A Need Analysis for Developing Arabic Writing Materials: A Study at Higher Education Institution

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Abstract

This study aimed to explore the needs for developing materials to improve Arabic writing skills at University of Darussalam Gontor (UNIDA Gontor). The study utilized the preliminary stage of a research and development research design, aiming to address current deficiencies in instructional materials. The primary objective was to analyse the requirements of both students and lecturers. The data were collected using a combination of observation, documentation analysis, and questionnaires. The documentation analysis showed UNIDA Gontor's dedication to multilingual competency, ensuring focused and comprehensive Arabic writing instruction. The results of survey questionnaire revealed the existence of variations in instructional material, which caused disparity in how materials were understood. The data also demonstrated that there was a need for alignment of teaching materials with UNIDA's language standards. This research summarized the needs of both lecturers and students for developing Arabic teaching materials that met the requirements of the university and enhanced students' proficiency in Arabic writing.

Keywords: Arabic language; curriculum development; language proficiency; teaching materials

Introduction

A writing skill, while crucial for students to excel in their academic activities, are also complicated[1]. This skill is inseparable for academic tasks such as reports, articles, papers, essays, proceedings, theses, and etc. At the same time, such scholarly writings must adhere to proper writing methods that are called for by university students. The core tenets guiding academic writing might encompass the dissemination of information and data through a valid, factual, and impartial elucidation, employing systematic, coherent, and verifiable logic, supplemented by acknowledged sources that advance the realms of science and technology. Importantly, the content of the writing must be organized and systematic for easy comprehension. At the meantime, writing skills are essential for expressing ideas in written form, refining critical thinking and imagination, enhancing language proficiency, solving problems, achieving specific goals, deepening understanding, and grasping concepts in specific subject areas [2].

A number of studies such as Nurani, et.al (2022)[3] Bilton, et.al (2009)[4] and Robertson (2014)[5] suggest that the primary technical skill that university students must acquire is the ability to effectively convey ideas, data, or information in a written form of communication. This involves maintaining coherence between sentences and having a main idea supported by examples, facts, and explanations in supporting sentences. Furthermore, the construction of cohesive paragraphs through the use of connecting sentences, supplemented with a range of vocabulary, and employing correct grammatical structures is crucial for developing effective, logical, and comprehensible writing. In addition, students should also pay attention to the organization and structure of their paragraphs. A well-structured paragraph should have a clear topic sentence that introduces the main idea, followed by supporting sentences that provide

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[1] Bala Swamy Chatta and Mohammad Imdadul Haque, "Improving Paragraph Writing Skills of Saudi EFL University Students Using Flipped Classroom Instruction," *Arab World English Journal* 6 (July 15, 2020): 228–47, https://doi.org/10.24093/awej/call6.15.

[2] Helaluddin Helaluddin et al., "Development and Validation of Academic Writing Textbook Based on Process Genre Approach for University Students," *AL-ISHLAH: Jurnal Pendidikan*, 2021, https://api.semanticscholar.org/CorpusID:238727156.

[3] Nuraini Nuraini, Imam Asrori, and Mamluatul Hasanah, "Material Development for Arabic Writing Skills Based on International Standards l Tathwir Al-Mawad Al-Dirasiyyah Li Maharah Al-Kitabah Fi Dhau'i Al-Ma'ayir Al-'Alamiyyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 290–307, https://doi.org/10.24042/albayan.v14i2.13901.

[4] Linda Bilton and Sivakumar Sivasubramaniam, "An Inquiry into Expressive Writing: A Classroom-Based Study," *Language Teaching Research* 13, no. 3 (July 25, 2009): 301–20, https://doi.org/10.1177/1362168809104702.

[5] Sydney Ian Robertson, "Academic Essay Writing as Imitative Problem Solving: Examples from Distance Learning," *Assessment & Evaluation in Higher Education* 39, no. 3 (April 3, 2014): 263–74, https://doi.org/10.1080/02602938.2013.822846.

evidence or examples[6]. Utilizing transitional phrases facilitates the seamless flow of ideas within paragraphs, guiding the reader effortlessly. Ultimately, students ought to meticulously revise their writing, rectifying grammatical lapses and ensuring lucid and impactful expression of their thoughts. Mastery of these competencies enables students to craft articulate and cohesive paragraphs, adeptly articulating their perspectives and concepts[7].

Considering the aforementioned competencies, appropriate and relevant teaching materials are required. Teaching materials serve as learning tools to achieve the expected competencies and sub-competencies.[8] Consequently, the creation of instructional resources aims to serve as a compass, furnishing direction, elucidation, practice opportunities, and illustrations. Effective teaching materials must encompass elements like instructional directives, pedagogical frameworks, and attainment of competencies, clarifications, practice tasks, and assessments[9]. The principles considered in developing teaching materials include the alignment of competency standards with the selection of suitable teaching materials to facilitate student mastery of these competencies.

According to Ken Hyland, teaching materials play four main roles specifically aimed at improving writing skills. First, they provide models or examples, which are texts containing rhetoric or structures relevant to the writing genre. Second, they present materials and determine teaching strategies based on a competency achievement hierarchy, commonly referred to as Scaffolding. Third, teaching materials can be maximized as references that provide explanations, examples of texts, language methods, rhetoric, and relevant writing styles. This allows the role of the teacher to focus on feedback and exercises. Fourth, they provide stimulus in the form of exercises suitable for the competency standards to stimulate creative ideas in students[10]. In summary, the literetures provided above can be used as basis for designing materials for enhancing writing skills.

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[6] DANICA PIRŠL, TEA PIRŠL, and DALIBOR KESIĆ, "Writing Skills at University Level," *Sportlogia* 7, no. 1 (June 29, 2011): 69–72, https://doi.org/10.5550/sgia.110701.en.069P.

[7] Endry Boeriswati et al., "The Development of Assessment Rubric of Arabic Language Writing Based on National Qualifications Framework of Indonesia," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 261–77, https://doi.org/10.24042/albayan.v15i1.16302.

[8] Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (May 8, 2020): 111, https://doi.org/10.29240/jba.v4i1.1380.

[9] Alexey Tychinsky, "Creation of an English for Special Purposes Textbook for University Students – Future Public Relations Practitioners," *Linguistics \& Polyglot Studies*, 2023, https://api.semanticscholar.org/CorpusID:257891894.

[10] Ken Hyland, "Second Language Writing," 2003, https://api.semanticscholar.org/CorpusID:60141857.

