



ENHANCING CREATIVE ARABIC WRITING COMPETENCE THROUGH PROJECT-BASED LEARNING

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Article Information

Article History:

Received : 13-September-2025

Revised : 11-December-2025

Accepted : 28-December-2025

Published : 31-December-2025

Keywords:

Arabic writing skills;
Contextual learning media;
Insyah' learning materials;
Teaching materials.

Articles Available Online:



ABSTRACT

This study examines the challenges of teaching Arabic writing skills (*insya'*) in Islamic boarding schools (*pesantren*), where learning is often based on memorization and lacks structured, context-based teaching materials. This research aimed to develop, validate, and test the effectiveness of *Insyah's* teaching materials to improve students' Arabic writing skills. The study used a Research and Development (R&D) method adapted from Borg and Gall, consisting of needs analysis, design and development, expert validation, limited trial, and revision. The participants were students at *Pondok Pesantren Al-Ittihad Cianjur*. Data were collected through questionnaires, interviews, observations, validation sheets, and pretest-post-test writing tests. The needs analysis showed that students needed simple, step-by-step, and context-based materials related to their daily life in the pesantren. Expert validation results showed that the materials were suitable for use, with an average score of 3.71, and only minor revisions were needed. After improvements, especially the addition of varied writing exercises and better visual design, the trial showed a clear improvement in students' writing skills. The average score increased from 65.7 to 80.6, especially in sentence structure, vocabulary, and idea organization. In conclusion, the developed *insya'* materials are valid, practical, and effective. They provide a useful model for improving Arabic instruction in pesantren through structured, context-based learning.



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How to Cite:

Husaini, Q. M., Mustafa, I., Solahudin, D., & Al-Qorni, A. N. (2025). Enhancing Creative Arabic Writing Competence Through Project-Based Learning. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 9(2), 333–352. <https://doi.org/https://doi.org/10.15575/jta.v9i2.52017>

INTRODUCTION

Al-Mawad ad-Dirasiyah, or *al-Muqarrar* (learning materials), is an essential component of the learning process and plays a significant role in determining the quality of education (Nuraini et al., 2022). In the context of Arabic language instruction, learning materials are not merely sources of information but also pedagogical tools that guide learners in achieving the expected language competencies (Mujahid, 2021). Well-designed materials must be systematic, contextual, and aligned with learners' characteristics to ensure an effective and meaningful learning process (Zulhanan, 2017). When these materials fail to fulfill their function, learning tends to become mechanical and memorization-based, making it difficult to achieve curricular objectives.

Writing skills (*kitabab*) in Arabic, particularly *insyah*' (composition), hold a strategic position in language learning (Aulia et al., 2023). This skill requires not only mastery of grammar and vocabulary but also logical thinking, the ability to organize ideas coherently, and the ability to express thoughts in written form correctly (Rahma et al., 2024). However, in many Islamic educational institutions, such as pesantren (Islamic boarding schools), writing skills often receive insufficient attention (Huda, 2016). *Insyah*'s instruction remains focused on translation or composing simple sentences, without gradual guidance in constructing paragraphs and discourse (Annisa A et al., 2023). Consequently, students' writing abilities tend to remain low and underdeveloped, falling short of curriculum expectations.

Observations conducted at *Pondok Pesantren Al-Ittihad Cianjur* revealed that the *insyah*' teaching materials used in grade XI were still conventional and unsystematic. The content was limited to vocabulary lists and title selection, without providing comprehensive writing guidance. The learning process relied heavily on translation from Indonesian into Arabic, without step-by-step training in writing and organizing ideas. A diagnostic writing test showed that most students struggled to construct grammatically correct sentences, develop coherent paragraphs, and use appropriate vocabulary in context. Of the twenty students tested, only three produced complete paragraphs with proper structure. This finding was further confirmed by interviews with *Insyah*'s teachers, who reported that teaching practices were mostly passive and lacked contextual writing exercises.

These conditions highlight a gap between learning needs and the availability of relevant instructional materials. In fact, within the pesantren context, writing skills are of great importance. Students are expected to take notes, summarize classical texts, and express Islamic values through written forms. Therefore, writing is not merely a linguistic skill but also part of the intellectual and spiritual formation of students. Effective *insyah*' instruction thus cultivates critical, reflective, and communicative thinking within the framework of Islamic ethics (*adab*) (Febriani & Anasruddin, 2020).

There is an urgent need to develop *insyah*' learning materials that are contextual, communicative, and gradual, tailored to students' characteristics. The developed materials should integrate *nabwu* (syntax) and *sharaf* (morphology) within thematic contexts familiar to students, such as themes of ethics, knowledge, school life, or the pesantren environment. The instructional design should adopt a task-based learning approach with stages from guided writing to free writing. Each unit may include a model *insyah*' text as scaffolding, structured exercises, and an assessment rubric that encourages self-reflection.

The development should consider the students' proficiency level, which is at the lower-intermediate stage (A2–B1 CEFR) (Sa'idah et al., 2024). At this level, learners generally possess basic Arabic knowledge but cannot write coherent, communicative texts independently (Nurdianto et al., 2021). Therefore, the teaching materials must facilitate the transition from receptive to productive language competence (Arifin, 2024). The ultimate goal is not merely grammatical accuracy but also the ability to think, express, and communicate Islamic values in proper written Arabic (Zaenuri et al., 2025).

