Siregar et al., 2021). Additional research has also emphasized the development of learning media, (Uluum et al., 2025) the implementation of digital learning, (Zainuddin et al., 2021) and the effectiveness of technology use in improving Arabic language skills (Suryanti et al., 2022; Salma et al., 2024).

However, most of these studies are still oriented toward product development, instructional implementation, or general evaluation of digital media effectiveness. Studies that specifically evaluate the pedagogical characteristics of TPACK-based *Nahwu* teaching materials oriented toward HOTS—particularly in terms of the integration of higher-order thinking activities, the utilization of learning technology, Islamic values, and local wisdom—remain relatively limited. Therefore, this study seeks to contribute through a more integrative evaluative analysis of TPACK-based *Nahwu* teaching materials oriented toward Higher-Order Thinking Skills (HOTS) in the context of Arabic language learning

Based on these phenomena, a more in-depth study of *Nahwu* teaching materials based on Technological Pedagogical Content Knowledge (TPACK) is required, particularly in evaluating their pedagogical characteristics, integration of Higher-Order Thinking Skills (HOTS) activities, and the utilization of learning technology in *Nahwu* content. This study is important to provide a more comprehensive understanding of the extent to which such teaching materials can support contextual, interactive, and 21st-century skill-oriented *Nahwu* learning.

Therefore, this study aims to evaluate the pedagogical characteristics, strengths, and limitations of TPACK-based *Nahwu* teaching materials oriented toward Higher-Order Thinking Skills (HOTS) in the context of Arabic language learning in Islamic higher education institutions.

METHOD

The analysis in this study employed an evaluative approach through qualitative content analysis using an analytical rubric developed based on the theoretical frameworks of Technological Pedagogical Content Knowledge (TPACK), Higher-Order Thinking Skills (HOTS), contextual learning, Arabic language pedagogy, as well as principles of inclusive and gender-sensitive education. The rubric functioned as the primary analytical instrument for identifying and categorizing the strengths of the teaching materials.

The analytical categories were not determined subjectively, but were constructed based on established theoretical constructs in the literature. The analytical rubric consisted of several major dimensions, namely: (1)

pedagogical organization and clarity of Nahwu presentation; (2) contextualization of learning materials; (3) inclusive and gender-sensitive representation in instructional texts and visual learning media; (4) integration of technology in learning activities; (5) integration of Islamic values; (6) integration of local wisdom; and (7) integration of Higher-Order Thinking Skills based on Bloom's revised taxonomy. Each category contained specific indicators used to evaluate the presence and pedagogical function of these elements within the teaching materials.

To enhance analytical credibility and reduce subjectivity, the categorization process was reviewed through peer debriefing involving Arabic Language Education lecturers with expertise in Nahwu pedagogy and instructional material development. The reviewers examined the relevance and consistency of the analytical categories and provided feedback regarding the alignment between the theoretical framework and document interpretation. Revisions to the analytical framework were conducted based on the evaluation results in order to strengthen the validity and consistency of the analysis.

Data collection techniques were conducted through documentation and literature review with the following procedures: (1) collecting Nahwu teaching materials based on Technological Pedagogical Content Knowledge as the primary research documents; (2) identifying the structure, content, and instructional components of the teaching materials using the analytical rubric; (3) reviewing literature related to Technological Pedagogical Content Knowledge, Higher-Order Thinking Skills, contextual learning, inclusive and gender-sensitive education, and Arabic language learning as theoretical foundations; and (4) organizing the findings based on predetermined analytical categories.

Data analysis was conducted through several stages: (1) data reduction, namely selecting data from the teaching materials and supporting literature relevant to the analytical indicators; (2) data categorization, namely classifying the findings based on the analytical rubric; (3) data interpretation, namely critically interpreting the categorized data by relating them to relevant educational and language learning theories; and (4) conclusion drawing, namely formulating conclusions inductively based on recurring patterns identified throughout the document analysis process. To ensure trustworthiness, this study applied theoretical triangulation by comparing findings across multiple theoretical perspectives related to TPACK, HOTS, contextual learning, inclusive education, and Arabic language pedagogy. This process was intended to strengthen interpretative consistency and minimize researcher bias in evaluating the teaching materials.

