The Effectiveness of Constructivism-based Arabic Textbook in Higher Education

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Abstract

This study aims (1) to describe the specifications of Constructivism-based-based Arabic Textbook, (2) to describe the process of Arabic learning using Constructivism-based Arabic Textbook, and (3) to describe the effectiveness of using Constructivism-based Arabic Textbook for *mahârah kitâbah* (writing skill). This is a quasi-experimental study using data obtained through Questionnaires and Tests. The experiment was applied to students of the Arabic Language Education study program, Faculty of Tarbiyah and Teacher Training, at the University Islam Negeri Sumatera Utara, Medan, in the odd Semester of 2021-2022 academic year. Thirty-two participants were chosen as a sample of a total population of 97 people Questionnaires and tests were employed as the instruments to collect the data, which were further analyzed using the SPSS 16.0 program. The findings can be seen as follows. (1). The specification of Constructivism-based Arabic textbook can be expressed in a sentence, namely: *al-Qirâ'atu wa Kitâbatuhs wa al-Tahlîlu ma'a Kitâbatin Jadîdah*. It is called "*al-Qirâ'ah*" because each chapter begins with the *jumlah wazhify*. It is called "*Kitâbatuhâ*" because students are asked to rewrite *jumlah wazhify* they read. It is called "*al-Tahlîl*" because students are required to analyze *jumlah wazhify*. It is called "*Kitâbah Jadîdah*" because students are instructed to construct new *wazhify* related to *tarkîb*. (2). The learning is known as "Nyari Zoom Analis Dewa", and it stands for "Penyajian Materi dengan Zoom, Latihan Menulis dengan WA" (Literally translated as the presentation conducted through Zoom, the writing practice conducted through WhatsApp) (3). The Constructivism-based Arabic textbook for *mahârah kitâbah* is considered adequate based on the validators' assessment and experiment results. The results showed that Ho was rejected and Ha was accepted. There was an average difference between the Pretest and Posttest. The Pretest result was lower than

the Posttest. Therefore, a Constructivism-based Arabic textbook is effective in increasing the *mahârah kitâbah*.

Keywords: Effectiveness; textbook; constructivism-based; *mahârah kitâbah*.

Introduction

There are many factors behind the problems of learning Arabic in Indonesia, including language environment, educators, the minimal use of learning media, students' low motivation, the assumption of Arabic as less important, little support from the government.[1] and the selection of textbooks for learning Arabic.[2]

To overcome such problems, choosing a learning approach is a necessary step to encourage students to learn actively so that their interest in learning Arabic can be increased.[3] One way to do this is by applying the constructivist approach.

Several studies have found that the development of Constructivism-based learning is effective in increasing students' motivation and learning outcomes. According to Hamid: Based on calculations using the t-test analysis technique, an Arabic textbook entitled "*al-'Arabiyah Li al-Hayât*" which was developed with Constructivism-based theory is effective for improving students' Arabic skills in the Special BA Learning Program at UIN Maulana Malik Ibrahim Malang. It can be seen from a significant difference between student learning outcomes before and after the test. This indicates that learning through Constructivism-based theory is effective to improve student learning outcomes. Therefore, textbooks following the Constructivism-based approach are considered suitable for students of Islamic university.[4]

According to Sarah, et al. who studied "Module Development Based on Constructivism-based Approach to Facilitate the High School Students' Understanding of Mathematical Concepts in Pekanbaru", in terms of student interest and module appearance, the process of use, Constructivism-based approach and understanding of concepts, time, level of problem difficulty, ease

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[1] Sahkholid Nasution, *Pembentukan Lingkungan Bahasa Arab di Perguruan Tinggi Keagamaan Islam* (Medan: Perdana Publishing, 2020), h. 4.

[2] Sahkholid Nasution and Zulheddi, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme di Perguruan Tinggi," *Arabi:Journal of Arabic Studies* 3, No. 2 (2018): 121–144. DOI: http://dx.doi.org/10.24865/ajas.v3i2.96.

[3] Genevieve Marie Johnson, "Constructivist Remediation: Correction in Context," *International Journal of Special Education* 19, no. 1 (2004), h. 72.

[4] M. Abdul Hamid, dkk. "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa," *Arabi : Journal of Arabic Studies* 4, No. 1 (2019), h. 113. DOI: http://dx.doi.org/10.24865/ajas.v4i1.107.

of use and benefit for students, the Constructivism-based module is considered very practical and has been able to facilitate students' understanding of mathematical concepts. This can be seen from the results of the posttest conducted after the module was used in which the average posttest score of students' mathematical concept understanding is 89.2 (very good category).[5]

In his study, Aminullah found that the development of basic biology teaching materials discussing the human reproductive system taught by following the Constructivism-based Theory in the ninth-grade students of SMA Negeri 1 Baraka, Enrekang is considered effective. It can be seen from the average score of student learning outcomes which is 87.18%. In his study, 29 students (88%) are successful in mastering the lesson while 4 students (12%) are not successful. More than 50% of students gave positive responses, the observation of students' activities is as expected.[6]

According to Nasution and Zulheddi, "Constructivism-based-based Arabic learning is very effective for students learning Arabic in higher education. The results of validation carried out by experts of Constructivism-based and experts of Arabic learning assessing an Arabic learning model following the Constructivism-based theory indicate very significant results with an average score of 3.37.[7] However, this research has limitations, and it needs to be followed up since it is still at the expert validation stage, and it has not been tested both for specific groups and for broader participants. The test is very important to ensure the effectiveness of the developed model. The product of model development is in the form of learning tools which are teaching materials or textbooks. One of the characteristics of a Constructivism-based Arabic textbook is that they are presented through *istiqrâiyah* method. presentation method,8 and many of such books require learners to do a lot of homework both independently and in groups.[9]

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[5]Deby Sarah, dkk., "Pengembangan Modul Berbasis Pendekatan Konstruktivisme Untuk Memfasilitasi Pemahaman Konsep Matematis Siswa Sekolah Menengah Atas Di Pekanbaru," *Juring: Journal for Research in Mathematics Learning* Vol. 1, No, no. 3 (2018): 199– 206, h. 205.