The development of *Insyah's* teaching materials at *Pondok Pesantren Al-Ittibad Cianjur* represents a strategic effort to address students' low writing proficiency. Contextual and practical materials are expected to gradually enhance students' motivation, creativity, and writing competence. This research arises from an authentic need in the field and is expected to make a practical contribution to improving the quality of Arabic language learning in the pesantren environment.

METHOD

The research employed a pragmatic paradigm that emphasizes the practical usefulness and applicability of the results in real educational contexts (King, 2022). This paradigm was chosen because the study's primary focus was not to seek absolute theoretical truth but to produce functional, acceptable teaching materials that could be effectively used in classroom settings (Poni, 2014). A pragmatic approach allows methodological flexibility by integrating qualitative and quantitative aspects in a complementary manner (Şahin & Ozturk, 2022). The qualitative aspect of this study involved needs analysis, expert validation, and classroom observation. At the same time, the quantitative component consisted of measuring the effectiveness of the developed *Insyah's* teaching material through pretests and post-tests (Dube et al., 2024).

This study adopted the Research and Development (R&D) approach since the main goal was to design and produce an *Insyah's* learning material that is both feasible and effective for students at *Pondok Pesantren Al-Ittibad Cianjur*. The R&D method enables the researcher to be directly involved in every stage of product creation, from design, validation, and testing to refinement (Rahayu, 2025). The model used was adapted from Borg and Gall, which provides systematic and practical procedures for educational product development (Kabatiah et al., 2024). The process begins with identifying the learning problem, designing a prototype, testing it on a limited scale, and refining it based on feedback and empirical findings (Umar et al., 2023). Collaboration between researchers, teachers, and other stakeholders was essential throughout the process to ensure that the developed material met pedagogical, linguistic, and contextual needs in the pesantren environment.

The study collected both qualitative and quantitative data to ensure comprehensive analysis (Almalki, 2016). Qualitative data were obtained through observation, interviews, and documentation that described the learning conditions and user experiences related to the *Insyah's* material (Adhikari & Timsina, 2024). These data provided insight into how the material functioned in the classroom and how students and teachers perceived its relevance (Habibullah et al., 2025). Quantitative data were derived from students' writing test scores (pretest and post-test) and expert validation ratings, which served to measure the effectiveness and quality of the developed teaching material. The primary data sources consisted of students and teachers at *Pondok Pesantren Al-Ittibad Cianjur*. At the same time,

secondary data were drawn from existing *Insyah*'s textbooks, syllabi, curriculum documents, and previous studies or theoretical works related to material development, writing skills, and contextual learning.

Data collection was conducted through several techniques. Observation was used to examine *Insyah*'s current learning practices, teacher–student interactions, and existing challenges, allowing the researcher to identify real learning needs (Speth et al., 2014). Semi-structured interviews were then conducted with *Insyah*'s teachers, curriculum coordinators, and selected students to explore their experiences, challenges, and expectations regarding the new material (Suárez et al., 2020). To ensure content validity, expert and practitioner validation questionnaires were distributed to Arabic language education specialists and *Insyah*' teachers. They assessed the material's content accuracy, linguistic appropriateness, presentation structure, and design quality (Yusnidar et al., 2024). Furthermore, pretests and post-tests were administered to assess improvements in students' writing abilities after using the developed material. The use of multiple instruments ensured that the collected data were both rich and reliable.

The data were analyzed using a combination of qualitative and quantitative techniques. Qualitative data from observations and interviews were analyzed descriptively through data reduction, classification, and interpretation to identify emerging themes related to teaching practices and learning needs (Flick, 2018). Quantitative data from validation and writing test results were analyzed using descriptive statistics, focusing on the mean score and normalized gain (N-gain) to determine the level of improvement in students' writing skills (Kelle et al., 2019). The N-gain value was calculated by comparing pretest and post-test results and interpreted according to Hake's (1999) classification into high, medium, and low improvement levels. The Likert-scale data from expert validation were interpreted to determine the material's validity, ranging from very valid to invalid (Hussein, 2009). To ensure data credibility, triangulation across sources and techniques was conducted, and findings were confirmed with practitioners to enhance accuracy and reliability.

The research procedure followed six major stages adapted from the Borg and Gall R&D model: preliminary study, development planning, prototype design, expert validation and revision, limited field testing, and final evaluation. This simplification was made to align the model with the educational context and the study's limited scope, which focused on one class and did not include large-scale operational trials. The aim was to develop and test the material's initial effectiveness rather than conduct full-scale dissemination. This modification aligns with the views of Sugiyono (2017) and Sukmadinata (2012), who affirm that the Borg and Gall model can be adjusted according to the research context without losing its scientific integrity. Similarly, Tegeh and Kirna (2013) emphasize that the core of R&D lies in its iterative process of analysis, design, validation, testing, and revision. Therefore, the adaptation in this study maintained both methodological rigor and contextual relevance.

Overall, this methodological framework ensured that *Insyah*'s teaching materials were systematically designed, empirically tested, and pedagogically validated. The integration of qualitative and quantitative analyses provided a balanced understanding of both the process and outcomes of the development. Through iterative testing and expert evaluation, the study produced a teaching material that is not only theoretically grounded but also practical, responsive, and effective for improving students' Arabic writing skills in the pesantren context.