To be more specific, Universitas Darussalam Gontor (Latter UNIDA Gontor) is considered one of the educational institutions in Indonesia that focuses on the development of the Arabic language in both learning and teaching. Recognizing the significance of the Arabic language, UNIDA Gontor has expressed one of its visions as a centre for the study of the language of the Qur'an (Arabic)[11]. Furthermore, the execution plan for this vision distinctly mandates the integration of Arabic language coursework into every academic program offered by the university.[12]

Despite UNIDA Gontor's commitment to the development of Arabic language proficiency, there appears to be a gap related to the effectiveness of the materials used for this purpose. The institution emphasizes the integration of Arabic language curriculum into all study programs and mandates the use of Arabic for final projects[13]. However, it seems that the materials provided may not adequately support the cultivation of Arabic writing skills because the current materials lack the necessary elements to be considered as a good teaching material as prior illustrated by Ken Hyland. The current teaching materials lack a clear articulation of learning objectives, failing to offer specific guidance on constructing proficient sentences, paragraphs, and essays, as well as outlining essential language rules. Additionally, the provided exercises exhibit limited diversity and do not effectively stimulate students to engage in creative thinking.[14] In summary, considering the established language competency standards at UNIDA Gontor, there is a need to formulate objectives for the development of teaching materials that align with these standards.

Furthermore, the study conducted by Anhar (2022) on the evaluation of UNIDA's student proficiency in writing demonstrated that students level fall between beginner and intermediate (A2-B1) with an average score of 5.56 on a 1-9 scale.[15] This result underscores the imperative for a more in-depth analysis

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[11] Abdul Hafidz bin Zaid et al., "The Effectiveness of a Communicative Imla' Textbook in Improving Short Course Student' Arabic Spelling Skills," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 2 (October 25, 2023): 278, https://doi.org/10.24042/albayan.v15i2.16792.

[12] Moh. Ismail and Aufa Alfian Musthafa, "Pengembangan Materi Tes Keterampilan Menyimak Bahasa Arab Menggunakan Moodle Untuk Meningkatkan Kemampuan Menyimak Mahasiswa Universitas Darussalam Gontor," 2018, https://api.semanticscholar.org/CorpusID:70011254.

[13] Moh Ismail, Fairuz Subakir Ahmad, and Muhammad Alamuddin Ma'ruf, "The Impact of Learning Management System 'Arabi.Id' Web-Based Application on Developing Arabic Language Skills," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 2023, https://api.semanticscholar.org/CorpusID:266251391.

[14] Berker Bulut, "Analytical Rubric Development Study for Assessment of the Speaking and Writing Skills at Primary School Level," *International Journal of Progressive Education* 18, no. 6 (December 11, 2022): 180–93, https://doi.org/10.29329/ijpe.2022.477.12.

[15] Anhar, "Designing a Prototype for Arabic Writing Proficiency Test System for Higher Education Institutions: A Case Study of UNIDA Gontor Language Testing System"

to discern the specific needs of students, emphasizing the importance of tailored teaching materials to elevate their competencies.[16] Additionally, it also highlighted the urgency of creating supportive teaching materials that align with UNIDA Gontor's competency standards, particularly focusing on improving writing skills.

To ensure the relevance of the developed materials, this research believe that it is crucial to consider perspectives from both students and teachers for a precise analysis of the need for teaching material development. Analyzing the current proficiency of students, alongside input from both students and instructors, will lay the groundwork for establishing specific aims in creating educational materials aimed at filling the identified voids and enhancing Arabic writing skills at UNIDA Gontor. The overarching goal is to enhance the Arabic writing skills of students at Universitas Darussalam Gontor (UNIDA Gontor) by addressing identified gaps in the current teaching materials.

This objective is grounded in the recognition that proficient writing skills are vital for academic success, encompassing tasks such as reports, articles, papers, essays, theses, and more. The aim is to align the development of teaching materials with UNIDA Gontor's language competency standards, ensuring that they provide clear learning objectives, effective guidance, and comprehensive support in the form of explanations, exercises, and evaluations. The aim also encompasses integrating research insights, including those from Anhar's study, highlighting the necessity for customized resources that enhance student abilities, especially in Arabic writing. By taking into account viewpoints from both students and educators, the objective is to create instructional materials that address current disparities and successfully nurture Arabic writing proficiency at UNIDA Gontor.

This research is the part of research and development research design. The focus of this study is in the first phase that is analysis phase, i.e., a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources for developing student Arabic skills in writing through an instructional material. In analysis phase, the researchers find the student and lecturers needs.[17] As it is illustrated in figure.1., the need analysis in this study is


(Universitas Darussalam Gontor, 2022), https://scholar.google.com/citations?view_op=view_citation&hl=en&user=5yGlUvAAAAAJ &citation_for_view=5yGlUvAAAAAJ:qjMakFHDy7sC.

[16] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (May 14, 2019): 127, https://doi.org/10.29240/jba.v3i1.764.

[17] Nurjannah Nurjannah, "Analisa Kebutuhan Sebagai Konsep Dasar Dalam Pengembangan Kurikulum Bahasa Arab Di MAN Curup," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (June 30, 2018): 49, https://doi.org/10.29240/jba.v2i1.409.

focused on the basis of necessities and wants to classify between what students must know and what they feel they need to know [18]. The focus here is on the lacks that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners in current situation.

Figure.1. Research Design
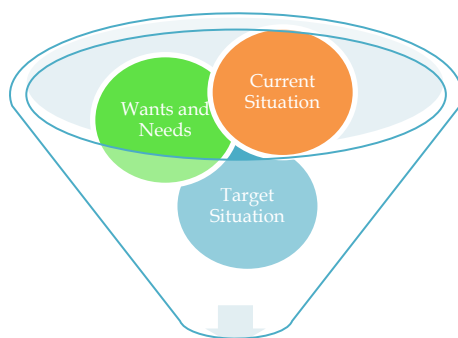
An Ideal Model of Writing Material

The tools used to collect data are observation, documentation, and questionnaires. The first two tools are used to collect data that is related to the current situation of the object and the target situation that is required by the University. As for the questionnaires, it is used to gather the information that is related to what students must know and what they feel they need to know in regards to the writing material design.

The questionnaires of this study consist of 8 questions that already being validated by the 3 language and instructional experts at UNIDA Gontor. The first seven questions asked about the substance of the present textbook and the intended development for the upcoming textbook. These questions include Q1. Student understanding of the Current Teaching Materials, Q2. Student Difficulties in using and understanding the existing textbook, Q3 the need for the alignment of the upcoming textbook with the standard set by the university, Q4 Preferred topics in writing lesson, Q5 preferred teaching sequence in writing lesson, Q6 preferred writing themes, and Q7 the inclusion of assessment rubric in the textbook. The last question asked respondents about many areas of the physical design of instructional materials, such as content presentation, book cover design, back cover content, font type, book size, and title. The result of this study will be presented descriptively.