[6]Aminullah, "Pengembangan Bahan Ajar Biologi Pokokpembahasan Sistem Reproduksi Manusia Berbasiskonstruktivisme Pada Siswa Kelas XI SMA Negeri 1 Baraka Kabupaten Enrekang," *Jurnal Edumaspul* 2, No. 2 (2018), h. 20.

[7] Sahkholid Nasution and Zulheddi, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme di Perguruan Tinggi." *Arabi: Jurnal of Arabic Studies*, Vol. 3 No. 2. 2018. h. 97. DOI: http://dx.doi.org/10.24865/ajas.v3i2.96."

[8] Ibrahim Muhammad 'Atha, *Thuruq Tadrîs Al-Lughah Al-'Arabiyah Wa Al-Tarbiyah Al-Dîniyyah,* Jilid II. (Kairo: Maktabah al-Nahdhah al-Mishriyyah, 1996). h. 870. Lihat juga: Zakaria Hasan Abd al-Husen Abdullah, *Al-Binaiyyah wa 'Alaqatuha bi 'Amaliyah al-Ta'allum wa al-Ta'lim,* (Bahren: Wizarah al-Tarbiyah wa al-Ta'lim, 2010), h. 5.

[9] Uril Bahruddin, Abdul Malik Karim Amrullah, and Noor Amalina Audina, "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Kontruktivisme Dalam Perkuliahan

This study is different from the previous studies in that the focus of this research is on testing the effectiveness of a Constructivism-based Arabic textbook for writing skills (*mahârah kitâbah*). It was assumed that a Constructivism-based Arabic textbook is effective in improving student learning outcomes in *mahârah kitâbah*.

According to the researchers, the use of Constructivism-based theory in Arabic learning is more appropriate in *mahârah qirâ'ah* and *kitâbah* because learning in the context of Constructivism-based theory requires a basis or previous experience.10

Mahârah kitâbah (writing skills) is the ultimate ability,[11] and it is the highest of the four skills in Arabic (*istimâ'*, *kalâm*, *qirâah* and *kitâbah*).[12] Because the position of *mahârah kitâbah* is at the highest level, it is often found that Arabic students do not master this skill properly and correctly if compared to their abilities at the level of *mahârah istimâ'*, *kalâm* and *qirâ'ah*.[13]

This phenomenon can be found not only in Arabic learners who use Arabic as a means of communication but also in Arabic learners who use Arabic as their goal or professional studies, such as the students in the Arabic Education or Arabic Literature study programs. The obligation to write a final assignment in Arabic is a big challenge for many prospective alumni of Public Higher Education or Public Islamic Higher Education.

Among students who have to write their final assignments in Arabic, many of them use Google translation services without being able to adapt them to Arabic grammar,[14] so the quality of the translation product is very low; many of the sentence structures used are not following the *nahwu* rules. Therefore, it is necessary to use the Constructivism-based Arabic textbook to improve students' writing skills (*mahârah kitâbah*) in higher education. The research questions in

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Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika Dan Persepsi Mahasiswa di Indonesia," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 1 (2021): 127.

[10] Benny A. Pribadi, *Model Desain Sistem Pembelajaran*, III. (Jakarta: PT. Dian Rakyat, 2011). h. 71.

[11] Mohd Azizul et al., "Talazumiyah al-Rabth fi al-Kitabah al-Insyaiyyah Baina al-Uslub wa al-Tauzhif wa al-Maharah: Dirasah fi Maharah al-Kitabah li al-Nathiqin bi Ghair al-Arabiyyah", *Arabiyatuna : Jurnal Bahasa Arab*, Vol. 5 No. 2 (2021): 173–196.

[12] Ibtisâm Mahfūzh Abu Mahfūzh, *Al-Mahârât Al-Lughawiyah* (Arab Saudi: Dâr Al-Tadmuriyyah, 2017). h. 16. Lihat Juga: Rusydi Ahmad Thu'aimah, *al-Mahârât al-Lughawiyah, Mustawayâtuhâ, Tadrîsuhâ, Shu'ubatuhâ*, (Kairo: Dar al-Fikr al-'Arabiy, 2004), h. 47. Hâtim Husein Al-Bashîsh, *Tanmiyah Mahârât al-Qirâ'ah wa al-Kitâbah, Istiratijiyât, Muta'addidah li Al-Tadrîs wal Al-Taqwîm*, (Damsyiq: al- Hai'ah al-'Ammah al-Sūriyah li al-Kitâb, 2011), h. 20.

[13] Nurul Huda, "Komponen-Komponen Pembelajaran Al-Kitâbah Bahasa Arab," *al Mahara: Jurnal Pendidikan Bahasa Arab* 2, No. 1 (2016). h.6.

[14] Ariadi Muliansyah and R Umi Baroroh, "Interferensi Gramatika Maharah Kitabah Dan Penyebabnya Pada Mahasiswa Pascasarjana UIN Sunan Kalijaga," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 37.

this study can be formulated as follows: (1). What is the specification of a Constructivism-based Arabic textbook? (2). How is the Arabic learning process using a Constructivism-based Arabic Textbook? (3). How effective is a Constructivism-based Arabic textbook for Arabic writing skills?.

This study follows an experimental method using a quasi-experimental or quasi-experimental design model with pretest-posttest Control Group Design. The experiment was applied to students of the Arabic Language Education study program, Faculty of Tarbiyah and Teacher Training, at the University Islam Negeri Sumatera Utara, Medan, in the odd Semester of 2021-2022 academic year. Thirty-two participants were chosen as a sample of a total population of 97 people. The selection of this research sample was done randomly (purposive random sampling). Questionnaires and tests were employed as the instruments to collect the data, which were further analyzed using the SPSS 16.0 program.

