



ALSUNIYAT  
JURNAL PENELITIAN BAHASA, SASTRA, DAN BUDAYA ARAB

Journal homepage: <https://ejournal.upi.edu/index.php/alsuniyat>



## Optimising Composition Writing Learning through Constructivism-Based Teaching Materials: A Needs Analysis of Writing Skill

Dadang Firdaus<sup>1\*</sup>, Faisal Mahmoud Adam Ibrahim<sup>2</sup>, Zakiyah Arifa<sup>3</sup>, Uril Bahrudin<sup>4</sup>, Za'imul Umam<sup>5</sup>

<sup>1</sup> Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

<sup>2,3,4</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>5</sup> Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

Correspondence: E-mail: [dadang.firdaus@uin-suska.ac.id](mailto:dadang.firdaus@uin-suska.ac.id)

### ARTICLE INFO

#### Article History:

*Submitted/Received 20 Feb 2025*

*First Revised 22 Apr 2025*

*Accepted 28 Apr 2025*

*Publication Date 30 Apr 2025*

#### Keywords:

*Constructivism*

*Composition writing*

*Needs analysis*

*Teaching materials*

### ABSTRACT

Many Composition Writing learning activities utilise a classical approach by merely assigning students tasks aligned with learning objectives, followed by evaluation. In reality, without good learning resources, it will be challenging to develop writing skills. This study aims to identify the need for constructivist-based materials to improve writing skills in the Arabic Language Education Program at UIN Sultan Syarif Kasim Riau. It conducts a needs analysis to determine the necessity of developing instructional materials that can actively engage students through experience and interaction. This research is needs-based and qualitative, with data collected through interviews and questionnaires in the classroom. The findings show that students' writing skills still require improvement, particularly in text structure, vocabulary usage, and the ability to express ideas systematically. Additionally, students need relevant instructional materials to better understand and apply writing techniques across various forms of Composition Writing texts. Based on these findings, constructivist-based materials must be designed to provide a more comprehensive learning experience, emphasising hands-on practice and collaboration. The study's findings are expected to assist educators in developing effective Composition Writing learning strategies that align with students' needs.

## 1. INTRODUCTION

Teaching materials are fundamental in Arabic language teaching, as they enhance comprehension and facilitate the learning process (Mardiana & Harti, 2022). These materials, which include audio, visual, and interactive media, help present learning content engagingly, motivating students and increasing their interest (Majid, 2013; Bayda, 2021). Effective teaching materials align with learning objectives and are designed by experts to meet educational standards (Kosasih, 2021).

Teaching materials help simplify complex concepts, improve understanding, and encourage active participation (Al Faruq, 2015; Shamut, 2023). Moreover, they allow multisensory learning, enhancing reasoning abilities and evaluating student performance (Bayda, 2021; Prastowo, 2015). Materials such as films, textbooks, and educational games aid in listening, speaking, and conceptual understanding, creating a more interactive learning environment (Bayda, 2021).

The constructivist approach, emphasising student-centred learning, is highly relevant to this context. It encourages active participation, collaboration, and social engagement, enabling students to construct knowledge through experiences (Hamid et al., 2019; Abdiyah & Subiyantoro, 2021). Teachers in this approach act as facilitators, fostering collaboration and supporting the learning process (Ridwan et al., 2023). This shift to constructivist methods has enhanced student engagement and Arabic language proficiency (Hamdan, 2019).

A key component in Arabic language teaching that aligns with constructivism is Composition Writing. This material focuses on sentence construction and vocabulary and promotes critical and creative thinking (Mustofa, 2011). Composition Writing improves students' understanding of grammar and culture while allowing them to express themselves creatively (Syamsiyah & Qosim, 2023). Despite its importance, students often face challenges in this area, particularly grammatical errors (Aflisia et al., 2024). Directed Composition Writing methods have been proven effective in improving writing skills (Sholikhah & Ammar, 2023).

Composition Writing allows students to be creative and express themselves in Arabic. They can write various works, from letters to poems, enabling them to develop their writing style and increase their confidence in using Arabic. In addition, this creative process makes learning more interesting and meaningful (Syukran, 2018).