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[18] Geminastiti Sakkir et al., "Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students," *International Journal of Language Education*, 2021, https://api.semanticscholar.org/CorpusID:234880667.

Findings and Discussion

Result of Documentation Analysis

The result of Document analysis suggested that UNIDA Gontor pays full attention to the teaching and development of the Arabic language. The university has instituted a framework aimed at fostering bilingual proficiency and excellence in language education. At the core of this structure lie three key policies that highlight the institution's dedication to linguistic variety, scholastic distinction, and community involvement, outlined as follows:

Bilingual Proficiency Mandate

UNIDA Gontor emphasizes the importance of students being proficient in both Arabic and English, actively and passively, across academic and non-academic domains. This underscores the institution's commitment to fostering multilingual competence among its student body. For instance, students are not only expected to understand and communicate effectively in these languages but also to engage with academic materials and discussions fluently. This ensures that graduates are well-equipped to navigate diverse linguistic environments, both within and beyond the university setting.

Arabic and English as a Medium of Instruction

The curriculum at UNIDA Gontor prioritizes Arabic and English as the primary languages of instruction to elevate the institution to a world-class university status. By incorporating these languages into the educational framework, the university strives to cultivate an atmosphere fostering linguistic variety, ensuring students are equipped to actively participate in global scholarly conversations. For example, lectures, seminars, and academic resources are predominantly delivered in Arabic and English, fostering a conducive learning atmosphere for students to develop proficiency in both languages.

Alumni as a Language Instructor

UNIDA Gontor envisions its alumni as future ambassadors of the Arabic language, equipped to disseminate their knowledge and expertise to the wider community. By producing graduates who are capable Arabic language instructors, the institution aims to contribute to the promotion and preservation of Arabic language and culture beyond its campus borders. For instance, alumni may go on to establish language learning centers or engage in community outreach programs to facilitate the teaching and learning of Arabic among diverse demographics, thereby fulfilling the institution's broader educational objectives.

Based on the formulation above, UNIDA Gontor (the Directorate of Language Development) deems it necessary to develop standardized language assessment instruments to evaluate students' language proficiency levels. The

outcome of these instrument formulations is referred to as "*alikhtibar*," serving as the standardized language branding developed by the Directorate of Language Development at UNIDA Gontor. The objective of this language standardization initiative is to assess the linguistic proficiency of all members within the academic community at UNIDA Gontor. The tests are utilized to assess skills in listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Additionally, Arabic language materials covering these four language skills are designated as compulsory university materials. The implementation of language standardization facilitates the formulation of Arabic language learning curricula, as the formulation of competency achievements for each skill is clearly defined according to UNIDA Gontor's language competency standards.

Subsequently, every department and faculty within UNIDA organizes their language syllabi in accordance with the criteria established by the Directorate of Language Development at the university. This alignment ensures that the curriculum effectively prepares students for the standardized language test developed by the DLD. The competencies assessed in this standardized language test serve as the foundation upon which the curriculum is built, guiding the development of language skills over the course of the four-year academic program. The competencies required in the standardized language test are systematically translated into the language curriculum for the first and second years of study, spanning the entirety of the academic program. Each competency is carefully examined and integrated into the curriculum framework to ensure comprehensive coverage and progression of language skills development. This process allows for a focused and structured approach to language learning, with clear objectives and outcomes for students to achieve. The language curriculum is organized into four main components: listening, speaking, reading, and writing. Each component receives equal attention and emphasis within the curriculum, reflecting the importance of holistic language proficiency development. However, for the purposes of this research, the focus lies specifically on the writing component of the curriculum.

Within the writing component, the competencies identified in the standardized language test serve as the guiding principles for curriculum development. These competencies encompass a range of writing skills, from understanding sentence structures to crafting argumentative essays on various topics. The curriculum is designed to systematically address each of these competencies, providing students with ample opportunities to practice and refine their writing skills over the course of the academic years.

For a more comprehensive approach to standardization, especially concerning the assessment of writing skills mandated in the university's proficiency test, below are four obligatory domains evaluated to gauge students' Arabic writing proficiency. These are: task response, coherence and cohesion, lexical accuracy, and grammatical accuracy.

Table 1. Task Requirements for Writing

Task Response	Coherence and Cohesion	Lexical Accuracy	Grammatical Accuracy
a. Able to fulfil the required task b. Able to appropriately response the requirement of the task	a. Able to write idea into a systematic paragraph b. Able to write a main idea in a paragraph c. Able to use cohesive devices d. Have a full control on a paragraph that he made	a. Have a full control on the lexical resources that he used b. Able to accurately use words according to its context c. Able to spell words correctly in writing	a. Able to construct accurate sentence structures (simple, compound, and complex) b. Able to use punctuations correctly

This Writing Test, conducted over a duration of 60 minutes, encompasses a range of tasks aimed at evaluating students' writing skills. Questions in the test cover general topics, with written responses expected to adhere to formal and standardized language conventions. This assessment comprises two distinct sections. In the first part, which spans 30 minutes, examinees are tasked with describing various visual aids such as maps, graphs, tables, and diagrams, as well as elucidating processes, chronologies of events, objects, or specific occurrences using their own written expression. The subsequent 30-minute segment, Part 2, demands participants to demonstrate their proficiency in crafting essays, narratives, official correspondence, and analysing reading materials. Through these components, the test aims to gauge individuals' ability to effectively communicate and articulate ideas in written form across diverse contexts and formats.

The results of the test in writing are then used for categorizing writing proficiency into six levels: A1, A2, B1, B2, C1, and C2. Each level is associated with specific text types that individuals are expected to achieve based on their competencies. Bellow table highlights the hierarchy of these levels by the text types.

Table 2. Language Levels

Level	Text Types
A1	Able to write short and simple text related to everyday issues, hobbies, and daily activities
A2	Able to write simple and easily understandable paragraphs on topics related to school or professional environments.

B1	able to compose descriptive paragraphs about personal aspirations and experiences and able to write paragraphs that explain tables, graphs, or procedural images, etc.
B2	Able to compose longer, descriptive, and argumentative paragraphs on general topics related to social issues, politics, communication, and more.
C1	Able to write argumentative and descriptive texts of greater length and complexity, addressing various topics within academic and professional domains.
C2	Able to write longer, fluent, analytical, descriptive, and argumentative texts on a wide range of topics, often in the form of academic articles or reports.

