

The Curriculum Development of Arabic Instruction to Improve Student's Writing Skills

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Abstract This research study seeks to conduct an objective investigation into the current curriculum applicable to written Arabic instruction and its overall design, to come up with improvements that positively impact students' writing skills. The primary inspiration for this study is the ideas of Adab and Humanities of UIN Sunan Gunung Djati Bandung, consisting of objectives, content, methods, media, and evaluation. To accomplish these objectives, this study has utilized the research and development method, which happens to be a procedure used for developing and validating educational products. This method is based on the steps of analysis developed and established by Borg and Gall. This research study has been conducted based on three fundamental theories: Intentional interactions, cognitive theory, and competency-based language teaching. The findings revealed that the current curriculum applicable to written Arabic instruction had several faults: an extremely rule-oriented teaching program, lack of creativity in the teaching materials, usage of only markers and white boards as media, and an unhealthy focus on results. The developed Arabic curriculum has been proven to possess increased merits: providing learners with ample training for the application of language rules, attractive teaching materials, usage of several teaching methods, placement and achievement tests, and multimedia.

Keywords Curriculum Development, Arabic

Instruction, Writing Skills

1. Introduction

Apart from being the primary language of communication in the Middle East and Islam, Arabic is also the language of science and is often used in international communications, such as at the UN, leading to its increasing significance [1,2,3]. Given the recent push for Arabic development, it is crucial that Arabic not be solely restricted for interpreting religious and ancient texts like the Quran – it should also be a legitimate means of communication [4].

As a result, the Ministry of Religion has promoted the teaching of the Arabic language from Raudlatul Athfal to college. The Ministry of Education has also included it as an elective foreign language subject for high school students. Arabic is essential to people hailing from every section of society, especially the educated demographic. However, Arabic instruction programs at the secondary school and college level have not lived up to their expectations due to different factors, including the usage of a curriculum that prioritizes objectives, materials, methods, media, and evaluation system [5]. Therefore, it's vital that educational experts perform a comprehensive analysis and

evaluation of the current Arabic curriculum at every educational level to avoid any unnecessary overlap of the syllabus, curriculum, and teaching materials. Apart from this, the curriculum must also be diversified, which requires competent planning, implementing, evaluating, and managing the educational program [4]. Curriculum designers need to have a long-term perspective at things and establish educational plans for semesters and years ahead. Material publishers and teachers should be more detailed and learning-oriented while planning units of work or teaching lessons [6].

At every level of education, experts need to be appointed to ensure that standard Arabic instruction can be imparted in a hierarchical continuous manner, from primary to higher educational levels. A comprehensive curriculum review needs to be conducted, succeeded by a thorough analysis. Based on this new data, the curriculum can be updated, revised, and revitalized to modern standards, thus enabling students to become proficient in the Arabic language. The revisions will be made in all aspects, including writing (*al-kitabah*), reading (*al-qira'ah*), speaking (*al-kalam*), and listening (*istima'*) [7].

Writing (*al-kitabah*) is arguably one of the most important competencies to possess in the Arabic language. It stands as a testament to what the mind can achieve and produce under proper stimulation [8,9,10]. Writing requires immense emotional and mental skills for constructing ideas regarding an issue or a topic. Penning down thoughts and concepts on paper in line with grammatical rules while retaining its beauty and clarity happens to be a challenging mental skill [8,9,10,11].

For instance, competence levels of the students in *Maharah kitabah* (Arabic writing skills) happen to be abysmally low among the faculty of Adab and Humanities of State Islamic University (UIN) Sunan Gunung Djati Bandung. This information has been obtained from the observation of the thesis during a previous study. 50 theses in the Library of the Faculty of Adab and Humanities of UIN Sunan Gunung Djati Bandung were selected randomly, in which a majority of the theses were determined to have erratic Arabic sentence structure even though they had learned the *nahwu* and *sharf*. Competency tests conducted on forty students who had followed the *nahwu* and *sharf* learning method revealed the average scores to be 4.5. It can be established from this information that students lack proficient Arabic writing skills.

Immediate improvement, review, and evaluation of the curriculum implementation is the need of the hour, including further development and evaluation of the Arabic language curriculum. This will aid them in building a solid foundation for their language skills and meet the necessary content and capability standards. Content standards refer to functions, rules, and linguistic understanding of the language's standards. Capability standards represent language skills in specific competencies. Developing the

Arabic teaching curriculum further will serve as a well-organized guide for writing instruction. The latter requires considerable experience, formation, growth, and maturity, which are themselves dependent on a specific basis, specific assets, and certain ingredients. It is not possible to acquire proficient writing skills from random attempts or improvised actions that don't obey predefined rules or a specific system [12].

Writing instruction programs should make use of language materials that are already known to the students. The course should also be well-organized with its content being commensurate with the skillsets of the students. Progress has to be made on a gradual basis while working on one's written skills. The recommended method is to allow students to copy letters at first, followed by short words, followed by complete sentences [13].