While Composition Writing allows students to be creative and express themselves, challenges arise in teaching Arabic in the Arabic Language Education Department of Sultan Syarif Kasim State Islamic University, Riau. The main problem of this study is the lack of teaching materials in the field of Composition Writing available in the department. Although Composition Writing is an essential element in teaching Arabic, the results of observations and interviews with lecturers and students indicate no teaching materials specifically designed to support constructivist-based learning. This poses challenges in the learning process, where students have difficulty developing their writing skills effectively and creatively (Firdaus, 2024). The lack of suitable instructional materials has led to significant gaps in students' writing skills, hindering their ability to express ideas clearly and effectively

in Arabic, which impacts their overall academic performance in the Arabic Language Education Program.

In addition, this study noted that Composition Writing teaching materials are often considered unimportant in the Arabic Language Education Department of UIN Sultan Syarif Kasim Riau. This view arises due to a lack of understanding of the strategic role of teaching materials in improving teaching effectiveness and mastery of writing skills. As a result, attention to developing relevant and quality teaching materials is low, so students do not get adequate support to understand the concept of Composition Writing in depth (Firdaus, 2024).

## **2. METHODS**

This study employed a mixed-methods research design, combining qualitative and quantitative approaches. The qualitative component focused on exploring students' needs and challenges in Composition Writing, while the quantitative component aimed to measure students' perceptions and expectations regarding instructional materials through a structured questionnaire.

The study involved 29 students and four lecturers from the Arabic Language Education Program at Sultan Syarif Kasim State Islamic University, Riau. The participants were 4th-semester students enrolled in writing-related courses. The inclusion criteria covered students actively participating in the Composition Writing learning process, while the exclusion criteria excluded students from other semesters.

The instruments for data collection included interviews, questionnaires, and classroom observations. Semi-structured interviews were conducted individually with lecturers to explore theoretical perspectives on effective teaching materials for Composition Writing. A rating scale questionnaire was distributed via Google Forms to collect quantitative data on students' perceptions of their writing skills, the need for constructivist-based instructional materials, challenges in writing, understanding of text structures, experiences with current learning materials, and the effectiveness of existing resources. Additionally, classroom observations provided insight into the need for instructional materials and the dynamics of the Composition Writing teaching-learning process.

Data analysis involved both qualitative and quantitative methods. Qualitative data from interviews were analysed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Triangulation was carried out by comparing data from interviews, observations, and questionnaire results to ensure the validity of the findings and to capture a comprehensive picture of the instructional needs.

Meanwhile, quantitative data from the questionnaires were analysed descriptively using SPSS software. The validity and reliability of the instrument were tested beforehand; reliability testing was performed using the Cronbach's Alpha method via SPSS to determine the internal consistency of the questionnaire items. The data were then coded and categorised to identify key themes and patterns, which would inform the development of constructivist-oriented Composition Writing teaching materials.

### 3. RESULTS AND DISCUSSION

The researcher realises the importance of knowing the extent to which students need teaching materials that support their understanding of the material according to the curriculum. Therefore, the researcher collected data on these needs, starting with interviews with experts in the field of Composition Writing specifically and experts in writing or language skills in general. Furthermore, the researcher distributed questionnaires to students and conducted interviews to obtain information similar to the main subjects' perspectives. The researcher then documented documents related to the teaching of directed Composition Writing, such as the syllabus, lesson plans, and student learning outcomes obtained from the management of the Arabic Language Education Department. Finally, the researcher measured the initial abilities of students through a preliminary test, which is one of the essential steps in this study to determine their skills or competencies in the material of directed Composition Writing.

#### **Theoretical Study of Good Directed Composition Writing Teaching Materials**

Before starting the development, the researcher emphasised the need to refer to the theory of good teaching materials and their use. This aims to ensure that the materials developed are to the required standards. This is a concrete form of the theoretical review that the researcher explained in the previous chapter. Here, the researcher presents various opinions from experts in this field. They are experts in language skills, especially writing skills, and some of them are experts in grammar (*nahwu*) and morphology (*sharf*), which are closely related to the material of directed Composition Writing, which requires an understanding of grammar in writing.

