

Creativity of Arabic Language Education Students in Designing Teaching Materials: A Project-Based Approach in the *Tathwir Mawaad* Course for ALF Learners

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ARTICLE INFO

Keywords:

creativity;
designing;
teaching materials;
Arabic Learning Foreign (ALF)

Article history:

Received 2025-03-04

Revised 2025-05-11

Accepted 2025-06-04

ABSTRACT

The teaching materials for Arabic used in formal educational institutions for Arabic Language Foreign (ALF) students are typically in the form of textbooks that have been predetermined and have not been supplemented with additional materials designed according to current needs and contexts. The purpose of this study is to analyze the creativity of Arabic students in designing teaching materials to be used in Arabic language learning at educational institutions for ALF and to describe the learning process of the course *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* based on an outcome approach. This study employed a qualitative descriptive method, analyzing 120 student project outcomes and conducting interviews with 7 participants. The results of the study show that Arabic students possess creativity in designing Arabic teaching materials in both digital and non-digital formats. This creativity is strongly supported by the learning process carried out by the course instructors of *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* through Project-Based Learning (PjBL). The *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course in the Arabic Language Education Program at UIN Ar-Raniry has successfully guided students to develop creativity in designing diverse Arabic teaching materials suited to contemporary contexts for use by ALF in educational institutions. This study contributes to the development of an outcome-based curriculum and provides insights for enhancing Arabic language teacher training programs, particularly in fostering creativity and contextual material design.

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1. INTRODUCTION

Teaching materials are a key component in the process of knowledge transfer in education. One of the goals of education is the change that occurs in students, particularly in the cognitive aspect. Teaching materials become an important component used by teachers in conducting learning activities, consisting of knowledge, skills, and attitudes (Abdurahman et al., 2024; Izzah et al., 2024). It is the content of the curriculum that students need to learn and master in order to achieve instructional and learning objectives (Kokasih E, 2021). Therefore, teaching materials can be considered an essential component that serves as a learning tool or teaching material systematically organized for use by both teachers and students in the learning process. Learning would not be possible without teaching materials to be presented during the educational process.

Currently, the teaching materials for Arabic used in schools are still limited and not diverse. As a result, teachers tend to rely on certain textbooks and do not utilize varied sources (Zulkifli & Royes, 2017). Most of the sources used are textbooks published by the Ministry of Religious Affairs, and according to studies, these books still have shortcomings in terms of content completeness, and the discourse presented is less aligned with the expected indicators (Handayani, 2019). Another widely used Arabic textbook by Toha Putra also has content that does not meet the standards set by the National Education Standards Agency (BSNP), especially in terms of presentation quality and some indicators that have not been fulfilled (Azhari, 2018). Other studies also show that the available Arabic teaching materials often do not align the learning objectives with the material being taught (Syaifullah & Izzah, 2019). Additionally, the book designs are simple and less engaging (Aflisia & Hazuar, 2020; Ramah & Rohman, 2018). This, of course, will impact the effectiveness of learning outcomes and, in turn, lead to the underdevelopment of the Arabic language in Indonesia (Syaifullah & Izzah, 2019).

Preparing teachers with pedagogical competencies, one of which is the ability to design teaching materials, should be a focus of teacher education institutions. Innovative teaching materials that are tailored to students' needs and keep pace with technological developments will have a significant impact on the success of learning. The use of both digital and non-digital innovative teaching materials influences student motivation and learning outcomes (Lin et al., 2017), facilitating students' understanding of the subject matter (Utami et al., 2020), creativity, behavior, emotions, skills, as well as students' engagement in learning (Guan et al., 2023).

Most of the existing studies are development studies viewed from a methodological perspective. However, these studies have not examined the preparation of educational institutions in equipping students with the ability and creativity to develop teaching materials. The existing studies can be categorized into two aspects. First, studies on the development of non-digital teaching materials, such as booklets (Izari et al., 2024), LKPD (Hayati et al., 2022), and books with mind mapping (Hayati et al., 2023). Second, studies on the development of digital-based materials, including e-comic (Fardiyah et al., 2024), e-Handout (Farah et al., 2024), and Virtual Reality (Yasmin et al., 2024). From these trends, it is apparent that studies focusing on the creativity of students in designing teaching materials as an outcome of courses in teacher education institutions have not been thoroughly discussed.