To support the Arabic Department of the Faculty of Adab and Humanities in its effort to improve its learning and teaching programs, this study has been conducted to analyze the problems mentioned above to find working solutions. The research study has been named "The Curriculum Development of Arabic Instruction to Improve Student's Writing Skills in the Faculty of Adab and Humanities of UIN Sunan Gunung Djati Bandung".

This study conducts a comprehensive investigation into the current Arabic instruction curriculum in place for writing skills in the Faculty of Adab and Humanities of UIN Sunan Gunung Djati Bandung and analyses 5 primary components, namely: objectives, content/learning materials, methods, media, and evaluation. Additionally, an investigation of the design, implementation, and evaluation of the curriculum development on Arabic writing instruction in the faculty of Adab and Humanities of UIN Sunan Gunung Djati Bandung has also been done. This research attempts to find solutions that can help improve the present curriculum and the Arabic writing skills of the students, thus helping them express their ideas better.

2. Theoretical Framework of the Study

In this section, the researchers have made use of specific references relevant to the topic of the study. This research has been based on certain fundamental theories, such as the cognitive theory by Vygotsky, intentional interactions by Miller-Seller, and competency-based language teaching.

Firstly, the cognitive theoretical approach to second-language learning considers everything as information to be processed. Cognition can be defined to mean virtually any mental manipulation of data. Similarly, cognitive strategies can be understood to be a form of engagement with language in specific materials or tasks to develop a better understanding of the subject, hence aiding the process of learning. Cognitive strategies act on

language in the acquisition process and may be specifically involved in the production of language. This theory states that the social plane of group discourse experienced by children provides the conceptual outlines of thought that allows them to come up with innovative ideas along with the appropriate means for expressing them [14].

Second, competency-based language teaching or CBLT works based on an interactional and functional take on a language's general nature. It attempts to enable language teaching by emphasizing the different social contexts and scenarios in which the language has been used. Language facilitates communication and interaction between different individuals and lets them achieve specific purposes and goals together. CBLT programs are often utilized as a language teaching framework and are deployed in scenarios where the learners have specific defined requirements, thus allowing them to identify the specific language skills that they need to acquire. It has been assumed that CBLT program designers are capable of accurately predicting the language structures and vocabulary forms that the learners will encounter in their daily lives, thus allowing them to come up with tailor-made learning/teaching units [15,16].

Third, Miller-Seller defines curriculum as a series of intentional interactions that are explicit and implicit – interactions that are designed to facilitate student learning and development. They also give meaning to experience. Interactions can occur between teachers and students, between students and students, between students with the subject matter, between students and computers, and even between students and the community. Interaction occurs at different levels. At the lowest level, students only absorb factual information from a textbook alone, whereas at the highest level of interaction between students and teachers, teaching and learning activities are undertaken with a problem-solving approach and attitude. For example: through poetry, scientific experiments, or music, a complete stimulation of new awareness, new perceptions or cognitive understanding of the dialogue between students and teachers can take place in a (me-you) relationship or an open mutuality between students and teachers [17]. Therefore, curriculum development can be considered to be a collaborative venture involving both teachers and students, since students will have a role in making the decisions related to content selection, methodology, media, and evaluation.

The model of curriculum development has been developed by Miller and Seller and covers five elements, namely curriculum orientation, curriculum objectives, learning guidelines/ teaching strategy/ learning experience, learning process/ implementation, and evaluation. This model is designed to be more comprehensive. This model describes the curriculum development process as a series of activities that have to be carried out continuously. Curriculum development must begin with the

determination of the orientation of the curriculum, namely general policies, the direction and objectives of education, views on the nature of learning and the nature of students, assessments of the success of curriculum implementation, and so forth.

N. Kharmā and A. Hajjaj state that the establishment of a curriculum for the teaching of a foreign language in a country is dependent on many general principles, the most important of which are: 1) the educational and linguistic policy adopted by the state and its partners must be appropriate for the future of its children; 2) the social and international standing that the targeted foreign language enjoys, and the extent of its spread and its usage in scientific, economic, political, diplomatic and other fields; 3) scientific theories upon which the curriculum is based, including psychological learning theories, linguistics theories, social linguistics, educational theories, educational and technical innovations upon which curriculum planners are based; 4) selection of the curriculum subjects and their content, organization of its vocabulary into educational units, and selection of the topics through which these vocabulary are translated into tasks, activities, practices, and language training; 5) the integration between the different curriculum elements and coordination among them; 6) taking into account the evaluation and ongoing processes and continuous and serious development of the curriculum and its basic components [18].

Meanwhile, writing is the transformation of mental ideas into written symbols. Writing skills often carry a lower priority compared to other skillsets, as it usually comes after gaining reading skills. It is recommended to begin with language materials for teaching writing skills, which the student has already listened to, or read. In this regard, it is useful for the course to be organized, and its content commensurate with what the student has in mind. When the student can comprehend what he has heard, read, or said at a deeper level, he will be able to write it. This will give him a greater motivation for learning and progress. Graduation is of crucial importance while teaching writing skills. It is better for the student to start by copying some letters at first, followed by simple words, and culminating in short sentences [19].