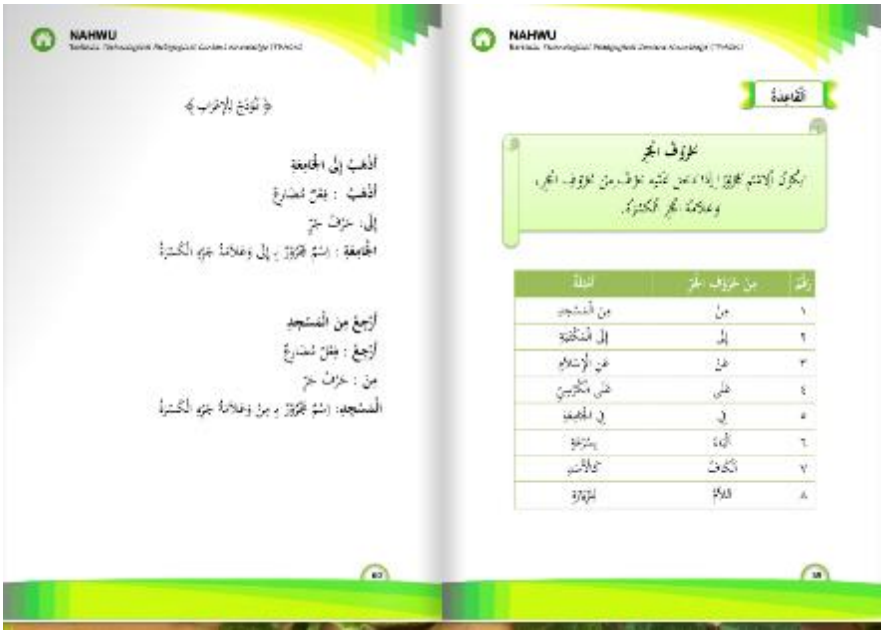
RESULTS AND DISCUSSION

Practical and Easily Understandable *Nahwu* Rules

The *Nahwu* teaching materials based on Technological Pedagogical Content Knowledge demonstrate a major advantage in presenting *Nahwu* rules in a more practical, simple, and comprehensible manner for Arabic Language Education students compared to conventional teaching materials, which tend to be overly theoretical and dense.

In general, *Nahwu* learning is often perceived as one of the most difficult aspects of Arabic language learning. This difficulty arises not only from the complexity of its grammatical structures but also from the way the material is presented, which is frequently abstract and lacking contextual relevance. In the teaching materials analyzed, simplification is carried out by emphasizing the core grammatical principles without eliminating their scientific substance. The materials are organized gradually, beginning with basic concepts and progressing toward practical applications, enabling students to understand grammatical structures more systematically.

Figure 1. *Nahwu* Rules



The practicality of these *Nahwu* teaching materials can be directly observed through the instructional design presented in Figure 1. As illustrated in the materials, grammatical rules are presented in a simplified manner and are immediately followed by contextualized sentence examples. Rather than relying on lengthy theoretical explanations, each grammatical concept is directly applied within sentence structures, enabling students to recognize patterns of language use more efficiently.

In addition, the teaching materials employ structured visual representations in the form of tables, particularly in the presentation of *ḥurūf al-jarr* (prepositions). This tabular format systematically organizes linguistic elements, allowing students to easily identify grammatical forms and their functions without having to process dense textual explanations. Such visualizations enhance information accessibility and help reduce students' cognitive load in understanding the material.

Compared to conventional *Nahwu* textbooks, which generally emphasize lengthy definitions and abstract grammatical explanations, the analyzed teaching materials demonstrate a more practical and learner-centered instructional organization. The use of scaffolding, contextual examples, and tabular visualizations provides concrete evidence that these teaching materials are intentionally designed to be more comprehensible and practically applicable for learners.

These findings can be explained through the second language acquisition theory proposed by Stephen Krashen, particularly the concept of comprehensible input, which emphasizes that learners acquire language more effectively when they receive input that is understandable yet still sufficiently challenging. (Krashen, 1982). In this context, the developed *Nahwu* teaching materials fulfill this principle by presenting content that is not excessively complex while still guiding students toward accurate mastery of grammatical rules

Furthermore, the use of video media in the teaching materials contributes significantly to students' understanding. Videos function as visual and auditory representations that help explain abstract concepts in *Nahwu*. This is consistent with the multimedia learning theory proposed by Richard E. Mayer, which states that the combination of text, audio, and images can enhance information retention and comprehension (Mayer, 2002).. Consequently, students do not rely solely on reading textual explanations but also construct understanding through multiple sensory channels

Simplifying instructional materials does not imply a reduction in academic quality. On the contrary, it represents a form of pedagogical reconstruction that enables complex materials to become accessible to students with diverse educational backgrounds and abilities. Therefore, these teaching materials can be categorized as inclusive and adaptive learning resources that address the needs of twenty-first-century learners.