Although various studies have explored the development of Arabic teaching materials, they tend to focus on the end products rather than on the educational process that fosters students' creativity in designing such materials. This study fills that gap by examining how teacher education programs, particularly through the course *Tathwir Mawaad li Al-Lughah Al-Arabiyyah*, cultivate students' creative abilities to develop relevant and engaging teaching materials. Aligning with Guilford's (1950) and Torrance's (1966) theories of creativity, which emphasize fluency, flexibility, originality, and elaboration. This study aims to observe how these dimensions manifest in students' work and are nurtured through project-based learning. By focusing on students' creativity as an outcome of a structured course, this research contributes to both the development of outcome-based curriculum and the advancement of Arabic language teacher education.

In this regard, the creativity of prospective Arabic teachers in designing and developing teaching materials has become the focus of the Arabic Language Education Program (Prodi PBA) at UIN Ar-

Raniry. One of the profiles of Prodi PBA graduates is that they are expected to be teaching material developers. Therefore, one of the skills that students are expected to acquire is the ability to design and develop Arabic teaching materials. To achieve this competency, the program's curriculum structure includes the course *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* (Development of Materials for Arabic Language) as a mandatory course for the program, which must be taken by students. They are required to be creative in designing Arabic teaching materials, both in digital and non-digital formats.

The combination of digital and non-digital teaching material design represents an innovation in education. This dual approach allows teachers to address diverse student needs and contexts, utilizing interactive digital media while maintaining the relevance of traditional formats in limited-tech environments. Hence, the ability to design both formats reflects adaptive and innovative pedagogy aligned with 21st-century educational demands.

The aim of this study is to address the gaps in existing research that have not thoroughly discussed how educational institutions foster the creativity of their students to acquire the ability to design Arabic teaching materials through coursework. In line with this, two questions can be formulated: (1) How is the creativity of students in the Arabic Language Education program in designing Arabic teaching materials?; and (2) How is the implementation of the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course in preparing students with the ability to design Arabic teaching materials? The answers to these two questions can provide valuable information to enhance the knowledge on preparing future teachers with the skills to design teaching materials that can be used by Arabic Language Foreign (ALF) learners.

2. METHODS

This study uses qualitative descriptive research to obtain in-depth information about the subjects and data sources being studied (Creswell, 2012; Sugiyono, 2019). The subjects and data sources of this research include students, lecturers teaching the *Tathwir Mawaad li Al-Lughah al-Arabiyyah* course, and student project documentation. The research subjects are determined purposively, consisting of 2 lecturers teaching the *Tathwir Mawaad li Al-Lughah al-Arabiyyah* course and 5 students enrolled in the course. The data source for documentation consists of 120 documents from student design project outcomes.

The data obtained is analyzed using qualitative descriptive analysis. Qualitative analysis follows the theory of Miles & Huberman (1992), which includes four stages: data collection, data reduction, data display, and conclusion/verification. First, Data Collection involves gathering relevant information related to the research problem. The techniques used include interviews and documentation, particularly regarding the learning process of the *Tathwir Mawaad li al-Lughah al-Arabiyyah* course and the documentation of student project outcomes. This stage forms the basis for the subsequent data reduction process. Second, Data Reduction is the process of sorting, grouping, categorizing, and discarding irrelevant data. The data is then organized to align with the needs of the research analysis. The data analysis technique was carried out thematically through triangulation to ensure the validity of the data. Third, Data Display is the stage where the reduced data is presented in a systematic and integrated manner according to the research focus. This presentation helps the researcher identify patterns or relationships between the information obtained. Fourth, Conclusion Drawing and Verification involves interpreting the meaning of the presented data. This process aims to uncover hidden meanings and draw accurate and valid conclusions in line with the research focus. Figure 1 below illustrates the qualitative data analysis process.