RESULT AND DISCUSSION

Result

Insyah's Teaching Materials at Pondok Pesantren Al-Ittihad Cianjur

Pondok Pesantren Al-Ittihad Cianjur has implemented *Insyah* (Arabic writing) instruction as part of its Arabic language program to develop students' writing skills. However, the practice remains relatively simple and not yet fully systematic. The teaching materials are generally prepared internally by teachers in the form of thematic handouts covering topics closely related to students' daily lives, such as self-introduction, family, and everyday activities. Overall, the materials are considered relevant, communicative, and contextual; however, they still show limitations in visual design, variety of exercises, integration with other language skills, and formal alignment with the national curriculum.

The teachers' evaluation indicates that the materials are particularly strong in content relevance, writing practice, and their ability to encourage students to engage actively in Arabic writing. The structured organization of the materials, consisting of learning objectives, new vocabulary, model texts, and step-by-step exercises, has been regarded as effective in helping students understand sentence structure and gradually improve their writing competence. Nevertheless, several aspects remain underdeveloped, especially the visual presentation of the materials, students' ability to use them independently, the integration of the four language skills, and the clear mapping of learning outcomes to curriculum standards.

In classroom practice, the dominant instructional methods include lectures, demonstrations, and direct writing exercises. Teachers perceive these approaches as sufficiently effective for improving students' writing skills, primarily because students receive clear models and direct guidance. However, collaborative learning, project-based activities, and the use of digital technology are still limited. As a result, the learning process tends to remain teacher-centered, offering fewer opportunities for students' creativity and autonomous learning.

Overall, *Insyah's* teaching materials at *Pondok Pesantren Al-Ittihad Cianjur* are considered moderately effective in improving students' Arabic writing skills, particularly through their contextual themes and practical exercises. However, further development is needed, particularly in curriculum alignment, the integration of language skills, diversification of assessment, the incorporation of digital media, and teacher training. With these improvements, the materials have strong potential to become a more comprehensive and context-based model for Arabic writing instruction in Islamic boarding schools.

Development of *Insyah's* Teaching Materials

The development of *Insyah's* teaching materials at *Pondok Pesantren Al-Ittihad Cianjur* constitutes a strategic effort to enhance students' Arabic writing competence within an Islamic boarding school environment where Arabic is intensively taught as both a linguistic and religious medium. In this context, *insyah* (Arabic essay writing) is not merely treated as a productive language skill, but also as a cognitive and expressive tool that enables students to articulate ideas, construct arguments, and communicate meanings in accordance with Islamic values and communicative norms. Therefore, the development of instructional materials is oriented toward improving both linguistic accuracy and meaningful written expression.

The teaching materials were systematically designed based on learners' needs analysis, taking into account the heterogeneous Arabic proficiency levels of the students as well as the pesantren's institutional curriculum, which integrates Islamic teachings with local sociocultural values. This needs-based orientation ensures that the materials are pedagogically relevant, contextually meaningful, and adaptable to different learner competencies. The structure of the materials was organized into eight core components: (1) learning competencies and performance indicators, (2) instructional content, (3) model essays, (4) structured writing exercises, (5) assessment rubrics and guidelines, (6) instructional strategies, (7) learning media, and (8) enrichment and vocabulary enhancement materials. This systematic organization reflects a progressive learning pathway from knowledge acquisition to guided practice and independent writing production.

Methodologically, the development process adopted the Research and Development (R&D) model proposed by Borg and Gall, which originally comprises 10 stages. For practical implementation in the educational setting, the model was subsequently simplified into six stages and ultimately condensed into four main phases, namely: analysis, development, implementation, and evaluation. In the analysis phase, comprehensive data were collected through classroom observations, semi-structured interviews with teachers, and questionnaires administered to students to identify learning needs, instructional gaps, and contextual constraints in teaching *insyah*' writing.

In the development phase, the instructional materials were designed around contextual and experiential themes closely related to students' daily lives in the pesantren environment. The materials emphasized step-by-step writing instruction, beginning with idea generation, sentence construction, and paragraph development, and culminating in full-essay writing and revision activities. Supporting instructional media, including structured worksheets and supplementary digital resources, was also integrated to facilitate interactive and independent learning experiences. The implementation phase involved limited classroom trials in which the materials were applied directly in teaching practice, allowing researchers to observe learner engagement and instructional feasibility. Subsequently, the evaluation phase assessed the effectiveness of the materials through pretest–post-test writing assessments, interviews, and student satisfaction questionnaires.

The feasibility testing phase involved validation by Arabic language experts and four practicing teachers who evaluated the materials using a five-point Likert scale. Expert validation results indicated very high scores in curriculum alignment (5), content completeness (5), and contextual relevance to students' daily life experiences (4). However, the integration of technology within the learning materials received a relatively low score (2), indicating a significant gap in digital learning enhancement. Similarly, teacher evaluations demonstrated generally positive perceptions, particularly in curriculum suitability (scores ranging from 4 to 5), clarity and systematic presentation (3 to 4), and relevance of content (consistently 4). Nevertheless, aspects related to digital learning integration and interactive technological features consistently received lower ratings (2–3), highlighting the need for further innovation in this area.