Contextual Texts in *Nahwu* Learning

The *Nahwu* teaching materials based on Technological Pedagogical Content Knowledge integrate contextual texts that are relevant to students' daily lives. The themes presented in the materials include modern social phenomena such as online learning, digital technology, social media communication, and various aspects of students' everyday activities. This integration significantly contributes to increasing students' engagement in the learning process.

In traditional Arabic language learning, texts are often derived from classical sources that are distant from students' real-life experiences. This condition makes learning less meaningful because students encounter difficulties in relating the material to the realities they experience. However, the teaching materials analyzed in this study apply a different approach by presenting texts that are closely connected to students' worlds. As a result, the learning process becomes more dynamic, meaningful, and communicative.

Figure 2. Reading Text

Theoretically, this approach is aligned with the Contextual Teaching and Learning approach, which was developed to bridge the gap between instructional materials and students' real-life experiences. (Satriani et al., 2012). Learning becomes more meaningful when learners are able to connect new knowledge with their own experiences. In this context, the use of contextual texts enables students not only to understand linguistic structures but also to comprehend the functions of language in authentic communication

The use of contextual texts also enhances students' critical thinking abilities. When students are exposed to texts relevant to their daily lives, they are not merely asked to identify *Nahwu* structures but are also encouraged to understand the meaning, context, and communicative purposes of the texts. This process promotes deeper analytical engagement with language.

Integration of Local Wisdom in *Nahwu* Teaching Materials

The integration of local wisdom in learning plays an important role in shaping students' identity and character. (Aflisia et al., 2019). In this context, teaching materials function not only as media for language learning but also as instruments for internalizing cultural values. Therefore, foreign language learning should not disconnect learners from their local identity

The integration of local wisdom in the *Nahwu* teaching materials is not limited to the insertion of isolated cultural references, but is systematically developed through a dedicated chapter focusing on Bengkulu tourism and regional identity. Document analysis indicates that this chapter contains tourism-related vocabulary (*mufradat*), visual illustrations of local tourist destinations, and reading texts discussing the cultural and environmental characteristics of Bengkulu.

Figure 3. Integration of Local Wisdom

As illustrated in Figure 3, local wisdom content is integrated into multiple instructional components, including vocabulary presentation, visual learning media, and contextual reading passages. The use of tourism-related *mufradat* introduces Arabic vocabulary through concepts that are culturally familiar to students, while the accompanying images function as visual contextualization that supports lexical comprehension. In addition, the *qirā'ah* texts provide authentic contextual discourse through which students engage with grammatical structures within meaningful sociocultural narratives.

From a pedagogical perspective, this instructional design demonstrates that local wisdom is utilized not merely as thematic decoration, but as a contextual learning framework that supports language comprehension and grammatical analysis. Rather than learning Nahwu through decontextualized examples, students encounter grammatical patterns embedded within texts related to their regional environment and cultural experiences.

Furthermore, the integration of tourism and local cultural themes contributes to strengthening students' cultural awareness and learning engagement. Arabic is positioned not only as a foreign and religious language, but also as a medium through which students can represent and communicate local identity within broader linguistic contexts. This finding suggests that Arabic language learning can function as a bridge between local culture and global communication.

Nevertheless, this study focuses on the pedagogical representation of Bengkulu local wisdom within the teaching materials and does not include external cultural validation from local cultural experts or community representatives. Therefore, further studies are needed to examine the cultural authenticity and representational balance of local wisdom integration in Arabic language teaching materials.

Integration of Islamic Values in *Nahwu* Learning

The *Nahwu* teaching materials based on Technological Pedagogical Content Knowledge systematically integrate Islamic values into the learning process. This integration is implemented through the use of Qur'anic verses as materials for analyzing *Nahwu* rules. These findings indicate that *Nahwu* learning is oriented not only toward mastering linguistic structures but also toward internalizing Islamic values.

The use of Qur'anic verses as instructional materials provides a distinctive characteristic to these teaching materials. Students not only study Arabic grammatical structures but also interact directly with the primary sources of Islamic teachings. This makes the learning process more meaningful because it connects linguistic aspects with spiritual and religious dimensions (Aflisia et al., 2021).

