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## Compiling E-Learning *Kitabah Muqoyyadah* Teaching Materials through the CEFR

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### ABSTRACT

CEFR is a foreign language standard that embodies the communicative approach to language learning, where language learning is directed towards mastering the language for communication purposes. In the course of *Kitabah Muqoyyadah*, it is expected that students will be able to produce basic level communicative written language in the form of short messages in WhatsApp or email, which contain elements of requests, congratulations, and so on. Learning will be more effective if e-learning is used. This research used a research and development approach with the ADDIE design, limited to the "development" step, which produces a draft of the teaching material product. From this research, it is concluded that the preparation of the *Kitabah Muqoyyadah* textbook, which refers to the CEFR, needs to consider the following elements) The text material must reflect functional themes and be in the Middle Eastern Arabic style, 2) Simple exercises in completing gap texts that result in complete and functional texts, and 3) Project tasks that lead to functional language production according to context.

## 1. INTRODUCTION

Entering the 21st century, online learning has become a trend (Z.-Y. Liu et al., 2020). The penetration of technological innovations has given rise to various innovations in different fields, including education (Alam et al., 2021; Husain, 2020), and has the potential to replace human roles (Kemenkeu RI, 2020), among which online learning is popular (Giannakos et al., 2022; M. Liu & Yu, 2023). The implementation of online learning requires educators to integrate methods, media, and learning materials (Bayne, 2023) to achieve personalized, learner-centred, open, enjoyable, and interactive learning targets that support and enhance the learning process (Giannakos et al., 2022; M. Liu & Yu, 2023). Online learning is not only beneficial in the effort to achieve educational equity but also enhances the quality of traditional learning (M. Liu & Yu, 2023). Thus, along with the massive presence of technology, learning can adapt to it to achieve optimal learning and keep up with technological developments and advancements.

The learning of Arabic in Indonesia holds a special place. Arabic is the second most studied foreign language after English (Budiman, 2015). This is because the spread of the Arabic language coincides with the spread of Islam in Indonesia (Azizah et al., 2024; Munip, 2020), where out of a total population of 272.23 million people, 87% are Muslim. However, it is regrettable that the Arabic language learning that has been taking place so far primarily does not enable its learners to communicate in Arabic (Munip, 2020). In other words, the learning target is only text comprehension (Mukhtar & Fauzi, 2020; Sarip et al., 2024). Arabic, like any language, is a tool for communication to integrate with society (Sabarudin et al., 2023; Wan Ab Aziz et al., 2018) for various purposes benefiting humanity in different aspects of life (J. Richards, 2006), whether for economic, political, business, and other purposes (Hamidah, 2019). This means that Arabic language learning in Indonesia has not yet reached the implementation stage for communication purposes.

Writing skills are the most crucial element in learning Arabic. In the 4.0 era, anyone can connect and interact through writing. However, unfortunately, writing courses do not receive serious attention (Sabarudin et al., 2023), perhaps because they are considered the highest and most difficult skill (Fuadi & Junaedi, 2022; Sabarudin et al., 2023). Nevertheless, universities demand that their graduates possess writing skills (Nuraini et al., 2022).

Language learning that combines grammar and cultural elements includes language learning that refers to the Common European Framework of Reference (CEFR) (Al Hudaibi et al., 2017; Goullier, 2006). CEFR is one of the universal frameworks for foreign language learning that can be used to develop teaching materials, syllabi, and assessments (Mohamed, 2021; Uri & Aziz, 2020; Ibrahim, 2020), which was previously only for European languages but is now increasingly used by other languages around the world, including Arabic (Ibrahim, 2020; Al-Jarrāh, 2020). CEFR aims to blend language proficiency with other nations worldwide, leading to cultural exchange and becoming a source of knowledge and wealth for various countries (Foley, 2019; Ibrahim, 2020). CEFR classifies a person's language proficiency into six levels, namely A1, A2, B1, B2, C1, and C2 (Al Hudaibi et al., 2017; Goullier, 2006; Ibrahim, 2020).