Ahmad Syah argues that Composition Writing is the process of using language to express what comes to mind and express ideas to be conveyed to others in writing, either in the form of free or directed Composition Writing. Directed Composition Writing is the process of using language to express ideas related to a previously determined topic to be conveyed to others in writing. The directed Composition Writing teaching materials prepared by the teacher include: (A. Syah, personal communication, January 13, 2024)

- a. Determine the topic
- b. Arrange vocabulary related to the ideas contained in the topic
- c. Arrange ideas related to the topic that has been determined according to the students' thinking ability level.
- d. Arrange paragraphs or structures related to the topic so that students can arrange them into complete and proper sentences
- e. Arrange scattered vocabulary into correct sentences or paragraphs
- f. Correct errors in students' Composition Writing so that they understand it well.

Students' ability to write a Composition is still low. It requires motivation from teachers, such as explaining the benefits students will get after learning and providing vocabulary related to their daily activities to be arranged into complete and proper sentences. Learning weaknesses in Composition Writing are caused by the lack of vocabulary they

master and their limited knowledge of grammatical structures and patterns. Students are unable to apply grammatical patterns in writing. One of the difficulties students face in learning directed Composition Writing is applying the correct grammatical structure and using vocabulary appropriate to the ideas contained in the topic (A. Syah, personal communication, January 13, 2024). However, there is no alternative other than making directed Composition Writing a compulsory course in the Arabic Language Education Department.

Ahmad Syah stated that the main goal in teaching directed Composition Writing is to improve students' ability to express what is contained in the specified topic and to express their directed ideas to be conveyed in writing. Another goal is to arouse students' interest in learning free Composition Writing in the future. Directed Composition Writing and free Composition Writing are two things that are interrelated and aim to improve students' ability to use language as a means of expression and a means of conveying ideas in writing. The difference is that directed Composition Writing has steps the teacher carries out in the teaching process (A. Syah, personal communication, January 13, 2024).

Jon Pamil stated that the four language skills are interrelated, where listening skills significantly affect speaking skills. Likewise, composition writing is a writing skill deeply influenced by reading. If someone wants to improve their speaking skills, they must practice listening. Likewise, if they're going to have good writing skills, they must practice reading a lot. Reading provides students with many diverse ideas and concepts to use in writing, so that they can develop existing knowledge and write it well and in a structured manner, like the writing they read. It is expected that the directed Composition Writing course can improve the quality of students' scientific writing through writing about research backgrounds and theoretical frameworks. In the future, students are expected to become scientists and academics who can present their reports at both national and international levels, so good writing skills are critical (J. Pamil, personal communication, January 13, 2024).

Ahmad Syah emphasised that good reading skills are closely related to the ability to write Composition Writing *terudara*. Correct reading and good understanding help students in learning Composition Writing, because what students understand from the text they read makes it easier for them to write Composition Writing (A. Syah, personal communication, January 13, 2024).

Dr. Promadi thinks that Composition Writing teaching materials are essential and need development. Many students write scientific papers, but are unable to express their ideas in writing in a structured manner. In discussions, scientific papers are often found to have unorganised writing, and students cannot explain the position of the *i'rab* when asked by the examiner. They cannot identify *mubtada* and *khabar*, *fi'il* and *fa'il*, or distinguish between descriptive and other structures. Therefore, students need to be taught and guided through well-structured teaching materials, starting from the arrangement of *mubtada* and *khabar*, then moving on to the following material (Promadi, personal communication, January 14, 2024).

Grammar, morphology, and vocabulary mastery help students improve their ability to express ideas and convey their thoughts. Directed Composition Writing requires other language elements, especially vocabulary related to the specified topic. Composition Writing will not be successful without mastery of vocabulary and language structures, such as descriptive structures, additions, and especially predicative structures, both nominal and verbal (Promadi, personal communication, January 14, 2024).

The criteria for this teaching material must start from a simple arrangement pattern and gradually increase. You can start from *mubtada + khabar* or *fi'il + fa'il*, then increase or move on to more complex sentences such as *mubtada + khabar + zharaf* or *fi'il + fa'il + maf'ul bih*. This compound sentence contains more complex information and continues to increase by adding sentences consisting of sentences or the like (Promadi, personal communication, January 14, 2024).

According to Masbukin, directed Composition Writing teaching must be based on the basic principles of *nahwu*, because the abilities of each student are minimal. This learning focuses on composing sentences with different patterns, such as composing nominal sentences. Therefore, when writing this sentence, students will arrange sentence elements such as *idhafah*, *na'at*, *man'ut*, *zharaf*, and so on to become proper sentences. These elements must be correct in terms of writing and style. *Mubtada* and *khabar* are the main things that students must master. Therefore, students must practice continuously, both at home and in class. In this case, this can be done by providing exercises at home or outside the classroom, then collected in class, and the lecturer will correct and provide direction regarding the exercise material (Masbukin, personal communication, October 2023).

