

The Effect of the Use of Pegon Kediri Arabic Text on the Increase in Interest in Learning Arabic for Students of SMA Negeri 1 Bunobogu

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ABSTRACT

This study is intended to examine the impact of the use of Pegon Arabic text from the book *Alalā Tanālūl Ilma* version of Pegon Kediri on the increase in interest in learning Arabic among grade XI students of SMA Negeri 1 Bunobogu. This study departs from the need to integrate local culture in learning Arabic so that the learning process becomes more contextual and meaningful for students. The method used is in the form of a quantitative approach with a pre-experimental design of the One Group Pretest–Posttest Design. The research subjects were 60 students who were determined through purposive sampling techniques. Data collection was carried out through learning interest questionnaires, observations, and documentation, then processed using the Paired Sample t-Test with the help of statistical software. The results of the analysis showed a significant increase in the average score of students' learning interest, from 62.23 at the pretest to 79.43 at the posttest, with a value of $t(59) = 24.14$ and $p < 0.001$. The findings indicate that the use of Pegon Arabic text is effective in increasing students' interest in learning Arabic. Theoretically, the results of this study confirm that learning that integrates local culture contributes positively to learning motivation and engagement. Practically, this study recommends the Pegon Arabic text as one of the alternative learning media that is contextual and relevant for the teaching of Arabic in public schools and Islamic boarding schools.



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Introduction

Mastery of Arabic has an important role in the framework of Islamic education in Indonesia, not only as a language of knowledge but also as a medium for understanding religious texts rooted in local and global traditions.[1] In the context of education, Arabic serves as a bridge between the theoretical understanding of

classical Islamic sources and their application in socio-religious practices.^[2] Therefore, increasing interest in learning Arabic is one of the strategic aspects in the development of students' religious and academic cultural competencies.^{[3][4]}

Expansion)gnifyDatataknow Arabic language teaching in Indonesia shows dynamics influenced by cultural factors, the availability of teaching materials, and access to learning media that are relevant to the student's context. A number of studies show that media variety can play an important role in fostering interest in learning Arabic. Rosikh et al. (2022) found that authentic image and video media are able to increase students' motivation and attention to learning materials,^{[5][6]} while Zia (2022) emphasized the effectiveness of interactive digital media in creating an interesting learning experience.^{[7][8]} In line with that, Abdullah et. al. (2024) prove that the application of *Project-based learning* Based on digital media can strengthen student engagement and independent learning.^[9]

Furthermore, Afaria et al. (2022) highlight the success of interactive media in improving students' mastery of Arabic vocabulary and learning interests,^[10] while Octavia and Hidayah (2024) emphasize the importance of the relevance of local culture in the preparation of learning media so that students feel closer to the language being learned.^[11] The findings of Azisi et al. (2024) also support this view by showing that the application of technology-based multimedia in aliyah madrassas is able to foster students' intrinsic motivation.^[12] In general, these studies confirm that the use of learning media that is authentic, interesting, and relevant to the learning context is able to encourage increased student interest, participation, and understanding in learning Arabic..

In the typical context of the archipelago, the Pegan Arabic text is a form of representation of local literacy that is firmly rooted in the tradition of Islamic education in Indonesia. Pegan is a system of writing regional languages, such as Javanese, using Arabic characters, and has long been used to learn and spread Arabic in indigenous Muslim communities. The use of the Pegan Arabic text, especially those published in books circulating in Kediri, has the potential to provide teaching materials that are closer culturally and linguistically to students who are familiar with this form of writing. Research on the use of text-based learning media and authentic media in general shows that ease of access, cultural proximity, and authenticity of learning materials can increase interest in learning Arabic.^{[13][14]} This condition is in line with previous studies which indicate that the use of local Arabic-based scripts, such as Pegan or Jawi, can help learners understand instructional materials in a more contextual manner and enhance their learning engagement.^{[15][16]} Therefore, the use of Pegan Arabic text as teaching materials has the potential to strengthen student involvement in Arabic learning through the proximity of language backgrounds, letter symbols, and cultural contexts relevant to students' experiences in Kediri.