Figure 4. The Use of Qur'anic Verses

As illustrated in Figure 4, Qur'anic verses are positioned within analytical exercise sections in which students are required to identify and analyze specific grammatical structures from authentic Arabic texts. Their placement is directly aligned with the Nahwu topics being discussed, indicating that the Qur'anic texts function as instructional resources for applying grammatical concepts rather than merely decorative citations. This integration enables students not only to understand Nahwu rules theoretically, but also to analyze their application within authentic Qur'anic discourse.

Figure 5. Wise Sayings

In addition, the teaching materials consistently present *mahfuzhat* (wise sayings) at the end of each chapter as reflective closing components within the instructional sequence. As illustrated in Figure 5, these wise sayings are accompanied by QR codes and hyperlinks that direct students to a website containing explanations, interpretations, and moral reflections related to the expressions. This indicates that the *mahfuzhat* are intentionally designed as interactive reflective learning resources rather than simply supplementary motivational quotations.

Pedagogically, the integration of Qur'anic verses and *mahfuzhat* serves several interconnected functions. *First*, Qur'anic-based exercises strengthen students' analytical abilities by requiring them to identify linguistic patterns and grammatical structures within authentic texts. *Second*, the *mahfuzhat* encourage reflective and affective engagement by connecting language learning with moral and spiritual values. *Third*, the integration of QR codes and digital links reflects the application of Technological Pedagogical Content Knowledge through the combination of Islamic content, pedagogical design, and digital learning technology.

From the perspective of Islamic education, this instructional design reflects a holistic educational approach that integrates cognitive, affective, spiritual, and technological dimensions within the learning process. Therefore, these teaching materials function not only as instruments for grammatical instruction, but also as media for value internalization, reflective learning, and the development of contextual and meaningful Arabic language learning experiences.

Gender-Neutral Presentation in Teaching Materials

The *Nahwu* teaching materials based on Technological Pedagogical Content Knowledge are designed according to the principle of gender equality. The representation of male and female figures in sentence examples and visual illustrations is presented in a balanced manner without the dominance of either gender. These findings demonstrate pedagogical awareness regarding the importance of inclusive and gender-equitable education.

Figure 6. Gender-Neutral Representation in Grammar Rules, Texts, and Vocabulary

In the context of language learning, gender representation is often not presented in a balanced manner. However, in these teaching materials, both masculine (mudzakkar) and feminine (muannats) forms are proportionally represented. This helps students understand that the Arabic language structure reflects a balanced and non-discriminatory gender system.

Theoretically, this approach is aligned with the principles of inclusive education, which emphasize equality of access and representation in learning. Gender-sensitive education aims to eliminate stereotypes and biases that may influence students' perceptions of the roles of men and women. (Ainscow, 2020).

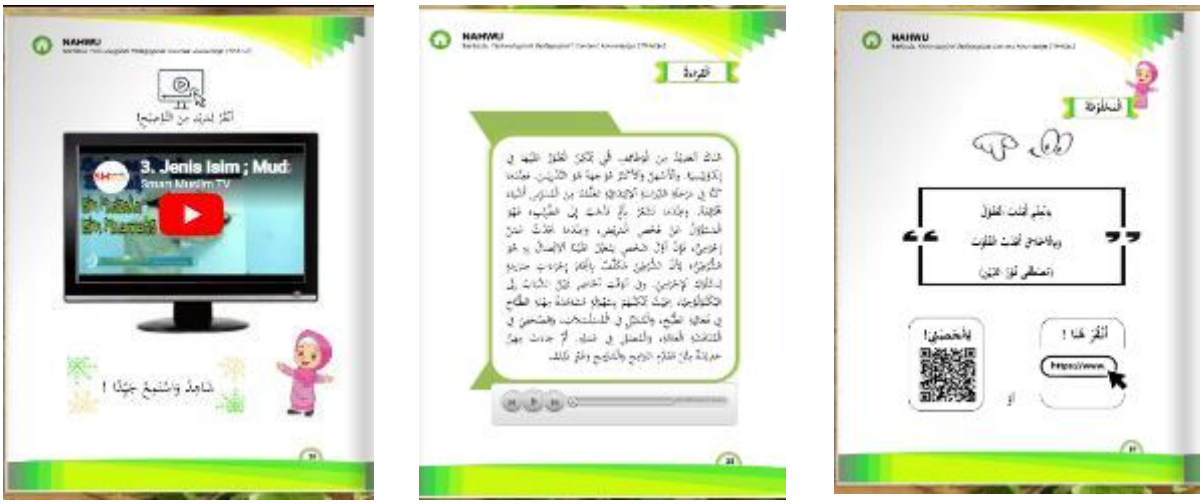
Students become more aware of the importance of gender equality in education. They not only learn linguistic aspects but also develop a more equitable social perspective. This is important in fostering critical attitudes toward social phenomena related to gender issues

