



Universitas Muhammadiyah Malang, East Java, Indonesia

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.6 No.2 August 2023, pp. 195-214



<https://doi.org/10.22219/jiz.v6i2.24346>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



izdihar.jurnalpba@umm.ac.id

Material Development as the Dominant Students Research Topic of the Arabic Language Education at Doctoral Program

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ARTICLE INFO

Article History:

Received: 11/01/2023

Revised: 05/08/2023

Accepted: 31/08/2023

Published: 31/08/2023

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ABSTRACT

The aim of this study was to classified the results of the dissertation, describe the research method, and the final findings. The research method used descriptive analysis with the main dissertation data for 2012 – 2022, using the Milles and Huberman model analysis technique. Research result was that the focus of the dissertation study spread to ulum al-lughah, and maharah al-lughah, however, it swelled to the development of teaching materials. The dissertation was written using qualitative and quantitative research models with the type of R&D development model adapted by Borg and Gall as the majority. The final dissertation formulation looked at the characteristics of the teaching materials in each approach, theory, and frame used. For the feasibility of teaching material products at a feasible level, and effectively improve language skills and knowledge. From the results of the assessment there was no expert validation which showed low results, and the effectiveness test failed

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Keyword

Dynamics-thought; Development; Learning Arabic; Dissertation.

مستخلص البحث

تهدف هذه الدراسة إلى تصنيف نتائج الرسالة ووصف طريقة البحث والنتائج النهائية. يستخدم أسلوب البحث التحليل الوصفي مع بيانات الأطروحة الرئيسية لعام 2012 - 2022 باستخدام تقنية تحليل نموذج ميلز وهوبرمان. نتيجة البحث امتد تركيز دراسة الأطروحة إلى أناشيد لغه وأمول لوعوه وماروه ، ومع ذلك ، فقد تضخم إلى تطوير المواد التعليمية. تمت كتابة الأطروحة باستخدام نماذج بحثية نوعية وكمية مع نوع نموذج تطوير البحث والتطوير الذي تم تكييفه بواسطة Borg and Gall. تبحث صياغة الأطروحة النهائية في خصائص المواد التعليمية في كل نهج ونظرية وإطار مستخدم. من أجل جدوى تدريس المواد على مستوى ممكن ، وتحسين المهارات اللغوية والمعرفة بشكل فعال. من نتائج التقييم لم يكن هناك التحقق من صحة الخبراء التي أظهرت نتائج منخفضة ، وفشل اختبار الفعالية

ديناميات الفكر: التطوير: تعليم اللغة العربية: البحث العلمي

كلمات أساسية

Please cite this article as Rosyidi, A.W., Sari, R.R., Adam, F.M., Fathoni, A. (2023). Material Development as the Dominant Students Research Topic of the Arabic Language Education at Doctoral Program. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 6(2), 195-214.

DOI: <https://doi.org/10.22219/jiz.v6i2.24346>

INTRODUCTION

Learning Arabic is currently getting a positive response in the midst of the Indonesian Islamic community. Nearly 99% of Islamic educational institutions in Indonesia have required students to learn Arabic (Batubara et al., n.d.). Apart from being a mandatory curriculum from the ministry of religion, this is accompanied by a high awareness by Indonesian Muslims of the importance of learning Arabic in the association of global society. Arabic, which was originally studied by the people of the archipelago as a need to learn to understand Religion (Al-Qur'an and Hadith), has now shifted as a means for studying science, communicating, diplomacy, politics, doing business, and many other functions it plays (Religion Affair of Indonesia, 2019).

Many scientific studies on curriculum, approaches, strategies, methods, techniques, teaching materials, media, evaluation, and others in learning Arabic have been carried out by students of the Arabic Language Education Doctoral Study Program in the form of scientific dissertations. The results of the study are neatly arranged in the library. The post-graduate library of Maulana Malik Ibrahim State Islamic University Malang ±205 Dissertations related to the study of Arabic language learning and has not been optimally utilized by the general public as information, especially learning observers, policy makers, Arabic teachers. Meanwhile scientific research in Arabic language education which is classified correctly according to the needs of learners will affect the improvement of the quality of Arabic language education (Setiawan, 2021). Among the problems that arise are that it has not been published optimally and the study on the work has not been clearly classified.

Relevant studies on the topic above have been carried out by Ghofur, (2017), the study departs from academic anxiety that thesis is only used as an annual ritual for graduation requirements, with research questions; what are the Arabic language education clusters studied, which clusters are already saturated and need to be abandoned to avoid repetition; What clusters are there still opportunities to become topics of study in the future; How is it adapted to new educational issues that are currently developing in society, and what are the methodological problems that are often found. Similar studies have been conducted by; Arifa & Al Faruq (2021) this study aims to describe the themes and research methods most in demand by students of the Arabic Language Education undergraduate program at UIN Maulana Malik Ibrahim Malang through corpus analysis linguistics.