On the other hand, writing is a means of communication between human beings who are separated by temporal or spatial distances [20]. Through the medium of writing, the ideas of others can be expressed, communicated, and recognized. It aids in expressing the meanings, concepts, and feelings of the individual, and for recording incidents and the reality of existence. Brown [21] argues that proficiency in language writing skills is a highly-valued and essential asset in today's world. Many forms of employment are virtually inaccessible to those who lack appropriate writing skills – something that high-literacy cultures and countries take for granted on a regular basis.

According to Nunan [22], effective writing skills involve: successful mastery of letter formation mechanics; successful mastery and adherence to punctuation and spelling conventions; usage of the language's grammar system effectively for conveying one's intended meaning; the organization of content both at the paragraph and the general level in a way that better reflects the given data and comment/topic; revising and enhancing one's initial drafts repeatedly for a better output, and selection of an appropriate writing style that appeals to the target audience. However, Musa [23] also argues that effective writing must also take into consideration the amount of quality and structure of sentences, the attractiveness of style, clarity of ideas, the purity of the writer's thinking, effectively present the idea, organize writing in a way that is consistent with the situation so that ideas follow sequentially in an appropriate manner, and that accuracy and logical appear in building paragraphs until the reader can comprehend the mature intellectual composition of whatever is being read.

3. Research Methodology

The method used in this study is the Research and Development method. This method has been chosen because of Wina Sanjaya [24] who argued that models of research and development in the field of education are useful for developing and validating educational products. Sukmadinata [25] defined research and development as a strategy or a research method that is powerful enough to improve a product. Based on such understanding, this research and development processes refer to a cycle whose first step involves making research findings as a basis in the process of developing a product. Product development is succeeded by controlled testing, succeeded by reworked trial results until a final product is eventually obtained, which can improve the output.

The method of research and development lies in contrast to research studies in general. Educational research, in general, places more emphasis on the discovery of the new knowledge to answer specific questions about practical issues in education but pays less attention to the development of the new products that can actually be used in educational institutions. It also ignores the ground situation and field conditions. The method further emphasized on the development of the new educational product based on the circumstances and conditions in the field.

According to Borg and Gall [26] in employing this method, there are around 10 steps, which need to be undertaken. They are: "research and information collecting, planning, develop preliminary form of product, preliminary field testing, final product revision, main field testing, operational product revision, final product revision, and dissemination and implementation".

Referring to the steps of analysis developed by Borg and Gall above, the development of a product begins with the preliminary product development (preliminary form), which is prepared in the laboratory of education, finally culminating in the form of a microteaching lesson. A pilot product is then tested in the field via main and operational trials.

Given the limited facilities, it is a challenging endeavor to bring in and train students in the laboratory of micro-teaching. Therefore, this research and development method has been distilled down into the following steps: 1) the preliminary study; 2) curriculum development; 3) testing the curriculum, conducted in the form of limited testing, more extensive testing and validation testing; 4) improvement; 5) reporting the results; and 6) the implementation of the curriculum in the classroom

For more details of this research steps, it can be seen in Figure 1:

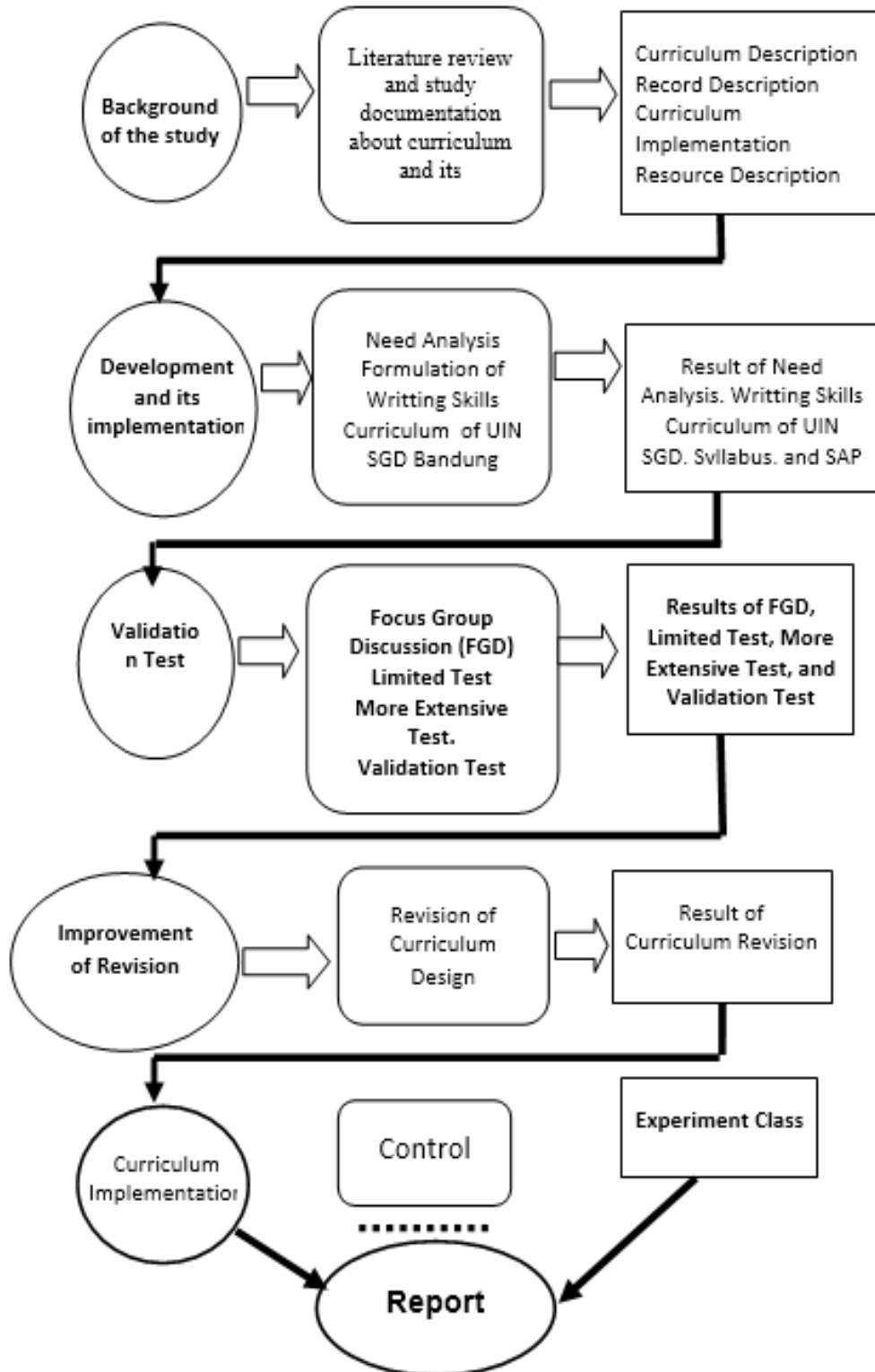


Figure 1. Research Development Procedure

Related to curriculum implementation to obtain optimal field test results, the researchers used true experimental designs which includes two groups randomly selected (R). One group was given treatment (X) and named the experimental group and the one that was not given the treatment was named the control group [27]. The effect of

the treatment was analyzed via different tests using statistics and t-test [23]. It was decided that if there was a big difference between the experimental and control groups, the treatment would be considered to be very effective.

4. Research Results and Discussion

4.1. Research Results

The curriculum of all courses at UIN Sunan Gunung Djati Bandung including Arabic language skills are in line with the guidelines issued by UIN SGD Bandung. The curriculum and other supporting documents specifically refer to the suggestion of the Director of Islamic Religion Religious Affairs in the letter No. Dj.II / Dt.III / P.009 / AZ / 328/02, Decree of the Minister of Religion No. 353 of 2004, and the decision of the Director-General of Islamic Institutions Number: Dj.II / 114/2005, on Competency-Based Curriculum in PTAI.

Here are some results achieved by certain documentation studies on the curriculum design, based on the academic guidance received from the Faculty of Adab and Humanities.

The curriculum components consist of the following: objectives, content/ materials, methods, media, and evaluation. The objectives here only refer to the objectives that have been explicitly given in the textbooks whereas the media component/ learning methods are not written at all. The reason behind media/ learning and evaluation methods not being laid down in a written format could be due to the managers' and teachers' ignorance of the curriculum, or their interpretation of the curriculum as being solely restricted to the course syllabus and appropriate lectures.

The curriculum component related to the objectives has been written down in textbooks or teaching materials, whereas the primary objectives should preferably be written in a document that describes the competency standards, formulation of competencies, standards and basic competencies, or comprised of general purpose and specific purpose. This will provide a clear description of the competencies achieved by the students after they've completed the course or graduated from the Faculty of Adab and Humanities. The obscurity of the objective component describes the obscurity direction, and this will have a great impact on the formulation of the substance of the study which is complementary to the creation of a qualified output.

Foreign language learning curriculum according to the new concept includes five components, namely: objectives, content/ learning materials, methods, media, and evaluation. These five components take the form of a strong, sturdy structure that is complementary and supported by each other [28]. It can be concluded that the curriculum that includes only two components, namely: the objective and the content, is nowhere as comprehensive as this concept. Therefore, it always falls short of optimal results.

4.1.1. Objectives

The curriculum objectives of Arabic writing skills in the Faculty of Adab and Humanities of UIN SGD

Bandung can be observed from different teaching materials such as the textbook. It is to equip students with the ability to understand the characteristics of the Arabic language. The language's basic rules, vocabulary, and structure are under analysis here. This objective is similar to *nahwu* - many teachers teach the theories of writing but do not train the students to write correctly and accurately:

If the only aim of curriculum design is to bring the students to understand the language by ignoring its communicative purpose, namely writing skills, the curriculum will lead the students to acquire the language in a passive manner. This kind of curriculum design has been influenced by the orientation and purpose of Arabic learning in the country, which is to equip the student with the ability to understand the Qur'an, al-Hadith, and other Arabic texts. The lack of qualified language experts in curriculum design and interference by non-experts is responsible for this.