Overall, the findings suggest that the developed *Insyah*'s teaching materials are pedagogically sound, contextually relevant, and effective in improving students' Arabic writing skills. The strengths of the materials lie in their systematic instructional design, contextualized content themes, and structured progression of writing exercises that support

gradual skill development. However, several limitations remain, particularly the limited incorporation of digital learning technologies, the need to simplify linguistic input for beginner learners, and the need to expand the variety and depth of writing tasks to accommodate learner diversity better.

The developed *Insyah*' teaching materials demonstrate strong potential to serve as an effective instructional model for Arabic writing instruction in pesantren contexts. With further refinement, especially in technological integration, linguistic accessibility, and task diversification, the materials can significantly advance Arabic language pedagogy in Islamic boarding schools, particularly by fostering learners' communicative competence, writing fluency, and creative expression in Arabic.

Implementation of *Insyah's* Teaching Materials

The implementation of the *Insyah*' teaching materials at *Pondok Pesantren Al-Ittihad Cianjur* was integrated into daily Arabic writing instruction, with teachers using the module as the primary instructional reference. The learning process was practice-oriented, connecting writing tasks to students' lived experiences in the pesantren, including daily activities, worship practices, and Islamic reflections. This approach ensured that writing instruction was contextual, meaningful, and directly linked to authentic language use.

The module was implemented systematically through structured learning stages, beginning with orientation to learning objectives and followed by guided activities including model texts, grammar reinforcement (*nahwu* and *sharaf*), sentence and paragraph development, and progressive writing exercises. Each unit was designed hierarchically from basic concepts to applied composition tasks, enabling the gradual development of students' writing competence. In addition, the module included evaluation, reflection, and enrichment components that supported continuous learning.

Findings from classroom observations and limited testing indicate that the module has a positive impact on students' writing performance. Students demonstrated improved ability to organize ideas, construct sentences, and produce coherent Arabic compositions. The pretest–post-test results further confirmed this improvement, with the mean score increasing from 65.7 to 80.6 (gain = 14.9), indicating the effectiveness of the instructional intervention in enhancing writing skills.

Beyond cognitive improvement, the implementation also fostered a more active and participatory learning environment. Students became more engaged in writing activities, more confident in presenting their work, and more willing to revise their compositions in response to feedback. This reflects a shift toward student-centered learning, where learners actively construct knowledge through guided practice and collaboration.

The module also fostered reflective learning habits, encouraging students to evaluate and revise their writing through feedback and discussion. Teachers acted as facilitators, providing structured guidance, while students progressively developed autonomy in expressing ideas in written Arabic. This process not only strengthened linguistic competence but also supported critical thinking and creativity.

Table 1. The Developed *Insyah*' Teaching Material

Component	Description
Teaching Material	The <i>Insyah</i> ' Arabic writing module is specifically designed to enhance students' writing skills at <i>Pondok Pesantren Al-Ittihad Cianjur</i> . The module includes instructional content, exercises, and examples tailored to Arabic composition learning.
Learning Objectives	<ol style="list-style-type: none"> 1. To improve students' ability to write <i>Insyah</i>'s compositions systematically. 2. To understand and apply Arabic grammar (<i>nahwu</i> and <i>sharaf</i>) in writing contexts. 3. To practice constructing coherent and cohesive sentences and paragraphs. 4. To enhance students' confidence and creativity in writing. 5. To develop students' ability to organize ideas and communicate messages clearly in written Arabic.
Target Users	Intermediate-level students at <i>Pondok Pesantren Al-Ittihad Cianjur</i> (junior and senior high school levels) are learning Arabic composition.
Material Structure	<p>Introduction to <i>Insyah</i>' (Arabic Composition):</p> <ol style="list-style-type: none"> 1. Definition and functions of <i>Insyah</i>' in communication and education. 2. Types of composition: narration (<i>riwayah</i>), description (<i>wasf</i>), and argumentation (<i>jadal</i>). 3. Sample short texts of each type for analysis. 4. Exercises: writing definitions and simple sentences according to the composition type. 5. Control: short quizzes, comprehension Q&A, and written tests based on examples. <p>Supporting Arabic Grammar (<i>Nahwu & Sharaf</i>):</p> <ol style="list-style-type: none"> 1. Mastery of basic sentence structures (<i>jumlah ismiyyah</i> and <i>fi'liyyah</i>). 2. Use of verbs (<i>fi'il madhi</i>, <i>mudhari'</i>, and <i>amr</i>) and their morphological changes (<i>sharaf</i>). 3. Introduction and use of pronouns (<i>dhamir</i>), prepositions (<i>harf jar</i>), and conjunctions (<i>harf'athaf</i>). 4. Contextual example sentences related to <i>Insyah</i>'. 5. Exercises: forming sentences with various patterns, verb transformations, multiple-choice, and fill-in-the-blank items. 6. Control: application tests, sentence correction, joint evaluation with the teacher.