Masbukin added that it is better to start writing exercises from their daily activities and hobbies that they like, then increase to more academic and critical thinking. Therefore, there are tiered stages. Most importantly, students must master sentence patterns well before moving on to the following material. If they do not master it, they should not immediately learn new material because material that is forced and not mastered will make them desperate and give up. Student misunderstandings can be overcome by remedial studies for those who fail and enrichment programs for those who succeed. Enrichment programs can be carried out by guiding students struggling to understand the material. The lecture method can be changed into a workshop or training (Masbukin, personal communication, October 2023).

In Composition Writing teaching, according to Dr. Jon Pamil, the topics in each material are not explicitly determined in this teaching. The main goal is to master writing skills, although achieving this requires practice using appropriate issues such as daily activities, stories of experiences, dreams, desires, etc. From here, the researcher believes that the aim of Composition Writing teaching in the Arabic Language Education Department is to learn with a constructivist approach designed by the researcher, where all the topics mentioned are based on personal and authentic experiences, which is the basis of the concept of the constructivist approach (J. Pamil, personal communication, January 13, 2024).

The Composition Writing course also involves applying *nahwu* by writing sentences correctly. Masbukin said there are various exercises in composing simple sentences and

paragraphs, where students write sentences or paragraphs based on predetermined topics. These topics are collected and included in the learning outcomes in the targeted Composition Writing syllabus. The topics include my house, my mobile phone, my school, my family, my village, my dreams, my hobbies, midterm exams, my future, my teacher, my university, my friends, and bright students. This study shows similarities in goals, activities, and patterns designed by researchers through the development of this material. The researcher concluded three points mentioned by Masbukin that support the application of the constructivist approach in directed Composition Writing teaching, namely: (Masbukin, personal communication, October 2023)

- a. These topics are in the form of experiences and student experiences.
- b. Most of the student activities are exercises, which help students gain information and knowledge from their experiences.

It is expected that this directed Composition Writing teaching will focus on teaching sentence patterns and structures, such as constructing sentences or essays using *mubtada* and *khobar* as well as types of *fi'il* and *fa'il*, of course, by determining the appropriate topic. Thus, the theory of *nahwu* and *sharf* that has been studied can be applied, such as making *mashdar* as *mubtada*, using *mashdar* as *maf'ul bih* in a sentence, or making *isim fa'il* as *khobar*, so that *nahwu* and *sharf* are integrated into one skill. Jon Pamil hopes Students can convey their opinions and ideas by paying attention to the aspects of *nahwu* and *sharf* in writing Composition Writing, as they have learned in special classes, as well as paying attention to the correctness of the structure in the use of forms such as *fi'il*, *fa'il*, and other forms, so that the achievement is in the form of written communication. In a broader and freer Composition Writing, directed Composition Writing must support the following writing skills: free Composition Writing and broad Composition Writing. At this stage, the teacher no longer directs learning as in directed Composition Writing. Still, students must understand broader and unlimited patterns (J. Pamil, personal communication, January 13, 2024).

Elemental directed Composition Writing teaching materials include topics written by students, the ideas contained in the topic are based on the students' level of thinking and daily experiences, and the sentence structure that students will apply. After that, examples or models of sentence structures and vocabulary related to the ideas in the topic are given, specifically, the topic. The best-directed material is appropriate to the student's level of thinking and daily activities (A. Syah, personal communication, January 13, 2024).

Compared to foreign language learners (English), Promadi explained that in academic writing, they also start from simple patterns and basic words. This writing is divided into stages, from arranging words into sentences, then arranging sentences into paragraphs, to finally becoming a research paper. The obstacles to students are the irregularity of the material in the Composition Writing learning. There is no uniform pattern among teachers when compiling teaching materials for Composition Writing, mainly directed Composition Writing.

To increase students motivation and desire to learn directed Composition Writing, teachers can apply teaching steps, such as explaining the concept of directed Composition Writing, explaining its position among the courses in the Arabic Language Education Department, conveying the objectives of teaching Composition Writing, and linking it to additional research writing (A. Syah, personal communication, January 13, 2024).