Upon careful examination of UNIDA Gontor's language competency standards, it can be outlined a structured framework for the development and assessment of writing skills in Arabic. This framework encompasses a sequential approach to teaching materials, ensuring that learners progress logically through increasingly complex tasks as they advance in language proficiency. The distribution of materials within this writing skills (*maharah kitabah)* framework includes fundamental components such as types of sentences (*Tarkibul Jumal*), effective sentence construction, paragraph components, various paragraph types, cohesion and coherence (*Adawatu al-Rabt*), essay writing, and an understanding of Arabic language grammar (*Marfua'at, Majruurat, Mansubaat, Majzuumat*).

This systematic analysis allows for the alignment of teaching resources with the competencies outlined by UNIDA Gontor, catering to the specific needs of students. The sequence of materials is tailored to the competency levels articulated in the language standards documents, ensuring a focused and comprehensive approach to Arabic writing instruction. The Arabic writing skill competencies encompass diverse abilities, spanning comprehension of sentence structures, adept crafting of impactful sentences and paragraphs, precise utilization of vocabulary, proficient use of connecting elements, and adept composition of assorted textual formats. From simple self-introductions to argumentative essays on diverse topics such as education, economics, politics, health, and professions, learners are guided through progressively challenging tasks.

Table 3. List of Competencies in Writing

Understanding various sentence structures in Arabic.
Proficiency in crafting effective sentences in Arabic.
Ability to use vocabulary accurately in context.
Capability to write main and supporting sentences within paragraphs.
Familiarity with and proficiency in using connective devices in Arabic.
Understanding different types of paragraphs.
Ability to write effective paragraphs in Arabic.

Managing paragraphs cohesively and systematically.
Comprehending Arabic language principles in writing skills.
Proficiency in composing sentences and paragraphs following Arabic language principles.
Writing simple texts related to self-introduction, daily life, aspirations, formal letters, announcements, and descriptions.
Crafting argumentative essays and analyses on various general topics, including education, economics, politics, health, and professions.

In conclusion, this systematic approach to language standards at UNIDA Gontor provides a roadmap for the development of teaching materials that align with the institution's commitment to quality education and the cultivation of proficient Arabic language users. By adhering to this framework, educators can ensure a coherent and effective approach to Arabic writing instruction, ultimately enhancing students' proficiency and mastery of the language.

Questionnaires Analysis Results

In the initial phase of developing instructional materials for Arabic writing skills, a needs analysis was conducted by distributing questionnaires to students who had completed the Arabic writing skills course and the respective lecturers. The goal was to gain insights from both students and lecturers regarding the adequacy of existing teaching materials, encompassing both content and physical characteristics. Upon analysis of the collected data, several key findings emerged regarding the needs and preferences for new teaching materials in Arabic writing as follow:

Q1. Students' Understanding on The Current Writing Materials

With regards to Q1, students expressed varying levels of understanding of the existing materials. As it is illustrated in figure 1, 28% of students claimed to always understand the teaching material, while the majority, comprising 72%, indicated that their understanding varied, occurring sometimes. No students reported rarely or never understanding the material.
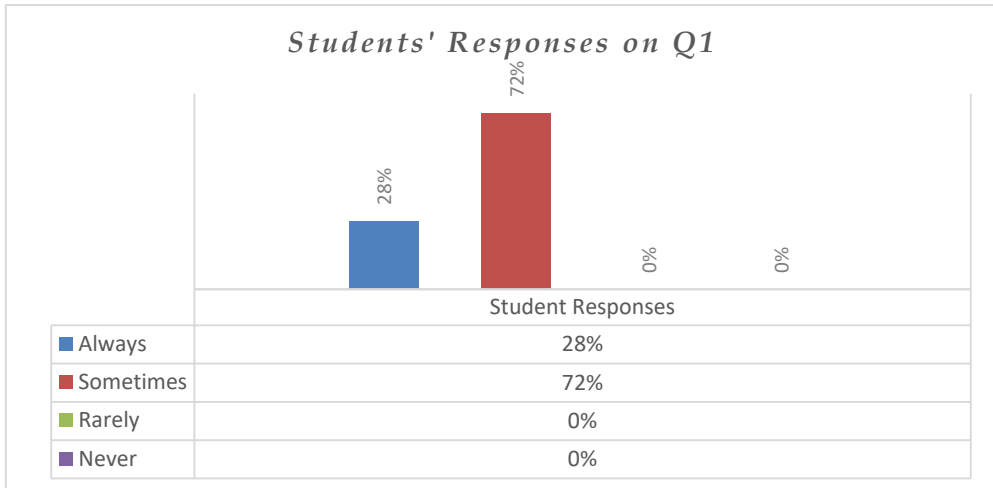
Figure 2. Students' Responses on Q1

The result of lecturers respons also suggested that students' understanding of the teaching material varies. Only 14% of the lecturers indicated that the students always understand the material, while the majority (86%) mentioned that they sometimes understand it. This implies that there is a range in the frequency of students' comprehension, with a larger portion experiencing occasional understanding rather than consistent clarity in the learning material. Bellow table highlights the result of lectures responses.
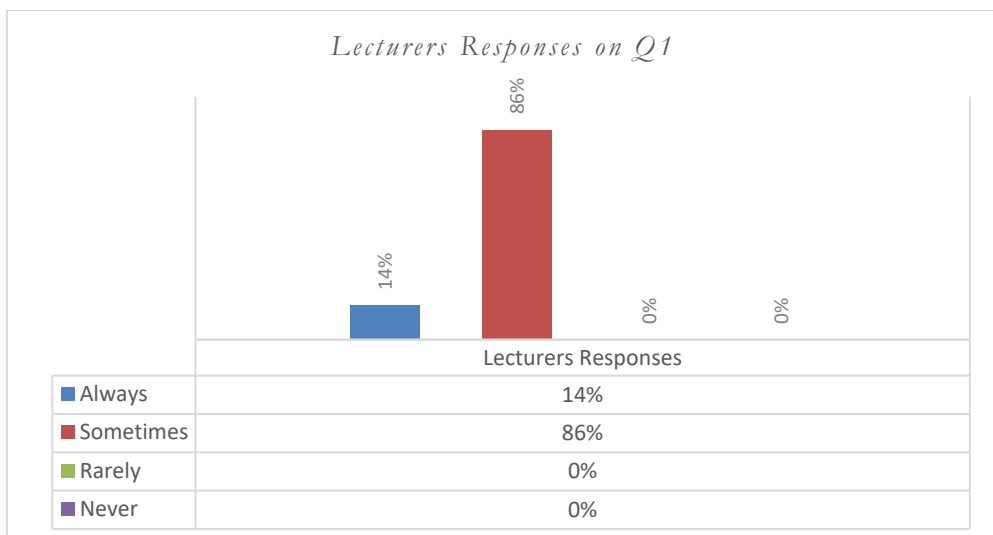