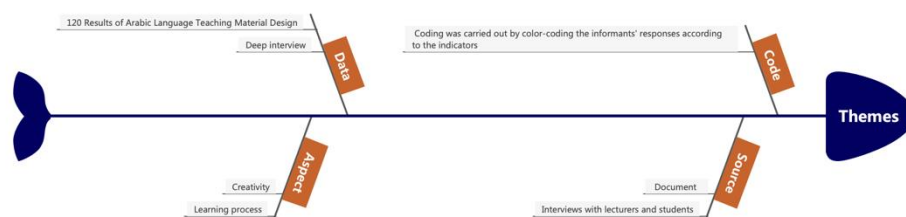


Figure 1. Qualitative Data Analysis Process

3. FINDINGS AND DISCUSSION

The results of this study present two aspects in accordance with the research formulation, namely: (1) Arabic Higher Students' Creativity in Designing Arabic Teaching Materials, and (2) The Learning Process of the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* Course.

3.1. Arabic Higher Students Creativity in Designing Arabic Teaching Materials

Aspect 1: Design Form

The analysis of Arabic students' creativity in producing teaching material design projects for use by Arabic Language Foreign (ALF) learners, from the perspective of design formats, is categorized into digital and non-digital forms.

In the digital form, the projects produced by students include: animated videos, vlogs, e-modules, e-booklets, e-Arabic comics, virtual reality, interactive PowerPoint presentations, e-handouts, Macromedia Flash, and learning videos. Meanwhile, in the non-digital form, the projects include: modules, booklets, picture stories, mind mapping, student worksheets, handouts, talking stick games, and pocket books. Figure 2 below illustrates the mapping of design formats from the results of Arabic students' projects in designing teaching materials for ALF learners.

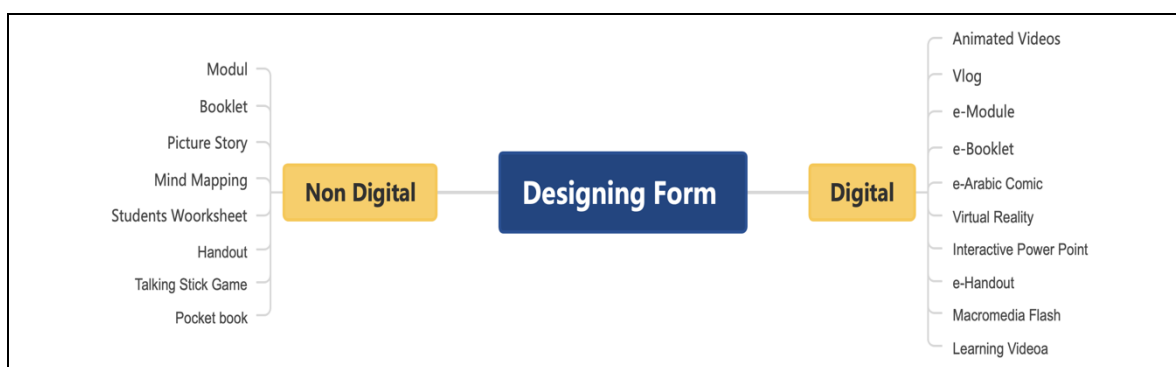


Figure 2. Mapping of the Forms of Arabic Teaching Material Design for ALF

Aspect 2: Teaching Materials

The analysis of the results from the Arabic teaching material design projects, based on language skills, language components, and subjects, reveals seven categories consisting of four language skills, two language components, and one subject. In terms of language skills, teaching materials for *maharah istima'* (listening skills) were designed in the form of animated videos, vlogs, interactive PowerPoint presentations, and learning videos. For *maharah kalam* (speaking skills), materials were created using animated videos, pocket books, and the talking stick game. For *maharah qiraah* (reading skills), materials were designed as modules, e-modules, booklets, e-booklets, e-handouts, Arabic comics, and picture stories. In the case of *maharah kitabah* (writing skills), teaching materials were produced as modules, handouts, and student worksheets. Regarding language components, materials for *mufradat*

(vocabulary) were designed using virtual reality, pocket dictionaries, and Macromedia Flash, while materials for *qawaid* (structure) were created through mind mapping, modules, and learning videos. Lastly, for the subject of *balaghah* (literature), materials were designed in the form of mind mapping. The mapping of these teaching materials, viewed from the perspective of teaching formats, is illustrated in Figure 3.