Promadi also emphasised the importance of implementing a constructivist approach in directed Composition Writing, a transformative concept from old to new methods. This approach changes the technique of memorisation into a process that begins with the teacher providing information and sufficient examples, and then, students try to connect new information with existing knowledge in their minds to conclude new knowledge and concepts. Therefore, the constructivist approach can be applied to build knowledge between individuals or groups. Thus, teachers must understand and develop this concept to form social constructivism, where students gain the same understanding through the proper steps (group work) (Promadi, personal communication, January 14, 2024). Jon Pamil argues that providing materials based on experience and reality will give meaning to learning, focusing on practical learning (J. Pamil, personal communication, January 13, 2024).

### **Student Responses to Learning and Teaching Problems in the Composition Writing Subject.**

In addition to expert opinions on the need for materials that have been developed, researchers tried to use questionnaires and interviews to identify problems faced by students in Composition Writing learning lessons. Researchers distributed questionnaires consisting of four aspects. First: students' understanding of Composition Writing. Second: the use of teaching materials in the learning process. Third: the balance between theoretical and practical aspects in teaching Composition Writing skills. Fourth: Composition Writing teaching based on personal experience (constructivism). From the data collection process, researchers obtained the following results:

Table 1. Results of Student Needs Analysis Regarding Academic Material Development

No	Question	Answer	Amount	Percentage
<b>A. Students' Understanding of Composition Writing</b>				
1	What do you think about the lesson on Composition Writing?	very easy	0	0
		easy	18	62,1
		difficult	11	37,9
		very difficult	0	0
2	How much do you understand about writing letters in words or sentences?	very good	4	13,8
		good	24	0
		not good	1	82,8
		very bad	0	3,4
3	How do you understand writing sentences in Composition Writing?	very easy	2	6,9
		easy	19	65,5
		difficult	8	27,6



		very difficult	0	0
		very easy	0	0
4	How do you understand writing paragraphs in Composition Writing?	easy	13	44,8
		difficult	15	51,7
		very difficult	1	3,4
<b>B. Use of Teaching Materials in Learning</b>				
		Often	4	13,8
5	Do you use media in Composition Writing learning?	Sometimes	16	55,2
		Rarely	8	27,6
		Never	1	3,4
		Very important	22	75,9
6	How important is the use of media to support Composition Writing learning?	Important	7	24,1
		Not important	0	0
		Very unimportant	0	0
<b>C. Balance between theoretical and practical aspects in teaching skills, Composition Writing</b>				
		Strongly agree	16	55,2
		Agree	13	44,8
		Disagree	0	0
7	What do you think of guided Composition Writing learning in writing sentences and paragraphs, which involves theoretical planning about sentences and paragraphs, and its application is balanced between the two?	Strongly disagree	0	0
		Strongly agree	5	17,2
		Agree	10	34,5
8	What do you think if theory and concepts are prioritised over their application in writing sentences and paragraphs in guided Composition Writing learning?	Disagree	14	48,3
		Strongly disagree	0	0
		Strongly agree	3	10,3
		Agree	25	86,2
9	What do you think of guided Composition Writing learning, which includes exercises in writing sentences and paragraphs using previous knowledge?	Disagree	1	3,4
		Strongly disagree	0	0
<b>D. Composition Writing learning based on personal experience (Constructivism)</b>				

10	What do you think of guided learning in writing sentences and paragraphs, which includes exercises in writing sentences and paragraphs according to previous experiences?	Strongly agree	0	0
		Agree	18	62,1
		Disagree	11	37,9
		Strongly disagree	0	0

The results of the validity test analysis can be seen in the previous table, which shows the extent to which the questions are aligned with the targeted concept. Through the following table, we will present the results in more detail, which helps in understanding the effectiveness of the questionnaire in measuring various dimensions of the research topic:

Table 2. Summary of The Results of The Validity Test Analysis of The Student Needs Questionnaire

Question	r-score	r <sub>table</sub> 5%	Value of Sig.	Criteria
1	0,674	0,367	0,001	Valid
2	0,422	0,367	0,023	Valid
3	0,527	0,367	0,003	Valid
4	0,619	0,367	0,001	Valid
5	0,613	0,367	0,001	Valid
6	0,515	0,367	0,004	Valid
7	0,530	0,367	0,003	Valid
8	0,490	0,367	0,007	Valid
9	0,445	0,367	0,016	Valid
10	0,446	0,367	0,015	Valid

The table above shows that the R table value is 0.367, where all r-score values for each question are greater than this value. In addition, the significance value for each question is less than 0.05. Based on these results, we can conclude that all questions in this questionnaire are considered valid in measuring the targeted concepts, strengthening the quality of the research tool used in this study.