The literature on the design and use of authentic materials indicates that materials relevant to the local context can increase students' interest and motivation to learn.^[17] Other studies have shown that authentic images and videos contribute to increased interest and achievement in learning Arabic at different levels of education,^{[2][3]} as well as interactive digital media that support increased interest and reading skills.^{[18][10][19]} Approaches that emphasize interactivity, cultural relevance, and the sustainability of digital media use have been recommended as an effective strategy to increase interest in learning Arabic in various educational contexts.^{[20][21]}

Although various studies have highlighted the importance of using authentic learning media in increasing interest in learning Arabic, studies that specifically examine the use of Pegan Arabic texts in formal learning contexts are still very limited. Most of the previous research has focused on the traditional pesantren or madrasah environment, which has been culturally familiar with Pegan. However, there have not been many studies that have examined the effectiveness of using Pegan texts in the context of public schools such as SMA Negeri 1 Bunobogu, where students are not familiar with the Pegan literacy tradition.

Previous studies on Pegan have generally focused on linguistic and orthographic aspects, textbook development, and improving teachers' competence in their use in Islamic education. Based on the results of the study, the application of Pegan-based learning has been proven to contribute to improving students' writing skills, confidence, and enthusiasm in learning Arabic.^{[22][23]} Teacher training and the development of Pegan teaching materials have also been proven to strengthen the effectiveness of the learning process.^{[24][25]} However, most studies still focus on the technical and linguistic aspects, without providing empirical evidence of the direct influence of the use of Pegan Arabic texts on the increase in interest in learning Arabic.^[23] This condition shows that there is a research gap that needs to be bridged so that Pegan can function not only as a means of local literacy, but also as a relevant and effective pedagogical medium in modern Arabic learning.

In addition, the limitations of research linking culture-based media design and increased interest in learning indicate that there is an opportunity to develop a more contextual and relevant learning model for Indonesian students. In this case, the Pegen Arabic text has great potential to be studied more broadly in the context of formal education, because it contains historical, linguistic, and cultural elements that affect students' attitudes and motivations in learning Arabic.[26]

Based on these gaps, this study seeks to investigate the influence of the use of the Pegen Arabic text, especially the book *Alalā Dunlul 'Ilma* version of Pegen Kediri, to increase interest in learning Arabic. This book was chosen because it integrates elements of Arabic with Pegen orthography and contains local educational and cultural values that are relevant to the student's context. This approach departs from the assumption that cultural proximity and the authenticity of the material can increase students' emotional involvement and intrinsic motivation in learning Arabic.[13][14]

Based on this research gap, the present study seeks to investigate the influence of the use of Pegen Arabic text, specifically the *Alalā Tanālul 'Ilma* Pegen Kediri version, on the improvement of students' interest in learning Arabic. *Alalā Tanālul 'Ilma* is a concise didactic poem containing lines of advice for learners, derived from the classical work *Ta'lim al-Muta'allim* by the Hanafi scholar Shaykh Burhānuddin Ibrāhīm al-Zarnūjī (Az-Zarnuji). The text emphasizes learning etiquette and spiritual motivation and has long served as foundational material in numerous pesantren across the Indonesian archipelago.[27]

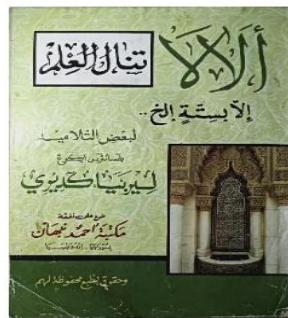


Figure 1. < *The cover of Alalā Tanālul 'Ilma (Pegen Kediri version)*>

The *Alalā Tanālul 'Ilma* Pegen Kediri version is an adapted text compiled and rendered by students of Pondok Pesantren Lirboyo, Kediri, using the Pegen script to make it more accessible to learners familiar with the Javanese literacy tradition. This version is generally published by local Kediri-based publishers in a simple Pegen writing format, accompanied by *makna gundul*, and is intended as an introductory text for beginners. Its distinctiveness lies in the integration of Arabic, Pegen script, and the cultural context of Javanese pesantren life, which makes it highly relevant as a learning medium that is both linguistically and emotionally close to students.