The same research has also been carried out by (Setiawan, 2021). The research departs from the problem of ambiguity in the classification of fields of study in Arabic Language Education which causes student confusion in determining the fields of study in it. The aims of this research are to describe the

research fields of Arabic language education undergraduates at Central Java and Yogyakarta Universities, to describe the research methods of Arabic language education undergraduate programs at Central Java and Yogyakarta universities, and to make a concept map of the Arabic language undergraduate education research fields at the research locations, as well as the methods his research. This research is descriptive qualitative and quantitative.

From previous research studies, it was found that there were many similarities, especially in the object of study, namely academic or scientific writing, then mapped or classified, and also the methods used, so that the direction of students' tendencies in writing final assignments in the field of Arabic education was clearly illustrated (Duweiri, 2005). However, what is different in this study is classifying and formulating the findings from the object of dissertation study which is focused on teaching materials for learning Arabic that have been developed with various conceptual and theoretical perspectives. This research will focus on the most common type of dissertation made by Arabic doctoral students, namely the development of teaching materials. The suitability of the development of teaching materials will be seen in more detail, then its effectiveness and usefulness for users.

The purpose of this study was to identify and classify the results of the dissertation work, describe the research methods used in the writing, describe and formulate the final dissertation findings for students of the Arabic Language Education Doctoral Study Program at UIN Maulana Malik Ibrahim Malang. With this research it was possible to map the concept of the study in detail, and formulate the final dissertation findings so that they could easily be read, understood, and implemented in learning Arabic in Islamic educational institutions, especially in Indonesia.

METHOD

This research is a type of library research, because the primary data source is written materials in the form of dissertations from students of the Arabic Language Education Doctoral Study Program, UIN Maulana Malik Ibrahim Malang (2012-2022). And it is descriptive qualitative because it describes the object of research in detail and depth in verbal form with a study focus on the development of teaching materials (Arikunto, 2010). Data sources include primary data in the form of doctoral dissertations of Language Education Doctoral Study Program students, and secondary data in the form of books that are related to the object of research. Data collection techniques using documentation and interviews. Data analysis uses the Miles and Huberman (1992) model which consists of four steps

(Figure 1): 1) data collection, 2) data presentation, 3) data classification, 4) conclusion drawing:

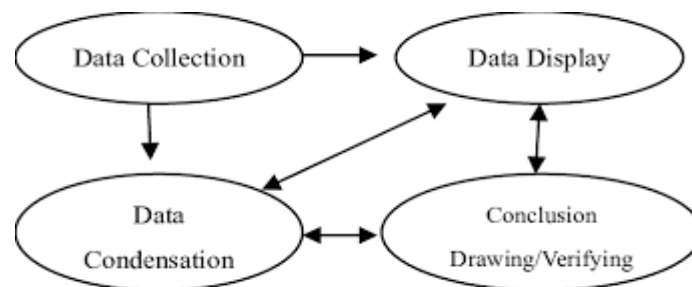


Figure 1. Milles & Huberman Model of Analysis

First, the researcher collected the dissertations from the Arabic language education doctoral program, then selected the data, analyzed the contents of the dissertation, classified and then presented categorized data for then in the final stage the conclusions of the process are described.

RESULTS & DISCUSSION

The focus of the dissertation study of Arabic Language Education Doctoral Study Program students

The focus of the dissertation study of students of the Arabic Language Education Doctoral Study Program at UIN Maulana Malik Ibrahim Malang tends to be on teaching materials compared to other objects from the scope of linguistics and learning. This data showed on the table below was the classification of dissertations around 10 years from 2012-2022.

Table 1. classification of dissertations 2012-2022

No	Classification of Dissertations	Amount
1	Teaching Material Development	72
2	learning methods, strategies, techniques, models and learning media	50
3	Evaluation of Arabic Learning	6
	Arabic learning management	7
4	Study of figures	8
	Arabic languageteaching skills	18
5	The other study	32

Table 1 Shows there are 72 dissertations out of 200 dissertations that have finished being tested choosing the study of teaching material development. Meanwhile, the 50 dissertations focused on learning methods, strategies, techniques, models and learning media. While 6 dissertations focus on evaluating Arabic language learning, 7 dissertations focus on Arabic language learning management, and 8 dissertations focus on the study of figures in the

development and thinking of Arabic and its learning. For learning Arabic, the fields of language elements and language skills were studied in 18 dissertations, and 32 dissertations focused on studies outside the area of learning Arabic, but still within the scope of linguistics such as; *Al Qiyam Al Falsafiyah Fil Adab Al Kabir Was Shoghir, Araa' Mahdi Makhzumi Fi Taisirin Nahwi, At Takafu' Inda Jurjaini, Nidhomu Munadhoroot Qatar Ala asaas 4c*.