Figure 3. Lecturers Responses on Q1

As it is highlighted in both chart 1 and 2, there is a significant disparity between students' self-reported understanding of the teaching material and the perspectives of lecturers. While 28% of students claim to always comprehend

the material, only 14% of lecturers share this view. Conversely, a substantial majority of 72% of students admit to varying levels of understanding, occurring sometimes, in contrast to 86% of lecturers expressing that the students sometimes understand the material. This inconsistency raises questions about factors influencing perception, such as communication styles and teaching methods [19]. To address this, educators should foster open communication, seek student feedback, and understand the reasons behind intermittent comprehension. Collaborative efforts between students and lecturers to identify and address specific challenges can contribute to a more effective learning experience. Overall, continuous dialogue is crucial to align teaching methods with diverse student learning needs.

Q2. Student Difficulties

Q2 asked both lectures and students their difficulties in using the existing textbook during teaching and learning processes. Participants were asked to select more than one from a list of predefined difficulties, each representing a potential obstacle to their learning process. The difficulties identified included: the absence of explanation in the textbook, incomplete discussion of textbook material, lack of ideal examples or text models, and insufficient exercises to stimulate creative thinking.

As it is illustrated in table 2, the result from student responses suggested that a small percentage of students (11%) reported a lack of explanation about the study material, indicating a need for more detailed guidance on the content. A significant portion (26%) found the discussion of material in the references to be incomplete. This suggests that students desire more comprehensive coverage and detailed explanations in the teaching materials. Moreover, the majority of students (34%) expressed a lack of ideal text examples according to the material. This highlights the importance of providing concrete examples aligned with the content to enhance understanding. And a considerable percentage of students (29%) felt there was a shortage of exercises that stimulate creative thinking. This indicates a desire for more engaging and thought-provoking exercises to enhance their writing skills.

Table 4. Result of the Student Responses on Q2

Criteria	Percentage
The absence of explanation in the textbook	11%
Incomplete discussion of textbook material	26%
Lack of ideal examples or text models	34%
Lack of exercises that stimulate creative thinking	29%
Total	100%

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[19] Chang Liu and Meihua Chen, "A Genre-Based Approach in the Secondary School English Writing Class: Voices from Student-Teachers in the Teaching Practicum," *Frontiers in Psychology* 13 (September 6, 2022), https://doi.org/10.3389/fpsyg.2022.992360.

The result of lecturer responses on Q2 also suggested that 33% of the total responses expressed concerns about the incompleteness of the discussion of material in the teaching textbook, possibly suggesting a need for development. 44% of the total lecturer responses highlighted the absence of Ideal text examples for student to imitate in their writing textbook. In addition, a small number of responses, i.e., 22% indicated the lack of exercises that stimulate creative thinking. This suggests a potential improvement area in incorporating exercises that encourage more imaginative and innovative in Arabic writing. The table bellows summarizes the result of lecturers' responses on Q2.

Table 5. Result of the Lecturers Responses on Q2

Criteria	Percentage
The absence of explanation in the textbook	0%
Incomplete discussion of textbook material	33%
Lack of ideal examples or text models	44%
Lack of exercises that stimulate creative thinking	22%
Total	100%

The data from both students and lecturers provides valuable insights into the difficulties faced in utilizing teaching materials for Arabic writing skills (*maharah kitabah*). Students highlighted a range of challenges, including a need for clearer explanations (11%), more comprehensive discussions in references (26%), ideal text examples aligned with the material (34%), and exercises that stimulate creative thinking (29%). Lecturers' perspectives echo some of these concerns, with a notable emphasis on incomplete discussions in references (33%), a lack of ideal text examples (44%), and a need for exercises that stimulate creative thinking (22%). The alignment between student and lecturer feedback underscores the importance of addressing these perceived shortcomings in teaching materials. Improving the completeness of material discussions, providing concrete examples, and incorporating exercises that encourage creativity could contribute to a more effective and engaging learning experience for Arabic writing skills[20].

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[20] Agus Karim, Novy Maryani, and Desti Noerhikmawati, "Influence of Media Use Strip Story to Improve Writing Skills and Students' Interest in Arabic Learning," *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (April 1, 2023): 41–52, https://doi.org/10.15575/ta.v2i1.24892.

Q3. The need for the alignment of the Materials with the UNIDA Standard

The alignment of writing materials with established language standards plays a crucial role in ensuring the quality and effectiveness of Arabic writing textbook. In the context of Q3, participants, including lecturers and students, were surveyed to gauge their perspectives on the importance of aligning writing materials with the UNIDA Standard, which serves as the language standard instituted by the University. The result of it is highlighted in the following chart.
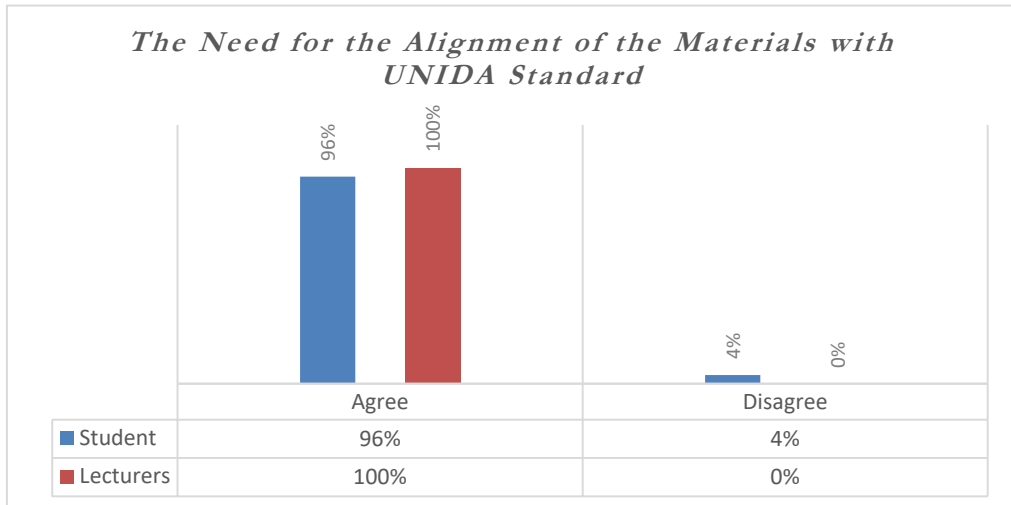