4.1.2. Content/ Teaching Materials

If the content is the tool used to achieve objectives, then the content should automatically consistent with the goals outlined in the curriculum since the purpose of the curriculum is focused on the rules of the language of the course material's language. Therefore, it is only oriented to the aspects of language skills. Hence, it is clear that the curriculum does not include language skills, but it covers the main points of the discussion of *nahwu*. It reinforces the idea that the content/curriculum teaching materials of the Arabic writing skills at the Faculty is still referring to the theoretical *nahwu* books.

On the other hand, the content of the curriculum, which is too focused on the *nahwu* material and ignores the writing exercises, will damage the students' communicative ability to learn a foreign language. Such a curriculum is not in line with the principles of the selection of teaching materials in foreign language learning. Those principles are outlined as follows [29]:

1. The content of the curriculum should help the students to write skillfully in Arabic; and
2. The student should be able to be creative and dynamic in using the language in real-life scenarios, instead of only being able to respond.

Building upon this analysis, it can be said that the curriculum contained in the faculty of Adab is a traditional curriculum that cannot meet the demands of globalization today, due to the outdated content/teaching materials and learning objectives contained in the curriculum.

4.1.3. Allocation of the Time/ Lessons Total of Hours

Based on the information gathered from the observations and interviews of teachers who teach writing skills, managers and the head of Arabic department, it has been concluded that it would be best if this course is

presented together with the basic Arabic language course, whereas the subject of this skill should be presented after the students have completed the basic Arabic language course.

Formulation of the graduates' competency standards, i.e., to prepare students to become competent members of the society, they should possess high moral standards, knowledge, writing and speaking skills in Arabic. Self-reliance and an attitude to propose, develop, and implement science, technology, and art is also needed [30].

Formulation of the writing skills standards that help express the meaning in writing in line with its communication purpose, the discourse structure and language features that are commonly used in the culture of the language use [31].

Formulation of the Developed Curriculum Components, i.e., to realize the vision and mission above and is supported by the results of a need analysis extracted from students, lecturers, and alumni.

The components of the curriculum required by the students are described as follows:

a). Objective

The general objective is to provide students with the ability to communicate in Arabic in the form of written language. Then, the specific objective is to provide students with the ability to express their ideas in the Arabic language in written form.

b). Teaching Materials

Teaching Materials refer to the topics related to Islamic culture and modern technology. The time required to teach this material is three semesters. In the first semester, students are trained to arrange the words into sentences, *jumlah fi'liyah*, *jumlah ismiyah*, *sifat mausuf*, *idhafat*, *mudzakar muanats*. During the second semester, students are trained to write personal letters, official letters, essay writing, social issues, economics and politics, and summarize writing, the third-semester students are trained to make scientific papers in Arabic, how to create a research proposal in Arabic as a preparation for writing a thesis.

c). Methods

The method used here is the eclectic method (*intiqaiah*), which involves a merger between several methods that are considered most appropriate to the conditions in the classroom by taking into account the communicative approach.

d). Media

Apart from the traditional media used in learning Arabic writing skills such as whiteboards and markers, it also includes modern ones such as a projector, tape recorder, Arabic video-cassette, language laboratory,

parabola.

e). Evaluation

Evaluation of teaching-learning Arabic language skills is conducted in writing form. The test is carried out in stages. The first is a placement test conducted to determine the existing abilities of students before commencing the course and to categorize the class by value. Next is the phase test, intended to measure the learning outcomes at each stage in the form of written test. This is followed by an integrated written test performed at the end of stage I and II with the same material for all classes. The integrated test material is based on the topics learnt so far. The test is intended to measure the completeness of the subject matter regardless of their class group [32].

4.2. Discussions

Research and development are focused on the development of the Arabic writing skills curriculum of Adab and Humanities Faculty of UIN Sunan Gunung Djati Bandung which is capable of creating the qualified output. In other words, this study will discuss and analyze the ongoing curriculum and the curriculum implementation of the development results.

4.2.1. Design of Writing Skills Arabic Curriculum in the Faculty of Adab and Humanities of UIN SGD Bandung

The results of the study documentation and observation, as has been described in previous discussions, indicate that the condition of the Arabic writing skills curriculum is incomplete because it does not correspond to the curriculum components which consist of: objectives, content, media/ methods, and evaluation. What is in the above data relates only to the objectives and content, while media/ methods and evaluation are not included.

Though both of these aspects are very important components of the curriculum and play a vital role in the delivery of the materials and can achieve the competencies expected from the students, without the use of media and teaching methods that are appropriate to the material. Evaluation is very important to measure student competence in all aspects, including cognitive, affective, and psychomotor abilities. The evaluation is not only at the level of today's outcome evaluation conducted by the teachers, the evaluation results (UTS and UAS), but also is used as an evaluation process, so that all student activities actually observed and photographed. Therefore, instruction activity requires that we judge it and submit it to the evaluation to know whether the objectives have been achieved, to know the strengths and shortcomings, to reduce the factors of deficiencies, read the negatives, increase the factors of success, and support the positives when feeling a failure or the arrival of its news. [33].