The focus of study that was most in demand was the development of materials or teaching materials used in formal institutions starting from the elementary, junior and senior high school levels, as well as non-formal institutions such as Islamic boarding schools and Arabic language course institutions. The reason for the development was carried out with various backgrounds, including the unavailability of adequate textbooks, at least books that are not in accordance with the needs of students (Mubiina et al, 2021). This research is divided into two topics, namely linguistics and language skills, where each discussion will be detailed as follows:

The focus of the Dissertation of Arabic Language Education Doctoral Study Program Students

The focus of the Dissertation Study on the Development of Teaching Materials for *Ulum al-lughah*

Among the teaching materials developed by doctoral program students include *ashwat* (phonology), *sharaf* (morphology), *nahwu* (sintaks), and *balaghah*. Teaching materials are developed by sharing learning and language theories, approaches and learning principles. As is the development of *ashwat* science material with the concepts of *taqaabu al lughawi* and *tahlil al-akhta'*. This frame is used to develop material with the aim of helping students learn *ashwat* more easily, because it has identified sounds that are not the same in the language being studied, as well as focusing on sounds that are mispronounced.

While the development of *sharaf* material is carried out using a communicative and functional approach, with the aim of facilitating understanding of the concept of *sharaf* material. While the *nahwu* material which students perceive as difficult to understand is developed using a descriptive method approach, Sibaweh theory, renewal of Ibnu Madha's *nahwu* thinking, the differences between Kufah and Basroh nahwu, and android media, all done as an effort to make *nahwu* material simpler and easier to understand and can be studied anywhere with android media. The science of *dalalah* in this case focuses on *balaghah* material developed with various perspectives on learning theory and the use of other learning resources such as the *hadiths* of the Prophet Muhammad which were compiled in *arba'in nawawiyah* from the *balaghah* side, as well as the

use of *nusus adabiyah*. Besides that, contextual teaching and learning, cooperative learning, and constructivist learning approaches are also used in developing this material, and finally by using concept maps to make it easier for students to understand the material.

So far, the focus of developing phonology material carried out by doctoral students at UIN Malang has only been limited to error analysis and linguistic convergence between Indonesian and Arabic. While the focus of study for phonology has varied from year to year, for example teaching materials were developed using a web-based technological approach using lexical recognition tests, which have been standardized tests used by several foreign languages in the world (Salah et al, 2021). Besides that, the focus of phonological studies can also use an empirical approach which the data is taken and then read through correlation analysis and exploratory factor analysis (Miao and Kang, 2023). So that there are still many opportunities to develop phonology teaching materials or materials which should be developed by doctoral candidates in the field of Arabic.

Apart from phonology, what has received little attention is the development of morphological teaching materials. Developments that can be carried out besides using a communicative approach and a functional morphological approach, the development of morphology teaching materials can also keep up with current developments, namely digital teaching materials regarding word derivation in Arabic using a corpus approach with Bi-gram analysis (Haddad et al, 2023), other developments are still focused on the use of technology with morphological steamer analysis using the Arabic Morphology Information Retrieval (AMIR) approach to produce Arabic root words (Alnaied, 2020). This latest morphological scientific development has a tendency to utilize digital technology.

The focus of the Dissertation Study on the Development of Teaching Materials for *maharah al-lughah*

The development of *mufrodat (vocabularies)* teaching materials is carried out using pictorial *mufrodat* and a contextual approach. *Mufrodat* in this case was included by the researcher in the *maharah al-lughah* section because it has a role in providing initial capital to be able to practice language skills. These two approaches are very appropriate for producing *mufrodat* material for all levels of students. Meanwhile, *maharah al-istima'* (listening skill) material was developed by utilizing the original text taken from the owner of the language. There is very little interest in the development of *imaharah al-istima'* material, this is due to the many obstacles encountered in learning both at the elementary, middle and high levels. There is not much *maharah al-istima'* material available in accordance

with the applicable curriculum or even none. In the development of *maharah al-kalam* (speaking skill) material, it is studied with various approaches and frames used. Because *maharah al-kalam* is taught in almost all Islamic educational institutions, it has even become the main goal of learning Arabic. Among the approaches used are communicative, contextual approaches, multiple intelligence theory, Vicosky's theory, Al-Qur'an figurative language models, concept map card models, and material for special purposes (*al aghraad al khassah*).