The Need for the Alignment of the Materials with UNIDA Standard

	Agree	Disagree
Student	96%	4%
Lecturers	100%	0%

Figure 4. Q3 The Need for the Alignment of the Materials with UNIDA Standard

As it is illustrated in the chart, analysis of responses from both lecturers and students regarding the alignment of writing materials with the UNIDA Standard revealed interesting trends. A significant majority of participants, comprising both lecturers (100%) and students (96%), expressed a strong agreement with the importance of aligning writing materials with the UNIDA Standard. Lecturers emphasized the role of standardized guidelines in promoting consistency and coherence in writing instruction, facilitating the development of essential language skills aligned with academic expectations. Similarly, students acknowledged the benefits of integrating UNIDA Standard-aligned materials, citing improved clarity, structure, and relevance of content as key advantages. However, a small proportion of students (4%), expressed reservations regarding the rigid adherence to standardized guidelines, suggesting a need for flexibility to accommodate diverse learning styles and preferences. Overall, the findings underscore the widespread recognition of the value of

aligning writing materials with established language standards [21], highlighting opportunities for curriculum enhancement and quality improvement in Arabic writing textbook.

Q4. Preferred Topics in Writing Lesson

In Q4, both lecturers and students were surveyed to identify their preferred topics for learning and teaching writing. The participants were provided with an array of topics encompassing different facets of Arabic writing, spanning from grammatical structures and composition to essay construction and error rectification. The results of this survey are summarized in following tables and paragraphs.

Table 6. Result of Student Responses on Q4

List of Preferred Topics	Percentage
Grammar of Arabic language in writing	16%
Types of sentences and their composition	16%
Types of paragraphs and their composition	16%
Writing process flow	11%
Arabic conjunctions (al-Rawabit)	14%
Essay writing	13%
Language errors in Arabic writing and their solutions	14%
Total	100%

The above data indicate there is an expectation from 16% of student responses that the teaching materials should cover grammar of the Arabic language in writing, representing a desire for a comprehensive understanding of Arabic grammar. Similarly, there is an emphasis by 16% of student on covering various types of sentences and their composition, reflecting a desire for a detailed exploration of sentence structures. In addition, the expectation of the same number of student responses (16%) is to address different types of paragraphs and their composition, indicating the importance of paragraph-level writing skills. 14% student responses expressed a desire for coverage on the flow of the writing process, suggesting an interest in guidance on the sequential steps involved in writing. Moreover, a considerable proportion of respondents (14%) expects the inclusion of Arabic conjunctions (*al-Rawabit*) in the teaching materials, indicating the importance of mastering these linguistic elements. There is also expectation by 13% of student responses for materials to cover essay writing, highlighting the importance of developing skills in composing essays. 14% of respondents expect materials to address language errors in Arabic writing and provide solutions, indicating a desire for practical guidance in

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[21] Norkhairi Ahmad, Ahmad Mazli Muhammad, and Asiah Jamil, "The Potential Use of Collaborative ESP Testing Implementation Framework (CETIF) in Addressing Underlying Issues in ESP Curriculum and Testing Faced by English Lecturers Teaching Engineering Students," *International Journal of Modern Languages And Applied Linguistics* 2, no. 4 (December 3, 2018): 10, https://doi.org/10.24191/ijmal.v2i4.7693.

overcoming common mistakes [22]. Overall, the expected characteristics encompass a range of linguistic elements, writing structures, and practical aspects to enhance students' Arabic writing skills.

The lecturer responses also varied with regards to the preferred topic lessons. As it is summarized in table.11, a total of 12% of lecturer responses emphasized the importance of including grammar of the Arabic language in writing within the teaching materials. This suggests a desire for a comprehensive understanding of the linguistic methods involved in writing. Moreover, a notable portion (18%) highlighted the significance of covering various types of sentences and their construction in the teaching materials. Similarly, 18% of responses expressed the expectation for teaching materials to cover different types of paragraphs and their composition, emphasizing the importance of paragraph-level writing skills. Interestingly, a smaller percentage (9%) mentioned the importance of addressing the flow of the writing process. In further, a considerable proportion (15%) highlighted the need to include Arabic conjunctions (*al-Rawabit*) in the teaching materials, indicating the importance of mastering these linguistic elements. 18% of the responses expressed the expectation for materials to cover essay writing, highlighting the importance of developing skills in composing essays. Another minority (12%) mentioned the significance of addressing language errors in Arabic writing and providing solutions, indicating a desire for practical guidance in overcoming common mistakes.

Table 7. Lecturer Responses on Q4

List of Preferred Topics	Percentage
Grammar of Arabic language in writing	12%
Types of sentences and its composition	18%
Types of paragraphs and its composition	18%
Writing process flow	9%
Arabic conjunctions (al-Rawabit)	15%
Essay writing	18%
Language errors in Arabic writing and its solutions	12%
Total	100%

In Conclusion, The data on the expected characteristics of teaching materials for Arabic writing skills (maharah kitabah) reveals a comprehensive set of expectations from both students and lecturers. Among students, there is a clear emphasis on the inclusion of Arabic grammar in writing (16%), various types of sentences and their composition (16%), and different types of paragraphs and their composition (16%). Additionally, students express a desire for teaching materials that cover the flow of the writing process (11%), Arabic

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[22] Nurhidayati Mohammad Ahsanuddin, "Validity of Paragraph Writing Skills Teaching Materials Based on Qur'ani Idiomatic Patterns," *International Journal of Social Science and Human Research* 05, no. 06 (June 11, 2022), https://doi.org/10.47191/ijsshr/v5-i6-14.

conjunctions (al-Rawabit) (14%), essay writing (13%), and language errors in Arabic writing with practical solutions (14%). Lecturers, on the other hand, echo some of these expectations, with a notable focus on grammar (12%), types of sentences (18%), types of paragraphs (18%), and essay writing (18%). The data indicates a shared emphasis on linguistic elements, sentence and paragraph structures, and practical aspects such as the writing process and error correction [23]. Overall, the expectations highlight a collective aspiration for teaching materials that offer a comprehensive and practical approach to enhance Arabic writing skills, covering various linguistic and compositional aspects.