Component	Description
	<p>Techniques for Constructing Effective Sentences:</p> <ol style="list-style-type: none"> 1. Creating complete and meaningful simple sentences. 2. Combining simple sentences into compound ones using appropriate conjunctions (و، ثم، لكن، لأن). 3. Using punctuation and writing conventions correctly. 4. Exercises: composing and combining sentences, correcting structural or semantic errors. 5. Control: oral and written quizzes, sentence revision tasks.
	<p>Constructing Effective Paragraphs:</p> <ol style="list-style-type: none"> 1. Understanding paragraph structure: topic sentence, supporting sentences, and concluding sentence. 2. Writing clear and engaging topic sentences. 3. Applying cohesion and coherence between sentences (connectors, synonyms, controlled repetition). 4. Example paragraphs based on daily-life themes. 5. Exercises: composing paragraphs by theme, writing supporting sentences, and using connectors appropriately. 6. Control: peer review, class discussion, revision with teacher guidance.
	<p>Routine Sentence and Paragraph Writing Practice:</p> <ol style="list-style-type: none"> 1. Descriptive sentence writing (e.g., describing people or places). 2. Paragraph writing about daily activities. 3. Revision techniques to make writing clearer, more effective, and engaging. 4. Control: individual and group evaluations, reading sessions, and feedback discussions.
	<p>Sample <i>Insyah's</i> Compositions and Analysis:</p> <ol style="list-style-type: none"> 1. Presentation of short compositions on religious, social, and educational themes. 2. Analysis of content, structure, language, and moral messages. 3. Comprehension questions and critical discussions. 4. Exercises: reading, answering questions, and summarizing texts. 5. Control: comprehension quizzes and presentation of analytical results.
	<p>Complete Composition Writing Practice (<i>Insyah</i>):</p> <ol style="list-style-type: none"> 1. Writing stages: brainstorming, outlining, drafting, editing, and revising. 2. Direct teacher guidance and continuous assessment. 3. Use of appropriate vocabulary and correct sentence structures. 4. Exercises: writing themed compositions step by step.

Component	Description
	<p>5. Control: rubric-based evaluation, periodic revisions, and final work submission.</p> <p>Writing Evaluation and Reflection:</p> <ol style="list-style-type: none"> 1. Assessment of linguistic (grammar, vocabulary), content (theme relevance, message clarity), and creativity aspects. 2. Student self-reflection through writing journals and discussions. 3. Class presentations and peer discussions. 4. Control: teacher evaluations, peer assessments, and documentation of learning progress. <p>Enrichment of Material and Skills:</p> <ol style="list-style-type: none"> 1. Writing tasks with progressive difficulty levels. 2. Creative exercises such as poetry and short story writing. 3. Vocabulary enrichment with idioms and typical Arabic expressions. 4. Exercises: recording new vocabulary, using idioms in sentences. 5. Control: vocabulary quizzes, creativity evaluation. <p>Motivation and Self-Development:</p> <ol style="list-style-type: none"> 1. Tips for self-directed and consistent writing practice. 2. Use of supplementary learning resources (books, videos, Arabic learning apps). 3. Encouraging writing habits in daily Arabic communication. 4. Control: self-study checklists, learning resource reports, and reflective discussions.
Learning Media and Resources	Printed modules with supporting illustrations, Arabic <i>Inyaa</i> ' composition samples, writing worksheets, and audio materials for pronunciation and reading comprehension practice.
Evaluation and Assessment	Periodic <i>Inyaa</i> 's writing tests, themed writing assignments, teacher evaluation using structured rubrics, peer review, and discussions to improve writing quality.
Strengths of the Teaching Material	Comprehensive, systematically organized content; relevant examples and exercises contextualized to pesantren life; strong emphasis on practical writing activities; and accessible language for students.
Weaknesses and Challenges	Requires intensive teacher guidance, varied student abilities demand differentiated instruction, and limited digital media support as a complementary learning tool.
Conclusion	The <i>Inyaa</i> ' module serves as an effective and applicable teaching material to improve students' Arabic writing skills within the pesantren context. Its structured presentation of content and exercises supports an optimal and meaningful learning process.

The implementation of the *Insha'* teaching materials at *Pondok Pesantren Al-Ittihad Cianjur* was conducted systematically through prewriting, writing, and revision stages. Teachers received preliminary training before applying the materials in classroom instruction. The learning process began with prewriting activities, followed by guided writing practice, and ended with revision using structured feedback guidelines. The materials included worksheets, mind maps, contextual examples, and project-based activities that encouraged students to write Arabic compositions actively and collaboratively.

The implementation showed positive results. Students were more engaged in classroom activities and demonstrated higher motivation in writing Arabic compositions. Teachers also reported that the teaching materials were practical, structured, and helpful for facilitating writing instruction. Overall, the developed materials created a more contextual and student-centered learning environment.

Limited Trial Results

The limited trial involved 10 students as the initial sample. The pretest and post-test results showed a significant improvement in students' writing performance. The pretest score was 657, and the post-test score increased to 806, yielding a total gain of 149 points. The mean score improved from 65.7 in the pretest to 80.6 in the post-test, indicating a substantial increase after using the developed materials.

At the individual level, all 10 students improved their scores. The lowest increase was 8 points, while the highest reached 19 points, indicating that the materials were effective across different ability levels. Students with lower initial scores also benefited significantly, demonstrating the inclusiveness of the teaching materials.

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Nilai Pretest	.121	10	.200*	.966	10	.847
Nilai Posttest	.162	10	.200*	.963	10	.823

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Statistical analysis confirmed the product's effectiveness. The normality tests showed significance values above 0.05 for both the pretest and post-test: the Kolmogorov-Smirnov (0.200) and Shapiro-Wilk (0.847 for pretest; 0.823 for post-test), indicating normal distributions. Therefore, a paired-sample t-test was conducted.