From these approaches, theories and models it is possible to provide teaching materials that are in accordance with the vision and mission of the institution, and alternative learning resources to facilitate learning *maharah al-kalam*. For *maharah al-qiro'ah* (reading skill) material, it is developed by utilizing webside, Arabic cultural frames on the Qur'an, Qur'anic language styles, contextual learning theory, experimental learning theory, communicative approaches, and critical thinking models. Various approaches, models and theories, as well as other media used to develop this material with the aim of realizing the availability of teaching materials that are in accordance with students' abilities, and also to facilitate learning *maharah al-qira'ah*. *Maharah al-kitabah* (writing skill) material is the object of study that is most chosen by students of the Arabic language education doctoral program, because this material is easy to obtain and is widely taught as well as many learning resources that can be referred to.

Development of teaching materials using communicative, contextual, thematic learning, Active learning, with the frame of *tahlilul akhtho'al imlaiyah*, *al aghraad al khassah*, Islamic culture and local culture, critical thinking, and the National Education Standards Agency (BNSP), and by utilizing *mahfudhat* as material. With a variety of approaches, theories, and frames used, a lot of *maharah al-kitabah* material is produced, so that the availability of learning resources has a wider variety of choices. What has been done by the students of the Arabic Language Education Doctoral Program in choosing the focus of their research studies is very much in line with what has been put forward by linguistic experts and Arabic language learning experts such as; (Effendy, 2009) related to the scope of learning Arabic, and (Ainin, 2016) which states the object of study of language research, as well as Al-Gulayiani (2005: 9) which describes 13 fields of language studies.

Therefore, it can be concluded that the focus of the dissertation research study on doctoral program students at UIN Maulana Malik Ibrahim Malang is very much in line with what was stated by linguistics and language learning experts (Oliveira & Pacheco (2019). Apart from that, the discussion has reached transdisciplinary, namely in a study using various scientific disciplines, from the

beginning of solving the problem to finding the solution (Batmang, 2016). But the distribution of objects has not been evenly distributed throughout the *ulum al-lughah* and *maharah al-lughah*. The object of study tends to be the development of teaching materials, and is developed with certain approaches, methods, principles and frames.

Dissertation Research Methods for Arabic Language Education Doctoral Study Program Students

In conducting research, the selection of methods used by students of the Arabic Language Education Doctoral Program to complete the final dissertation assignment uses a variety of methods, almost all types of research and research methods are used. However, to develop teaching materials they mostly use the Research and Development (R&D) method with the Borg & Gall development model with the adaptation model. This selection is very appropriate because it is in accordance with the purpose and character of the problem to be answered and resulted from the research carried out. What students have done in choosing research methods to complete their final assignment is in accordance with what is suggested by experts or research experts in the field of language as revealed by Damayanti (2018); descriptive methods, historical methods, comparative methods, and contrastive methods as well as what Baker & Zubair (n.d) had said include: descriptive methods, historical methods, experimental methods, philosophical research, predictive research, social studies research, and creative research.

Final Findings of the Dissertation of Arabic Language Education Doctoral Study Program Students

Final Finding of *ulum al-lughah*

The formulation of the final findings in the study of the *ashwat* material field is stated; 1) The types of sound errors in students consist of pronunciation errors in the mad sound being short and the usual sound being pronounced long, and transposition of the articulation of letter sounds. Factors causing sound errors include environmental background, mother tongue intervention, and performance. 2) teaching materials developed from error analysis and arranged based on gradation patterns of vocabulary and perfect sentences, as well as available exercises effectively improve students' ability to pronounce Arabic phonology correctly. 3) teaching materials developed based on contrastive analysis of two speech sounds have a positive influence on student learning outcomes, where the competence of the majority of students, in the experimental class on the pronunciation of Arabic sounds, has experienced significant improvement.