Q5. Preferred Teaching Sequence

In Q4 the preferred teaching sequence questionnaire aimed to gather insights from both lecturers and students regarding their preferred sequence of instructional components in Arabic writing textbook. Respondents were presented with a set of predefined teaching sequences, each consisting of a sequence of steps including explanation, example, grammar instruction, writing practice, and feedback. The questionnaire encouraged participants to select the sequence that best aligns with their pedagogical preferences and learning needs. The results of this question are follows:

Table 8. Student Responses on Q5

Preferred Teaching Sequence	Percentage
Explanation - example - grammar - writing practice - feedback	38%
Example - explanation - grammar - writing practice - feedback	42%
Grammar - explanation - example - writing practice - feedback	13%
Explanation - grammar - example - writing practice - feedback	8%
Total	100%

The data shows a significant portion of 38% of the student responses preferred a sequence starting with an explanation, followed by examples, grammar, writing practice, and concluding with feedback. This suggests a structured approach where learners are introduced to concepts before applying them in writing. The majority of students (42%) favoured starting with examples before explanations, followed by grammar, writing practice, and feedback. This indicates an alternate approach where learners are first exposed to examples before delving into detailed explanations. in contrast, a smaller percentage (13%) expressed a preference for starting with grammar, followed by explanation, examples, writing practice, and feedback. This suggests a focus on grammatical foundations before application and practice. In addition, minority of students (8%) chose this particular sequence, indicating that starting with an explanation followed by Arabic grammar before examples is less commonly favoured among

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[23] Nuraini, Asrori, and Hasanah, "Material Development for Arabic Writing Skills Based on International Standards l Tathwir Al-Mawad Al-Dirasiyyah Li Maharah Al-Kitabah Fi Dhau'i Al-Ma'ayir Al-'Alamiyyah."

the respondents. In summary, the most preferred sequences involve a combination of explanation, examples, Arabic grammar, writing practice, and feedback. The variations in preferences suggest flexibility in approaches, with some emphasizing conceptual understanding first and others prioritizing exposure to examples before detailed explanations.

Similarly, there is no major disparity in how lecturers respond to students. Based on the data provided table.13. by the lecturers, it can be analysed that the sequence was favoured by 43% of lectures, indicating a preference for starting with an explanation, followed by examples, grammar, writing practice, and concluding with feedback. This suggests a structured approach where learners are introduced to concepts before applying them in writing. Secondly, an equal percentage of lecturers (43%) also preferred starting with examples before explanation, followed by grammar, writing practice, and feedback. This indicates an alternate approach where learners are first exposed to examples before delving into detailed explanations. In the other hand, a smaller percentage (14%) expressed a preference for starting with grammar methods, followed by explanation, examples, writing practice, and feedback. This suggests a focus on grammatical foundations before application and practice. And the last but not least, none of the lecturers chose this particular sequence, indicating that starting with an explanation followed by grammar before examples is not a commonly favoured approach among the lecturers. In summary, the most preferred sequences involve a combination of explanation, examples, grammar, writing practice, and feedback.

Table 8. Lecturers Responses on Q5

Preferred Teaching Sequence	***Percentage***
Explanation - example - grammar - writing practice - feedback	43%
Example - explanation - grammar - writing practice - feedback	43%
Grammar - explanation - example - writing practice - feedback	14%
Explanation - grammar - example - writing practice - feedback	0%
Total	100%

The data on the preferred sequence of presenting materials for Arabic writing skills, as reported by both students and lecturers, reveals diverse preferences in instructional approaches. Among students, 38% favored a sequence starting with explanation, followed by examples, grammar, writing practice, and feedback, suggesting a structured approach with concepts introduced before application. On the other hand, 42% of students preferred starting with examples before explanations, emphasizing exposure to examples before detailed clarifications. Among lecturers, a similar trend is observed, with 43% favoring the explanation-first sequence and another 43% preferring examples before explanations. Additionally, 14% of lecturers expressed a preference for starting with grammar, emphasizing foundational understanding

before application. Notably, none of the lecturers favored starting with an explanation followed by grammar before examples. These variations in preferences highlight the flexibility in instructional approaches, with some prioritizing conceptual understanding while others emphasize exposure to examples as a starting point. Ultimately, understanding these preferences can inform the development of teaching materials that cater to diverse learning styles and preferences in Arabic writing skills.

Q6. Preferred Writing Theme

The Preferred Writing Themes questionnaire in Q6 aims to determine the theme preferences of lecturers and students in the context of Arabic writing textbook. Respondents were given a variety of theme categories, each suggesting a possible subject for writing exercises. they were prompted to select their preferred writing subjects from a list provided in the questionnaire. The result of this questionnaire is highlighted in the following tables and paragraphs.

Table 9. Student Responses on Q6

Preferred Writing Themes	Percentage
Daily life	32%
Professions	6%
Religion	14%
Education	17%
Health	9%
Economy	12%
Culture	9%
Total	100%

As it is summarized in the table 23, the majority of students (32%) recommended focusing on topics related to daily life. A smaller percentage (6%) suggested incorporating topics related to professions. A significant portion (14%) recommended including topics related to religion, possibly for linguistic practice within a religious context. In addition, 17% of students emphasized the importance of education-related topics. This suggests a strong interest in developing writing skills around themes related to academic and educational contexts. A notable percentage (9%) suggested including topics related to health. Some respondents (12%) recommended covering economic concepts and vocabulary. Lastly, another percentage (9%) suggested incorporating cultural themes into the teaching materials for language practice within a cultural context. In summary, the recommended topics cover a broad spectrum, with a significant emphasis on daily life, education, religion, and a variety of other themes.

The data from lecturers on their recommended writing subjects offers intriguing insights into their thematic preferences. The theme "Education" was

the most commonly proposed topic, with 19% of lecturers suggesting its inclusion in writing exercise. Highlighting educational topics emphasizes the significance of academic material and learning-related areas in developing curricula. Lecturers equally supported the subjects of "Daily Life," "Professions," and "Health," each receiving 15% of ideas. This indicates a preference for include issues relating to everyday life, career areas, and health in writing projects. Themes like "Religion," "Economy," and "Culture" were proposed by quite a few of lecturers, with each earning 12% of recommendations. These findings show the wide variety of topic interests among lecturers, underlining the necessity for curricular adaptability and receptiveness to adapt to various perspectives and goals in Arabic writing lessons. The table bellows summarizes the lecturers' responses on Q6.