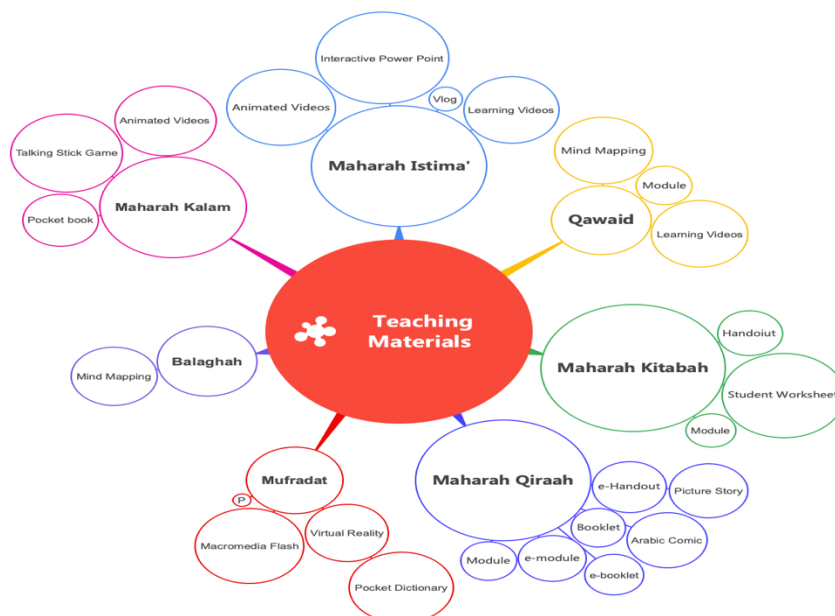


Figure 3. Mapping of Designing Teaching Material Based on Language Skill, Language Elements and Subject

Aspect 3: Formal Educational Institutions

An analysis was conducted to examine the use of the designed Arabic teaching materials, specifically from the aspect of formal educational institutions. The analysis revealed that the teaching materials were designed for three types of formal educational institutions: schools, madrasahs, and *dayahs* (Islamic traditional school). The teaching materials designed for schools included vlogs, virtual reality, the talking stick game, Macromedia Flash, and learning videos. For madrasahs, the materials were designed in the form of modules, virtual reality, e-modules, handouts, booklets, animated videos, vlogs, picture stories, student worksheets, Arabic comics, interactive PowerPoint presentations, and e-booklets. For *dayahs*, students successfully designed teaching materials in the form of mind mapping, pocket dictionaries, and pocket books. Additionally, the analysis considered the educational levels of the institutions, revealing that the Arabic teaching materials were designed for elementary schools, junior high schools, and senior high schools. Figure 4 below illustrates the mapping of the Arabic teaching material designs from the perspective of formal educational institutions.