Meanwhile, the formulation of the final findings for the development of *sharaf* teaching materials was stated; 1) Teaching materials in the form of communicative short stories are appropriate for use by students at Islamic boarding schools and fulfill the requirements as communicative teaching materials. 2) The teaching materials of *al-shraf al-tathbiqi* based on the perspective of *al-madkhal al-wadhifi* consist of learning objectives, teaching materials of *sharaf* II in the form of text, exercises, grammatical morphology, vocabulary, differences in teaching materials that are developed, based on experiences in students' daily lives. For the development of *nahwu* material it is stated; 1) *Nahwu* learning materials based on Syauqi Dhoif's thoughts make it easier for students, with themes covering; كلام واقسامه، فاعل، نائب الفاعل، مبتدأ، مفعول به وتوابع وخير، حال، مفعول به وتوابع. 2) Teaching materials that use functional examples are taken from verses of the Qur'an, Prophetic Hadith, sayings of the scholars', everyday expressions relating to Indonesian, Islamic and Arabic culture with clear language explanations presenting *nahwu* rules in an applicable, simple and easy way. Apart from that, it is accompanied by adequate and varied training by presenting some examples in *syakal*. 3) *Nahwu* teaching materials through reading texts (*tarkib* - phrases, sentence definitions - clauses, definitions - *i'rob*) greatly affect the needs of students and teachers to improve reading skills based on structural theory and have a big role for students' motivation in activities, enthusiasm, optimism, and their courage in the learning process.

Besides that, the final formulation of the development of *nahwu* material stated that; 1) *Nahwu* textbooks compiled using examples from the Al-Qur'an with the *istimbatiyah* method help students understand the Al-Qur'an easily. This material consists of fifteen lessons, and each lesson has examples, explanations, rules and exercises. 2) teaching materials developed by taking into account the different elements of Basra and Kufah; differences in words, terms and sentence structure comments caused by differences in study methods and Arabic material used in this regard, help students learn *nahwu* rules. 3) The concept of Ibnu Madha to facilitate *nahwu* by avoiding the theories of *amil* and *illa* in explaining *nahwu* and the benefits of the *nahwu* Ibnu Madha concept in developing learning materials can make it easier for students to learn *nahwu* independently through simplification by comparing the rules of Arabic and Indonesian. 4) The teaching materials are arranged based on the types of *nahwu* errors with the main characteristics consisting of sentence patterns, examples of *nahwu* errors, several exercises that can improve students' writing skills. 5) Development of *nahwu* teaching materials based on *manhaj washfi* which is based on visible language without deepening the interpretation of language and *nahwu* phenomena, and avoiding *amil*, *qiyas mantiq*, *illat i'rab mahalli* and *taqdiri*. The teaching materials

developed consist of 17 chapters, starting with examples, *nahwu* analysis, then concluding by bringing out *nahwu* rules and ending with exercises.

In the development of the Balaghoh science material, the formulation of the final findings was obtained; 1) In Arbain's Hadith, bayani language styles are found, namely tashbih majas (parables), Isti'arah (metaphor), Majaz Mursal (hypallage), Majaz 'Aqly (cognitive allegory) and kinayah (Metonymia). The style of language is found in 23 hadiths. The beauty of the bayani language style of Rasulullah SAW lies in the short, firm, hyperbolic expressions in expressing the meaning, the right choice of words and the personification that touches the heart are described in terms of aqidah, shari'ah and morals. The Prophet SAW as a teacher used majaz more often than direct expressions because it made the expressions firmer, clearer and could be felt by his companions, so that there was an incentive to follow Muhammad's instructions. Therefore, teachers can follow this style of language. This teaching material also has the characteristic of rhetorical appreciation of Arbain's hadith texts without leaving an explanation of the Balaghah rules. 2) Isti'arah teaching material (Bayan Science) by using the holy verses of the Qur'an is easier for students to understand because it is often read and memorized. 3) Balaghah teaching materials developed based on e-mind maps and social media with reinforcing elements can improve student learning outcomes in the Balaghoh course.

In developing of *balaghah* teaching materials there are also formulations that; 1) *Balaghah* teaching materials developed with the CTL approach have specifications; a) Systematically arranged from easy to difficult. b). Examples of *balaghah* sentences are closely related to the phenomena of everyday life c). The exercise pattern applied gives students the opportunity to think about building concepts and knowledge. d). The presentation ensures that students are always in an active atmosphere from the beginning to the end of the lecture. 2) Teaching materials developed in *balaghah* science have the following advantages; a) the point of view that forms the basis of linguistics which includes; semiotics, pragmatics and semantics; b) have a clear concept; c) having an appropriate curriculum that applies, d), can foster the interest of learners and stimulate them to learn; e) can support other courses such as morals and Sufism courses, f) respect the differences of individual learners; g) Strengthen the values prevailing in Indonesian society. In addition from above it is also stated that; 3) *Balaghah* science teaching materials developed on the basis of Malay culture can positively enhance student learning and interest. 4) *Balaghah* teaching materials developed using literary texts and appreciating the elements of beauty they contain and accompanied by adequate training can increase students' understanding in learning the material. 5) The development of *balaghah* teaching materials based on Vygotsky's social constructivism learning theory has core characteristics,

namely the learning objectives are based on the revision of Bloom's taxonomy, containing *hadith qudsi* texts, vocabulary meanings, *hadith* content, appreciation of rhetoric, principles and concepts, analysis exercises, class assignments and outside the classroom, and self-reflection.