Table 9. Lecturers' Responses on Q6

Preferred Writing Themes	Percentage
Daily life	15%
Professions	15%
Religion	12%
Education	19%
Health	15%
Economy	12%
Culture	12%
Total	100%

To sum up both responses, there are subtle differences and common interests when the theme preferences of lecturers and students for recommended themes for Arabic writing skills exercise materials are compared. 32% of students showed a high preference for daily life issues, demonstrating a need for educational resources that relate to their everyday lives. However, lecturers acknowledged the importance of everyday life topics to a lesser extent (15%) than students. Education-related themes received considerable attention from students (17%) and lecturers (19%). This showed a mutual acknowledgment of the significance of academic environments in writing practice. Students expressed interest in religion (14%) and economic ideas (12%) for language inquiry, although lecturers did not prioritize these issues. Moreover, although students mentioned health (9%), professions (6%), and cultural themes (9%), lecturers did not openly focus on these issues. However, they may be indirectly addressed within wider topics like everyday living or education-related themes. Although there were variations in number, both students and instructors had a shared interest in professions (15%), showing a joint acknowledgment of the significance of professional environments in writing exercises. These findings underscore the importance of considering both educator and learner perspectives in the development of teaching materials to

effectively accommodate the diverse needs and interests of Arabic writing learners [24].

Q7. Assessment Rubric

Question 7 examines whether textbook writing assignments require assessment rubrics. It seeks to understand how lecturers and students feel about clear grading criteria in the Arabic writing textbook. Participants were asked whether they supported or opposed textbook assessment rubrics. The result of respondents is summarized in the following chart.
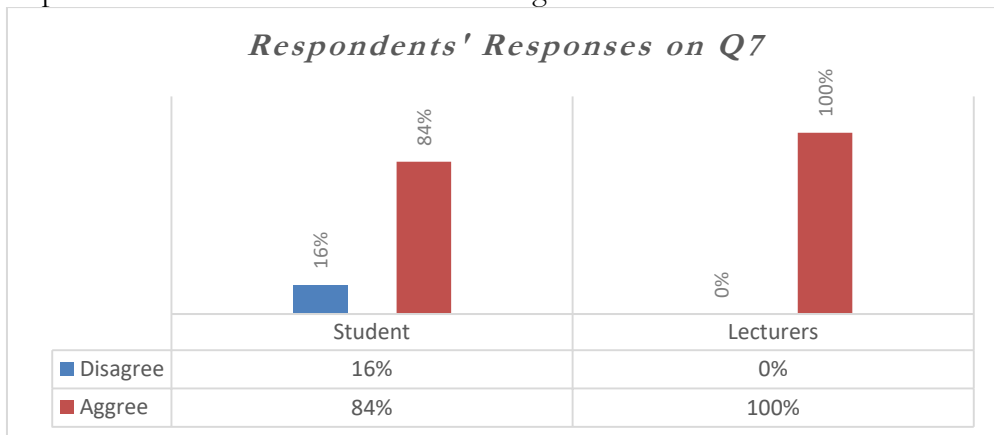

Respondents' Responses on Q7

	Student	Lecturers
■ Disagree	16%	0%
■ Aggree	84%	100%

Figure 5. Respondents' Responses on Q7

As it is summarized in the chart, both students and lecturers in Arabic writing lessons agree that the textbook should provide evaluation rubrics for writing tasks. 84% of students support assessment rubrics, which suggests widespread support for precise evaluation standards as a tool for evaluating and providing feedback on their written assignments. However, 16% of students disagreed, possibly due to the evaluation rubrics' perceived restrictions on creative expression. Conversely, all lecturers agree that evaluation rubrics are necessary for clear direction and impartiality in assessment methods. Students and lecturers may have different views on assessment rubrics' function and efficacy. While students may be concerned about constraints, lecturers may see assessment rubrics as critical for establishing clear standards and ensuring consistency in the assessment processes.

Q8. Preferred Interface for the Writing Textbook

After collecting the data related to the substance of the textbook, it is essential to comprehend the desired physical attributes of the textbook for Arabic writing lesson (*maharah kitabah*) in order to create resources that may

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[24] Liliana Muliastuti et al., "Tailoring CEFR to BISOL (Bahasa Indonesia for Speakers of Other Languages): A Model for Integrative Language Teaching Materials," *International Journal of Language Education* 7, no. 4 (December 31, 2023), https://doi.org/10.26858/ijole.v7i4.53219.

successfully include learners and enhance learning results. The questionnaires distributed to students and lecturers attempted to collect information on many areas of the physical design of instructional materials, such as content presentation, book cover design, back cover content, font type, book size, and title [25]. Each of these questions was asked to determine whether respondents agreed or not with the textbook design that will be developed after conducting this research. The result of this questionnaire is summarized in the following table.

Table 10. Students and Lecturers' Responses on the Textbook Interface Design

Criteria	Percentage
The content should be presented in a colorful presentation, accompanied by images, tables, and diagrams	88%
The textbook cover should feature images and exhibit distinct color	68%
The back cover should provide a summary of the book's content	80%
Font type is Sakkal Majalla	64%
The textbook size (B5)	76%
The tittle "مهارات الكتابة العربية"	28%

As it is summarized, both student and lecturer questionnaires reveal several key preferences. Firstly, a significant majority of respondents, comprising 88%, express a preference for a colourful presentation of content, accompanied by images, tables, and diagrams, indicating a strong inclination towards visually engaging materials. Additionally, 68% of the respondents indicate a desire for book covers to feature images and exhibit distinct colors, while 80% suggest that the back cover should provide a summary of the book's content. In terms of font type, 64% prefer *Sakkal Majalla*, and a majority of respondents (76%) opt for a medium size (Size B5) for book size. However, there is a lower level of consensus regarding the book title, with only 28% preferring "مهارات الكتابة العربية".

Conclusion

In conclusion, the investigation into the need for teaching materials to improve Arabic writing proficiency at the University of Darussalam Gontor has provided valuable insights. The results of the needs analysis underscored the importance of developing instructional materials that address existing gaps identified by both students and lecturers. This research suggests that current teaching materials are understood differently, highlighting the need for better communication and collaboration to improve learning. The respondents' consensus supported the idea that aligning teaching materials with UNIDA standards is a crucial factor. However, a small percentage of student express

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[25] Boeriswati et al., "The Development of Assessment Rubric of Arabic Language Writing Based on National Qualifications Framework of Indonesia."

reservations, emphasizing the importance of balancing standardization with flexibility. The preferences for content and physical design elements also provided a comprehensive foundation for designing effective instructional materials in advance. Hence, this study needs ongoing dialogue to refine the materials. Some suggestions include incorporating diverse themes, prioritizing student-teacher collaboration, and considering flexibility within standardized frameworks to accommodate varied learning styles. Last but not least, the findings offered a roadmap for the development of impactful Arabic writing materials at UNIDA Gontor, to promote a more engaging and effective learning environment.

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