Findings and Discussion

The results of this study are divided into 3 sub-discussions: (1). the specification of the Constructivism-based Arabic textbook, (2). Arabic learning process using Constructivism-based Arabic textbook, and (3). the effectiveness of a Constructivism-based Arabic textbook for Arabic writing skills.

Specifications of Constructivism-based Arabic Textbook

This textbook is entitled: ''العربية لمهارة الكتابة في ضوء النظرية البنائية'' (Arabic for Constructivism-based-Based Writing Skills). This title shows the specifics of this book, namely to increase the student's writing skills. The constructivism-based theory is implemented in this book. Constructivism-based is a theory that emphasizes the independence of students in building their understanding of learning materials.

This textbook consists of 12 Dars (Lessons), and each Dars contains the following topics. Firstly, Learning Objectives consist of (a) ability to read examples of Arabic sentences according to the structure of each Dars, (b) ability to analyze the structure of Arabic as examples of Arabic sentences according to the structure of each Dars, (c) ability to write Arabic sentences, paragraphs and phrases according to the structure of each Dars. For examples:

أهداف الدرس :

يتوقع بعد انتهاء هذا الدرس أن يتمكن الطلبة من :

قراءة الأمثلة أو النصوص التي تتضمن فيها المبتدأ + الخبر.

تعيين أنواع الخبر من الأمثلة المقروءة أو المسموعة.

تعين مطابقة المبتدأ مع الخبر.

تطبيق تركيب المبتدأ + الخبر في الجمل الوظيفية.

Next, the book presents examples of Arabic sentences according to the structure of each Dars. The specifications for the examples above are applicable or functional, and they are often found or used by students in daily conversation or in reading texts in Arabic books. The number of examples contained in each Dars varies, depending on the volume of material to be explained. The examples can be 16 or up to 24 examples. For examples:

اقرأ الأمثلة التالية:

مبتدأ   +   خبر

الأستاذ حاضر في الفصل.

المدرستان حاضرتان في المناقشة

الطالبون مجدون في القيام بالبحوث العلمية.

المهندسات ماهرات في بناء المشروع.

أولئك الذين شاهدوا الحادثة.

Then, the book presents a task to rewrite all of the examples. The specifications of this book are also seen in the order of learning the obligation to rewrite the examples that have been given previously. The instruction to rewrite the examples is a process of developing an understanding of the sentences because students will understand the correct structure of the sentences through writing. Example:

اكتب الأمثلة السابقة.

الرقم   الأمثلة

....

....

....

....

....

Next, the book presents guidance on the formation of thoughts and/or understanding. This sub-chapter describes an explanation related to the characteristics of each component of the Arabic sentence structure, and the relationship between words in the Arabic sentence, such as the forms of *mubtadâ'*, *khabar*, *fâ'il*, *maf'ûlbih*, *nâibul fâ'il*, and so on. Unlike other books, this book does not explain the ta'rîf/definition of the components of the BA sentence structure described. It does not include the explanation of *ta'rif mubtadisâ'*, *khabar*, *fâ'il*, *maf'ûlbih*, *nâibul fâ'il*, and so on, but it only explains the characteristics of each sentence. For examples:

إن الأمثلة المكتوبة بخط أسود غامق فيما سبق فهي المبتدأ + الخبر، تأملها وناقشها مع زملائك حتى تعرف من خلالها أنواع الخبر. والخبر إما أن يكون:

حالة الخبر	الرقم
اسم معرب (مفرد، مثنى، جمع)	
اسم مبني (ضمير، اسم أشارة، اسم موصول)	
شبه جملة جار ومجرور، ظرف)	
جملة اسمية (مبتدأ + خبر)	
جملة فعلية (فعل + فاعل)	
يتعدد (٢، ٣، ٤، وهلم جرا)	
مقدم على المبتدأ جوازا إما: اعطاء صدارة لمعنى الخبر الخبر وصف والمبتدأ سبقه حرف نفي أو اسفتهام المبتدأ معرف والخبر شبه جملة	
مقدم على المبتدأ وجوبا، إما: المبتدأ نكرة غير موصوف ولامضاف، والخبر شبه جملة. الخبر من أسماء الاستفهام اتصل المبتدأ بضمير يعود على بعد الخبر	
محذوف: كان المبتدأ بعد لولا كان المبتدأ صريحا في القسم	
يطابق المبتدأ في: العدد (الإفراد والتثنية والجمع) النوع (المذكر والمؤنث)	

Then, the book presents the Evaluation section, and it consists of: (a). guided writing practice of Arabic sentences according to a certain structure/*tarkîb* with all its types. At the end of each chapter, several tasks are arranged to write Arabic examples according to the structure/*tarkîb* studied in that chapter. For examples:

التدريب-٣: اكتب جملا مفيدة ووظيفية معتمدا على المواقع الإعرابية التالية:

	+	خبر	مبتدأ	الرقم
	+	اسم معرب	معرب / مبني	
		....		.
		....		.

Besides, there are also writing exercises for picture description, such as a task that asks students to write several sentences that match the structure/*tarkîb* studied in the chapter. For examples:

التدريب-١: اجب عن السؤال في الصورة التالية ودل من السؤال تركيب المبتدأ والخبر.

Furthermore, guided writing practice in Arabic is following the predetermined title. Finally, in each chapter, there is a semi-guided writing evaluation. It is called semi-guided writing because students are told to write freely; anything that comes to their mind and the conditions that they are experiencing. However, the topic and the number of words, and the repetition of the sentence structure/*tarkib* must be determined in the writing. For examples:

التدريب-٣: صف مدينة في بلاد آخر من حيث الأماكن السياحية حولها، باهتمام النقاط التالية:

لا تقل من ١٠٠ كلمة.