Figure 2. < *A verse from Alalā Tanālul 'Ilma (Pegen Kediri version)*>

This text was selected because it integrates Arabic language elements with Pegen orthography and incorporates educational values and local cultural content that are relevant to the students' context. This approach is based on the assumption that cultural proximity and the authenticity of learning materials can enhance students' emotional engagement and intrinsic motivation in learning Arabic.

Theoretically, this research is based on the concept that students' learning interests can develop when learning materials have direct relevance to their cultural background and experiences.^[28] The concept of learning interest theory emphasizes that students' interest in a subject will increase if the learning material has relevance to their personal and cultural experiences (Hidi & Renninger, 2006).^[29] In addition, contextual learning theory (*Contextual Teaching and Learning/CTL*) as explained by Johnson (2002) emphasizes the importance of relating academic knowledge to real-life situations so that learning becomes meaningful.^[30] In the context of Arabic language learning, the integration of local cultural elements through the Pegan Arabic text represents the application of the principles of culture-based learning (*Culturally Responsive Teaching*) which fosters students' sense of belonging and emotional closeness to the material (Gay, 2010).^[31] Based on this foundation, this study assumes that the use of Pegan Arabic text can improve the affective, cognitive, and conative aspects of learning Arabic through the proximity of the students' culture and local context.

Based on the background description, theoretical studies, and research gaps that have been described, this research is focused on two main problem formulations. First, this study seeks to assess the extent to which the use of the Pegan Arabic text from the book *Alalā Tanālul 'Ilma* version of Pegan Kediri has a significant impact on the interest in learning Arabic of grade XI students of SMA Negeri 1 Bunobogu. Second, this study aims to examine the pedagogical implications of the use of Pegan Arabic texts in local culture-based Arabic language learning in public school settings.

In line with the formulation of the problem, this study aims to analyze the influence of the use of Pegan Arabic texts on the increase of students' interest in learning Arabic, as well as describe its pedagogical implications in the context of Arabic language learning that integrates local cultural values. Through these two focuses, it is hoped that the research can make an empirical and conceptual contribution to the development of Arabic language learning strategies that are more contextual, adaptive, and rooted in the treasures of Islamic literacy in the archipelago.

The scope of this research is expected to enrich the literature on the design of Arabic teaching materials based on local culture and provide direction for the development of an Arabic curriculum that adapts to the needs of the local context and prioritizes learner inclusivity. In addition, this research has the potential to open opportunities for the use of Pegan Arabic texts as a learning medium that integrates the archipelago's Islamic literacy tradition with modern pedagogical approaches, so as to increase interest in learning Arabic in a sustainable manner among Indonesian students.

Method

1. Research Design

This study applies a quantitative approach with a pre-experimental type, namely One Group Pretest–Posttest Design. The design was chosen because it was in accordance with the purpose of testing the extent to which the use of Pegan Arabic text was influential in increasing students' interest in learning Arabic.^[32] In this design, the research sample first took a pretest to measure initial learning interest, then received treatment in the form of the use of Pegan Arabic text from the book *Alalā Tanālul 'Ilma* version of Pegan Kediri, and then followed a posttest to find out the changes after treatment. Through this design, the researcher can compare the conditions of students' learning interests before and after the application of the Pegan text, so that the effect of treatment can be analyzed quantitatively.

This design allows researchers to compare the conditions of students' learning interests before and after the application of the Pegan text, so that the influence of the treatment given can be quantitatively analyzed.