CEFR, as a communicative approach, emphasizes the importance of communicative competence in language learning (Failasuf et al., 2024; Language Policy Programme, 2020; Ibrahim, 2020). Communicative competence itself consists of four dimensions: grammatical competence, sociolinguistic competence or pragmatic competence, discourse competence, and strategic competence (Farrik, 2015; J. C. Richards & Rodgers, 2001; Rosado et al., 2014). Bachman then formulated these elements, stating that grammatical and discourse competence, when combined, is referred to as organizational competence because this is where we can devise various forms of language. Sociolinguistic competence is divided into two aspects: language function and sociolinguistics. At this stage, we can use language for our desired purposes, such as requesting, responding, greeting, etc. Meanwhile, strategic competence is the execution element, meaning how language is delivered among various possibilities (Brown, 2004).

Similar studies have been conducted, such as the one by Ibrahim, who stated the importance of contemporary Arabic language learning for foreigners for more realistic purposes based on context and experience (Ibrahim, 2020). Then Al-Jarrah confirmed that Arabic language learning, which includes learning elements, can refer to the CEFR standards (Al-Jarrāh, 2020). The learning methods in CEFR can use blended learning (Primadana et al., 2020) and independent learning (Ibrahim, 2020). Samsi Setiadi et al., in their research on the CEFR-based *muqoyyadah* kitabah teaching material model and the integration of 21st-century skills, produced eight stages of teaching material for beginners, from isolated sentence construction to discourse composition with the aid of images (Setiadi et al., 2022). In this study, the author will develop a kitabah writing textbook that adheres to the CEFR based on context using e-learning.

About that background, the author was motivated to develop teaching materials for First Writing or in the Arabic Language Education program, Faculty of Language and Arts, Jakarta State University, using the course name *Kitabah Muqoyyadah*, which refers to the European language standards or CEFR based on online learning. This course continues the Khat-‘Imla course and relates to Nahwu 1 and other basic skills. This research is fundamental because no Arabic writing teaching materials in Indonesia have yet been found that are developed based on the CEFR reference and integrated with e-learning.

## 2. METHODS

This research is a development study using the ADDIE model (Branch, 2009; Spatioti et al., 2022), which in this study reaches the "development" stage that will produce a product in the form of e-learning-based *Kitabah Muqoyyadah* teaching materials referring to CEFR. Due to the limited research time provided to the researcher, the research and development stages reached the development stage but did not proceed to the evaluation stage. Therefore, the stages carried out are as follows: Analysis: at this stage, the researcher conducts an environmental and needs analysis of the students. The ecological study is carried out through observation. In contrast, the needs analysis is performed by distributing questionnaires to the students and interviewing the coordinator of the Arabic Language Education study program

and related lecturers. Design: at this stage, the researcher creates the teaching material design that refers to the CEFR and integrates it with online media, as per the data obtained in the analysis stage. At this stage, the researcher develops teaching materials that refer to the teaching material design document. The writing material was developed based on a literature review and validated by two native Arabic speakers.

This research was conducted in the Arabic Language Education Study Program, Faculty of Language and Arts, Jakarta State University, in 2024, with the population consisting of 48 students from the 2023 cohort or third semester.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

In the research and development to produce a product in the form of a *Kitabah Muqoyyadah* teaching language with the ADDIE design, the following steps are taken (Gustafson & Branch, 2002; Puspasari, 2019):

##### A. Analysis

In the analysis, the researcher conducted environmental observations in the Arabic Language Education study program and interviews with lecturers teaching the *Muqoyyadah* Writing course. From the observation and interview activities, the following information was obtained:

##### 1) Students

The results of the student need analysis are as follows: a) The composition of students comes from diverse educational backgrounds. There are: 1) Islamic boarding school, 2) Islamic high school, 3) Senior high school, 4) Vocational high school, b) The course on *Kitabah Muqoyyadah* is conducted in the third semester. Therefore, students have a foundation from the classes in the following two semesters, especially the *khat-imla* course; c) There is a basic Arabic language strengthening activity for new students, namely the *qoryah 'Arabiya* program, so it is assumed that students have a basic understanding of the Arabic language from this activity; d) Students want the material to be in a communicative language; e) Students basically want face-to-face learning, but due to the building construction conditions, they prefer online learning with weekly Zoom meetings as a form of learning supervision.

##### 2) Class-level environmental analysis

The results of the classroom-level environmental needs analysis are as follows: a) The *Kitabah Muqoyyadah* textbook is not yet available or is still in the development process, but it does not refer to the CEFR and has not yet considered e-learning; b) Learning activities are still conducted online because the classrooms are still being built.