The statement of conclusions that can be expressed is that the development of teaching materials carried out by students has not fully paid attention to the signs or rules for the correct steps (Brian, 2013), this can be seen from the way of writing the final conclusions both on the characteristics of the material being developed and the final findings stated. In addition, not all final conclusions suggest validation results as material feasibility for learning. As for the level of effectiveness and material efficiency, all the results of development trials were declared effective for used, none of which failed or declared ineffective as many as the other developments that showed of the effectiveness (Shabudin et al, 2014). There should be a complete explanation in the final conclusion or in the attachment related to the final product, which includes, Purpose. Material, Steps for Use, and complete and clear evaluation.

Final Finding of *maharah al-lughah*

The formulation of the final findings on language skills in the development of *mufradat* material as capital for all language masters states that; *mufradat* learning by using teaching materials developed based on a contextual approach is very effective in increasing student learning outcomes and interests. however, in this dissertation no clear formulation of the contextual approach has been found, both in terms of the characteristics of the material developed, the character of the contextual vocabulary and even the steps for using the developed material have not been raised so that the level of utilization is very small.

While in *maharah al-istima'* it is stated; the reality of learning listening skills is still far from the spirit of a communicative approach, this is indicated by six things a) Higher Education in Java uses different names for listening courses. b) The main objective of teaching listening is to train students to listen and pronounce Arabic. c) the material used for learning listening is mostly adopted from Arab countries. d) The themes of listening material in tertiary institutions follow the books used. e) Listening subject teachers use different teaching methods such as question and answer, quizzes between students, language games, and giving assignments. f) The assessment used by campuses in Indonesia revolves around measuring students' ability to understand what is being listened to, both orally and in writing. Even though it has been well identified what is needed, the development has not been carried out optimally so

that in the final findings everything that should be developed has not been fulfilled, including how to use the material.

In *maharah al-kalam*, the formulation of the final findings was found; 1) Arabic with the specific aim of proficient in speaking Arabic for Nursing Academy students has eligibility to use. 2) The use of Arabic speaking skills teaching materials for Higher Education which is developed with a contextual approach can help improve students' competence in Arabic speaking skills, 3) Teaching materials developed using *al-amthal al-arabiyah* to strengthen students' moral values make it easier in *maharah al-kalam*, 4) Arabic teaching materials for speaking skills that are integrated with word cards and pictures based on a contextual approach can help improve the speaking skills of PGMI Study Program students, 5) *Maharah al-kalam* materials based on religious themes with a communicative approach can color objectives, materials, activities and evaluation of this material. 6) *Maharah al-kalam* teaching materials developed with *aqidah*, sharia & morals using cards & concept maps are developed based on student needs & in harmony with the characteristics of students.

From the conclusions of these final findings, it can be explained that each of the *maharah al-kalam* material developments has been carried out well, but if traced to the existing dissertation documents, the principles of the characteristics of good teaching materials have not been explained in detail. most of the final results only mention the level of feasibility and effectiveness of the material. This causes no follow-up use of the material that has been produced. Therefore, it is necessary to further elaborate the development procedures used in order to find good material formulations that are easy to use by interested parties.

For *maharah al-qira'ah*, the final dissertation formulation was found as follows; 1) *Maharah al-qira'ah* teaching materials using quipperschool online media are developed based on the principles of effective technology to improve the reading skills of students who have a high-level Global Reading Strategies online reading strategy, and *maharah al-qira'ah* teaching material products can be used in a virtual *madrasah* environment, 2) Materials teaching Arabic of *maharah al-qira'ah* based on Kalimantan culture for MTs students - in Palangkaraya is developed from the curriculum used and according to students' interests, 3) Teaching material for *maharah al-qira'ah* using a communicative approach to intensive Arabic language learning at UIN Imam Bonjol Padang has effectiveness. 4) Development of *maharah al-qira'ah* teaching materials based on the CTL approach with *fiqh* and *ushūl fiqh* materials in accordance with student life so that students can easily understand and accept them. The material was developed by adapting Arabic textbooks in the form of a). simplification, b). declarative sentences, c). paragraph deductive, d). informative narrative, e). objective test, and f). multiple tests. it is effective and makes it easier for them

to learn, 5) Additional Arabic teaching materials in the form of teaching reading skills using Arabic newspapers for class XI *Madrasah Aliyah* are very good for developing these skills.