2. Research Location and Time

The research activities were carried out at SMA Negeri 1 Bunobogu, for two months, namely from September to October 2025. The implementation of the research begins with the preparation stage which includes the preparation and validation of research instruments in the form of questionnaires, observation sheets, and other relevant supporting documents. At this stage, the process of adjusting the Pegan text material from the *Pegan Kediri version of the book Alalā Tanālul 'Ilma* which is used as teaching material is also carried out, as well as coordination with the school and Arabic teachers regarding the schedule for the implementation of research activities. The implementation phase starts from mid-September to mid-October 2025, which includes providing a *pretest* to measure the level of students' initial learning interest, implementing learning using Pegan Arabic text for four to five meetings with a duration of about 90 minutes per meeting, as well as the implementation of *posttests* after all learning activities are completed. After the implementation stage is completed, the researcher enters the stage of data analysis and the preparation of research results reports in the

third to fourth week of October 2025, which includes processing the results of statistical tests, data interpretation, and the preparation of a final draft of scientific articles.

3. Research Population

This study involved a population of 120 students in grade XI of SMA Negeri 1 Bunobogu. Of these, the researchers determined 60 students or half of the total population as a sample through *purposive sampling techniques* based on the following criteria:

- a. Students who have taken Arabic subjects for at least one academic year.
- b. Students who have basic ability to read Arabic letters.
- c. Students who are willing to follow the entire series of research from start to finish.

The selection of this sample was based on the consideration that grade XI had an adequate level of cognitive and affective maturity to objectively assess changes in learning interest after the intervention.

4. Data Collection Techniques

Research data collection is through three main techniques, namely questionnaire, observation, and documentation. The main instrument is in the form of an Arabic language learning interest questionnaire with a five-level Likert scale that functions to assess students' affective, cognitive, and conative aspects before and after treatment.^[33] In addition, the observation sheet of learning activities was used to record the level of involvement and student responses during the learning process with the Arabic Pegan text. Supporting data was collected through documentation in the form of photos of activities, field notes, and student work products. The three techniques were applied triangulatively to ensure the validity and reliability of the data, so that the findings were able to comprehensively describe the influence of the use of Pegan Arabic text on increasing students' interest in learning Arabic. The questionnaire was validated by three experts through a content validity test and tested for reliability with Cronbach's Alpha. Reliability values exceeding 0.70 indicate that this instrument has good internal consistency.

5. Data Analysis Techniques

Researchers use descriptive and inferential statistical analysis for Process Data obtained through questionnaires. Descriptive analysis Expose students' level of interest in learning Arabic before and after the use of Pegan Arabic text through the calculation of mean values, standard deviation, and percentage. To determine the significant effect of treatment, the Paired Sample t-Test was used because the design of this study involved one group measured twice on the same variable (pretest and posttest). ^[34] Before conducting the t-test, the researcher first Implement normality and homogeneity test as a prerequisite for parametric analysis.

The entire analysis process was carried out using the SPSS application with a significance limit of 0.05. The researcher then interpreted the statistical findings to see the extent to which the use of Pegan Arabic text had a meaningful impact on the interest in learning Arabic of grade XI students of SMA Negeri 1 Bunobogu. The normality and uniformity checks of data that the researcher conducts before applying the t-test serves to ensure that the conditions for the use of parametric analysis are completely met.

6. Research Procedure

The research procedure is carried out through several stages as follows:

- a. Preparation
The researcher prepares and adapts the Arabic text of Pegan from the book *Alalā Tanālul 'Ilma* version of Pegan Kediri which will be used as teaching material. In addition, the researcher also compiled and validated a questionnaire of students' learning interests.
- b. Pretest Implementation
Before the treatment is given, the researcher conducts a pretest to measure the initial level of interest in learning Arabic students.
- c. Treatment
Students gain learning using Pegan Arabic text for four to five meetings. Learning is focused on understanding the meaning of the text, recognition of Pegan letters and spelling, as well as increasing student involvement in reading and writing Pegan Arabic texts.
- d. Posttest Implementation

After the entire series of treatments was completed, the researcher gave a posttest using the same instrument to assess the increase in students' interest in learning Arabic.

e. Data Analysis

The data of pretest and posttest results were analyzed using descriptive and inferential statistical approaches. Inferential analysis was carried out with *the Paired Sample t-Test* test to determine the difference in average learning interest scores before and after the use of Pegan Arabic text. Normality and homogeneity tests were also carried out to ensure that the data met the assumptions of the parametric test. The results of the analysis were then interpreted to determine the significance of the influence of the use of Pegan Arabic text on the increase in students' interest in learning Arabic.