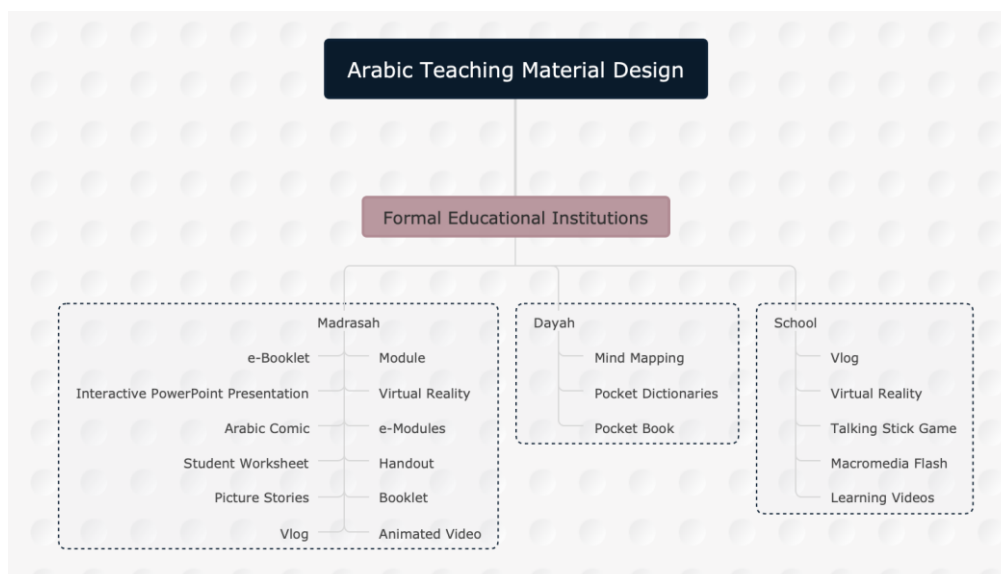


Figure 4. Mapping of Designing Based on Formal Educational Institutions

3.2. Learning Process of *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* Course

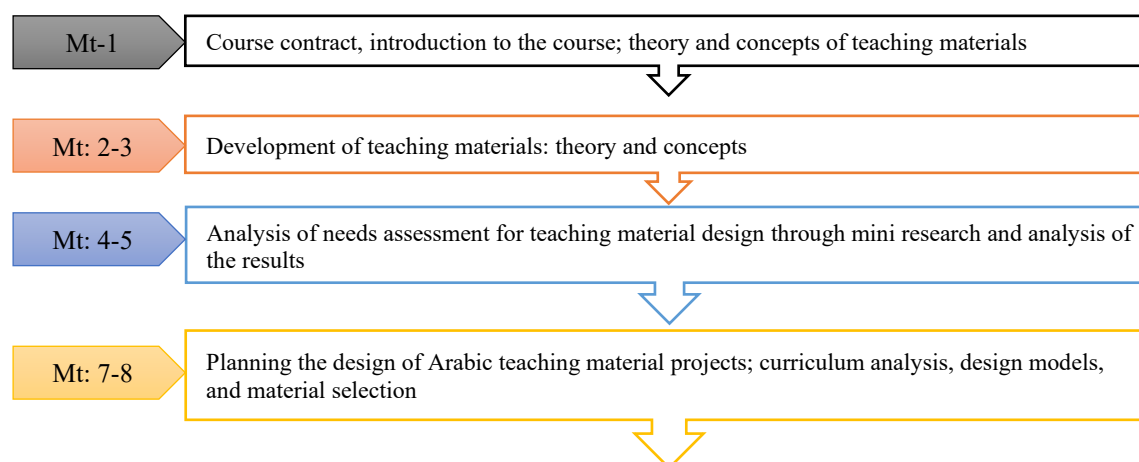
The research findings related to the learning process of the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course were carried out based on a project approach to produce teaching materials. The process consists of three stages: 1) Planning. The initial stage begins with planning, which is formulated in the form of a Semester Learning Plan (RPS). 2) Implementation. The plan developed in stage 1 is then implemented through learning activities at the designated time. 3) Assessment. The final stage involves assessing the learning process through both process assessment and outcome assessment. This process aligns with the concept of executing a learning process (Sanjaya, 2010).

Planning

The learning process of the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course begins with planning, which is outlined in the Semester Learning Plan (RPS). The RPS describes all learning activities aimed at achieving the Learning Outcomes (LO) of the course, as formulated. The results of the interview with the course lecturer are presented in the following interview excerpt.

“As the lecturer for the *Tathwir Mawaad* or teaching material development course, my team and I discussed and collaboratively developed the Semester Learning Plan (RPS) so that the final outcomes achieved by students are consistent across units/classes. The RPS serves as the guide for me in teaching this course” (Lecturer-Hm).