In addition, there are also statements related to the final formulation of the dissertation such as: 1) *Maharah al-qira'ah* materials developed using a learning experience model in learning Arabic at the *Ma'arif NU* Metro Lampung Islamic Institute are suitable for use as learning resources, 2) *Maharah al-qira'ah* materials are taken from authentic texts for academic purposes, compiled through needs analysis with the theme of learning Arabic, language and communication, technology in language learning and research methodology. In line with the results above, related to *maharah al-qira'ah* there are also statements: 1) learning products conversation-based reading skills in the Qur'an have characteristics; a) teaching materials discuss diverse social contexts; (b) teaching materials discuss moral values; (c) teaching materials contain lots of facts and opinions, d) teaching materials contain lots of argumentative readings, e) teaching materials contain ambiguous words, to train interpretation skills, f) teaching materials contain assumptions, to train concluding skills, g) evaluation of teaching materials using the Bloom taxonomy model, which focuses on analytical, evaluation and creative abilities (C4-C6). 2) Teaching materials for reading skills are developed through the HOTS principle in the form of e-books which are designed according to the demands of the curriculum and the needs of students by using edmodo in their learning, capable of training students to analyze, evaluate and create. 3) Learning materials in teaching reading skills that are developed based on original texts (authentic texts) have a greater influence than artificial texts.

From the final formulation above, if an in-depth analysis is carried out, only formulas for the characteristics of teaching materials will be found according to the approach and frame used. In addition, the results of the feasibility validation test and the level of effectiveness of the material developed. As for completeness as teaching materials or materials, no one has presented them in full, so that the use of the results from the development of *maharah al-qira'ah* materials by the community will experience problems.

The formulation of the findings of the *maharah al-kitabah* dissertation can be stated that; 1) Development of teaching materials to improve creative writing skills with an Arabic poetry perspective has the characteristics of, a) poetry structure, b) competence, c) re-creation, d) writing steps, e) integration of language and literature, f) training in three activities ; acquisition, application, and production, g) assessment based on literary criticism. 2) Classification of the highest order of errors is the writing of hamzah al-hadzfu and *al-ziyadah*, *alif layyinah*, *al-fashlu* and *al-washlu*, and writing *ta'*. 3) Teaching materials

developed based on creative thinking consist of: (a) teaching objectives (b) teaching strategies (c) materials (d) exercises effectively improve students' writing skills. 4) The Arabic writing learning module developed based on contextual teaching and learning has five characteristics: writing vocabulary, writing pictorial sentences, sentence patterns, writing expressions, structure, writing paragraphs, and reflection can increase student motivation. 5) Development of teaching materials based on grammatical error analysis has material characteristics which include: a) actual thematic; b) mind mapping to organize ideas, c) vocabulary dictionary. Not much different from the findings found in the three previous skills, the development of the *maharah al-kitabah* material also underwent the same process, namely; the development procedure has not been carried out thoroughly which can produce teaching material products that can be used by a wide range of students.

In the final findings, there is no complete material concept such as the objectives that have been formulated in accordance with the approach, theory, frame used, as well as material, steps for using material, evaluation model. In the study of the development of the Arabic language in general which includes 4 skills, the formulation can be stated; 1) Arabic learning materials developed based on Islamic culture with a communicative approach are said to be effective based on teacher and student responses, 2) Teaching materials developed through *mahfudzah* texts are able to improve the nine student characters that are measured include; humble, honest, tolerant, disciplined, motivated, eager to learn, patient, creative, and diligent. 3) Products in the form of language game books for visual, audio, kinesthetic, and mixed learning styles that have eligibility from the aspects of language, technology, learning, psychology, and quality. 4) Arabic language books for the purpose of Islamic Economics with a contextual approach which includes 14 units and each unit has an economic theme and 6 Arabic materials. The material developed is considered effective in improving Arabic learning outcomes for students of the Islamic Economics Study Program at the Curup State Islamic Institute.

Besides that, there is also a statement; 1) Teaching materials developed based on the results of assessments from previous books by designing learning objectives and adapted to the demands of the national curriculum and local curriculum based on the integration of revelation guiding knowledge into Arabic courses are reflected in the objectives and learning achievements of the course, 2) That the learning materials developed using an android-based cellphone has a positive impact on achieving learning achievements quickly and easily, 3) Development of Arabic language teaching materials for STIKES contains four language skills based on the Douglas Brown principles according to students' communication needs using the Munby model which includes student conditions,

purpose, language level, and type of language, 4) Development of *maharah al-kalam* materials based on *uslub al-Qur'an* is effective in improving students' speaking skills, 5) Teaching materials developed with a special objective in the field of tourism are effective in increasing students' speaking skills, talk to students in the field of tourism.