Furthermore, gender-neutral presentation also reflects the quality of the pedagogical design of the teaching materials, which takes into account the diversity of learners. Therefore, these teaching materials function not only as media for language instruction but also as instruments for social value education.

Technology Integration in the Era of Industrial Revolution 4.0

These teaching materials significantly integrate digital technology into the learning process. The use of media such as instructional videos, audio materials, mind mapping, and links to online resources indicates that the materials are designed to support technology-based learnin

Figure 7. The Use of Digital Technology



This integration is highly relevant to the demands of the Industrial Revolution 4.0 era, which is characterized by digitalization across various sectors, including education. In this era, learning is no longer limited to physical classrooms but can be conducted flexibly through various digital platforms. (Nafilah et al., 2024).

The use of technology in these teaching materials enhances students' learning flexibility. They are able to access learning materials anytime and anywhere, allowing the learning process to become more independent and self-directed. This is consistent with the concept of technology-based learning, which emphasizes learner autonomy

Digital literacy competence is one of the essential skills that learners must possess in the twenty-first century. Therefore, the integration of technology in these teaching materials functions not only as a medium for delivering instructional content but also as a means of developing students' digital competencies.

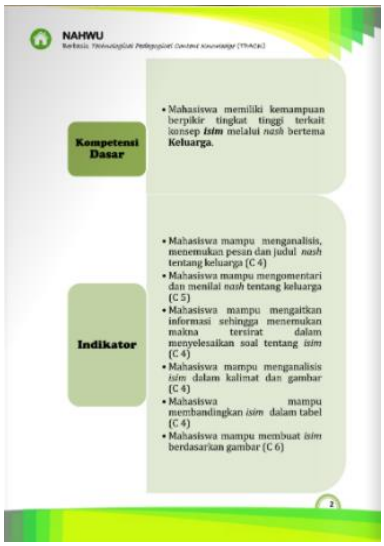
Furthermore, the use of multimedia in the teaching materials accommodates diverse learning styles among students. Learners with visual, auditory, and kinesthetic learning preferences can all be effectively supported through the combination of media utilized. (Fleming, 1992). This demonstrates that the teaching materials are designed inclusively and adaptively to meet diverse learning needs.

Nevertheless, the findings also indicate that this technological integration still faces challenges related to the availability of digital infrastructure. Therefore, although technology offers numerous advantages, accessibility remains an important consideration in the implementation of learning.

Supporting the Development of Higher-Order Thinking Skills

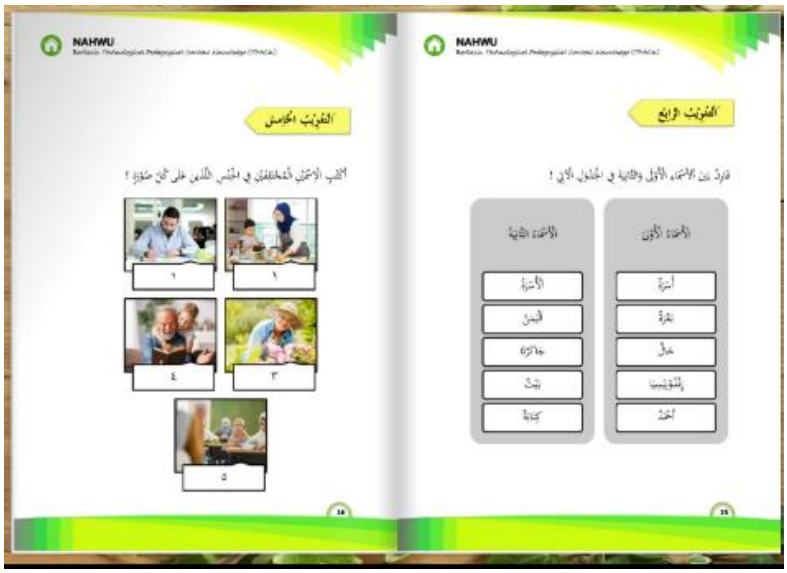
The findings of this study indicate that the *Nahwu* teaching materials systematically integrate Higher-Order Thinking Skills into both the learning objectives and instructional exercises. Document analysis reveals that each chapter contains a sequence of exercises explicitly designed according to the higher cognitive domains of Bloom's revised taxonomy, particularly analysis (C4), evaluation (C5), and creation (C6). (Brookhart, 2010; Anderson & Krathwohl, 2001).