Of all the figures above, it is indicated that the

curriculum is defined as a collection of mere subjects (micro curriculum). Nevertheless, the components of the integrated curriculum for teaching a foreign language should include objectives, content, activities, resources, and evaluation method for all educational experiences that plan for students inside and outside the school and the community through school directions, and related program [34].

4.2.2. The Implementation of Writing Skills Arabic Curriculum in the Faculty of Adab and Humanities

As described in the previous section, the formulation of the curriculum design has no basic competence standards. Similarly, the typical elements and the support of the vision and mission of the institution are not clear. We recommend that the curriculum designers establish appropriate standards for competitiveness during the formation of standards and competencies. Additionally, the curriculum implementation of Arabic writing skills does not yet utilize the correct procedure. Curriculum implementation is not conducted properly and lacks several features, such as creating a learning plan that includes creating a syllabus, SAP, and a learning contract with the students.

The role of teachers in curriculum development is still limited, although, in terms of development and determination of the materials, teachers are granted more authority. Limitations of the role of the teachers in curriculum development have a sizeable impact on the lack of understanding of the main objectives of curriculum development. The difficulties faced by the teachers can also be attributed to the design and implementation of the curriculum. The research data shows that the majority of teachers have never made any form of SAP. Most teachers are never given adequate information on how to create a syllabus and SAP. As a result, teachers are unable to make the syllabus and SAP. Therefore, they teach without the aid of a defined syllabus and schedule. Given such issues, it is no surprise that the quality of the output is unlikely to be good.

Regarding the aspect of the qualification of the teachers, it remains a doubtful topic. According to the students, some teachers possess relatively adequate qualifications whereas others don't. The position of the teachers in the competency-based curriculum has a strategic role – they are vital if different learning strategies are to be tested and executed successfully.

When it comes to supporting facilities, learning media is also very inadequate. Language laboratories are inadequate and lacking in support facilities. As a result, the official library often has a collection that is inappropriate and disproportionate to the number of students. The absence of a reliable native speaker causes learning to progress at an unsatisfactory rate as well. This causes the quality of teaching to drop and result in failure in achieving the expected goals. This is another obstacle

caused by the Faculty of Adab, which is not capable of implementing a competency-based curriculum.

4.2.3. The Evaluation of Writing Skills Arabic Curriculum in the Faculty of Adab and Humanities of UIN Sunan Gunung Djati Bandung

Evaluation of curriculum development is as important as the design and implementation of the curriculum. The ideal curriculum evaluation involves conducting a study or assessment of the curriculum design, evaluation, and learning process (implementation), and evaluation of the curriculum evaluation system itself [35].

The importance of the curriculum evaluation position is caused by the evaluation function itself, as feedback (feedback) is necessary for various purposes, including the assessment of the efficiency and effectiveness of the implementation of the curriculum. Knowing how the educational management performed at an institution can help describe the level of educational purposes that has been determined. Have the educational purposes been achieved to the maximum? Or are there any remaining obstacles in the implementation process of the educational purposes and a description of the learning outcomes and the student competences level?

Of the overall activities of curriculum evaluation that should be done by a team of curriculum developers, it turns out only the evaluation of the learning outcomes is being done by the teachers. Other evaluation activities are not or have not been done officially. Apparently, the Faculty of Adab is yet to evaluate the ongoing curriculum.

Teachers pay more attention to the curriculum when there are regular changes to the course's structure. The habits of evaluating the whole learning process as in the evaluation of the development of the teaching objectives, teaching materials, teaching strategies, and teaching media, and the evaluation system itself are rarely done. This conclusion is reinforced by the fact that only a few teachers make the syllabus and there is no teacher who makes SAP in implementing the teaching and learning process.

The evaluation of the learning outcomes, as part of the evaluation of the curriculum, is also rarely surveyed. The measurement of language skills is often done with an oral test. From this point, it shows that the teachers are not consistent in measuring the ability of the student. Other evidence for the absence of adequate curriculum evaluation is also apparent from the use of questions that do not go through the process of validity and reliability, which is apparent from their presence.

Many other vital evaluation processes are not carried out either, such as searching of the graduate studies. Search studies of the graduates' absorption are actually very important as part of the evaluation of the relevance of the curriculum.

4.2.4. Resources and Support Facilities

Facilities, media, props, and other learning resources in

the classroom need to be planned out properly in advance. Learning resources in the narrow sense refer to books and other printed materials. A group of learning resources in a wider sense refers to all teaching tools that present an audio and visual message just like OHP, slides, video, film, and other hardware. An even broader definition of learning resources also includes opinions, which can be considered to be a source of learning experiences [36]. Learning resources in this sense occupy a very broad meaning, as large as life itself because everything that happened in the past can be considered as a source of learning to the extent that they bring experiences that encourage learning. According to Edgar Dale, an experience can be a rich source of learning resources, based on the levels of experience.