تكرر فيها ١٠ تركيب على الأقل من "المبتدأ + الخبر".

واسطر كل تركيب "المبتدأ + الخبر".

الإجابة:

....

....

Next, the book presents the Textbook Content. The content or topic of textbook discussion is presented in the form of an Arabic *Tarkib*, such as " فعل + " …. + مفعول به + فاعل". This is the specification of this book because the aim is to train students to write Arabic sentences according to the correct structure/*tarkib*. This book consists of 12 topics, namely:

Lesson 1: ١- "المبتدأ + الخبر" تركيب

Lesson 2: ٢- "المبتدأ + الخبر" تركيب

Lesson 3:١- "فعل + فاعل + مفعول به /جار مجرور" تركيب

Lesson 4:٢- "فعل + فاعل + مفعول به /جار مجرور" تركيب

Lesson 5:١- "فعل + نائب الفاعل + جار مجرور" تركيب

Lesson 6:٢- "فعل + نائب الفاعل + جار مجرور" تركيب

Lesson 7:١ – "كان وأخواتها + اسمها + خبرها" تركيب

تركيب "كان وأخواتها + اسمها + خبرها" - Lesson 8:٢

تركيب "إنَّ وأخواتها + اسمها + خبرها" - Lesson 9:١

تركيب "إنَّ وأخواتها + اسمها + خبرها" - Lesson 10:٢

تركيب "منعوت + نعت" وتركيب "معطوف+حرف عطف+ عطف":Lesson 11

تركيب "مؤكد + توكيد" وتركيب "مبدل منه + بدل":Lesson 12

The Learning Process of Arabic Textbooks Based on Constructivism-based

As a result of the Covid-19 pandemic, the learning process using a Constructivism-based Arabic textbook was carried out online to assess its effectiveness. As a form of quasi-experimental, the learning process was carried out in 7 (seven) meetings. The first meeting was about the explanation related to the learning process and implementation of the Pretest, meeting two to meeting five were used to deliver the teaching materials (experiment), and the seventh meeting was for the closing and the post-test.

The learning media used were Zoom and WhatsApp (WA). Zoom was used to explain the lessons in each *Dars*. Meanwhile, WhatsApp (WA) was used for delivering the Pretest and Posttest, Arabic writing practice, and formative evaluation.

The Results of Expert Validation Test

Three experts/validators were asked to test the validation of the Constructivism-based Arabic textbook. Each of which gave the following assessment:

Table 1. Validator Assessment Results

	Validator (n)	Score (x)	Quality
1	Validator – 1 (bidang desain)	3,62	Baik Sekali
2.	Validator – 2 (bidang materi)	3,62	Baik Sekali
3.	Validator – 3 (bidang materi)	3,75	Baik Sekali

Notes:

3.5 – 4.0 = very good   3.0 – 3.4 = good

2.5 – 2.9 = not bad   2.0 – 2.4 = need improvement

0.0 – 1.9 = not good

To calculate the average score given by the validators, the following formula was used:

$$x = \frac{\sum x^1\, x^2\, x^3}{3}$$

$$3,65 = \frac{3,62 + 3,62 + 3,72}{3}$$

Thus, it can be seen that the level of validation of an Arabic textbook according to all validators is considered very good.

The Results of Experiment

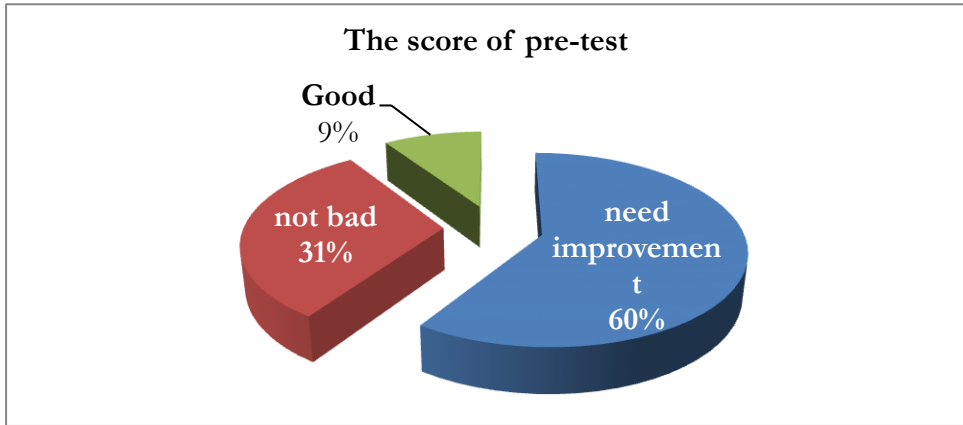Based on the Pretest and Posttest carried out for 32 students, the results can be seen as follows:

The score of pre-test

Good
9%
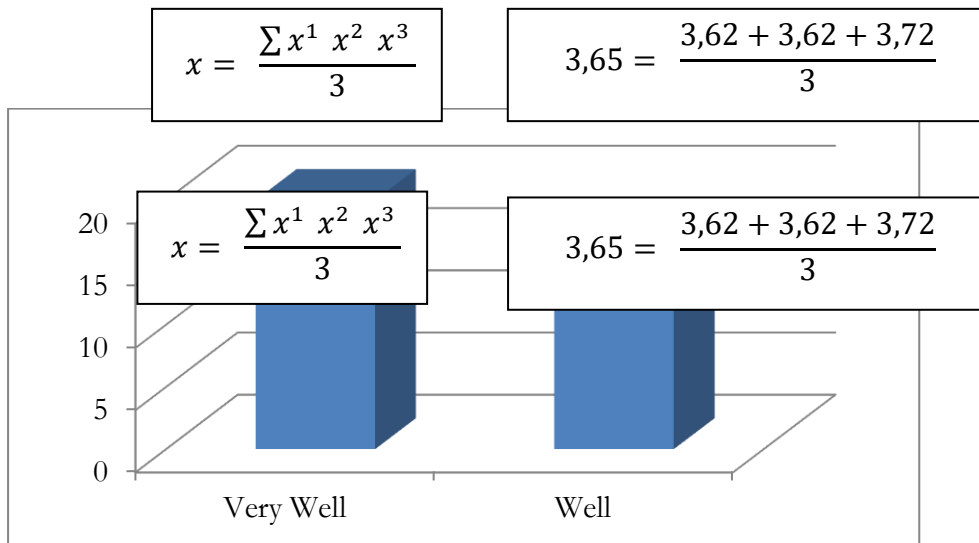
not bad
31%

need
improvemen
t
60%

Figure 1: The score of the Pre-test

$$x = \frac{\sum x^1 \ x^2 \ x^3}{3}$$

$$3{,}65 = \frac{3{,}62 + 3{,}62 + 3{,}72}{3}$$

$$x = \frac{\sum x^1 \ x^2 \ x^3}{3}$$

$$3{,}65 = \frac{3{,}62 + 3{,}62 + 3{,}72}{3}$$

20
15
10
5
0

Very Well   Well

Figure 2. The score of the post-test

The results of the Normality Test

Normality test results can be seen through SPSS statistical analysis:

Table 2: Normality Test

Normality Test						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.095	32	.200*	.937	32	.062
Posttest	.111	32	.200*	.964	32	.358
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The basis of decision-making is as follows. First, if the value of sig. is greater than 0.05, the data is normally distributed. Second, if the value of sig. is smaller than 0.05, the data is not normally distributed.

Based on the table above, the decision-making using the Shapiro Wilk normality test because df is less than 50. It can be seen that the value of Sig. for the pretest of 0.062 and the value of Sig. for the Posttest of 0.358. Because the value of Sig. for the two groups is > 0.05, then as the basis for decision making in the Shapiro Wilk normality test, it can be concluded that the data from the Pretest and Posttest results are normally distributed.

Paired Sample T-test –test

Paired Sample T-test can be seen in the following table:

Table 4: Paired Sample T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.5313	32	5.74167	1.01499
	Posttest	88.2188	32	5.24702	.92755

In the table above, a summary of the descriptive statistical results of the two samples studied can be seen, namely the Pretest and Posttest scores. For the Pretest score, the result obtained indicates an average score or Mean of 68.5313. Meanwhile, the Posttest score obtained indicates an average value of 88.2188. The number of respondents or students used as the research samples is 32 students. The score of Std. Deviation (standard deviation) on the Pretest is 5.74167 and Posttest is 5.24702. For the value of Std. The mean error is 1.01499 for the pretest and 0.92755 for the posttest. Because the average score of learning outcomes in the Pretest is 54.62 < Posttest 67.69, it means that descriptively there is a difference in the average learning outcomes between the Pretest and the Post Test results, as it can be seen in the following table:

Table 5: Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	.604	.000

The output above shows the results of the correlation test or the relationship between the two data or the relationship between the Pretest variable and the Posttest variable. Based on the output above, it can be seen that the correlation coefficient (Correlation) is 0.604 with a significance value (Sig.) of 0.000. Because of the score of Sig. 0.000 is smaller than the probability of 0.05, it can be said that there is a relationship between the Pretest variable and the Posttest variable.

To see the effect of using Constructivism-based-based Arabic textbook in improving students' Arabic writing skills (*mahârah kitâbah*), the statistical analysis using Paired Samples Test was used as shown in the following table:

Table 6: Paired Samples Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.68750	4.90844	.86770	-21.45718	-17.91782	-22.689	31	.000

The formulation of the Research Hypothesis is as follows: Ho = There is no average difference between the results of the Pretest and Posttest. This means that there is no effect of the use of an Arabic Textbook developed with Constructivism-based theory on the improvement of writing skills (*mahârah kitâbah*) in seventh-semester students of the Arabic Education program at the Faculty of Tarbiyah and Teachers Training, Universitas Islam Negeri Sumatera Utara in 2021-2022 academic year.

Ha = there is an average difference between the results of the Pretest and Posttest, which means that there is an effect of the use of an Arabic Textbook developed with Constructivism-based theory on the improvement of Arabic writing skills (*mahârah kitâbah*) in the seventh-semester students of the Arabic Education Program in the Faculty of Tarbiyah and Teachers Training, at the Universitas Islam Negeri Sumatera Utara, Medan in 2021-2022 academic year.

The decision-making guidelines in the paired sample t-test are as follows. If the value of Sig. (2-tailed) < 0.05 or If the value of t count > t table, then H0 is rejected and Ha is accepted. On the other hand, if the value of Sig. (2-tailed) > 0.05 or the value of t count < t table, then H0 is accepted and Ha is rejected.

Based on the "Paired Samples Test" output table above, it can be seen that the value of Sig. (2-tailed) is 0.000 < 0.05, then H0 is rejected and Ha is accepted. Therefore, it can be concluded that there is an average difference between pretest and posttest which indicates that there is an effect of using an Arabic textbook developed with Constructivism-based theory on the improvement of Arabic writing skills (*mahârah kitâbah*) in the seventh-semester students of the Arabic Education Program, in Faculty of Tarbiyah Teachers Training, at the Universitas Islam Negeri Sumatra Utara in 2021-2022 academic year.

Based on the "Paired Samples Test" output in the table above, it can be seen that the t count is negative, which is -22,689. The t count is negative because the average score of the Pretest is lower than the average score of the Posttest. In this case, a negative t-count indicates a positive meaning, so the score of t count is 22,689. Thus, because the t arithmetic value is 22.689 > t table 2.03693, then as the basis for the decision above, it can be concluded that H0 is rejected and Ha is accepted. Therefore, it can be concluded that there is an average difference between pretest and posttest, which means that there is an effect of using an Arabic textbook developed with Constructivism-based theory on the improvement of Arabic writing skills (*mahârah kitâbah*) in the seventh-semester students of the Arabic Education Program, in Faculty of Tarbiyah and Teachers Training at the Universitas Islam Negeri Sumatra Utara in 2021-2022 Academic Year.