The analysis of the RPS document revealed a complete plan for the learning activities, which can be illustrated as shown in Figure 5 below.



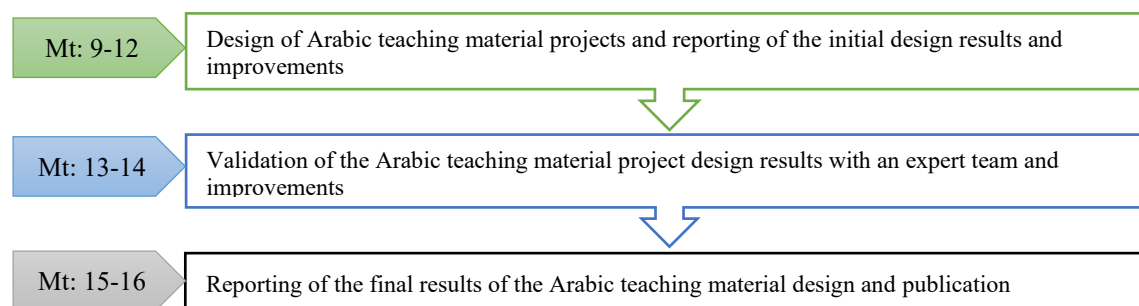


Figure 5. Learning Design of the Course *Tathwir Mawaad li Al-Lughah Al-Arabiyyah*

Implementation

The implementation stage is a follow-up to the previously prepared learning plan. The planned activities are then carried out according to the specified schedule and duration, which lasts for 16 meetings. The learning activities for this course include both theory and practice. Theoretically, the course is conducted in the form of lectures that help students understand the theory and concepts of teaching materials, as well as the importance of an educator's role in creating teaching materials in various forms based on the needs and technological developments. Practically, students conduct a mini research, including a literature review (LR) and field need assessment, analyzing the Arabic language curriculum used in schools, madrasahs, or *dayahs*, planning and designing the teaching material designs, and then creating the teaching materials and conducting validation to obtain feedback for improvement. In this regard, here are some excerpts from interviews with lecturers.

"I teach the *Tathwir Mawaad* course according to the RPS over 16 meetings, using discussion and project methods. Students are first equipped with theories about teaching materials and their development. After that, they analyze the need for developing teaching materials. Then, I give them the freedom to choose and plan how to design the teaching materials, whether for schools, the content, or the form of the design" (Lecture-Fj).

"In my class, some students designed teaching materials in digital formats such as virtual reality for teaching vocabulary, animated videos, Arabic comics, interactive PowerPoint presentations, and so on. Others chose to design in non-digital formats, such as mind mapping, pocket dictionaries, handouts, booklets, and so on. The students were quite creative and were able to complete their tasks well" (Lecturer-Hm).

The results of the interviews with several students who have taken the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course are presented in Table 1 below.

Table 1 Excerpt of Interviews with Students

Student-1	"This course helps me to develop my potential. The lecturer designs the classes systematically and requires an output at the end of the course. I can develop teaching materials, both electronic and non-electronic"
Student-2	"The <i>Tathwir Mawaad</i> course is very enjoyable. I got to learn the process of creating Arabic teaching materials in the form of digital comics. We were facilitated by the lecturer in choosing themes and finding the teaching material to be developed"
Student-3	"I feel very happy attending the <i>Tathwir Mawaad</i> course. The methods used by the lecturer are very varied and always innovative, making it easier to understand the material being taught. This course teaches me how to create Arabic teaching materials according to the needs of students"
Student-4	"This course requires each student to create an Arabic teaching material product. The lecturer of the <i>Tathwir Mawaad</i> course guides the students through the process of making the teaching material. The course process

	begins with an introduction/course contract, an explanation of theory, and a project to complete the teaching material product”
Student-5	“The teaching material product that I have designed is still assessed by the lecturer, and feedback is given if there are any shortcomings. The product is also validated by experts or other lecturers. The feedback from the validators will be corrected before being submitted to the lecturer for grading”