Paired Samples Test

	Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Nilai Pretest - Nilai Posttest	-14.900	2.998	.948	-17.045	-12.755	-15.716	9	.000

The paired-sample t-test revealed a mean difference of -14.900 , with a standard deviation of 2.998, $t = -15.716$, $df = 9$, and significance value (Sig. 2-tailed) = 0.000. Since the significance value was below 0.05, the developed *Insha'*'s teaching materials were statistically proven to improve students' Arabic writing skills.

The final product was an Arabic *Insyah*' module specifically designed for intermediate-level students at *Pondok Pesantren Al-Ittihad Cianjur*. The module consisted of 10 main components, including an introduction to *Insyah*', grammar support (*nahwu and sharaf*), sentence and paragraph construction, guided writing exercises, evaluation, enrichment, and self-reflection. Printed modules, worksheets, audio materials, and digital media supported it.

Compared to the previous materials, the developed product showed major improvements in learning objectives, content completeness, contextual relevance, and assessment. Students became more active in writing activities, and their compositions were more structured, coherent, and aligned with Arabic grammatical rules. Therefore, the developed module can be considered an effective instructional resource for improving Arabic writing skills in Islamic boarding school contexts.

Effectiveness of Implementing *Insyah's* Teaching Materials in Improving Writing Skills

The implementation of effective Arabic instructional materials plays a crucial role in enhancing students' writing skills, particularly in *Insyah* (Arabic composition), which requires the ability to construct grammatically and structurally accurate sentences and paragraphs. This study, conducted at *Pondok Pesantren Al-Ittihad Cianjur*, aimed to evaluate the effectiveness of the developed *Insyah*' teaching materials. The materials were designed with learners' needs, a communicative approach, and authentic daily contexts in mind. In addition, they were integrated with structured writing tasks, text-based discussions, and self-correction activities to foster active participation and build students' confidence in writing.

This study employed a quantitative design that included pretests, post-tests, classroom observations, and limited interviews. The results of the paired-samples t-test indicated a statistically significant improvement in students' writing performance following the implementation of the teaching materials. Despite the relatively small sample size, the findings suggest that the developed *Insyah* materials had a positive impact on Arabic writing instruction.

a. Cycle 1

In Cycle 1, the study involved a control class (35 students) and an experimental class (34 students). The control group received conventional instruction, while the experimental group was taught using the developed *Insyah*' materials.

Control Class

Pretest scores in the control class ranged from 70 to 84, while post-test scores ranged from 75 to 89. The total score increased from 2,709 to 2,888, representing a gain of 179 points, or an average increase of 5.11 points per student. Most students demonstrated a modest improvement of approximately five points, indicating that conventional instruction contributed to gradual progress in writing skills.

The distribution of scores shows that all students improved, although the magnitude of improvement was relatively limited. The highest gain reached 17 points for a single student, while most improvements remained modest. This suggests that learning progress in the control class occurred naturally through routine instruction rather than targeted intervention.

Experimental Class – Cycle 1

In the experimental class, pretest scores ranged from 70 to 90, while post-test scores ranged from 78 to 92. The total score increased from 2,731 to 2,877, representing a gain of 146 points, or an average increase of 4.29 points per student. Although the mean gain was slightly lower than in the control class, the experimental group began with higher baseline scores, leaving a narrower margin for improvement.

The findings indicate that *Insha*'s teaching materials facilitated improvement across all students. Learners with lower initial proficiency showed greater gains, while higher-achieving students still demonstrated progress, albeit at a slower rate. This suggests that the materials were effective across different ability levels.

Statistical Analysis – Cycle 1

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Nilai Pretest Eks S2	.093	34	.200*	.960	34	.246
	Nilai Posttest Eks S2	.091	34	.200*	.969	34	.422

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Kolmogorov–Smirnov and Shapiro–Wilk tests confirmed that the data were normally distributed ($p > 0.05$). Levene's test also indicated homogeneity of variance ($p > 0.05$), satisfying the assumptions for parametric testing.

The paired-samples t-test showed that the control class improved significantly ($M = 5.114$, $p = 0.000$), and the experimental class also improved significantly ($M = 4.294$, $p = 0.000$). Although both groups demonstrated statistically significant gains, the experimental class showed more stable, evenly distributed improvement.

b. Cycle 2

In Cycle 2, the experimental class was reassessed after revisions were made to the teaching materials. All 34 students showed improvement. Pretest scores ranged from 78 to 92, while post-test scores ranged from 84 to 96. The total score increased from 2,877 to 3,084, representing a gain of 207 points, or an average of 6.1 points per student.

This increase was higher than in Cycle 1, indicating that revisions to both the materials and instructional strategy enhanced learning effectiveness. Improvement was observed consistently across both lower- and higher-performing students.

Normality and homogeneity tests confirmed that the data met parametric assumptions. The paired-samples t-test indicated a statistically significant improvement ($M = 6.088$, $p = 0.000$), demonstrating the effectiveness of the revised instructional design.

c. Cycle 3

In Cycle 3, students demonstrated further improvement. Pretest scores ranged from 84 to 96, while post-test scores ranged from 88 to 100. The total score increased from 3,084 to 3,224, representing a gain of 140 points, or an average of 4.12 points per student.