The output table above shows the mean score of Paired Differences which is -1968750. This score indicates the difference between the Pretest score and the Posttest score or 68.5313 - 88.2188 = -19.68750, and the differences are between -21,45718 to -17.91782 (95% Confidence Interval of the Difference Lower and Upper).

The Specification of Arabic Textbook Based on Constructivism-based

Based on the title of this textbook, the book focuses on developing Arabic writing skills. There are 4 (four) skills (*mahârah*) in Arabic, namely *mahârah istimâ'* (listening skill), *mahârah kalâm* (speaking skill), *mahârah qirâ'ah* (reading skill), and *mahârah kitâbah* (writing skill). This textbook focuses on one of the four skills (*mahārahs*) mentioned above.

Based on the learning objectives of Arabic, there are 2 (two) types of learning objectives, namely Arabic for general purposes (العربية للحياة) and Arabic

for specific purposes (العربية لأغراض خاصة). *Al-'Arabiyah lil Hayât* (Arabic for general purpose) is learning Arabic to meet the needs of daily life in which Arabic becomes a means of communication for daily life. Meanwhile, *Al-'Arabiyah lil Aghradh Khashshah* (Arabic for a specific purpose) is learning Arabic for a specific purpose, namely for the benefit of using Arabic in a specific field/job/profession, such as in the fields of tourism, diplomatic, politics, business, and so on. Mahmud 'Usyary in al-Jarrah[15] explains that:

تعليم اللغة في البرامج العامة التي تشمل قطاعا من الجمهور معدد الوظائف، والخصائص، والاهتمامات، وغير ذلك من أمور يختلف فيها هذا الجمهور، باستثناء شيء واحد يلتقون عنده، ويمثل قدر المشترك بينهم، ألا وهو أنهم يتعلمون اللغة لقضاء شؤونهم في الحياة بشكل عام. ومع هذا الجمهور يصعب تحديد الحاجات اللغوية الخاصة إلا أن تكون متصلة بالمواقف الحياتية العامة (في السوق، في المعهد، في دور العبادة، في السفر... إلخ.

Thus, this textbook does not meet the category of *al-Árabiyah lil Aghradh Khashshah* because the Arabic lessons in the textbook are not for one specific field or profession as mentioned above. On the other hand, this textbook is not prepared to master all Arabic language skills in a balanced way, but rather to build Arabic writing skills. In percentage, 85% of the content of this textbook aims to build Arabic writing skills, so this textbook is still in the category of *al-Árabiyah lil Hayât*, but the *mahârah kitâbah* characterizes this textbook.

This book has four characteristics. First, the book provides applicable and/or functional examples that will be analyzed inductively; the examples are often found or used by students in daily conversation or in reading texts in Arabic books. Second, the assignment given is to rewrite all related examples. Third, the guidance is given in the form of thought construction and/or understanding. Fourth, the guided writing of Arabic sentences is according to the structure/*tarkîb*.

These four characteristics are in line with the concept of Constructivism-based theory. Among the characteristics of Constructivism-based learning is learning using inductive methods, namely drawing conclusions from specific things to reach general conclusions. This textbook provides several examples to be analyzed and concluded. In this textbook, the sub-topic "Guidance for the formation of thoughts and/or understanding is given."

In addition, the examples are also applicable and/or functional, and they are often found or used by students in daily conversation or reading texts in Arabic books. This is also in line with the concept of constructivist learning, namely linking the knowledge that students already have with the material being studied so that they learn through the process of constructing knowledge, and

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[15] Muhammad Ibrâhîm Muhammad Al-Jarrâh, "Ta'lîm Al-Lughah Al-'Arabiyah Li Al-Nâthiqîna Bi Ghairihâ Li Aghrâdh Khâshshah Lughat Al-Siyâsah Namūzajan" (*Thesis*: University of Jordan, 2018). h. 4.

integrating learning with realistic and relevant situations by involving concrete experience.

The findings of this study are relevant to Hudoyo's opinion about the characteristics of a Constructivism-based learning theory. First, it provides a learning experience by linking the knowledge that students already have in such a way that they learn through the process of constructing knowledge. Second, it provides alternative learning experiences in which students do not work on the same task, for example, a problem can be solved in various ways. Third, it integrates learning with realistic and relevant situations involving concrete experiences. Fourth, it integrates learning, so it enables social transmission, namely the interaction and cooperation between a person with another person, or with the environment. Fifth, it utilizes various media, including oral and written communication, so learning becomes more effective. Sixth, it involves students emotionally and socially, so learning becomes more interesting and students get motivated to learn.[16]

The assignment to rewrite all the related examples is an elicitation process in Constructivism-based theory. The meaning of elicitation is an effort to get something. It is also known as the exploration process. In the activity of "rewriting", there is a process of forming understanding because students are involved.

The findings of this study are following Suparno's opinion, in Driver and Oldman in Matthews: "The characteristics of Constructivism-based theory-based learning include the following things". First, students are allowed to increase their motivation in learning a topic, which is known as Orientation. Second, students are encouraged to describe the results of their thoughts clearly by discussing, writing, making posters, and so on, and this is known as Elicitation. Third, students can develop new thoughts and evaluate them, and this is known as Idea Restructuring. Fourth, learners can use ideas in many situations. Fifth, students try to improve the idea so that it is more perfect, and this is known as Review."[17]

Furthermore, one form of evaluation at the end of each chapter in this textbook is guided writing of Arabic sentences following certain structures/*tarkîb* with all its types. This evaluation aims to train students to write Arabic following the Arabic structure or *tarkâb*. If a student can write down several Arabic examples based on the correct *tarkib* arrangement, this is an indicator that students have mastered the *mahârah* kitabah well.