##### 3) Study program-level environmental analysis

The results of the classroom-level environmental needs analysis are as follows: a) All skill courses are directed towards ensuring that students can

communicate in Arabic; b) The study load The course "*Kitabah Muqoyyadah*" is worth three credits; c) One of the graduate profiles is an Arabic language teacher and an Arabic translator; d) The course of *Kitabah Muqoyyadah* is a prerequisite for the course of Khat Imla, and this course serves as a prerequisite for the courses of *kitabah muwajjah*, *kitabah hurrah*, and *taujiḥ risalah*.

#### 4) University-level environmental analysis

The results of the classroom-level environmental needs analysis are as follows: a) Learning activities are conducted online because during this research, the old building is being demolished and a new building is under construction; b) The university's encouragement to utilize online learning technology through the platform <https://onlinelearning.unj.ac.id/>; c) The university plans to launch MOOC-based online learning through the platform <https://moocs.unj.ac.id/>

#### 5) Design

From the analysis activities above, a learning design was then carried out. The learning design used in the teaching of *Kitabah Muqayyadah* is the communicative learning design presentation-practice-produce or PPP (Depi Prihamdani, 2020; Richards & Rodgers, 2001; Soemantri, 2019). Before the design is formulated, the learning objectives of *Kitabah Muqayyadah* need to be determined. The purpose is: "Students can produce functional writing that contains messages of requests, congratulations, and other aspects of daily life."

From that objective, it was conceptualized into a linguistic theme, "Registration of new Saudi students at the State University of Jakarta". This linguistic theme is detailed into: 1) Theme, "Writing simple texts about entering university," with target: Students have an understanding and ability to write narrative and/or descriptive texts about hopes and/or aspirations; 2) Theme, "Writing Arabic expressions of request for assistance and their responses," with target, Students have the understanding and ability to write a request message to the help desk about new student admissions; 3) Theme, "Writing Arabic expressions for requesting assistance at the help desk and/or from those not yet known"; with target: 4) Theme, "Writing Arabic expressions of information using transportation means," with target, Students have an understanding and ability to write requests to close friends about transportation and costs; 5) Theme, "Writing Arabic expressions of conveying information," with target "Students have the understanding and ability to write requests to close friends about transportation, directions, and traffic."; 6) Theme, "Writing Arabic expressions of congratulations," with target "Students have the understanding and ability to write messages of congratulations about graduation."; 7) Theme, "Writing Arabic expressions of requests to parents," with target "Students have the understanding and ability to write messages of requests to parents about expenses."

The material is structured in each of the lessons above based on the presentation, practice, and production (PPP) formula. In addition, it includes

content on vocabulary, grammar, sociolinguistics, discourse, and strategies.

## 6) Development

After conducting analysis and design, the next stage is to develop or enhance the product. The product is an e-learning-based *Kitabah Muqoyyadah* teaching material called the CEFR.

## 7) Development of materials

As explained in the material design stage, the teaching material design in this research, which refers to the CEFR, uses a presentation, practice, and product design, with the details as follows :

### a) Presentation

The presentation referred to here is communicative material that contains elements of sociolinguistics, discourse, grammar, and strategies packaged within a linguistic theme, such as introduction (when there is a need for a specific desire, for example, the need to obtain information about new student registration). This material stimulates students to practice and produce communicative writing by the established learning targets. The material presented is partially as follows. The developed material consists of seven lessons, of which the ones displayed here only represent the entire material. For example, the teaching materials for lesson two are as follows:

Theme : "Expressions of requests for help and responses to them"

Target : able to produce writing that contains a request for help and provide a response to it

Method : discussion, simulation, and project

Media : LMS and Zoom

Material :

مرشحة الطالبة حليلة  
السلام عليكم ورحمة الله وبركاته  
إلى إدارة تسجيل الطلاب الجدد بجامعة جاكارتا الحكومية  
أنا حليلة من مكة، المملكة العربية السعودية، أود الاستفسار أكثر عن إجراء  
الاختبار. أنا مهتمة جداً بمتابعة دراستي في جامعة  
جاكارتا الحكومية، ولكن المعلومات التي تلقيتها حول إجراء الاختبار تشير إلى أنه  
يجب عليّ الحضور إلى جاكارتا بينما أنا في  
السعودية. هل هناك مكتب تمثيلي للجامعة جاكارتا الحكومية في السعودية أو هل من  
الممكن إجراء الاختبار عبر الإنترنت؟  
هذا ما أردت الاستفسار عنه، شكراً جزيلاً على اهتمامكم.  
والسلام عليكم ورحمة الله وبركاته  
مكتب شؤون الطلاب