Meanwhile, the development of Arabic materials using special purpose frames (*al-aghraad al-khaasah*) such as tourism, local culture, economy, health has clarity in developing objectives and materials, but in terms of the use of teaching materials not much is explained, so attention is needed to complete the product, so that it is easy to use in other institutions that need it. Likewise, the evaluation or training section has not measured as stated in the objectives formulated. What the researchers have done is in line with what has been stated by (Laborda 2011). Where there are several factors that can be considered in the preparation of teaching materials including the situation of students, the types of skills to be developed (four language skills), as well as the expected results of the delivery of the material.

In addition to the several factors that need to be considered above regarding the development of teaching materials, the most basic thing is to look at the context of the learner, because it is the subject that is the goal of making teaching materials that will determine the planning in making teaching materials (Parera (1991), Djajasudarma (2010), Delia (2015)). Stern 1983 (in Nikoopour and Farsani, 2011) describes this, including the age of the textbook user, specialization, level of language ability, mother tongue of the learner, level of education, motivation and reasons of the learner, the learning style preferred by the majority of students, as well as the personality that later will affect the model in the preparation of teaching materials. Several principles must be considered in preparing Arabic teaching materials namely; intestines of *al Lughawi*, intestines of *al-nafsi*, intestines of *al-tsaqafi*, and intestines of *al-tarbawi*. From these several elements it turns out that the material developers have not fully implemented the principles put forward by linguistic learning experts (Dawud & Bahruddin, 2018).

The developments of teaching materials, both *ulum al-lughah* and *maharah al-lughah* above, are dominantly developed, some are still minimally developed. So far, in the last five years, the development of Arabic language teaching materials has been carried out in various ways by researchers from various countries. Starting from 2019, Arabic textbooks have been developed by incorporating citizenship values (Al-Qatawneh et al, 2019), and based on gender representation (Al-Qatawneh, 2019) in the United Arab Emirates. In 2020, the development of textbooks uses a text-based approach based on systemic functional linguistics (Myriam Abdel-Malek, 2020). In 2021 the development of

Arabic textbooks leads to multiple intelligences (Al-Qatawneh et al, 2021), and a comparative analysis of cultural representations (Uzum et al, 2021). In 2022, development using a technological approach to *nahwu* textbooks, namely learning *i'rab* of Arabic sentences (Mannaa et al, 2022), and in 2023, development of Arabic textbooks will lead to CEFR standards (Khambali et al, 2023). Of course, the research presented is only a few studies of the many developments of Arabic language textbooks/materials that have been carried out, so that they become an overview for further research.

CONCLUSIONS

The focus of the object of study on the dissertation of the doctoral program for Arabic language education at UIN Maulana Malik Ibrahim Malang spreads to all the studies of *ulum al-lughah* and *maharah al-lughah*, but tends to focus more on the development of teaching materials for *nahwu*, *balaghoh*, *maharah al-istima'*, *maharah al-qiro'ah* and *maharah al-kitabah* and *maharah al-kalam*. *Ashwat*, *mufradat*, and *sharaf* material were still very few, so the dynamics of thinking about learning Arabic is only about developing teaching materials. Qualitative and quantitative research models with the type of R&D and the adapted Borg and Gall development model were used to complete the writing of this dissertation. There is no development research that uses all the steps that have been used in the model, unless the ADDIE model is used in full.

The final formulation of the dissertation study findings can be seen in; the characteristics of the materials or teaching materials that appear in each approach, theory, and frame used from the results of the needs analysis in the scope of the research. For the feasibility of the developed teaching material product, it is at a feasible level, and is also effective in increasing the understanding of *ulum al-lughah* and *maharah al-lughah*. In addition, none of the expert validations showed low results, and the effectiveness test failed. And what is even more important is that there is no complete formulation of the final findings between the object under study, the perspective of the object used, the characteristics produced, the feasibility and efficiency of the product, and how to use the product, as well as the formulation of product objectives and material formats, as required by material development experts.

ACKNOWLEDGMENT

There is no better offering that the author can give than gratitude to those who have helped a lot in completing the research and writing of this article. In particular, the author would like to thank LP2M UIN Maulana Malik Ibrahim

Malang for funding this research so that it can run smoothly. We would also like to thank the Postgraduate Programme at UIN Malang for giving us the opportunity to conduct research there. Despite all the shortcomings and imperfections in this research and article, the author really hopes for constructive input, criticism, and suggestions towards improving and perfecting this article.

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