Assessment

The final stage of the learning process for the *Tathwir Matwaad li Al-Lughah Al-Arabiyyah* course is the assessment stage. The assessment for this course is based on several components: attitude, knowledge, assignments, and the Final Semester Exam (UAS). The attitude assessment focuses on aspects such as discipline, responsibility, participation, and honesty. The knowledge assessment is conducted through quizzes held in face-to-face sessions. Assignments are assessed through the process of completing project tasks. The UAS assessment is based on the final outcome of the students' projects. The results of the interview with the course lecturer are presented in the following excerpt.

“I assign grades for this course by considering several factors: the students' attitude in attending the course, their understanding of the course material, their progress in completing the assigned tasks, and the final result of the projects they create and report” (Lecturer-Fj).

The documentation data related to the assessment conducted by the course lecturers shows the instruments used to evaluate the students' competencies. Below is an illustration of the assessment instrument used.

Penilaian Sikap

No	Mahasiswa	Aspek yang Dinilai				Skor
		Disiplin	Tanggung Jawab	Aktif	Jujur	
1						
2						
3						
4						
5						
Dst.						

Kriteria:
85 – 100 : Sangat Baik
75 – 84 : Baik
50 – 74 : Cukup
< 49 : Kurang

Penilaian Projek

Projek :
Mahasiswa :
NIM :
+

No	Aspek yang dinilai	Indikator	Skor
1	Perencanaan	Rancangan desain	
		Tools yang digunakan	
2	Pelaksanaan	Teknik Pembuatan	
		Progres pembuatan	
3	Hasil/Produk	Bentuk	
		Keberfungsian	
Total Skor			

Kriteria:
Skor 1: Sangat kurang; Skor 2: Kurang; Skor 3: Cukup; Skor 4: Baik;
Skor 5: Sangat Baik

Figure 6. Attitude Assessment Instrument

Figure 7. Project Assessment Instrument

Discussion

The results of this research show that Arabic language students have creativity in designing teaching materials. They are able to produce products from the projects given by the lecturer in various forms, according to the needs and technological developments. They have demonstrated good skills in creating Arabic teaching materials both digitally and non-digitally. This creativity can be observed through several key indicators outlined by Guilford (1950) and Torrance (1966), such as *fluency* (the quantity and variety of materials produced), *flexibility* (the diversity of formats and platforms used), *originality* (the uniqueness of ideas and presentation), and *elaboration* (the depth and detail in material design). The students' outputs demonstrated a balance of these dimensions, indicating a high level of creative performance. Various forms of designs have been produced as supporting materials that can be used in learning Arabic by ALF. The creations of these designs are also diverse and can be used to support the four language skills: listening (*istima*), speaking (*kalam*), reading (*qiraah*), and writing (*kitabah*). In addition, the designs can also be used as supplementary materials to learn language components such as vocabulary (*mufaradat*) and grammar (*qawaid*), as well as to study rhetoric (*balaghah*). This aligns with the findings of Yasmin et al. (2024), who demonstrated that virtual reality-

based teaching materials enhanced students' creative expression and engagement in Arabic language learning. In this study, students showed similar creative competence through their use of digital tools and media to produce contextually relevant instructional materials.

Arabic language students, who are trained and prepared as future teachers, must be equipped with various knowledge and skills related to pedagogy. One of these is having skills and creativity in developing innovative teaching materials. This relates to the diversity of students in terms of their characteristics (individual differences), which encourages teachers to understand students' needs and learning goals. It is important to align creative teaching that can encourage two-way interaction between the teacher and students, so that learning objectives can be achieved (Han, 2025). Thus, creativity is demanded of teachers in all aspects, including preparing the learning tools needed to carry out the learning process (Darmawan et al., 2019), especially in preparing teaching materials.