إلى حليلة  
 المرشح/ة للالتحاق بالطلاب الجدد بجامعة جاكارتا الحكومية  
 نحن سعداء جداً لسماع أنك مهتمة بمتابعة دراستك في جامعة جاكارتا الحكومية.  
 فيما يتعلق بإجراء الاختبار، نعتذر بشدة لأنه ليس  
 لدينا مكتب تمثيلي في السعودية، ويجب أن يُجرى الاختبار في جاكارتا.  
 إذا كنت مازلت بالحاجة إلى مزيد من التوضيح أو أي مساعدة أخرى بخصوص  
 اختبار القدرات الوطنية الموحد القبول عدم التردد في التواصل معنا  
 نتمنى لك التوفيق والنجاح دائماً.  
 والسلام عليكم ورحمة الله وبركاته.

The material presented above includes 1) vocabulary about introductions, 2) grammar about *jumlah ismiyah*, *jumlah fi'liyyah*, *sifat maushuf*, *mudhof ilaih*, *jar majrur*, *dzaraf* (development from the Nahwu material learned at the previous level); 3) discourse, the discourse formed is how the text is structured to obtain information about new student admissions or in the form of a simple request message; 4) sociolinguistics, the sociolinguistics formed is the politeness of how a teenager composes a text to an institution to obtain information about new student admissions.

#### b) Practice

In this practice activity, students are directed to 1) understand the reading together with a Zoom discussion, 2) understand how to use every word in forming functional sentences and texts, especially the relationship between verbs and prepositions to create the correct style, 3) practice completing imperfect texts with appropriate word choices. The appearance is as follows.

بدأت حليلة البحث .... الجامعات في إندونيسيا عن طريق تصفح الإنترنت ووسائل التواصل الاجتماعي

Select one:

☐ a. من

☐ b. إلى

☐ c. في

☐ d. عن

Figure 1: Example of exercise material to complete imperfect texts with multiple-choice questions

حليلة هي فتاة مراهقة من أصل إندونيسي  وترعرعت في مكة المكرمة بالمملكة العربية  
 السعودية.  حليلة من المرحلة الابتدائية حتى الثانوية في مكة. بعد  من المدرسة الثانوية،  
 حليلة  دراستها في إندونيسيا للحفاظ على جذورها الثقافية كإندونيسية

وُلدت  درست  تخرجها  أرادت  مواصلة

Figure 2: Example of training material to complete imperfect texts with matching exercises using the available words.

### c) Produce

After the students study the material through discussions, simulations, and practice by doing exercises, the next step is production. To produce functional writing that contains commands, requests, or expressions of sympathy and/or empathy, pairs must be formed where one acts as the stimulator and the other as the responder. The task format is as follows, "Create a WhatsApp message dialogue with your friend, one of whom is asking for help and the other is a staff member of the office/company responding to the message", which contains: 1) For the applicant: Opening sentence, a clear request sentence, closing sentence; 2) For the respondent: Opening sentence, Sentence responding to the request for assistance, Closing sentence.

The assessment indicators are as follows: 1) The text of the request/response message is clear and realistic; 2) Use verbs and/or gerunds at least five as learned above.

After the development is organized, the development document is still referred to as a draft. This draft needs to be validated by a subject matter expert. Before experts validated the draft, the researcher created a questionnaire consisting of 20 statements with a response range of 1-5. The subject matter experts requested for validation are Dr. Muhammad Kamal and Dr. Syamsi Setiadi. The expert assessment results were then calculated using Microsoft Excel, and the results showed a score of 85, indicating that the material has a high level of trust among the experts.