In this study, the experience that is defined as a source of learning is the opinion of Rival Sudjana and the learning resources based on the way of development, i.e., learning resources by design and utilization. Learning resources by design include books, brochures, encyclopedias, tape, overhead projector, slides, movies, videos, and interactive CDs. On the other hand, learning resources by utilization are utilized to provide a certain convenience to someone in studying the form of all kinds of learning resources that are around us. They are learning resources that have not explicitly designed for any benefits or with a learning activity in mind. For instance, the wealth of information provided in newspapers, markets, shops, museums, public figures, mountains, rivers, clouds, the Internet and others.

The grouping of learning resources based on the type consists of a message, people, materials, equipment, techniques/methods, and environment (setting). There are 6 types in total – each of which can be differentiated by learning resources by design and learning resources which are not designed but utilized (learning resources by utilization). By applying the learning resources criteria mentioned above, it is possible to find out whether the program of study or teachers have been specifically designing the resource or not. Based on this research, it can be safely concluded that the Faculty of Adab program has not yet been able to provide learning resources for the smooth implementation of the curriculum.

Graduates competency and the demand for work, which means that the principle of relevance in curriculum development, as has been described, is very important. Relevance, which refers to the world of work, is also called relevance to the outside. Relevance to the outside means that the objectives, content, and learning that are included in the curriculum should be relevant to the demands, needs, and the development of society. The curriculum prepares students to be able to live and work in society without being plagued by troubles.

The Curriculum Model of Arabic writing skills of Faculty of Adab of UIN SGD Bandung has been developed after a comprehensive needs analysis, extracted from various elements. This includes teachers, students,

alumni, the user, and stakeholders, which has been explicitly discussed in the previous section. The Arabic curriculum model envisioned by this study contains vision, mission, and contribution. The model's components include competency standards and the formulation of competence. The next component includes contents/materials containing the substance of the study, the determination of the time required for the formulation of syllabus and SAP. The media/learning method comprises of media/ learning resources, learning activities, approaches, strategies, and methods of learning. The final component is evaluation, which includes process assessment and learning outcomes.

The Arabic language curriculum design is seemingly inclined to the transmission model developed by Miller & Seller [37]. This is a competency-based education (C.B.E) model where the goal is to develop competencies through specific learning strategies. C.B.E. focuses on identifying measurable goals, finding an appropriate learning plan, and judging by means of criterion-referenced tests. It seeks to make students capable of achieving certain competencies.

The characteristics of this transmission model can be observed from the context, objectives, learning experiences, role of teachers, and its evaluation system. The context in question is to reflect the atomistic paradigm in which a reality that happened to focus on the difference and separate elements. From a philosophical viewpoint, this position belongs to the empiricism category. From a psychological point, it falls under behaviorism. From a political standpoint, it falls under conservative economic theory. This is *laissez-faire* capitalism, characterized by an economic atomistic view and social activity.

In terms of objectives, cultivation of students' social norms and mastery over school subjects are the primary objectives of this position. With regard to the learning experience, students and learners are actually expected to understand the concepts and facts pertaining to this subject and achieve mastery over certain specific skills. Students are expected to be active, where they are capable of responding to structured learning situations. They are also expected to adapt to the prevailing academic situation, social and disciplinary framework, and to be able to absorb the norms prevailing in the society. Regarding the role of teachers, teachers tend to play a direct role in the learning process. Learning this way is often deductive, with students learning by responding to their teachers.

In C.B.E learning, teachers plan and organize the material so that every student can learn each unit depending on their abilities. In mastery learning, lecturers should also give feedback to the students so that the learning becomes easier.

Evaluation often focuses on traditional achievement tests to indicate the degree to which students have mastered certain subjects. However, in such learning programs, formative evaluation plays an important role in correcting the lack of adequate learning. The fact is,

implementation of writing skills evaluation strategies simply don't solely focus on the automated part (*asyaq al aali*), which contains the automated skills of drawing the alphabet and knowing the spelling and punctuation in the foreign language. It also includes the cognitive aspect (*aqli*), i.e., good knowledge of grammar and vocabulary and the use of language [38, 39]

Additionally, the curriculum model also falls under the category of enactment, which is a combination of fidelity and mutual adaptive. Fidelity is a model of curriculum that is usually implemented as it is or as a whole. Here, the teacher only plays the role of an executor or implementer. Mutual Adaptive is a model curriculum that focuses on mutual adjustment between teachers, students, and society. This enactment can help achieve optimum results.

4.2.5. The Results of the Developed Curriculum Implementation

The average pretest and post-test values in the control class (class A) and the experimental class (class B) of the Department of Language and Literature Arabic of the Faculty of Adab and Humanities have been obtained using the SPSS program, supported by data analysis results. The results are as follows:

First, from the above calculation, it is known that p-value of 0.00 F subset of the statistics test (<0.05) then the conclusion is to reject the null hypothesis, which confirms the existence of significant deviations between the average value of the post-test in the experimental class and the control class.