The results of the reliability measurements in this study are explained in detail in the following table, which displays all data related to reliability and shows the strength of the tools used in data collection and analysis.

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.724	11

The Cronbach's Alpha value obtained through the reliability test is 0.724, which is greater than 0.60, indicating a good level of reliability for the tool used. This value reflects the stability of the results, which means that the tool can provide consistent measurements when used under different conditions.

After the researcher ensures the validity and reliability of the questionnaire, the researcher then analyses the questionnaire based on four main aspects, namely:

Table 4. Students' Understanding of Composition Writing

No	Question	Value obtained	Total Value	Percentage
1	What do you think about the lesson on Composition Writing?	76	116	65,6%
2	How much do you understand about writing letters in words or sentences?	90	116	77,6%
3	How do you understand writing sentences in Composition Writing?	81	116	69,8%
4	How do you understand writing paragraphs in Composition Writing?	70	116	60,3%
<b>Total</b>		<b>317</b>		
<b>Mean</b>		<b>79,25</b>		<b>68,33%</b>

The students' understanding rating in the subject of Composition Writing ranged from 64%-81%, which indicates that their level of understanding is quite good. This result suggests their experience, which shows a high level of interaction with the subject matter and their ability to express their ideas clearly and accurately.

Table 5. Use of teaching materials in the learning process

No	Question	Value obtained	Total Value	Percentage
1	Do you use media in Composition Writing learning?	81	116	69,8%
2	How important is the use of media to support Composition Writing learning?	109	116	94%
<b>Total</b>		<b>190</b>		
<b>Mean</b>		<b>95</b>		<b>82%</b>

It appears that the use of learning media in the educational process is in the range of 82%-100%, which means that students consider its use very important. This result reflects the importance of teaching materials in supporting learning and achieving desired goals.

Table 6. Balance between theoretical and practical aspects  
In teaching Composition Writing skills

No	Question	Value obtained	Total Value	Percentage
1	What do you think of guided Composition Writing learning in writing sentences and paragraphs, which involves theoretical planning about sentences and paragraphs, and its application is balanced between the two?	103	116	88,8%
2	What do you think if theory and concepts are prioritised over their application in writing sentences and paragraphs in guided Composition Writing learning?	78	116	67,2%
3	What do you think of guided Composition Writing learning in writing sentences and paragraphs, including exercises in writing sentences and paragraphs using previous knowledge?	89	116	78,7%
<b>Total</b>		<b>270</b>		
<b>Mean</b>		<b>90</b>		<b>78,23%</b>

The survey results of students' opinions on the balance between theoretical and practical aspects in teaching writing skills showed general agreement. The average result was 78.23, in the range of 64-81, indicating students' agreement on this balance in the teaching method. This shows that students value the balance between theory and practice and consider it essential to developing their writing skills.

Table 7. Composition Writing Learning is based on Personal Experience (Constructivism)

No	Question	Value obtained	Total Value	Percentage
1	What do you think of guided Composition Writing learning in writing sentences and paragraphs, which involves theoretical planning about sentences and paragraphs, and its application is balanced between the two?	76	116	65,6%
<b>Total</b>		<b>76</b>		
<b>Mean</b>		<b>76</b>		<b>65,5%</b>

The survey results of students' opinions on using writing instruction based on personal experience (constructivism) showed their agreement with this teaching method. The average result was 65.5%, which was in the range of 64-81%, indicating that students agreed with the use of this type of teaching. This result reflects students' agreement with teaching based on personal experience, and they consider it an appropriate method to develop their writing skills.

#### 4. CONCLUSION

This study aims to identify the need to develop constructivist-based instructional materials to improve writing skills in the Arabic Language Education Program at Sultan Syarif Kasim State Islamic University, Riau. The study results indicate that students' writing skills still need improvement, particularly in text structure, vocabulary usage, and the ability to organise ideas systematically. Furthermore, students need relevant instructional materials to better understand and apply writing techniques in various forms of texts.