### d) Development of e-learning

The e-learning platform used to integrate teaching materials into e-learning is the LMS <https://onlinelearning.unj.ac.id>. This platform is the official online learning platform of UNJ. Before the material is entered into the LMS or integrated with LMS media, the material is first processed in Photoshop graphic design and then made into teaching materials in PDF or softcopy format. The appearance is as follows :



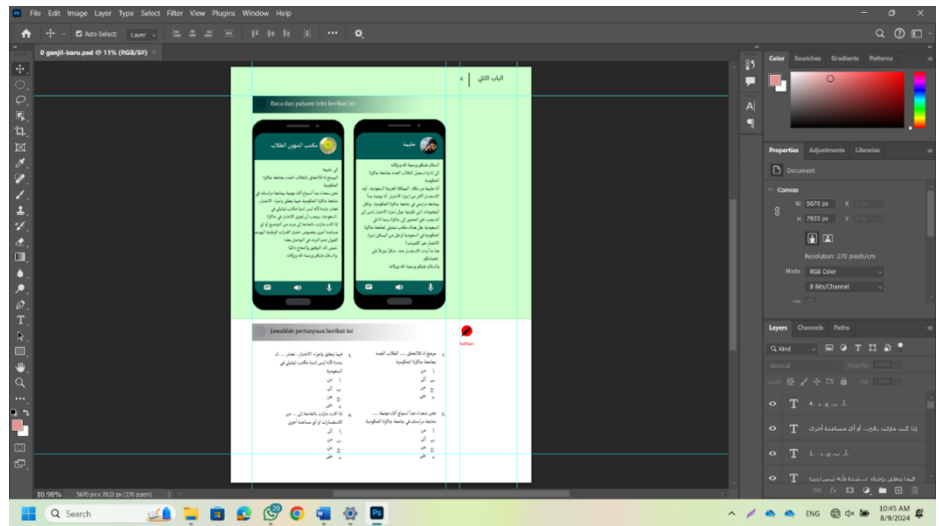


Figure 3: The design display of teaching materials in the Photoshop application

Then, when entered into the LMS, the display is divided into three parts: 1) material in PDF format, 2) exercises in multiple-choice questions and/or filling in incomplete texts with appropriate word choices, and 3) a project to produce written work. The appearance is as follows :

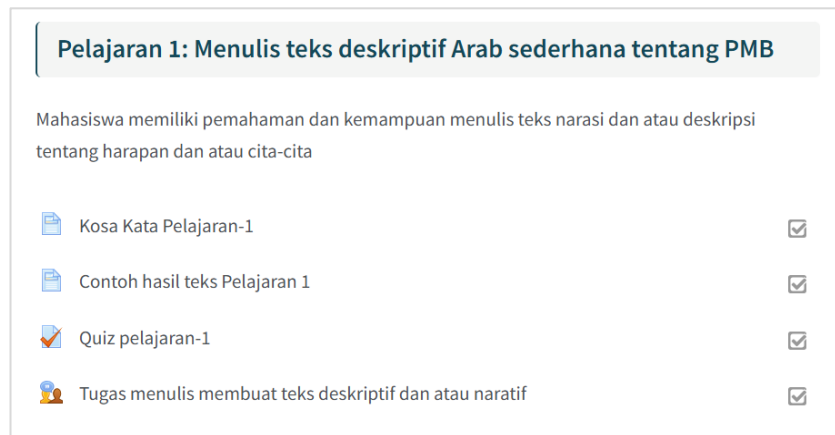


Figure 4: The appearance of materials in e-learning

After the e-learning development is organized, the e-learning development document is still referred to as a draft. This draft needs to be validated by technology experts. Before experts validated the draft, the researcher created a questionnaire consisting of 32 statements with a response range of 1-5. The subject matter experts requested for validation are Dr. Raden Ahmad Barnabas and Dr. Aceng Rahmat. The expert assessment results were then calculated using Microsoft Excel, and the results showed a score of 82.5, indicating that the material has a high level of trust among the experts.

### 3.2 Discussion

The development research is still partial. The stages we have undertaken are Analysis, Design, and Development or ADD, while the following stages, namely Implementation and Evaluation or IE, will be continued in the subsequent research. The teaching material developed is the *Kitabah Muqoyyadah* subject based on e-learning, which refers to CEFR.