Although the average gain was lower than in Cycle 2, overall achievement levels were substantially higher, with several students reaching a perfect score of 100. This suggests that students had reached a higher level of mastery, where further improvement naturally becomes incremental.

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pretest Kelas Eks S3 - Nilai Posttest Kelas Eks S3	-4.118	1.996	.342	-4.814	-3.421	-12.026	33	.000

Normality and homogeneity tests confirmed that the assumptions for parametric analysis were met. The paired-samples t-test revealed a significant improvement ($M = 4.118$, $p = 0.000$), indicating continued, though more refined, progress in student performance.

Questionnaire Results

The questionnaire responses from 34 students in the experimental class indicated a highly positive perception of *Insyah's* teaching materials. The total score reached 2,835 out of a maximum of 3,400 (83.4%), indicating a high level of student satisfaction. Most responses fell within the high category (scores 4–5), suggesting that the materials were perceived as effective, engaging, and beneficial.

The highest-scoring items were items 14 and 15 (148 and 147), which reflected increased learning motivation and clarity of instructional content. High scores on items 16, 17, and 20 further indicate that the materials supported critical thinking, writing structure development, and achievement of learning outcomes. Although items 10 and 11 received slightly lower scores, they still reflected positive responses and suggest potential areas for refinement, particularly in self-assessment activities and task variation.

Most students scored between 80 and 95, with an overall average of approximately 83, indicating broad acceptance of the materials. Only two students received lower scores (52 and 51), likely due to individual differences in motivation or learning difficulties. This highlights the importance of differentiated instruction to accommodate diverse learner needs.

Correlation Analysis

Pearson correlation analysis of the 20 questionnaire items revealed predominantly significant positive relationships, indicating strong internal consistency and construct validity. The strongest item–total correlations were observed for items 10 ($r = 0.760^{**}$), 14 ($r = 0.820^{**}$), and 15 ($r = 0.805^{**}$), demonstrating their strong contribution to the overall construct.

High inter-item correlations, such as between items 8 and 9 ($r = 0.844^{**}$) and items 9 and 10 ($r = 0.806^{**}$), indicate strong conceptual coherence among related indicators. While a few weak or negative correlations were identified, these remain within acceptable limits for multidimensional survey instruments.

Overall, the majority of items demonstrated significant positive correlations with the total score, confirming strong validity and internal consistency. The consistency of responses also suggests that students completed the questionnaire thoughtfully, reflecting their actual learning experiences.

Reliability Test

The reliability analysis produced a Cronbach's Alpha value of 0.951, indicating excellent internal consistency. This value exceeds the commonly accepted threshold of 0.70, confirming that the instrument is highly reliable in measuring students' perceptions of *Insyah's* teaching materials.

Reliability Statistics

Cronbach's Alpha	N of Items
.951	20

This strong reliability further supports the correlation results, indicating that the questionnaire items consistently measure the same construct, namely the effectiveness of writing instruction materials. Consequently, the data obtained are robust and suitable for further statistical analysis.

Overall Learning Gain

The trial results indicate an improvement in mean scores from 65.7 (pretest) to 80.6 (post-test), representing a gain of 14.9 points. This demonstrates that *Insyah's* teaching materials significantly enhanced students' writing skills.

From a theoretical perspective, this improvement can be explained by constructivist learning theory, which holds that learners actively construct knowledge through meaningful learning experiences. The use of contextual and communicative materials facilitated better comprehension and application of linguistic concepts.

Furthermore, the findings reflect the implementation of *ta'dib* principles in Islamic education, integrating cognitive, affective, and psychomotor domains. Through active learning activities such as reading model texts, drafting, revising, and presenting, students not only developed linguistic competence but also internalized Islamic values. Overall, *Insyah's* teaching materials have proven effective in fostering contextual, meaningful, and sustainable Arabic writing instruction.

Discussion

The findings of this study indicate that the development and implementation of *Insyah's* teaching materials at *Pondok Pesantren Al-Ittihad Cianjur* consistently had a positive impact on improving students' Arabic writing skills. The progressive increase in pretest scores, post-test scores across cycles, statistically significant test results, and students' highly positive perceptions of the instructional materials all evidence this. Theoretically, these findings reinforce the assumption that writing instruction becomes more effective when supported by contextually grounded, well-structured, and learner-centered teaching materials.

From a constructivist perspective, the results demonstrate that students gradually constructed their writing knowledge through meaningful learning experiences, including reading model texts, drafting compositions, revising their work, and receiving feedback. This aligns with the core principle of constructivism, which emphasizes that learning is most effective when students actively construct knowledge through interaction and meaningful practice. Nasution and Walad (2021) emphasize that constructivism-based instructional materials significantly enhance writing skills by providing learners with opportunities to independently develop linguistic structures through exploratory and reflective processes (Nasution & Walad, 2021).

In addition, the contextual approach embedded in *Insyah's* teaching materials also proved effective in increasing student engagement. This finding is consistent with Siregar (2024), who reports that context-based Arabic writing instruction significantly improves students' writing performance because learners can more easily connect linguistic structures

with real-life experiences (Siregar, 2024; Fitria & Baroroh, 2023). In this study, themes related to pesantren life and daily activities served as meaningful learning triggers, strengthening the connection between language learning and students' lived experiences.