These findings suggest that developing constructivist-based instructional materials, which emphasise hands-on experience and student interaction, is essential for enhancing learning effectiveness. By using this approach, students are expected to become more actively engaged in the learning process and develop their writing skills in a more creative and structured manner.

These findings imply that more relevant and constructivist-based instructional materials can improve the quality of learning in the Arabic Language Education Program, while supporting the development of students' writing skills. Therefore, educators must consider implementing methods and materials supporting experience-based and collaborative learning.

Although this study provides valuable insights into the need for instructional materials, there are some limitations to be considered, such as the limited sample size, which was confined to one study program and one cohort, and may not fully represent the needs of all students in the program.

Suggestions for further research include developing and testing constructivist-based instructional materials that can be applied to a larger group of students and other study programs, as well as exploring the long-term impact of using these materials on students' writing skills.

#### 5. REFERENCES

- Abdiyah, L., & Subiyantoro, S. (2021). Penerapan Teori Konstruktivistik dalam Pembelajaran Tematik di Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 5(2), 127. <https://doi.org/10.30651/else.v5i2.6951>
- Aflisia, N., Kasmantoni, & Yanti, Y. F. (2024). Writing Errors: A Study Of Students Linguistic Errors In Composition Writing Muwajjah Learning. *An Nabighoh*, 26(1), 79-96. <https://doi.org/10.32332/annabighoh.v26i1.79-96>

- Al Faruq, U. (2015). Ahammiyyat Istikhdām Al-Wasāil Al-Talimiyyah Fī Talīm Al-Lughah Al-Arabīyah Li Al-Nātiqīn Bighayrihā. *Talim al-Lughah al-Arabiyah*, 5(2). [https://mawdoo3.com/أهمية\\_الوسائل\\_التعليمية\\_في\\_تدريس\\_اللغة\\_العربية](https://mawdoo3.com/أهمية_الوسائل_التعليمية_في_تدريس_اللغة_العربية)
- Asmawati, & Roikhan, M. R. (2024). Urgensi Pandangan Sosiokultural Konstruktivis dalam Pendidikan Sekolah Dasar: Studi Literature. *Journal in Teaching and Education Area*, 1(1), Article 1. <https://doi.org/10.69673/5ztsxz61>
- Bayda, S. M. (2021). Ahammiyyat al-wasāil al-talimiyyah fī tadrīs al-lughah al-Arabīyah li ghayr al-nātiqīn bihā. *Prosiding Konferensi Nasional Bahasa Arab*, 7, Article 7. <https://prosiding.arab-um.com/index.php/konasbara/article/view/982>
- Firdaus, D. (2024, January 8). Observations on teaching materials for the Composition Writing course in the Arabic language education study program at UIN Suska.
- Habsy, B. A., Fitriano, L., Sabrina, N. A., & Mustika, A. L. (2023). Tinjauan Literatur Teori Kognitif dan Konstruktivisme dalam Pembelajaran. *Tsaqofah*, 4(2), 751–769. <https://doi.org/10.58578/tsaqofah.v4i2.2358>
- Hakiky, N., Nurjanah, S., & Fauziati, E. (2023). Kurikulum Merdeka dalam Perspektif Filsafat Konstruktivisme. *Tsaqofah*, 3(2), 194–202. <https://doi.org/10.58578/tsaqofah.v3i2.887>
- Hamdan, M. (2019). Konstruktivisme Pembelajaran Bahasa Arab Komunikatif. *Prosiding Konferensi Nasional Bahasa Arab*, 5(5), Article 5. <https://prosiding.arab-um.com/index.php/konasbara/article/view/487>
- Hamid, M. A., Hilmi, D., Mustofa, S., Islam, U., Maulana, N., & Ibrahim, M. (2019). Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa, *Arabi: Journal of Arabic Studies*, 4(1), 100–114. <https://doi.org/10.24865/ajas.v4i1.107>
- Kanda, A. S., & Rustini, R. (2024). Implementasi Pembelajaran Aktif dalam Meningkatkan Motivasi Siswa pada Pembelajaran di MA Nurul Iman. *Jurnal Ilmiah Research Student*, 1(3), 566–579. <https://doi.org/10.61722/jirs.v1i3.676>
- Kosasih, E. (2021). *Pengembangan Bahan Ajar*. Bumi Aksara.
- Majid, A. (2013). *Perencanaan Pembelajaran, mengembangkan standar kompetensi guru* (Cet. 10). Remaja Rosdakarya.
- Mardiana, R., & Harti, H. (2022). Pengembangan E-Modul Berbasis Flipbook Untuk Meningkatkan Pemahaman Siswa Smk pada Materi Hubungan Dengan Pelanggan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5062–5072. <https://doi.org/10.31004/edukatif.v4i4.2946>
- Masbukin. (2023, Oktober). Wawancara Bersama Dosen Composition Writing [Personal communication].
- Mustofa, S. (2011). *Strategi pembelajaran bahasa Arab inovatif*. UIN-Maliki Press.
- Nurlaeliyah, N. (2023). Pendekatan Yang Berpusat pada Siswa dan Konstruktivis Untuk Meningkatkan Pengajaran dan Pembelajaran Perspektif Psikologi Pendidikan. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 4(2), 84–103. <https://doi.org/10.31943/counselia.v4i2.74>