Teaching materials are an essential component in the process of transferring knowledge, shaping character, and developing students' skills. Without teaching materials, the learning process would not be possible. Teaching materials need to be packaged well, attractively, contextually, aligned with students' characteristics and learning goals, and in accordance with technological developments. Teaching material design can be done by utilizing technology, and the results are continuously evolving. For Arabic language learning itself, teaching materials can be designed in digital forms (Mahira & Hayati, 2025; Mubaraq & Hayati, 2025; Yasmin et al., 2024) and non-digital forms (Hayati et al., 2022; Izari et al., 2024). The use of innovatively designed teaching materials has impacted learning outcomes, motivation, critical thinking skills, and communication (Sumiyati & Nurjannah, 2022; Suprihatin & Manik, 2020; Wachidah, 2023).

Higher education institutions are responsible for preparing graduates who possess skills according to the graduation standards (SKL) that are set. Currently, higher education institutions are directed to implement a curriculum based on Outcome-Based Education (OBE). This curriculum requires students to possess skills and tangible outcomes at the end of the learning process (Muzakir & Susanto, 2023). OBE emphasizes the continuity of an effective learning process, with innovations and interactions in learning that are oriented toward the future to produce outcomes with more specialized skills (Saptadi et al., 2024).

In the implementation of the OBE-based curriculum, the role of the course instructor is crucial in achieving the learning outcomes. It begins with planning the implementation of teaching, which is outlined in the Semester Learning Plan (RPS), and continues through the actual teaching process. The implementation of the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course is carried out in three stages: First, planning the class activities by preparing the RPS. Teaching by the lecturer with good planning based on projects can enhance students' creativity in designing lessons (Wibowo et al., 2024). Second, the course is implemented according to the prepared plan. The course is conducted using the Project-Based Learning (PjBL) method to produce a product. The application of PjBL within the framework of OBE provides students with opportunities to apply knowledge in real-world tasks, encouraging creative problem-solving and innovation. The findings suggest that PjBL not only supports content mastery but also enhances the development of creativity an essential graduate outcome in an OBE curriculum. For this, the course instructor must be able to act as a guide, mentor, and facilitator (Hasan, 2018), so that students' creativity can be developed and the course outcomes can be achieved. (Muthmainnah et al., 2023) found that trials with Virtual Reality among students affected their creativity in designing digital-based teaching materials. Students demonstrated good creativity in presenting teaching materials in visual forms (posters) to be used in teaching students (Jouannaud, 2023). Third, the course assessment is conducted comprehensively and authentically. The OBE-based learning evaluation establishes assessment indicators by the institution, determining the weighting for each Course Learning Outcome (CPMK) and Program Learning Outcome (PLO) (Rasyid et al., 2022). Thus, prospective teacher students need to be equipped with the competencies and creative skills necessary to design various forms of teaching materials through courses that are systematically planned and outcome-based.

4. CONCLUSION

The *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course in the Arabic Language Education Program (Prodi PBA) is capable of fostering creativity among students in designing Arabic teaching materials. The teaching materials produced are diverse, in both digital and non-digital forms. The materials are designed according to the needs of the students, covering language skills, language components, and subjects (curriculum content), and are tailored to the appropriate educational level or grade. The success achieved by the students is closely linked to the teaching process of this course, which is facilitated by the course lecturers. The objective of this course requires students to create Arabic teaching materials as a learning outcome. The course implementation follows three stages: planning, implementation, and assessment. The lecturers systematically and clearly plan the course. The course is implemented based on Project-Based Learning (PjBL), which results in product designs, and assessment is carried out in a measurable, authentic, and comprehensive manner. This study focuses on describing the creativity of Prodi PBA students at UIN Ar-Raniry in designing Arabic teaching materials and the process of implementing the *Tathwir Mawaad li Al-Lughah Al-Arabiyyah* course in developing students' ability to produce teaching materials. Further studies could explore the practicality of the designed Arabic teaching materials with teachers and students. This study, however, is limited by the relatively small sample size, which may affect the generalizability of the findings. Future research involving a larger and more diverse group of participants is needed to validate and expand upon these results.

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