Results and Discussion

1. Results

This research is focused on identifying the influence of the use of the Pegan Arabic text from the book Alalā Tanālūl 'Ilma version of Pegan Kediri on increasing the interest in learning Arabic among grade XI students of SMA Negeri 1 Bunobogu. Data was collected using a learning interest questionnaire that was distributed to 60 students before and after the treatment. The instrument assesses the level of overall learning interest which includes aspects of students' interest, attention, and encouragement to engage in learning Arabic.

Based on the results of the descriptive analysis, it appears that students' learning interest scores increased significantly after they participated in learning by utilizing the Pegan Arabic text. Before treatment, the average overall score of students' learning interest was 62.23 with a standard deviation of 3.70, while after treatment it increased to 79.43 with a standard deviation of 3.65. This increase of 17.20 points shows that the use of Pegan Arabic text is effective in fostering students' enthusiasm and involvement in the Arabic language learning process. The relatively low standard deviation value indicates that the increase in interest in learning is fairly evenly distributed among students, not just in a small number of individuals..

The following table 1 presents a summary of the mean scores and standard deviations of learning interest scores before and after treatment.

Table 1. < Description of Pretest and Posttest Student Learning Interest Statistics >

| | N | Mean | Std. Deviation | Upgrade Categories |
|----------|----|-------|----------------|--------------------|
| Pretest | 60 | 62.23 | 3.70 | Keep |
| Posttest | 60 | 79.43 | 3.65 | Tall |

From the data, it can be seen that the average student learning interest score has increased from 62.23 during the pretest to 79.43 in the posttest. These findings indicate an increase in interest in learning Arabic after the implementation of the use of Pegan Arabic texts in the learning process. The relatively small standard deviation value (SD) shows that the distribution of data between students is quite homogeneous.

To clarify the comparison, the average score increase in each aspect of learning interest is shown in the form of a bar chart as follows.

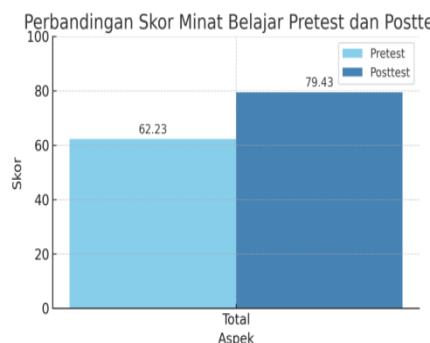


Figure 3. <Comparison of Average Learning Interest Scores of Pretest and Posttest Students>

The diagram shows the comparison of the average score of students' interest in learning Arabic between the results of the pretest and posttest. It can be seen that the learning interest score has increased significantly after the use of Pegan Arabic text in the learning process. The learning interest aspect has increased significantly, with the highest increase occurring in the conative aspect (students' willingness and effort), followed by cognitive and affective aspects.

Before the hypothesis test is carried out, the data is first checked for normality and homogeneity to ensure the feasibility of statistical analysis. The Shapiro-Wilk test yielded a significance value of 0.886 ($p > 0.05$) at the pretest and 0.403 ($p > 0.05$) at the posttest, indicating that the data were normally distributed. The homogeneity of variance was tested with Levene's Test and a significance value of 0.991 ($p > 0.05$), so it can be concluded that the data has a homogeneous variance.

Furthermore, the research hypothesis was analyzed using the Paired Sample t-Test. The results showed a t-calculated value of 24.13 with a significance (p) = 0.000 < 0.05 , as presented in Table 2.