In previous research, Ibrahim, in his project with Aljazeera Learning, revealed that the importance of learning Arabic is in the context of everyday life (Ibrahim, 2020) and can refer to the international CEFR standards (Al-Jarrāh, 2020) as well as utilizing online media that enables independent learning (Ibrahim, 2020). The preparation of muqoyyadah writing teaching materials can use techniques such as sentence or gap text construction or building discourse from isolated words or sentences (Setiadi et al., 2022). In this study, the researcher developed muqoyyadah kitabah teaching materials referring to CEFR using online media with the ADDIE development method.

At the analysis stage, a comprehensive analysis was conducted, including an analysis of student needs, an environmental analysis covering class-level analysis, a program study-level analysis, and a university-level analysis. The researchers use the results of this analysis to create a design for the muqoyyadah kitabah teaching materials that align with the student's readiness to learn and the institution's expectations. As the information displayed in the results shows, although the students come from various backgrounds during their high school years, they have completed one year of coursework in this study program, which includes Khat-Imla as one of the required subjects. Additionally, they have taken other courses, such as Nahwu Awwal and four introductory Arabic language skills courses. They are also ready to participate in online learning, provided weekly Zoom meetings are held.

Then, the institutional level analysis shows that the study program has conducted preliminary research but has not yet produced any products, which the author can utilize as a stepping stone. Additionally, the university atmosphere is undergoing demolition and reconstruction of buildings, making it impossible to conduct classroom learning. Nevertheless, the university has provided online learning platforms, namely <https://onlinelearning.unj.ac.id/> and <https://moocs.unj.ac.id/>, as an alternative to face-to-face learning.

At the design stage, the researchers used the learning design initiated by Richards, namely presentation-practice-produce or PPP, as a reference. This design allows for learning as per CEFR, which is learning that enables students to have communication skills in various situations and contexts (Maftoon & Sarem, 2015; Pratista, 2023). Thus, the design of teaching materials in presentations involves the teacher providing real or nearly real writing materials that contain language functions such as requests, apologies, and others based on specific themes such as family, friends, or formal themes. Thus, students do not only learn text and grammar but also the functions of language and how to implement them. In the "practice" phase, educators provide stimuli in the form of

objective writing exercises that lead to concrete language products such as narrative texts, descriptions, or specific documents. Finally, at the "production" stage, students are tasked with producing writing similar to the examples but in their version, which can be adjusted to their more realistic experiences or desires.

At the product stage, the researchers compiled the material in the form of a serial story that closely resembles reality, guiding the writing of messages through WhatsApp or simple emails suitable for the A1 level (Dianto et al., 2022; Uri & Aziz, 2018) from simple cases such as the introduction of an Arab student of Indonesian descent who aspires to continue their studies in Indonesia, a request for information to participate in UTBK, transportation and route directions in Jakarta, and a request for financial support from parents because they passed the college entrance exam. Each theme of this material contains not only text, grammar, and pragmatics but also discourse elements and strategies (Foley, 2019; Mohamed, 2021; Savski & Prabjandee, 2022) such as requests, apologies (Khambali et al., 2023), commands to friends, requests to parents, and requests to office staff using WhatsApp. This material is first compiled into a textbook and then transferred into e-learning. In e-learning, the material is organized into seven chapters, each containing content, assignments, and projects.

#### 4. CONCLUSION

This research found that in the preparation of e-learning-based *Kitabah Muqoyyadah* teaching materials referring to CEFR, several elements need to be considered, namely: 1) The teaching materials must be based on real-life contexts; 2) in the learning process, the techniques of presentation, practice, and production can be used. Presentation means that the material presented is communicative and contains elements of sociolinguistics, discourse, grammar, and strategies, which are generally packaged within a specific language theme. Practice means the material provides linguistic exercises, such as completing texts that form discourse. Product means the material directs learners to create communicative writings such as letters, messages in the form of WhatsApp or emails, etc. 3) In E-learning, the features that need to be utilized are the teaching material display feature, the practice feature, and the writing project feature.

As for the stages of developing teaching materials, they must follow the research development stages, which in this case adhere to the ADDIE design, and due to time constraints in this research project, it only reaches the development stage. At the Analysis stage, it is necessary to gather information on the needs of both the students and the institution's expectations. At the Design stage, there needs to be an integration between the needs analysis results and the CEFR theory, as well as the integration of materials into e-learning. It is worth noting that e-learning has many features, but only a few of them are utilized. In the Development stage, validation is needed not only from native speakers but also from subject matter experts and technology experts.

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