From a pedagogical standpoint, the consistent improvement across cycles suggests that systematically developed instructional materials can enhance the effectiveness of writing instruction. This aligns with Mubarok et al. (2025), who found that integrating behaviorist and cognitive approaches in Arabic writing instruction significantly improves students' motivation, structural accuracy, and metacognitive awareness (Mubarok et al., 2025; Mutholib et al., 2023). In the present study, structured exercises combined with gradual feedback contributed to continuous improvement in students' writing performance.

Furthermore, the observed improvement across cycles reflects the effectiveness of scaffolding and iterative revision models in writing instruction. This is supported by Xue et al. (2023), who demonstrate that staged feedback and repeated revision not only improve writing quality but also reduce students' writing anxiety (Xue et al., 2023). In this study, structured revision stages enabled students to progressively refine their writing, resulting in more coherent and grammatically accurate compositions.

From the perspective of active learning, the findings also reveal that students' engagement in the writing process from planning to presentation contributed significantly to their learning outcomes. This is consistent with Rhodes et al. (2025), who argue that investigative and active writing tasks strengthen conceptual understanding while improving students' literacy skills (Rhodes et al., 2025).

Moreover, the questionnaire results indicate that students held highly positive perceptions of *Inyaa's* teaching materials. The satisfaction score of 83.4% reflects that the materials were not only cognitively effective but also engaging and motivating from an affective perspective. This supports findings from the ARWI study, which show that structured feedback-based writing systems significantly enhance student motivation, confidence, and writing quality (Chirkunov et al., 2025).

In addition, the high reliability coefficient (Cronbach's Alpha = 0.951) confirms the strong internal consistency of the research instrument. This strengthens the validity of the findings, indicating that students' positive responses genuinely reflect stable and authentic learning experiences. Therefore, the instrument used in this study is considered both valid and reliable for measuring the effectiveness of writing instruction materials.

Overall, this study confirms that the development of contextual, communicative, and constructivist-based *Inyaa's* teaching materials is effective in improving Arabic writing skills among students in Islamic boarding school settings. The integration of constructivist theory, active learning principles, and experiential learning approaches makes the instructional process more meaningful, adaptive, and sustainable.

CONCLUSION

This study concludes that the development of *Inyaa's* teaching materials at *Pondok Pesantren Al-Ittibad Cianjur* demonstrates substantial effectiveness in improving students' Arabic writing skills through a contextual, communicative, and practice-oriented approach. The instructional materials were systematically designed based on students' actual needs, incorporating scaffolding principles, gradual exercises, and collaborative-reflective learning strategies. Such a design has proven suitable for beginner learners in pesantren settings, as it

facilitates not only linguistic competence but also meaningful written expression aligned with students' daily experiences.

The findings reveal that the developed teaching materials significantly enhanced students' writing achievement, as evidenced by consistent improvements in post-test scores across the three implementation cycles. Students' performance increased by 18.21% in the first cycle, 24.88% in the second cycle, and 28.42% in the third cycle, indicating that the materials effectively supported the progressive development of Arabic writing competence. Beyond quantitative gains, the implementation also fostered active participation, critical thinking, creativity, and self-confidence in composing Arabic texts, suggesting that contextualized *Insyah*' materials can function as an effective pedagogical model for Arabic writing instruction in Islamic boarding schools.

From the perspective of Islamic education, the developed materials contribute not only to language acquisition but also to the integration of intellectual and moral formation. The inclusion of themes reflecting Islamic values, such as *adab*, *ukhrawah*, responsibility, and exemplary conduct, demonstrates that Arabic writing instruction can serve as a medium for both linguistic development and character education. This supports the concept of *ta'dib*, in which knowledge acquisition is inseparable from ethical cultivation, thereby reinforcing the role of teaching materials as instruments for holistic educational transformation in pesantren contexts.

The study also highlights that contextualization is a key factor in the success of Arabic language learning in Islamic educational institutions. Teaching materials grounded in students' real-life experiences make learning more relevant, engaging, and meaningful. Nevertheless, several areas remain for further enhancement, including the integration of visual elements, broader exercise differentiation, stronger incorporation of Islamic values, and adaptation into digital formats. Future studies are recommended to replicate this model in diverse educational settings and to explore digital-based *Insyah*' materials to expand its applicability and sustainability in contemporary Arabic language education.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the leadership, teachers, and students of *Pondok Pesantren Al-Ittihad Cianjur* for their support and cooperation during the research process. The authors also gratefully acknowledge the valuable guidance and constructive feedback provided by the editors and reviewers of *Ta'lim al-'Arabiyah*, which significantly improved the quality of this manuscript. Appreciation is further extended to all colleagues who contributed insights and assistance in completing this study.

AUTHOR CONTRIBUTIONS STATEMENT

[QMH] designed the research framework, conducted the data collection and analysis, and drafted the manuscript. [IM] contributed to the development of the theoretical framework, validation of the research instruments, and critical revision of the manuscript. [DS] provided methodological guidance and offered continuous scholarly feedback throughout the research and writing process. All authors reviewed and approved the final version of the manuscript. [ANA] contributed to data interpretation, supported the development of instructional materials, and assisted in the revision and refinement of the manuscript for intellectual content and academic quality.

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