Table 1. < Paired Sample T-Test Test Results>

| Variable | Mean Difference | t-Count | Df | Sig. (2-tailed) | Information |
|--------------------|-----------------|---------|----|-----------------|-------------|
| Pretest – Posttest | -17.20 | -24.14 | 59 | 0.000 | Significant |

From the results of the analysis, it can be interpreted that there is a significant difference between the learning interest score before and after treatment. Thus, an alternative hypothesis (H_1) stating that "*the use of Pegan Arabic text has a significant effect on increasing students' interest in learning Arabic*" is accepted. The results of the Paired Sample t-Test showed a value of $t(59) = 24.14$ with $p < 0.001$, so that the increase in students' interest in learning can be said to be statistically significant and the results of this study are considered valid and consistent.

The results of observations during the learning process also strengthen the quantitative findings. Students seem more active and enthusiastic when they are introduced to the Arabic text of Pegan, both in reading and writing activities. Some students show a high curiosity towards the shape of the Pegan letter and spelling that differs from the standard Arabic text. Student involvement also increased, as shown by active participation in answering questions, group discussions, and relating the content of the Pegan text to the religious meaning learned. This increase in interest is also seen in the tendency of students to stick to Pegan texts on reading and writing assignments outside of the learning session.

Overall, the findings of this study confirm that the use of the Pegan Arabic text from the Pegan Kediri version of the book *Alalā Tanālul 'Ilma* has a real positive impact on increasing the interest in learning Arabic among grade XI students of SMA Negeri 1 Bunobogu. The increase in interest was seen not only in quantitative data through the comparison of pretest and posttest scores, but also in changes in student behavior and participation during the learning process. The findings show that the use of teaching media rooted in local culture can be an effective option to encourage student engagement and motivation in learning Arabic in a more relevant and meaningful way.

2. Discussion

The findings of the study revealed that the use of Pegan Arabic text from the book *Alalā Tanālul 'Ilma* version of Pegan Kediri had a significant effect on increasing the interest in learning Arabic among grade XI students of SMA Negeri 1 Bunobogu. The results of the Paired Sample t-Test showed a value of $t(59) = 24.14$ with $p < 0.001$, which means that there is a significant difference between the pretest and posttest scores. The average difference of 17.20 points indicates that Pegan Arabic text-based learning is able to foster students' interest, attention, and willingness to learn Arabic more actively.

The improvement shows that the learning approach with local cultural elements can function as an effective strategy to strengthen the affective, cognitive, and conative dimensions of students. These findings are

in line with the principles of contextual learning, which emphasizes the importance of the relationship between learning experiences and the cultural reality of learners, so that the learning process becomes more meaningful and relevant to their lives.

Theoretically, these findings support the view that interest in learning develops when teaching materials are directly related to students' identities and experiences. According to the theory of learning motivation, emotional involvement and contextual relevance are important factors in fostering interest and perseverance in a field of study.^[35] In this context, the use of Pegon texts acts as a link between the archipelago's Islamic literacy heritage and modern Arabic language learning. Students feel more emotionally close to the material they are studying, as the Pegon text represents a form of literacy that is familiar in the local culture. This sense of closeness encourages intrinsic engagement and strengthens the internal drive to actively participate in learning activities.

The results of field observations show that Pegon-based learning is able to create a more participatory learning atmosphere. Students seemed enthusiastic in reading and writing Pegon letters and actively asked questions and discussed the content of the text. This shows that contextual learning media not only plays a role in conveying information, but also as an emotional response that encourages students' enthusiasm and curiosity.^[36] The results of this research are consistent with previous research by Rosikh et al. (2022), Zia (2022), and Afaria et al. (2022), which affirm that authentic learning media can improve motivation and learning outcomes in Arabic.^{[5][7][10]} Thus, Pegon texts can be categorized as authentic media that facilitate meaningful learning because they relate the material to the social and cultural context of the student.