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[16] Hudoyo, *Strategi Belajar Mengajar Matematika* (Malang: IKIP Malang, 1990.) h. 7-8.
[17] Paul Suparno, *Filsafat Konstruktifisme Dalam Pendidikan* (Yogyakarya: Kanisius, 2007) h. 69-70.

It is called guided writing because the examples of Arabic sentences are tied to several established indicators which must be fulfilled. The instruction of constructing sentences must meet the conditions in that the word functioned as *mubtada'* must be in the form of *mu'rab* or *mabni*, and the khabar must be in the form of *isim mu'rab*. If the sentence created by the student does not match the indicator, then it is certainly incorrect even though it may not be structurally incorrect.

Besides, there are other forms of guided writing in this book, namely describing pictures. The form of guided writing in this textbook has been relevant to the characteristics of theoretically guided writing. According to Nasution, guided writing skills include the following. First, some words are sorted into perfect sentences. Second, sentences are constructed from a picture. Third, sentences are arranged based on vocabulary. Fourth, sentences are sorted into paragraphs. Fifth, objects or pictures are described based on questions. Sixth, a single image is described. Seventh, a series of images is described. Eighth, a paragraph is composed based on the question.[18]

The Learning Process Using Constructivism-based-Based Arabic Textbook

As mentioned in the sub-chapter of the research findings, the Arabic learning process using a Constructivism-based-based Arabic textbook at Universitas Islam Negeri Sumatera Utara was carried out online (distance learning) due to the covid-19 pandemic.

The use of Zoom and WhatsApp media is unavoidable because these two media are considered the simplest but most efficient in online learning. Harnani[19] stated that "The simplest thing that can be done by teachers is to use WhatsApp group. WhatsApp is suitable for novice online students because the operation is very simple and easy for students to access. As for online teachers who have more enthusiasm, they can improve their abilities by using various online learning applications."

Basically, as an experiment, online learning is not a recommended option because online learning has high limitations, for example, it cannot directly observe student activity, except only through the screen of the device used.

In learning to write Arabic, the teacher or lecturer must see the students' activities in writing Arabic sentences directly to ensure that the sentences written

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[18] Nasution and Zulheddi, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme Di Perguruan Tinggi." *Arabi: Jurnal of Arabic Studies*, Vol. 3 No. 2. 2018, h. 130. DOI: http://dx.doi.org/10.24865/ajas.v3i2.96

[19] https://bdkjakarta.kemenag.go.id/berita/elektron-daring-di-masa-pandemi-covid-19

by the students are the students' work, not someone else. According to Riana[20], "One of the requirements for online learning is that students must have initial skills in the form of good ICT mastery that is used as a tool for learning. Thus, if students have bad reading and writing skills, the students are not suggested to learn online. It will be more suitable to use traditional classes which are directly guided by the teacher."

In addition, a poor network connection is also a big problem. Lecturers and students often experience problems, such as they cannot connect to the internet network, so online learning is disrupted.

To overcome this limitation, the researchers provide complete modules or textbooks for students to study outside of the learning period, so that inadequate material explanations as a result of time constraints can be overcome by implementing independent and group study.

The effectiveness of Constructivism-based-Based Arabic textbook

According to all the experts or validators, they gave a very good score for the Constructivism-based-based Arabic textbook. Likewise, the results of hypothesis testing, statistical calculations show that based on the "Paired Samples Test" output table, it can be seen that the value of Sig. (2-tailed) is $0.000 < 0.05$, then H0 is rejected and Ha is accepted. Thus, it can be concluded that there is an average difference between pretest and posttest learning outcomes, which means that there is an effect of using an Arabic textbook developed with Constructivism-based theory on the improvement of students' Arabic writing skills (*mahârah kitâbah*).

Likewise, based on the "Paired Samples Test" output table, it can be seen that the t count is negative, which is -22.689. The t count is negative because the value of the Pretest learning outcomes is lower than the Posttest learning outcomes. In this case, a negative t-count indicates a positive meaning, so the value of t-count is 22,689. Thus, because the t arithmetic value is 22.689 > t table 2.03693, as the basis for decision making, it can be concluded that H0 is rejected and Ha is accepted. It can be concluded that there is an average difference between pretest and posttest learning outcomes, which means that there is an effect of using an Arabic textbook developed with Constructivism-based theory on improving students' Arabic writing skills (*mahârah kitâbah*).
These results indicate that the mean value of Paired Differences is -1968750. This value indicates the difference between the Pretest average and the Posttest average or 68.5313 - 88.2188 = -19.68750, and the difference between the differences is between -21,45718 to -17.91782 (95% Confidence Interval of the Difference Lower and Upper).

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[20] https://www.librar.ut.ac.id/lib/wp-content/uploads/pdfmk/TPEN4401-M1.pdf

The effectiveness of using Constructivism-based theory in the development of learning elements and/or components has been proven by several previous studies. The findings of this study are following or relevant to previous studies. In other words, the research results support the theory that indicates the effective use of Constructivism-based theory for learning.
Among the results of research or related theories, Nasution explained that "the *nahwu* learning model developed with Constructivism-based theory has a major influence on improving student learning outcomes in Arabic courses. This is evident from the increase in the value of the Posttest to the Pretest."[21]

Likewise, the results of research by Hamid et al. show that "the increase in learning outcomes after using Constructivism-based-based textbooks is very significant, perfect, and has an effect on increasing student competence in mastering Arabic as a whole."[22]

The effectiveness of using this theory in learning in higher education can be seen from several factors. First, Constructivism-based theory requires a background or previous knowledge. Meanwhile, the *mahârah kitâbah* learning is the highest Arabic learning skill. Previously, students studied three maharah, namely *istima* ', *kalam*, and *qira'ah*. Thus, students already have sufficient basis and materials to learn *maharah kitabah* in Arabic through experimental activities, and so on.