- Pamil, J. (2024, January 13). Wawancara Bersama Ketua Prodi Pendidikan Bahasa Arab [Personal communication].
- Prastowo, A. (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif* (cet. VIII). Diva Press.
- Pribadi, B. A., & Putri, D. A. P. (2023). *Pengembangan Bahan Ajar* (2nd ed.). Universitas Terbuka.
- Ridwan, A., Abdurrohim, A., & Mustofa, T. (2023). Penerapan Metode Diskusi Dalam Meningkatkan Semangat Belajar pada Mata Pelajaran Pendidikan Agama Islam di SDN Plawad 04. *ANSIRU PAI : Pengembangan Profesi Guru Pendidikan Agama Islam*, 7(2), Article 2. <https://doi.org/10.30821/ansiru.v7i2.16711>
- Saputra, W., & Muqowim, M. (2024). Implementasi Teori Belajar Konstruktivisme Dalam Pembelajaran SKI: Studi Kasus pada Madrasah Aliyah di Kota Pekanbaru. *Edukatif: Jurnal Ilmu Pendidikan*, 6(4), 4048–4056. <https://doi.org/10.31004/edukatif.v6i4.7143>
- Shamut, S. (2023). Ahammiyat al-wasail al-talimiyya fi tadrīs al-lughah al-arabiyyah. موضوع أهمية الوسائل التعليمية في تدريس اللغة العربية. [https://mawdoo3.com/أهمية\\_الوسائل\\_التعليمية\\_في\\_تدريس\\_اللغة\\_العربية/](https://mawdoo3.com/أهمية_الوسائل_التعليمية_في_تدريس_اللغة_العربية/)
- Sholikhah, M., & Ammar, F. M. (2023). Composition Writing Muwajjah Approach For Arabic Writing In Elementary School, *Indonesian Journal of Education Methods Development*, 18(4), Article 4. <https://doi.org/10.21070/ijemd.v21i4.783>
- Syah, A. (2024, January 13). Wawancara Bersama Dosen Prodi Pendidikan Bahasa Arab [Personal communication].
- Syamsiyah, M., & Qosim, M. N. (2023). Ṣu‘ūbāt Al-Ta‘allum Fī Mahārāt Al-Qirā-Āt Wā Al-Kitābah Allatī Tuwājihuhā Ṭhālibāt Qism Al-Idād Al-Lughawi Bi Jāmi‘ah Al Rāyah Wa Thuruqilājihā. *Ukazh: Journal of Arabic Studies*, 4(1), 76–89. <https://ejournal.arraayah.ac.id/index.php/ukazh/article/view/735>
- Syukran. (2018). Etimologi dan Terminologi Al-Composition Writing dalam Kitabah. *Arabiyya: Jurnal Studi Bahasa Arab*, 7(1), Article 1. <https://doi.org/10.47498/arabiyya.v7i1.125>
- Ummi, H. U., & Mulyaningsih, I. (2016). Penerapan Teori Konstruktivistik pada Pembelajaran Bahasa Arab di Kelompok 28 Program Intensifikasi Bahasa Arab IAIN Syekh Nurjati Cirebon. *Indonesian Language Education and Literature*, 1(2), Article 2. <https://doi.org/10.24235/ileal.v1i2.600>