The highest increase in the conative aspect shows that the use of Pegon text not only affects interest, but also strengthens students' willingness and effort to learn. These results are consistent with the findings of Alaudin (2024) and Mubarak (2025) who stated that media design based on local contexts is able to increase motivation and learning independence.^{[37][38]} In contextual learning frameworks (*Contextual Teaching and Learning/CTL*), learning experiences associated with real environments and local cultural values have been shown to be more effective in building sustainable participation and desire for learning.^[39]

These findings also reinforce the results of Rahmah et al.'s (2025) research that emphasizes the importance of revitalizing Pegon orthography in modern education.^[23] The use of Pegon is not only a form of preserving the archipelago's Islamic literacy culture, but also pedagogical innovations that are able to increase linguistic awareness and interest in learning Arabic.^[40] In the context of public schools such as SMA Negeri 1 Bunobogu, the results of this study show that local culture-based media can be effectively adapted outside the pesantren environment without losing its pedagogical value.

Another factor that affects the success of this learning is the involvement of teachers in designing and managing a communicative learning process. The teacher not only acts as a facilitator, but also as a cultural mediator who helps students understand the relationship between the Pegon text and modern Arabic. This is in line with the findings of Rahmah et al. (2025), which emphasize that Pegon-based learning is able to increase student participation.^[23] This approach shows that learning based on local values can enrich Arabic teaching practices while strengthening students' cultural identities.

In general, this study provides a theoretical contribution that the integration of local culture in learning media is able to increase learning interest through stronger affective and cognitive pathways. Practically, the results of this study recommend that Arabic teachers and curriculum developers consider the use of Pegon texts as one of the *culture-based learning strategies*. This strategy not only increases interest in learning, but also strengthens the relevance of learning Arabic in the social and cultural context of Indonesian students. Thus, this study fills the empirical gap in the study of Pegon-based Arabic language learning and opens up opportunities for the application of similar innovations in various formal educational institutions.

Conclusions

The findings of this study confirm that the application of the Pegon Arabic text from the Pegon *Kediri* version of the book *Alalā Tanālul 'Ilma* has a significant positive impact on increasing the interest in learning Arabic of grade XI students of SMA Negeri 1 Bunobogu. The increase in the average learning interest score of 17.20 points between the pretest and posttest results showed that a learning approach that integrates elements of local culture is able to foster students' enthusiasm, engagement, and willingness to learn as a whole.

Through Pegon Arabic text-based learning, students are not only more cognitively and emotionally active, but also feel a personal closeness to the material being studied. Empirically, these results confirm the effectiveness of using Pegon text as a learning medium that is relevant to the socio-cultural context of students and its potential in improving the quality of Arabic learning experience in public schools and madrasas.

Theoretically, this study strengthens the view that *culture-based learning* and contextual learning (CTL) approaches have high relevance in Arabic language teaching in Indonesia. The integration of local elements such as Pegan contributes to the development of learning interest theory by showing that the linkage between cultural identity and learning content can strengthen students' intrinsic motivation. Practically, this study provides recommendations to Arabic language educators to make Pegan text as an alternative learning medium, both in the form of printed and digital teaching materials. The use of Pegan texts also has the potential to strengthen Islamic literacy and enrich the variety of Arabic learning methods in public schools and Islamic boarding schools.

In addition, the results of this study have implications for curriculum developers and educational institutions to incorporate local cultural values into the Arabic language learning design. The development of Pegan-based teaching materials can be a strategic step in preserving Islamic literacy in the archipelago as well as improving the quality of Arabic language learning that is relevant to the needs of the younger generation. Teachers are advised to continue to innovate by combining Pegan texts and digital learning technology, so that learning is not only interesting, but also in tune with the times.

This study has limitations in population coverage and *pre-experimental* research design. Therefore, follow-up research is recommended to use a more robust experimental design by involving control groups and increasing the number of samples so that the results can be applied more generally. Future studies may also examine the influence of the use of Pegan texts on other aspects, such as Arabic reading and writing skills, long-term motivation, or teachers' perceptions of the effectiveness of Pegan media in the learning process. Thus, further research is expected to strengthen the empirical evidence on the role of Pegan as an adaptive Arabic learning medium, contextual, and rooted in local literacy culture.

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