Secondly, from the data obtained, it has been shown that the average pretest in the control class is 54.20. This has increased by 13.48%, making the post-test score is 61.51. While the first experimental class pretest score of 34.39 increased by 43.77%, making the post-test score is 49.46. Hence, it can be concluded that the observed increase in the experimental class by 43.77% is significantly higher than the 13.48% increase in the control class.

5. Conclusions

The researchers have presented certain conclusions regarding the ongoing curriculum of Arabic written instruction in Faculty of Adab of UIN SGD Bandung. Firstly, the writing skills learning program is not being implemented properly as many teachers prefer a theoretical approach to explain writing and the rules of language. However, true proficiency inevitably requires the usage of real-life examples/applications. Secondly, teaching materials are leaving students bored since the material only includes literature dealing with Islamic studies and the rules of language. Prevailing issues are not given any weightage. Thirdly, no creative methods are

employed, which causes students to fall prey to boredom. Fourthly, the use of media is restricted to white boards and markers. Some teachers may even explain the rules of language with lectures without any media. Fifthly, the evaluation system cannot measure the success of students and teachers efficiently, as the method of evaluation used is focused solely on the results. In fact, process evaluation is deemed by experts to yield the best evaluation results.

Meanwhile, the developed curriculum of writing Arabic instruction in this faculty proved to be more effective as it included the following traits. Firstly, the curriculum implementation developed is able to meet the learning objectives possibly because it gives students a lot of training to apply the rules of the language in written form. Secondly, the teaching material is attractive to the students because it is packed and organized to progress gradually from the simple to the difficult ones. Instead of restricting the material to only Islamic subjects, modern technology and contemporary topics have also been included. Thirdly, the methods used vary, depending on the characteristics of the topics being taught and the skillset of the teacher. Fourthly, instructional media has been used, which is challenging and fun for students. Fifthly, the use of a placement test at the beginning of the meeting followed by a summative test and achievement test can help improve the learning process and provides absolute clarity regarding the results of student learning and learning outcomes.

6. Inferences and Suggestions

Based on the results outlined in the previous pages, the researchers elicited that designing a curriculum of Arabic writing instruction is incomplete with a foundation based on cognitive theory, competency-based language teaching, and the Miller-Seller's curriculum development theory. Curriculum development should be designed as a collaborative venture involving all important elements, including teachers and students since the students will also have a say in the decisions pertaining to content selection, methodology, media, and evaluation.

The objective should be to integrate learning with the theory of writing and recognizing the role played by language in providing students with the ability to communicate and express their ideas in the Arabic language in written form. To achieve these goals, required teaching material must be selected and organized by objective experts. The topics include texts related to Islamic culture and modern technology. Learners ought to be trained to arrange words into sentences at first, followed by exercises in essay writing, letter writing, summary writing, scientific paper writing, all in the Arabic language.

The method used in curriculum implementation is the eclectic method. This refers to a merger between several

methods that are deemed most appropriate under specific classroom conditions. Moreover, the media used in learning Arabic writing skills should include a combination of both modern and traditional devices.

The evaluation of teaching Arabic language skills must be conducted in the written form with the help of a placement test (pre-test) that needs to be conducted to determine the pre-existing abilities of the students. This can also help categorize the students in the class by value before the course is launched. After this, the achievement test (post-test) may be carried out to measure the completeness of learning outcomes at each stage in the form of a written test.

7. Recommendations

The findings of this research study will be useful for various parties. The study's authors recommend that policymakers, curriculum designers, students, and language institutions pay special attention to the following findings.

Firstly, policymakers must pay attention to Meller-Seller's curriculum development theory, cognitive theory, and competency-based language teaching theory. Such an Arabic curriculum design would boost the Arabic writing abilities of the students tremendously. Policymakers should strengthen and support the results of this research study. A thorough dissemination of its results and application of the findings to the curriculum on a national or international level needs to be made.

Secondly, curriculum designers must note that the Arabic writing curriculum, which was developed with the integration of linguistic theory, learning theory, and curriculum development theory, has proven to be an effective tool in solving the problems and competency needs of the institutions, curriculum, and students. Further improvements and advancements based on the integration of multi-theory has to be done by conducting an optimal curriculum review beforehand, which will give birth to an actual variety of curriculum that is oriented towards achieving student competence aside from increasing the effectiveness and quality of learning

Thirdly, language institutions ought to provide opportunities to lecturers and students for applying the results of this study to their curriculum by providing vital learning facilities, which can help students improve their performance in Arabic writing and accomplish their language objectives.

Fourth, students must recognize that their involvement and active participation in designing the curriculum is the most important reference resource for curriculum designers who are seeking to identify the diverse requirements of the learners and students with regards to their preferred learning styles and competencies. This will allow curriculum designers to develop the curriculum more effectively and optimally. Additionally, students are

advised to participate actively in the application of these findings to their curriculum. Appropriate feedback should also be provided as and when required.

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