Figure 8. Learning Indicators



As illustrated in Figure 8, the HOTS orientation is clearly reflected in the learning indicators stated in the instructional objectives. The indicators explicitly require students to analyze texts, identify implied meanings, compare grammatical structures, evaluate linguistic expressions, and construct new sentence patterns. These activities correspond directly to the higher-order cognitive processes within Bloom's revised taxonomy. Analytical tasks such as identifying grammatical patterns and comparing isim forms are categorized within the analysis level (C4), while activities involving interpretation and judgment of textual meaning reflect evaluative thinking (C5). In addition, exercises requiring students to produce or construct new linguistic forms based on visual stimuli demonstrate elements of creative thinking (C6).

Figure 9. HOTS-Based Exercises



Furthermore, Figure 9 demonstrates that the HOTS orientation is implemented consistently within the exercise design. Each chapter includes multiple types of analytical activities, including comparison tasks, contextual interpretation, grammatical analysis, and sentence construction exercises. Rather than emphasizing rote memorization of *Nahwu* rules, the materials engage students in problem-solving and contextual linguistic analysis.

From a pedagogical perspective, this instructional design reflects a shift from teacher-centered grammatical instruction toward student-centered analytical learning. Students are positioned not merely as recipients of grammatical information, but as active participants who analyze, evaluate, and construct linguistic understanding through contextual tasks and authentic language use.

The findings also indicate that the HOTS integration is systematically structured rather than incidental. The consistent presence of C4, C5, and C6 indicators across chapters demonstrates that higher-order thinking is embedded within the overall instructional framework of the teaching materials. This systematic organization strengthens the alignment between Technological Pedagogical Content Knowledge and twenty-first-century learning objectives.

Therefore, these teaching materials function not only as media for grammatical instruction, but also as pedagogical instruments for developing analytical thinking, evaluative reasoning, creativity, and contextual language competence relevant to the demands of twenty-first-century education.

CONCLUSION

Based on the findings of this evaluative analysis, it can be concluded that the hots-oriented *nahwu* teaching materials based on tpack demonstrate an integrative instructional design through the incorporation of contextual learning, technological integration, islamic values, local wisdom, gender-sensitive representation, and hots within arabic language learning. The teaching materials position *nahwu* not merely as theoretical grammatical knowledge, but as contextual and analytical language learning that encourages students' critical engagement with authentic texts and communicative situations. The integration of hots is also systematically reflected in the learning objectives and exercise structures encompassing the higher cognitive domains of bloom's revised taxonomy, particularly analysis (c4), evaluation (c5), and creation (c6).

Nevertheless, this study remains limited to document-based analysis and has not yet involved empirical measurement of classroom implementation and student learning outcomes. In addition, the possibility of interpretative bias and the absence of external cultural validation regarding the representation of local wisdom also constitute limitations of this study. Therefore, future studies are recommended to involve independent evaluators, broader expert validation, classroom-based empirical investigations, and collaboration with local cultural

practitioners in order to strengthen the credibility, cultural authenticity, and practical implementation of hots-oriented nahwu teaching materials across various educational contexts. Furthermore, future development should also consider technological accessibility through the provision of more inclusive and accessible learning formats.

This study also opens opportunities for future research focusing on empirical investigations of the effectiveness of hots-oriented nahwu teaching materials based on technological pedagogical content knowledge in improving students' critical thinking abilities, grammatical comprehension, and arabic language skills across different higher education contexts. Future studies may employ classroom-based implementation, quasi-experimental designs, or mixed-method approaches to examine the pedagogical impact of these teaching materials more comprehensively. In addition, further research involving independent evaluators, broader expert validation, and cross-institutional comparisons is necessary to strengthen the credibility, generalizability, and practical applicability of the findings.

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