The process of student inquiry through studies and experiments is one of the characteristics of Constructivism-based-based learning as mentioned by Thobroni and Mustafa. First, it provides opportunities for learners to build new knowledge through involvement in the real world. Second, it encourages learner ideas as a guide for designing knowledge. Third, it encourages cooperative learners. Fourth, it encourages and accepts the effort and results obtained by the learner. Fifth, it encourages students to ask questions and have a dialogue with the teacher. Sixth, it considers learning as a process that is as important as learning outcomes. Seventh, it encourages the process of learner inquiry through study and experiment.[23]

Second, the use of this theory for learning material in higher education is very relevant because students are high school graduates and already have sufficient knowledge and learning experience when they are in school.

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[21] Sahkholid Nasution, *Namûzaj Tadrîs Al-Nahwi Al-Qâim 'Alâ Al-Ta'Allum Al-Binâiy* (Medan: Perdana Publishing, 2021). h. 243.

[22] M. Abdul Hamid, Danial Hilmi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa." *Jurnal Arabi, Jurnal of Arabic Studies*, Vol. 4, No. 1. 2019, h. 113. DOI: http://dx.doi.org/10.24865/ajas.v4i1.107

[23] Muhammad Thobroni dan Arif Mustofa, *Belajar Dan Pembelajaran, Pengembangan Wacana Dan Praktek Pembelajaran Dalam Pembangunan Nasional* (Yogyakarta: Ar-Ruzz Media, 2011). h. 109.

The semester credit system in universities requires students to study independently. In the National Higher Education Standard, Number 3 of 2020 Article 19 paragraph 1 point a, b and c, it was stated that the meaning and implementation of 1 credit in the learning process in the form of lectures, responses, or tutorials, and it consists of over 50 minutes per semester per week, 60 minutes for structured assignment activities per semester, and 60 minutes of independent activities per semester. This rule is relevant to Constructivism-based-based textbooks which are packed with many exercises so that students can build their understanding and thinking independently.

Third, student concentration is also a supporting factor for the effectiveness of this textbook because this textbook was tested on seventh-semester students. In this semester, students have prepared to write a Final Project (Thesis) in Arabic. Thus, students' desire to be able to write a Final Project in Arabic encourages students' interest and motivation to master this textbook well. Because of the strong motivation and interest, students are encouraged to study this textbook well.

Fourth, the selection of Constructivism-based theory for learning *mahârah kitabah* is very relevant because writing skill is a process to put thoughts into symbols and requires a logical and systematic way of thinking as well as previous experience and knowledge. This is following my personal opinion, that the use of Constructivism-based theory in Arabic learning is more appropriate in learning *mahârah qirâ'ah* and *kitâbah* because learning in the context of Constructivism-based theory requires a basis or previous experience.[24]

Limitations of the study

There are some limitations to this study. First, the learning process or testing of the Constructivism-based-based Arabic textbook is carried out online due to the COVID-19 pandemic. The learning or testing of this textbook should be carried out offline or directly. It is realized that online learning has weaknesses compared to offline learning. It can be assumed that the effectiveness of this textbook will be higher if the application process is carried out offline because writing skills require intensive guidance from teachers or lecturers.

This book used a pretest and posttest design with a one-class model. This was done due to the limitations of interacting with students directly due to the COVID-19 pandemic. It would be better if the process of testing/experimenting this textbook was carried out using two classes; experiment and control class with pretest and posttest designs.

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[24] Pribadi, *Model Desain Sistem Pembelajaran.* Cet: III; (Jakarta: PT. Dian Rakyat, 2011), h. 71.

Conclusion

The specification of a Constructivism-based-based Arabic textbook can be described in the following sentence: ''القراءة وكتابتها والتحليل مع كتابة جديدة''. This sentence describes the flow of presentation of material in a textbook entitled ''العربية لمهارة الكتابة في ضوء النظرية البنائية''. It is called ''القراءة'' because each chapter is presented in advance several sentences that are functional for students to read. It is called ''كتابتها'' because students are asked to rewrite the entire sentence that has been read previously as an initial stage of building understanding. It is called ''التحليل'' because students are invited to analyze all sentences that are examples, both in terms of form and relationships between words in sentences. It is called ''كتابة جديدة'' because students are invited to make/assemble several new sample sentences according to the Arabic *tarkîb*.

The Arabic learning process using a Constructivism-based-based Arabic textbook was carried out online using Zoom and Whats App media. This learning process is known as "Nyari Zoom Analis Dewa" as short for "Material Presentation with Zoom, Writing Practice with WA (Literally translated as "Presenting the material through Zoom, carrying out the writing practice through WhatsApp)". The provision of this term is a characteristic of the Arabic learning process by using a Constructivism-based-based textbook during the covid-19 pandemic.

A Constructivism-based-based Arabic textbook for Arabic writing skills is considered effective. The level of effectiveness is based on expert and validator assessment and the results of trials/experiments. Based on the results of the hypothesis, it was found that H0 is rejected and Ha is accepted. Therefore, it can be concluded that there is an average difference between the pretest and posttest learning outcomes. The difference can be seen from the average Pretest results which are lower than the average Posttest results. This means that the use of a Constructivism-based-based Arabic textbook is effective in increasing the students' ability to write Arabic (*mahârah kitâbah*).

This study suggested the following things. First, the use of this textbook is recommended to be used at the intermediate level (*mutawassith*) and even at the high level (*mutaqaddam*), but it is not for beginners (*mubtadi'*). This is because students who use this textbook must have sufficient knowledge about Arabic. The expected writing ability is no longer at the level of writing letters and words (*imlâ'*), but it is at the level of writing sentences and paragraphs (*insyâ'*). Second, it is recommended to use this textbook offline because writing skill requires assistance from teachers or lecturers. Teachers' assistance is one of the characteristics of Constructivism-based-based learning.

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